FYW
FIRST-YEAR WRITING
UNIVERSITY OF NORTH TEXAS

ENGL 1320: FIRST YEAR WRITING II

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Basic Information

Welcome to UNT! As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Instructor Contact Information: Provided by instructor on Canvas.

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; **Core Category:** English Composition and Rhetoric

Course Description

ENGL 1320: 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 **(For NTN students, since "Civil Discourse" is our Spring 2026 Wicked Problem, our public project is your public product and presentation), our issues and topics are thematically modeled around issues related to our topic**.) 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.
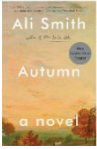
Required Materials Spring 2026):

Both ENGL 1310 and ENGL 1320 courses will use: Access through Canvas.

The Little Seagull Handbook With Exercises, 2024 MLA 5th Edition (Bullock/Brody/Weinberg, Norton, 2024, ISBN **978-1324060130**), and Norton InQuizitives (free with *Little Seagull*)

Smith, Ali. *Autumn: a novel.* Hardback or paperback, used/new, any ISBN as long as it has this cover. No e-books, no rentals (buy the book).

Course Objectives

CORE Requirements Fulfillment:
ENGL 1320 meets one of your CORE Communication requirements. The state defines "communication" as: * Focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
This course has four objectives:

• Critical Thinking Skills | innovation, inquiry, analysis, evaluation, and synthesis of
information
• Communication Skills | effective development, interpretation and expression of ideas
through written, oral and visual communication
• Teamwork | ability to consider different points of view and to work effectively with
others to support a shared purpose or goal
• Personal Responsibility | ability to connect choices, actions and consequences to ethical
decision-making

Assess and explain their own writing habits reflectively

- **Recognize** and **use** rhetorical tools and writing processes to focus their writing
- **Describe** and **define** a specific issue that interests them from relevant social and cultural topics
- **Select** and **evaluate** sources that give insight into a specific cultural issue
- **Synthesize** information from other written sources
- **Plan**, **draft**, **write**, and **revise** a research essay that addresses a relevant social or cultural issue

- **Compare** and **rate** their contributions as a team member to peer review and other team-based assignments

Evaluation and Grading:

Units and Assignments

See "Processed-Based B-Guaranteed Grade Pilot" Description

- 12% - Unit 1: Proposal Assignment Group
- 18% - Unit 2: Definition & Synthesis Assignment Group
- 24% - Unit 3: Research Essay Assignment Group
- 15% - Harkness DBs and In-Class discussion
- 5% - Participation and Attendance in each Unit Grade
- 5% - Participation and Attendance in overall Course Grade

5%- Reading Quizzes, **Assignments for "Civil Discourse" PBL Group Project:**

Week 14 April 13 – April 19

Mon (04/13) (Y2 Critique for Y1)

Homework:

*Bring in completed "Civil Discourse" Group project to ENGL for Y2 Critique (60-90 min)

*WAIT on ENGL course evaluation for in-class time after Self-Reflection.

Wed (04/15) (Y1 Critique to Y2)

Homework:

* Use Y2 & Prof feedback to deeply revise your "Civil Discourse" projects (60-90 min)

THURS (4/16): YOUR EVENT!!!

Fri (04/17)

Homework:

*Take a break!

Random Assignments
- 8% - InQuizitives
- 8% - Weighted Wicked
- 100% - Total

Grading Policies and Tips

This course has a demanding reading and writing load commensurate with a first-year writing class. Students will be expected to **read all assigned texts carefully** and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of your class time will be spent discussing course readings, practicing writing, and working together collaboratively online. If you do not understand or need help, please make arrangements to talk to your instructor right away. Note that you may have reading quizzes or discussions at unannounced times in order to check up on how the class is reading and comprehending the course material.

Please also keep up with all writing assignments. On days when writing is due, **be ready to post a draft for your other writing community members**. Evaluating, revising, and editing our writing together is a vital part of this class. and peer reviews cannot be made up, once missed.

Sometimes you will also engage in collaborative or individual assignments or activities during class modules. When you communicate with other class members, you should move beyond simply writing about what parts of the texts that you "like." Work hard to think about how the texts support and contradict one another. Bring experiences and ideas from your own life into the discussion where appropriate. Look for ways that class readings and discussions are relevant in the world around you. Pay attention to what your classmates write and build off of their ideas when you can. Encourage, support, and learn from each other.

Rubrics and Scoring Systems

(See Process-Based Grading Contract)

For the purposes of this course, we describe the grades you will be assigned in this way:

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 the assignment's requirements, has few errors. 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 of the assignment's requirements, has some errors. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness.
D | 60-69	Does not meet most of the assignment's requirements, has many errors. 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, undeveloped, 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.

Units and Assignments Overview

(Note: specific instructions for each assignment may vary from instructor to instructor; the following text offers general descriptions only)

Unit 1 – Exploring Issues

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.

Unit 1 Assignment - Proposing a Research Question: Write a brief research proposal in which you identify a topic that you want to address and define the existing context for the topic, including how different groups have engaged with the topic.

Unit 2 – Defining Context and Developing Perspective

This unit focuses on defining the context for the issue you have chosen and synthesizing important insights from other sources that offer perspective on the issue.

Unit 2 Assignment – Definition and Synthesis Essay: Write an essay that explains how the practices of a particular cultural or community group reveal insights about common human experiences.

Unit 3 – Addressing Issues

This unit prepares you to put together everything you have been learning in order to plan and write a clear, focused, and well-researched essay that addresses the issue you have chosen to write about.

Unit 3 Assignment – Addressing Issues Research Essay: Write a research essay in which you analyze a problem of wide interest to one or more social groups and offer a specific insight, perspective, strategy, or policy that addresses the problem in ways that will move the conversation forward.

Unit 4 – Remixing and Reflecting (This will take place this semester within your project, not in ENGL)

~~This final unit focuses on the activity of "remixing" writing through changes to the audience, purpose, context, and/or other criteria used to write the Unit 3 Research Essay. 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.~~

~~**Unit 4 Assignment 1 – Remixing the Research Essay**: With your topic, issue, research question, and basic thesis in mind from the previous unit, experiment with presenting your research in a new way to address the cultural or social issue related to Resistance, Dissent, and Upstanding.~~

~~Use this project to experiment with different forms or modes, or to write for different audiences.~~

Unit 4 Assignment 2 – Semester Self-Reflection

Look back on this semester in First-Year Writing and consider what you learned, how you learned it, how the NTN! Wicked Project fit alongside that learning, how you have grown this semester beyond last semester in your

academic reading/thinking/writing, social/cultural capital, maturity, confidence, professionalism, etc.

