

Texas A&M University-Central Texas
ENGL 3330-110 – Advanced Composition
Spring 2019 Course
Tues./Thurs. 1:00-2:15pm
Founder’s Hall –Room 203

Instructor: Ryan S. Bayless, MFA
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Office: Heritage Hall, 204M
Email: ryanbayless@tamuct.edu
(please use our course Canvas email whenever possible)
Office Hours: Regularly available by email through Canvas or by appointment
on Tuesday and Thursdays.

Mode of instruction and course access:

This Writing Intensive (WI) designated course meets face-to-face with supplemental materials made available through the A&M-Central Texas Canvas Learning Management System. To access online components: <https://tamuct.instructure.com>

1.0 Course Prerequisite

Freshman Composition I and II (or approval of department chair).

2.0 Course Description

ENGL 3330: Advanced Composition (WI) enhances students’ proficiency in critical reading and thinking, rhetorical concepts/awareness, the writing process, academic argument, scholarly research, and productive revision practices. Through intensive writing workshops and critical engagement with a variety of interdisciplinary texts, students hone their writing abilities to meet the demands and expectations for different writing contexts with a particular focus on writing for academic audiences.

3.0 Course Objectives and Learning Outcomes

Students who successfully complete this course will be able to:

- Demonstrate close reading skills and critical analysis of a variety of texts
- Evaluate research as it makes and supports academic arguments
- Introduce coherent arguments in writing through strong thesis statements
- Develop clear and consistent academic paragraph structure and essay organization
- Present a thorough review of the scholarship and literature about an academic subject
- Prepare and produce a documented academic essay (conference paper) on a defined topic relevant to the Humanities using primary and secondary sources

- Create an abstract and present their final essay to the class in a mock academic conference panel

4.0 Recommended Textbook

The Bedford Handbook, 10th edition. Diana Hacker and Nancy Sommers, editors. Bedford/St. Martin Press, 2017.

This text is not required to purchase, but is highly recommended, especially for students new to academic writing and structure or MLA format. This course also makes use of a number of other texts, articles, and online sources. Links to these additional texts will be made available through Canvas and/or through handouts distributed in class.

5.0 Course Requirements

This course has two non-gradable and five gradable categories of assignments. A discussion of each follows:

Non-Gradable Requirements:

Regular Reading Assignments:

The reading in this course serves as a catalyst for everything we do. I have worked to keep the required reading to a minimum with the hope that students will have time to read and comprehend all that is assigned. Please be sure that you have carefully read the required assignments before class and be ready to engage in conversation and debate on the topics, themes, and issues addressed in the texts.

Class Lectures and Discussions:

Class lectures and discussions will be the primary method of instruction and learning in this course. In addition to discussing and debating the issues and themes of our reading assignments, we will be constantly engaging with the texts through close reading and a variety of critical approaches to interpretation. In this way, I hope to allow the class to discover the multiple meanings and significance of texts and the role academic scholarship and writing across the disciplines.

This class will at times deal with controversial issues and subject matter. Students should be able to tolerate innovation, viewpoints different from their own, as well as creative and cultural diversity in literature and the arts.

Gradable Requirements:

Participation in Class Discussions, Writing Exercises, Workshops, Peer Review Sessions, and Attendance (10% of final grade):

This class is designed as a workshop and requires consistent student attendance and participation. Students are expected to attend every class and engage regularly and often in class discussions on assigned readings, as well as in in-class freewriting exercises and workshops. Grades will be determined based on attendance and the level of engagement and thoughtfulness brought to our class discussions, as well as participation in class writing workshops and peer-review sessions. **Students are also expected to come to class on time.** Students more than 10 minutes late to class may be counted “absent.”

Up to 3 absences will be allowed, if necessary, without penalty. More than 3 absences will affect your “Participation” grade. More than 6 absences will lower your overall final grade for the course.

Response Papers/Quizzes (5% of final grade):

Reader Response papers will be assigned during the first two units of the course and will involve a response to a specific question or prompt regarding the texts being examined. These papers will be graded more on the level of engagement with the text than on formal aspects of academic writing, but they should be written clearly and with the audience (your professor and classmates) in mind.

Quizzes may be given at any time during the semester to gauge whether or not students have read and given due thought to reading assignments. Be prepared for a possible quiz at the beginning of every class.

Article Reviews (10% of final grade):

Two article reviews (5% each) will be assigned that ask students to respond to scholarly journal articles in a one page professional document that introduces, summarizes, and critiques the argument and research methods of the article under review.

