

ENGLISH 1320: COLLEGE WRITING II

Spring 2026 | University of North Texas,

 <p>FIRST YEAR WRITING University of North Texas</p>	<p>UNT FRISCO LANDING, ROOM 280</p> <p>Instructor: Stacy Short</p> <p>Class Times/Sections: (TUES/THURS)</p> <p>501 (9:30-10:50) 502 (11:00-12:20) 503 (12:30-1:50)</p> <p>Email: stacy.short@unt.edu</p> <p>Office Hours: TUES/THURS - 9-9:30/2:00-3:00pm</p> <p>Office Location: ROOM 280 OR TBA - This location changes based on availability. Please let me know if you want to meet outside of class.</p>
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COURSE DESCRIPTION

In ENGL 1320, you will be introduced to invention strategies, reading strategies, and writing approaches that will help you thrive as writers in a university setting and beyond. With an emphasis on brainstorming, critical reading, analysis, and revision, you will practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive 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 1320 will prepare you for a wide range of writing expectations, including those that demand research, evidence, and careful argument.

In order to focus your research, this course will be themed around a topic chosen by your instructor. For the first few weeks, we will read in this common theme and you will use this to brainstorm your research paper topic(s). This will also encourage a classroom community of knowledge so that we can support and help each other with our varying topics and research processes.

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 1320 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.

COURSE BOOKS & MATERIALS

- *Steps to Writing Well with Additional Readings (MindTap Course)* Eleventh Edition, Jean Wyrick, Cengage, 2017, ISBN 9798214162119
- All other materials will be supplied by me or available at the library.

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 [Microsoft Word and PowerPoint](#)

GRADE DISTRIBUTION

Assignment	Weight	Due Date
Major Assignment 1 (MA1) Choosing a Topic <ul style="list-style-type: none"> 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. You will draft a research proposal at the end of this unit. 	10%	Sun, Feb 1, 2026 11:59 PM
Major Assignment 2 (MA 2) Annotated Bibliography <ul style="list-style-type: none"> This unit focuses on defining the context for the issue you have chosen and locating sources that offer a perspective on the issue. You will draft an annotated bibliography at the end of this unit. 	20%	Fri, Feb 27, 2026 11:59 PM
Major Assignment 3 (MA 3) Drafting and Revising the Research Essay <ul style="list-style-type: none"> 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. You will submit both a rough draft and eventually a final draft of your research paper. 	20%	Fri, Apr 03, 2026 11:59 PM
Major Assignment 4 (MA 4) Final Draft <ul style="list-style-type: none"> In this unit, You will learn about how to work a paper from a rough draft into a polished final draft. You will polish your draft from unit 3 for this unit. 	20%	Fri, Apr 24, 2026 11:59 PM
Major Assignment 5 (MA 5) Remixing your Research Project <ul style="list-style-type: none"> 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%	Thurs, Apr 30, 11:59 PM
Self-Reflection and critique	10%	Varies
Attendance and Participation	10%	Varies

GRADING

GRADE	DESCRIPTION
A 90-100	Exceeds the unit assignment's requirements. Meets all the requirements of the "B" but includes a video of you discussing each Major Unit. 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. *Includes an uploaded video link of you reflecting and discussing the process of each Major unit.
B 80-89	Meets all unit requirements, including attendance, participation, discussions, and quizzes. The number of errors does not impede the work's meaning. Shows growth and good level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original.

C 70-79	Meets most the unit assignment's requirements. The number of 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 unit assignment's requirements. The number of errors does 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, or underdeveloped.
F 59 or below	Does not meet the assignment's requirements. The number of errors impede the work's meaning. Shows no understanding of concepts being taught.

All major assignments must be submitted 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.

COMMUNICATION EXPECTATIONS

Feedback

I strive to return all graded work promptly. For shorter assignments and discussions, I will generally post grades/feedback within seven days of the due date. For the larger projects, I aim for fourteen days, but with the 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.

Student Hours

I encourage you to schedule an appointment if you need a face-to-face meeting. Because office spaces on this campus operate on a first-come, first-served basis, offices can occasionally be difficult to locate. I am typically available in or near the classroom before and after class, and I am happy to make alternative arrangements if you need a more private meeting. You are always welcome to email me (best method to contact) or use Canvas messages to ask questions, review assignments, or discuss any concerns.

