



# **ENG 333H-01 Advanced Academic Writing**

## **COURSE SYLLABUS: Fall 2015**

**Instructor:** Tabetha Adkins, PhD

**Office Location:** Hall of Languages 229

**Office Hours:** Monday 10-11:30 and 1:30-3:30; Thursday 1-3; and by appointment

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### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Textbook(s) Required**

*Fire and Ink: An Anthology of Social Action Writing.* ISBN: 978-0816527939

Misc. readings (PDFs and links) that can be found and downloaded in eCollege

##### **Course Description**

ENG 333- A course that provides an intensive study of the principles of nonfictional composition through the analysis of examples from classic and modern writings and practice in the application of those principles. The course emphasizes rhetorical organization and the techniques of expository writing. Students devote much time to writing and editing their own work. Prerequisites: Honors College enrollment.

##### **Student Learning Outcomes**

1. Students will be able to demonstrate rhetorical knowledge and awareness in the production of texts.
2. Students will be able to demonstrate rhetorical knowledge and awareness in the analysis of texts.
3. Students will be able to demonstrate the ability to conduct research with credible, academic sources.

4. Students will be able to apply conventions of academic writing to their own writing projects.
5. Students will be able to integrate academic sources into their own writing.
6. Students will be able to theorize strategies for writing for specific agendas and genres.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### **Assignments:**

##### *Daily Quizzes:*

I give a quiz at the beginning of every class. Unless you have a university-sanctioned excuse, these quizzes cannot be made up. I give quizzes instead of taking attendance. If you come late to class and miss the quiz, you cannot make it up.

These quizzes cover different topics. Sometimes the quiz will test your understanding of reading assignments. Sometimes I use the quiz to gauge your understanding of class themes or to help me understand what content I need to bring to class to enhance your learning. Other times, the quiz might be a “give-me” which simply gives you credit for being in class.

At the end of the semester, I will convert your 2 lowest quiz grades to 100% grades. What this should tell you: you get two freebies. You can choose to save those freebies for days you have to miss class or for days you just didn't understanding the reading, etc.

##### *Argument Analyses:*

You will write four Argument Analyses (AA) this semester.

In these essays, you will use the terminology we develop in class to analyze a reading assignment in this unit. (Stick to texts in the unit at hand.) This analysis should focus on the argument being made for social change in this text. You should first (1) summarize the argument that is being made. You need not start the essay with an introduction about argument or social change or anything like that—get right to the summary of the text's argument. Then (2) discuss and name the strategies being used, pointing to specific examples (you will quote the text you're analyzing). Then you will

(3) comment on the effectiveness of these strategies. How were you as a reader/ consumer of this text affected by the strategies and argument made with these strategies? Spend about an equal amount of time on each of these sections numbered here.

The AA should be two full pages, double-spaced in 12 point Times New Roman font. Print the essay and turn it in at the beginning of the class period in which it is due.

Perfect Attendance Incentive: I will reward perfect class attendance by dropping your lowest AA grade and doubling your highest AA grade. Since each of these assignments are worth 5% of your grade, this is a big reward! Attendance in this class is very important, and I offer this incentive to show how much I value your presence in class.

#### *Letter to the Editor:*

We will take time to read Letters to the Editor from various newscourses. (Links in eCollege webliography for your convenience.) For this assignment, you will write a longer, well-researched letter to the editor on a specific issue (excluding any issue on our list). You will consult resources and cite those sources in your letter. While this letter will, of course, include your opinion or position on the issue, it will also include well-researched, reliable sources like an academic paper. In this letter, your purpose is to both inform and persuade.

The letter should be 5-7 full pages, double-spaced in 12 point Times New Roman font. Print the letter and turn it in at the beginning of the class period in which it is due.

#### *Films To Change The World Analysis:*

Your attendance is required at the Manhattan Film Festival, which our university will be a part of, on **September 30, 2015 at 5:30 PM** in Hall of Languages 203. We will join 100,000 other people around the world who will be watching these 10 short films (anywhere from 3 to 20 minutes long) made by filmmakers all over the world. (We are one of only 4 places in Texas where you can see these films!)

