

University of North Texas at Dallas

Fall 2025

SYLLABUS

ENGL 4398 – 0001 (1277) : Careers in the Profession 3 HRS		
Department of Languages and Communication		School of Liberal Arts and Sciences
Instructor Name:	Sarah Cho	
Office Location:	Founders Hall, Room 209	
Office Phone:	N/A	
Email Address:	sarah.cho@untDallas.edu	
Office Hours:	Virtual Office Hours or by appt. (via Zoom)	
Course Format/Structure:	Lecture	
Classroom Location:	Dallas 1, Room 226	
Class Meeting Days & Times:	Friday 10:00 a.m. – 12:50 p.m.	
Course Catalog Description:	Develops students' core competencies in fundamental areas crucial to the disciplines of English, Linguistics, and Rhetoric, including academic writing (e.g., APA style, writing literature reviews) and increasing career awareness in the field	
Prerequisites:	None	
Co-requisites:	None	
Required Text:	Assigned Readings (available through Canvas or syllabus hyperlink), and all course content will be provided in Canvas; small fees may be associated with setting up websites or other online accounts	
Recommended Text and References:	<i>The Purdue Online Writing Lab (OWL)</i>	
Access to Learning Resources:	UNT Dallas Learning Commons web: https://www.untDallas.edu/learning/ UNT Dallas Smarthinking web: https://www.untDallas.edu/learning/smarthinking/ UNT Dallas Library: phone: (972) 780-1616 web: http://www.untDallas.edu/library email: library@untDallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com Getting Help with Canvas: Canvas 24 /7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: web: https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (Distance	
Supported Browsers Chrome Firefox Flash 28, 29 (for audio/video) Internet Explorer 11 Safari 10, 11		
Supported Devices:		

Revised July 2020 and supersedes all previous versions

iPhone Android Chromebook (Tablet users can use the Canvas app)	Learning): Founders Hall, Rm 124 phone: (972) 338-5580 email: distancelearning@untDallas.edu <i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i> If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.	

Course Goals or Overview: The goals of this course are as follows -

ENGL 4900: Advanced Composition focuses on advanced academic writing with an emphasis on the Five Elements of Academic writing: Format, Content, Organization, Research, and Grammar. Students will be tasked with writing multiple short and long essays with the course culminating in the writing of a research paper. Students will develop practical writing skills while also developing rhetorical strategies and developing a more complex view of writing, language, and communication.

Learning Objectives/Outcomes:

At the end of this course, students should expect to gain significant experience in the following areas:

Critical Thinking and Rhetorical Strategy	Understanding contexts in which academic writing takes place
	Adapting writing to the demands of an academic audience
	Understanding how well-written academic essays are composed
Communication and Presentation	Formatting academic essays correctly and effectively
	Communicating in written, visual, and web-mediated modes of writing
	Understanding the writing process strategies of experienced writers
Ethics/ Personal Responsibility	Understanding the ethical and legal implications of academic integrity
	Reflecting on and assessing progress in the course and individual assignments
Information Literacy	Understanding and using relevant citation practices in professional fields
	Searching for and evaluating appropriate information for academic writing
Teamwork	Working effectively and productively with peers of different backgrounds

Course Schedule

- Schedule is subject to change by the instructor; any changes to this schedule will be communicated on the Announcements page of the class Canvas site.

Date	Weekly Topics & Readings	Assignments Due
Week 1	- Introduction to the Course - Read syllabus - And go over “Writing an Academic Blog” - Academic Blogging - Set up blog account at Wordpress.com or Medium (or any other blog sites you would like to use).	- Set up an online blog space - Begin writing Blog 1 (Elevator Pitch)
Week 2	Blogs—Writing in the Public Sphere - Blog Topic 1 – Elevator Pitch / - Blog Topic 2 – Choose your own! - Blog Topic 3 – Self-evaluation of “Short Paper” - Blog Topic 4 – Choose your own! - Blog Topic 5 – Choose your own! - Review sample genres from different professions and understand rhetorical situations (audience, purpose, context, genre)	Blog 1 (Elevator Pitch) DUE
Week 3	Case study of articles and professional reports -- “How does audience shape writing?” - Blog Topic 2 – Choose your own! Analyze one document from your discipline for rhetorical strategies.	Blog 2 DUE
Week 4	Professional Portfolio I: Resumes, CVs, cover letters, and LinkedIn bios - Search for real job postings and tailor material for hypothetical job	Start building your own professional portfolio
Week 5	Professional Portfolio II: Revise & Peer Review - Polishing the professional portfolio with a strong narrative of professional identity	Final version of “Professional Portfolio” DUE
Week 6	Write and Finalize First Paper - Develop, write, and edit first paper - Class discussion on papers - Editing and reworking of paper	
Week 7	Writing Workshop - Blog Topic 3: Peer-review of Professional Portfolio	• Blog 3 DUE
Week 8	Brainstorming for Collaborative Professional Paper - Gather teammates and find a real-world problem - Research your topic as a group	
Week 9	Developing Plans for Collaborative Professional Paper - Begin developing main points - Create an outline - Allocate responsibilities	• Blog 4 DUE
Week 10	Developing Plans for Collaborative Professional Paper - Continue researching - Begin writing paper	• Outline for final paper due