Program Values

Writing develops through inquiry, experimentation, and discovery.

The act of writing encourages intellectual and personal development, and leads to greater knowledge retention, deep reflection, and empathy. Writing may teach us new ways to understand ourselves, our world, our communities, and others better. Through writing and listening to the writing of others, we grow intellectually, reflect deeply, and respond empathetically to vital issues facing ourselves, our communities, and our world.

Writing facilitates critical thinking about complex issues.

Writing is a practice of responding clearly, concisely, and coherently to complex issues. Students studying writing develop their logical skills and learn strategies to address critical problems and attune to audiences with precision and purpose.

Writing takes place through a lifelong process supported by revision and reflection.

Beyond traditional academic skills and rules of writing, writers develop flexible strategies to read, listen, plan, and collaborate with others by revisiting and reflecting on their writing experiences. Students studying writing learn to reflect on their own writing processes, which might include critical reading, planning, drafting, collaborating, revising, and reflecting, through multiple pages of drafted material.

Writing can give us agency to intervene in social issues.

Writers intervene in their communities by addressing audience needs and concerns. Academic audiences expect writers to address difficult questions through well-researched writing that is supported with compelling evidence. Other kinds of audiences and communities expect writers to address their needs differently, through flexible rhetorical strategies that offer relevant and timely information.

Writing is integral to information literacy and critical reading.

In order to write ethically and build credibility with audiences, writers must read sources carefully and know how to assess and use information effectively.

Writing is learned through effective and engaging teaching.

The First-Year Writing program at UNT provides its instructors with ongoing educational training to help them deliver effective and engaging instruction to students. UNT FYW acknowledges excellence in teaching and fosters a culture that facilitates thoughtful instruction and promotes student success.

How to Succeed

Practice Time Management | You know when each assignment is due each week, so plan accordingly. Use the calendar on Outlook, on your phone, or go old school and keep a written schedule. Whatever work for you is great, but only if you use it!

Use the Resources Provided | Use the resources available to you: the Writing Center, my office hours, each other.

Be Prepared | Bring your laptop and *Autumn* to class EVERY DAY. If you don't have a laptop that day, you can borrow one from the The Spark Maker Space on FLD 1st Floor. Ensure that your computer(s) meet the minimum technical requirements for using the university learning management system: Canvas technical requirementsLinks to an external site..

READ and WRITE ahead of the curve. | Enough said.

Take Care of Yourself | UNT cares (and I care) about your well being. Here are resources that will help you take care of yourself:

- Student CounselingLinks to an external site.
- Office of DisabilityLinks to an external site.

Take Care of Your Work | Create a folder on UNT's cloud named ENGL 1320. Store all of your work for the course there. "My computer crashed" is the modern equivalent of the dog ate my homework, so SAVE your work.

Own Your Writing; aka Do Your Own Work | Many students have never had any AI matches on Turn-It-In. Let that be you!

Instructor Policies and Expectations:

Attendance and Absences:

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**. Writing courses are by nature participatory, collaborative, and discussion-based. Pointedly, your presence matters in our process- and discussion-oriented course. You will be counted tardy if you are ten (10) minutes late. If tardy, you will not be allowed to make up work that occurred during the time you were absent. Every two tardies will equal an absence. Above twenty (20) minutes late will count as absent.

For my courses, you may have three discretional absences (if able, you should let me know you are sick and plan to have a peer taking in-depth notes, but illness is not an excused absence. Only school sanctioned events are excused). Additionally, not using your absences is optimal for content mastery. **At absence #4, you may not pass the course.** If you have a serious life event (accident, extended illness, death in family, etc), I will connect you with the appropriate department at UNT Denton who will decide how your attendance is handled and notify all of your professors on your behalf. If you have accommodations that will cause you to exceed the absences, we should address this upfront and determine whether you can be successful in this course.

Please arrange any planned absences with me ahead of time in order to avoid penalization. Note that absences for the following reasons are authorized as excusable by the university (policy 06.039):

- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances
- Pregnancy and parenting under Title IX
- When the university is officially closed by the President

If you plan to miss class for religious holy days, you should let me know at the beginning of the semester. If you are missing for any other of the events above, please see me as soon as possible before the date of your absence, so we can arrange for you to submit work.

Communication Expectations:

Please communicate with me formally through my UNT email address. When you write me, please include the subject of your email in the subject line, and write your email with appropriate salutations and grammatical language. ==Note that I am not able to discuss any information relating academic records through email==, nor am I allowed by FERPA to discuss anything other than generic campus or course information with your parents. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. I ask that you also remember the following guidelines in your communications with me:

- Treat all communications professionally. Think about spelling and grammar and double-check your response before hitting send or reply. Consider the purpose of any uses of slang or other icons, graphics, or memes.
- Please use my title in all communications (i.e. "Dr. Derdeyn" or "Professor Derdeyn").
- Think about your tone and remember that email cannot convey nonverbal cues that provide clarity and context in face to face conversations.
- Take care to respect the personal identities and privacy of yourself, of me, and of others. Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture. Also think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or classroom performance.
- **Please also check the syllabus or "phone a friend" before you ask me a question about an assignment or course schedule**. It helps me if you can also let me know you checked the syllabus before writing, since I put significant time into creating the schedule and the syllabus.
- In your email subject line, it helps to be descriptive and note vague. Since I receive a lot of emails, I need to identify your question and problem as quickly as possible.
- For any online posts in our course, please read the directions and all the messages in a thread before

replying so you do not repeat something one of your peers may have already said. Additionally, avoid replies such as "I agree" and instead explain why you agree or do not agree. Also, share examples, citations, and other sources that have supported your conclusions.

- Remember that if you disagree with anything in class, please refrain from making personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.
- Keep in mind that online posts can be permanent, so think first before you type.

Instructor Responsibilities and Feedback

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide substantive feedback on your written work. You can expect me to have feedback and grades returned to you within three weeks of the submission date.

Disruptions:

Excessive disruptions of our class time— side-talk to peers, posting inappropriate or inflammatory comments, laptop use for anything except class work, headphones, playing on your phone, harassing others online—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same.

Participation and Civility:

==We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect==. Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class--related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion posts
- Completing all assignments on time
- Coming prepared to online conferences/office hours

Here are some of the "Rules of Engagement" UNT recommends as guidelines for our class:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.

You also can visit the Engagement Guidelines page at https://clear.unt.edu/online-communication-tips for more information.

