

# Honors First Year Writing 1 (Short Syllabus)

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(2-3 by appointment)  
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ENGL 1311.002  
T/Th 9:30-10:50 Lang 319

## Course Overview: The Art of Essaying (see Canvas for FYW/UNT policies)

UNT Honors classes provide challenging and engaging academic experiences for students to practice the art of critical thinking. To advance students' academic achievement, Honors College faculty challenge students' intellect to foster multiple ways to assess issues, make and defend arguments, and synthesize ideas. In this Honors ENGL 1310, students develop analytical and evaluative skills by responding in writing to primary source readings.



*Kairos*



In this course you will practice the craft of writing in a workshop setting using your body, your memory and experiences, your five senses and your natural wit. We will use physical writing tools (pen/cils, paper) and also the web platform Process Feedback (<https://processfeedback.org/>). You will strengthen your capabilities, skills, and techniques of effective persuasive writing—invention, drafting, narration, observation, description, analysis, revision, and polishing—all without relying on artificial intelligence. That is, your writing will sound like the voice of an authentic person wrestling with actual situations and risks in a real, historical world and instead of a generic nobody from a safe, flat, hallucinatory, aggregate-of-the-lowest-common-denominator-of-overly-generalized-data

from virtual space. That is, you will become proficient at the kairotic art of seizing the day (*carpe diem!*).

We will read three classical, yet kairotic, Greek texts: Plutarch’s “On Listening” and “How to Distinguish a Flatterer from a Friend,” and Xenophon’s “Hiero, or Tyrannicus.” Engaging with these texts, you will compose an evocative **personal narrative essay**, a **descriptive observation essay**, a **critical analysis essay**, and a final **reflective essay** about what these texts can teach us about living well and assessing the world we inhabit. The reading and writing tasks in this class aim to further your ability to respond to evolving, complicated situations with critical thinking that displays your unique cleverness and sophistication.

As you work on each assignment, you will engage in all steps of the writing process: invention, pre-writing, drafting, conferencing, receiving and responding to feedback, revising, editing, proofreading, and reflection. Part of your **ATTENDANCE/PARTICIPATION GRADE (20 POINTS)** will be **two required substantial ONE-ON-ONE IN-CLASS CONFERENCES for each essay**. You can have as many other incidental conferences as you’d like along the way. Need help getting started? Stuck in the middle? Can’t figure out how best to connect ideas? Trouble organizing? Wondering if the voice and perspective is persuasive? Need help making a conclusion that doesn’t rely on clichés? You may not have two “substantial” conferences on the same day. It is your responsibility to time your conferences with your drafting methods to meet hard deadlines for each essay. The reflective essay will be composed during the final exam period, with no conferencing.

Writing projects may begin **BY HAND, IN CLASS, ON PAPER**, but mainly we will draft and revise using the Process Feedback platform. Afterwards, you will submit the final draft as a text file on **Canvas (and Turnitin.com, which will check for any AI content)**. In addition to submitting the final draft online on Canvas, you must retain all your previous drafts and notes on Process Feedback and submit those, if requested.

### **Artificial Intelligence: It Is Absolutely Forbidden!**

*We suffer ourselves to lean and rely so strongly upon the arm  
of another that we destroy our own strength and vigor.*  
—Montaigne, “Of Pedantry”

See **UNT’s Academic Integrity policy**: <https://vpaa.unt.edu/ss/integrity/index.html>  
Use of AI to write, edit, or revise is plagiarism (“the practice of taking someone else’s work or ideas and passing them off as one’s own”), cheating, unauthorized assistance, and academic misconduct violating the UNT Honor Code (<https://vpaa.unt.edu/ss/integrity>). You may get points deducted, fail an assignment, fail the course, and/or have your academic dishonesty violation referred to the Academic Integrity Office. AI is everywhere. For this class, disable it; purposefully avoid it.

<b>Assignments</b>	<b>Grades</b>	<b>Individual /</b>	<b>Final Grades</b>
Narrative	20 points	A = 18-20	90-100 points
Observation	20 points	B = 16-17	80-89 points
Analysis	20 points	C = 14-15	70-79 points
Reflection	20 points	D = 12-13	60-69 points
Attendance/Participation	20 points	F = 0-11	00-59 points
Total	100 points		

## **Essays (4 @ 20 points each = 80/100 points)**

**You will develop and compose four essays (detailed prompts will be provided). Late submissions will be penalized 2 points per day.**

1. Your **narrative** essay will describe a specific, brief, sensory learning experience—related to the art of listening—when you heard something and you learned “a hard lesson.” You will narrativize the dramatic story of this moment to illustrate why it was important to you, what you learned—positive or negative, how it helped form your identity or sense-of-self, gave you your sense of things, and/or your its role in your history as a or an \_\_\_\_\_. You are encouraged to engage with Plutarch’s essay, “On Listening,” and to reflect on how it relates to, or helps you better understand, your experience.
2. Your **description** essay will use your five senses to create vivid descriptions of a real-time, real-world observed social scene—relating to flattery and friendship. What, and who, and where, and how, and when you observe this actual social interaction and the details you choose will convey your perspective about flattery and friendship to your readers. You are encouraged to engage with Plutarch’s essay, “How to Distinguish a Flatterer from a Friend,” and to reflect on how it relates to, or helps you better analyze, the scene you observe and describe.
3. Your **analysis** essay will use your narrative, descriptive, and observational skills to analyze Xenophon’s “Hiero” in relation to textual evidence from Plutarch’s essays. You will analyze how Xenophon defines a “tyrant” by using a dialectical (or conversational) approach, connect concepts about tyranny to listening and distinguishing flatterers from friends, and, perhaps, make some connections to current events. Here you will draw expert conclusions on the topics you considered throughout the semester.
4. During your final exam period, you will compose a **reflective essay** evaluating your academic journey during this semester, focusing on your evolving perceptions of your development as close readers, observant, descriptive writers, and imaginative, critical thinkers. Here you will identify some of your strengths, weaknesses, and areas for improvement as thinkers, friends, and citizens of a democracy.

