

English 333.02HE (84139) Fall 2019
Advanced Writing: Non-Fiction (Honors)
Professor Gerald Duchovnay
TH 9:30-10:45, Talbot Hall 325
Office Hours: Tues, 1:30-3:30; R 1:30-5:30
Other times by appointment.
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Course Description: Advanced Writing: Non-Fiction (aka Advanced Composition) emphasizes the writing process as an activity that pertains to collaboration, analysis, and critical thinking. During the semester, you will examine your own thinking and composing processes, the importance of audience, and how to apply strategies (heuristics) to the writing of essays and other texts. As we do this, we will consider discourse conventions such as analysis vs. narration and rhetorical theory (e.g., audience and rhetorical situations) and we will spend time considering research practices that will be applicable in your classes, as well as your honors thesis.

As we progress during the semester, we will examine how writing and research are a process that may end in a product (usually), but is never really finished until submitted. Every one of us, no matter how accomplished, can write better if we pay attention to the process and continue to work at revising (and, as needed, doing more research). But at some point, usually a deadline, we, as writers, must submit a text.

There will be readings and viewings that we will discuss as a group or in small groups, but the focus throughout the course will be on analysis and discussion of your writing and ways to enhance your research. This section of English 333, with its emphasis on collaboration, cognition, and writing skills, should have application to you no matter what your field of study or professional career plans. [Cognition is the act or process of knowing, including both awareness and judgment; cognitive studies are based on or are capable of being reduced to empirical knowledge.] By the end of this class, students are generally pleased in knowing how to apply strategies for improving their writing for diverse audiences with regard to diverse content and jump starting the research process for an honors thesis.

Student Learning Outcomes:

1. Students will demonstrate they can edit their texts for surface level features and stylistic infelicities.
2. Students will demonstrate they can revise texts by deleting irrelevant text, move text, and produce new text.
3. Students will demonstrate they can change texts in response to peer and instructor critiques.
4. Students will demonstrate a familiarity with the process of research.

Aspects of writing we will discuss and analyze include how to:

generate ideas about a topic for the purpose of writing;
develop the ability to organize, select, and relate ideas;
vary your writing style for different readers and purposes
improve your writing by revising for purpose;
improve your writing by editing for style;
collaborate with others to discuss and analyze writing.

Evaluations: During the semester your peers and I will read and comment on your writing in class or via email. Thus, you will be getting feedback from more than one source. Some of the comments about your writing will be questions, some will be

suggestions for changes, and others may recommend extensive revisions. As we look over the papers, we will consider:

- task completion--does the text do what was asked?
- presentation of ideas--original and persuasive thought, for a specific audience
- development and support of key ideas--in depth and appropriate to audience and rhetorical purpose
- organization--grouping of ideas under unifying concepts
- logic--analyzing incisively and insightfully
- style--express key ideas and examples in vivid prose
- mechanical/grammatical matters-- showing skill with basics

Keep in mind that evaluating writing is not a science. We see the application of this kind of evaluative process at the Olympics or other competitive events. While some teachers are known for taking off "x" number of points for misspelled words, comma splices and the like, the review and evaluation of writing is based on much more than mechanical matters, although concern for mechanical matters does have its place.

Examinations and Papers: There are no traditional examinations or tests *per se* in this course. Advanced Writing: Non-Fiction is writing intensive, with formal, semi-formal, and informal essays, abstracts or summaries, incremental writing assignments, and applied aspects of research. You will be asked to submit a variety of papers during the semester, some of which you will have the opportunity to revise. Given the nature of this class and the amount of writing you will be doing during the course, most likely there will be no final examination (subject to change), but you will be asked to submit an annotated bibliography as well as a portfolio based on the work you have done during the semester. It will be essential that you retain **ALL** copies of the work you have submitted during the semester.

