University of North Texas at Dallas
Fall 2025
SYLLABUS

Course Abbreviation/Number/Title/Semester Hours
ENGL 1313-0005: Computer Assisted College Writing I   3 HRS

Department of Languages and Communication	School of Liberal Arts and Sciences

Instructor Name:	**Yolanda Wright**
Office Location:	**Dal2 RM 302A**
Office Phone:	**NA**
Email Address:	yolanda.wright@untdallas.edu

Office Hours:	**M/W 12:00 PM-1:00 PM**

Course Format/Structure:	Face to Face
Classroom Location:	**DAL1 201H**
Class Meeting Days & Times:	**M/W 10:00AM-11:20AM**

Course Catalog Description:	Writing as a means of critical thinking, with emphasis on the process of perfecting the essay through the writing of several drafts in the English computer classroom. No computer experience required.

Prerequisites:	**None**
Co-requisites:	**None**
Required Text:	**(OER) OpenStax Writing Guide with Handbook**
Recommended Text and References:	*The Purdue Online Writing Lab (OWL),* found online at https://owl.english.purdue.edu/owl/

Access to Learning Resources:	**UNT Dallas Library:** phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu **UNT Dallas Learning Commons and Writing Center:** phone: (972) 780-3652 web: https://www.untdallas.edu/learning/ **Canvas 24/7 Phone Support for Students:** 1-833-668-8634 **Canvas Help Resource:** web: https://community.canvaslms.com/docs/DOC-10701 **For additional assistance, contact Student Assistance (Distance Learning):** Founders Hall, Rm 124 phone: (972) 338-5580 email: distancelearning@untdallas.edu ***If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.*** **If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.**
Supported Browsers Chrome Firefox Flash 28, 29 (for audio/video) Internet Explorer 11 Safari 10, 11 **Supported Devices:** iPhone Android Chromebook (Tablet users can use the Canvas app)	

Revised July 2020 and supersedes all previous versions

Course Goals or Overview: The goals of this course are as follows -	
English 1313 is an introductory level writing course that seeks to empower students in becoming stronger, more flexible writers who have the skills, strategies, and awareness to write adeptly across many fields and genres, including academic writing. Students will learn to critically investigate their own use of language and writing, as well as the language and writing of other groups, communities, and professions. In doing so, students will come to understand how rhetorical and discourse strategies are employed to effectively inform and persuade audiences. This course seeks to bestow writing knowledge and skill that will make students insightful writers, preparing them for the work they will do in their academic career.	

Student Learning Objectives/Outcomes (SLO): At the end of this course, students will be able to:	
1. Critical Thinking	Understand and utilize rhetorical principles in the analysis, evaluation, and creation of written, oral, and visual texts
2.Communication	Identify and implement writing and genre conventions from various disciplines Utilize flexible and robust writing processes and composing strategies for creating effective, written, oral, and visual texts
3. Teamwork	Collaborate effectively with their peers in composing and feedback processes
4. Personal Responsibility	Develop habits of monitoring, evaluating, and refining their work to meet the expectations of various writing situations.
5. Artificial Intelligence	Students will develop understanding, skills, and strategies in the use of artificial intelligence in the research and writing process as well as ethical considerations connected to the use of artificial intelligence.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added; these will be noted in the Readings and Activities/Assignments sections.

Timeline	Topics	Related SLO	Readings/Activities/Assignments
Week 1 Aug. 25	Introductions • Professor & Students • Syllabus • Setting up Wordpress Blog • How to write a strong short answer essay	2,4	Class notes: "Setting up a Wordpress blog and how to post essays" Class notes: "How to write a strong short-answer essay" Reading: "E-Textbooks in the College Classroom" Assign Blog Essay 1
Week 2 Sept. 1	**Project 1: Literacy Narrative (in APA format)** Situating Students in College Writing Courses - Types of College English Courses - How Writing is an Important Skill How Writing is Not Just a Basic Skill	1,2	Blog 1 Due Class notes: "The Five Types of College English Courses" Activity: Group discussion; class discussion Reading: "Why can't college graduates write coherent prose?"

			Activity: Class discussion Reading: "Writing is Not Just a Basic Skill" Activity: Group and class discussion Assign Blog Essay 2
Week 3 Sept. 8	Complicating Our View of Rhetoric - What is Rhetoric? - Simple View vs. Complex View of Language - Rhetoric is Epistemic Specific Literacy Narratives - Malcolm X - Anzaldua - Victor Villanueva - Lamott (optional) Rodriguez (optional)	1,2	Blog 2 Due Class notes: "What is Rhetoric and How it is Epistemic" Activity: Class discussion Reading: "Escape Plans" from Men's Health Magazine Assign Blog Essay 3 Blog 3 Due Readings: Excerpts from "Literacy Behind Bars", *Hunger of Memory: The Education of Richard Rodriguez*, "How to Tame a Wild Tongue" (with discussion of code switching)
Week 4 Sept. 15	General Tips and Guidelines on Writing a Literacy Narrative - APA format - Organization Assign Literacy Narrative and Create Outline in Class	1,2,4	Quiz 1 Lecture: The Five Elements of Academic Writing Activity: Discuss paper topic and create outline in class Assign Paper 1: Literacy Narrative
Week 5 Sept. 22	Short Discussion of Literacy Narratives **Project 2: Discourse Communities Analysis (in APA format)** What is Rhetorical Situation? What are Discourse Communities?	1,2,3,4	Paper 1 Due Class Notes: "What is rhetorical situation and what things affect rhetorical situations?" Reading: "Rhetorical Situations and Their Constituents" Keith Grant-Davie Reading: "What is a Discourse Community" Patricia Bizzell Class Notes: What are discourse communities?

