

# ENGL 1310 | Fall 2025

Instructor |

Office |

Office Hours |

Email |

University Policies

We will uphold the following university policies in all English courses.

## 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--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
- 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.

## 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 directed to leave the classroom, and 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 [Dean of Students Office](#) enforces the [Code of Student Conduct](#). The Code explains:

- What conduct is prohibited
- The process the DOS uses to review reports of alleged misconduct by students
- The sanctions that can be assigned
- When students may have violated the Code, they meet with a representative from the Dean of Students Office to discuss the alleged misconduct in an educational process.

## ADA Accommodation

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

- Register with the Office of Disability Access (ODA) to verify their eligibility.
- 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.
- 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.
- 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 website](#). You may also contact them by phone at 940.565.4323.

## Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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.

The Survivor Advocates can be reached at:

- [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu)

- Dean of Students Office: 940-565-2648

Visit [Title IX Student Information](#) for more resources.

## Undocumented Students

Please see UNT'S [Resources for DACA Students](#) web page for more information.

## Emergency Notification & Procedures

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

## First Year Writing (FYW) Policies

In addition to the policies provided by UNT, our department also has policies that we use to ensure that you are treated fairly.

### Evaluation and Grading

#### **Major Assignments | 20% Per Paper**

The Learning Narrative

The Observation Essay

The Analysis Essay

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

#### **Weekly Writing | 10%**

**Discussions | 10%**

**Peer Review | 5%**

**Quizzes | 10%**

**Peer Review | 5%**

## Rubrics and Scoring Systems

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

### Explanation of Grades

GRADE	DESCRIPTION
A   90-100	Exceeds the assignment's requirements and 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 and has few errors. Shows a 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 but 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 and has many errors. Shows a 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 impedes the work's meaning. Shows no understanding of the concepts being taught.

## Program Values

The assignments and activities for your course were designed carefully and are based on the following departmental values.

### **We develop our writing skills 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.

### **When we write, we develop our ability to think critically 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 with precision and purpose.

### **Writing is 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 is a powerful tool and can give us agency to intervene in social issues.**

Writers intervene in their communities by addressing an audience's 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.**

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 (FYW) 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.

## Communication Expectations

Communication is key to your success. When you need to reach me, follow these practices:

- Communicate with me formally through my UNT email address: yourname@unt.edu.
- Include the course and section number in the subject line: 1310.XXX
- Use appropriate salutations and grammatical language: "Dear XX"
- Treat all emails as professional communication.
- Respect the personal identities and privacy of yourself, me, and others.
- Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture.
- Think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or classroom performance. If your emails contain any information that causes me to be concerned for your safety or the safety of others, I am required to report it.

- Refrain from making personal attacks or using language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

*Note | I am not able to discuss any information relating to academic records through email.*

## Instructor Responsibilities and Feedback

My responsibility as your instructor is to:

- Challenge you.
- Help you understand the course material.
- Help you grow and learn as a student.
- To achieve these goals, I will:
- Provide clear instructions for projects and assignments.
- Answer your questions.
- Identify additional resources as necessary.
- Provide substantive feedback on your written work within two weeks of the submission date for each assignment.

## 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 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 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 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.
- 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](#) page for more information.

## Using Canvas

Canvas is an important tool to help you succeed, and we will use it extensively:

- Submit all assignments through Canvas, including quizzes, discussions, weekly writings, and major assignments.
- Check Announcements at least once a day. I will communicate important information about our course as an announcement.
- All students have access to Canvas through their UNT accounts. For more information on using Canvas, see <https://community.canvaslms.com/docs/DOC-10701>.

Direct questions regarding your use of the Canvas learning management system to the student help desk at:

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

- Phone: 940-565-2324.

Make plans to have a backup way to access the technology each week: another computer, the local library, or one of UNT's open access computer labs. 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 Canvas. For all essays,

- Include your name and the page number on the top right of each page (i.e., Lastname 1)
- Include a date and the course number, ENGL 1310, on the top left of each page.
- Use Calibri 12 AI point, with one-inch (1") margins, and double-spacing.

