**English 1320**

**First Year Writing II**

**Fall 2025**

**Instructor:** Dr. Robin Coffelt

**Office:** Language 409J

**Office Hours:**

Monday, Wednesday, and Friday 1:00-1:50 in person in LANG 409J.

Via Zoom Tuesdays 10:30-11:30 and Thursdays 1:30-2:30 at

<https://unt.zoom.us/j/81509678128>

**English Department Main Office:** (940) 565-2050

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**Textbook**  *Steps to Writing Well* by Jean Wyrick, Eleventh Edition. You will receive instructions in class for buying the ebook.

**Catalog Description** Writing in response to reading and research. Emphasis on perfecting texts

through several drafts.

**Course Theme** Media, Technology, and Identity

**Course Description** In this course, you’ll build on what you learned in English 1310 or 1311. First-Year Writing II will help you practice and develop new skills in research and evidence-based writing. However, it is also a course about finding a personal connection to issues and topics that are important to you and to your wider community. One of the broadest goals of ENGL 1320 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.

In ENGL 1320 you will practice writing clear, coherent, and focused arguments that academic audiences expect, with well-researched evidence and appropriate grammar conventions. However, ENGL 1320 will also teach you to address audiences in ways that complement (and sometimes exceed) argumentation. These other ways of writing include expressing common ground, extending existing ideas, and showing logical and emotional support. Overall, ENGL 1320 will prepare you for a wide range of writing expectations, including those that demand research, evidence, and careful argument.

In this course, all of your assignments will take you step by step through the process of writing a research essay. Thus, every assignment will address the SAME TOPIC and build toward your long-form essay. In Unit 1, you will choose that topic and devise an argument. In Unit 2, you will improve your research and MLA documentation skills. In Unit 3, you will plan, draft, and write a research essay, and in Unit 4, you will develop a creative project based on some aspect of your research essay.

**Course Objectives** By the end of the course, you should be able:

**●** To assess and explain your own writing habits reflectively

● To identify and explore a research question about an issue that interests you

● To find, select, and evaluate effective and reliable sources about your selected issue

● To analyze a research question, developing and exploring an argument

● To cultivate effective writing processes through repetition, practice, and revision

● To assist others through the processes of peer review and other teamwork

**Evaluation** Unit 1: Topic Memo 5%

Unit 1: Research Proposal 10%

Unit 2: Annotated Bibliography Practice 5%

Unit 2: Annotated Bibliography 15%

Unit 3: Outline 5%

Unit 3: Draft of Research Essay 10%

Unit 3: Research Essay 25%

Unit 4: ReMix Assignment 10%

Peer Review Participation 5%

Class Participation and Attendance 10%

**Policies and**

**Procedures**

My goal for this course is to create a unified, cohesive community where we can participate in lively, thoughtful discussion about what we’re reading and writing. Creating that community requires good studentship from you: coming to class, being on time, avoiding disruptions, focusing on this class during class time, reading the materials, listening actively, participating in discussion, and being empathetic and compassionate to your peers.

**Names and Pronouns**

If you have a chosen name or nickname that is different from your legal name and would like that to be used in class, please let me know.

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account,](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

**Attendance**

**●** You must attend class regularly. I expect that all of you will participate in discussion, share

discussion questions, and in all respects be good citizens of our course community.

**●** A small percentage of your grade is earned through regular attendance and through active engagement when you are in class. This is an easy way to boost your grade—just be here physically and mentally.

**● Your participation and attendance grade will be calculated as follows**: any student who has four or fewer absences and has participated regularly and positively in class will earn a grade between 90 and 100%. The grade will then decrease by ten percent per absence for absences 5-9. Students with ten or more absences (except for excused absences as defined above or substantial extenuating circumstances) will earn a grade of zero for participation, and **may also fail the course for nonattendance/ low attendance.**

**●** Per university and department policy, I do not differentiate between “excused” and “unexcused” absences, except for religious Holy Days and other absences as required by state law and university-sponsored absences. If you will be absent for an excused reason, please send the proper paperwork to me, then **send me an email during the last week of the semester** to remind me about your sponsored or allowed absences.