Using Canvas:

Announcements, discussions, assignments, and grades for this course will all be handled within UNT's CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course.

All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see https://community.canvaslms.com/docs/DOC-10701. If you have any questions regarding your use of the Canvas

learning management system, please contact the student help desk at: Email: helpdesk@unt.edu, Phone: 940-565-2324.

You also need to make plans to have a backup way to access the technology each week: another computer; the local library; or perhaps the UNT campus. Not having access to the course will not excuse you from the week's workload.

Formatting Your Assignments:

All written work needs to be typed and submitted online to our CANVAS site as a MS Word document upload (not a link) unless otherwise noted. , with a paper copy brought to class. For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1) and the proper MLA first-page header on the left which you learned last semester. Include a title and all additional MLA formatting including but not limited to proper font and margins, double-spacing, indents, and Works Cited formatting. .

Late or Missed Assignments:

NO Late Work

All drafts, including final, must be submitted in the Canvas assignment five (05) minutes before class begins (unless otherwise specified) in order to successfully complete this course. Because peer process is critical, late work will not be accepted without prior instructor approval. It is up to you as a student to make arrangements with me. Additionally, **I will not grade subsequent assignments from any students until previous assignments have been completed**, and you **cannot pass the course if you have not received a grade for all major assignments**. Please meet with me as soon as possible if you miss a deadline for an assignment.

You may use a token once to submit 24 hours late. **See token policy in Process-Based Grading Contract.** For InQuizitives only (non-scaffolded work):

- Late work will be accepted with a penalty of 5% off per calendar day for up to 10 days. No credit will be given for late work after that point.

Professors have additional discretion in extenuating circumstances. This policy does not affect missing work due to illness, injury, bereavement, or other UNT-sanctioned absences. In those cases, it is imperative that you reach out to individual faculty members as soon as possible to create a plan to catch up.

Exceptions for technical outages: UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or

any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**If you have technical difficulties with Canvas, please email your work to me to document; then, submit as promptly as you are able.

***If your own internet goes down, use your phone to send an email, then remedy as soon as possible.

Using the UNT Writing Center:

Because all writers can benefit from sharing and discussing their work with a trained peer tutor, early and often, I require you schedule an appointment with the UNT Writing Center once per major draft. Beyond this, you are welcome to get extra help with all of your assignments for this class. The Writing Center offers online tutoring through UNT's Zoom portal—the best bet for Frisco students. A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft. In order to make an appointment with a writing tutor, visit https://writingcenter.unt.edu/online-tutoring.

To schedule an online tutoring session, email **WritingCenter@unt.edu**. You'll need to provide the following information:

- UNT ID (Example: 12345678)
- Your email address
- Your phone number
- Your classification (undergraduate student)
- Your major
- Time and date you want to schedule your session
- Class for which you're writing the paper
- Name of the assignment
- Citation style you're using for this paper (APA, Chicago Manual of Style, MLA)
- Digital copy of the paper
- Whether you would prefer a video-based session or a chat box-based session

Library skills.

This semester, you will be required to use peer-reviewed, scholarly sources. Please make yourself familiar with the UNT Library and its online resources before you get too far

in this course. It's possible that you can make a remote appointment with a reference librarian in order to get one-on-one help using this link: https://library.unt.edu/forms/reference-appointment/

Public Writing

A cll of your work for this course, including prewriting, drafts, in-class assignments, final essays and projects, images, etc., is public work. The work that you submit in this course may be viewed by me and possibly your classmates as well. Please do not submit any information about yourself that you do not want to be public.

Syllabus Change Policy

I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus.

Technical Requirements & Skills

Minimum Technology Requirements

- Computer with word processing capabilities, internet access, and web browser
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

Students in this course should be able to

- Use Canvas
- Use email with attachments
- Use presentation and graphics programs
- Use Zoom or Teams as web conferencing tools (https://clear.unt.edu/supported-technologies/zoom)

Getting Help

Technical Assistance:

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected.

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

<mark>Frisco: call main # 972.668.7100 and ask to be transferred to IT.</mark> (probably can't easily do this from Ireland).

UIT Help Desk:

http://www.unt.edu/helpdesk/index.htm

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
- Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)
- Frisco has some of these groups and services, too. Check with me. In fact, this semester, part of our exciting Wicked work will be with the UNT Frisco Student Food Pantry,

Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

UNT Policies

Academic Integrity Standards and Consequences.

According to UNT Policy 06.003, Student Academic IntegrityLinks to an external site., academic dishonesty

occurs when students engage in behaviors including, but not limited to:

- Cheating--submitting work that is not your own (This includes using ChatGPT)
- Fabrication--pretending you are writing about a real interview when you really made it up
- Facilitating academic dishonesty--helping someone else cheat
- Forgery--pretending your work is someone else's
- Plagiarism--using someone else's published work without citing it correctly
- Self-Plagiarism: see note below
- Sabotage--setting someone else up to fail

A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. I am obligated to report any academic dishonesty.

Note: Unless specifically instructed in writing, use of ChatGPT, Bing/CoPilot Chat, BAI, Grammerly, or any AI platform to compose any portion of this coursework is plagiarism, as is having another human complete any work for you that is meant to be your own individual work. **Starting in Spring 2024, all matches over 25% will be automatically submitted to the Academic Integrity office Avoid matches.**

Academic integrity violations can include copying a passage from a source verbatim, but they can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers and take the time to work out your thoughts and arguments without copying the work of others.

A student can commit self-plagiarize by turning in work that has been recycled from another assignment or another course. Each assignment requires new and unique work. An example of self-plagiarism would include turning in a draft and then submitting an exact or very similar work to a subsequent draft or final submission without sufficient revision.

A finding of academic dishonesty may result in a grade reduction, a zero (0), and/or a requirement to rewrite the assignment, accompanied by a range of academic penalties or sanctions from admonition to expulsion from the University.

The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s).

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. To receive accommodation, follow these steps:

1. Register with the Office of Disability Access (ODA) to verify their eligibility.
2. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs.
3. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation.
4. Students must obtain a new letter of accommodation every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA websiteLinks to an external site.. You may also contact them by phone at 940.565.4323.

 If you need temporary accommodations for illness or extended situations, below is the link for the SOS (Seeking Options And Solutions) team at Student Services:

https://cm.maxient.com/reportingform.php?UnivofNorthTexas&layout_id=23

You can also go to the Dean of Student Services page:

https://studentaffairs.unt.edu/dean-of-students, then scroll down to the "Quick Link" for "SOS."

