ENGLISH 1321:
COLLEGE WRITING II (HONORS)

Section 2 | Spring 2026 | University of North Texas

Instructor: Dr. Laura Hensch

Class Times: MWF, 11 AM – 12 PM

Class Location: Language Building 317

Instructor's Email: laura.hensch@unt.edu

Office Hours: M 3:30-4:30; Tu 2-4; Fri. 12-1

Office Location: Language Building 408 G

COURSE DESCRIPTION

ENGL 1321 is a course focused on college-level research and writing. This semester, you will refine your invention techniques, reading strategies, and writing approaches to help you thrive as a writer in a university setting. With an emphasis on brainstorming, critical reading, research, analysis, and revision, you will gain rhetorical knowledge and develop a framework for producing persuasive, research-supported writing about issues that are important to you. One of the broadest goals of this course is to help you become comfortable with strategies for making your writing compelling to the audiences you want to reach. Defining, explaining, persuading, finding, and evaluating good sources—these are all ways to provide insight into topics that you want to share with other people. Overall, ENGL 1321 will prepare you for a wide range of writing expectations, including those that demand research, evidence, and careful argument in your college courses and beyond.

To focus your research, this course will be themed around the topic of Technology, Media, and Identity. Throughout the course, we will read sources about in this common theme. At the beginning of the semester, after we have read and discussed various articles, you will use this foundation to develop and narrow your research paper topic(s). This theme will also encourage a classroom community of knowledge so that we can support and help each other with our varying topics and research processes.

REQUIRED COURSE BOOKS

- E-book (must be set up on Canvas > Modules > Getting Started > Books: *Steps to Writing Well with Additional Readings* (MindTap Course) Eleventh Edition, Jean Wyrick, Cengage, 2017, ISBN 9798214162119
- All other readings will be supplied for free on Canvas or through the library.

REQUIRED MATERIALS

- IMPORTANT—NEEDED BY WEDNESDAY, Jan. 14: For in-class writing and group work, **bring a notebook or looseleaf paper every day**. You will usually take pictures of your in-class writing and submit the picture to Canvas.
    - You will draft parts of your Major Assignments in class, so choose a notebook that is long enough to hold your notes, your freewriting, your activity notes, your voice exercises, and your in-class drafts.
    - Occasionally, I will ask you to submit a hard copy in class, in which case you can tear it out of a notebook or bring looseleaf paper.
- Pencils and pens
- *Optional but Recommended*: small sticky-note flags (size: approx. ½ inch by 2 inches) that you can write on and remove; and colored pens and/or highlighters in several colors for annotations and activities.

TECHNICAL REQUIREMENTS & SKILLS

You'll need a computer with internet access and know the basic skills necessary to:

- Use Outlook for UNT email
- Use Canvas
- Use Google Docs or write.processfeedback.org

COURSE OUTCOMES:

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

CORE REQUIREMENTS

Catalog Description: 3 hours. Writing as inquiry. Develops habits of critical thinking, research-based inquiry, and argument through written engagement with relevant social and cultural issues. **Prerequisite(s):** ENGL 1310, ENGL 1311, or equivalent.

CORE Category: Communication (English Composition and Rhetoric)

As ENGL 1321 meets one of your CORE Communication requirements. This course has four CORE skill objectives:

- Critical Thinking | The written activity explains insights that the writer has gained through careful consideration of the research and reading done in the course. The writer coherently represents the complexity and nuance of the ideas they are writing about.

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

GRADE DISTRIBUTION

Assignment	Weight
Major Assignment 1 (MA1) | Choosing a Topic • 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. Your grade includes credit for all in-class activities related to the assignment. You will draft and revise a research proposal in class at the end of the unit.	10%
Major Assignment 2 (MA 2) | Annotated Bibliography • This unit focuses on locating and critically reading sources that offer a perspective on the issue. • Your grade for this assignment includes credit (or lack thereof) for prewriting and in-class materials related to your writng process (e.g. notes, outlines, annotated sources, in-class activities and mini-assignments related to the unit).	15%
Major Assignment 3 (MA 3) | Drafting the Research Essay • In this unit, you will plan and write a clear, focused, and well-researched essay that addresses the issue you have chosen to write about. Your grade for this assignment includes all of your in-class work related to the assignment.	15%
Major Assignment 4 (MA 4) | Final Draft • In this unit, you will work a paper from a rough draft (MA 3) into a polished, typed final draft.	20%
Major Assignment 5 (MA 5) | Remixing your Research Project • This final unit focuses on the activity of "remixing" writing through changes to the audience, purpose, and context. Remixing is an activity that helps writers develop new strategies, such as using multimodal writing or "everyday" language, to reach audiences beyond the form of the traditional academic essay. You will need to translate your research into an artifact or project that you will present to the class.	10%
Quizzes • Short weekly quizzes over the assigned readings and skills practiced in class.	10%
Writing/Voice Exercises and Discussions • Exercises are weekly informal exercises to expand and personalize your written voice and style. • Discussions are occasional homework assignments or class discussions related to current class content.	10%
Attendance and Participation	10%