Email

I will respond to all official correspondence addressed to my UNT email (stacy.short@my.unt.edu) in person or via email within three business days. All other communication methods—Canvas Messenger, assignment comments, personal emails, physical letters, etc.—*are often 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 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 digital copy via Canvas with the changes.

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 (2x/week class):

- 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 7 unexcused absences, you cannot pass the course.
- Excused absences 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. Unless the absence is an 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:

Please email me if you will be missing class to let me know the reason for your absence. While an email does not excuse the absence, it helps me know that you are okay and alleviates some concern on my part. You are still responsible for any material, activities, or assignments you miss. Before our next class meeting, review the Canvas modules for updated information, ask a classmate for notes, and, if needed, schedule an appointment with me during office hours or email me to ensure you are prepared and on track.

If you miss an assignment:

Only assignments missed due to an excused absence may be made up. If an excused absence results in a missed in-class assignment, it is your responsibility to (1) submit all required documentation related to the absence and (2) complete the missed work within one week of the original assignment date. Makeup work must be scheduled in advance; it cannot be completed as a walk-in during office hours.

LATE WORK

This course requires extensive reading and regular writing. To stay on track, all assignments must be submitted by the date and time listed in Canvas. Late submissions of minor assignments will not be accepted more than five days after the due date. Major assignments will be penalized as follows: 15 points deducted for one day late, followed by a 10-point deduction for each additional day, up to five days late. After five days, the assignment will receive a zero.

Note that unreadable 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.

Extensions

I will occasionally grant extensions for assignments if you request the extension at **least 24 hours before the deadline**. All requests must be sent via email and include 1) the specific assignment information in the subject and body, and 2) let me know the day and time you will turn in the assignment instead. No extensions will be granted for inherently collaborative assignments (peer review, in-class activities, etc.) in which your peers depend on your timely submission to progress in their work.

UNT 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.

Additionally, the use of any generative AI writing tools is prohibited in this class. 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. Any use of generative AI in your work for this class violates our syllabus and thus will be treated as an instance of cheating. Ignorance of the generative AI tools in your chosen digital writing technologies, whatever they may be, is not sufficient to excuse the violation. If you are unsure about a digital writing tool (even automatically integrated ones), don't use it for this class. *See addendum for more information.

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

ENGL 1320 - WEEKLY SCHEDULE - S2026

*This schedule is subject to change at your instructor's discretion.
Always check the "announcements" in Canvas for any changes.

	Weekly Modules / Focus for the Week	Assignments / Discussions	Due Date (Fri 11:59) Unless otherwise NOTED
UNIT 1 - MA 1 CHOOSING A TOPIC & Research Proposal			
13-Jan-26	Week One Course Intro / Theme / Argumentation / Course Syllabus	Week 1: Exit Ticket: Student Inventory TECH theme Questions	Fri, Jan 16, 2026 11:59 PM
15-Jan-26	Establish Classroom Community: Brainstorming Topics, Inquiry, and Library Research Foundations / Course Theme introduction	*Read: "What Technology Should be Un-Invented?" by Robinson Meyer / * EXIT TICKET - WHAT FORMS OF MEDIA MIGHT WORK FOR YOUR TOPIC IDEAS? DISCUSS MUTIMODAL technology	Fri, Jan 16, 2026 11:59 PM
20-Jan-26	Week Two INVENT Choosing a Topic Using Databases and Library Research Navigation	*Week 2: QUIZ - Chapter 1 Check Your Understanding: Prewriting * READ: Justin Vinh "The Screen the Brain and Human Nature"	Fri, Jan 23, 2026 11:59 PM
22-Jan-26	Class Theme / Brainstorming / Preliminary Research / Review Modes / Prewriting Strategies and Media Literacy	*Week 2: QUIZ "The Veldt" Brainstorming / Research Questions *DISCUSS: Topic brainstorming using SWW Ch. 19-1 "Focusing Your Topic"	Fri, Jan 23, 2026 11:59 PM