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures.

UNT uses a system called Eagle Alert to quickly notify 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 Blackboard for contingency plans for covering course materials. II. Optional Statements.

Retention of Student Records.

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

 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. 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 on the UNT Policy Page.

Access to Information

Students' access point for business and academic services at UNT is located at: http://my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Violence Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at **SurvivorAdvocate@unt.edu** or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at **oeo@unt.edu** or at (940) 565 2759.

Mandatory Reporting

It is important to know that your teacher, as a State employee, must report any instances of sexual misconduct, including sexual harassment, sexual assault, dating violence or stalking against a student or employee to the institution's Title IX Coordinator or a Deputy Title IX Coordinator.

If you disclose an incident in your writing for this class that must be reported, your teacher will contact you to let you

know. In this case, your teacher may offer support, listen to you, and encourage you to seek help and counseling as soon as possible. Your teacher also will report the incident you revealed in your writing to the Title IX Coordinator at UNT.

- Please note that the Title IX office at UNT keeps your information private and only shares it with those who need to know in order to provide care for you and help keep you safe.

Further Information and Resources

UNT Survivor Advocate and Know More BookLinks to an external site.
UNT Reporting Sexual MisconductLinks to an external site.
Information on Title IX - U.S. Department of EducationLinks to an external site.
Mandatory Requirement to Report Sexual MisconductLinks to an external site. (from UNT Human Resources)

Senate Bill 212 requires employees of public and private higher education institutions to report sexual harassment, sexual assault, dating violence or stalking against a student or employee to the institution's Title IX Coordinator or a Deputy Title IX Coordinator.

Employees have always been required by UNT Policy to report instances of sexual misconduct, but this policy requirement is now a state law. **Most importantly, the law requires the university to terminate any employee (including tenured faculty members) who is found to have failed to satisfy the mandatory reporting requirement.**

Additionally, failure to report sexual misconduct is a misdemeanor criminal offense.

Sexual misconduct is a violation of university policy and is inconsistent with the caring, creative community we value here at UNT. The entire UNT community should understand the law, as it is currently interpreted.

The law requires an employee to make a report anytime an "employee of a postsecondary educational institution…witnesses or receives information" regarding an incident that "the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking" either committed by or against "a student enrolled at or an employee of the institution at the time of the incident."

Undocumented Students

Please see UNT'S Resources for DACA StudentsLinks to an external site. web page for more information.

Emergency Notification & Procedures

UNT uses a system called Eagle AlertLinks to an external site. 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.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class, and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

This course may employ lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Class Recordings & Student Likenesses

Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form, nor may students record any portion of the class without written ODA accommodations or professor express permission, Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Sharing of Course Content:

No part of this class (verbal or written format) will be posted on any social media forum or elsewhere online without the express written consent of the professor (i.e. Dr. Derdeyn). Should it come to my attention that any part of this class has been posted (TikTok, Facebook, Instagram, YouTube, etc…), the student who holds the offending social media account will be removed from the class and will automatically receive an academic integrity violation.
SPRING 2026 ENGL 1320 SYLLABUS

My lectures are protected by state common law and federal copyright law. They are my own original expression. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.
You are not authorized to record my lectures, to provide your notes to anyone else, or to make any commercial use of them without express prior permission from me in writing. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Students with official accommodations on file with the university to receive prior notes and/or to record my lecture are also bound by these non-dissemination policies as well.

Materials used in connection with this course may be subject to copyright protection. Materials may include but are not limited to: documents, slides, images, audio, and video. Materials in this course are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained for longer than the class term.

Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law.

Schedule of Assignments
View The Course Calendar for assignments and our course Canvas Page.

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I have read and understood the syllabus policies and course calendar for ENGL 1320. I agree to comply with the policies for the Spring 2026 semester. I realize that failure to comply with these policies will result in a reduced grade for, or failure of, the course.

Signature: _____   Date: _____

Name (print): _____

UNT E-mail address:_____

EXCELLENCE IN ACTION!

"[W]e must ultimately be able to account for the most basic fact of aesthetic experience, the fact that **delight lies somewhere between boredom and confusion**." Gombrich, Ernst. *The Sense of Order: A Study in the Psychology of Decorative Art* (The Wrightsman Lectures, v. 9), 1979. p. 9

ENGL 1320: First-Year Writing, Pt. 2

Spring 2026	**Dr. LeeAnn Derdeyn**
Section 571.572 & 575, FL 206	Email: **LeeAnn.Derdeyn@nnt.edu**
Mon / Wed 9-10:20 a.m., 1-2:30 p.m.	Office Number: 353
Student Success Office Hours by appt: **Mon / Thur 7:00 – 8:30 p.m.** **You can email for an appt, or schedule for a different time (such as during your Friday study hall).**	**Note**: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated in writing on Canvas and usually to your UNT email.
Zoom Class or Student Success Office Hrs:	Student Success Office Hrs. Zoom Mtg. Meeting ID: 872 7344 3649

Evolving Course Calendar for ENG 1320

Unless otherwise indicated, all Mon/Wed work is DUE in the Canvas Assignment by 8 a.m. on the due date (though, if you are turning your work in at 8 a.m., I am going to wonder why). Unless otherwise noted, **Friday work and Finals due by 11:59 p.m.**

Federal Govt & SACS guidelines for accredited universities dictate 2-3X the homework as the classroom hours. 3 hrs classtime = 6-9 hrs homework time.

COMPOSE ALL WORK IN GOOGLE DOCS and save to drive to preserve version history.

Assignments for Unit 1, Pt. 1: Exploring Issues (Proposal)
Practice critical reading and develop critical literacy by evaluating and analyzing texts
Week 1: Jan 12-Jan 17

Mon (1/12)
Homework:

- *Autumn* **entire book, pre-reading over break**

Wed (1/14)
Homework:
* Examine Harkness Resources, annotate and understand (30 min)
* Re-read *Autumn,* 3-27 (40 min)
* Read "The Better BET," Derdeyn, Canvas Modules & take extensive notes (20 min)
* Complete Harkness Discussion Boards on "The Better Bet" (15 min) and *Autumn* 3-27 (15 min)

*Read Cara Buckely's "How Christmas Tree Farms Can Help Wildlife" (15 min) (activity in class)

THU: * General Group Topic Choices due to PoliSci today

Fri (01/16) due by 11:59 p.m.
Homework:
*Read SWW Ch. 1 (We'll use Pump-Primer next week) (30 min)
* Complete Reading Quiz on SWW Ch 1 (20 min)
* Complete InQuizitives (3): "Comma Splices," "Sentence Fragments," "Fused/Run-On Sentences" (35 min)
* Complete Multimedia Introduction (15 min)
* catch up Outlook/Google Calendar through end of Week 2
LOOK AHEAD: *More reading & homework due before Monday's class.

