University of North Texas

Fall 2025

ENGL 1310 Section 040  
College Writing I

# Instructor and Course Information

| **Course Details** | ENGL 1310 Section 40 |
| --- | --- |
| **Instructor** | Professor Staci Gentry |
| **Email** | Staci.Gentry@unt.edu |
| **Office Hours** | TBA based on student availability  Or by appointment |
| **Office Location** | Auditorium Building 105 |

# Course Description

In ENGL 1310, you will be introduced to different and unique rhetorical tools, invention strategies, reading strategies, grammar conventions, and composition approaches that will help you thrive as writers in a university setting and beyond. In this course, you will produce writing in the form of a personal narrative, an observational/ethnographic essay about your community, and an analysis of a cultural issue or concept of significance to you. With emphasis on observation, description, explanation, genre conventions, critical thinking, and rhetorical knowledge, you will develop a framework for producing persuasive and analytical writing across a variety of genres and writing situations. In addition to writing, you will also practice ways to read critically and take an analytical perspective to any text that you might encounter. You will learn to use conventions of academic analysis, cultural and critical literacy, and rhetorical strategies to develop a deeper understanding of the texts you read. These strategies and skills will then help you structure claims and evidence in ways that will make your writing clear and convincing to your audience, no matter the genre or situation.

Students in this course will be able to:

* Assess and explain their own reading and writing habits
* Hone and develop reading and writing skills through practice, repetition, and careful attention to style and strategy
* Identify and describe events from their own experience that give insight into larger cultural issues
* Observe and examine details that make other people, objects, or places unique within specific cultural or social groups
* Analyze and evaluate concepts and texts that have significance within larger cultural conversations
* Cultivate effective writing processes through invention strategies, repetition, practice, and revision
* Collaborate with others openly and tactfully

# Textbook and Materials

## Cengage’s *Steps to Writing Well*

In this class, we will be using the **E-book version** of *Steps To Writing Well with Additional Activities,* 11th Edition, by Jean Wyrick.

You can purchase an access code directly from Cengage, the University bookstore, or through third-party retailers like Voertman’s (however, be aware that Cengage currently offers the cheapest deal!)

For instructions on accessing your textbook, please see Canvas.

## Rosser-Raign and VanderVaate - *Write and Communicate Like a Professional*

Our secondary text for this class will be Rosser-Raign and VanderVaate’s free, open-access text, *Write and Communicate Like Professional.* This is a free text, and available to you at zero cost. For access to the materials, please see Canvas.

## Additional Materials

That being said, there are a few additional materials you should bring to class in order to be successful:

* A laptop or tablet (if you do not have one, the English department has several you can check out for the class period)
* A notebook — this can be composition or spiral-bound
* A folder or binder to hold onto any printed handouts
* A writing utensil, pen, or pencil

# Online Course Components

Canvas is an online portal where students will be able to access important class materials and receive announcements from the instructor. You will need to **check our Canvas course page frequently to see announcements from the instructor** (concerning schedule changes and due date reminders) and to get electronic copies of handouts and other class materials. If you miss a class, be sure to check Canvas for any materials from that class day.

## Minimum Technology Requirements

Students will need access to a computer, laptop, or tablet capable of word processing applications, and a web browser that can run Canvas. If students need access to a computer during class periods, they can check out laptops from Willis Library at the start of the semester.

# Classroom Policies

## Attendance

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

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

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

This course is designed to be in-person, so regular attendance is expected for success. For this reason, attendance will be taken regularly and will make up **10% of your course grade**. That being said, I am understanding, and I know that illness occurs and unexpected life circumstances arise. If you know ahead of time that you will miss class for any reason, please speak with me as soon as possible so that I can make arrangements.

## University Excused Absences

UNT authorizes absences for the following reasons as excusable by the university (policy 06.039):

* Religious holy day, including travel for that purpose
* Active military service, including travel for that purpose
* Participation in an official university function
* Pregnancy and parenting under Title IX
* When the university is officially closed by the President

If you plan to miss class for one of the events above, please see me as soon as possible before the date of your absence, so we can arrange for you to submit work. **Students are expected to provide adequate advanced notice of an excused absence, receive learning materials and notes, and make up any work that was missed.** In other words, being absent does not excuse you from the assigned work.