27-Jan-26	Week Three DRAFT Choosing a Topic	*Week 3: Quiz: Hip or Hype? *REVIEW PROPOSAL MODELS / TWEAK / WORKSHOP / MINI WRITING CONFERENCES IN CLASS	Fri, Jan 30, 2026 11:59 PM
29-Jan-26	Finding Sources (Discussion) & Working Thesis Statement (Discussion Argumentation and Logical Fallacies	*Week 4: MA1 - Major Assignment 1: "Choosing a Topic"- Research Question Proposal DUE	Sun, Feb 1, 2026 11:59 PM
	SELF REFLECTION VIDEO	*SELF REFLECTION VIDEO - REFLECT on what you have discovered about your research, process, and struggles or confidence about your proposal	Sun, Feb 1, 2026 11:59 PM
UNIT 2 - MA 2 - ANNOTATED BIBLIOGRAPHY			
3-Feb-26	Week Four INVENT Finding Sources Understanding MA2 - REVIEW requirements	*Week 4: QUIZ - Chapter 19 Quiz - Check Your Understanding: Conducting Research and Using Sources *RESEARCH WORKSHOP / TIME IN CLASS FOR EXPLORATION AND EXPLORING DATABASES	Fri, Feb 06, 2026 11:59 PM
5-Feb-26	Developing Research Questions and Finding Credible Sources Library Research Foundations & Database Navigation	* Library tutorial day: how to use UNT's library database to find sources *EXIT TICKET - UPLOAD ONE FULLY COMPLETED ANNOTATED BIBLIOGRAPHY - BEGIN finding reliable sources	Fri, Feb 06, 2026 11:59 PM
		*QUIZ - Week 4: Quiz: Make Media Great Again · Ch. 19 Conducting Research and Using Sources	Fri, Feb 06, 2026 11:59 PM

		<p>READ: “Flat Earth, Illuminati, and Fake Moon Landing: Are Conspiracy Theory Videos Hurting YouTube?” by Kate Sheridan</p>	
	Week 5 INVENT Finding Sources	WEEK 5 QUIZ· Ch. 15 Argumentation	Fri, Feb 13, 2026 11:59 PM
10-Feb-26	Annotating Sources and Writing Effective Summaries Counterargument and refutation	Week 5: Logical Fallacies (Discussion Board Post) and Proposed thesis statements (2 options) Identify all parts (use templates) Exit Ticket Logical Fallacies (Discussion)	Fri, Feb 13, 2026 11:59 PM
12-Feb-26	Week 6 DRAFT Finding Sources	<p>Week 6: Annotating and Writing Summaries Upload one of the annotations or summaries you worked on in class this week.</p> <p>*BRING ALL SOURCES TO CLASS (DIGITAL OR PRINT)</p>	Fri, Feb 20, 2026 11:59 PM
17-Feb-26	Synthesizing Research and Building an Annotated Bibliography How to read and annotate articles	<p>Week 6: Quiz: · Ch. 8 The Reading-Writing Connection</p> <p>READ BY THURS - “Fake Famous and the Tedium of Influencer Culture” by Naomi Fry (for in-class debate—subject to change*)</p>	Fri, Feb 20, 2026 11:59 PM
19-Feb-26	Week 7 DRAFT Finding Sources	Week 7: Chapter 8 Check Your Understanding: The Reading-Writing Connection	Fri, Feb 27, 2026 11:59 PM
24-Feb-26	Crafting and Refining a Working Thesis Statement Research and finalizing Annotated Bibliography	Writing workshop in class	

