

FYW

FIRST-YEAR WRITING

UNIVERSITY OF NORTH TEXAS

ENGL 1310: FIRST YEAR WRITING I

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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 (email address, office hours, office location): Provided by instructor on Canvas.

Catalog Description: 3 hours. Writing as discovery. Introduces essential concepts, knowledge, skills, methods, and conventions for writing. Focuses on

practicing writing processes and developing rhetorical knowledge through analysis, observation, and self-reflection.

Prerequisite(s): None

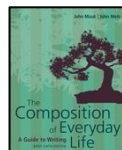
Core Category: English Composition and Rhetoric

Course Description

In ENGL 1310, students are introduced to rhetorical tools, invention strategies, and writing processes that will help them thrive as writers in a university setting and beyond. Students begin with personal inquiry, writing about experiences and memories. With an emphasis on description, explanation, and observation, they practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive writing about themselves and their communities. Reading and discussing nonfiction texts helps develop their habits of critical reading and familiarity with academic argument. In the final Analysis Essay, students make the move to academic or public argument by writing about a cultural issue of significance to them (**For NTN students, since “Education” is our Fall 2022 Wicked Problem, our course is thematically moduled around education**). Over the course of the semester, students practice ways to gain critical distance and take an analytical perspective on a topic and themselves. They learn to use conventions of academic analysis and to structure claims and evidence in ways that make their findings clear to their audiences.

Required Materials:

Both ENGL 1310 and ENGL 1320 courses will use:



*THE COMPOSITION OF EVERYDAY LIFE,
Brief 6th Edition*

(Mauk/Metz, Cengage, 2017, ISBN 9780357613740) Buy a used physical

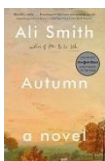
book; we don't need the code, or purchase CENGAGE \$199 two-year unlimited e-book access for this for both semesters, and Fall Art History text for Dr. Ranieri & possible books next year. If you wish, a physical textbook rental is free from Cengage with \$10 S&H per semester with this plan.
<https://www.cengage.com/unlimited/>

Derdeyn North Texas Now "Education Wicked" Specific Additional Fall Semester materials



THE LITTLE SEAGULL HANDBOOK WITH EXERCISES, 2021 MLA 4th Edition
(Bullock/Brody/Weinberg, Norton, 2022, ISBN 9780393888966)

Can purchase e-book and access code good for 4 yrs from Norton, supposed to be \$17 total:
<https://digital.wwnorton.com/littleseagull4>



AUTUMN (Ali Smith, Anchor Penguin, 2017, ISBN 978-1101969946) (any ISBN is fine; get the American one that looks like this, not the British one that doesn't) Purchase a physical book, not e-book.

Course Objectives

By the end of this course, students in this course will be able to

- **Assess and explain** their own writing habits reflectively
- **Identify and describe** events from their own personal experiences that give insight into larger cultural issues
- **Observe and examine** details that make other people, objects, or places unique within specific cultural or social groups
- **Analyze and evaluate** specific concepts or texts that have significance within larger cultural conversations
- **Cultivate** effective writing processes through repetition, practice, and revision
- **Compare and rate** their contributions as a team member to peer review and other team-based assignments

- **Make persuasive and intellectually supported observations and arguments about aspects of education (Wicked)**

Evaluation and Grading:

Grade Breakdown

Note: To earn a passing grade, you must complete all major writing assignments.

Units and Assignments:

- 10% – Unit 1 – Writing Experience
- 15% – Unit 2 – Writing Community
- 20% – Unit 3 – Writing Analysis
- 10% – Unit 3 – Reflective Self-analysis portfolio: Essay and Video
- 09% – Discussion Boards
- 09% – Inquizitives
- 09% – Weighted Wicked Problem
- 09% – Attendance and Participation
- 09% – Activities
- 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. 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.

Sometimes you will also engage in collaborative or individual assignments or activities during class. When you communicate with other class members, you should move beyond simply discussing 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 say and build off of their ideas when you can. Encourage, support, and learn from each other.

Rubrics and Scoring Systems

For the purposes of this course,

- **“A” WORK** will constitute a final score of 90–100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context
- **“B” WORK** will constitute a final score of 80–89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original
- **“C” WORK** will constitute a final score of 70–79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness
- **“D” WORK** will constitute a final score of 60–69.99% of total points, and will represent 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” WORK** will constitute a final score of 0–59.99% of total points, and will represent an overall response that is unacceptable.
- ****Note that rubrics for each assignment can be found in your course textbook.**

Units and Assignments Overview

Unit 1 - The Value of Writing:

Observing a Topic: In this unit, you will spend time looking around for topics, issues, and ideas that

matter to people in your community related broadly or narrowly to “Education.” Pay attention to groups, businesses, and organizations near you.

Unit 1 - Writing Experience:

Literacy/Learning Narrative:

You will write a **Literacy/learning narrative** that narrates a specific event from your life that helped you learn something new about yourself or others. Your literacy narrative should discernibly reference our semester’s Project-Based Learning (PBL) Objective—aka, our Wicked Problem of Education. Your narrative should focus on a specific event in a narrow timeframe, using vivid description, narration, detail, and dialogue to organize your memories and make the significance of what happened, as well as its ripple effect, clear to an audience. 800-1250 words, MLA Format.

Unit 2 - Writing Community:

Ethnographic Education Observation Essay:

Building on Unit 1, you will develop an **ethnographic observation essay** related to our Education Wicked Problem that explains the issues, practices, or values that are important to a specific community related to education. You will attend a school board meeting and choose a stakeholder to interview. Building on skills from the previous unit, you will use vivid description, narration, dialogue and sensory details to support your claims and help readers better understand the community you have observed. 1000-1500 words. MLA format.