The first point of contact for all students should be the instructor. Absences that do not fall under Title IX, Required Military Service, and Official University Functions, are deemed a matter between the student and their faculty member. If the absence is due to an extenuating circumstance that exceeds 5 consecutive days, the faculty member may request for the student to provide documentation through the Dean of Students’ office.

A student is responsible for requesting in a reasonable time an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence, and delivering the request personally to the faculty member assigned to the Page 2 of 5E.F.course for which the student will be absent.

Faculty members are required to find a fair resolution if a student missed an examination or assignment on days when the university is officially closed.

A student will not be penalized for a university-excused absence and will be allowed, when practicable, to take an examination or complete an assignment from which the student is excused within a reasonable period after the absence.

## Student Absence due to Illness and Extenuating Circumstance

**Absences that do not fall under Pregnancy and Parenting, Military Service, Religious Holy Days, and Official University Functions, are deemed a matter between the student and their faculty member.** If the absence is an illness or extenuating circumstance that exceeds 5 consecutive days, the faculty member may request for the student to providedocumentation through the Dean of Students’ office. Examples include but not are limited to:

* temporary disability or injury;
* extended medical absence or hospitalization;
* illness of a dependent family member; or
* major illness or death of a loved one.

For an extenuating circumstance not noted in IV.I.1, the Dean of Students’ Office may provide advocacy to students who has presented with other extenuating circumstances to the instructor. However, the decision to excuse an absence remains with the faculty member.

## UNT First-Year Writing Attendance Policy

According the UNT First Year Writing Policy **no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course.**

I will check your attendance at the start of every class period. And while I understand everyone gets sick or has emergencies, you must attend class regularly or your grade will be affected. Because attendance counts for 10% of your final grade, if you receive excessive absences, you will not be able to receive an A in the course.

There will be two checks throughout the semester: one in week 6 and the other in week 12. If by week 6, you are making below 80% in attendance, you have the remaining semester to make a turnaround. If by week 12, you are currently making below an 80% in attendance, you will be encouraged to drop the course. If by week 14, you are still making below an 80% in attendance, you will not pass the course.

## Number of Allowed Absences

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

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

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

* 6 weeks
* 12 weeks

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

If a student has missed more than 20% of their total classes at the 6-week mark, they have the remainder of the semester to bring that percentage up.

Any student who has missed more than 20% of their classes at the 12-week mark will not pass the course.

## Illness and Class Attendance

It is important for all of us to be mindful of the health and safety of everyone in our classroom community, therefore if you are experiencing any symptoms of serious illness, please DO NOT come to class. Instead, please seek medical attention from the [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) or your regular healthcare provider prior to attending class.

If you are ill, please email me to inform me of your absence so that I can be sure to make arrangements, and keep you updated on what you missed.

## Earning Back Attendance

Attendance and in-class participation are the key to thriving in this course. However, I understand that life circumstances like illness, transportation issues, and family emergencies can make it difficult to attend class. For this reason, I want to allow students the opportunity to make up some lost "attendance" points they might have missed out on through a remediation option.

Over the course of the semester, students can make up a total of six absences (the equivalent of two full weeks of instruction) by completing the following:

* Scheduling and attending a 30-minute meeting with me during office hours (or by appointment).
* Come to the meeting with a specific piece of writing, class question, concern, or class concept you would like to review or discuss in depth. *For example, if you are frequently being told that you are struggling with comma splices, let's schedule a meeting to discuss that!*
* After the meeting, send a brief email summarizing the main points of our discussion.

Once the email has been received, I will add back attendance points. Each meeting with me will "earn back" one absence from the semester.

