ENGLISH 1320: COLLEGE WRITING II
Spring 2026| University of North Texas

Instructor: Dr. Stephanie Vastine

Class Times: M/W 12:30-1:50pm

Email: StephanieVastine@unt.edu

Office Hours: M/W 9am-10am *or by appointment*

Office: Auditorium Building 106C (inside the FYW Suite)

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. The topic for this class is: *Media, Technology, and Identity*. 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
  - **Note: DO NOT PURCHASE a physical textbook. This is an ebook, and I will explain how to get access in the first week of class.*
- 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

PROCESS BASED GRADING

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. Research shows these steps are essential for strong, confident writers. By focusing on process, you'll learn strategies that transfer to other writing situations—academic, professional, and beyond. The goal is growth, not perfection.

Your grade is determined by completing required steps for each unit in good faith and on time. Attendance and participation are part of the process and count toward your grade. Feedback will help you improve, but your grade comes from doing the work, not whether your writing is "perfect."

Default Grade = B: Complete all required process steps on time for each unit, including major writing assignments, and maintain 90% attendance or higher.

FIRST YEAR WRITING
University of North Texas

To earn an A: Complete B-level requirements **plus** two advanced tasks per unit. You may see a list of "advanced tasks" on Canvas for each Unit.

To earn a C: Miss some required steps or fall short on attendance but complete most process work.

Below C: Missing major portions of the process or violating attendance policy may result in D/F per university policy.

You will start the semester with **3 tokens** for flexibility (extensions, make-ups, or excusing one extra absence). Attendance is worth **10% of your process grade.** See more about "flex tokens" on Canvas.

GRADING

COURSE GRADE	DESCRIPTION
A | 90-100	Exceeds the assignment's requirements. 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 most of the assignment's requirements. The number of errors does not impede the work's meaning. Shows high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original.
C | 70-79	Meets most the assignment's requirements. 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 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, underdeveloped, 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 impede the work's meaning. Shows no understanding of the concepts being taught.

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

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

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

You can walk into my office during my hours, but I encourage you to make an appointment to ensure you get time to meet with me. Feel free to use my office hours as often as you'd like to chat with me, review an assignment, or discuss any questions/concerns you have. It's been my experience that a quick conversation is the most effective way to resolve any confusion.

Email

I will respond to all official correspondence addressed to my UNT email (StephanieVastine@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 unreliable* ways to contact me. I cannot guarantee that I will see your message on other platforms within any specific time frame, if ever.

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

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

Public Writing

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

Syllabus Change Policy

I have made every attempt to provide an accurate syllabus for this course. However, if presently unanticipated circumstances arise that necessitate an amendment to the syllabus, advance notice will be given in writing via Canvas announcements of all 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:

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

If you miss an assignment:

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

LATE WORK

This course requires extensive reading and regular writing. To keep up with the course, you must complete all assignments by the date and time stated on Canvas. I will not accept late submissions of minor assignments or MA 3. A late MA 1 or MA 2 submission will be marked down half of a letter grade (from a 90 to an 85) for every day that they are late.

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 and AI

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.

During this class, students may be permitted to use Generative AI tools such as Copilot. You will be informed by your instructor as to when, where, and how these tools are permitted to be used, along with guidance for attribution. *Any use of AI outside of these approved classroom activities will be considered academic dishonesty and is subject to the consequences of plagiarism.* See our Canvas page for more information on the AI policy in this class.

*Note: some applications such as Grammarly will flag your work as AI generated. If you have any questions about whether a writing tool is appropriate to use in this course, please consult with your instructor.