Grades: Your final grade will be determined by your various writings, including short assignments or exercises and your annotated bibliography and its introduction. Your written essays will be weighted at approximately 75% of your final grade, 10% for your annotated bibliography and introduction, 5-10% for brief assignments; the remaining percentage will depend upon the number of short assignments we do, with class participation (including group collaboration) and miscellaneous course-related matters) counting for the remaining percentage (either 5% or 10%). The percentage weight of each of the written assignments will be determined toward the end of the term, when we see the types and number of essays required for your portfolio.

Attendance: You should try to not miss class. We will be discussing your writing, the assignments, and the readings. Class discussions cannot be duplicated. If you are not in class when we workshop, you miss a substantive part of the class. Also, it can be difficult to try to understand what was said about particular essays or assignments from someone's notes or oral comments, and you don't have the chance to ask for in-person clarifications when the assignment is made.

In some quarters there is the notion that certain kinds of absences are excused and others are not. I consider any absence an absence--sleeping late, car trouble, a doctor's appointment, a family emergency, a university event, etc. *Excessive absences (beyond three) will contribute to the lowering of your grade. Six absences--unless for extraordinary circumstances, appropriate notification to your instructor, and his evaluation of the circumstances--will result in your being dropped from the class. It is my understanding that those who are dropped from class without having attended regularly*

and who are on financial aid may be required to repay their financial aid or may become ineligible for future financial aid.

Due Dates for Assignments: Papers are due on the assigned day and time. However, even if you have not completed the assignment, you should come to class. If you miss class, please contact a classmate (or me via email) to find out what was covered. You are responsible for whatever was missed. By not being in class, even if you did not do the assignment, you will be impacting what you and others will learn from the commentary and analysis of that day.

Late Papers: Unless other deadlines have been worked out ahead of time with your instructor, because of the nature of this class (discussing your writing on a given day), late papers *may be accepted*, but all that are accepted will be noted as late. A pattern of late papers will impact *substantially* your final grade. So, too, will non-submissions.

Make-Up Policy: Except for extraordinary circumstances, there will be no make-ups for any in-class essays we may do. See me if you think yours is an extraordinary situation. If you know in advance that you will not be attending a particular class meeting for a legitimate reason, notify me prior to the missed class and I will make appropriate accommodations.

Textbooks: Booth, Wayne, et al. *The Craft of Research*. 4th ed. Chicago: U Chicago P, 2016. ISBN: 9780226239736
 Frank, Steven. *The Pen Commandments*. New York: Anchor/Random House, 2003. ISBN: 9781400032297.
 Jackson, Daniel, ed. *Portraits of Resilience*. Cambridge, MA: MIT P, 2017. ISBN: 978-0-262-03678-8

Handouts or downloads of articles linked to readings/ discussions.

Other books that might be useful (some may have more recent editions):

Lanham, Richard. *Revising Prose*. 5th ed. New York: Longman, 2006.

Trimble, John R. *Writing with Style; Conversations on the Art of Writing*. 3rded. Prentice Hall, 2010.

Truss, Lynne. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. Gotham, 2006.

Williams, Joseph M. *Style: Lessons in Clarity and Grace*. 12thed. New York: Longman, 2016.

Zinsser, William. *On Writing Well, 30th Anniversary Edition*. New York: Collins, 2006.

Other: You need to have a binder to hold and organize the handouts, essays, and other assignments. An organized notebook will be an important tool during the semester, and the material in it will be essential when preparing your portfolio.

Plagiarism/Academic Honesty: Instructors 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. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]).

Our word plagiarism is derived from a word that means "to kidnap." Plagiarism is a form of kidnapping someone else's ideas, opinions, arguments, or research, and presenting them (it) as your own. Plagiarism "includes (but is not limited

to) failure to indicate the source with quotation marks or footnotes or internal documentation where appropriate if any of the following are reproduced in the work submitted: 1. a phrase, written or musical; 2. a graphic element; 3. a proof; 4. specific language; 5. an idea derived from the work, published or unpublished, of another person or group.