Unit 3 - Writing Analysis

Analysis Essay:

Finally, you will complete a research-based Literary Analysis about a text (the novel *Autumn* which we’ve been reading all semester) that breaks down the text you are analyzing and shows how it works to inform, persuade, or entertain an audience. Your analysis should read the text carefully and also offer insight into how the text adds new perspective to a particular cultural or social issue about which your essay will be making a research-based argument. 1250-1750 words. MLA format.

Unit 4 - Semester Reflection Project

Reflective Self-Analysis Essay and Video:

You will develop an analysis of your own writing, focusing on how your writing grew over the semester and how you more successfully used writing

strategies and rhetorical tools to meet the objectives of the project-based learning outcomes, you're your analytical skills and voice, reach your intended audience, and participate in the intellectual and cultural conversations around you.

1) **Discernment:** Go back to Essay #1 and #2. Read them in light of your current accomplishment in your Final Essay #3. Evaluate the areas in which you've improved (is it that you own these improvements now? or that you have to stop and think, or return and edit, but you know to do this now?), the areas in which you recognize you need to improve, or the areas in which you receive feedback from me about needed improvement (i.e., your final rubric grade wasn't "excellent" in every category) but maybe you don't yet clearly see what you need to do. Did you reinforce skills you'd learned, but in which you'd gotten sloppy? Did you learn new skills? Did you learn new grammar rules or mechanical applications such as components of arguments or paragraphs? If you feel you made only minimal progress this semester, critique why that might be the case--this is not a limiting list, merely an opening volley.

You may additionally address other areas such as concepts of contemporary topics, vocabulary, cultural capital, ways of thinking or knowing, *et alii* which you've accumulated this semester which may help you think more broadly, focus more narrowly, express your ethos more clearly in oral or written communication.

2) **Discourse:** Describe the above in well-crafted, precise and concise language. You will of necessity use 1st person in this. While you will be speaking to me, imagine a broader audience, so don't address me directly as "you," but follow our rules-- use my title in 3rd person if you have any reason to name me. This submitted essay should be 4-5 pages.

Then, you will turn this essay into an audio-visual project practicing public speaking, communication, presentation, and video tech skills. Edit and compress your analysis essay to a smaller scale from which you create a 5-minute video, reading this smaller scaled written assessment of progress, making occasional eye contact, and using video/film techniques as though this is a live oral presentation (advance practice for Wicked!). The video should hit as close to the 5-minute mark as possible (no less than 4 minute 45 seconds or more than 5 minute 15 seconds,

and I'm serious about this). The timing will require both editing revision of the written component and practice and timing of the visual component until you get it right.

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 (such as Education!).

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.

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. **For my courses, you may have three discretionary 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. Absence #3 will drop your grade an entire letter grade, and absence #4 automatically fails you. 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. Writing courses are by nature participatory, collaborative, and discussion-based. Thus, if you miss more than four (04) classes (2 weeks of the course), **you will not pass the course.**

Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President. **Please arrange any planned**

absences with me ahead of time in order to avoid penalization.

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 to 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 not 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, in class or online, 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.

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 for each assignment.

Disruptions:

Excessive disruptions of our class time—including posting inappropriate or inflammatory comments or harassing others online—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same. 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 on-campus and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the [UNT Policy Page](#).

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. The purpose of this class is **INFORMED DISCUSSION** and **RIGOROUS THINKING**, **EXPLORING**, **CONCLUDING**. Expect robust conversations where we respectfully can express different opinions, beliefs, ideas, experiences, and understandings. ENGL 1310 is not an echo chamber, and I don’t want peers afraid to voice their opinions because of “cancel.”

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—orally or in 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. Active participation, available in multiple modes, is part of your grade.

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 preferred names and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings, unless you are using outside sources. Try not to speak on behalf of groups or other individual’s 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!" (Though I've used it in this syllabus for emphasis and attention, this is inappropriate for formal writing).
- 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.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

You also can visit the [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) 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 with a separate CANVAS page for your Wicked assignments. 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 coming to the Frisco or Denton UNT campus. Not having access to the course will not excuse you from the workload each week.

Formatting Your Assignments:

All written work needs to be typed and submitted online to our CANVAS site; only bring a paper copy when requested (not usually). For all essays, include MLA formatting: left-hand P. 1 header, right-hand Pp. 2+ header, a title, proper font and margins, double-spacing.

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. Late work will not be accepted without prior instructor approval.

It is up to you as a student to make arrangements with me. Additionally, you cannot pass the course if you have not received a grade for all major assignments (even if you have a passing grade). Complete ALL major assignments. Please meet with me as soon as possible if you miss a deadline for an assignment.

Exceptions for technical outages: The UNT is committed to providing a reliable on-campus course system to all users, as well as available Canvas and library resources, etc. However, in the event of any unexpected UNT server outage or any unusual technical difficulty which prevents students from completing a time-sensitive assessment activity, the instructor will 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.

Using the UNT Writing Center:

It is recommended that you [schedule an appointment with the UNT Writing Center](#) to request 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. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. 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>.

Library skills.