**I will not allow you to “make up” more than one absence in one day. Also, the deadline to “make up” your attendance points is one week upon your return.**

## Lateness

Speaking of unforeseen and unexpected life circumstances — most students will, at some point or another, be late to class. This is understandable and, often, unavoidable. However, repeated late arrivals are disruptive to the classroom learning environment, and are therefore highly discouraged. Please do your best to arrive no later than 15 minutes late to the start of class. **If lateness seems to be a persistent problem, you will lose attendance/participation points.** That being said, it is better to show up late rather than not at all. **(NOTE:** This policy does not apply to students with ODA accommodations for lateness).

## Classroom Participation

## Just as regular attendance is expected for success in this course so is active participation. Participation manifests itself in this course in several ways, including but not limited to:

* Providing the instructor and any other classroom speaker with your attention and respect
* Coming prepared to class, conferences, and group meetings
* Participating actively in group work, class meetings, and discussions
* Completing all assignment requirements on time

If I feel that you are not showing me, your classmates, or yourself the respect and attention that you deserve by being an active participant in the course, I may ask you to leave the classroom. If this occurs, you will be counted absent and your attendance grade will be affected.

## Electronic and Cell Phone Use

Students should refrain from using phones, headphones, or electronic devices during class periods. While some computer use is permitted and often encouraged, you are expected to be only be accessing course materials during class. Refraining from these distractions is important to class participation, and is a general exercise in respect. If your electronic use during the class period is excessive and disruptive to your learning and the learning environment around you, **I can mark you absent for the class period and ask you to leave the classroom.** If you have a life circumstance or issue that requires you to have your phone out during class, please inform me beforehand. If you receive an important phone call during the class period, please step out and take the call in the hall.

## 

## Classroom Civility

In this class, we are all members of an academic community where it is our shared responsibility to cultivate a classroom “ecology” where all students/individuals are valued and where both they, and their ideas, are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class-related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing or discussion, do so in a civil manner. Remember that you are accountable for your actions in this course, including your submitted work, your grades, and your interactions with me and with other students. 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

## 

## Communication Expectations

When communicating with me, use the appropriate salutations and grammatical language. Refer to me as “Ms. Gentry” or “Professor Gentry” or another (appropriate) variation of my name. Please show me the respect that I will show you.

If you need to contact me outside of class, please use my UNT email address [Staci.Gentry@unt.edu](mailto:Staci.Gentry@unt.edu), send me a message through Canvas, or visit me in my office in AUDB106. While I do my best to remain available for student questions and concerns, I will not be responding to emails after 10 PM or on Saturday. Please allow me 24-hours to respond to your email, so, plan your correspondence accordingly.

Per UNT policy, I am not allowed to disclose or discuss any information relating to academic records or performance through email. If you have questions or concerns regarding your grade in the class, please see me during office hours.

# 

# Plagiarism and Academic Misconduct

According to UNT Policy 06.003, [Student Academic Integrity](https://vpaa.unt.edu/fs/resources/academic/integrity), academic dishonesty occurs when students engage in behaviors including, but not limited to:

* Cheating — submitting work that is not your own (This includes using ChatGPT, Generative AI, or other translation tools)
* Fabrication — pretending you are writing about a real interview when you really made it up
* Facilitating academic dishonesty — helping someone else cheat
* Forgery — pretending your work is someone else's
* Plagiarism — using someone else's published work without citing it correctly
* Sabotage — setting someone else up to fail

A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. I am obligated to report any academic dishonesty.

## First-Year Writing Academic Integrity Guidelines

These guidelines have been prepared in accordance with UNT policy 06.003, “Student Academic Integrity” (<https://policy.unt.edu/policy/06-003>). All quotations, below, are from that policy, a copy of which is posted on the course’s Canvas site.

All major assignments for this class are checked for academic dishonesty by Turnitin.com, which flags submissions for the following reasons:

* A student has submitted work that they did not write.
* A student submitted work that was generated by AI. In this context, “generated” means that the student copied and pasted significant portions of their work from an AI generator.
* The First-Year Writing Program (FYW) acknowledges that Turnitin sometimes flags original work. Nonetheless, “an instructor who suspects that a student has engaged in an act of academic misconduct” is **required** to initiate an inquiry. A Turnitin report does not prove misconduct but is sufficient to arouse suspicion and to trigger the process outlined herein.