26-Feb-26	Formatting your bibliography Finish reading all sources, work on annotations In class debate	Week 7: Major Assignment #2: "Finding and Evaluating Sources" Annotated Bibliography due	Fri, Feb 27, 2026 11:59 PM
	SELF REFLECTION VIDEO	*SELF REFLECTION VIDEO - REFLECT on what you have discovered about your research, process, and struggles or confidence about your ANNOTATED BIB.	Fri, Feb 27, 2026 11:59 PM
UNIT 3 - MA 3 - RESEARCH DRAFT			
3-Mar-26	Week 8 INVENT Writing the Research Essay Discuss drafting as a process using SWW Ch. 5	QUIZ - Week 8: Chapter 2 Check Your Understanding: The Thesis Statement	Fri, Mar 06, 2026 11:59 PM
5-Mar-26	The outline / Writing Strong Beginnings , body paragraphs, and Effective Conclusions	Week 8: The Outline TURN IN skeleton with thesis, main arguments (for min 4 body paragraphs - Thesis and Draft Outline Arguments	Fri, Mar 06, 2026 11:59 PM
WEEK 9 - SPRING BREAK - MARCH 9-15			
17-Mar-26	Week 10 INVENT Writing the Research Essa - flesh our claims, add evidence, add analysis and connections to thesis	QUIZ - Ch. 3 The Body Paragraphs (Class Brainstorming & Discussion) writing workshops	Fri, Mar 20, 2026 11:59 PM
19-Mar-26	Intros / Hooks / Lead-ins	POST YOUR FINISHED OUTLINE ON CANVAS - INCLUDE - best hook, lead-in with thesis statement highlighted	Fri, Mar 20, 2026 11:59 PM
24-Mar-26	Week 11 DRAFT Writing the Research Essay - BRING DRAFT TO CLASS - move from outline to draft - Discuss lead-ins, paragraph coherence, and sequencing	Week 11: Writing & Peer Review Workshop (grade In Class)	Tues, Mar 25, 2026 11:59 PM In Class

26-Mar-26	WRITING DAY – correct and complete your essay. Drafting the Research Essay	QUIZ - Week 10: Chapter 4 Check Your Understanding: Beginnings and Endings	Fri, Mar 27, 2026 11:59 PM
31-Mar-26	Week 12 DRAFT Writing the Research Essay	Week 12: Discussion Exit Ticket (What do I need to revise/change?)	Fri, Mar 31, 2026 11:59 PM In Class
2-Apr-26	Peer Review, incorporating evidence correctly, final checks on formatting, Revision Strategies, and Applying Feedback WRITING IN CLASS MINI WRITING CONFERENCES	Week 12: Major Assignment #3 (part 1) "Drafting and Revising" First completed Draft of Research Paper Due	Fri, Apr 03, 2026 11:59 PM
	LAST day to ask questions about the draft		
UNIT MA 3	SELF REFLECTION VIDEO	REFLECT on what you have discovered about your research, process, and struggles or confidence about your FIRST DRAFT	Fri, Apr 03, 2026 11:59 PM
UNIT 4 - MA 4 - FINAL RESEARCH DRAFT			
7-Apr-26	Week 13 REVIEW Writing the Research Essay	Week 13: Remix Proposal Upload	WED, Apr 08, 2026 11:59 PM
9-Apr-26	Revision, Remix Planning, and Multimodal Proposal Development	Week 12:(MA.P2) Peer Editing Workshop - Draft #2 (Participation Grade In Class) Upload marked paper photos exit ticket	THURS, Apr 09, 11:59 PM In Class
14-Apr-26	Week 14 INVENT Revising the Research Essay	Week 14: Revising Workshop & Turning your essay from ordinary to scholarly	Tues, Apr 14, 2026 11:59 PM. In Class
16-Apr-26	Revision, Remix Planning, and Multimodal Proposal Development	Week 14: (MA.P3) Peer Reviewed Draft Submission #2 upload	Fri, Apr 17, 2026 11:59 PM
21-Apr-26	Week 15 REVISE Revising the Research Essay	Week 15 -- Finalize / proofing vs revising / worshipping final changes	Tues, Apr 21, 2026 11:59 PM In Class

23-Apr-26	Finalize / proofing vs revising / worshipping final changes In Class / turn in final essay	Week 15 -- Major Assignment #4 - "Final Draft" Final Research Paper (Revised and Edited) - FINAL UPLOAD (20%)	Fri, Apr 24, 2026 11:59 PM
UNIT MA 4	SELF REFLECTION VIDEO	REFLECT on what you have discovered about your research, process, and struggles or confidence about your FINAL DRAFT	Fri, Apr 24, 2026 11:59 PM
UNIT 5 - MA 5 -REMIX MULTIMODAL REWRITE NO LATE WORK ACCEPTED AFTER MAY 1, 11:59 PM			
28-Apr-26	Week 16 REMIX Remix Due This week is reserved for finalizing remix projects Final Revision, Multimodal Remix proposal, and Presentation	Week 16 -- Workshop In Class to complete remix projects	Tues, 28, 2026 11:59 PM In Class
30-Apr-26	Week 16 REMIX Remix Due This week is reserved for finalizing remix projects Final Revision, Multimodal Remix proposal, and Presentation	In-class presentations of the remixed final project MA 5 - FINAL REMIX PROJECT DUE	Thurs, Apr 30, 11:59 PM
UNIT MA 5	SELF REFLECTION VIDEO	REFLECT on what you have discovered about your research, process, and struggles or confidence about your REMIX	Thurs, Apr 30, 11:59 PM
May 4-8	FINAL EXAM WEEK - NO IN CLASS MEETINGS		