Please make yourself familiar with the UNT Library and its resources before you get too far in this course. You can make an appointment with a reference librarian in order to get one-on-one help using this link: <https://library.unt.edu/forms/reference-appointment/>

Here's the library link for topics specific to and useful for ENGL 1310

<https://guides.library.unt.edu/c.php?g=531363&p=9091855>

Public Writing

You should consider that all of your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, is public writing. The writing that you submit in this course will be viewed by me and, often, 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 (if you need to check one from Frisco IT, complete this PRIOR to class)
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/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 Outlook calendaring for assignments
- Use presentation and graphics programs
- Use [Zoom](https://clear.unt.edu/supported-technologies/zoom) as a web conferencing tool (<https://clear.unt.edu/supported-technologies/zoom>) as needed
- Use video creation/editing programs
- Others as needed

Getting Help

Technical Assistance:

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

UIT Help Desk Denton:

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

Email: helpdesk@unt.edu

Phone: 940-565-2324

Telephone Availability:

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

Frisco: call main # 972.668.7100 and ask to be transferred to IT.

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<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) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/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) (<https://registrar.unt.edu/registration>)

- [Financial Aid](https://financialaid.unt.edu/)
(<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
(<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center)
(<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center)
(<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance)
(<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)
(<https://deanofstudents.unt.edu/resources/food-pantry>)
- Frisco has some of these groups and services, too. Check with me.

Academic Support Services

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

Pronouns

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](#) so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

UNT Policies

Class Materials for Remote Instruction

Remote instruction may be necessary if 1) community health conditions change, 2) you receive medical instructions to quarantine, 3) I have to schedule class remotely for exigencies. Students will need access to a computer with internet to participate in fully remote portions of the class. Additional required classroom materials for remote learning are listed above in the "technical requirements" section of this syllabus. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Academic Integrity Standards and Consequences.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging 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).

Academic integrity violations can include copying a passage from a source verbatim or changing it

slightly, paraphrasing using the author's key terms rather than your own words, 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.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation will not be retroactive and should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

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 Canvas course announcements for contingency plans for covering course materials.

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) (<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. Please wait until closer to the end for more comprehensive feedback, but don't miss the deadline. 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/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault 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.

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:

1. The work is used only once.
2. The work is not used in its entirety.
3. Use of the work does not affect any potential profits from the work.
4. The student is not identified.
5. 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.

I will use some of your self-reflection videos on my personal academic webpage as representative exemplar and request advance permission to do so:

[DOWNLOAD, SIGN, and PRINT the UNT Multi-media Waiver and Release](#)

Class Recordings & Student Likenesses (for online FYW)

If it is necessary to schedule remote class delivery, synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. 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. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Schedule of Assignments

View on our course Canvas Page for the Course Assignment Calendar document.

FALL 2022 ENGL 1310 SYLLABUS P. 11 OF 25

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I have read and understood the policies for ENGL 1310. I agree to comply with the policies for the Fall 2022 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 1310: First-Year Writing

Fall 2022	Dr. LeeAnn Derdeyn
Section 571, Hall Park A, Rm 133	Email: LeeAnn.Derdeyn@utdallas.edu
Mon / Wed 10:00 – 11:50 p.m.	Office Number: Hall Park A, 125
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 Office Hrs:	Zoom coming soon

Evolving Course Calendar for ENG 1310

Unless otherwise indicated, all Mon/Wed work is ALWAYS DUE in the Canvas Assignment five (05) minutes BEFORE YOUR class on the due date (though, if you are turning your work in 5 min prior to class, I am going to wonder why). Friday work due by 11:55 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.

Week 1: August 29-September 4 Why Write?

Write about the self & explore the power of writing

Mon (8/29)

In Class:

- * Intro Dr. Derdeyn, Wicked Problem--Education, & Attendance (10 min)
- * Ice-Breaker: “Most Urgent Problem” PollEv.com (20 min)
- * Cover Success Strategies that are required all year: Outlook Assignment Calendar, UNT Email, Focused Note-Taking, Study Groups & Collaboration, “Volunteer vs Voluntold” (20 min)
- * Cover How to Access Canvas & ENGL 1310 syllabus/course calendar—assignments, plagiarism, deadlines, attendance, participation/citizenship, etc. (30 min)

Wed (8/31)

Homework:

- * **Read** CEL CH 1 (Skip Pt. II and Pt. III, pg 21) pp. 1-23

- * Watch J. K. Rowlings' Harvard Commencement Speech (24 min)

https://www.google.com/search?q=j+k+rowling+2008+harvard+speech&rlz=1C1EJFA_enUS779US779&oq=j.+k.+rowlings+2008+&aqs=chrome.1.69i57j0i22i30j0i5i13i30j0i390l2.5520j1j7&sourceid=chrome&ie=UTF-8

In Class:

- * Icebreaker Intro Activity:

Watch Video: Spoken-Word Poets Sara Kay and Phil Kaye "An Origin Story" (7 min)

<https://www.youtube.com/watch?v=esgfG3BoAPc>

- * "Who Am I? Who Are You? Who Are We?" (15 min)

(find & record 5 unusual facts in common and 5 unusual differences with 2 people)

- * Review How to Access & Navigate Canvas (books, Inquizitives & other assignments & Finish Syllabus review if needed (20 min)

- * Outlook Assignment Calendar using Week 1 assignments (10 min)

Mini-Writing Lesson:

- * MLA Formatting (20 min)

Fri (09/02) due by 11:55 p.m.

Homework

- *Read "The Grapes of Mrs. Rath" CEL CH 20, pp. 577-8

- *Read "Why Tough Teachers Get Good Results"?? CEL CH 20 pp 647-51

- * Write a 2-3 pg persuasive essay on why you chose your "most urgent problem" on Monday. Connect it to "Who You Are." Load to Canvas assignment.

