

# ENGLISH 1320: COLLEGE WRITING II



**Instructor:** James Stevens, M.A.

**Class Times:** T/R @ 8-9:20am; 9:35-10:55am; 11:10am-12:30pm; 2:20-3:40pm

**Email:** [James.Stevens@UNT.edu](mailto:James.Stevens@UNT.edu)

**Office Hours:** T/ R @ 12:45-1:45pm & 3:45- 4:45 pm

**Office Location:** AUSB 105

## Spring 2026 | University of North Texas COURSE DESCRIPTION

In ENGL 1320, you will be introduced to invention strategies, reading strategies, and writing approaches that will help you thrive as writers in a university setting and beyond. With an emphasis on brainstorming, critical reading, analysis, and revision, you will practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive writing about issues that are important to you. One of the broadest goals of this course is to help you become comfortable with strategies for making your writing compelling to the audiences you want to reach. Defining, explaining, persuading, finding, and evaluating good sources—these are all ways to provide insight into topics that you want to share with other people. Overall, ENGL 1320 will prepare you for a wide range of writing expectations, including those that demand research, evidence, and careful argument.

In order to focus your research, this course will be themed around a topic chosen by your instructor. For the first few weeks, we will read in this common theme and you will use this to brainstorm your research paper topic(s). This will also encourage a classroom community of knowledge so that we can support and help each other with our varying topics and research processes.

### COURSE OUTCOMES:

- Hone and develop reading, writing, and research skills through practice, repetition, and careful attention to style and strategy
- Develop a relevant research question
- Locate and analyze academic sources to use as evidence
- Synthesize sources into a larger analytical argument
- Draft and revise a research paper that is appropriate to academic audiences
- Collaborate with peers and provide useful feedback

## CORE REQUIREMENTS

**Catalog Description:** 3 hours. Writing as inquiry. Develops habits of critical thinking, research-based inquiry, and argument through written engagement with relevant social and cultural issues.

**Prerequisite(s):** ENGL 1310, ENGL 1311, or equivalent.

**CORE Category:** Communication (English Composition and Rhetoric)

As ENGL 1320 meets one of your CORE Communication requirements. This course has four CORE skill objectives:

- **Critical Thinking** | The written activity explains insights that the writer has gained through careful consideration of the research and reading done in the course. The writer coherently represents the complexity and nuance of the ideas they are writing about.
- **Clarity of Communication** | The written activity shows that the writer understands the course material and has read widely enough to help audiences understand the significance of the idea they are writing about. The background context and the question the writer is addressing are both coherent and thorough enough.
- **Organization and Structure** | The written activity is clearly organized with a structure that allows audiences to understand its main point as well as the supporting examples and sources that contribute to the main point.
- **Consideration of Other Perspectives** | The written activity demonstrates careful listening to course ideas, course texts, and to consider other perspectives related to the topic the writer is addressing. The writer considers the cultural and social implications of their topic and argument.

## COURSE BOOKS & MATERIALS

- *Rhetorical Transformations: Complex Conversations*—custom textbook provided as an OER and/or in hard copy. See Canvas for more details on accessing your custom course text.

## TECHNICAL REQUIREMENTS & SKILLS

You'll need [a computer](#) with [internet access](#) and know the basic skills necessary to:

- Use [Outlook for UNT email](#)
- Use [Canvas](#)
- Use [Microsoft Word and PowerPoint](#)