## Late or Missed Assignments

I will follow these policies when deciding whether to accept late work:

- All papers are due by the date specified in Canvas.
- If you need extra time on a paper, you must request your extension at least 24 hours before the paper is due.
- I will deduct 5 points for each day (not business day) your work is late.
- You cannot pass the course if you have not received a grade for all major assignments.
- Meet with me as soon as possible if you miss a deadline for an assignment.

## Public Writing

All your submitted writing for this course, including pre-writing, drafts, in-class assignments, and final projects, is public writing. The writing 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 your 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

To complete much of the work, you must have the correct tools:

- Computer with word processing capabilities, internet access, and web browser
- [Canvas Technical Requirements](#)

## Computer Skills & Digital Literacy

Students in this course should be able to

- Use Canvas
- Use email with attachments

## 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 me 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?](#)

## CORE Requirements Fulfillment

ENGL 1310 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

WEEK 1	READINGS	DISCUSSIONS	ASSIGNMENTS
	SWW—Ch 8 WCLP—7-17	Understanding the Course Expectations  Understanding How to Complete Weekly Writing 1	Quiz   Course Policies  Ch 8 Quiz  Weekly Writing 1
WEEK 2	READINGS	DISCUSSIONS	ASSIGNMENTS
	SWW—1 & 17 WCLP—27-41 MA 1	Understanding MA1  Prewriting	Check Your Understanding 1 & 17  Weekly Writing 2

WEEK 3	READINGS	DISCUSSIONS	ASSIGNMENTS
	SWW—2 & 4 WCLP—41-56	Writing Introductions  Writing Thesis Statements	Check Your Understanding 2 & 4  Weekly Writing 3
WEEK 4	READINGS	DISCUSSIONS	ASSIGNMENTS
	SWW--5		Check Your Understanding 5  Quiz   Phrases, Clauses, Sentence Types  Peer Review MA 1
WEEK 5	READINGS	DISCUSSIONS	ASSIGNMENTS
	Video—Creating Sticky Writing	Creating Cohesion  Creating Coherence	MA 1   Learning Narrative
WEEK 6	READINGS	DISCUSSIONS	ASSIGNMENTS
	MA2 SWW—16 WCLP—61-65	Understanding MA2  Prewriting	Check Your Understanding 16  Weekly Writing 6
WEEK 7	READINGS	DISCUSSIONS	ASSIGNMENTS
	SWW—3	Adding Detail  Reviewing Your Lead In	Check Your Understanding 3  Weekly Writing 7
WEEK 8	READINGS	DISCUSSIONS	ASSIGNMENTS
	SWW--6	Revising for Clarity and Style	Check Your Understanding 6  Quiz   Punctuation  Peer Review MA 2
WEEK 9	READINGS	DISCUSSIONS	ASSIGNMENTS

Make this Thanksgiving week	Optional Essay Resubmission		Optional Essay Revision
<b>WEEK 10</b>	<b>READINGS</b>	<b>DISCUSSIONS</b>	<b>ASSIGNMENTS</b>
		Revising for Chronological Order	MA 2
<b>WEEK 11</b>	<b>READINGS</b>	<b>DISCUSSIONS</b>	<b>ASSIGNMENTS</b>
	MA3 SWW—Ch 14 WCLP   56-61	Understanding MA3  Prewriting	Check Your Understanding 14  Weekly Writing 11
<b>WEEK 12</b>	<b>READINGS</b>	<b>DISCUSSIONS</b>	<b>ASSIGNMENTS</b>
	SWW--9	Using the Stasis Theory  Citing Your Sources	Check Your Understanding 9  Weekly Writing 12
<b>WEEK 13</b>	<b>READINGS</b>	<b>DISCUSSIONS</b>	<b>ASSIGNMENTS</b>
		Revising to Avoid Plagiarism  Reviewing Your Evidence	Quiz   Agreement  Peer Review MA3
<b>WEEK 14</b>	<b>READINGS</b>	<b>DISCUSSIONS</b>	<b>ASSIGNMENTS</b>
	SWW—18 WCLP—75-83	Revising for Strong Subjects & Verbs	Check Your Understanding 18  Quiz   Strong Subjects and Verbs  MA3
<b>WEEK 15</b>	<b>READINGS</b>	<b>DISCUSSIONS</b>	<b>ASSIGNMENTS</b>

WEEK 16	READINGS	DISCUSSIONS	ASSIGNMENTS