Week 11	• Writing Workshop ○ Mid-point check	• Blog 5 DUE
Week 12	• Writing Workshop ○ Have a strong draft of collaborative work	•
Week 13	• Writing Workshop ○ Revisions: continue working on final paper ○ Start preparing group presentation	
Week 14	• Class discussion about professional papers ○ Reconfirming expectations and grading criteria	Collaborative Professional Paper DUE
Week 15	• Celebration of Research	Presentations
Week 16	TBD	

Grade Breakdown

Blogs	Five blog (journals) on varied topics	25%
Professional Portfolio	Resume (or CV), Cover Letter, Reference List, Work Samples	25%
Collaborative Professional Paper	Word count: 5000 (approximately 20 pages double-spaced)	30%
	APA format	
Professionalism Grade	Attendance, participation, and general class conduct	10%
Presentation		10%
Total		100%

Course Evaluation Methods

Student performance in this course will be evaluated by the following:

Major Projects – There will be two main projects for this course. One will be your own professional portfolio. And the other project will be a collaborative writing project.

Blogs – These low-stakes writing assignments will serve as a mid-point check for our major projects. Some might be initial thoughts to share in regards to our bigger tasks.

Professionalism – Students are responsible for being professional students and academics. This includes attendance, class participation, and general conduct whether in a face-to-face or online setting.

Grade Determination:

A = 90% or greater

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = Less than 60%

NOTE: Scores will NOT be rounded up. If your total is 799, you will still receive a C for the class. Please keep track of your point totals on the grade center in Blackboard. You can click on the section “My Grades” to see what your grades are. If it looks like you are only a point or two away from a higher letter grade, please talk to me about extra credit work or opportunities to raise your grade **BEFORE** the last week of the semester. I do not like to see effort go unrewarded and will be happy to work with anyone who is truly driven to succeed in this class.

A = Exceptional work.

Has gone through multiple revisions & editing.

Contains no spelling, grammar, or sentence structure mistakes.

Includes absolutely no instances of cheating or plagiarizing (be it accidental or purposeful).

B = Good work (Above average, but not exceptional).

Has gone through multiple revisions & editing.

Contains minimal spelling, grammar, &/or sentence structure mistakes.

Includes absolutely no instances of cheating or plagiarizing (be it accidental or purposeful).

C = Average work (The student did exactly what was asked of them, no more & no less, neither above or below what was required).

Has gone through minimal revisions &/or editing.

Contains some spelling, grammar, &/or sentence structure mistakes.

Includes absolutely no instances of cheating or plagiarizing (be it accidental or purposeful).

D = Below average work.

Has clearly not gone through a revision or editing process.

Contains multiple spelling, grammar, &/or sentence structure mistakes.

Includes absolutely no instances of blatant/purposeful cheating or plagiarizing, or obvious accidental cheating or plagiarizing

F = Failing work.

The work was not turned in, the work did not follow instructions, or the student was caught cheating &/or plagiarizing (be it accidental or purposeful).

PLEASE REFER TO THIS GRADING SCALE THROUGHOUT THE SEMESTER. THIS IS HOW YOUR GRADES WILL DETERMINED. “A” work is exceptional; “B” work is pretty good, “C” work is average; “D” work is below average; “F” work is failing. It’s that simple.

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: To understand and practice the skills and strategies of effective writing, students will complete four major writing projects that adhere to grammatical and stylistic standards of academic American English. Each project will need to adhere to stylistic, topic, and length requirements designated for each assignment. Essays will be graded according to students’ ability to follow specific assignment guidelines.

Journal Posts/Response Papers/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 may be quizzed over course concepts and/or readings.

Learning Commons Visit: Students will visit with a tutor in the Learning Commons to review major essays before submission.

Peer Reviews: Students will peer review each other’s work to better communicate their writing to audiences.

Presentations: Students will make a formal presentation over one Writing Project for the semester.

Mid-Term/Final Exams: Students will compose a short essay to demonstrate understanding of academic writing concepts covered in units over the course of the semester.

Class Participation: Participation includes posting/responding to discussion forums, completing activities, etc. Participation is scored within individual assignments with an explanation of participation requirements found within assignment descriptions.

Course and University Policies and Procedures

Late Work

No late work is accepted in the course. 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 15-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 Bonus Points

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 are at.

Students who voluntarily visit the Writing Center beyond any instructor or course requirements will receive a bonus equivalent to 1% of their total final grade and may receive a maximum of 5% of their total grade in bonus through these voluntary visits.

Revision Policy

For each major project in the course, students have the option to revise and resubmit the project one more time after the instructor has given feedback and a grade on it. Revisions that substantially improve the project will earn new grades, and those grades will replace the older score.

To qualify, revisions must change the paper in significant and substantial ways; revisions that only correct mechanical errors will not be eligible for new grades.

Contacting the Instructor: Send emails with clear subjects and appropriate signatures for identification purposes. I will only respond to emails sent *through Canvas*. I respond to all emails within two business days. If I receive an email on a weekend or holiday, I will respond to it by the second business day after the weekend or holiday.

Basic Course Information

Minimum Technology Requirement: Students must have access to high speed Internet, MS Word or an equivalent program that can save files as a .docx or pdf.

Minimum Student Skills: Students must be proficient with using word processing software and uploading and downloading files. Students must be able to use Canvas.

Netiquette Expectations: Appropriate behavior (in the classroom and online) is expected in order to create a supportive and comfortable experience. Students are expected to be courteous and to respect the rights of other class members and the professor. Any behavior that is not acceptable (e.g., trolling, flaming, or any other aggressive or counterproductive behavior) may be reported to the Dean of Students.

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 at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@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 at <https://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>