## GRADE DISTRIBUTION

| Assignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Weight | Due Date   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|
| Major Assignment 1 (MA1)   Choosing a Topic <ul style="list-style-type: none"> <li>This unit focuses on reading sources for information and insight, as well as formulating a specific research question around an issue you want to write about and explore. You will draft a research proposal at the end of this unit.</li> </ul>                                                                                                                                                                                                         | 10%    | 09/06/2026 |
| Major Assignment 2 (MA 2)   Annotated Bibliography <ul style="list-style-type: none"> <li>This unit focuses on defining the context for the issue you have chosen and locating sources that offer a perspective on the issue. You will draft an annotated bibliography at the end of this unit.</li> </ul>                                                                                                                                                                                                                                   | 20%    | 10/04/2026 |
| Major Assignment 3 (MA 3)   Drafting and Revising the Research Essay <ul style="list-style-type: none"> <li>In this unit, you will plan and write a clear, focused, and well-researched essay that addresses the issue you have chosen to write about. You will submit both a rough draft and eventually a final draft of your research paper.</li> </ul>                                                                                                                                                                                    | 20%    | 11/05/2026 |
| Major Assignment 4 (MA 4)   Final Draft <ul style="list-style-type: none"> <li>In this unit, You will learn about how to work a paper from a rough draft into a polished final draft. You will polish your draft from unit 3 for this unit.</li> </ul>                                                                                                                                                                                                                                                                                       | 20%    | 11/15/2026 |
| Major Assignment 5 (MA 5)   Remixing your Research Project <ul style="list-style-type: none"> <li>This final unit focuses on the activity of "remixing" writing through changes to the audience, purpose, and context. Remixing is an activity that helps writers develop new strategies, such as using multimodal writing or "everyday" language, to reach audiences beyond the form of the traditional academic essay. You will need to translate your research into an artifact or project that you will present to the class.</li> </ul> | 10%    | 12/06/2026 |
| Quizzes and Discussions <ul style="list-style-type: none"> <li>Short quizzes over the assigned readings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          | 10%    | Varies     |
| Attendance and Participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10%    | Varies     |

## GRADING

| GRADE      | DESCRIPTION                                                                                                                                                                                                                                                  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A   90-100 | Exceeds the assignment's requirements. Has few to no errors. Shows a mastery of the concepts being taught. Is impressively sophisticated, inventive, balanced, justified, effective, mature, and expertly situated in time and context.                      |
| B   80-89  | Meets most of the assignment's requirements. The number of errors does not impede the work's meaning. Shows high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original. |
| C   70-79  | Meets most the assignment's requirements. The number of errors may impede the work's meaning. Shows some understanding of the concepts being taught. Coherent,                                                                                               |

|                 |                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | significant, and perhaps even insightful in places but ultimately challenged in organization, articulation, and/or effectiveness.                                                                                                                                                                                                                                                             |
| D   60-69       | Does not meet most of the assignment's requirements. The number of errors does impede the work's meaning. Shows low level of understanding of the concepts being taught. Offers an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, underdeveloped, and overall, not reflective of the performance expected of UNT undergraduates. |
| F   59 or below | Does not meet the assignment's requirements. The number of errors impede the work's meaning. Shows no understanding of the concepts being taught.                                                                                                                                                                                                                                             |

All major assignments must be turned in on Canvas and processed through Turnitin to be eligible to pass this course.

I encourage you to monitor your score and review feedback posted on Canvas; However, Canvas's gradebook is not always accurate. Some grades, such as attendance or extra credit, are not incorporated until *after* the last time the class meets. If you are concerned about your grades, please set up a meeting so we can discuss them.

## COMMUNICATION EXPECTATIONS

### Feedback

I strive to return all graded work promptly. For shorter assignments and discussions, I will generally post grades/feedback within seven days of the due date. For the larger projects, I aim for fourteen days, but with the rise in cheating and plagiarism, it occasionally takes longer to finish grading a set of papers. If it has been longer than the times mentioned, please feel free to ask me when to expect the grades and feedback, but not before then.

### Student Hours

You can walk into my office during my hours, but I encourage you to make an appointment to ensure you get time to meet with me. Feel free to use my office hours as often as you'd like to chat with me, review an assignment, or discuss any questions/concerns you have. It's been my experience that a quick conversation is the most effective way to resolve any confusion.

### Email

I will respond to all official correspondence addressed to my UNT email in person or via email within three business days. All other communication methods—Canvas Messenger, assignment comments, personal emails, physical letters, etc.—are unreliable ways to contact me. I cannot guarantee that I will see your message on other platforms within any specific time frame, if ever.