Take notes during the festival about what change the films seems to be trying to evoke, if any. What strategies does the filmmaker use to evoke a need for change? What rhetorical strategies are at work here? Make note of anything relevant: lighting, close-up shots, music, tone of voice, characterization, language, et cetera.

With your notes, write and submit a 3-5 page essay in which you (1) describe the social change the film of your choice tries to evoke, (2) analyze the strategies the filmmakers use to evoke that change, (3) comment on the effectiveness of this strategy (or these strategies) and (4) discuss what others kinds of issues might benefit from this strategy or where you have seen this strategy before.

My goal here is twofold: (1) I want you to engage with a different genre of writing (film) and (2) I want you to apply your rhetorical analysis skills to this genre.

This essay should be three-five full pages, double-spaced in 12 point Times New Roman font. Print the essay and turn it in at the beginning of the class period in which it is due.

### *Podcast to Change the World:*

You will create a podcast (or audio text) about social change writing. I have two goals with this assignment. First, I want you to help create this assignment. What should your podcast be about? Should you give tips for writing for social change? Should you interview someone who has done some important social change writing? Should you use your podcast to evoke social change? Should the podcast analyze other writing for social change? I'm leaving this up to you because I want you to be engaged with the process of determining the work you do to reflect your learning. My second goal for this assignment is for you to learn to compose in a digital environment. Audio texts require digital composing, but they also require you to anticipate the needs of your "readers"—now listeners—in a whole new way. Assignments like this anticipate the kind of writing you will do in your future in genres that have not even been invented yet.

Your podcast/ audio text should be about five minutes long. Some requirements of audio texts:

- your podcast/ text must have a narrative arch
- you must use various sources of sound. In other words, it's not enough to just make a recording of you talking. You must use audio editing software (like Audacity) to create your text and incorporate music, noises, various sources of sound, etc.
- your podcast/text must focus, somehow, of course, on changing the world
- you must have your topic approved by me in our one-on-one conference on October 20.

### *Proposal to Change the World:*

You are approached by Ms. Jane X. Ms. X is an incredibly wealthy and generous person who has decided to spend her unimaginable fortune on changing the world. She wants you to determine the best single issue on which to spend her money and lead the project to make this change happen. Ms. X has full faith in you, but she also wants you to win public support for this project.

This project will be conducted in groups of 3 to 5 depending on the final size of our class.

I will give you more information about this project when the time is right. The individual parts of the assignment are:

- An Open Letter

In this text, you convince the public to support your cause and how you plan to address your cause. The public adores Ms. X and wants to see her money spent well.

- A study of the context of the problem

In this text, you will write a report that will be submitted to your benefactor to inform her about the problem you will address with her generous gift. This report must be well researched using credible sources and excellent citation of those sources. You want to impress Ms. X with the incredible information you provide to her. Ms. X will use this information to help her children feel better about how she is spending their inheritance, after all. This report should be both informative and persuasive.

- Plan to address the problem

How are you going to solve the problem? This part of the presentation will be delivered orally in class, where I will pretend to be Ms. X. Use visuals, videos, and/or other supplemental texts to support your presentation. This plan will also include:

- Timeline and budget

This part of the project will require additional research on the expenses of your plan and how long phases of your plan will take to execute.

- Works consulted

A works cited page with annotations that indicate *how* the works were consulted for the project. For each, write a 1-2 sentence description explaining how the source aided in your project.

- Reflection

This part of the project is to be written individually by each group member and submitted separately from the group project. In this reflection, talk about:

- a. how this project was exemplary of writing for social change
- b. the rhetorical strategies your group used for various audiences and genres
- c. how did it go? What would you do differently next time? What was the experience of working with your group?

My plan going into this project is to assign each member of the group the same grade dependent upon the quality of the group's project, but this plan may change depending on how the groups work together.

## **GRADING**

**90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F**

<b>Assignment</b>	<b>Percentage of Grade</b>
<b>Quizzes</b>	<b>10%</b>
<b>Argument Analyses</b>	<b>20%</b> <b>(5% each)</b>
<b>Letter to the Editor</b>	<b>5%</b>
<b>Films To Change The World</b>	<b>10%</b>
<b>Podcast To Change The World</b>	<b>20%</b>
<b>Proposal To Change The World</b>	<b>30%</b>
<b>Participation and Engagement</b>	<b>5%</b>

## **TECHNOLOGY REQUIREMENTS**

From time to time I will use eCollege to send out e-mails to students in the class. Therefore, it is required that you use your university e-mail address because that is where eCollege sends your messages.