GRADING

GRADE	DESCRIPTION
A | 90-100	Exceeds the assignment's requirements. Shows a mastery of the concepts being taught. Is impressively sophisticated, inventive, balanced, justified, effective, mature, and situated in time and context.
B | 80-89	Meets most of the assignment's basic requirements. Any errors do not impede the work's meaning. Shows high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original.
C | 70-79	Meets most the assignment's requirements. Errors may impede the work's meaning. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places but ultimately challenged in organization, articulation, and/or effectiveness.
D | 60-69	Does not meet most of the assignment's requirements. Errors may significantly impede the work's meaning. Shows low level of understanding of the concepts being taught. Offers an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, underdeveloped, and overall, not reflective of the performance expected of UNT undergraduates.
F | 59 or below	Does not meet the assignment's requirements; does not follow directions; does not demonstrate understanding of the concepts taught in the unit. The number of errors impede the work's meaning.

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

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

ATTENDANCE

Attendance Policy (UNT Policy 06.039)

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

FYW Program Attendance Guidelines (for classes meeting 3x/week):

- Per university policy, missing more than 20% of classes results in automatic failure, regardless of assignment grades.
- Attendance will be taken during every class period.
- With every absence, your roll call grade will drop.
- Two tardies equal one absence.

- **At 10 unexcused absences, you cannot pass the course (i.e. the maximum number of unexcused absences is 9 — after 10, you fail).**
- Excused absences that do NOT fit into the university's approved absences (see below) are at your instructor's discretion—stay in communication.

Excused Absences

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

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

If you miss a class:

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

If you miss an assignment or graded checkpoint and have an excused absence:

Only assignments missed due to an excusable absence can be made up. For excused absences that resulted in missing in-class assignments, it is your responsibility to 1) turn in all necessary documentation regarding the absence and 2) contact me within 5 days to *schedule* a time to make up the missing work; make-up work must be completed *within two weeks of missing the assignment*. Since I must prepare the missing assignment, you cannot make up work as a walk-in during office hours.

STANDARD COLLEGE WORKLOAD EXPECTATIONS

Have you ever wondered why most university courses only meet for 3 hours per week, while most high school classes meet for 5 or more hours per week? For universities in the United States that use the college credit-hour system, the credit you receive is based on something called the Carnegie Unit, which dictates that **for every hour you spend in class, you are expected to complete at least 2-3 hours of work *outside* class (completing readings, doing assignments, and studying for exams).** For instance, this course is a three-credit-hour class, so **you will be in class for approximately 3 hours per week, and you are expected to spend an additional 6-9 hours per week outside of class in completing readings and working on assignments.** It is my responsibility to carefully select readings and assignments that will not exceed this workload; it is your responsibility to be aware of these standard expectations and, if you want to succeed in this course, to put in the expected time outside of class.

If you are struggling with time management or your college workload, consider taking advantage of UNT's free personal academic coaching, which is like a personal trainer for your academic

skills! Visit this link to make an appointment:
https://learningcenter.unt.edu/academicsupport/coaching.html.

LATE WORK

This course requires extensive reading and regular writing. To keep up with the course, you must complete all assignments by the date and time stated on Canvas.

- Quizzes: all online quizzes close automatically after the deadline. Make sure to manage your time wisely and don't save these for the last minute.
- Minor/informal assignments: 10 points off per day of lateness.
- Many of the major assignments will be drafted partially in class, so your work must be completed by the time I collect your notebooks on those days/weeks (I will grade what you have completed).
- Rough drafts of typed assignments: no extensions—these need to be submitted on time in order for you to participate in the peer review with your classmates.
- For FINAL drafts of TYPED major assignments (MAs), you can request an extension of up to 2 days, which will be penalty-free if you contact me BEFORE the official deadline passes to let me know that you are taking the extension option. If you do not request an extension or if you turn in work beyond that extended deadline, your work will be marked down half of a letter grade (from a 90 to an 85) for every day that it is late.