To investigate possible occurrences of academic dishonesty, FYW instructors will follow the procedures outlined on the course Canvas page.

### **Academic Dishonesty Review Process**

* Students will submit work via Canvas, and the instructor will upload work to Turnitin
* If Turnitin flags more than 20% of a given submission, the instructor will begin an investigation into the matter.
* Before contacting students whose work Turnitin has flagged, the instructor might take various steps to help determine whether the student has violated UNT policy. These could include but need not be limited to the following:
  + Running the submission through another AI detector.
  + Examining the author’s metadata to determine how much time they spent on their writing.
* Per policy 06.003, IV.D.1, if the instructor determines that the matter bears further consideration, they will “make a good faith effort to contact the student in writing as soon as possible.”
  + “The instructor’s initial communication should be sent to the student’s University- assigned email address and should convey the details of the suspected academic misconduct in sufficient detail to allow the student to prepare a written response, and direct the student to schedule an in-person conference with the instructor to discuss the suspected misconduct.”
  + “If the student does not respond to the instructor’s written communication within five (5) days of the instructor sending the email, the instructor may assess academic penalties in-line with the suspected academic dishonesty” (06.003. IV.D.a.1).
* At the student/instructor conference, the student will have the opportunity to provide evidence of the originality of their work. Possible categories of evidence include prewriting exercises, journaling, or full or partial drafts.

If the student cannot demonstrate that they produced the work in question, the case will proceed as follows:

1. **First Infraction (“Single Violation”)**

* The instructor will submit a report to the Academic Integrity Single Violation Report. The report will be filed in UNT’s Academic Integrity Database. See 06.003, IV.D.1.d-e.
* “The department chair has final authority on appeal over academic penalties imposed for single violations” (IV.A.3). In ENGL, the chair delegates this responsibility to the associate chair.
* The student may re-do the assignment for full credit. If the student chooses not to re-do the assignment, they will receive a zero.

1. **Second Infraction (“Multiple Violations”)**

* The instructor will submit a report to the Academic Integrity Office. Like the initial report, the new one will be filed in UNT’s Academic Integrity Database.
* This report triggers the Academic Integrity Office’s investigation. See IV.E.1-5.
* In instances of multiple violations, “the decision of the provost or designee is final” (IV.E.5.d.4)
* The student will be allowed to rewrite the assignment but cannot receive more than 50% credit.

1. **Third Infraction**

* The instructor will again submit a report to the Academic Integrity Office. Like the previous reports, this one will be filed in UNT’s Academic Integrity Database.
* This report triggers a fresh investigation by Academic Integrity Office. See IV.E.1-5.
* In instances of multiple violations, “the decision of the provost or designee is final” (IV.E.5.d.4)
* If the Academic Integrity Office finds against the student, they will be given the final grade of “F” if they elect to remain in the class.

### **Appeals Process**

More general information on the appeals process is available in UNT policy 07.016 (“Student Complaint[s]”), posted on the course’s Canvas site. Students should consult that document before filing an appeal.

Should a student choose to appeal a decision about academic integrity, they should follow this procedure:

* Complete the Appeal of Academic Integrity Single Violation form, online, at<https://cm.maxient.com/reportingform.php?UnivofNorthTexas&layout_id=17>
* The completed form will be routed to the associate chair of English.
* The form “must detail” the following:
  + “whether the student is requesting appeal of the finding of academic misconduct or the instructor’s assigned academic penalty, or both;
  + “the specific basis for the appeal; and
  + “any factual information in support of the student’s case, including any specific evidence.

You will be contacted via email regarding your appeal.

Please note the appeals are handled as promptly as possible and some stages are time-bound by policies 03.006 and 07.016. Be aware, however, that appeals can extend beyond the end of the semester in which they were filed.

See 06.003,IV.C: “Should a student’s appeal of an academic misconduct penalty extend beyond the grade submission deadline for the semester of the incident, the student will be assigned a grade that reflects the recommended penalty. Upon conclusion of the appeal process, the student’s grade will be adjusted accordingly (penalty removed) based upon the outcome of the appeal.”