Many of our readings are available in eCollege under Document Sharing.

All assignments require word processing and printing.

## **COMMUNICATION AND SUPPORT**

The very best way to contact me is to send me an e-mail at [Tabetha.Adkins@tamuc.edu](mailto:Tabetha.Adkins@tamuc.edu).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures**

#### **Attendance Policy:**

I do not take attendance. Instead, I give a quiz at the very beginning of class each day. Please see more information about this policy under Course Requirements. These quizzes cannot be made up unless you have a university-sanctioned excused absence. These absences are only granted to students who miss class to represent the university (athletics, music, student organizations, et cetera).

I provide an incentive for perfect class attendance, which I detail in the Course Requirements Section under Argument Analyses.

#### **Academic dishonesty/ Plagiarism:**

Professors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. For undergraduate courses, I will follow this university policy:  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

I promise to *never* use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turinit.com for its services (with your tuition dollars). Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. (Yes, teachers can chose to exclude student work from the bank, but the papers in the bank are written by uncompensated students.) Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article in the Chronicle of Higher Education:  
<http://chronicle.com/article/Plagiarism-Detection-Tool/29885>.

## **Grievance Procedure:**

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a student grievance form available in the office of the Department of Literature and Languages.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

## **Other course policies:**

1. I do not accept late work.
2. Quizzes are given once. If you are late to class, you missed the quiz.
3. The purpose of education is to get smarter. My experience shows that there are some topics that have become so polarized in our society that discussion of these topics actually prevents us from getting smarter. For this reason, and because I am committed to a non-hostile environment for my students, there will be a list of topics we will not address in class assignments. We will work to generate this list together.

## **University Specific Procedures**

### **Students with Disabilities information**

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, Gee Library, Room 132 (903) 886-5150 or (903) 886-5835 phone (903) 468-8148 fax Email: Rebecca.Tuerk@tamuc.edu

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning

environment. (See Code of Student Conduct from Student Guide Handbook.)

## COURSE OUTLINE / CALENDAR

This schedule may be adjusted to accommodate for student learning needs.

Bring the assigned reading to class with you to supplement discussion. Printed or digital copies are both acceptable. Do not depend on the computers in class for access to your texts.

Date	Assignment(s) to be completed before class
W1 9/1	Syllabus  Getting to know you <ul style="list-style-type: none"> <li>• Plato’s Cave (Handout and available in eCollege Doc Sharing for your reference)</li> <li>• The Burkean Parlor (Handout and available in eCollege Doc Sharing for your reference)</li> </ul>
9/3	Unit 1: Some Classics <ul style="list-style-type: none"> <li>• “Ain’t I A Woman?” by Sojourner Truth (available in eCollege Doc Sharing)</li> <li>• “I Have a Dream” by Martin Luther King, Jr. (available in eCollege Doc Sharing)</li> <li>• “I See the Promised Land” by Martin Luther King, Jr. (available in eCollege Doc Sharing)</li> </ul>
W2 9/8	<ul style="list-style-type: none"> <li>• The United Nations Universal Declaration of Human Rights (available in eCollege Doc Sharing)</li> <li>• Excerpts from <i>The Jungle</i> by Upton Sinclair (available in eCollege Doc Sharing)</li> </ul>
9/10	<b>Argument Analysis #1 Due in class</b>  Unit 2: Speeches for Change <ul style="list-style-type: none"> <li>• Desmond Tutu’s 1984 Nobel Prize Lecture (available in eCollege Doc Sharing)</li> <li>• Malala Yousafzais’ 2014 Nobel Prize Lecture (available in eCollege Doc Sharing)</li> <li>• Kailash Satyarthi’s 2014 Nobel Prize Lecture (available in eCollege Doc Sharing)</li> </ul>