● Please use absence “freebies” with care—they’re meant for when you’re ill, have car trouble, or some other exigency, but it’s certainly best not to use them at all. **You will miss important learning opportunities if you miss class,** and you will reduce your chances of being successful in class**.** If you use all of your allowed absences for non-essential reasons early in the semester, then, yes, the subsequent absences when you have an emergency still “count.”

**●** UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. However, it is the UNT FYW policy that no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course. That means missing three weeks total of class, or nine classes in a class that meets three times per week. This means that **if you miss more than nine classes this semester, you may fail the course.**

**● BUT! Never come to class when ill.** If you think there is any chance you might have any contagious illness, please wait to come to class until you have improved.

* Late arrivals: you may check with me after class to be counted present. Note that two or more tardies equals one absence for the purposes of the attendance policy. If you are ten or more minutes late to class, however, you will be counted absent per UNT policy.

● If you must miss class, you are responsible for all material covered, including lecture

notes, handouts, and assignments. **Make an acquaintance or two in the class, get copies of notes or other materials from them, and THEN ask me if you still have questions about what you’ve missed.** As a matter of courtesy, do not ever ask an instructor if you “missed anything important.” Yes. Yes, you did. Attendance matters, not just because you will perform better on coursework if you have been present for class discussion, but because your voice matters. You are an important part of the course.

● If you are unable to attend class for some reason, please e-mail me if you will miss two or more classes in a row, but there is no need to email me for a single missed class.

* My goals in this attendance policy are to be clear, fair and humane, while keeping us all as safe as possible and maximizing your learning opportunities in the course. **The best way for you as a student to have the best experience possible is by coming to class every day, well-prepared, unless you are ill or have some other emergency.** If you are not in class, you will miss out on the education you are paying for.
* If we need to go online temporarily or otherwise change course delivery or policy for any reason, or if I am ill or have an emergency that affects my ability to be in class, I will use Canvas announcements as a tool to keep you informed of any changes. Therefore, **check your UNT email before coming to class.**

**Participation ●** This course includes substantial discussion. Participation in discussion helps you learn more and makes the class better. Therefore, as you are preparing for each class meeting, make a list of discussion points and questions in your notes. Active learning such as this is a key to success. Plan on making at least one comment nearly every day. If it’s hard for you to speak up in class, this is a skill you’ll need to actively practice.

**●** A small part of your grade is determined by your participation in class—that means coming to class unless you are ill or have some other emergency, being engaged in class, keeping electronics put away (unless you have permission to use them), and participating in discussions.

**Classwork ●** As you can see from the syllabus, this course includes lots of writing and some reading. Plan to spend at least 2-3 hours completing the assignments for every hour you are in class, for this and every class, and be sure to evaluate the workload at least a week in advance, as it varies.

● Be sure to annotate your reading assignments. This means taking notes in the margins or in a separate notebook. Annotations can be summaries, observations, vocabulary definitions, etc. Annotations help you engage and understand, and prepare you for the lecture and discussion of the material.

● You will complete Peer Review assignments in class this semester. **For in class peer review, you must bring a hard (paper) copy of your essay to class and be on time to class to participate.** If you cannot be in class on Peer Review day, or do not meet these two requirements, you will not get credit for the low stakes grade, but I recommend you request a peer review handout, to complete on your own.

● Any essay that does not adhere to the instructions for the assignment

regarding content, length, or other factors may receive a grade of F.

● Prepare essays using standard MLA format for heading and title placement. Double-space your essays, using 12 point Times New Roman font and 1" margins. We’ll discuss this some in class, but Ii you’re not sure about the conventions for essay formatting, go here for a sample essay: <https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html>

● It may take up to two weeks for me to grade your essays and other

assignments. After two weeks, pestering and badgering are absolutely

allowed. Before that, not so much. Believe me, I know exactly how

much grading I have to do at all times: a lot.

**Due Dates** ● You will turn in all work for this course on Canvas. All assignments

will be due at 11:59 p.m. on the listed date.