			Activity: Group and class discussion based on student suggestions of discourse communities they are part of Assign Blog Essay 4
Week 6 Sept. 29	Discussion and Analysis of Specific Discourse Communities - Family - Friends - Sports - Pop Culture and Social Media "Familect" or "Kitchen Table Dialect"	1,2,3	Blog 4 Due Activity: Student-led discussion of their personal discourse communities Lecture and Discussion: Discourse Communities in the Realm of Sports and Pop Culture and Social Media Reading: "Why every family has its own 'familect' – the secret language we only use at home"
Week 7 Oct. 6	Discussion of Specific Discourse Communities for the Analysis Report - Conservatives - Progressives Writing Skills: APA format and how to write and organize a rhetorical analysis report	1,2,3	Class Notes: "The General Worldviews of Conservatives vs. Progressives" Reading: "The alt-right, explained in its own words" Washington Post Reading: "Alt-Right, Alt-Left, Antifa: A Glossary of Extremist Language" NYTimes Activity: Individual, group, and class rhetorical analysis of Tweets and Instagram posts by conservatives and progressives Assign Paper/Report 2
Week 8 Oct. 13	Short discussion of Paper/Report 2 Discussion of Various Rhetorical Topics and Podcast Episode	1,4	Paper/Report 2 Due Assign Blog Essay 5 Blog 5 Due
Week 9 Oct. 20	**Project 3: Entering New Discourse Communities (in APA format)** Discussion and Analysis of Professor-suggested Discourse Communities Assign Instructions of Project 3 Creation of Groups for Project 3	1,2,3	Class Notes: "Paying attention to the rhetoric of a discourse community" Activity: Discussion about, and viewing examples of, student suggested online discourse communities Class Notes: "Deconstructing the Rhetoric of Specific Discourse Communities" - Sports - Coffee

	Choosing a Discourse Community for Each Group Group Planning For Project 3		- Makeup - Music (fan pages) - Cooking Activity: Groups will choose a discourse community and create a plan for entering that community through social media
Week 10 Oct. 27	In-class work on Project 3 Group meetings with Professor Wright to assess progress	1,2,3,4	Readings: Online and social media postings suggested by students Activity: Continued in-class work on Project 3 Assign Part 1 of Project 3
Week 11 Nov. 3	Discussion of Part 1 of Project 3 (show student work on screen in class) Discussion and Explanation of Part 2 of Project 3 Writing Skills: How to write a abstract/reflection/analysis of Part 1 [in APA format]	1,2,3	Part 1 of Project 3 Due Activity: Informal group presentations on their interaction within the new discourse community Activity: Create outline for Part 2 of Project 3 Assign Part 2 of Project 3
Week 12 Nov. 10	Short discussion of Part 2 of Project 3 **Project 4: Academic Discourse Essay (in APA format)** Introduction to Project/Essay 4 What is an academic discourse essay College Writing is WAC!: What is Writing Across the Curriculum	1,2,4	Part 2 of Project 3 Due Class Notes: "Features of Academic Writing"; "How is Academic Writing Different Than Popular Writing"; "Importance of Academic Writing to Society"; "WAC vs. WID vs. WAW" Reading: "A Stranger in Strange Lands: A College Student Writing Across the Curriculum" Lucille McCarthy Extra Readings: "Inventing the University" David Bartholomae and *Moving Beyond Academic Discourse by Christian Weisser* (p. 130-131)
Week 13 Nov. 17	Rhetorical Differences Between Various Types of Writings on the Same Subject	1,2	Reading (social media feed): Twitter feed/comments on Race by @CyrusMMcQueen Listicle: "37 Things…" Formal Blog Essay: "Dear Indian Americans: Our Voices Matter During Prime Minister Modi'sVisit"