Assignments for Unit 1, Pt. 2: Exploring Issues (Proposal)
Practice rhetorical analysis and begin developing perspective on a relevant cultural or social issue
Week 2 January 19 – January 25
Mon (01/19) Martin Luther King Day No Class
Homework:
*Read SWW Ch. 19-1 "Focusing Your Topic, 19-5 "Preparing a Working Bibliography" and 19-6 "Choosing and
        Evaluating Your Sources," skim the rest of Ch 19 (45-60 min)
*Complete Mindtap Quiz in Cengage Ch 19 Activities (30 min)
* Review "Research Organizer" (5 min)
* Read Sasse, Julia. "What Stops People From Standing Up For What's Right?" *Greater Good Magazine,* 17 Jan
2024, https://greatergood.berkeley.edu/article/item/what_stops_people_from_standing_up_for_whats_right -
popular (20 min)
*Complete Harkness PB#4 on Sasse (15 min)
*Start a shared Group Google doc with civil discourse ideas/ advice / brainstorming from readings, sources, etc. that
might be useful points to consider for your project. All add to or annotate (15 min)

Wed (01/21)
Homework:
* Examine Proposal Assignment Prompt & Examples in Canvas (45 min)
*Start brainstorming your group topic and individual topic proposals (30 min)
*Re-read *Autumn* 29-52 (25 min)
* Harkness DB on *Autumn* 29-*52* (15 min)

Thurs: Finalize Individual Topics today in PolySci

Fri (01/23) due by 11:59 p.m.
Homework:
* Read *Autumn* pp. 53-102 (45 min)
*Complete Harkness DB on *Autumn* (15 min)
*Complete Inquizitives (2): "Finding Sources" and "Evaluating Sources" in Canvas (45 min)
*Review "Proposal" assignment and start on "Sources" portion (30 min)
* catch up Outlook or Google Calendar through end of Week 3
**LOOK AHEAD: Find sources, then complete Summary of Sources, citation, and quote for
        "Sources & Proposal" DB**

Assignments for Unit 1, Pt. 3: Exploring Issues (Proposal)
Identify appropriate sources and practice summarizing sources for relevant content
Week 3 January 26 – February 1
Mon (01/26) (Census Date for University Attendance) **DBL BLOCK for RANIERI**
Homework:
* **Find** three credible sources (4+ pgs, 2019+, at least one scholarly & peer-reviewed) that take different stances related to your topic. Read critically and make notes, annotating in Canva or in saved pdf. (save all additional viable sources; you'll need more!!) (60-90 min). Submission due Wed.
*Start drafting your sources portion of your proposal. See assignment description. (20-30 min)

Wed (01/28)DBL BLOCK for RANIERI
Homework:
* Complete and submit Sources portion of "Sources & Proposal" DB (1-2 paragraph summary of each of the three essays, their stances, and why these sources are relevant to your topic, as well as one paragraph with one embedded quote with page citation from each describing how this quote might be useful for your argument. Make sure to save the library citations and the weblink to get back to. See more description in the assignment). (30-45 min)
*Continue looking at proposal draft portion due Fri and brainstorming and drafting (30-60).
* Read Judy Ringer, "We Have to Talk: A Step-By-Step Checklist for Difficult Conversations" https://www.judyringer.com/resources/articles/we-have-to-talk-a-stepbystep-checklist-for-difficult-conversations.php (20 min)
* Complete Harkness DB on Ringer (10 min)

Fri (01/30) due by 11:59 p.m.
Homework in Canvas:
*Complete & Submit **Proposal** draft portion of "Sources & Proposal" DB – see description in Canvas Wk 2 One (60-90 min)
* Complete Inquizitives (2): "Omitted Commas," "Critical Reading Strategies" (35 min)
* catch up Outlook Calendar through end of Week 4
Look Ahead: Peer reviews Mon, revisions and Final Proposal due next Fri

Assignments for Unit 1, Pt. 4: Exploring Issues (Proposal)
Revise final draft writing and use active reflection as part of the writing process
Week 4 February 2 – February 8
Mon (02/02)
Homework:
*Complete peer review by replying to claim that person, then review both submissions of the same peer's "Proposal" DB submissions. (see description in assignment) (30 min)
*Read Jill Patton, "Disagree With Me." *Stanford Magazine,* Spring 2025 (25 min)
https://stanfordmag.org/contents/disagree-with-me
*Read *Autumn* pp. 103-128 (30 min)
* Complete (2) Harkness DBs on "Disagree" & Autumn (25 min)

Wed (02/04) NO ENGL CLASS/Gone to Conference, DBL BLOCK Art Hist

Homework:
* Read *Autumn* pp. 129-61 (40 min)
* Read Susan Osborn's "Step-by-Step Guide to Synthesis Essays" (10 min)
    https://writingcenterofprinceton.com/synthesis-essays-a-step-by-step-how-to-guide/
* Read Master Class's "How to Write A Synthesis Essay" (10 min)
    https://www.masterclass.com/articles/synthesis-essay-guide
* Complete 3 Harkness DBs on *Autumn* and both Synthesis Essays (25 min)
* Revise your proposal based on peer/group feedback and self-edit (45-60 min)

Fri (02/06) due by 11:59 p.m.
Homework:
*Final Draft: **Revise your proposal based on peer feedback, self-edit, and submit**
        to final assignment by 11:59 p.m. (30-60 min)
*Re-Read Derdeyn, "The Better BET" in Canvas 3.5 pgs as necessary to make sure you understand and can
        begin to apply.   (30 min including intensive note-taking)
* Complete Inquizitive (3): "Elements of an Argument," "Subject-Verb Agreement Errors," "Fact-Checking
        Sources," (45 min)
* Catch up Outlook Calendar through end of Week 5
LOOK AHEAD: **Scholarly Peer-Reviewed Articles selection/notes due Mon, Intro & Thesis**
        (Wed)