Please check the syllabus and related assignment sheets before emailing me, and in your email, indicate where you looked for the information you are seeking before you emailed me. So that if something is unclear, I can fix it. Additionally, when you write to me, please include the subject of your email in the subject line and write your email with appropriate salutations and grammar. For a sample email, read this article, "[How to Email Your Professor](#)." Or, for a checklist on effective email communication between yourself and instructors, see <https://www.wikihow.com/Email-a-Professor>.

It is your responsibility to check your UNT email during your 'business' hours each day to ensure you do not miss any time-sensitive information.

## Public Writing

All submissions for this course, including but not limited to pre-writing, drafts, in-class assignments, and final projects, are public, i.e., any writing submitted for this course may be viewed by me or classmates. Do not submit any information that you are unwilling to share.

## Syllabus Change Policy

I have made every attempt to provide an accurate syllabus for this course. However, if presently unanticipated circumstances arise that necessitate an amendment to the syllabus, advance notice will be given in writing via email of all changes, and I will provide an updated hard copy with the changes.

## ATTENDANCE

Attendance Policy ([UNT Policy 06.039](#))

Regular class attendance and participation are required. Excessive absences will affect your grade. Documented absences (e.g., religious holidays, university events) are automatically excused. Illness or undocumented absences are unexcused unless your instructor decides otherwise. Email your instructor within 24 hours of an absence for them to consider excusing it.

### Excused Absences

Absences for the following reasons are considered excusable by the university based on [UNT policy 6.039](#), but you must obtain a note from the [Dean of Students](#) (or other appropriate university offices) to verify your absence(s): (1) religious holy day, including travel for that purpose; (2) participation in an official university function; (3) active military service, including travel for that purpose; (4) pregnancy and parenting under Title IX; and (6) when the University is officially closed. Please inform me of any planned absences with at **least 10 days**' notice to minimize any potential negative impact on your grades.

No other absences are eligible to be excused. Unless the absence is an illness or an extenuating circumstance that exceeds five consecutive days, you may request documentation from the Dean of Students' office for an excuse. Examples include, but are not limited to: (1) temporary disability or injury; (2) extended medical absence or hospitalization; (3) illness of a dependent family member; or (4) major illness or death of a loved one.

### If you miss a class:

You are responsible for finding out what you missed. *Before* the next time our class meets, review the Canvas page and ask a classmate for notes on what you missed, or make an appointment to meet with me during office hours, or if needed, email me to ensure you are on track and prepared for the next class.

### If you miss an assignment:

Only assignments missed due to an excusable absence can be made up. For excused absences that resulted in missing in-class assignments, it is your responsibility to 1) turn in all necessary documentation regarding the absence and 2) *schedule* a time to make up the missing work *within two weeks of missing the assignment*. Since I must prepare the missing assignment, you cannot make up work as a walk-in during office hours.

## LATE WORK

This course requires extensive reading and regular writing. To keep up with the course, you must complete all assignments by the date and time stated on Canvas. I will not accept late submissions

of minor assignments or MA 3. A late MA 1 or MA 2 submission will be marked down half of a letter grade (from a 90 to an 85) for every day that they are late.

Note that unreadable documents, e.g., inaccessible, unopenable, partially complete, incorrect files, etc., will be considered as a non-submission and thus late if the deadline has passed. It is your responsibility to plan on submitting with ample time to check the submission quality and viewability of your submission on Canvas. Additionally, showing “last edited date” metadata does not qualify to remove the penalization based on any technological ‘catastrophe’ that impeded your submission.

### Extensions

I will occasionally grant extensions for assignments if you request the extension at **least 24 hours before the deadline**. All requests must be sent via email and include 1) the specific assignment information in the subject and body, and 2) let me know the day and time you will turn in the assignment instead. No extensions will be granted for inherently collaborative assignments (peer review, in-class activities, etc.) in which your peers depend on your timely submission to progress in their work.

## THE UNT WRITING CENTER

I recommend that you visit the UNT Writing Center with your written and oral assignments for this class. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A tutor can help you get started on a paper or help you decide what to revise on an existing draft. During an appointment with a tutor, you can develop your ideas, organize your thoughts, and clarify your prose.