Much of the confusion and unintentional dishonesty in undergraduate papers results from ignorance or carelessness with regard to attribution of sources. When you borrow from what others have said, you are obligated to acknowledge your sources. We all solicit opinions about our writing from family, friends, or colleagues. Your indebtedness to others for sharing substantive ideas with you about your papers or for reading and commenting on them can be indicated in an acknowledgements page accompanying each formal assignment. If you go beyond conversations with friends or colleagues to other outside sources, you need to acknowledge these sources in your paper and in a Works Cited section. If you are uncertain about your documentation, please see me before you submit the paper. Intentional plagiarism will result in a zero for the work and other appropriate disciplinary action.

Common Decency: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. In addition, unless your technology is being used to work through matters in class, you are requested to turn off your cell phones, laptops, ipads, etc. If you are expecting an emergency call, please let me know ahead of time, put your phone on vibrator mode, and sit close to the exit so you can leave discreetly to take the call. *Common courtesy says you do not receive or answer calls during class. And no texting during class.*

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 132 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148.

The Writing Center. The Writing Center is dedicated to helping writers take advantage of all opportunities for learning related to the writing process; to that end, the Center can assist writers at any stage of the writing process. In addition to your instructor, this is the place to go for additional assistance with your reading and writing projects at TAMU-Commerce. The Center can help you with your papers and digital texts for your classes. The Center is on the ground floor of the Hall of Languages (room 103), and may be available on line or at the Gee Library. To schedule an appointment, stop by HL 103 or call (903) 886-5280 to check out the hours or to see if there is on-line assistance available. DO NOT, though, wait until the last minute to get assistance.

Teacher Certification: A number of you may be seeking certification to teach. *If you plan to seek certification in English, Spanish, Bilingual, an endorsement in ESL, or in other areas that are offered at TAMU-C, you must take the required courses and pass the required tests.* You should contact the appropriate certification advisor in your discipline by the beginning of your junior year, if not sooner. If you plan to be certified or pursue Alternate Certification to teach in the public schools, you need to become familiar with all the details of the competencies and requirements as early as possible in your academic

career. *Plan and act now so there will be no surprises as you continue in your coursework.*

Collection of Data for Measuring Institutional Effectiveness: In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout or at the end of the semester I will ask you to send me an attachment of selected material or your final project. This material 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 your course grade or GPA.

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.

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").

Campus Concealed Carry. 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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

Schedule: Writing and research are often non-linear and recursive processes. Unlike some courses, where you may move in a linear fashion, usually from one chapter to another or one topic to another, we will be recursive and collaborative in what we say and do. As a result, readings may change and may be supplemented by other short essays, based on the topic at hand and our discussions. What won't change are the assigned readings in *The Pen Commandments*, as per the syllabus. On occasion, I will need to miss a class due to attendance at a professional meeting or conference. On those days I will arrange for in-class work, library or independent research, internet interaction, or something similar. Here is a tentative schedule (and "tentative" is the operative word):