- * catch up Outlook Calendar through end of Week 2

- *Asset Maps for Wicked due in Y1 Teams Assignment

LOOK AHEAD:

- * Complete full-length draft of Essay 1 – Literacy Narrative due before your Wed class.

Assignments for Unit 1, Pt. 1: Writing Experience (Learning Narrative)

Recognize significance in narrative writing and memory

Week 2 September 5 – September 11

Mon (9/5)

LABOR DAY HOLIDAY – No school

- *Read CEL CH 2 (p 24-57).

- *Read student writer Emily Vallowe's "Write or Wrong Identity" (6 pgs)

https://www.norton.com/college/english/write/writesite/Web_Essays/Vallowe2015.pdf

- *Read Daniel Felsenfeld's "Rebel Music" (~2.5 pgs)

https://archive.nytimes.com/opinionator.blogs.nytimes.com/2010/03/26/rebel-music/?_php=true&_type=blogs&_r=0

- *Read *Autumn (AUT)* Ch. 1 (3-27), defer discussion til Sept. 19

- *Begin draft of a Literacy Narrative about someone or something specific that influenced you relating to education. Use the guides in Ch. 2 CEL.

- *Topic Selections for Wicked due tomorrow in Y1 Teams assignment.

Wed (9/7)

Homework:

- * Write a complete draft of Essay 1-Literacy Narrative (800-1,250 words) about someone or something specific that influenced you related to education. Use the guides in Ch 2 and upload to Canvas Assignment.

- * Reflect on, write down, and submit to DB three connections between Wicked Problem and your choice of two of these: Rowlings' Speech, "Tough Teachers," "Mrs. Rath," "Write or Wrong Identity," "Rebel Music" essays (9 points total).

In Class:

- * Respond to a peer's DB post about connections between Wicked Problem and Rowlings' Speech, "Tough Teachers," "Mrs. Rath," "Write or Wrong Identity," "Rebel Music" essays (20 min)
- * Review Inquizitive "Sentence Fragments" (Review in LS book if not secured) (20 min)
- * Intro SAT/ACT "Stop," "Yield," "Go" punctuation for Parts of Speech (20 min)

Mini-Writing Lesson:

- * Parts of Speech (20 min)

Fri (9/9) due by 11:55 p.m.

Homework:

- * Read CEL Ch 18 (530-51)
- * Read AUT (29-57) defer discussion til Sept. 19
- * Complete Inquizitive "Sentence Fragments" in Canvas
- * catch up Outlook Calendar through end of Week 3

Assignments for Unit 1,: Writing Experience (Learning Narrative) - Pt. 2

Recognize significance in narrative writing and memory, Collaboration (through peer review) & Revision

Week 3 September 12 – September 18:

Mon (9/12) (Census Date for University Attendance)

Homework:

- * Read Nicholas Carr's "Is Google Making Us Stupid?" CEL Ch 11.
- * Complete "Google" DB.
- * Read AUT (59-85) defer discussion til Sept. 19
- * **Complete a Peer Review for Essay 1 Draft.** (You may automatically be assigned a peer review. If not, please claim a peer's essay by responding in the peer's DB draft comments (I claim X's essay). Then download their paper, so you can make comments. Use the peer review sheet in the Essay 1 folder.) **Carefully follow ALL Peer Review instructions given.** Before class, upload the Essay 1 reviewed draft with comments by you (30 min) and the completed peer review sheet of the student whose paper you reviewed (30 min) to the Discussion Board where you downloaded the paper.

***ATTEND TONIGHT'S FISD SCHOOL BOARD MEETING (preferably in person, at worst case on Zoom).** This is required for your Essay #2 Ethnography. Take careful written note of issues, stakeholders, methods of arguments. Identify one issue and person that you want to follow more in-depth. Also, snap a selfie of yourself--or you and classmates-- in person at the FISD school board (or a screen shot if you've attended virtually). Alternately, take a selfie with the stakeholder (board member, educator, administrator, parent, community liaison, speaker on an issue, etc.) you plan to interview. Upload your picture and notes to the assignment by tomorrow night.

In Class:

- * Icebreaker: "Would You Rather" (20 min)
- * Intro SAT/ACT "Stop," "Yield," "Go" punctuation for Parts of Speech (30 min)

Mini-Writing Lesson:

- * Parts of Speech Pt. 2 (20 min)

Wed (9/14)

Homework:

* Read <https://thecollegepanda.com/the-18-sat-grammar-rules-you-must-know/>

* Read AUT (89-121) defer discussion til Sept. 19

* Revise draft of Literacy Narrative using peer comments.

* Team Charters for Wicked due today in Y1 Teams Assignment

In Class:

* Claim and respond to a peer's "Google" DB (15 min)

* Review Inquizitive "Comma Splices" and "Unnecessary Commas" under "ENGL 1301 Resources" tab (35 min)

Mini-Writing Lesson:

* Discuss and review "The 18 SAT Grammar Rules You Must Know" (30 min)

Fri (9/15) due by 11:55 p.m.

Homework in Canvas:

* Read AUT (123-143) defer discussion til Sept. 19

* Make a Writing Lab appt for Thursday / Friday to receive feedback (zoom live face-to-face) appt to review. Use this feedback to revise your essay before final submission next week. Don't forget to upload a screenshot and copy of feedback to the draft DB assignment with peer reviews.

* Reach out to the person from the FISD school board meeting that you would like to interview, make an appointment by Tues 9/27, and start formulating your questions.

