

**Course Syllabus**  
**ENG 1302-Written Argument and**  
**Research**  
**Spring 2015**



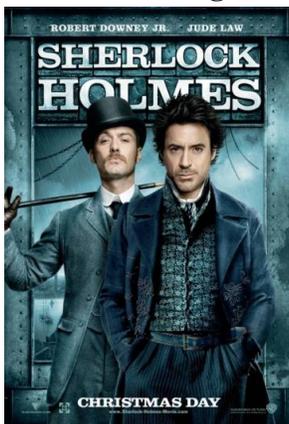
<b>Instructor Contact Information</b>	
<b>Instructor</b>	Donnie Faltesek
<b>How to contact me</b>	I usually respond to emails within 24 hours on weekdays. Conferences by appointment.
<b>Email Address</b>	<a href="mailto:Donnie.faltesek@tamuc.edu">Donnie.faltesek@tamuc.edu</a> Alternate email: donscasa@yahoo.com

### **Course Description**

English 1302 provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as informal reflective pieces, summaries of and responses to argumentative texts, argumentative papers, and longer papers integrating separate research activities.

### **Course Theme: Rereading and Reconstructing the World**

#### **Rereading the World**



In his “Allegory of the Cave,” Plato argues for the pursuit of knowledge. Plato’s quest for knowledge involves looking beyond the “shadows” of reality, that is, the world as it presents itself to us. In this course you will be asked to examine the shadows cast by an issue of importance to you. These “shadows” are the material evidence left in the wake of an issue or event, such as literature, music, historical documents, and secondary scholarship. As you select and read sources that provide such evidence, you will look for ways to enlighten—or cast light upon—the issue at hand. What larger conclusion or truth can you draw from examining these shadows?

### **Reconstructing the World**

Plato's philosophies serve as the foundation from which much of Western thought has developed. However, subsequent philosophers have argued that there is not one universal truth to be sought after, as Plato implies. These thinkers argue that reality is subjective—that is, it is what individuals make of it. From this point of view, you could think of the research project you will conduct this semester as an opportunity for you to construct new meaning from your research and thinking about an issue.

### **Putting it Together**

Perhaps you should think of the research process of a combination of the related activities of rereading *and* reconstructing the pieces of our world into meaningful arguments. As you sort out competing perspectives and sources of information, remember that you are in a sense united with all of the other voices who have weighed in on your issue by a spirit of civil academic debate about ideas that matter.

### **Course Objectives**

- Practice locating and verifying the credibility and usefulness of primary and secondary sources
- Develop rhetorical reading skills and the ability to weigh various perspectives on an issue
- Formulate an original argument incorporating primary and secondary source material
- Practice writing argumentatively and rhetorically for academic audiences

### **Required Materials**

<b>Textbooks</b>	<ul style="list-style-type: none"><li>• <i>From Inquiry to Academic Writing</i>, Second Ed. Stuart Green and April Lindinsky. ISBN-10: 0-312-60141-7</li><li>• <i>A Writer's Reference</i>, Seventh. Ed. Diana Hacker and Nancy Sommer. ISBN-10: 0-312-60143-3</li></ul>
<b>Technology</b>	<ul style="list-style-type: none"><li>• Computer with Internet connection and Microsoft Office Word</li><li>• Flash drive</li><li>• myLeo email account that you check daily during the school week</li></ul>

## Graded Assignments

WA=Writing assignment

Reading Quizzes	10%
Weekly Journal/Responses	20%
WA1: Issue Exploration Essay	10%
WA2: Research Proposal	10%
WA3: Annotated Bibliography	15%
WA4 Draft (5 pages)	10%
WA5: Final Research Essay	25%



### Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

### Assignments

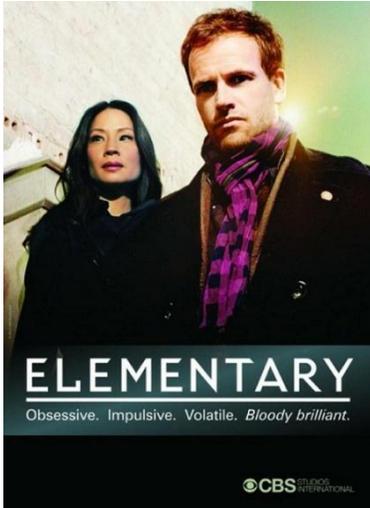
Read all assigned readings and come to class prepared to actively participate in class discussions or write reader responses.