CR=The Craft of Research PC=Pen Commandments PR=Portraits of Resilience

Week 1 8/27	Course Introduction For Next Time: BRING LAPTOP to CLASS Read for next class: CR, <i>Becoming a Researcher</i> , 3-8.
8/29	Discussion of Writing & Readings Brief In-class Writing—on YOUR LAPTOP Read for next class: PC, 3-21 (“Honor Thy Reader”), CR, “Connecting with Your Reader,” 16-26
Week 2 9/3	Describing vs. Analyzing (types of prose) Process of Writing--steps, heuristics, links, communications flow chart Read for Next class: CR, <i>Uses of Research</i> , 9-15; Q&A, 27-48 “Take this Fish” (handout or attachment)
9/5	Discussion: What is a Thesis? “Take This Fish” + Pix Read for next class: PC, 22-39 (Don’t Waste Words);
Week 3 9/10	Types of Prose+ Abstracts/Summaries A: Read for Next class: PC, 307-312 (Grammar Concerns);
9/12	Discussion— Discourse communities Read for next class: PC, 40-71 (Don’t Kill Sentences); CR, <i>Understanding a Problem</i> , 49-64
Week 4 9/17	Discussion of <i>Pen Commandments</i> & Writing / Audiences Possible Guest Speaker on cover letters, résumés, LinkedIn What Would “X” Say?
9/19	Résumés, Cover Letters, LinkedIn Read for next class: PC, 72-109 (Picking on Puncts); CR, <i>From Problems to Sources</i> , 65-84 Due: Oct. 8—A résumé and cover letter to accompany résumé
Sept. 24, Week 5 9/24	Passive vs Active Writing: Nouns, Verbs, and Adjectives Read for next class: PC, 110-142 (Holy Structure)
9/26	Discussion of a Very Short Essay Self-Analysis of Writing Form Read for next class: CR, <i>Engaging Sources</i> , 85-104.
Week 6 10/1	Discussion of Reviews Read for Next Time:
10/3	Guest Speakers--Career Day Presentation + Résumés and Cover Letters Again Read for next time: PC, 143-182 (Expressing Oneself); CR, <i>Making a Good Argument</i> , 105-121 Next time: Cover Letter and résumé due
Week 7 10/8	Writing for Audiences--5Ws + H Read for next time: PR, <i>Forward, Introduction</i> , 82-85
10/10	Writing for Clarity: Does it Make a Difference? Read for next time: PC, 183-216 (<i>Pleasure & Writing</i>); CR, <i>Claims</i> , 122-131 PR, 92-97, 32-37

Week 8	Making your writing come alive
10/15	Discussion of Writing and Essays +Peer Review of Essay Read for next time: <i>CR</i> , Reasons & Evidence, 132-140; <i>PR</i> , 70-72, 16-20
10/17	Discussion Read for next time: <i>PC</i> , 216-243 (Essay Tests); <i>PR</i> , 8-11, 22-26
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Week 9	Discussion of Readings/Essays
10/22	Read for Next Time: <i>CR</i> , What to Acknowledge, 141-155; <i>PR</i> , 40-43, 44-47
10/24	Where We Are--Where We Are Going Read for Next Time: <i>CR</i> , Warrants, 155-172, <i>PR</i> , 118-121, 114-117
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Week 10	Research Issues
10/29	Read for Next Time: <i>PR</i> , 50-53, 104-107
10/31	Perspectives on Writing Read for next time: <i>PC</i> , 244-272 (Writer's Block); <i>CR</i> , Writing & Planning, 173-188; <i>PR</i> , 76-79, 58-63
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Week 11	Discussion of Readings/Essays
11/5	Read for Next Time: "The Story of an Hour," "The Yellow Wallpaper"
11/7	Fiction vs Non-Fiction—Multiple Perspectives Being General/Being Concise --People Read for next time: <i>PC</i> , 273-302 (Finding Your Voice)
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Week 12	Writing about People / Point of View / Details
11/12	Read for Next Time: <i>CR</i> , Organizing, 189-199
11/14	Point of View/Tone Read for Next Time: <i>CR</i> , Using Sources, 200-213
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Week 13	Reader-Based Prose--Tone/Point of View
11/19	Looking at Language and Tone Due Today: Annotated Bibliography
11/21	Rhetorical Strategies: Putting it all Together—Point of View Read for Next Time: <i>CR</i> , Intro and Conclusions, 232-247; <i>Revising</i> , 248-268
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Week 14	Workshopping/Review of Writing Process
11/26	Due Next Class Meeting (After Thanksgiving): Portfolios
11/28	Thanksgiving--No Class
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Week 15	Portfolios Due
12/3	
12/5	TBD
Week 16	Final Examination Week