ENGL 1310.005 | Fall 2025

Instructor: Dr. Madhuparna Mitra

Office: Language Building 408B

Office Hours: MWF 9:20-9:55; F 12-1 (walk in; no appointment needed). By appt. at other times, including via Zoom. You can also talk to me at other times, either in person or via Zoom.

If you wish to see me, and cannot make the scheduled office hours, please email me to set up an alternative time. I work from home TTh, and am available for Zoom appointments on those days.

**Email: Madhuparna.Mitra@unt.edu (Please use your UNT email to contact me outside of class.)**

**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 Analysis Essay, students make the move to academic or public argument by writing about a cultural issue. 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.

**Course Objectives:**

Students in this course will be able to:

* **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
* **Contribute** responsibly to peer review and other team-based assignments
* **Assess** and **explain** their own writing habits reflectively

**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**](https://vpaa.unt.edu/fs/resources/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 or any other generative AI tool)
* 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.

A Note on AI:

The use of generative AI writing tools (such as ChatGPT, GrammarlyGO, GPT-3, GPT-4, BERT, or others) is prohibited in this class. Assignments for the course have been designed to help you develop as a writer without the use of these technologies. You will generate ideas, read, revise, and write on your own and/or in consultation with peers, me, or Writing Center tutors, and you will not use AI at any stage of your writing process. You are the author of your work for the course and authorship means you take responsibility for your words and claims. Any use of AI technologies in your work will be considered an [violation of UNT's academic integrity policy](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf) and addressed accordingly.

Writing is fundamentally about grappling with the process of turning your thoughts into words, about expressing yourself. If a machine is doing the writing for you, then you are not actually doing any thinking, which defeats the purpose of the course.

Attendance Policy

According to UNT Policy 06.039, you are expected to attend class, and your grade will be affected if you do not attend. The UNT policy states:

The University of North Texas recognizes that student success is promoted by regular attendance and participation in class.  It is the responsibility of the faculty member to notify students in writing of any special attendance requirements for the class. This policy applies to all modes of course delivery.

According to the policy, it your duty as a student to maintain “regular and punctual attendance,” to “participate in all courses.” It is the instructor's responsibility to “record student class attendance,” and “clearly state in their syllabus the requirements for class absence and/or participation and the impact of the absences/participation on course grades." In compliance with this policy, the First Year Writing Program of the Department of English will enforce this policy.

Number of Allowed Absences

Any student who misses more than 20% of the total number of classes for a semester will not pass the course even if they have earned passing grades on their assignments. The following number of classes equals 20% of the course in the semester as a whole:

* 1 day a week | 3 classes
* 2 day a week | 6 classes
* 3 day a week | 9 classes

You will be given an attendance report two times over the course of the semester:

* At the 6 week mark [For classes that meet MWF, the first 6 weeks in the fall semester have 17 class meetings; you should not miss more than 3 to comply with the 20% rule. The corresponding number for an MW class is 2.5.]
* At the 12 week mark [For classes that meet MWF, 12 weeks in the fall semester have 35 class meetings; you should not miss more than 7 to comply with the 20% rule. The corresponding number for an MW class is 4.6.]

At this time, the instructor will post the percentage of classes you have missed.

* If a student has missed more than 20% of their total classes at the 6-week mark, they have the remainder of the semester to bring that percentage up.
* Any student whose has missed more than 20% of their classes at the 12-week mark will not pass the course.

Excused Absences

In compliance with UNT policy, instructors will excuse the following types of absences:

* Religious holy day, including travel for that purpose
* Active military service, including travel for that purpose
* Participation in an official university function
* Illness or other extenuating circumstances; a doctor's note is required for an illness to be deemed excused.
* Pregnancy and parenting under Title IX
* When the University is officially closed

If you are not sure whether your absence in excused, please speak with me. If you are absent for more than 2 class periods in a row due to illness or any other personal issue, please contact the Dean of Students office to inform them of your illness or issue so that they can keep me informed.

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**](https://deanofstudents.unt.edu/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**](https://deanofstudents.unt.edu/conduct) enforces the [**Code of Student Conduct**](https://policy.unt.edu/policy/07-012). 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**](https://disability.unt.edu/). 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**
* Dean of Students Office: 940-565-2648

Visit [**Title IX Student Information**](https://edo.unt.edu/title-ix-student-information) for more resources.

Undocumented Students

Please see UNT'S [**Resources for DACA Students**](https://www.unt.edu/daca) web page for more information.

Emergency Notification & Procedures

UNT uses a system called [**Eagle Alert**](https://www.unt.edu/eaglealert) 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 Writing Assignments (described more fully in assignment prompts on Canvas):

Unit 1 – Learning Narrative Essay 20%
Unit 2 – Observation Essay 20%
Unit 3 – Analysis Essay 20%
Unit 4 – Reflection Essay 10%
Writing Exercises (In-class and homework) 15%
Regular Attendance, Participation & Engagement 15%

**Units and Assignments:**

Unit 1 – Writing Experience:

Literacy/Learning Narrative:

You will write a **learning narrative** that narrates a specific event from your life that helped you learn something new about yourself or others. 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 clear to an audience.

Unit 2 – Writing Community:

Observation Essay:

Building on Unit 1, you will develop an **observation essay** that focuses on a person or place to explore the issues, practices, or values that are important to a specific community. 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.

Unit 3 – Writing Analysis

Analysis Essay:

You will complete an **analysis** of a text, breaking down the text you are analyzing and showing 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 presents a particular cultural or social issue.

Unit 4 -- Reflective Self-Analysis

You will write an essay that analyzes and reflects on the writing you have done in the semester.

General Evaluation Criteria for Writing Assignments

Although specific rubrics will be posted for each larger writing project, all writing activities in this course generally must meet the following requirements and demonstrate the following desired outcomes.

Purpose and Insight:

The written activity explains insights that the writer has gained through careful consideration of their own memories and their readings in the course. This insight is clearly articulated in the activity, along with the writer's purpose. The activity is clear and focused, and the writer coherently represents the complexity of the idea they are writing about.

Context and Description

The written activity shows that the writer understands 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, memories, or passages that contribute to the main point. The writer uses signs and cues to emphasize important ideas and concepts, and the activity has a coherent structure.

Consideration of Other Perspectives

The written activity demonstrates careful listening to course ideas, course texts, and to other perspectives related to the topic the writer is addressing. The activity also shows sensitivity towards other writers and builds on others' ideas where possible.

Conventions and Correctness

The written activity is free or nearly free of errors, is on time and meets all expected conventions of length, style, and language. It is appropriately professional and respectful in tone.

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**](https://clear.unt.edu/online-communication-tips) 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**](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**
* 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 major essays need to be typed and submitted online to Canvas using MLA format. 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.
* Late penalties may be levied.
* 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**](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

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**](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [**UNT ID Card**](https://sfs.unt.edu/idcards)
* [**UNT Email Address**](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [**Legal Name**](https://studentaffairs.unt.edu/student-legal-services)

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**](https://community.canvaslms.com/docs/DOC-18406-42121184808) 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?**](https://www.mypronouns.org/what-and-why)
* [**How do I use pronouns?**](https://www.mypronouns.org/how)
* [**How do I share my pronouns?**](https://www.mypronouns.org/sharing)
* [**How do I ask for another person’s pronouns?**](https://www.mypronouns.org/asking)
* [**How do I correct myself or others when the wrong pronoun is used?**](https://www.mypronouns.org/mistakes)

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

**Reading and Writing Schedule:**

**Unit 1: Writing Experience -- Learning Narrative (Weeks 1-5)**

Week 1
M 8/18 Introduction to the Course
W 8/20 Explanation of Unit 1: Learning Narrative essay prompt
Read Mauk & Metz excerpt on Canvasp. 25-26 (the "Introduction" in the Chapter "Remembering Who You Were") (Canvas PDF)
Analysis and Discussion of Sample Student Essay #1 (Canvas PDF)
In-class writing: “Who Am I”

