

# ENGL1310: First-Year Writing I

- online class -

Instructor: Wonjeong Kim PhD

Office: LANG408F

Office Hours: MW 8-9 am; MW 12-1 pm; or by appointment

Email: [Wonjeong.Kim@unt.edu](mailto:Wonjeong.Kim@unt.edu) (email is the best way to contact your instructor)

## Course Description

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The ENGL 1310 course serves as an entry point into the environment of academic inquiry and argument. Instruction in ENGL 1310 begins with an emphasis on cultivating writing through personal discovery, exploration, and reflection. Students learn about writing processes, explore genre conventions, and gain rhetorical knowledge while writing through their experiences and memories. With these more personal contexts as background, students are guided over the course of the semester towards becoming more comfortable with the conventions and habits of academic argument. The goals of ENGL 1310 include developing a working knowledge of writing processes, recognizing and using written genre conventions, and learning rhetoric for the purposes of analyzing and composing effective written texts. Students in ENGL 1310 fulfill these goals while engaging with nonfiction readings emphasizing narrative and description and focusing on issues of cultural significance.

## Course Outcomes

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By the end of this course, you will be able to:

- Read texts critically and analyze the varied situations that motivate writers, the choices that writers make, and the effects of those choices on readers, including your own.
- Write persuasive arguments that articulate a clear, thoughtful position, deploy support and evidence appropriate to the audience and purpose, and consider counterclaims and multiple points of view, including international and intercultural perspectives.
- Evaluate sources and integrate the ideas of others into their writing (through paraphrase, summary, analysis, and evaluation).
- Identify and describe events from your experiences that give insight into larger cultural issues.
- Observe details that make other people, objects, or places unique within specific cultural or social groups.
- Analyze and evaluate specific concepts or texts that have significance within larger cultural conversations.

- Metacognate on your writing processes through practice, revision, and reflection.
- Compare and rate your contributions as a team member to peer review and other team-based assignments.
- Reflect critically on the ways that social, cultural, and historical contexts shape perceptions of language, then make informed rhetorical choices about grammar, usage, and mechanics by using their linguistic repertoires to effectively reach personal, social, and political priorities in their writing.

## Core Requirements

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**Catalog Description:** 3 hours. Writing as discovery introduces essential concepts, knowledge, skills, methods, and conventions for writing. It focuses on practicing writing processes and developing rhetorical knowledge through analysis, observation, and self-reflection.

**Prerequisite(s):** None

**CORE Category:** Communication (English Composition and Rhetoric)

As ENGL 1310 meets one of your CORE Communication requirements. This course has four CORE skill objectives:

- Critical Thinking Skills | innovation, inquiry, analysis, evaluation, and synthesis of information
- Communication Skills | effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Teamwork Skills| ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility Skills | ability to connect choices, actions, and consequences to ethical decision-making

## Course Books & Materials

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

## Technical Requirements & Skills

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You'll need a computer with [internet access](#) and know the basic skills necessary to:

- Use [Outlook for UNT email](#)
- Use [Canvas](#)
- Use [Microsoft Word and PowerPoint](#)

## Grade Distribution

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### Evaluation and Grading

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|------------------------------|-----|
| • Quizzes                    | 10% |
| • Peer Review                | 5%  |
| • Discussion & Participation | 15% |
| • Weekly Writing             | 10% |
| • Major Assignment 1         | 20% |
| • Major Assignment 2         | 20% |
| • Major Assignment 3         | 20% |

**Note / To earn a passing grade, you must complete all major assignments.**

### Rubrics and Scoring Systems

For the purposes of this course, we describe the grades you will be assigned in this way:

- |                 |   |
|-----------------|---|
| 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 the assignment's requirements, has few errors. 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 of the assignment's requirements, 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, has many errors. 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, 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 impede the work's meaning. Shows no understanding of the concepts being taught.   |

## Late Submission Policy

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All papers must be submitted by the due date specified in Canvas. Assignments will have a 48-hour grace period for submission, but once work is submitted past the "due date" **I will deduct 5 % for each day (not business day) your work is late.** If you need extra time on a paper, you must request an extension **at least 24 hours** before the paper is due. *You cannot pass the course if you do not complete all major assignments (MA 1, 2, & 3).*

## Academic Integrity Policy

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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 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.

***At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course.***

## Communication Expectations

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Communication is key to your success. When you need to reach me, please email me at [wonjeong.kim@unt.edu](mailto:wonjeong.kim@unt.edu). Please allow at least 24 hours for a response during the week and 48 hours over the weekend. As a university student, you are expected to write formal and professional emails to your instructors and professors. In your emails, you must have a clear subject line, formally address the instructor, and clearly state your purpose. See the following example:

Subject: ENGL 1310\_Question about [X]

Dear [instructor's name]

My name is [student's name], and I am in your online ENGL [Course# / Section#]. I am writing to you in regard to [explain the issue].

