



**ENG 333: Advanced Non-Fiction
COURSE SYLLABUS: SPRING 2019**

Instructor: Dr. Jessica Pauszek, Assistant Professor of English

Office Location: HL 125

Office Hours: T 10:45- 12; Th 10:45-12; Th 7-8pm, and by appointment

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COURSE INFORMATION

Required Texts: (Other readings will be posted to our course site)

All Souls, Michael Patrick MacDonald

Dreams and Nightmares/ Sueños y pesadillas, Liliana Velasquez

Hillbilly Elegy, J.D. Vance

The New Jim Crow, Michelle Alexander

Description for Spring 2019: Throughout this course, we will consider what non-fiction writing entails, and how writers "compose" nonfiction. I say "compose" here because this work can take many forms and includes genres of memoirs, podcasts, documentaries, ethnographies, film scripts, articles, children's books, and more. Even when working on an audio (podcasts; interviews) or visual format (films; art), there is often writing involved in the process through brainstorming, drafting, writing up notes, etc. We will also explore the various methods that writers use to collect information for non-fiction stories. For instance, some writers may pull from personal experiences in a memoir, while others might conduct interviews or go to archives to research material. Each of these examples uses a different method. Therefore, we will explore these methods in our class.

Student Learning Outcomes

- **Students will demonstrate the skill of composing non-fiction in multiple modalities.**
- **Students will demonstrate revision throughout their composing process, by taking into account peer and instructor comments.**
- **Students will analyze non-fiction texts and create a sustained project on a topic of their choosing**

GUIDELINES

Attendance/Late Assignments: Attendance is expected. If something is going on that's getting in the way of your class time, please let me know right away. Late assignments will only be accepted with approval from instructor.

STATEMENTS

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. 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 (Texas A&M University-Commerce Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation” (see Department of Institutional Effectiveness,” <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.

ADA Statement

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
[Student Disability Resources & Services](#)

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

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*).

Students are expected to be civil, polite, and accommodating to differences of opinion. Be kind to each other and realize that because we can only read your words and emoticons—not your body language, facial expressions or hear the tone of your voice—misunderstandings can occur.

ASSIGNMENTS AND EVALUATION

ASSIGNMENTS:

PARTICIPATION (10%): To do well with this aspect of the course, you should contribute to class discussion, raising questions, responding to classmates, and sharing insights in ways that keep the conversation moving forward in meaningful, generative, and generous ways. Your contributions should demonstrate your careful reading of all assigned texts and preparation of any additional assignments. Wherever possible, connect your ideas to the text and concrete examples. Bring your readings to class in print or on your computer so you have your notes on hand as we discuss them.

Composing Journal (3 collections = 30%): Each week, I will provide questions for you to answer and practice various non-fiction writing genres. This composing (drafting, research, brainstorming, etc.), and the revision you do with these ideas, will be an extensive part of our classroom discussion. I will collect these 3 times throughout the semester for a grade, asking you to revise specific prompts or develop your writing with specific prompts.

Presentation of Non-Fiction Text (20%): Every student will choose a non-fiction text (a book, an article, a podcast, etc.) that they will analyze. You will read/watch/listen to this text and provide a handout or visualization of the text to present to the class, then you will also present this material with specific examples of how it relates to our class and the readings we have done.

Final Non-Fiction Project (40%): In consultation with Dr. Pauszek, all students will develop an extended non-fiction project. This can take a variety of forms and research. It might include interviews, memoir writing, archival work, journalistic work, podcast script writing and development, etc. These choices are up to you. But the full project

- Proposal with Timeline and Research Plan (10 %)
- Research Description and Summary (10%)
- Final Composition (20%)

***This calendar is subject to change. Additionally, during the first week of classes, I will ask students to consider what texts they want to present on, and we will add those to the syllabus. ***