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

Note that you have access to 24/7 computer labs at UNT, and therefore, having a broken computer or tablet is not considered a viable excuse. To prevent loss of work in the event that your computer runs out of battery or "crashes," I suggest that you complete all your schoolwork on an auto-save platform such as Google Docs or write.processfeedback.org.

COMMUNICATION EXPECTATIONS

Feedback

I strive to return all graded work as promptly as possible. For the larger projects, I aim for fourteen days, but with the recent rise in cheating and plagiarism, it occasionally takes longer to finish grading a set of papers. If it has been longer than the times mentioned, please feel free to ask me when to expect the grades and feedback, but not before then.

Office Hours are for YOU (AKA Student Hours)

You can show up at any time during my office hours, but I encourage you to let me know you are coming to ensure you get time to meet with me, especially during busy times when many students may be coming in at once. Feel free to use my office hours as often as you'd like to chat with me

about the class, review an assignment, or discuss any questions/concerns you have. It's been my experience that a quick conversation is the most effective way to resolve any confusion.

Email

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

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

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

Public Writing

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

Syllabus Change Policy

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

GENERATIVE AI POLICY

In this class, generative AI use is prohibited. Assignments for the course have been designed to help you develop as a thinker, reader, and writer without using these technologies. You will generate ideas, read, revise, and write independently or when appropriate in consultation with peers, UNT Writing Center tutors, and me. The only exception will be for specific in-class AI-based activities, which I will clearly and explicitly label and announce. Beyond that, *any* use of generative AI in your work for this class violates our syllabus and thus will be treated as an instance of cheating.

Because AI tools are increasingly built into everyday technology, they are not always obvious. **Please note that generative AI includes not just chat resources like ChatGPT, Microsoft Copilot, and Bard (etc.), but also resources like Grammarly, Quillbot, and anything that says it will "help you write," polish your writing, paraphrase your writing, rearrange/combine your sentences, reduce or increase your word count, or correct multiple errors for you in a single click.** That's because these seemingly harmless tools often do a lot more than correct errors: by suggesting different words and different sentence structures, they change the logic and content of your argument, and they remove your personal voice. They also often sneak in extra content instead of just working with what you wrote. In addition, please be aware that using Grammarly or other plug-ins in Google Docs may result in your paper's revision history showing that you are not the sole

author (that you did not write 100% of the paper yourself), which will trigger an integrity investigation. If you have Grammarly installed in Google Docs as a plug-in, remember to either ignore it, disable it, or choose to use write.processfeedback.org.

If you are ever unsure about whether a resource constitutes an unauthorized use of generative AI, you should either not use it or you should contact me to ask.

REQUIRED REVISION HISTORIES FOR FORMAL ESSAYS

Revision histories are an essential way to help protect yourself in the AI era: if your work is flagged as potentially AI-created (and we all know that AI detectors can be wrong), your revision history can help you clear up the situation by showing your work and your process. **You may use either Google Docs or write.processfeedback.org to compose your typed work for this class.** For Google Docs, you must make me, laura.hensch@unt.edu, an editor; and when you submit assignments on Canvas, you must share a link ("anyone with the link can edit"). If you use write.processfeedback.org, make sure to save all your work and use the settings to enable a link for sharing/saving before exiting the site, or your work may be lost (in contrast, Google Docs saves your work even on untitled documents). If you are using write.processfeedback.org, I suggest trying a practice document (write, save, download, and get a share link) to make sure you are saving your work properly.

UNT POLICIES

All students and faculty must follow these university-wide policies.

Academic Integrity Standards

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

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

Acceptable Student Behavior

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

For additional information, refer to the Dean of Students website.

ADA Accommodations

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

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

Emergency Notification & Procedures

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

For additional information, refer to the Eagle Alert website.

UNT RESOURCES

Technical Assistance:

Information Technology Help Desk | University of North Texas
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130

Writing Assistance:

Writing Center | University of North Texas
Email:WritingCenter@unt.edu
Phone: 940-565-2563
In Person: Sage Hall, Room 150