Thank you,

[student's name]

[UNT Student #]

ENGL 1310.001 [change this to the section # you're enrolled in]

Note | I do NOT accept assignments via email attachments. **All assignments must be submitted in Canvas.**

## Participation and Civility

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Respect the class environment by using your time effectively and helping your classmates do the same. This expectation applies to both in-person and online settings. In our online classroom, please

- *Submit assignments on time.* Meeting deadlines helps keep the class running smoothly and shows respect for everyone's time.
- *Communicate thoughtfully.* Use respectful language in discussion posts and replies. Avoid offensive or inappropriate language
- *Respect others' chosen names and preferred pronouns.*

## UNT Policies

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### Academic Integrity Standards

According to [UNT Policy 06.003](#), Academic Integrity standards are violated when students engage in academic dishonesty behaviors, including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty and my decision on academic sanctions will be reported to [the Office of Academic Integrity](#).

Plagiarism can include copying a passage from a source verbatim without citing it, but it can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased or sourced from generative AI technologies. Be careful always to acknowledge the work of other writers and take the time to work out the distinction between your original thoughts and arguments and those of others.

**Additionally, the use of any generative AI writing tools is prohibited in this class.** Assignments for the course have been designed to help you develop as a thinker, reader, and writer without using these technologies. You will generate ideas, read, revise, and write independently or when appropriate in consultation with peers, UNT Writing Center tutors, and me. Any use of generative AI in your work for this class violates our syllabus and thus will be treated as an instance of cheating. Ignorance of the generative AI tools in your chosen digital writing technologies, whatever they may be, is not sufficient to excuse the violation. If you are unsure about a digital writing tool (even automatically integrated ones), don't use it for this class.

### 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](#).

### Academic Freedom

UNT has a robust policy regarding academic freedom and academic responsibility. Crucially, this policy encompasses not only the rights of faculty members but also the rights "of the student to freedom in learning." As a student in this classroom, therefore, you have the right to

encounter and debate new ideas, diverse forms of knowledge, and unfamiliar or contrary points of view. According to UNT policy, “it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.” At the same time, to encourage the free exchange of ideas, and to ensure that your right to learn is protected, the tone for such discussion must always be civil and respectful; hateful or discriminatory speech will not be tolerated. For more information, please consult the full UNT policy at <https://policy.unt.edu/policy/06-035>.

### **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**

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### **Technical Assistance:**

[Information Technology Help Desk | University of North Texas](#)

Email: [helpdesk@unt.edu](mailto: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](mailto:WritingCenter@unt.edu)

Phone: 940-565-2563

In Person: Sage Hall, Room 150

## **Syllabus Change Policy**

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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.

## Weekly Schedule

**SWW = Steps to Writing Well**

Week	Date	Readings	Activities Deadline: Sat.	Assignments Deadline: Sat.
1	1/12 - 1/18	Canvas: <ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• MA 1 Guidelines</li> </ul> SWW: <ul style="list-style-type: none"> <li>• Ch 8 The Reading-Writing Connection</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>• Introduce Yourself</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> </ul> Weekly Writing 1: <ul style="list-style-type: none"> <li>• Your Goals</li> </ul>
2	1/19 - 1/25	Canvas: <ul style="list-style-type: none"> <li>• Commonly Confused Words</li> </ul> SWW: <ul style="list-style-type: none"> <li>• Ch 1 Prewriting</li> <li>• Ch 2 The Thesis Statement</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>• Discuss Reading</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>• Ch 1 Prewriting</li> <li>• Ch 2 The Thesis Statement</li> <li>• Grammar: Commonly Confused Words</li> <li>• Understanding MA1</li> </ul> Weekly Writing 2: <ul style="list-style-type: none"> <li>• Reflect on the Week</li> </ul>
3	1/26 - 2/1	Canvas: <ul style="list-style-type: none"> <li>• Subject &amp; Verb</li> </ul> SWW: <ul style="list-style-type: none"> <li>• Ch 3 Body paragraphs</li> <li>• Ch 5 Drafting and Revising</li> </ul>	Activity: <ul style="list-style-type: none"> <li>• Analyzing Body Paragraphs</li> </ul> Sign-up: <ul style="list-style-type: none"> <li>• Schedule Individual Conference</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>• Grammar: Subject &amp; Verb</li> </ul> Weekly Writing 3: <ul style="list-style-type: none"> <li>• <b>MA1 first draft</b></li> <li>• <b>Academic Integrity Agreement for MA1 first draft</b></li> </ul>
4	2/2 - 2/8	Canvas: <ul style="list-style-type: none"> <li>• Ch 5 Drafting and Revising</li> </ul>	<b>Attend Individual Conference</b> 🧑	<b>Submit revised MA1 by Saturday, 2/7</b>
5	2/9 - 2/15	Canvas: <ul style="list-style-type: none"> <li>• Phrase &amp; Clauses PPT</li> </ul> SWW: <ul style="list-style-type: none"> <li>• Ch 4 Beginnings &amp; Endings</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>• Analyzing Beginnings &amp; Endings</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>• Ch 4 Beginnings &amp; Endings</li> <li>• Grammar: Phrases &amp; Clauses</li> <li>• Understanding MA 2</li> </ul>