## Artificial Intelligence and Generative AI Policy

In this classroom, the use of generative AI writing tools (such as ChatGPT, GrammarlyGO, Google Bard, QuillBot, etc.) is strictly prohibited and considered academic integrity violations, not only by myself, but also by the University. According to the Student Academic Integrity Policy ([UNT Policy 6.003](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf)), any form of “unauthorized assistance in an academic exercise” or “any other act designed to give a student an unfair advantage on an academic assignment” constitutes cheating. “Plagiarism” in the UNT Policy Manual, 18.1.16, 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 acknowledgment or citation” (p. 4). Due to the murky nature of these programs – built upon the foundation of other’s [uncredited](https://medium.com/@naatorsh/generative-ai-is-theft-d99643bbfcf4) [hard work](https://www.economist.com/business/2024/04/14/generative-ai-is-a-marvel-is-it-also-built-on-theft), and their ability to generate large-scale pieces of written content, I feel as though the use of these technologies on assignments constitutes not only cheating, but also plagiarism. **For this reason, use of generative AI models is prohibited on all assignments, unless given express written permission.**

Assignments in this course have been designed to help you develop as a writer and thinker, without the use of these technologies. You will generative ideas, read, revise, and writing on your own and/or in consultation with me, your peers, or Writing Center tutors. You will not use AI at any stage of the writing process unless granted express permission. The presentation of another’s words or ideas as your own, is, in my eyes and the eyes of the university, cheating. I have zero tolerance for this behavior, and if you are suspected, and proven, to have cheated or plagiarized on any assignment in my class, I will be forced to execute punishment deemed fit by myself and the Dean.

In summary, you will write and submit your own thoughts, ideas, and work in this class.

# Grading and Assessment

## My Philosophy on Grades

As an instructor, I have discovered that grading as an assessment tool makes me deeply uncomfortable. I don’t enjoy sitting down and assigning a number or letter grade to an essay or assignment, and the fact remains that rubrics only mask the very simple fact that writing is, and always will be subjective to preference. Throughout our educational journey, we have become conditioned to "want a good grade" and have been taught to seek it out through whatever means necessary — sacrificing sleep, joy, creativity, personal and institutional morality, and suppressing our own opinions and personal voice. This is true for all types of assessment, including writing assessment — to me, this type of assessment shakes the confidence of writers at all levels and discourages a student from trying new things, experimenting, and occasionally, failing.

For this reason, I have modified my grading policy to encourage hard work, personal reflection, revision, experimentation, and if possible, bring back some of the joy that stems from learning. My vision for this class eliminates the “fear of getting a bad grade” and emphasizes the intentional, meaningful work that is produced. Students will still be given extensive feedback and suggestions on how to improve their work, but the “end product” is no longer the central focus of the assessment. Instead, this approach acknowledges the value of the writing journey (the labor and growth) and the destination (the final product).

**Grading Scales**

For this class, I have taken inspiration from compositionist scholar Peter Elbow, and have decided to adopt his “minimalist grading” approach. In this class, **MOST minor** graded assignments will be designated either complete/incomplete, or graded using a minimal, 4- point grading scale:

| **0 points — No Submission** | No assignment was submitted, and zero attempt was made to complete the assignment. |
| --- | --- |
| **1 point — Incomplete assignment** | An attempt was made to complete the assignment, did not meet the minimum requirements. Major portions of the assignment are missing or incomplete, such as entire sections, incomplete responses, or failure to address key questions. The submission shows minimal effort or understanding of the assignment’s requirements. |
| **2 points — Needs Improvement** | The assignment is completed, but some learning objectives are not fully met. While the basic requirements are addressed, some key components are either missing or underdeveloped. The work shows some understanding of the task, but it lacks depth, clarity, or coherence. There may be noticeable errors or misunderstandings in content, formatting, grammar, or logic. The submission reflects a good attempt, but more effort or refinement is needed to fully meet the assignment’s goals. |
| **3 — Minor revisions needed** | The assignment is mostly successful, with most learning objectives met. All major components are present, though some parts may need slight clarification, correction, or expansion. The work demonstrates a clear understanding of the subject, but there may be minor lapses in accuracy, organization, or presentation. With a few small revisions, the assignment would fully meet expectations. Minor errors, such as grammatical issues or slight misunderstandings, may be present but do not detract significantly from the overall quality. There is clear evidence of effort and engagement with the assignment. |
| **4 — Successful completion** | The assignment is fully completed, with all learning objectives successfully met. The submission includes all required components, and each is fully developed. The work demonstrates a strong understanding of the task, is well-organized, and is clear and coherent throughout. Errors, if present, are minimal and do not detract from the overall quality. The student may have exceeded the minimum requirements, showing extra insight, creativity, or effort. |