W3 9/15	Conferences #1
9/17	<ul style="list-style-type: none"> <li>• Leslie Feinberg’s Thurman Award speech, “Solidarity in the Struggle for Social Transformation” (available in eCollege Doc Sharing)</li> <li>• Malcolm X, “The Ballot or the Bullet”</li> </ul>
W4 9/22	<p><b>Argument Analysis #2 Due</b></p> <p>Discuss film essay Discuss podcast</p>
9/24	<ul style="list-style-type: none"> <li>• Defending the Opt Out Option Letter to Editor (available in eCollege Doc Sharing)</li> <li>• Explore 4 other letters to editor of your choice. Good places to find letters to the editor are  <a href="http://topics.nytimes.com/top/opinion/editorialsandoped/letters/index.html">http://topics.nytimes.com/top/opinion/editorialsandoped/letters/index.html</a>  <a href="http://letterstotheeditorblog.dallasnews.com/">http://letterstotheeditorblog.dallasnews.com/</a> (Links to both in Webliography of eCollege)</li> </ul>
W5 9/29	<p>Tomorrow evening is the <b>film festival</b>. 5:30 PM in Hall of Languages 203.</p> <ul style="list-style-type: none"> <li>• Brian Gogan, “Expanding the Aims of Public Rhetoric and Writing Pedagogy: Writing Letters to Editors” (available in eCollege Doc Sharing)</li> </ul>
10/1	<p>Unit 3: Exploring Various Genres for Social Change</p> <p>Poems for Social Change</p> <ul style="list-style-type: none"> <li>• <i>Fire and Ink</i> 7-17</li> <li>• <i>Fire and Ink</i> 44-52</li> <li>• <i>Fire and Ink</i> 248-262</li> </ul>
W6 10/6	<p><b>Letters To the Editor Due</b></p> <ul style="list-style-type: none"> <li>• Malcolm Gladwell, “Small Change” (available in eCollege Doc Sharing)</li> </ul>

10/8	<i>No class- Dr. Adkins gone to a conference</i>
W7 10/13	<b>Film Essay Due</b> <ul style="list-style-type: none"> <li>• Parker, "What is Poverty?" (available in eCollege Doc Sharing)</li> </ul>
10/15	<b>Argument Analysis #3 Due</b>  Begin work on Podcast. Listen to selected Podcasts in class.
W8 10/20	Conferences #2
10/22	Podcast workshops
W9 10/27	<b>Podcasts Due</b>  Begin work on group projects.  Read: Open letters <ul style="list-style-type: none"> <li>• An Open Letter to Anna Duggar (available in eCollege Doc Sharing)</li> <li>• An Open Letter to My White Grandfather (available in eCollege Doc Sharing)</li> <li>• An Open Letter to America from a Teacher (available in eCollege Doc Sharing)</li> <li>• An Open Letter from Sea World (available in eCollege Doc Sharing)</li> <li>• Anzaldúa, <i>Fire and Ink</i> 22-31</li> </ul>
10/29	<i>No class- Dr. Adkins gone to a conference</i>
W10 11/3	Unit 4: The Personal and the Political/ The Political as Personal <ul style="list-style-type: none"> <li>• Clifton, <i>Fire and Ink</i> 99</li> <li>• Divakuruni, <i>Fire and Ink</i> 103-104</li> <li>• Kincaid, <i>Fire and Ink</i> 105-106</li> <li>• Sundiata, <i>Fire and Ink</i> 93-94</li> </ul>
11/5	Writing About War

	<i>Fire and Ink 285-305</i>
W11 11/10	<b>Argument Analysis #4 Due</b> Presentation preparation.
11/12	<ul style="list-style-type: none"> <li>• This Is Water (available in eCollege Doc Sharing)</li> <li>• Generation Q (available in eCollege Doc Sharing)</li> </ul>
W12 11/17	<ul style="list-style-type: none"> <li>• Chapter 10, <i>Fire and Ink</i></li> </ul> Presentation preparation
11/19	Presentation preparation
W13 11/24	<i>No class. Dr. Adkins traveling.</i>
11/26	<i>Thanksgiving. University Closed</i>
W14 12/1	Presentation- Group 1
12/3	Presentation- Group 2
W15 12/8	<i>No class. Dr. Adkins gone to a conference</i>
12/10	Presentation- Group 3
<p><b>Final Exam: Tuesday, December 15 at 10:30 AM in our classroom</b></p> <p>Your exam activity will be part of your Group Project Grade.</p>	