Sun 2/8 Team Charter due to HIST

Assignments for Unit 2, pt 1,   Defining Context and Developing Perspective (Definition
& Synthesis Essay)
Analyze, evaluate, and compare different perspectives on an important issue
Week 5 February 09 – February 15
Mon (02/09)
Homework:
*Sources: In library database (Ebscohost, MLA International Bibliography, Google Scholar but not Google,
        etc), locate two additional excellent, focused peer-reviewed articles (4+ pgs for all sources, 2019 or
        newer) for your individual topic which you will analyze this week: one that supports a particular
        position on the topic of your proposal, one that is a counter-argument or takes a different stance or
        direction. These should <u>not</u> be mostly repetitive of points in your earlier sources and essays. (If you find
        other relevant sources, save or tag them. You'll need more sources!) (20-30 min)
*Take Focused Notes over the strengths and weaknesses of the articles. Compare claims, evidence, rhetorical
        strategies, etc. Be very discerning. Even professional articles have weaknesses, and you must find them,
        but they can't be your opinion only. Note which quotes you might use to support your Analysis Essay.
        (60-90 min)
* Watch Joseph Grenny's "How to Talk to Others About Controversial Topics" (*Crucial Conversations* co-
        author)   (2 min video)
        https://www.youtube.com/watch?v=6ZAtQgetv5Y

Wed (02/11)
Homework:
*Read Purdue OWL's "Logical Fallacies"

https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html (25 min)
*Read *Autumn,* pp 163-178 (20 min)
*Complete Harkness DB *Autumn* & "Logical Fallacies" (30 min)
*Complete Intro & BET Thesis for Def & Synthesis Essay by today (30 min)
* Continue drafting your Def & Synthesis Essay due Mon. Employ all college-level writing skills you should already know and have learned in this class. (15 min)

Wed: Project Plan due to Art Hist

Fri (02/13)
Homework:
* Complete Peer reviews of Intro/Thesis (20 min)
* Continue drafting your Def & Synthesis Essay due Mon. Employ all college-level writing skills you should already know and have learned in this class. (45-60 min)
* Complete Inquizitives (3): "Thesis Statements," "Integrating Sources," "Unnecessary Commas" (60 min)
* Update Outlook Calendar through Week 6
Look Ahead: Definition & Synthesis Draft due Mon. Peer reviews of Synthesis & Definition Draft due Wed

Assignments for Unit 2, pt 2,   Defining Context and Developing Perspective
Define synthesis and practice synthesizing different perspectives in preparation for understanding arguments
Week 6 February 16 – February 22
Mon (02/16)   FISD Holiday, but UNT CLASS DAY!!
Homework:
*Write & submit 3-4 pg draft Definition & Synthesis Draft to U2 draft assignment (60-120 min)
*Read SWW Ch 8 "The Reader-Writer Connection" (30 min)
* Complete Reading Quiz in Cengage Ch 8 Activities "Check Your Understanding" (15 min)

Wed (02/18)
Homework:
*If not completed in Mon class, Claim a peer's U2 Definition & Synthesis Draft and complete peer response. Carefully follow ALL Peer Review instructions given on the assignment. (30 min)
* Read *Autumn* pp. 181-211 (30 min)
* Complete Harkness DB Autumn (10 min)
*Read SWW Ch. 3 "Body Paragraphs" (40 min)
* Complete Reading Quiz in Cengage Ch 3 Activities "Check Your Understanding" (15 min)

Fri (02/20) due by 11:59 p.m.
Homework:
*Read SWW Ch 5 (20 min)
*Complete Reading Quiz in Cengage Ch 5 Activities "Check Your Understanding" (15 min)
* Complete Inquizitives (3): "Verb Tenses and Verb Form Errors" "Paragraph Development," and "Synthesizing Ideas" (45 min)
* Revise U2 Synth & Def Essay using peer reviews and self-edits (45-60 min)

*ANNOTATED Bibliography due in History
* catch up Outlook Calendar through end of Week 7
LOOK AHEAD: U2 Def & Synth Essay due Wed

Assignments for Unit 2, pt 3,   Defining Context and Developing Perspective
Understand the importance of context and define the context for a relevant social issue,
Recognize and use the rhetorical strategy of credibility, Revise final draft writing
Week 7   February 23 – March 1

Mon (02/23)
Homework:
* Read *Autumn* 211-240 (35 min)
*Complete Harkness DB for *Autumn* (15 min)
* Revise U2 Synth & Def Essay using peer reviews and self-edits (45-60 min)

Wed (02/25)
Homework:
* Final Draft: Revise your U2 Definition & Synthesis Essay based on peer feedback and self-edit and submit to final assignment by 11:59 p.m. (60-90 min)

THURS 2/26 Civil Discourse Reflection to HIST

Fri, (02/27) due by 11:59 p.m.
Homework:
* Read SWW Ch 15 (30 min)
* Complete Reading Quiz Cengage Ch 15 Activities "Check Your Understanding" (15 min)
* Complete Inquizitives (03): "Mixed Construction," "Documenting Sources: MLA," "Apostrophe Errors" (45-60 min)
* Catch up Outlook Calendar through end of Week 8
Look Ahead: **b/c SATs on Wed., Monday is the last class before UNT Spring Break & asynchronous FISD break. You do have homework on both Spring Breaks, so plan accordingly for materials/dependable wi-fi, etc.**

Assignments for Unit 3: Addressing Issues, Pt. 1: (Research Essay)
Understand and practice the basic building blocks of making arguments
Week 8 March 2 – March 8

Mon (03/02)
Homework:
* Read *Autumn* pp. 241-260 (20 min)
*Complete Harkness PB *Autumn* (10 min)
* Carefully read the Unit 3 Research Essay assignment description, so that you understand it thoroughly. **You must understand the logic of the alternating structure of 1) *Autumn* scene and mini-argument, followed by 2) outside source real world support for prior mini-argument. We will discuss this in class, but make sure you understand before leaving for extended 2 wk break if you are not entirely clear.** (30-45 min)
* Examine "Some Autumn Topics" list in Canvas and thinking/ narrowing down what you want to write about this semester. If there is another topic not on the list, reach out to me via email to see whether it would be appropriate.(10-15 min)

* <mark>Submit</mark> semester topic 1st & 2nd choice & scenes/quotes from "Some Autumn Topics" per assignment in Canvas (30-45 min)

Wed (03/04)
<mark>NO Class: SAT day</mark>   **Brain Break ("break" in both senses, prob.)**