Major assignments, due to their length, depth, and learning objectives, will not be graded using this 4-point system.

# Types of Assignments and Due Dates

In this class, we will experiment with and complete a variety of different assignments and assignment types, but in general, our course will be structured in the following ways:

* **CLASS READINGS:** Every week, you will have assigned readings from and outside our class textbook. Please come to class having read these assigned materials so that we can have a productive and engaging class session. Be aware that additional readings may be assigned as needed. Occasionally, I will assign a video to watch that I feel reinforces the concepts we are discussing that week.
  + Readings should be completed before class on Monday.
* **QUIZZES:** In addition to the assigned class readings, occasionally you will be expected to complete a short comprehension quiz on the assigned chapters in the textbook.
  + **Quizzes will be due every Sunday at 11:59 PM.**
* **TQE ASSIGNMENTS:** Over the course of the semester, we will have several “TQE” Discussion board assignments. These discussion posts ask you to actively engage with the assigned readings from that week, and post your “thoughts” your “questions” and your “epiphanies” about the materials.
  + **These assignments will be due before class on Wednesday at 8 AM.**
* **IN-CLASS ACTIVITIES:** In-class participation and engagement are vital to our course success, so we will spend most of our class time participating in group activities and discussions. Any in-class assignment will be graded on a complete/incomplete basis.
  + **If an additional in-class assignment is assigned, it will be due on the day of class at 11:59 PM.**
* **WEEKLY WRITING:** Every week, you will submit a Weekly Writing assignment that can be used/repurposed for your three major essays. The goal for these weekly writing assignments is to reinforce the writing process, prevent procrastination, and save you time down the line.
  + **Weekly Writing assignments will always be due on Sunday at 11:59 PM.**
* **EXTRA CREDIT:** We all make mistakes, and sometimes don’t perform the way that we would like to. For this reason, I offer optional extra credit assignments throughout the semester. These will be announced in-class, via Canvas announcements, or on our Weekly Modules page.

**Late Work and Extensions**

While I emphasize personal responsibility and accountability, I understand that not everyone’s schedule is consistent, and life happens. **For this reason, I offer my students a 24-hour “grace period” on MOST assignments.** Students in my course can turn in any minor assignment up to 24 hours past the due date for no penalty; however, after that 24-hour window, I will no longer accept the assignment, and the student will earn a grade of “incomplete.”

If a student needs a longer extension, they can request one via email. **In order to receive an extension on any assignment, the student must email me a request by 5 PM on the day the assignment is due.** Requests received after 5 PM will not be considered, and the email received will be ignored. This means that you must be proactive and think ahead. Although I am flexible and understanding of student workloads, it is still in your best interest to stay on top of your assignments and due dates.

## 

## Revision Policy

Revision is a huge part of the writing process — arguably the most important, and most difficult to master. For this reason, you have the opportunity to revise the work that you submit in this class. Revision opportunities will be made available on Canvas.

## Self-Assessing Major Assignments / Collaborative Grading Conferences

In this class, you have the option to negotiate/collaborate on your grade with me on several of your major final papers. In a private meeting/conference together, we will read through your final submission, discuss its strengths and weaknesses, and measure your growth throughout the unit. At the end of this discussion, we will both collaborate on, and assign your writing, a final grade based on the learning objectives and rubric provided for the assignment. The goal for this approach is to provide you, as a student with more agency, and eliminate some of the confusion and anxiety that stems from being graded.