● Late work receives a ten point per calendar day deduction unless you

have made arrangements with me for an extension prior to the due

date. Please limit extension requests to one per semester except in

unusual circumstances.

● You are responsible for making sure that you have the technological

ability to turn work in on time; tech issues are not usually a valid

excuse for late work.

**Plagiarism** “The term ‘plagiarism’ includes, but is not limited to, the use, by

## And Other paraphrase or direct quotation, of the published or unpublished work of

## Academic another person without full and clear acknowledgment. It also includes Dishonesty the unacknowledged use of materials prepared by another person or

## agency engaged in the selling of term papers or other academic materials” (UNT Undergraduate Catalog).

If you turn in a piece of writing all or part of which you have plagiarized, you may be dismissed with an “F” in the course. If you use unauthorized assistance of any kind in taking quizzes, tests, or examinations, you may be dismissed with an “F” in the course. Further action within the context of university guidelines may be considered. **Be aware that plagiarism and/or academic dishonesty are grounds for expulsion from the university**.

Special note one: one form of plagiarism that students sometimes aren’t aware of is “dual submission.” Dual submission means turning in the same or a substantially similar assignment for two classes, or retaking a class to improve your grade and turning in the same or very similar work, or in other ways reusing work for assignments that are expected to be your original effort.

Special note two: The use of generative AI writing tools (such as ChatGPT, Grammarly, Gemini, CoPilot, Claude, and others) is prohibited in this class. Long-form reading and writing is possibly the best way to develop the intellectual skills that are expected of you as a college student. Assignments for the course have been designed to help you develop as a writer without the use of these technologies. You will generate ideas, read, revise, and write on your own and/or in consultation with peers, me, or Writing Center tutors, and you will not use AI at any stage of your writing process. You are the author of your work for the course and authorship means you take responsibility for your words and claims. It is your responsibility to understand what is and is not generative AI. For this class, a good guideline is that spell checkers and basic grammar checkers are allowed, but any software that suggests phrases or sentences is “generative,” meaning it generates content, and is NOT allowed. **If you use a spelling or grammar checker, or any other assists including a Writing Center tutor, please add a note to your work acknowledging this use,** and what software you used (e.g. Microsoft Word spellcheck). Any use of AI technologies in your work will be considered an [violation of UNT's academic integrity policy](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf) and addressed accordingly.

All coursework turned in on Canvas will be subject to evaluation by TurnItIn. Note that you have access to the TurnItIn originality report.

**Appointments** ● Students learn lots through one on one meetings. My office hours are for you. They’re great for discussing your essays, asking questions about the course, or sharing other concerns. I have set Zoom and in-person office hours this semester. Please plan on swinging by office hours at least once. They are one of your best tools for developing as a writer and succeeding in this course.

●Office hours bonus: each Tuesday and Thursday that Zoom office hours

meet, I’ll open the waiting room to everyone at the beginning of the

hour. Then if you want to stay to get help, you may do so, and I’ll move

folks out to the waiting room again. Each of these days, you will note

what graphic tee or sweatshirt/hoodie I am wearing. Folks who turn in a

80% or more complete list (at least 24 items) in Excel or Word at the end of the semester will earn one point added to their final average. This is the only extra credit offered in the course. “Why are you doing this?,” you ask? This stratagem serves two purposes besides your seeing my awesome collection of t-shirts and sweatshirts ☺. 1. It encourages folks to show up to Zoom office hours. Some of you will, presumably, decide to stay for some coaching. 2. It encourages collaboration, which I hope will bleed over into the rest of the class. You are welcome to share the “shirt of the day” on GroupMe or by other means. But don’t expect one or two people to do the check-ins every week. Instead, create a system—or don’t. Your call. But if you DO, more people will earn the bonus at the end of the term.