#### Quizzes/In Class Writings (10%)

#### Discussion Journals and Responses (20%)

Due: every Monday and Friday.

Most weeks, you will participate in a class discussion about the content we are covering. By responding to the discussion topics and engaging your classmates' responses, you will work together to make sense of and form opinions about readings and begin to build your own arguments for your research paper.



Some weeks, your Journals will serve as a peer review session for sections of your research paper or a venue for other “in-class” activities.

I will review and comment on your Journal/Responses throughout the week. Please be sure to read all of your classmates Journals as they are given to you randomly.

Requirements:

- **One main Journal is due** each week on Monday (300 words (about a page) but longer if necessary)
- **At least one quality response to your classmates’ Journal** each week. This may include comments, rebuttals, or questions. I encourage a response discussion in which you give your ideas, opinions and reasons for either agreeing or disagreeing with your classmate on the topic, or providing additional insight or evidence to refute the material presented. (Responses should be ½ page or more.)
- Entries should be proofread for grammar and usage. Your language does not need to be as formal as language you would use in a formal essay, but respect your classmates by making clear and coherent counterarguments.
- It is okay to disagree—in fact I encourage friendly academic arguments—but you may not use abusive language or attack anyone. Let’s keep our discussions civil and respectful.

**Writing Assignments (WAs) (75% total)**

The writing assignments (WAs) are designed to scaffold your semester-long process of composing an eight to ten page research paper about an issue of your choice. These WAs include an issue exploration essay (10%), a research proposal (15%), an annotated bibliography of sources (15%), a draft of the research paper (10%) and the research paper itself (25%). Because the first three WAs represent steps toward composing your final paper, it is probable that the final paper will include ideas or even wording from previous WAs. For example, a summary of a source’s argument that you wrote for the annotated bibliography might be incorporated into a body paragraph of your final essay. That is acceptable. As long as you are thoughtfully shaping and revising your project over time, I fully expect the WAs to support and contribute to the final project.

The individual prompts for the WAs will be from the text and instructor assigned material (see the calendar below for deadlines).



### Late Work Policy

Any assignments submitted late will be docked a letter grade. I will not accept late WAs (1-3) a week after the assigned due date. Since the WAs build on each other, it is especially important for you to turn your work in on time.

### Statement on Behalf of Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:



Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

### Reading and Assignment Calendar (Tentative)

<p><b>Week 1</b> Mon. 1/19  Wed. 1/21  Fri. 1/23</p>	<p>Required readings:</p> <ul style="list-style-type: none"><li>• Syllabus reading/course requirements/expectations</li><li>• “The Allegory of The Cave,” Plato</li><li>• Hyperlink: <a href="http://webspace.ship.edu/cgboer/platoscave.html">http://webspace.ship.edu/cgboer/platoscave.html</a></li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>• Journal Response: Explain your understanding of “The Cave”</li></ul>
<p><b>Week 2</b> Mon. 26- Fri 30</p>	<p>Required readings:</p> <ul style="list-style-type: none"><li>• Week 2 Lecture</li><li>• “Chapter 1: Starting with Inquiry” (1-15)</li><li>• Rodriguez, “Scholarship Boy” (15-22)</li><li>• Graff “Disliking Books” (22-26)</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>• Journal Response to above readings</li><li>• Response to classmate’s Journal due Fri.</li></ul>

<p><b>Week 3</b> Mon. 2/2- Fri. 2/06</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 3 Lecture</li> <li>• Loewen, “From <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i>” (383-404)</li> </ul> <p>Winslow and Bradford, from “Journal of the Plantation at Plymouth” ( You will only skim this text)  <a href="http://salempress.com/store/pdfs/plymouth_plantation.pdf">salempress.com/store/pdfs/plymouth_plantation.pdf</a></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due each Mon.</li> <li>• Responses Journal due each Fri.</li> </ul>
<p><b>Week 4</b> Mon. 2/9- Fri. 2/13</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 4 Lecture</li> <li>• O’Reilly, “The Wonder Woman Precedent: Female (Super) Heroism on Trial” (442-57)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due Mon.</li> <li>• Responses Journal due Fri.</li> <li>• <b>WA1 due on Wed.</b></li> </ul>
<p><b>Week 5</b> Mon. 2/16- Fri. 2/20</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 5 Lecture</li> <li>• Lorber, from <i>Believing is Seeing: Biology as Ideology</i> (726-35)</li> <li>• “Chapter 4: From Identifying Issues to Forming Questions” (73-81 and 85-90)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due on Mon.</li> <li>• Responses Journal due Fri.</li> </ul>
<p><b>Week 6</b> Mon. 2/23- Fri. 2/27</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 6 Lecture</li> <li>• Friedman, “While I Was Sleeping” (624-39)</li> <li>• “Chapter 5: From Formulating to Developing a Thesis” (99-104 only)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due Mon</li> <li>• Response Journal due Fri.</li> </ul>

