University of North Texas

Fall 2025

ENGL 1320.006  
College Writing I

# Instructor and Course Information

| **Course Details** | ENGL 1320.006 |
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| **Instructor** | Professor Staci Gentry |
| **Email** | Staci.Gentry@unt.edu |
| **Office Hours** | TBA  Or by appointment |
| **Office Location** | Auditorium Building 105 |

# 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 process.

Students in this course will be able to:

* 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
* Learn to collaborate with peers and provide useful feedback

# 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. \***DO NOT purchase a hard copy of this textbook!** Because this course is a pilot of a new textbook that is available online, you will be given access to the e-book for free. Your instructor will give you detailed instructions on how to access your e-book. For more information on e-book access, see our Canvas page.

## Additional Materials

That being said, there are a few things 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)
* Paper (whether this be in a spiral notebook, journal, or binder)
* A writing utensil, pen, or pencil

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# 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, ENGL 1310 and ENGL 1320 students can check out chromebooks from the English department copy center.

# Classroom Policies

## Attendance

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.

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.

## UNT FYW 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.

The following number of classes equals 20%:

* A class that meets 1 day a week | 3 classes
* A class that meets 2 days a week | 6 classes
* A class that meets 3 days 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, your instructor will notify you of your attendance progress and your ability to pass the course based on your attendance.

I will check your attendance at the start of every class period.

## Student Absence Due to Illness and Extenuating Circumstances

**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.

Students must contact their instructor regarding how to make up work missed due to an excused absence within **10 days of the absence--including weekends.** Otherwise, the student may receive zeroes for that work. For more information, read the [UNT Policy](https://policy.unt.edu/sites/policy.unt.edu/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf).

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 health care 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. UNT will excuse any absence if a doctor’s note is submitted to the Dean of Students. If you receive a doctor’s note from your physician, please contact the Dean of Students, so that your absence can be excused.

## 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 four absences (the equivalent of two full weeks of instruction) by completing the following:

* Scheduling and attending a 15-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.

## 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.

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## 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

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## Communication Expectations

When communicating with me, use the appropriate salutations and grammatical language. Refer to me as “Ms. Gentry” or “Professor Gentry.” 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 plan any 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.

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# 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.

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### **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, the 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.

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# 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.

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## 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

## 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.

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# 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** 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:

**READ:**  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.**

**WEEKLY WRITING:** Every week, I will ask you to turn in a piece of writing related to our course content of the week. These assignments have been designed to scaffold toward your major writing assignments. **These will be due on SUNDAYS at 11:59 PM.**

**DISCUSSIONS:** Occasionally, I will ask you to participate in an online discussion board before class. Initial responses to these discussions are due on **Wednesday at 8 AM in preparation for class.**

**IN CLASS ACTIVITIES:** In-class participation and engagement is 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 before the next class period.**

**MAJOR ASSIGNMENT COMPONENTS:**

**EXTRA CREDIT REFLECTIONS:** Occasionally, students can complete additional meta-cognitive assignments to boost their course grade. These assignments will take place in the form of an informal “journal” entry to me. **Due dates vary, but will typically be due on Sunday at 11:59 PM.**

**Late Work and Extensions**

I understand that no one's schedule is consistent from week to week, and sometimes we get sick, or get called into work unexpectedly, or simply forget to turn in an assignment. For this reason, I accept late work. **Students in my course can turn in any minor assignment up to 24 hours late with no penalty.** However, after that 24-hour window, I will no longer accept the assignment, and the student will earn an incomplete on the assignment. If the student wishes, they could make up the lost points by completing an extra assignment. If a student anticipates that they will be unable to complete an assignment on time, they can receive an extension on the assignment **if they email me a request \*\*24 hours before the assignment is due.** However, out of fairness to other students and the importance of these assignments, I will not accept late submissions on a major assignment or papers. **If any digital submission errors occur using Canvas, the student should email the instructor with the assignment attached before the due date to avoid late grade penalties.**

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.

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## 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. After receiving a grade on your assignment, you can resubmit for higher points if you complete the following:

* Turn in the initial assignment (incomplete work will not be reassessed)
* Look at the feedback provided on your initial assignment and make the necessary changes. If you are confused about the feedback, please see me!
* Make the necessary revisions.
* Email me a revised copy of the assignment at [Staci.Gentry@unt.edu](mailto:Staci.Gentry@unt.edu) within SEVEN from when you received the grade.

## Self-Assessing Major Assignments / Collaborative Grading Conferences

In this class, you have the option to negotiate/collaborate 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.

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# Grade Distribution

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

| **Category** | **Notes** | **Percentage** |
| --- | --- | --- |
| Attendance and Participation / Extra Credit | 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% |
| Reading Quizzes | These are comprehension quizzes associated with your course readings. | 5% |
| Weekly Writings and Discussions | These are weekly assignments designed to help you prepare for class discussions and stay on track with your major writing projects. | 5% |
| Major Assignment 1 | Choosing A Research Topic | 10% |
| Major Assignment 2 | Finding and Evaluating Sources | 20% |
| Major Assignment 3 | Essay Three — Their Problems | 20% |
| Major Assignment 4 | Remix Assignment | 10% |
| **TOTAL: 100% of the course grade** | | |

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# THE WRITING ASSIGNMENTS:

## ASSIGNMENT 1 – Choosing a topic

# 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.

## ASSIGNMENT 2 – Finding Sources

# This unit focuses on defining the context for the issue you have chosen and locating sources that offer perspective on the issue. You will draft an annotated bibliography at the end of this unit.

## ASSIGNMENT 3 and 4 –Writing and Revising the Research Essay

# 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 learn about how to work a paper from a rough draft into a polished final draft. You will submit both a rough draft and final draft of your research paper for this unit.

## FINAL REMIXING ASSIGNMENT

# 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.

# 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