			Journalistic Article: "Democrats may be caught in a 2020 time warp on race" Reading (academic journal): "Black and Brown in Hip Hop: Tenuous-Solidarity" Robert Tinajero Activity: Group and class discussion about differences between the various readings Quiz 2
Week 14 Nov. 24	Re-Cap of Week 13 Information Assign/Explain Project 4 - Video Interview - Essay Points of Analysis: Format Style, Organization, Diction, Formality, and Citation Style Assign Groups of 2 Video Interviewing Tips	1,3,4	Class Notes: "How is Academic Writing Different in Different Fields: Format Style, Organization, Diction, Formality, and Citation Style"; "How to Interview an Academic About Writing in Their Field"; "Tips on Creating a Good Video and How to Post it Online" Activity: Each group creates a plan of action for their interview video Video/Podcast Interview Assigned
Week 15 Dec. 1	Assign/Explain Essay Portion of Project 4 Writing Skills: How to write and organize a traditional essay about academic writing	1,4	Video/Podcast Due for Project 4 Class Notes: "How to write the Project 4 Essay" Activity: Each student creates an outline for the final essay Activity: One-on-one meetings with Professor Wright to finalize the outline Assign Essay for Project 4
Week 16 Dec. 8		1,2,4	Project 4 Essay Due (based on final exam schedule)

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Writing Projects: Students will complete four major writing projects to understand and practice the skills and strategies of effective writing in the course

Blogging/Journals/Discussion Boards/Other Low-Stakes Writing: Students will compose a number of low-stakes writing assignments to reflect upon and understand their work in the class, course concepts, and readings.

Quizzes: Students will be quizzed over course concepts and/or readings.

In-class activities and assignments: Students will engage in group discussions, group presentations, student-led lessons, etc.

Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)	Total
Project 1: Literacy Narrative		**15%**	
Project 2: Discourse Communities Analysis		**15%**	
Project 3: Entering New Discourse Communities		**15%**	
Project 4: Academic Discourse Essay		**15%**	
Quizzes (avg of all)		15%	
Blog Essays		15%	
In-Class Activities		10%	
TOTAL:			**100%**

<u>**Grade Determination**</u>
A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = less than 60%

Course and University Policies and Procedures

Late Work
Students are expected to meet all due dates and deadlines. Doing so demonstrates ownership of personal responsibility regarding academic expectations. If you have a verifiable emergency, talk to me. Communication is critical to your success.

10 points will be deducted for every class period that papers are late or for which quizzes are taken. If you feel you are falling behind in the course or struggling to meet deadlines, please come speak to me **before** assignments are due.

Attendance

Attendance in class is required. In each 16-week semester, students may have up to four (4) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After six (6) unexcused absences, the student may fail the class due to an absence failure.

In each 8-week semester, students may have up to two (2) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After four (4) unexcused absences, the student may fail the class due to an absence failure.

Absences may be considered excused only if 1) students have made pre-arranged plans with the instructor for events and circumstances that are appropriate for missing class or 2) the student has documentation (timestamped picture, official note, dated materials) of extenuating circumstances.

Writing Center, BrainFuse, and Grammarly

Good writers do not write in a vacuum; rather, they seek feedback and assistance from many people and groups. One of the best resources to use on campus is the Writing Center, where a trained writing consultant can help students review and revise their papers, no matter what stage they're at.

BrainFuse is a free, online tutoring resource for all UNTD students. Students can send drafts of their papers to BrainFuse and receive valuable feedback. This feedback will help you write better paper and, thus, get better grades.

Finally, a good tool to help you find and fix grammar errors is Grammarly.com. It is a website and integrated tool that you can use when writing anything.

Artificial Intelligence and Student Writing

The UNT-Dallas Applied English program acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student writing and content creation. The program and the Department of Languages, Linguistics, and Rhetoric is focused on implementing AI-Aware strategies and fostering an environment that emphasizes the ethical and strategic use of AI. Instructors are encouraged to provide clear information, strategies, and policies on AI use in each course and assignment, and students are expected to use AI in an ethical manner. The Applied English program will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies.

University Policies and Procedures
Students with Disabilities (ADA Compliance)

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodation at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website athttp://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email atUNTDdisability@untdallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided athttps://www.canvaslms.com/accessibility.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at http://dallascatalog.unt.edu.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Applied English Program's AI Policy
The UNT-Dallas Applied English program acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student writing and content creation. The program and the Department of Languages, Linguistics, and Rhetoric is focused on implementing AI-Aware strategies and fostering an environment that emphasizes the ethical and strategic use of AI. Instructors are encouraged to provide clear information, strategies, and policies on AI use in each course and assignment, and students are expected to use AI in an ethical manner. The Applied English program will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies.

Classroom Etiquette
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true).

Classroom Disruption
Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true**)** describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations
Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Sexual Harassment, Sexual Misconduct, Intimate Partner Violence and Stalking
UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX, Texas laws and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wish to speak to the Title IX Coordinator, you can email them at titleix@untdallas.edu or file a report here.

Pregnancy, Pregnancy Related Conditions and Parenting Modifications Under Title IX
UNT Dallas is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant, have pregnant related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at titleix@untdallas.edu The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while pregnant or as a parent under Title IX.

Bad Weather Policy:
Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to http://www.untdallas.edu/police/resources/notifications.

Inclement Weather and Online Classes:
Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.
If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.
If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.
For more information see:
UNT Dallas Canvas Technical Requirements: https://community.canvaslms.com/docs/DOC-10721
Canvas Instructure Support & Unsupported Operating Systems: https://community.canvaslms.com/docs/DOC-10720