Annotated Bibliography (10% of final grade):

In conjunction with their final research project and Essay 3, students will produce an annotated bibliography that represents a summary and short critique of the research, argument, and usefulness of multiple scholarly articles and/or sources.

Essay 1 (10% of final grade):

Essay 1(a diagnostic analytical essay; 1000 words) will ask students to make a very focused argument employing academic paragraph structure and using textual evidence to support its claims and analysis.

Essay 2 (20% of final grade):

Essay 2 (a formal argumentative essay; 1500 words) will ask students to put forth and sustain a thesis-based claim about a specific topic by employing academic paragraph structure and using textual evidence to support its claims and analysis.

Essay 3 (30% of final grade):

Essay 3 (a documented academic essay; 2500 words) will ask students to develop a thesis-based argument about a topic within each student's particular discipline. This formal conference-length paper that builds on the Annotated Bibliography, Article Review 2, and the drafting/peer review process during the second half of the semester will demonstrate clear academic essay and paragraph structure, use textual evidence to support its claims and analysis of the topic, and incorporate multiple secondary scholarly sources.

Abstract and Presentation of Final Paper (5% of final grade):

Upon completion of Essay 3, students will create an abstract for submission to a professional conference and present their final papers to the class in a mock academic conference setting.

6.1 Grading Computation

Grades will be posted to Canvas upon completion and each essay will receive extensive written feedback and explanation of both strengths and weaknesses from the professor. Final Grades will be calculated using the following percentages:

Participation in Class Discussions, Freewriting Exercises, Workshops, Peer-Review Sessions, and Attendance = 10%
 Response Papers/Quizzes = 5%
 2 Article Reviews = 10%
 Annotated Bibliography = 10%
 Essay 1 = 10%
 Essay 2 = 20%
 Essay 3 = 30%
 Abstract and Final Presentation = 5%

*Total of all assignments = 100%

The distribution of final grades is as follows:

Semester grade: A=90-100; B=80-89; C=70-79; D=60-69; and, F=0-59
 (Borderline grades will not be automatically rounded up. Participation and attendance will be the deciding factor on close calls.)

6.2 Grading Standards and Expectations

Along with the students' adherence to the assigned prompt and engagement with course concepts and themes, the essays assigned in this course will be assessed and graded by the following standards:

C C indicates a satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.

B The B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization and development of a central idea. The B paper shows greater complexity of thought and development, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.

A The A paper is outstanding work. It is clearly a superior performance according to the criteria of clarity of expression and logical development of a central idea. It shows originality of thought and imaginative competence in the development of the material. It engages and holds the reader's attention and invites rereading. The style of the writing is consistently fluent, polished, and distinctive.

D D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.

F F indicates an unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

In addition to these general guidelines, I will assess your writing on the following criteria:

I will be looking for solid thesis statements that clearly articulate and put forth the central argument of your essay. In order for a thesis statement to be strong, its stated intention must be sustained throughout a paper. I will constantly ask: How does each statement/paragraph/example in your paper relate to the central idea of your thesis?

Beyond cohesion of this central thesis throughout your paper, I will be paying close attention to how well you transition between different paragraphs/claims/examples. This is essentially the structure and flow of your paper. Ideally, the reader should not wonder how any one of your statements relates to another. Consider the appropriate use of topic

sentences, supporting points, illustrations and examples as evidence, and sufficient explanation and analysis of the evidence and scholarship provided as it relates to your thesis.

And remember...

Write to your academic audience. Stay objective in tone and use appropriate, professional language. Do not assume that the reader already knows what we go over in class. Be clear and specific with your wording. Proofread carefully for clarity and use the proper MLA formatting for citing quotations and secondary sources. (For help with MLA formatting, refer to the Bedford Handbook and related writing links on our Canvas site.)

6.3 Late-work/Make-up/Extra Credit Policy

Students are responsible for turning in assignments on the due date regardless of absence. If you must miss a class when an assignment is due, please attach your work in an email to the professor (in Canvas) on or before the due date and bring a hardcopy to the next class meeting. Late response papers and essays will be allowed up to two weeks after the due date but will be automatically docked 10 points for each class period past the due date.

I do not assign extra credit; therefore, students should focus on providing their best work on assignments throughout the semester.