				Weekly Writing 5: <ul style="list-style-type: none"> <li>• Planning MA2</li> </ul>
6	2/16 - 2/22	Canvas: <ul style="list-style-type: none"> <li>• Fragments PPT</li> </ul> SWW: <ul style="list-style-type: none"> <li>• Ch 16 Description</li> <li>• Ch 17 Narration</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>• Description</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>• Ch 16 Description</li> <li>• Grammar: Fragments</li> </ul> Weekly Writing 6: <ul style="list-style-type: none"> <li>• Description</li> </ul>
7	2/23 - 3/1	Canvas: <ul style="list-style-type: none"> <li>• Run-ons</li> <li>• Review Thesis Statement</li> <li>• Review Body Paragraphs</li> </ul> SWW: <ul style="list-style-type: none"> <li>• Ch 6 Effective Sentences</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>• Analyzing Example Essays</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>• Ch 6 Effective Sentences</li> <li>• Run-ons</li> </ul> Weekly Writing 7: <ul style="list-style-type: none"> <li>• Peer Review Practice</li> </ul>
8	3/2 - 3/8	Canvas: <ul style="list-style-type: none"> <li>• Commas</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>• Share Your Experience</li> </ul>	Grammar Quiz: <ul style="list-style-type: none"> <li>• Commas</li> </ul> Weekly Writing 8: <ul style="list-style-type: none"> <li>• Field Research</li> </ul> Weekly Writing 9: <ul style="list-style-type: none"> <li>• <b>Submit MA2 first draft by Sunday, 3/15</b></li> </ul>
9	3/9 - 3/15	<b>Spring Break</b> 🌸🌈🌴☀️		
10	3/16 - 3/22	<b>Peer Review MA2 by Thursday</b>		<b>Submit revised MA2 by Saturday, 3/21</b>
11	3/23 - 3/29	SWW: <ul style="list-style-type: none"> <li>• Ch 14. Causal Analysis</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>• Cause &amp; Effect</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>• Ch 14. Causal Analysis</li> <li>• Grammar Review</li> </ul> Weekly Writing 11: <ul style="list-style-type: none"> <li>• Causal Analysis</li> </ul>

12	3/30 - 4/5	Canvas: <ul style="list-style-type: none"> <li>● CRAAP Test</li> <li>● MLA Citation Guidelines</li> </ul> SWW: <ul style="list-style-type: none"> <li>● Ch 9 Development by Example</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>● Finding Sources</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>● Ch 9 Development by Example</li> <li>● MLA Citation Quiz 1</li> </ul> Weekly Writing 12: <ul style="list-style-type: none"> <li>● CRAAP Test</li> </ul>
13	4/6 - 4/12	Canvas: <ul style="list-style-type: none"> <li>● Organizing your analysis</li> </ul> SWW: <ul style="list-style-type: none"> <li>● Ch 7 Word Logic</li> <li>● Ch 18 Writing Essays Using Multiple Strategies</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>● Organization</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>● Ch 7 Word Logic</li> <li>● MLA Citation Quiz 2</li> </ul> Weekly Writing 13: <ul style="list-style-type: none"> <li>● Outline for MA3</li> </ul>
14	4/13 - 4/19	SWW: <ul style="list-style-type: none"> <li>● Ch 18 Writing Essays Using Multiple Strategies</li> </ul>	Discussion: <ul style="list-style-type: none"> <li>● Q&amp;A</li> </ul>	Quiz: <ul style="list-style-type: none"> <li>● Review Quiz 1</li> </ul> Weekly Writing 14: <ul style="list-style-type: none"> <li>● <b>MA3 first draft by Saturday</b></li> </ul>
15	4/20 - 4/26	Peer Review MA3 by Thursday		<b>Submit revised MA3 by Saturday, 4/25</b>
16	4/27 - 4/29			Weekly Writing 16: <ul style="list-style-type: none"> <li>● Final reflection by Wednesday, 4/29</li> </ul>
17		<b>Final Exam Week (NO CLASS - NO FINAL EXAM)</b>		