## Attendance & Participation (20 points)

See Canvas / Google “**UNT 06.039**” for the full policy regarding attendance and absences:

**Policy Number and Title: 06.039 Student Attendance and Authorized Absences**

><https://policy.unt.edu/sites/policy.unt.edu/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf><

To earn points for **participation**, a student must

- Be present (and on time)
- Be actively engaged in classroom activities
- Conference with the professor at least twice for each essay
- Show up for peer reviews with a full (though not “final”) draft
- Not consume media on your phone or laptop or any device
- Not do work for other classes in our class time

Any student who misses more than 20% of the total number of classes for a semester will not pass the course even if they have earned passing grades on their assignments. The following number of T/Th classes equal 20%: **6 classes**. Two tardies equal one absence.

To earn **attendance** points:

- 1) show up on time for and attend every class
- 2) there is no #2.

You are allowed 2 “free” absences in this class. Use those for the “extenuating circumstances” named in UNT’s attendance policy. Do not think of them as “skip days.” You may have some unplanned “extenuating circumstances.” If you’ve skipped and then also had “extenuating circumstances,” you don’t get to double dip.

Students with an excused absence will be permitted to make up missed work and must request, in writing

- 1) that an absence be excused
- 2) provide satisfactory evidence to the faculty member to substantiate the claim
- 3) deliver the request personally to the faculty member
- 4) and request a make-up assignment.

When an absence is excused, the student has “a reasonable time after the absence” to complete the work. A student who completes an assignment within a reasonable period after the absence will not be penalized.

Perfect attendance will result in no point deductions for absences.

A student more than 30 minutes late to class will be counted absent. A student 10-30 minutes late will be counted tardy. Two tardies = one unexcused absence.

After your two “free” absences, 5 points each will be deducted for unexcused absences 3, 4, 5, and 6. A student missing more than 6 classes will need to meet with the professor and may fail the course due to absence or face further point deductions. If the student is allowed to remain in the course with the hope of passing, the final grade will be no higher than a “C.” Unexcused absences cannot be “made up.”

## **ODA**

Please discuss any ODA accommodations (and provide ODA documents) with the professor ASAP ><https://studentaffairs.unt.edu/office-disability-access><.

## **Schedule**

Any schedule or policy changes posted on Canvas during the semester may supersede those on this short syllabus.

### **Week 1**

T 8/19—Syllabus and Lynda Barry’s “The Questions”

Th 8/21—Plutarch’s “On Listening”: Reading and Discussion

### **Week 2**

T 8/26—Plutarch’s “On Listening”: Reading and Discussion + set up Process Feedback

Th 8/28—In-Class Writing/Revision/Conferences

### **Week 3**

T 9/2—In-Class Writing/Revision/Conferences

Th 9/4—In-Class Writing/Revision/Conferences

### **Week 4**

T 9/9—In-Class Writing/Revision/Conferences

Th 9/11—In-Class Writing/Revision/Conferences

### **Week 5**

T 9/16—**Peer Review of the Narrative**

Th 9/18—**Narrative Due** / Plutarch’s “How to Distinguish a Flatterer ...”

### **Week 6**

T 9/23—Plutarch’s “How to Distinguish a Flatterer from a Friend”: Reading and Discussion

Th 9/25—In-Class Writing/Revision/Conferences

**Week 7**

T 9/30—In-Class Writing/Revision/Conferences

Th 10/2—In-Class Writing/Revision/Conferences

**Week 8**

T 10/7—In-Class Writing/Revision/Conferences

Th 10/9—In-Class Writing/Revision/Conferences

**Week 9**

T 10/14—In-Class Writing/Revision/Conferences

Th 10/16—In-Class Writing/Revision/Conferences

**Week 10**

T 10/21—**Peer Review of the Observation**

Th 10/23—**Observation Due** / Xenophon's "Hiero": Reading and Discussion

**Week 11**

T 10/28—Xenophon's "Hiero": Reading and Discussion

Th 10/30—In-Class Writing/Revision/Conferences

**Week 12**

T 11/4—In-Class Writing/Revision/Conferences

Th 11/6—In-Class Writing/Revision/Conferences

**Week 13**

T 11/11—In-Class Writing/Revision/Conferences

Th 11/13—In-Class Writing/Revision/Conferences

**Week 14**

T 11/18—In-Class Writing/Revision/Conferences

Th 11/20—In-Class Writing/Revision/Conferences

**Week 15**

Thanksgiving

**Week 16**

T 12/2—**Peer Review of the Analysis**

Th 12/4—**Analysis Due**

**Exam period: Reflection Essay:** Th 12/11 / 8:00-10:00