<mark>**THURS 3/05 Annotated Bib in PoliSci**</mark>

Fri (03/06)   <mark>Mid-point of semester</mark>) by 11:59 p.m.
Homework:
* Complete <mark>Derdeyn's Qualtrics Mid-Semester Evaluation</mark> (10 min)
* <mark>Read or listen to:</mark> "Navigating Divisive Conversations: Why We Underestimate the Benefits"
       https://www.psychologicalscience.org/news/utc-2024-oct-navigating-divisive-conversations.html (16
       min podcast, or read)
*Complete Harkness DB "Navigating" (10 min * Compete Inquizitives (03): "Words Often Confused,"
       "Punctuating Quotations," "Incorporating Quotations" (Review CEL pp 471-474) (45-60 min)
* Catch up Outlook Calendar through end of Week 9
<mark>**Look Ahead; Yes, assignments in both Spring Breaks and Intro/Outline/WC due
       Mon 3/17 after UNT break, during FISD Break.**</mark>
_____

March 09-15   Week 9
SPRING BREAK

but yes, homework assignments:

* <mark>Carefully re-read the Unit 3 Research Essay assignment description</mark>, so that you understand it thoroughly.
<mark>**You must understand the logic of the alternating structure of 1) *Autumn* scene and mini-argument,
followed by 2) outside source real world support for prior mini-argument. Please ask before break if you
are not entirely clear.**</mark>

* <mark>Carefully re-read *Autumn*.</mark> Think about your topic. Identify an ethical issue related to your topic that is present in *Autumn* and can be documented through connections/sources in the real world. Then, identify 10-12 scenes that explore or expose concepts related to your ethical issue. Start to categorize these scenes under concepts that could become your abcs. Determine which six (6) or more scenes craft the strongest examples or showing for your argument. (2 per each abc).

*<mark>Consider</mark> your existing sources. You will not make arguments about the real world using your sources. You will make arguments about the world of *Autumn*, using your sources as outside support in alternating paragraphs following each of your abc claims about *Autumn*.

*<mark>**Begin Writing: Unit 3 Research Intro/Outline/WC Draft:**</mark>

1) ==Write== a solid, properly formatted intro with embedded hook quote/citation and BET thesis, Continue revising and finetuning mentally and actually throughout the break.

2) ==*Consider== your current 7+ sources. Do they contain all the points you need to support arguments about the 6 scenes you have chosen to use, or do you have gaps that need new source support? Are the sources sufficiently strong, credible, and persuasive, with unique information and points-of-view (i.e., not simply repetitive of points of other sources)? If not, ==locate and finalize== at least seven sources that uniquely cover all the points you need, ==AND find== your hook quote, source, and citation.

3) Below the thesis, write an outline that contains the abc ==**topic sentences for each of the scene paragraphs (two each of a, b, c), quotes from the *Autumn* scenes with citations, and cited outside source real world quotes that will be used in the subsequent paragraph to support each *Autumn* scene paragraph.**==

4) Include a preliminary Works Cited with at least 8 sources (inc hook source)

5) Submit all of this to next Monday's assignment by noon.

==**Look Ahead**==

==**Due Monday: intro/thesis, outline with topic sentences, *Autumn* and outside cited quotes, and a preliminary Works Cited with at least 8 sources (inc hook)**==

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Assignments for Unit 3: Addressing Issues, Pt. 2: (Research Essay)

Anticipate counterarguments, listen to other perspectives, and address differing opinions. Begin drafting.

Week 10 March 16 – March 22

==Frisco ISD Spring Break, Asynchronous Work==

Mon (03/16) **MID-TERM GRADES DUE from profs, post to FISD a few days later**

Homework & In Class Asynchronous:

==**Complete Research Intro/Outline/WC Draft**==**:** Write a solid, properly formatted intro with embedded hook quote/citation and BET thesis and write an outline that contains a draft of each consecutive body paragraph's topic sentence, and which *Autumn* and outside source quotes (cited) will support each paragraph. Include a preliminary Works Cited with at least 8 sources (inc Hook source)   (90-120 min)

* Student-prompted DB Harkness *Autumn* on your choice of scenes or topics (to get peers' & Dr. Derdeyn's reads); must post at least one by Mon and respond productively to at least two by Fri (40 min)

Wed (03/18)

Homework & In Class Asynchronous:

* By 12 p.m. so peers can use them: Complete ==Peer response on Essay #3 Research Analysis intro/outline/WC draft.== ==Carefully follow ALL Peer Review instructions given on Turn-It-In.== (30-40 min)

* ==Complete Optional A-Level 2-3 pg. Unit 2 Def & Synthesis Self-Reflection== (45-60 min)

* ==Begin 4 pg draft of E#3== due Monday (revised intro with thesis, first 4 sources, and WC using peer reviews) (55 min)

Fri (03/20) by 9:00 p.m.

Homework:

*Respond to two peers' *Autumn* DB from Mon (40 min)

* Complete Inquizitives (03): "Pronouns in the Wrong Case," " "Pronouns With Unclear Antecedents,"
   "Pronouns That Don't Agree With Their Antecedents" (40 min)
* Continue 4 pg. draft of E#3 due Monday (revised intro with thesis, first 4 sources, and WC) (30-40 min)
* Catch up Outlook Calendar through end of Week 10
Look Ahead: **Unit 3 Research Essay draft #1 (4 pgs + WC) due Mon**

Assignments for Unit 3: Addressing Issues, Pt. 3: (Research Essay)
Organize sources, topic, and strategies for the research essay. Expand Draft & Peer Review
Week 11 March 23 – March 29

Mon (03/23)
Homework:
* Submit Draft #1 Due: Revise intro/thesis and Works Cited, add first 4 source paragraphs. Complete
   at least 4 pgs of 7-8 pg final Essay 3 Research Analysis and upload it to the new U3 Draft #1
   assignment. (60-90 min)

Wed (03/25)
Homework:
*Complete the online peer review assignment for Essay #3 Research draft #1. Carefully follow ALL
   Peer Review instructions given on the Discussion Board.   (40 min)
*Read SWW Ch 4 "Beginnings & Endings" (40 min)
* Complete Reading Quiz Cengage Ch 2 and Ch 4 Activities "Check Your Understanding" (35 min)

Fri (03/27) by 9:00 p.m.
Homework:
* Work on U3 Draft #2 7-8 pgs +WC due Mon before class. Revise E#3 Draft 1. Use peer feedback and self-
   edit. Add remaining *Autumn* and outside source paragraphs and conclusion. Check transitions, logical
   flow, and overall cohesion and persuasiveness. (60 min)
* Complete Inquizitives (2)"Editing The Details That Matter," "Misplaced/Dangling Modifiers" (45 min)
* Catch up Outlook Calendar through end of Week 11
Biographies due in Hist
Look Ahead
*Essay 3 Revision draft #2 due Mon before class for peer reviews due Wed