<p><b>Week 7</b> Mon. 3/2- Fri. 3/6</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 7 Lecture</li> <li>• Foer, from <i>How Soccer Explains the World: An Unlikely Theory of Globalization</i> (639-49)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due on Mon.</li> <li>• Response Journal due Fri</li> <li>• <b>WA2 due on Wed</b></li> </ul>
<p><b>Week 8</b> Mon. 3/9- Fri. 3/13</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 8 Lecture</li> <li>• “Chapter 6: From Finding to Evaluating Sources” (120-38)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due Mon.</li> <li>• Response Journals due Fri.</li> </ul>
<p><b>Week 9</b> Mon. 3/16- Fri. 3/20</p>	<p><b>Spring Break</b></p> <p>No required reading</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Optional extra credit Journal due March 23</li> </ul>
<p><b>Week 10</b> Mon. 3/23- Fri. 3/27</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 10 Lecture</li> <li>• McIntosh, “White Privilege: The Invisible Knapsack” (350-58)</li> <li>• “Chapter 2: From Reading as a Writer to Writing as a Reader” (29-42 only)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due Mon.</li> <li>• Responses to Journal due Fri.</li> </ul>
<p><b>Week 11</b> Mon. 3/30-Fri. 4/03</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 11 Lecture</li> </ul>

	<ul style="list-style-type: none"> <li>• Tatum, “Why Are All the Black Kids Sitting Together in the Cafeteria?” (358-73)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journal due Mon.</li> <li>• Responses to Journal due Fri.</li> <li>• <b>WA 3 due Wed. April 1. (No Fooling)</b></li> </ul>
<p><b>Week 12</b> Mon. 4/06- Fri. 4/10</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 12 Lecture (Lecture tab under week 12)</li> <li>• Mirabelli, “Learning to Serve: The Language and Literacy of Food Service Workers” (Doc Sharing)</li> <li>• “Chapter 9: From Introductions to Conclusions” (247-54 only)</li> <li>• Buschel, “100 Things Restaurant Staffers Should Never Do (Part 1)”</li> </ul> <p><a href="http://boss.blogs.nytimes.com/2009/10/29/one-hundred-things-restaurant-staffers-should-never-do-part-one/">http://boss.blogs.nytimes.com/2009/10/29/one-hundred-things-restaurant-staffers-should-never-do-part-one/</a></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due Mon.</li> <li>• Responses to Journals due Fri.</li> <li>• <b>Any late WA1s, WA2s, and WA3s not accepted after April 10<sup>th</sup>.</b></li> </ul>
<p><b>Week 13</b> Mon. 4/13- Fri. 4/17</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 13 Lecture</li> <li>• Johnson, “Why Games Are Good for You” (481-95)</li> <li>• “Chapter 9: From Introductions to Conclusions” (254-66 only)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due Mon.</li> <li>• Responses to Journals due Fri.</li> <li>• <b>WA4 Draft due Friday April 17<sup>th</sup>.</b></li> </ul>
<p><b>Week 14</b> Mon. 4/20- Fri. 4/24</p>	<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Week 14 Lecture</li> <li>• “Chapter 9: From Introductions to Conclusions” (266-72 only)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journals due Mon.</li> <li>• Responses to Journals due Fri</li> </ul>

<p><b>Week 15</b></p> <p>Mon. 4/27- Fri. 5/1</p>	<p>Required readings:</p> <ul style="list-style-type: none"><li>• Week 15 Lecture</li><li>• Walker, “Everyday Use”</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>• Journals due Mon</li><li>• Responses to Journals due Fri.</li><li>• <b>WA5 due Friday May 1<sup>st</sup>.</b></li></ul>
<p><b>Week 16</b></p> <p>Mon. 5/04- Fri. 5/8</p>	<p>Assignments:</p> <ul style="list-style-type: none"><li>• <b>In Class presentations.</b></li></ul>