Undergraduate students receive up to one hour, daily, of one-on-one tutoring either in person or online.

Graduate students receive up to three hours of tutoring every week, either through in-person, online synchronous, or online asynchronous appointments.

For more information or to make an appointment, visit their [website](#), email [writingcenter@unt.edu](mailto:writingcenter@unt.edu), call 940-565-4665, or stop by Sage Hall 150.

## UNT POLICIES

### Academic Integrity Standards

According to [UNT Policy 06.003](#), Academic Integrity standards are violated when students engage in academic dishonesty behaviors, including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty and my decision on academic sanctions will be reported to the [Office of Academic Integrity](#).

Plagiarism can include copying a passage from a source verbatim without citing it, but it can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased or sourced from generative AI technologies. Be careful always to acknowledge the work of other writers and take the time to work out the distinction between your original thoughts and arguments and those of others.

**Additionally, the use of any generative AI writing tools is prohibited in this class.** Assignments for the course have been designed to help you develop as a thinker, reader, and writer without

using these technologies. You will generate ideas, read, revise, and write independently or when appropriate in consultation with peers, UNT Writing Center tutors, and me. Any use of generative AI in your work for this class violates our syllabus and thus will be treated as an instance of cheating. Ignorance of the generative AI tools in your chosen digital writing technologies, whatever they may be, is not sufficient to excuse the violation. If you are unsure about a digital writing tool (even automatically integrated ones), don't use it for this class.

### **Acceptable Student Behavior**

According to [UNT policy 07.012](#), student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be notified verbally or in writing and may be directed to leave the classroom. Additionally, the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct.

For additional information, refer to the [Dean of Students](#) website.

### **ADA Accommodations**

According to UNT policy 16.001, UNT will make reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA). Then, the ODA will provide them with a reasonable accommodation letter to be delivered to faculty members detailing the students' accommodation needs. Faculty members have the authority to ask students to discuss such letters during their designated office hours. Students may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation and meet with all faculty members prior to accommodation implementation every semester.

For additional information, refer to the Office of Disability Access website.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly provide students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

For additional information, refer to the Eagle Alert website.

### **Academic Freedom & Responsibility**

UNT has a robust policy regarding academic freedom and academic responsibility. Crucially, this policy encompasses not only the rights of faculty members but also the rights "of the student to freedom in learning." As a student in this classroom, therefore, you have the right to encounter and debate new ideas, diverse forms of knowledge, and unfamiliar or contrary points of view. According to UNT policy, "it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive." At the same time, to encourage the free exchange of ideas, and to ensure that your right to learn is protected, the tone for such discussion must always be civil and respectful; hateful or discriminatory speech will not be tolerated. For more information, please consult the full UNT policy at <https://policy.unt.edu/policy/06-035>[Links to an external site.](#)

### **Audio/Video**

### **Recording**

Although UNT is a publicly supported institution, our classroom is not a public space. Therefore, to protect the intellectual property and privacy rights of both faculty and students, video and audio recordings are prohibited during class. The exception is for students who have been granted explicit approval as an ODA accommodation. For more information, please consult the full UNT policy at <https://studentaffairs.unt.edu/office-disability-access/faculty/faculty-guide/accommodations-explained/Audio-Recording-Faculty.html>[Links to an external site.](#)

## **UNT RESOURCES**

### **Technical Assistance:**

[Information Technology Help Desk | University of North Texas](#)

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

In Person: Sage Hall, Room 130

### **Writing Assistance:**

[Writing Center | University of North Texas](#)

Email: [WritingCenter@unt.edu](mailto:WritingCenter@unt.edu)

Phone: 940-565-2563

In Person: Sage Hall, Room 150



## English 1320 Weekly Schedule | Fall 2026

\*This schedule is subject to change at your instructor's discretion. Always check the "announcements" in Canvas for any changes.