More information on this process will be announced as the semester progresses.

# 

# 

# 

# 

# 

# 

# 

# Grade Distribution

Each assignment will have specific requirements, but in general, the course grade distribution is as follows:

| **Category** | **Notes** | **Percentage** |
| --- | --- | --- |
| Attendance | As this is an in-person course, regular attendance is expected to succeed in this class. Attendance will be taken regularly and will affect student grades. Please see the attendance policy for further details on excused, unexcused, and campus-excused absences. | 10% |
| Weekly Writings / Discussions / Reflections | Graded on a minimal, 4-point scale. These assignments are intended to be reused/revitalized/repurposed into your major essays, and therefore very important to complete. | 15% |
| Peer Review / Extra Credit | Providing and receiving feedback is an essential part of the writing process; for this reason, participation in peer review is a graded component of this class. Also, to encourage accountability and active engagement with the course texts and content, I am piloting discussion leadership group assignments this semester.  Over the semester, there will be an opportunity for extra credit. | 5% |
| Quizzes / In-Class Activities | In-class assignments, quizzes, and other assessments will vary in scope and level of importance to the specific unit. However, these will typically be graded on a complete/incomplete basis, or the standard 4-point scale that permeates the rest of the rubric. | 10% |
| Major Assignment 1 | Essay One — Learning Narrative / Storytelling | 20% |
| Major Assignment 2 | Essay Two — Community / Observation | 20% |
| Major Assignment 3 | Essay Three — Analysis Essay | 20% |
| **TOTAL: 100% of the course grade** | | |

# 

| Explanation of Grades | |
| --- | --- |
| GRADE | DESCRIPTION |
| A | 90-100 | Exceeds the assignment's requirements and has few to no errors. Shows a mastery of the concepts being taught. Is impressively sophisticated, inventive, balanced, justified, effective, mature, and expertly situated in time and context. |
| B | 80-89 | Meets the assignment's requirements and has few errors. Shows a high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original. |
| C | 70-79 | Meets most of the assignment's requirements but has some errors. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness. |
| D | 60-69 | Does not meet most of the assignment's requirements and has many errors. Shows a low level of understanding of the concepts being taught. Offers an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates. |
| F | 59 or below | Does not meet the assignment's requirements. The number of errors impedes the work's meaning. Shows no understanding of the concepts being taught. |

# 

# 

# University Policies

## 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.

## 

## ADA/ODA Accommodations

UNT makes reasonable academic accommodations 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. Students must obtain a new letter of accommodation for every semester and must discuss expectations with each instructor prior to implementation in the classroom. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu)

## If at any point, you feel as though your accommodations are not being met — please speak with me in private so that we can find solutions.

## Survivor Advocacy and Mandatory Reporting

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.

## Mandatory Reporting

It is important to know that your teacher, as a State employee, must report any instances of sexual misconduct, including sexual harassment, sexual assault, dating violence or stalking against a student or employee to the institution’s Title IX Coordinator or a Deputy Title IX Coordinator.

If you disclose an incident in your writing for this class that must be reported, your teacher will contact you to let you know. In this case, your teacher may offer support, listen to you, and encourage you to seek help and counseling as soon as possible. Your teacher also will report the incident you revealed in your writing to the Title IX Coordinator at UNT.

## 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 on campus and electronic classrooms, labs, discussion groups, field trips, etc.

The [Dean of Students Office](https://deanofstudents.unt.edu/conduct) enforces the [Code of Student Conduct](https://policy.unt.edu/policy/07-012)(policy 07.012). The Code explains:

· What conduct is prohibited

· The process the DOS uses to review reports of alleged misconduct by students

· The sanctions that can be assigned

· When students may have violated the Code, they meet with a representative from the Dean of Students Office to discuss the alleged misconduct in an educational process.

# 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 two weeks of the submission date for each assignment.**

# Syllabus Change Policy

I have made every attempt to provide your syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus