

English 333: Advanced Composition, Spring 2019

Mr. Jarrod Bolin

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COURSE DESCRIPTION:

Often, people who choose not to focus on literature or rhetoric as a field of study also do not understand the value of literature or composition beyond their powers of persuasion. In answer to that, I defer to Lady Murasaki from over 1000 years ago:

Again and again, writers find something in their experience, or see something in the life around them, that seems so important they cannot bear to let it pass into oblivion. There must never come a time, the writer feels, when people do not know about this. (Barnet, Burto, and Cain xxix)

Why do some texts stick with us? And how can we perform some of the same writerly functions that will stick with others? The primary focus of the course will be the ways in which writing can be used to question and explore the world around ourselves, as well as the worlds within ourselves. You will learn strategies and techniques to create and deliver sound, articulate essays and presentations.

TEXTBOOKS:

The following textbooks are required.

- Ariely, Dan. *The (Honest) Truth About Dishonesty: How We Lie to Everyone—Especially Ourselves*. New York: HarperCollins, 2012. (There are two editions, and either one will do.)
- Stuever, Hank. *Tinsel*. New York: Houghton Mifflin Harcourt, 2009.
- O'Brien, Tim. *The Things They Carried*. New York: Houghton Mifflin Harcourt, 1990.
- Various readings given by instructor (noted by * in the schedule)

This is the order in which we will read them. You will also be responsible for a major writing assignment that covers a music album. I have several for you to choose from, and they all have overarching themes, motifs, or other sort of pattern that goes beyond one song on the album. You will be responsible for acquiring the album of music. We will use it exactly like a textbook.

And, of course, every student should have access to a dictionary, a thesaurus, and a guide to MLA style.

COURSE OBJECTIVES:

- to formulate articulate responses to readings, discussions, and fellow students' ideas
- to help devise a purpose for writing, including using writing to learn, to present, to explore, and to genuflect, among other purposes
- to help peers during every stage of the writing process

- to contextualize writing as a community activity as well as a solitary project
- to challenge you to prepare your writing for the public
- to remind you that almost all effective writing requires an acute awareness of audience
- to help you write in various academic discourses, including Standard American English

ASSIGNMENTS

Essays: You'll write four essays of 4-6 pages (typed, double-spaced) based on assigned reading and other sources. All of these essays will require research beyond the assigned reading and the proper attribution of external sources, and most will involve peer consultation as a class activity. Each of your four essays will be evaluated according to criteria outlined on each assignment sheet.

Response papers: In addition, you'll turn in seven responses (1-2 typed, double-spaced pages each) to some of the reading assignments or to your peers' essay drafts. These responses are not designed to test how well you've read the assigned material. Rather, they serve as opportunities for you to comment on one or two points in the reading, connecting those points to other reading and/or experiences. Each response paper will be evaluated according to the level of detail in your insightful commentary and sensible connections to other reading and/or experiences or observations.

Presentation: You will create an academic conference presentation from one of your essays, which you will record and submit as a video.

Reflective writing: Finally, you will do a number of in-class reflective writings. I will read these, but they are not for me to evaluate. They serve to raise your consciousness about some of your own strengths and weaknesses as a writer.

As a rule I do not accept late papers.

EVALUATION

Essays will be evaluated and returned with a grade. You may submit revisions of two of the first three essays for a possible increase of up to one letter grade for each revised essay. Response papers will be evaluated and returned with a grade, but they may not be revised for increased credit.

Assignment Values	Final Grade Ranges
Essays 80 pts (4 @ 20 pts. each)	A=180--200
Response Papers 70 pts. (7 @ 10 pts. each)	B=160--179
Academic Conference 50 pts	C=140--159

	D=120--139 F=0--119
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I use the following as a guide in grading **essays** and **response papers**:

A (18,19 or 20; 9,10) = superlative	D (12,13; 6) = passing
B (16,17; 8) = impressive	F (1-11; 1-5) = failing
C (14,15; 7) = pretty good	0 = no credit with no option to revise

TENTATIVE SCHEDULE:

Week 1 Jan 14-18

~~Intro to course, initial Lahiri reading~~

Week 2 Jan 22-25

Lahiri*, assign Essay 1, **RP 1 due**

Week 3 Jan 28-Feb 1

Ariely, Ch. 1-3, **RP 1 due**

Week 4 Feb 4-8

Ariely, Ch. 4-6

Upload an article that discusses cognitive dissonance or cognitive bias and how they affect us in our daily lives. **RP 2 is over this article and due this week.**

Week 5 Feb 11-15

Ariely, Ch. 7-10

Essay 1 due, assign peer revision pairs. Essay 2 assigned.

Week 6 Feb 18-22

Hough*

RP 3 over Hough, reflection paper over peer revision

Week 7 Feb 25-March 1

Stuever, *Fake Is Okay Here* (p. 1-110). **Essay 2 due.**

Week 8 March 4-8

An Xiao*, **RP 4 due**, Essay 3 assigned

Week 9 March 11-15

Amram*, **RP 5 due about audience, purpose, tone, medium, publication**

SPRING BREAK

Week 10 March 25-29

Stuever, *Manger Babies, Angel Trees, and Tiny Tims* (p. 110-210), **reflection paper due**

Week 11 April 1-5

Finish *Tinsel*. **Essay 3 due.** Essay 4 assigned (music album assignment)

Go over song selection for the music album assignment

Week 12 April 8-12

McNeill*, O'Brien, "The Things They Carried" through "The Dentist", **RP 6 due**

Week 13 April 15-19

Shohat and Stam*, O'Brien, "Sweetheart of the Song Tra Bong" through "Good Form", **reflection paper due**

Week 14 April 22-26

O'Brien, "Field Trip" through the end of the book. **RP 7 due**

Week 15 April 29-May 3

Academic Conference Presentation due

Finals Week May 5-10

Essay 4 due

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed

handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.