* catch up Outlook Calendar through end of Week 4

* Inquizitive "Comma Splices" & "Unnecessary Commas" under "ENGL 1301 Resources" tab

Look Ahead: Final Essay #1 due in Week 4 assignments before Wed class, Self-Reflection due Fri

Assignments for Unit 1, Writing Experience (Learning Narrative) Pt. 3

Revision & Reflection

Week 4 September 19 – September 25 Unit 1:

***Don't forget to upload your Writing Lab proof to the draft DB**

Mon (9/19)

Homework:

* Read AUT (145-178) defer discussion til Sept. 19 (today!)

* Read Lamb's "My Year With Malala" (15 min)

<http://christinalamb.net/articles/my-year-with-malala/>

* Complete "Malala" DB by Saturday night and respond to a peer by Monday.

* Revise your essay based on Writing Lab and peer feedback.

In Class:

* Icebreaker: "Would You Rather" (20 min)

* Discuss *Autumn* Ch 1 & 2 (50 min)

Wed (9/21)

Homework:

Final Draft of Literacy Narrative Essay #1 by 11:55 p.m.

Upload revised final draft to the Turn-It-In Final Assignment & Writing Lab Proof to the 1st Draft DB by 11:55 p.m.

****IMPORTANT**** I will not accept or give credit for a Final Draft of any essay unless Drafts, Peer Reviews, and Writing Lab proof have been timely completed and submitted.

In Class:

- * Review Inquizitive “Fused (Run-on) Sentences” (20 min)
- * Discuss/review requirements for Ethnographic Education Essay article (10 min)
- *Get approval for your Ethnographic Education topic and human interviewee (30 min)—once approved submit short summary to assignment

Major Writing Lesson:

- ***The Components of a Strong, Well-Written Essay Pt. 2--** organization & formatting (intro & body paragraphs), **evidence, style, grammar & mechanics, etc.** (20 min)

Fri (9/23) due by 11:55 p.m.

Homework:

**** Answer Essay #1 Self-Reflection assignment by 11:55 p.m..**

*Read *AUT* Ch 3 (188-199)

*Read Derdeyn, “The Better BET” in Canvas 3.5 pgs for Focused Note-taking to make sure you understand and can begin to apply.

* Catch up Outlook Calendar through end of Week 5

* Complete Inquizitive “Fused (Run-on) Sentences”

****Begin looking in library database (Ebscohost or others) for an article to support your ethnographic Education topic that meets the criteria discussed in class and listed on the Article Analysis/Interview DB.**

*Mini-Proposals due for Wicked

LOOK AHEAD:

* **Article choice, notes, and 2-3 pg analysis of article due by Mon**

***Complete Ethnography Interview by Tuesday night 9/26 & upload by Wed 9/27.**

Assignments for Unit 2, Writing Community (Ethnographic Educational Observation Essay), Pt. 1 & 2: Understand observation as a mode of inquiry, Practice using rich detail and “vitalized” sentences in observation-based writing

Week 5 September 26 – October 02

Mon (9/26)

Homework:

*Read CEL Ch 3 (58-91)

*Finalize your article choice to use for a grounding source in your Ethnographic Education Essay 2-Article Analysis.

*Take Focused Notes over the strengths and weaknesses of the article. 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 plan to use to support your own Ethnographic Education Essay claims.

*Submit 2-3 pg analysis of essay to Article/Interview DB.

In Class:

***Group Deep Re-read “The Better BET,” Derdeyn on Canvas –you will use this the rest of this semester, and ALL semester in ENGL 13202 next spring. Practice an intro including BET for your Wicked Proposals. (45 min).**

Major Writing Lesson:

***The Components of a Strong, Well-Written Essay Pt. 1—organization & formatting (intro & body paragraphs), evidence, style, grammar & mechanics, etc. (25 min)**

Wed (9/21)

Homework:

Final Draft of Literacy Narrative Essay #1 by 11:55 p.m.

Upload revised final draft to the Turn-It-In Final Assignment & Writing Lab Proof to the 1st Draft DB by 11:55 p.m.

****IMPORTANT**** I will not accept or give credit for a Final Draft of any essay unless Drafts, Peer Reviews, and Writing Lab proof have been timely completed and submitted.

In Class:

- * Review Inquizitive “Fused (Run-on) Sentences” (20 min)
- * Discuss/review requirements for Ethnographic Education Essay article (10 min)
- *Get approval for your Ethnographic Education topic and human interviewee (30 min)—once approved submit short summary to assignment

Major Writing Lesson:

***The Components of a Strong, Well-Written Essay Pt. 2-- organization & formatting (intro & body paragraphs), evidence, style, grammar & mechanics, etc. (20 min)**

Fri (9/23) due by 11:55 p.m.

Homework:

****Answer Essay #1 Self-Reflection assignment by 11:55 p.m..**

*Read *AUT* Ch 3 (188-199)

*Re-read Derdeyn, “The Better BET” in Canvas 3.5 pgs for Focused Note-taking to make sure you understand and can begin to apply.

* Catch up Outlook Calendar through end of Week 5

* Complete Inquizitive “Fused (Run-on) Sentences”

****Begin looking in library database (Ebscohost or others) for an article to support your ethnographic Education topic that meets the criteria discussed in class and listed on the Article Analysis/Interview DB.**

*Mini-Proposals due for Wicked

LOOK AHEAD:

* Article choice, notes, and 2-3 pg analysis of article due by Mon

*Complete Ethnography Interview by Tuesday night 9/26 & upload by Wed 9/27.

