

ENGL 1320**FIRST-YEAR WRITING II****SPRING 2022****Section 026—TR 8:00-9:20—LANG 209****Section 048—TR 11:00-12:20—LANG 205****Section 030—TR 12:30-1:50—LANG 216****Instructor: Raina Joines (she/her)****E-mail: joines@unt.edu****Office: AUSB 108****Office Hours: By appointment on T 2:00-3:00
(in person) & W 2:30-3:30 (Zoom)**

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.

Catalog Description: 3 hours. Writing as inquiry. Develops habits of critical thinking, research-based inquiry, and argument through written engagement with relevant social and cultural issues.

Prerequisite(s): ENGL 1310

Core Category: English Composition and Rhetoric

Course Description

First-Year Writing II will help you practice and develop new skills in research and evidence-based writing. However, it is also a course about finding a personal connection to issues and topics that are important to you and to your wider community. One of the broadest goals of ENGL 1320 is to help you become comfortable with strategies for making your writing compelling to the audiences you want to reach. Defining, explaining, persuading, finding and evaluating good sources—these are all ways to provide insight into topics that you want to share with other people.

In ENGL 1320, you will practice writing clear, coherent, and focused arguments that academic audiences expect, with well-researched evidence and appropriate grammar conventions. ENGL 1320 will also teach you to address audiences in ways that complement (and sometimes exceed) argumentation. These other ways of writing include expressing common ground, extending existing ideas, and showing logical and emotional support. Overall, ENGL 1320 will prepare you for a wide range of writing expectations, including those that demand research, evidence, and careful argument.

Required Materials

Mauk & Metz, *The Composition of Everyday Life*, Brief 6th Edition (ISBN 9780357613740)

Elaine Scarry, *Thinking in an Emergency* (ISBN 978039334058)

Course Objectives

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

- **Assess** and **explain** their own writing habits reflectively
- **Recognize** and **use** rhetorical tools and writing processes to focus their writing
- **Describe** and **define** a specific issue that interests them from relevant social and cultural topics
- **Select** and **evaluate** sources that give insight into a specific cultural issue

- **Synthesize** information from other written sources
- **Plan, draft, write, and revise** a research essay that addresses a relevant social or cultural issue
- **Compare and rate** their contributions as a team member to peer review and other team-based assignments

Program Values

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

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

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

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

Writing is integral to information literacy and critical reading. In order to write ethically and build credibility with audiences, writers must read sources carefully and know how to assess and use information effectively.

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

Course Structure

This is a face-to-face course with some online instruction (up to 49%). The semester consists of sixteen weeks plus finals week. The major components of the course include reading, in-class discussion and writing, and three major papers. Students must acquire the primary texts, bring relevant readings on the day they are assigned, and bring assigned workshop drafts to class. All essays will be submitted on Canvas.

Minimum Technology Requirements

Minimum technology requirements for students in this course include the following:

- A computer
- Reliable internet access
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

Computer Skills & Digital Literacy

To succeed in the course, students should be able to

- Use Canvas
- Send e-mail with attachments
- Download and install software

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors at UNT. Here are some general guidelines:

- 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, whether 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 experience, your reading of the text, or scholarly research. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups, especially if you don’t belong to them.
- Use your critical thinking skills to challenge other people’s ideas instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “yelling.”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret.
- Avoid using “text-talk” in written posts or papers in the course.
- Keep in mind that online posts can be permanent, so think first before you type.
- Proofread and fact-check your sources.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Pandemic Safety: Face Coverings, Sanitizing, Monitoring, Distancing

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Student safety is a top priority in this classroom. Measures to protect each other, including masks, regular testing, sanitizing (see sanitation station), monitoring your temperature prior to attending class, covering coughs and sneezes (if unmasked), and keeping your distance from others (when and where possible), are greatly appreciated. I will monitor public health conditions as we go to determine instructional formats.

Attendance

Communication and Contact Tracing: COVID-19

Safety first! If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. Do not come to class if you are ill, isolating, or in quarantine. Excused absences will be granted to those who have documentation for a period of isolation or quarantine.

Students are otherwise expected to attend class meetings regularly (including those on Zoom) and to abide by the attendance policy established for the course. It is important that you communicate with me prior to being absent, so we can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform me as soon as possible if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Attendance Policy

Writing courses are by nature participatory, collaborative, and discussion-based. Attendance is therefore required. Attendance will be taken at the beginning of each class. If you are late, make sure to see me after class to verify your presence. University policies concerning attendance may be found at <http://www.unt.edu/catalog/enrollment.htm>.

Attendance in FYW Courses

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.**

Unexcused Absences

- An absence is unexcused unless it is explicitly excused by the University or the instructor. Absences for university events, holy days, hospitalization, illness, isolation, quarantine, pregnancy, or military service are eligible. Expect to provide documentation for most of these.
- You are allowed three unexcused absences in the course with no penalty. They are granted as leeway for personal emergencies. Please save them for when strictly necessary.
- Three tardies counts as an unexcused absence. Those excessively tardy (more than ten minutes) to one class may be counted absent for the class.
- Those who habitually come in late or are sleeping in class will be counted absent.
- Five points will be deducted from your overall grade for each of your fourth, fifth, and sixth unexcused absences.
- Upon your seventh unexcused absence, your grade for the semester will be an F if you do not withdraw.

Excused Absences and Make-up Work

- Please arrange any planned absences with me ahead of time in order to avoid penalization.
- An absence to be excused by the University must follow the procedure outlined in the *Undergraduate Catalog*: "Absences due to participation in sponsored activities must be approved in advance by the department chair and academic dean. Within three days of the absence, students must obtain authorized absence cards from the Dean of Students for presentation to their instructors." Failure to follow this procedure will result in an unexcused absence.
- State law requires that students notify their teachers at the beginning of the semester (in the first 15 days) if they expect to miss class on a religious holiday.
- An absence for an emergency doctor's visit or hospitalization may be excused if an original, verifiable doctor's note (with contact information) is presented to me on the first day back after the absence and we hold a conference on the absence.
- Contact me in a timely fashion to make up course days missed for extended excused absences. Failure to hand in make-up work on time will result point deductions.
- Make-up work will not be retroactively assigned for those failing to provide me with timely notification and/or documentation.
- Excused absences do not change essay or quiz dates. Make arrangements accordingly.

Assignments, Evaluation, and Grading

Grade Breakdown

To earn a passing grade, you must complete all major writing assignments and attend the course regularly.

Essay #1	25 points
Essay #2`	25
Essay #3	30
Participation	20
Total	100

There are no extra credit opportunities in this course.

Overview of Expectations

This course has a 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 bring a hardcopy or post a draft for your other writing community members, according to the requirements. Evaluating, revising, and editing our writing together is a vital part of this 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 “speak to” 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 on 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.

Overview of Assignments

Essays

You will write three major essays for this course:

- An analysis of *Thinking in An Emergency* that shows, with evidence, how the text successfully uses literary and rhetorical strategies to inform and persuade an audience. The essay will also use evidence to reveal how or where the text fails to persuade. 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. This essay will build your skills in close reading and text-based analysis.
- A confirmation and refutation of a maxim, or proverb, that uses evidence from *Thinking in an Emergency* to convincingly argue both sides of the case. The essay will help you master the course material, practice invention strategies, establish an effective writerly voice, and hone your skills in argumentation.
- A “White Paper” written to brief the President on a clearly defined, urgent problem of national importance and to argue for a specific policy solution to that problem. This research essay will use well-chosen extrinsic sources to establish and bolster your case; it should also contain original ideas that add to our collective understanding of the issue and move the conversation forward.

Participation

Active participation of all class members is essential to the success of this course. Factors affecting your participation grade include your timely contributions to class discussions and in-class activities, your level of preparedness for class (attentiveness to reading, useful questions, materials in hand, etc.), the completion of your drafts, your helpfulness as a peer editor, the quality of your group presentations, and your attendance. In order to earn a superior participation grade, your contributions to class should be regular, well-informed, on topic, and insightful. Contributions that lead the class off topic or do not address course texts will not be rewarded. If you never speak or participate in class or never speak on subjects relevant to the course you will receive a failing participation grade. If participation wanes, I will assign written discussion questions or exercises for the class to prepare in advance. Your final participation grade will be determined at the end of the semester, but you are free to schedule a conference at any time to find out where you stand.

Note: Before the final draft of each assignment is due, class time will be scheduled to allow you to work collaboratively to peer review, edit, and revise essays. On such Workshop & Revision Days, you must bring a full typed, printed draft to workshop sessions to be counted present for the class.

Using Canvas

Announcements, discussions, assignments, and grades for this course will all be handled within UNT’s CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course. All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see <https://community.canvaslms.com/docs/DOC-10701>. If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: helpdesk@unt.edu, Phone: 940-565-2324.

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

Assignment Formatting

- All written work should be typed and turned in to Canvas by the due date and time.
- All work must be titled, in 12-point Times New Roman or a similar professional font, with numbered pages, and your name included on each page.
- Include the course number and the date on the first page.

- Use block format; single-spaced, no paragraph indentation, with a space between paragraphs and a “ragged” right edge (the paragraphs under “Course Overview” are an example).
- Keep copies of everything you turn in throughout the semester. Save your work as you go.

Late Work

Due dates and times for assignments and activities are mapped out on the course schedule and amended by announcements on Canvas. Late essays will lose one letter grade per calendar day. Late peer reviews, quizzes, makeup work (see Canvas for your individual deadline) and online discussions are not accepted.

Exceptions for Technical Outages

The UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number to document the situation. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

In the Event of Emergency Remote Instruction at UNT

Fully remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer with a camera and speakers to participate in fully remote portions of the class and/or to engage in synchronous online interaction with the instructor. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>. If public health considerations require a conversion to fully remote instruction, the relative weight of components in the total grade may be shifted to properly reward online discussion and group work.

Questions about Grades or Attendance

If you have questions about papers, grades, or absences, you should discuss those with me during office hours, making sure to bring any papers in question. I will not discuss paper grades until 24 hours have passed after the papers have been returned. Problems concerning attendance, participation, or grades must be resolved by Tuesday of Week 15.

Other Course Policies

Required Materials

Everyone is expected to secure the course texts by the second day of the course. I prefer print, not electronic texts, but either will be acceptable. If you have difficulty obtaining texts, e-mail me prior to the next class so I can advise you on how to get the readings in time for class. It is your responsibility to bring the texts under discussion to class each day and to do the required reading. This includes handouts or online material. I reserve the right to count you absent for class meetings if you repeatedly fail to bring required readings or writing materials to class.

Classroom Etiquette

- Please organize your seating as requested.
- Those disrupting class will be asked to leave. Actions considered misconduct by the University may be found in the UNT Student Code of Conduct. These include disruptions of teaching or research, acts of incivility, violence, harassment, repeatedly talking out of turn or monopolizing class discussion, and unauthorized use of electronic devices.
- Silence all phones, music players, and laptops, etc. Only those using electronic texts or engaging in writing exercises should have laptops open in class. Remove ear buds for the duration of the class. If electronic

devices repeatedly distract you or disturb the class, you will be asked to leave and counted absent. Those texting or taking calls during class will be asked to leave and counted absent.

- Working on outside material during class will result in an unexcused absence for the day.

Plagiarism

- Plagiarism is defined as the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement.
- All assignments should be original work written only for this particular class.
- UNT defines the use of materials prepared by another person or agency as plagiarism.
- Looking at a phone during an in-class quiz or exam will be construed as cheating.
- Protect yourself: do not lend or send your essays to other students.
- Cheating or plagiarism on any assignment will result in a zero on the assignment, and may lead to an F in the course and/or disciplinary procedures established by the Administrative Office such as loss of scholarships or expulsion.

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. 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.
- 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 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, not vague. Since I receive a lot of emails, I need to identify your class, section, question, and problem as quickly as possible.
- For online posts (if any) in our course, please read the directions and all the messages in a thread before replying so you do not repeat something one of your peers may have already said. Additionally, avoid replies such as "I agree" and instead explain why you agree or do not agree. Also, share examples, citations, and other sources that have supported your conclusions.
- Remember that if you disagree with anything in class, please refrain from making personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

Financial Responsibilities

Students who are dropped from classes for nonpayment of financial aid or other reasons may not be readmitted to this section; it is the student's responsibility to make sure that all of their financial records are in order so that they are not dropped. Please monitor your course schedule in the first two weeks of class to verify your registration.

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.

Additional Course Requirements & Information

Schedule Changes—The reading and assignment schedule will be changed if necessary to meet the goals of the course or adjust to circumstances beyond my control. I will send an announcement upon any changes and update the relevant documents. Since this face-to-face class is coded for some online instruction, I will update you as to the instructional format as we go.

Interpreting the Reading Schedule—Readings are due on the day they are listed. You should be finished with each day's reading by the time you come to class.

E-mail—If Canvas functionality temporarily fails, the registrar's course enrollment list will be used to communicate with you outside of class. It is your responsibility to make sure your UNT e-mail is up and running and to check your e-mail regularly for schedule changes, course announcements, or supplementary materials for the class. When you ask questions about the course or send relevant information over e-mail, courtesy and care are recommended. Include your name on all e-mail messages.

Course Webpage—You should regularly check Canvas where important announcements, course documents, schedule changes, reading notes, and discussion questions may be posted.

