**ENGL 1310.005 : First-Year Writing *Workshop***

**Summer Session II 2025**

**Monday through Thursday 10:00-11:50**

**Location? Let’s Discuss**

**Instructor:** Dr. Patrice Phelan Lyke
**Office:** Auditorium Building 208
**Office hours:** before and after class

**E-mail:** Patrice.Lyke@UNT.edu (**please use email rather than messaging me via Canvas**)
**Required materials:** pens, pencils, or whatever writing utensils make you feel happy and

 inspired; paper (if you prefer writing on something other than the looseleaf notebook paper

 that I will bring to class each day)

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**Course catalogue description:** Writing as discovery. Introduces essential concepts, knowledge, skills, methods, and conventions for writing. Focuses on practicing writing processes and developing rhetorical knowledge through analysis, observation, and self-reflection.

What does all that ^ mean for us? It means that we will approach most of our days as *workshops*. Rarely will I “lecture.” Most frequently we will discuss, practice, reflect, and revise. You have an opportunity in this class to create or to build upon a positive life-long relationship with writing at all its stages and in all its forms (which also means that you need to learn how to write when the moment might *not* be inspiring you [to wit: in class], as well as when The Muses seize you).

We will talk about the decisions you must make as a writer, from Invention through Delivery, with an emphasis on the **recursive nature** of effective writing. Those decisions are predicated on your knowledge of and attention to the **audience** for your writing, your assessment of the **purpose** for your writing for that audience, and your awareness of the **occasion** the precipitates your need to communicate a certain-something to \*that\* audience at \*that\* time.

We must also talk about the conventions of “standard English grammar” and usage. Grammar and syntax aren’t boring when you think of them as tools to further enhance your ability to make necessary connections with your audience.

**We (neither you nor I) are absolutely not going to**

**rely on anything AI-generated during this class.**

**Grade breakdown:** Daily work 70%

 Narrative Final Draft\* 10%

 Description Final Draft\* 10%

 Cause/Effect Final Draft\* 10%

 **\*Late final drafts**: 5-point penalty per 24 hours, beginning at the Canvas site deadline

**The Details:**

**Daily work** will account for 70% of your final grade, and daily grades cannot be made up in *most* cases because that ship has sailed (and sailed quickly, too).

We will use our five weeks together as a workshop during which we collaborate on the building blocks of clear, audience-aware written work.

Because of this class’s emphasis on the class participation, the **absence policy** is strict and supported by both the UNT First-Year Writing Program and by the University of North Texas.

This absence policy is not meant to be overly complicated but, instead, is meant to reinforce the importance of regular class attendance while giving you some grace should you get stuck in traffic once or have to make a doctor’s appointment for the early afternoon.

We will divide our days together into **2 units**, each about 50-55 minutes long. That means that we will start class **promptly** at 10:00 AM and count 10:00-10:55 as the first unit of our class day. We will take the quickest of bathroom/water/stretch breaks from 10:55-11:00, when we will begin the second unit of our class day that lasts until 11:50.

Breaking up our day in this manner should help mitigate issues with tardiness and the awkwardness of interrupting class should you need to leave early. For example:

 If have a prior commitment to be somewhere at 9:00 AM, get behind and are concerned about

 interrupting class with your tardiness, go ahead and count that first increment as one of your

 absences. Be in class promptly at 11:00 to start the second increment. If you have an

 appointment at 11:45 and need to leave early to get there, leave at the break and count the

 second increment of class as one of your absences.

An absence is an absence is an absence is an absence – the University makes no distinction between “excused” and “unexcused,” except in the case of absences that the University itself requires of students or that are required in recognition of religious holy days.

**Absence Policy + Grade Intersection**: The First-Year Writing Program guidelines state that a student who misses **10%** of class meetings will have their final grade dropped by **10 points.**

That means that you can **miss 4 class increments** (I’m rounding up from 3.6) before your grade is lowered by **10 points** – in other words, missing 2 full class days.

The FYWP guidelines also state that a student who misses **20%** of class meetings **will no longer be able to pass the class.**

That means that if you miss **8 class increments** (I’m rounding up from 7.2), you will **fail** this course – in other words, missing 4 full class days.

**Consequently, tardiness** is frowned upon; and repeated tardiness (2+) will count as absences. Please be on time. Please keep your seat during each class-increment between the start of class and our 5-minute break and between that 5-minute break and the end of class.