Week 2
M 8/25 Read "How I Lost the Junior Miss Pageant" (Mauk & Metz, p. 31-34) (Canvas PDF)
W 8/27 Read Wyrick, “Writing the Effective Narrative Essay” (see Canvas link)
Invention work: In-class writing
Crafting essay: using narration, dialogue, allusion
Analyzing personal experience

Week 3
W 9/3 Alexie, “Superman and Me” (see Canvas Module for PDF)
Understanding Public Resonance
Credibility and Experience: Developing Voice; work on first draft

Week 4
M 9/8 Analysis and Discussion of Sample Student Essay #2; In class work on first draft W 9/10 **Peer Review of First Draft of Learning Experience Essay
[note: draft of essay will be due by 11:59 on Tuesday, 9/10]**

Week 5
M 9/15 Work on revisions of first draft
W 9/17 **Final Draft of Learning Experience Essay due**; Introduction to Unit 2 (Observation Essay)
Observing people, places and communities: Invention work in class

**Unit 2: Writing Community -- Observation Essay (Weeks 6-9)**

Week 6
M 9/22 Robb Walsh, "The Art, Spiritual Pursuit, & Culture of BBQ" (Canvas link)
 [https://web.archive.org/web/20201003150900/https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/ (Links to an external site.)](https://web.archive.org/web/20201003150900/https%3A/texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)
W 9/24 Christina Lamb, "My Year with Malala" (Canvas link)
 [http://christinalamb.net/articles/my-year-with-malala/ (Links to an external site.)](http://christinalamb.net/articles/my-year-with-malala/)

Week 7
M 9/29 Analysis and Discussion of Sample Student Essay (Canvas PDF)
W 10/1 In-class drafting; using allusions

Week 8
M 10/6 Crafting sentences
W 10/8 **Peer Review of First Draft of Observation Essay
[note: draft of essay will be due by 11:59 on Tuesday, 10/7]**

Week 9
M 10/13 Revision and Self-Reflection; **Final Draft of Observation Essay due**

**Unit 3: Writing Analysis -- Analysis Essay (Weeks 9-15)**

Week 9
W 10/15 Introduction to Unit 2 (Analysis Essay)
Analyzing written texts; Understanding elements of analysis; read/review PDF from *Composition of Everyday Life* posted on Canvas

Week 10
M 10/20 Read Julie Muncy, “Why Videogame Speedruns Are So Fun to Watch” (Canvas PDF); Analysis and Discussion of Sample Student Essay on Muncy’s “Videogame Speed Runs”
W 10/22 Read Brandon Keim, “All Living Creatures: Do Animals Deserve Political Rights and Representation?” (Canvas PDF and weblink)

Week 11
M 10/27 David Kusher, “Is GPS Scrambling Your Brain” (PDF/Canvas weblink)
W 10/29 Derek Thompson, “The Anti-Social Century” (PDF/Canvas weblink) or Dan Schank, “Teens, Tension, and Technology: The Loneliness Epidemic”

Week 12
M 11/3 Guided Writing: Writing the Introduction to Analysis Essay
W 11/5 In class work: Body paragraphs; How to use quotations

Week 13
M 11/10 In-class Work on Analysis EssayW 11/12 In-class Work on Analysis Essay

Week 14
M 11/17  **Peer Review of First Draft of Analysis Essay
[note: draft of essay will be due by 11:59 on Sunday, 11/16]**
W 11/19 Revision Work; Introduction to Unit 4 (Self-Reflection Essay)
F 11/21 **Final Draft of Analysis Essay due (via Canvas)**

Thanksgiving Break

Week 15
M 12/1 Writing the Self-Reflection Essay
W 12/3 Wrap up semester

**Unit 4 Self-reflection essay due during the final exam time slot:
Saturday, 12/6 by 10 a.m. for class that meets at 10 a.m.
Monday, 12/8 by 12:30 p.m. for the class that meets at 11 a.m.
Wednesday, 12/10 by 12:30 p.m. for the class meets at 12:30 p.m.**