| WEEK          | READINGS                                                                              | ACTIVITIES                                                                                                                                                                                          | ASSIGNMENTS                                                                                       |
|---------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>UNIT 1</b> |                                                                                       |                                                                                                                                                                                                     |                                                                                                   |
| Week 1        | Course Syllabus<br><br>CHAPTER 1  <br>Rhetorical Thinking for<br>the Research Process | Course Introduction and<br>Syllabus Overview<br><br>Course Theme Introduction<br><br>Establish a Classroom<br>Community                                                                             | Multimedia Introduction<br>Chapter 1 Reading Quiz                                                 |
| Week 2        | CHAPTER 2   Research<br>and Inquiry                                                   | Understanding MA 1<br><br>Topic brainstorming                                                                                                                                                       | Chapter 2 Reading Quiz<br><br>Brainstorming Activity Due on<br>Canvas Discussion Board            |
| Week 3        |                                                                                       | Time in-class for proposal<br>drafting<br><br>Look at the sample proposal                                                                                                                           | <b>MA 1 Research Paper Proposal</b>                                                               |
| <b>UNIT 2</b> |                                                                                       |                                                                                                                                                                                                     |                                                                                                   |
| Week 4        | CHAPTER 3  <br>Gathering and<br>Evaluating Sources                                    | Understanding MA 2<br><br>Finding reliable sources and<br>media literacy<br><br>Library tutorial day: how to use<br>UNT's library database to find<br>sources<br><br>Begin finding reliable sources | Chapter 3 Reading Quiz<br><br>Media Literacy Activity Due on<br>Canvas Discussion Board           |
| Week 5        | Read through sources                                                                  | Logical fallacies<br><br>Counterargument and refutation<br><br>See sample student papers<br><br>Find all sources and bring them<br>to class next week                                               | Logical Fallacies Activity due on<br>Canvas Discussion Board                                      |
| Week 6        |                                                                                       | How to read and annotate<br>articles<br><br>Finish reading all sources, work<br>on annotations                                                                                                      | Annotating and Writing Summaries<br>Activity on Canvas Discussion Board                           |
| Week 7        |                                                                                       | Revisiting your research<br>question with sources in mind<br><br>Finalizing annotations<br><br>Formatting your bibliography                                                                         | <b>MA 2 Annotated Bibliography</b>                                                                |
| <b>UNIT 3</b> |                                                                                       |                                                                                                                                                                                                     |                                                                                                   |
| Week 8        | CHAPTER 4   Building<br>Arguments                                                     | Discuss drafting as a process<br>using<br><br>Draft a working thesis statement                                                                                                                      | Working Thesis Statement Activity<br>due on Canvas Discussion Board<br><br>Chapter 4 Reading Quiz |

|               |                                                         |                                                                                           |                                                                                                                |
|---------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Week 9        |                                                         | Draft an outline<br>Discuss body paragraphs                                               | Outline Activity due on Canvas<br>Discussion Board                                                             |
| Week 10       |                                                         | Discuss introductions and<br>conclusions                                                  |                                                                                                                |
| Week 11       |                                                         | Discuss lead-ins, paragraph<br>coherence, and sequencing<br><br>In class time for writing | Lead-in Activity due pm on Canvas<br>Discussion Board<br><br><b>Research Paper First Draft</b>                 |
| <b>UNIT 4</b> |                                                         |                                                                                           |                                                                                                                |
| Week 12       | CHAPTER 5   Revision,<br>Remixing, and<br>Collaboration | Discuss why revision matters                                                              |                                                                                                                |
| Week 13       |                                                         | Work through the revision<br>process<br><br>Peer Review Activities                        | Submit peer review draft (details on<br>Canvas)<br><br>Complete peer feedback in Canvas<br>(details in Canvas) |
| Week 14       | CHAPTER 6  <br>Presenting Your Ideas                    | Finalize the Draft, Plan for Final<br>Projects                                            | <b>Revised Research Paper</b>                                                                                  |
| Week 15       |                                                         | <b>FALL BREAK: NO CLASSES</b>                                                             |                                                                                                                |
| Week 16       |                                                         | In-class presentations of the<br>remixed final project                                    | <b>Final Remixing Research Projects</b>                                                                        |
| FINALS WEEK   |                                                         |                                                                                           |                                                                                                                |