Assignments for Unit 2, Writing Community (Ethnographic Educational Observation Essay), Pt. 1 & 2: Understand observation as a mode of inquiry, Practice using rich detail and “vitalized” sentences in observation-based writing

Week 5 September 26 – October 02

Mon (9/26) (I don't see you today—make-up double with Dr. Dumaine)

Homework:

*Read CEL Ch 3 (58-91)

*Finalize your article choice to use for a grounding source in your Ethnographic Education Essay 2-Article Analysis.

*Take Focused Notes over the strengths and weaknesses of the article. 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 plan to use to support your own Ethnographic Education Essay claims.

*Submit 2-3 pg analysis of essay to Article/Interview DB.

Wed (9/28)

Homework:

***Complete Interview for Ethnography subject by last night Tuesday night 9/27.
Write up the interview into cohesive form and submit to Interview/Article DB.**

* Write draft of Intro Paragraph and thesis of Ethnographic Education Essay 2 and submit to the same Article/Interview DB.

***Proposals for Wicked due in Y1 Teams Assignment tomorrow.**

In Class:

*Review Inquisitive "Omitted Commas" (10 min)

* Discuss Wicked Topic Proposals (30 min)

* Group Peer reviews of Intro and Thesis (20 min)

Mini Writing Lesson:

* Review Necessary Components of an Intro (20 min)

Fri (9/30) due by 11:55 p.m.

Homework:

***Read** Bruno's "Entitlement Education" CEL Ch. 9 (269-274) (p.s., we DO talk about Bruno)

*Individual Peer reviews of Article/Interview DB (30 min)

* Complete Inquisitive "Omitted Commas"

* Update Outlook Calendar through Week 6

*Begin writing Ethnographic Education Essay

***Peer Review #1 for Wicked due to Y1 Teams Assignment**

Look Ahead: Complete Draft of Ethnographic Education Essay due Wed

Assignments for Unit 2, Writing Community (Ethnographic Educational Observation Essay), Pt. 3: Recognize and communicate the significance of observations

Week 6 October 3 – October 9

Mon (10/03)

Homework:

* Use peer reviews to revise Intro and Thesis and re-submit to DB (30 min)

***Read** CEL Ch 4 (92-94, 100-121)

*Read Benlow's "Have It Your Way": Consumerism Invades Education" CEL Ch 9 (275-278)

*Continue drafting Ethnographic Education Essay and revising intro and thesis as essay evolves.

*Complete DB on Bruno and Benlow (30 min)

In Class:

*Ice-breaker "Would You Rather" (20 min)

*Respond to a peer's Bruno/Benlow DB (30 min)

Mini Writing Lesson:

*Components of a Body Paragraph (20 min)

Wed (10/05)

Homework:

- * Write a complete draft of Ethnographic Education Essay 2 (1,000-1,500 words) and submit to DB.

In Class:

- * Group Peer Reviews of Essay 2 Draft (30 min)
- * Review Inquizitives "Finding Sources" (15 min) and Inquizitive "Evaluating Sources" (15 min)

Mini Writing Lesson:

- * Quotations and Citations (20 min)

Fri (10/07) due by 11:55 p.m.

Homework:

- * Read *AUT* Ch 3 cont. (201-221)
- * Individual Peer Reviews of Essay 2 Draft, Use peer review sheet provided (30 min) and mark up individual essay (30 min). **Carefully follow ALL Peer Review instructions given on the Discussion Board.**
- * Upload the Essay 2 reviewed draft (with comments by you) and the completed peer review sheet of the student whose paper you reviewed to the Draft DB.
- * catch up Outlook Calendar through end of Week 7
- * Complete Inquizitives "Finding Sources" and "Evaluating Sources"
- * Begin revising your Ethnographic Education Essay 2 using ideas from the peer review sheet.

LOOK AHEAD:

- * **FISD Holiday Mon but NOT UNT Holiday: yes, class!**

- * **Make appt with UNT Writing Lab by Tues for feedback.**

- * Revise, edit, and proofread **Ethnographic Education Essay 2 throughout next week.**

- * **No Class Wednesday: PSAT: yes, homework!**

Assignments for Unit 2, Writing Community (Ethnographic Educational

Observation Essay), Pt. 4: Revision & Reflection

Week 7 October 10 – October 16

Mon (Oct 10) FISD Holiday but NOT NTN holiday—YES, CLASS

Homework:

- * Read *AUT* Ch. 3 cont. (223-240)
- * Revise essay #2 from peer comments prior to submitting to Writing Lab.
- * **Make appt with UNT Writing Lab no later than tomorrow night for feedback.**

In Class:

- * Ice-breaker "Would You Rather" (20 min)
- * *Autumn* discussion (20 min)
- * **Mini Writing Lesson:**
- * review SAT Stop/Yield/Go Punctuation (40 min)

Wed (Oct 12) PSAT Day

- * **Brain Break: No Class! (*Double entendre*: do I mean relief or your brain is broken after PSAT? Yes.)**

But be working on your final essay due Fri night

Fri, Oct 14 due by 11:55 p.m.

Homework:

*Essay #2 Ethnographic Education Essay Final.

****IMPORTANT**** I will not accept the Final Draft of any essay without you completing these steps:
draft, peer reviews, interview & summary, article analysis, Writing lab proof and final submission.