Check Announcements for any changes.

The best option for due dates is to review the assignments list in CANVAS.

Process-Based Grading in English 1320

What Does “Process-Based” Mean?

In this course, your grade reflects the work you put into the writing process, not just the final product. Writing is a skill developed through prewriting, drafting, revising, and reflecting—steps that research shows are essential for strong, confident writers. Instead of focusing only on a polished essay, we value the effort and engagement you show at every stage. By focusing on process, you’ll learn strategies that transfer to other writing situations—academic, professional, and beyond. The goal is growth, not perfection.

Why?

- Writing is recursive: ideas grow through repeated drafting and revision.
- Focusing on the process (rather than the product) reduces stress and encourages risk-taking.
- It creates a fairer system that rewards learning, effort, and persistence.

How Does This Work?

Your grade is based on completion of required steps for each unit, done in good faith and on time. Feedback will help you improve, but your grade comes from doing the work, not whether your draft is “perfect.”

The Default-B Contract: How your course grade works

- **Default grade = B.** If you complete all required process steps on time for each unit and maintain 90% attendance or higher, you earn a B in the course.
 - This contract structure is widely used in college writing and is grounded in labor/contract grading best practices
- To earn an A: Complete the B-level requirements and complete two advanced tasks per unit (see below).
- To earn a C: If you miss some required steps or fall short on attendance but still complete most process work, you’ll earn a C.
- Below C: Missing major portions of the process (drafts, peer review, revision, or reflection) or violating attendance policy may result in D/F per the contract and university policy.

For **Unit 1: The Research Question Proposal**, you will complete:

1. **(Baseline Work) Prewriting Activities**
 - Examples: Freewriting in class, annotated reading that inspired your topic, submitting required weekly discussion board activities.
 - Attending class and engaging with the ideas of your peers is crucial—some of the prewriting activities cannot be completed outside of class.
2. **(Baseline Work) Research Question Proposal (500+ words)**

- A clear, concise question connected to our course theme. Explain your interest in the topic, it's connection to the theme, and a concise research question you plan to explore through the research process.
3. **(Optional for A Level Work): Self-Reflection**
- What have you learned so far? What are you most excited to explore?
 - You may submit this reflection as a video recording or voice recording OR you can attend your instructor's office hours to reflect on your work *before* the deadline has passed. Completing this advanced step will earn you an "A" on this unit.

Your instructor will provide "checklists" for each unit that make it clear how to complete the process for that unit and how to move your grade up to an A tier if you choose to do the extra work.

Attendance is Part of the Process

Writing is collaborative and happens in stages, especially in an in-person class. Many steps (brainstorming, peer review, drafting workshops) occur in class. Missing class means missing part of the process.

- Your instructor will take attendance every class.
- You may have up to **4 unexcused absences** without penalty.
- At **5 unexcused absences**, your attendance grade drops.
- At **7 unexcused absences**, you cannot pass the course (UNT policy).
- Documented absences (religious holidays, university events) are excused. Communicate within 24 hours for other absences.
- Attendance counts as **10% of your process grade** because it is part of the labor that makes writing possible.
- You will not always be able to makeup writing activities and parts of the process from a missed class, which will impact your progress through the writing process.
- You can use **1 token** to excuse one additional absence beyond the limit. (See more on tokens below)

What Makes a Writing Unit Complete?

- Regular class attendance.
- Meets word count and includes all required parts.
- Submitted on time.
- Shows good-faith effort (no placeholders, no empty files, no suspected integrity violations).
- Active participation in class activities, peer discussion, and peer review.