Assignments for Unit 3: Addressing Issues, Pt. 4: (Research Essay)
Continue revising draft and peer review. Use active reflection & self-editing as part of the
writing process (Research Essay)
Week 12 March 30 – April 5

Mon (03/30)
Homework:
* U3 **Draft #2 7-8 pgs + WC Due:** **Revise intro/thesis and entire Draft #2 based on peer review feedback
   and self-edit.** Add remaining *Autumn* and outside source paragraphs and conclusion. Check transitions,
   logical flow, and overall cohesion and persuasiveness. This version should be no less than 7 full pages +
   WC. (90 min)

Mon: Prototype Art History

Wed (04/01)
Homework:
* **Individual Peer Reviews** finalized before class if not finished Monday. (20 min)
*Work on self-editing your essay (45 min)
*Work on your "Civil Discourse" group project or other group need (30-45 min)

Fri (04/03) by 9:00 p.m.   (Last Day to Drop with a W)
Homework:
* Inquizitive "Editing The Errors That Matter" (30-45 min)
Revise final draft of U3 Research Essay for submission in a week Sun 11:59 p.m. (60 min)
*Work on your "Civil Discourse" group project (30-45 min)
* Catch up Outlook Calendar through end of Week 12
Look Ahead: Essay #3 Final Due one week Sun 11:59 p.m. (No Self-Reflection Due for U3, but for entire semester)

Assignment for Unit 3, Pt. 5: Final Research Essay Submission
Revising, self-editing, finetuning essay and submitting (Research Essay)
Week 13 April 06 – April 12

Due Mon (04/06)
Homework:
* EDIT 7-8 pg Research Essay U3 Final Due SUN 11:59 p.m. (60 min)
*Work on "Civil Discourse" Group Project (30-60)

Wed (04/08)
Homework:
* EDIT 7-8 pg Research Essay U3 Due SUN 11:59 p.m. (60 min)
*Work on your "Civil Discourse" project (30-60 min)

Fri (04/10) MANDATORY PROJECT WORK DAY
Homework:
*Work on your "Civil Discourse" project due Mon for Y2 Critiques (Work Day)
*Continue working on final draft of U#3 Research essay due 4/13 THIS Sun 11:59 p.m. (30-90 min)
* Catch up Outlook Calendar through end of Week 13

Sun (04/12)
* Complete and Submit 7-8 pg U3 Research Essay + WC Due SUN 11:59 p.m.
Look Ahead: Bring completed Project Mon for Y2 Critique

Assignments for "Civil Discourse" PBL Group Project:
Week 14 April 13 – April 19

Mon (04/13) (Y2 Critique for Y1)
Homework:
*Bring in completed "Civil Discourse" Group project to ENGL for Y2 Critique (60-90 min)

*WAIT on ENGL course evaluation for in-class time after Self-Reflection.

Wed (04/15) <mark>(Y1 Critique to Y2)</mark>
Homework:
* Use Y2 & Prof feedback to deeply revise your "Civil Discourse" projects (60-90 min)

<mark>**THURS (4/16): YOUR EVENT!!!**</mark>

Fri (04/17)
Homework:
*Take a break!
Look Ahead: Semester Multi-modal Self-Reflection project

Assignments for Unit 4: Reflecting:
(Semester Self-Reflection)
Week 15 – April 20 – April 26

Mon (04/20)
Homework:
* Read Pederson "The Dog Delusion" 225-229 (15 min)
* Read Akst "Should Robots with Artificial Intelligence Have Moral or Legal Rights?" (*WSJ*) Course Reserves
        (15 min)
* Read Kashmir Hill "She Is in Love With ChatGPT https://www.nytimes.com/2025/01/15/technology/ai-chatgpt-boyfriend-companion.html?smid=nytcore-android-share (20 min)
* Complete Harkness DBs on Dogs, Robots, and AI Boyfriends (30 min)

Wed (04/22)
Homework:
* Required for A-Level Work/Optional Extra Credit: Ideate & begin crafting multi-modal semester reflection of
        your choice; see assignment prompt U4 Semester Self-Reflection. Due Mon. (45 min)
* Get ahead on work for Thur classes, so you can attend Y2 presentations tonight (45 min)

Y2 Presentations Tonight 6 p.m. for Extra Credit

Fri (04/24)
Homework:
* Required for A-Level Work/Optional Extra Credit: Continue crafting multi-modal semester reflection of your
        choice; see assignment prompt. U4 Semester Multi-modal Self-Reflection Due Mon <mark>(30 min)</mark>
Look Ahead: <mark>*</mark>A-Level Required/Extra Credit Multi-modal Semester Self-Reflection due Mon before class.

Assignments for Unit 4: Reflection & Final Things:
(Semester Self-Reflection)
Week 16 April 27 – May 3

Mon (04/27)
Homework:

* <mark>Due today: Required for A-Level Work or Optional Extra Credit: Complete and submit</mark> multi-modal semester reflection of your choice; see assignment prompt. U4 Semester Multi-modal Self-Reflection Due Mon (30-45 min)

*<mark>Complete</mark> Two "Thank A Teacher" notes and take & submit a screen shot proving submission: Required in "Random Assignments" category

UNT students have a way to say "Thanks" through the "Thank a Teacher" Program here at UNT. They now can go to thanks.unt.edu to share their "thanks" with their teachers. They may complete as many of these online forms as they wish and choose to remain anonymous or add their names. Student notes are sent to faculty throughout the semester as part of a letter of recognition from the Provost!

Outstanding teachers at UNT do make a difference for students. They make learning challenging and fun; they are available when needed; and they weather many storms with students to foster bright futures. When teachers have made this kind of a difference, many students wish for a way to say "Thanks". <mark>Complete</mark> two or more "Thank A Teacher" notes to any of your 6 professors (Derdeyn, Dumaine, Gregory, McKay, Ranieri, Ross) (30 min)

Wed (04/29)
Homework:
* <mark>Handwrite (legibly) a note of thanks</mark>, encouragement, challenge (ONE of each category) to the TWO people following you in the roster, then ONE peer of your choosing. Also ask your peers to hold you accountable next year for one improvement you need to make (it can be the same thing or different for the peers). (30-40 min)

* Bring snacks or games to class for last day

* Complete SPOT Score (class must reach 100% completion)

Fri (05/01) READING DAY

Week 17 May 04 – May 10 Finals Exam

NO FINAL EXAM for ENGL 1320

<mark>**Monday May 11 2026**</mark> <mark>**Grades Due**</mark> **by 4 p.m., Post by May 13th.**