Resolving Technical Difficulties—The University is committed to providing a reliable online course system to all users. However, part of working with an online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. In the event of any unexpected server outage or any unusual technical difficulty which prevents you from completing a time-sensitive assessment activity, you should contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number before reporting problems to the instructor. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

UIT Help Desk: UIT Student Help Desk site (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

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

Laptop Checkout: 8am-7pm

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

Writing Center and Writing Help—If you need additional help with grammar, punctuation, or any other element of composition, the UNT Writing Center may be of assistance. You may wish to schedule a conference with the Writing Center as part of your writing process. The tutors there can answer specific questions about the effectiveness of your essays and may help you get started on a paper, revise a draft, or polish your writing. All writers can benefit from sharing and discussing their work with a trained peer tutor early and often. I am happy to

meet with you during office hours to assist with questions on papers or to help with brainstorming, organizing, or finalizing your material. Note that I do not read drafts on computers when meeting in person. Please bring a typed hardcopy.

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 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.

Library skills—Please make yourself familiar with the UNT Library and its resources. 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/>

Recordings—Any 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 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.

Senate Bill 11 (“Campus Carry”) [Current as of 8/18/2021]—Students must read UNT’s policy on concealed handguns on campus. (See <http://campuscarry.unt.edu/untpolicy>.) Note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of “handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person.” If a gun is “partially or wholly visible, even if holstered,” it’s not legal under “campus carry” law and may be reported.

“Active Shooter” Situations. All students should be aware of UNT’s guidelines for responding to “active shooter situations” (see <http://emergency.unt.edu/get-prepared/Active-Shooter>).

UNT Policies

Academic Integrity Policy

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.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (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. Note that students must obtain a new letter of accommodation for 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/>).

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 for contingency plans for covering course materials.

Retention of Student Records

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

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be 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. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information: Eagle Connect

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

Student Evaluation Administration Dates

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

Sexual 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:

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

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

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity.

Listed below are several resources on campus that can support your academic success and mental well-being:

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

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.

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?

Additional Student Support Services

- Registrar (<https://registrar.unt.edu/registration>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center (<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- UNT Libraries (<https://library.unt.edu/>)
- Writing Lab (<http://writingcenter.unt.edu/>)
- MathLab (<https://math.unt.edu/mathlab>)

Course Schedule

Reminder: Students must bring a typed, printed draft to class on Workshop & Revision days to be counted present.

Week 1 Jan. 18-21

T Introduction & Prepping
R Garrett, "We Should All Be Preppers"

Week 2 Jan. 24-28

T Scarry: Preface & Ch. 1
R Scarry: Ch. 2, 19-51

Week 3 Jan. 31-Feb. 4

T Scarry: Ch. 2, 51-80
R CEL, Ch. 5: "Analyzing Concepts," 123-124 & 139-151

Week 4 Feb. 7-11

T **Workshop & Revision: Encomium**
R **Workshop & Revision: Invective**
F **Essay #1 Due on Canvas at 5:00 p.m.**

Week 5 Feb. 14-18

T Scarry: Ch. 3, 81-98
R Scarry: Ch. 3, 98-108

Week 6 Feb. 21-25

T CEL, Ch. 8: "Making Arguments," 223-224 & 245-265
R CEL, Ch. 9: "Responding to Arguments," 267-268 & 283-295

Week 7 Feb. 28-Mar. 4

T Yong, "How the Pandemic Defeated America"
R CEL, Ch. 13; "Thinking Radically: Reseeing the World," 391-393 & 409-425

Week 8 Mar. 7-11

T **Workshop & Revision: Confirmation**
R **Workshop & Revision: Refutation**

Week 9 Mar. 14-18

Spring Break

Week 10 Mar. 21-25

T Screening (online): *Inequality for All*
R Discussion: *Inequality for All*
F **Essay #2 Due on Canvas at 5:00 p.m.**

Week 11 Mar. 28-Apr. 1

T CEL, Ch. 14: "Finding Sources," 427-435
Paper Topic Worksheet Due
R CEL, Ch. 15: "Analyzing, Synthesizing, & Evaluating Sources," 437-461

Week 12 Apr. 4-8

T **Workshop & Revision: Narrative & Paper Topic Worksheet (Approval Deadline)**
R CEL, Ch. 16: "Integrating & Documenting Sources," 467-489
Workshop & Revision: Bring a Printed Source & Works Cited Page

Week 13 Apr. 11-15

T **Workshop & Revision: Body**
R **Workshop & Revision: Body & Conclusion**

Week 14 Apr. 18-22

T **Workshop & Revision: Intro. & Thesis**
R **Workshop & Revision: Polishing**

Week 15 Apr. 25-29

T Conferences
R Conferences
F **Essay #3 Due on Canvas at 5:00 p.m.**

Week 16 May 2-6

T TBA
R TBA

Final Examination Times

8:00 Class—Thursday, May 10 at 8:00-10:00
11:00 Class—Thursday, May 10 at 10:30-12:30
12:30 Class—Thursday, May 12 at 10:30-12:30