How Grades Are Determined

Your final grade depends on the **percentage of process steps completed** across each unit:

Grade	Completion
A	90–100%

Grade	Completion
B	80–89%
C	70–79%
D/F	Below 70%

Attendance and participation count as **10% of your process grade**.

Flexibility and “Tokens”

We understand that things happen, and no one is perfect. Tokens help motivate you when you might miss a step of the process so you can catch up. You’ll start with **3 “tokens”** for the semester. Tokens can be used for:

- A 24-hour extension on a deadline
- Making up a missed weekly discussion or reading quiz within one week
- Revising a reflection
- Excusing one additional absence beyond the allowed limit (can only be used once)

You must submit your request for a token use through the “Token Tracker” assignment on Canvas. This should be done in a timely manner after missing a deadline or a step of the writing process, not in the last week(s) of the class.

AI Guidelines for Students **First Year Writing Program, AY 2025-26**

Generative Artificial Intelligence (GenAI) and Large Language Models (LLMs) present both opportunities and challenges for your First Year Writing (FYW) instructors and as well as for yourselves. Tools such as ChatGPT and Microsoft Copilot have become commonplace and easy to use. Per our *Handbook*, FYW instructors some latitude regarding the extent of their incorporation of AI in their instruction. While FYW leadership understands the inclination of some instructors to prohibit the use of AI in their classes, we also acknowledge that you, our students, are facing a quickly changing world in which AI will likely play a big role.

Some of your instructors will ban the use of GenAI in their classes. Others may choose to authorize students to experiment responsibly with it. Those who select the latter option must, like their students, be aware of potential problems with information security and data privacy, the trustworthiness of AI-generated content, and UNT's policy on Student Academic Integrity, which is posted on your course's Canvas page. Students should be aware, too, that although AI may reduce time spent on an assignment, it will often do so at cost to the enrichment of thinking, writing, and learning that the college experience is meant to provide..

The following guidelines should clarify FYW's position on student use of GenAI.

- a) Unless otherwise specified by your instructor, it is a violation of the FYW Policy to use GenAI to create all or part of an assignment for a course (for example, a paper, memo, presentation, or short response) and submit it as your own.
- b) Per UNT policy on Student Academic Integrity, III.F ("Cheating"), you may not ask another person to complete an assignment for you.
- c) Again per "Cheating," you may not copy or rewrite anything that someone else has created, unless you document the attribution properly. Proper attribution means acknowledging and documenting the AI tools you used, the prompts you provided (if applicable), and the details of your integration of the AI output into your work. If you cite directly from the tool, use proper citation format to credit the source. For details and examples, see [How to Cite ChatGPT](#), prepared by the Modern Language Association.
- d) Permissible uses of GenAI may in some classes include seeking clarification on concepts, brainstorming ideas, or generating scenarios that help contextualize what you are learning. Your instructor makes this determination for their classes, however, and will clearly explain when and if these uses fall within responsible ranges for a given assignment or activity.
- e) If you do not know if a specific use of AI is allowable in your class, you are expected to discuss the matter with your instructor well before you submit your work.
- f) Keep in mind that the information provided by GenAI tools is constructed from unverified crowd-sourced information. LLM's may produce false claims or "hallucinations" and thus regenerate any biases in the texts on which they are trained. Therefore, you should not trust the information as if it were equivalent to published research. You are ultimately responsible for the accuracy of the work you submit.
- g) The use of GenAI may also have implications for the protection of your intellectual property. For example, if you upload your original content to a GenAI tool, that content

may become part of the tool's models, which others may encounter and use. Conversely, if you use GenAI to develop your own original work, it may unexpectedly include others' copyrighted material.

- h) The UNT Code of Student Conduct (07.012) prohibits “the use or distribution of the original work of another (whether copyrighted or not copyrighted) without the express consent of the owner.” In keeping with these guidelines, uploading any FYW course content to any LLM or GenAI site — including text, video, readings, slide decks, discussion-board pages, or audio recordings of in class lectures — is not allowed.
- i) Recording course meetings, with or without AI tool integrations, is not allowed, absent authorization by the Office of Disability Accommodations.

New ways of teaching and learning will emerge as GenAI becomes increasingly common. We anticipate that this policy will also evolve, with feedback from students and instructors.