**Classroom courtesy:** Please stay off your phone and stow your laptop in your backpack during class. Every major study on attention concludes that there is no such thing as human multi-tasking and that even *glancing* at the notification of an incoming text mars your engagement and retention by a minimum of 25%.

Small intentional acts like turning off your phone and putting it in your backpack make it easier for your brain to do what you want it to be doing in here – thinking, writing, discussing, and reflecting. Plus, it is a meaningful act of social courtesy to give your professor and classmates your undivided attention (and a breach of respect to do otherwise).

The upside here is that ***if you use your class time productively*** you will have little work outside of class aside from reflection and (I hope) transferring some of the things we discuss in relationship to writing to your life in general.

UNT, finally, defines “disruptive behavior” as “behavior that interferes with the learning and teaching environment and/or the administrative student services function of the university” see http://conduct .unt.edu/sites/default/pdf/code\_of\_conduct.pdf for more info, if you want.

**The Plagiarism Statement** that you have been waiting for:

First, the use of generative AI writing tools (such as ChatGPT, GrammarlyGO, GPT-3, GPT-4, BERT, and others not listed or that might be developed and rolled out during this session) ***is prohibited in this class***.

Assignments for the course have been designed to help you develop as a writer **without** the use of these technologies. You will generate ideas, read, revise, and write on your own and/or in consultation with peers and your instructor; and you will not use AI at any stage of your writing process. You are the author of your work for the course and authorship means you take responsibility for your words and claims. Use of AI technologies in your work will be considered a violation of UNT’s Academic Integrity Policy and will be addressed accordingly.

**The UNT Policy Manual** defines plagiarism as “(a) the knowing or negligent use by
paraphrase or direct quotation of the published or unpublished work of another person without
full and clear acknowledgment and (b) the knowing or negligent unacknowledged use of
materials prepared by another person or by an agency engaged in the selling of term papers or
other academic materials” (18.1.11).

\*For our purposes this summer, **self-plagiarism** is also not allowed. Give your June/July-2025-self some time and space to stretch.

**The consequences for plagiarism at UNT are severe** and may include failure for the course,
loss of scholarships, and, in some cases, dismissal from the university. Please talk with your instructor if you are unsure about whether or not something you are doing in your writing might
be identified as plagiarism. If your instructor believes that something you have written has been
plagiarized, you will be notified of the allegations in writing and asked to meet with your
instructor and respond to your instructor's arguments. After hearing your response, your
instructor will decide on a course of action and notify you in writing of any penalties or other
consequences. In most cases, your instructor will also send a copy of the allegations and
sanctions to the Academic Affairs office.

Please note that instructors in the English Department are authorized to fail students for an
assignment or for the course if they judge that an assignment is knowingly or negligently
plagiarized.

Students have the option of appealing the decision of their instructor in writing to the Assistant
Chair of the Department of English within five (5) days of the instructor's decision.

For more information, please see http://www.vpaa.unt.edu/academic-integrity.html.

**What does that ^ mean for us?** It means, first of all: do your own work. Don’t think that
just because you have scrolled to the tenth page of your Google search for “Essay About
\_\_\_\_\_\_” that TurnItIn (or I) won’t catch it. Also: just be honest.

If you ask for help on your essay from your roommate, leave it at brainstorming or proofreading/editing. Your writing should reflect your voice; your instructors will learn your voice very quickly; your instructors will know if you did not write your essay.

Honestly, though: so much of the work you do during this five weeks will be done in the classroom -- from talking about Invention, through fiddling with Arrangement and Style, to considering questions of Delivery and even exercising your Memory in ways that you forgot (ha!) you could -- that you might only end up typing up your final drafts at home to submit after doing all your drafting by hand in class.

**A couple policy links that you can check out as needed:**

FERPA privacy laws mean, among other things, that you should always **use your FERPA-protected email** account to engage in email-correspondence with anyone/any office/any department on this campus, especially when you are sending your student ID or EUID: <https://policy.unt.edu/policy/07-018>

Also, UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the **Office of Disability Access (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. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at Disability@unt.edu

Monday 23 June

Tuesday 24 June

Wednesday 25 June

Thursday 26 June

Monday 30 June

Tuesday 1 July

Wednesday 2 July

Thursday 3 July

Monday 7 July

Tuesday 8 July

Wednesday 9 July

Thursday 10 July

Monday 14 July

Tuesday 15 July

Wednesday 16 July

Thursday 17 July – visit

Monday 21 July

Tuesday 22 July

Wedensdady 23 July

Thrusday 24 July