Date	In class	At home (due the following class)
Week 1 : Writing Our Narratives Tuesday, January 15	Introductions “Who I Am” poem Free Writing	Think about 3 artifacts that show where you’re from. Write a paragraph for each and bring them in if possible (or an image)
Thursday, January 17	Sharing Artifacts	Read: Malcolm X, <i>Learning to Read</i> Sherman Alexie, <i>Superman and Me</i> Dreams and Nightmares p. 1-59
Week 2: Migration Narratives Tuesday, January 22	Discussion of Readings	Read: Dreams and Nightmares p.60-189 Listen to podcast (class choose): https://awhtpodcast.com/listen
Thursday, January 24	Discussion of Readings	Read: Dreams and Nightmares p. 190 – end https://www.pearsoned.com/pedagogy-practice/cusp-invisibility-opportunities-possibilities-literacy-narratives/ Anzaldua, <i>Borderlands/La Frontera</i> , p.1-14
Week 3: Migrations and Class Tuesday, January 29	Watch <i>The Other Side of Migration</i> Writing your literacy narrative and stories of space/place	Excerpts from <i>The Warmth of Other Suns</i> 1-35 https://southernspaces.org/2010/go-in-chicago-and-african-american-great-migrations

		Revise Writing Prompts
Thursday, January 31	Composing Journal #1 Due	Read: Dolmage, “Disabled Upon Arrival”
Week 4: Class, Labor, and Work Tuesday, February 5	[childrens books]	Read: Hillbilly Elegy p. 1- 22 Read: <i>White Trash</i> p. 1-14
Thursday, February 7	Watch NYT Steelworkers Documentary	Read: Hillbilly Elegy p. 22- 99 Listen: Sandhogs
Week 5: Class, Labor, and Work Tuesday, February 12	Mary Casey poem	Read: Hillbilly Elegy 100- 128 Read: Pauszek
Thursday, February 14	Writing your class narratives	Read: Hillbilly Elegy 129 - 179
Week 6: Class, Labor, and Work Tuesday, February 19		Read: Hillbilly Elegy 180 – end
Thursday, February 21	TBA	TBA
Week 7: Race, Class, and the Places with Live Tuesday, February 26	TBA	Read: All Souls 1 – 50
Thursday, February 28		Read: All Souls 51-135
Week 8: Race, Class, and the Places with Live Tuesday, March 5		Read: All Souls 135 – 172
Thursday, March 7		Read: All Souls 173 – 223
Week 9 Tuesday, March 12	Jess at CCCC - online assignment	Read: Finish All Souls

Thursday, March 15	MIDTERM GRADES DUE Jess at CCCC - online assignment	Read: The New Jim Crow p. 1 – 96
Week 10 Tuesday, March 19	SPRING BREAK	Read: The New Jim Crow p. 1 – 96
Thursday, March 21	SPRING BREAK	Read: The New Jim Crow p. 1 – 96
Week 11: Race and Social Justice Tuesday, March 26	TBA	
Thursday, March 28	TBA	
Week 12: Race, Justice, and Memory Tuesday, April 2	FWWCP Archival Work	Read: MAUS excerpts
Thursday, April 4	FWWCP Archival Work	Read: MAUS excerpts
Week 13: Developing your story Tuesday, April 9	Developing your Non-Fiction Project	TBA
Thursday, April 11	Developing your Non-Fiction Project	TBA
Week 14 Tuesday, April 16	Developing your Non-Fiction Project	
Thursday, April 18	Developing your Non-Fiction Project	
Week 15 Tuesday, April 23	Developing your Non-Fiction Project	
Thursday, April 25	Developing your Non-Fiction Project	
Week 16 Tuesday, April 30	Revising your Non-Fiction Project	
Thursday, May 2	Revising your Non-Fiction Project	
Week 17	FINALS WEEK - No class	

Tuesday, May 7		
Thursday, May 9	Final Exam time 8am-10am (no class) but Final Projects are due via D2L	