**Other** **●** Please address as many issues as possible during class or office hours.

**Responsibilities** Sometimes, though, you will need to email me. **To email any instructor effectively, please begin the email with a salutation including that instructor’s title and correctly spelled name (“Dear Dr. Coffelt,” in my case).**  Then present your main message in the first sentence of the email and keep the remainder of the message as brief and focused as possible. If you are sending a thesis statement or similar for my comments, please include it in the body of your email, not in an attachment. <https://academicpositions.com/career-advice/how-to-email-a-professor>

● As copied from the Code of Student Conduct:

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 directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

● Ours is a low-technology classroom. **Turn off all cell phones before entering our classroom, and place them out of your sight.** No text messaging, checking messages, or other phone use during class, unless I specifically ask you to look something up. This is an absolute. Distraction interferes with learning, and phones are excellent distractions. **Studies show that even the presence of the phone on your desk is distracting to learners.** If you have a situation that requires you to be on call during our class, inform me right away. (<https://psycnet.apa.org/record/2014-52302-001>)

● Please remove headphones and earbuds by the time class starts, unless you have spoken to me about your need to use this technology.

● **Please try to take care of bathroom and other needs before or after class.** It is distracting to me and to your classmates when you leave class, and you miss course content. I expect you to stay in the classroom unless you have an emergency or you have an ODA accommodation. If you have a health condition that necessitates leaving class, you need not ask for permission, however.

● **Please take notes by hand in this course, for your benefit and that of the people around you.** Studies show that most people learn better this way. (<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>)

If you strongly prefer or need to use a laptop or tablet for notetaking, please let me know, and I will accommodate you, whether or not you have an ODA accommodation. **Do not use a laptop to take notes or for any other reason** unless you have advance permission or have talked to me about your accommodation.

● If you want to audiotape the class, I will probably give you permission.

However, please ask, whether or not you have an ODA accommodation.

● This syllabus is designed to serve as a guide to you. It is, however,

subject to change.

**Essential** In accordance with the terms and spirit of the Americans with Disabilities

**Competencies** Act and Section 504, Rehabilitation Act, I will cooperate with the office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. If you have a disability for which you require accommodation, please advise me of your needs in writing no later than the second week of class.

Essential competencies for the course include the abilities

● to read and analyze writing such as essays

● to write in class as instructed

● to research and write an essay

● to discuss reading and writing in class and in small groups

**Schedule of Readings and Assignments**

Other responsibilities:

**I will assign readings from the supplemental packet in addition to this schedule.**

Have any readings prepared by the assigned class day. “Prepared” means close reading with

annotation, looking up important words that you do not know, and doing your best to

understand the reading. If I ask you to tell me what the main points or takeaways from the

reading are, you should be able to do so.

**Week One**

***Mon. Aug. 18* ●** Introduction to the Course: What is First Year Writing II? What will we

do in this course?

***Wed. Aug. 20***  ● Discussion: Learning skills, applying skills

***Fri. Aug. 22*** ● Introduce Unit 1: The Research Proposal

**●**  Writing Skills: Generating Topics for a Proposal

**Week Two**

***Mon. Aug. 25*** **●** Writing Skills: Fine-Tuning Topics; Developing an Argument

***Wed. Aug. 27*  ●** Writing Skills: Planning with Purpose

***Fri., Aug. 29*** ● Writing Skills: Considering Purpose and Audience

●**Topic Memo due on Canvas by Midnight**

**Week Three**

***Mon., Sept. 1*** Labor Day Holiday. Classes Do Not Meet

***Wed., Sept. 3***  ● Writing Skills: Drafting and Revising with Intent

***Fri., Sept. 5*** ●**Peer Review: The Research Proposal.** Bring *a hard copy* of your

draft to class.

**Week Four**

***Mon., Sept. 8*** ●**Unit 1: The Research Proposal due on Canvas by midnight**

● Q&A: Last Questions about the Research Proposal

***Wed., Sept. 10*** ● Introduce Unit 2: The Annotated Bibliography

● Writing Skills: Beginning the research proces

***Fri, Sept. 12***  ● Writing Skills: Choosing reliable sources

**Week Five**

***Mon., Sept. 15***  ● Writing Skills: Creating MLA Works Cited citations

***Wed., Sept. 17***  ●Writing Skills: Creating Summaries for the Annotated Bibliography

***Fri., Sept. 19*** ● Writing Skills: Are my sources reliable, useful, and diverse?

● **Bring a list of at least three sources you plan to use in your Annotated Bibliography.** Be prepared to talk about what *container* these sources are from, and make a case for how they’re reliable, useful, and diverse.