* Catch up Outlook Calendar through end of Week 8

* Complete Inquizitive "Words Often Confused"

Look Ahead:

***Self-Reflective 2-3 pg essay on Essay #2 due Mon to DB**

Assignments for Unit 3: Writing Analysis, Pt. 1: Understand analysis as a form of critical reading and thinking

Week 8 October 17 – October 23

Mon (Oct 17)

Homework:

*** Self-Reflective 2-3 pg essay on Essay #2 due Mon to assignment**

* Read Paulin's "Cruelty, Civility, and Other Weighty Matters" CEL Ch 8 (230-239)

* Read CEL Ch. 6 (152-167)

In Class:

* Read ending of *Autumn* (241-260) (20 min)

* Discuss *Autumn* (30 min)

* Discuss *Autumn* topics (30 min)

Wed (Oct 19)

Homework:

* Read CEL Ch. 6 (168-187)

* Read CEL Ch 5 ("Beyond the Essay: Conceptual Map," p. 151, 122)

* Read Hudgen's "Your Kids Bored At School?" CEL Ch 12 (370-372)

In Class:

* Review Inquizitive "Documenting Sources: MLA Style" (30 min)

* Finalize a topic and proposal and get approval for Autumn Essay #3 topic (30 min)

* Discuss *Autumn* (20 min)

Fri Oct 21

Homework:

* Catch up Outlook Calendar through end of Week 9

* Complete Inquizitive "Documenting Sources: MLA Style"

*** Topic Mapping for Wicked due in Y1 Teams Assignment**

* Continue researching solutions to your Wicked Problem that have already been tried or proposed.
(NOTE: These solutions that have already been tried and failed and the ones that have been tried and did not yield the results expected will need to be included in your Wicked **and addressed explicitly**. This ensures you don't propose solutions that, according to past experience, will not work. Your job is to propose new, creative, realistic, workable solutions-- **unless you see a viable shortcoming, mistake, failure with how the past solution was tried— and then your solution is really a new solution anyway.**

Look Ahead

First 3 page Draft of Essay #3 Literary Analysis Argument due Mon

Assignments for Unit 3: Writing Analysis, Pt. 2: Understand, recognize, and apply rhetorical concepts to analytic writing

Week 9 October 24 – October 30

Mon (Oct 24) MID-TERM GRADES DUE from profs, post to FISD a few days later

Homework:

- * Draft #1: Write a solid intro with thesis and the first 3 pages of a 6 pg Essay 3 Research-based Persuasive Literary Analysis Argument on *Autumn* and upload it to the Discussion Board. **Carefully follow ALL Peer Review instructions given on the Discussion Board.**

In Class:

- * Discuss *Autumn* (20 min)
- * Group Peer Reviews (30 min)

Major-Writing Lesson:

- * Sentence Types Pt. 1 (30 min)

Wed (Oct 26) (Work Day with Dr. Dumaine)

Homework:

- * Claim a peer's Essay #3 Literary Analysis draft #1 and complete both stages. Upload the Essay 3 reviewed draft (with comments by you) and the completed peer review sheet of the student whose paper you reviewed to the Discussion Board where you downloaded the paper.
- * Read CEL & LS (P-4) on "Quotation Marks" and "Citations"

: In Class:

- * Review Inquizitives "Incorporating Quotations" and "Punctuating Quotations" (30 min)
- * Partial Work Catch-up Day: work on Essay #3 or Wicked (50 min)

Fri (Oct 28)

Homework:

- * Catch up Outlook Calendar through end of Week 10
- * Complete Inquizitives "Incorporating Quotations" and "Punctuating Quotations"

Look Ahead

- * **Essay 3 complete draft due Mon WHICH/WITCH IS HALLOWEEN!!**

Assignments for Unit 3: Writing Analysis, Pt. 3: Practice developing a written analysis, including thesis, claims, and evidence

Week 10 October 31 – November 06

Mon (Oct 31)

Homework:

- * Draft #2: Revise intro/thesis and Draft #1 based on peer review. Complete full draft of 6-7 pg Essay 3 Research-based Persuasive Literary Analysis Argument on *Autumn* and upload it to the new Draft #2 Discussion Board. **Carefully follow ALL Peer Review instructions given on the Discussion Board.**

- * Set appt to meet with UNT Writing Lab on Thur/Fri for feedback, and submit proof & feedback to this week's Draft #2 DB. Revise draft accordingly. ****IMPORTANT** I will not accept the Final Draft of any essay without you completing these steps.**

In Class:

- * Icebreaker – WYR (30 min)
- Major-Writing Lesson:**
- * Sentence Types Pt. 2 (40 min)

Wed (Nov 02)

Homework:

- * **Claim a peer's Essay #3 Literary Analysis draft #2 and complete both stages. Upload the Essay 3 reviewed draft (with comments by you) and the completed peer review sheet of the student whose paper you reviewed to the Discussion Board where you downloaded the paper.**

In Class:

- * Complete 2 peer reviews on DB 11 (35 min)
- * Review Inquizitives "Subject/Verb Agreement Errors" (35 min)

Fri (Nov 04)

Homework:

- * **Meet with UNT Writing Lab** on Thur/Fri for feedback, and submit proof & feedback to the Draft DB. Revise draft accordingly. ****IMPORTANT** I will not accept the Final Draft of any essay without you completing these steps.**
- * Catch up Outlook Calendar through end of Week 11
- * Complete Inquizitives "Subject/Verb Agreement Errors"
- * **Work on Wicked Solutions Analysis - Continue researching solutions to your Wicked Problem that have already been tried or proposed. (NOTE: These solutions that have already been tried and failed and the ones that have been tried and did not yield the results expected will need to be included in your Wicked **and addressed explicitly**. This ensures you don't propose solutions that, according to past experience, will not work. Your job is to propose new, creative, realistic, workable solutions--**unless you see a viable shortcoming, mistake, failure with how the past solution was tried—and then your solution is really a new solution anyway.****

Look Ahead:

Essay 3 Draft #3 due Mon

Assignments for Unit 3: Writing Analysis, Pt. 4: Revision & Reflection **Week 11 November 7 – November 13**

Mon (Nov 07)

Homework:

- * **Draft #3: Revise intro/thesis and entire Draft #2 based on peer review and Writing Lab Feedback. Upload it to the new Draft #3 Discussion Board.**
- * **You may take your revised essay to the Writing Lab again before Wed 11:55 p.m. due date but are not required to do so.**

In Class:

- * Icebreaker: WYR (20 min)
 - * Group Peer Review (30 min)
 - * Individual Peer Reviews (30 min)—to be completed as homework by tonight and submitted for your peers.
- Carefully follow ALL Peer Review instructions given on the Discussion Board.**

TUES (Nov 01) Mid-Term Election Day

Wed (Nov 09)

Homework by 11:59 p.m.:

- * Revise, edit, proofread and **SUBMIT FINAL Essay 3 Persuasive Literary Analysis Argument on *Autumn* to Turn-It-In assignment. Be sure a word count is at the top and your essay is saved in Doc or Docx Format.** Make sure you've submitted your Writing Lab proof to Draft #2 DB.

In Class:

- * Inquisitive Review "Verb Tense and Verb Form Errors" (20 min)
- * Work on

Fri Nov 11

Homework:

- * Catch up Outlook Calendar through end of Week 12
- * Inquisitive "Verb Tense and Verb Form Errors" under "ENGL 1301 Resources" tab
- * Solutions Analysis for Wicked due in Y1 Teams Assignment

Look Ahead

Essay #3 Self-Reflection Essay Due Mon

Essay #4 Final due

Unit 3 Self-Reflection Essay Due

Assignments for Unit 4 Self Reflection Essay & Video, Pt. 1:

Use active reflection as part of the writing process

Week 12 November 14 – November 20

Due Mon (Nov 14)

Homework:

- * **Self-Reflective 2-3 pg essay on Essay #3 due Mon to DB**

In Class:

- * Icebreaker: "Would You Rather" (20 min)
- * Discuss parameters of Semester Literacy Project: Self-Reflection Essay and Video (30 min)
- * Review Semester Learning & Outcomes (20 min)

Wed (Nov 16)

Homework:

- * Make a preliminary rough draft for your Semester Literacy Project: Self-Reflection Essay (at least 3 pgs)

In Class:

- * Review Inquisitive "Pronouns in The Wrong Case" and "Pronouns That Don't Agree With Their Antecedents" (30 min)
- * Comment/ mini-peer-review on 2 peers' preliminary literacy project in the DB (40 min)

Due Fri Nov 18

Homework:

- * Catch up Outlook Calendar through end of Week 13
- * Inquisitive “Pronouns in The Wrong Case” and “Pronouns That Don’t Agree With Their Antecedents”

Look Ahead

Yes, you have homework over Thanksgiving!

- * Self-Reflection essay due Monday 11:55 p.m. & Self-Reflection Video due Monday after break
- * Wicked Projects

Assignments for Unit 4: Reflective Self-Analysis Essay and Video, Pt.

2: Return to memory: reflection on course learning experiences

Week 13 THANKSGIVING WEEK November 21 – November 27

Mon (Nov 21) FISC HOLIDAY. Asynchronous Day for ENGL 1310

Homework due by 11:55 p.m.:

- * Finish final draft of your Semester Literacy Project Self-Reflection essay and submit to the Assignment by 11:55 p.m.

Wed- Sun (Nov 23 - Nov 27) THANKSGIVING BREAK

No Class, BUT YES, HOMEWORK!!

Homework:

- * Complete Condensed Script and Practice * Practice * Practice! Communication, Presentation, Oral Performance Skills, and Timing and Delivery for 5 min Video

*******Practice, polish, practice, polish, practice again!!**

Look Ahead

- * Completed Semester Literacy Self-Reflection 5 min. Video due Monday before class.

Self-Reflection Video & FINAL Wicked PRACTICE

Week 14 – November 28 – December 4

Mon (Nov 28)

Homework:

- * Upload your final Self-Reflection Video to the assignment before class.

In Class:

- * View & Rate Peers’ Videos (80 min)

Wed (Nov 30)

Homework:

- * Peer Review #2 due for Wicked in Y1 Teams Assignment

In Class:

- * Group Work on Wicked Presentations. (80 min)

THURS (DEC 1) Y2 FrisCOP Event. Y1 Attends and supports

Fri (Dec 2)

Homework:

* Catch up Outlook Calendar through end of Week 14

* **Memorize the Presentation information. Memorize your role.**

***** **Practice, polish, practice, polish, practice again!!**

Look Ahead

***Dec 8th Wicked Presentations**

Week 15 December 5 – December 11

Mon (Dec 5)

In Class:

***Group Practice Run for Wicked Presentations (80 min)**

Wed (Dec 7)

Homework:

***Peer Review #3 due for Wicked in Y1 Teams Assignment**

In Class:

***Final Revisions from Peer Reviews & Group Practice Run for Wicked Presentations (80 min)**

Thur (Dec 8)

**YOUR BIG DAY: Y1 Education Fair, final presentations of Wicked
Y2 attends and supports**

Fri (Dec 09) READING DAY

Sat (Dec 10)

***Final Wicked Reflections due tomorrow Saturday! in Y1 Teams Assignment**

Dec 10-Dec 16 Finals Exam

NO FINAL EXAM for ENGL 1310

Sunday, December 19, 2022 **Grades Due by 4 p.m., post to transcript 12/21**