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

English 1320 Weekly Schedule | Spring 2026

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

WEEK	READINGS	ACTIVITIES	ASSIGNMENTS
UNIT 1			
Week 1 Jan 12-16	• Course Syllabus • "What Technology Should be Un-Invented?" by Robinson Meyer • "The Veldt" by Ray Bradbury	• Course Introduction and Syllabus Overview • Course Theme Introduction • Establish a Classroom Community Contract	• Multimedia Introduction
Week 2 Jan 19-23	• Ch. 1 Prewriting • Justin Vinh "The Screen the Brain and Human Nature"	**MLK Jr. Day- NO CLASSES** • Understanding MA 1 • In-class brainstorming session: pump primer techniques	• Brainstorming Activity Due on Canvas Discussion Board
Week 3 Jan 26-30	• "Hip or Hype? Virtual Influencers Are Brands' Latest Social Tool" by Madison Patrick Kulp	• Time in-class for proposal drafting • Look at the sample proposal	• **MA 1 Research Paper Proposal**
UNIT 2			
Week 4 Feb 2-6	• "Make Media Great Again" by Mark Tungate • Ch. 19 Conducting Research and Using Sources	• Understanding MA 2 • Finding reliable sources and media literacy • Library tutorial day: how to use UNT's library database to find sources • Begin finding reliable sources	• Reading Quiz • Media Literacy Activity Due on Canvas Discussion Board
Week 5 Feb 9-13	• "Flat Earth, Illuminati, and Fake Moon Landing: Are Conspiracy Theory Videos Hurting YouTube?" by Kate Sheridan • Ch. 15 Argumentation	• Logical fallacies • Counterargument and refutation • See sample student papers • Find all sources and bring them to class next week	• Reading Quiz • Logical Fallacies Activity due on Canvas Discussion Board
Week 6 Feb 16-20	• Ch. 8 The Reading-Writing Connection • "Fake Famous and the Tedium of Influencer Culture" by Naomi Fry (for in-class debate—subject to change*)	• How to read and annotate articles • Finish reading all sources, work on annotations • In-class debate activity	• Annotating and Writing Summaries Activity on Canvas Discussion Board

Week 7 Feb 23- 27	• MLA Formatting: A FYW Style Guide	• Revisiting your research question with sources in mind • Finalizing annotations • Formatting your bibliography	• **MA 2 Annotated Bibliography**
UNIT 3			
Week 8 Mar 2-7	• Ch. 2 The Thesis Statement	• Discuss drafting as a process using SWW Ch. 5 • Discuss body paragraphs • Draft an outline	• Working Thesis Statement Activity due on Canvas Discussion Board • Outline Activity due on Canvas Discussion Board
Week 9 Mar 9-13		**SPRING BREAK- NO CLASSES**	
Week 10 Mar 16-20	• Ch. 3 The Body Paragraphs	• Discuss introductions and conclusions • Look at examples of intros and conclusions • Draft a working thesis statement using SWW Ch. 2 and "Using the Essay Map"	• Outline Activity due on Canvas Discussion Board
Week 11 Mar 23-27	• Ch. 4: Beginnings and Endings	• Discuss lead-ins, paragraph coherence, and sequencing • In class time for writing	• Lead-in Activity due pm on Canvas Discussion Board
Week 12 Mar 30 - Apr 3		• Discuss incorporating evidence • See sample papers • In-class writing time • Last day to ask questions about the draft	• **Research Paper First Draft**
UNIT 4			
Week 13 Apr 6-10	• Ch. 5 Drafting and Revising: Creative Thinking, Critical Thinking	• Why revision matters • Work through the revision process	• Why Revise? Activity • Check Your Understanding reading quiz due via MindTap
Week 14 Apr 13-17	• Read your peer's writing to give feedback (in class and on Canvas)	• Work through the revision process • Peer Review Activities	• Submit peer review draft (details on Canvas) • Complete peer feedback in Canvas (details in Canvas)
Week 15 Apr 20-24		• Finalize research paper • Discuss expectations for final "remixing" project	• **Revised Research Paper**
Week 16 Apr 27- May 1		**READING DAY-MAY 1- NO CLASSES** • In-class presentations of the remixed final project	• **Final Remixing Research Projects**