**Week Six**

***Mon., Sept. 22*** ● Writing Skills: Are my citations correct?

● **Bring at least one MLA Works Cited citation from one of your sources to class.**

***Wed., Sept. 24*** ● Writing Skills: Are my summaries fair and complete?

**● Bring at least one summary of one of your sources to class.**

***Fri., Sept. 26*** ● **Annotated Bibliography Practice due on Canvas by Midnight**

● Writing Skills: Drafting with Intent, Part Two

**Week Seven**

***Mon., Sept. 29*** ● Writing Skills: Revising the Annotated Bibliography

***Wed., Oct. 1*  ● Peer Review: The Annotated Bibliography.** Bring a hard copy of your draft to class.

***Fri., Oct. 3* ●** Q&A: Last Questions about the Annotated Bibliography

**● Unit 2: The Annotated Bibliography due on Canvas by midnight**

**Week Eight**

***Mon., Oct. 6* ●** Introduce Unit 3: The Research Essay

***Wed., Oct. 8* ●** Planning Skills: Thesis Sentences

**●** Activity: Creating Effective Thesis Statements

***Fri., Oct. 10* ●** Planning Skills: The Outline

**Week Nine**

***Mon., Oct. 13*** **●** Activity: Creating an Effective Outline

***Wed., Oct. 15*  ●** Activity: Drafting and Revising the Scratch Outline

***Fri., Oct. 17*** ● Polishing the Outline

**Week Ten**

***Mon., Oct. 20*** ● **Unit 3: The Outline due by midnight on Canvas**

● Outline Q&A

● Writing Skills: Crafting Body Paragraphs

***Wed., Oct. 22*** ● Activity: Building a Topic-Sentence Focused Body Paragraph

***Fri., Oct. 24*** ●Building Body Paragraphs, continued

**Week Eleven**

***Mon., Oct. 27*** ●Writing Skills: Awesome Introductions

***Wed., Oct. 29*** ● Activity: Intro Options

***Fri., Oct. 31* ●** Writing Skills: Killer Conclusions

**Week Twelve**

***Mon., Nov. 3*** ●Activity: Conclusion Choices

***Wed., Nov. 5* ●** Writing Skills: Integrating Sources

***Fri., Nov. 7*** ●Activity: Quotation, Paraphrase, and Summary

**Week Thirteen**

***Mon., Nov. 10*** ●**Unit 3: Research Essay DRAFT due on Canvas by midnight**

● Activity: Writing Workshop

***Wed., Nov. 12*** ● Writing Skills: Revision, Editing, and Proofreading Part Three

***Fri., Nov. 14*** ● Peer Review: Research Essay. Bring a hard copy of your essay to

class and be on time to participate in Peer Review

**Week Fourteen**

***Mon., Nov. 17*** ● **Unit 3: Research Essay due on Canvas by midnight**

● Q&A: Last Questions about the Research Essay

● Introducing Unit 4: The ReMix

***Wed., Nov. 19*** ● Developing the ReMix

***Fri., Nov. 21*** ● Planning, Drafting, and Revision: The ReMix Process

# November 24-30: Thanksgiving Break. No Classes Meet.

# Week Fifteen

***Mon., Dec. 1*** ● Succeeding on the ReMix: Q&A and Workshop

***Wed., Dec. 3*** ●Course Wrap-Up and SPOT Evaluation

● **Unit 4: ReMixing the Research Essay due on Canvas by midnight**

***Fri., Dec. 5*** ● **University Reading Day. No classes meet.**

There is no final exam for this course.

If you wish to meet with me via Zoom during finals week, please email me to let me know. Regular office hours will not be held.