6.4 Incomplete Policy

Students are responsible for turning in all assignments during the scheduled timeframe for the course. Incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so may result in failing grades on assignments or the course if missing work is not completed and submitted before the last day of the semester. Please let me know immediately if serious health or life issues prevent you from attending class or submitting assignments. (*Also see the university "Drop Policy" below.*)

6.5 Classroom Conduct and Discussion

Students should behave in the classroom as in any other professional setting or workplace. **Please turn off and put away cell phones and other devices before class begins.**

When participating in discussion, keep in mind that the university classroom is one of the most diverse spaces within our society. Thus, you need to understand that there will be other members of the class with whom you disagree or who will disagree with you. This is fine; in fact, it is welcome. It is only through considering the beliefs and ideas of those with whom we disagree that we can truly decide on what we believe. So feel free to disagree with, refute, and/or challenge the ideas of others. However, when doing so, remain calm, polite, and respectful at all times toward your classmates, instructor, and their ideas.

Anyone who shouts, engages in discrimination and/or vulgarity, or who is disrespectful in any way will be promptly dismissed and an absence will be recorded for the day.

6.6 Artifact Collection for English Program Assessment

To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for this course this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. Instructions for how to upload your assignments will be provided in class.

7.1 Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas: <https://tamuct.instructure.com>

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

7.2 Technology Support

For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

Please let the support technician know you are an A&M-Central Texas student.

For issues with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

8.0 Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form: https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf

Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

9.0 Academic Integrity & Plagiarism

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. **Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course.**

Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Depending on the severity of a student's act of academic dishonesty, a student found to have committed any of the above will receive nothing less than a zero on the assignment on which the infraction occurred and nothing more than expulsion from the university. A minor infraction includes but is not limited to improper citations or allusions to an outside source (one not directly assigned or approved by me before submission). A major infraction includes but is not limited to the undocumented lifting of ideas, phrases, or any text from a source that finds its inspiration some place other than the student.

10.0 Access & Inclusion/Disability Support

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage:
<https://www.tamuct.edu/student-affairs/access-inclusion.html>

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more

information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

11.0 Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

12.0 University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

13.0 Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage:

<http://www.tamuct.edu/departments/library/index.php>

14.0 911 Cellular

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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**The professor reserves the right to amend this syllabus at any time during the semester as issues or needs arise. Written addendums will be distributed should this need occur.*

Course Calendar – ENGL 3330-110 – Spring 2019 - Bayless

*This calendar is tentative. I will distribute written revisions as I adapt instruction and materials to your needs.

Texts:

BH = The Bedford Handbook, 10th ed., Hacker and Sommers, editors.

(Additional texts will be regularly distributed and linked on Canvas.)

IMPORTANT: You are responsible for assigned readings before you come to class. Please bring your book and working drafts of your essays to every class.

UNIT I: CRITICAL READING AND ACADEMIC ARGUMENT

Week 1

T (1/15) Overview of syllabus and introduction to the course

Th (1/17) Plato, “Allegory of the Cave” (handout distributed in class and linked on Canvas);

How to read a “text” (Introduction to close reading, interpretation, argument, and analysis)

Week 2

T (1/22) *BH* 95-114 (Analyzing and writing about texts); Propaganda and Advertising (examples provided and discussed in class); Essay 1 assigned

Th (1/24) *BH* 115-130 (Analyzing visual texts); Propaganda and Advertising Continued (examples provided and discussed in class)

Week 3

T (1/29) George Orwell, “Shooting an Elephant” (distributed in class and linked on Canvas); **Essay 1 Due**

Th (1/31) Orwell, continued; *The Stanford Prison Experiment*, documentary shown and discussed in class; Response Paper 1 assigned

Week 4

T (2/5) Martin Luther King, Jr. “Letter from Birmingham Jail” (distributed in class and linked on Canvas)

Th (2/7) King, “Letter from Birmingham Jail” (discussion continued); Essay 2 assigned; **Response Paper 1 Due**

Week 5

T (2/12) *BH* 130-149 (Reading and writing arguments); King, “Letter from Birmingham Jail” (discussion continued); Essay 2 prompt discussed

Th (2/14) *BH* 5-28 (Pre-writing); **Topic for Essay 2 due**; brainstorming workshop

Week 6

T (2/19) *BH* 28-38 and 149-165 (Thesis statements and drafting); **Thesis for Essay 2 due**; thesis workshop

Th (2/21) *BH* 72-92 (Building arguments/ paragraph structure); **First Body Paragraph for Essay 2 Due**

Week 7

T (2/26) *BH* 38-56 (Revision and peer review); **Typed draft of Essay 2 due**; Peer Review

Th (2/28) *BH* 56-58 (Proofreading); **Essay 2 due**; proofreading workshop; Response Paper 2 assigned

UNIT II: ENGAGING IN SCHOLARSHIP AND ACADEMIC CONVERSATION
Week 8

T (3/5) Rosenstone, “The Music of Protest” (Academic journal article distributed in class and linked on Canvas)

Th (3/7) Rosenstone, “The Music of Protest” (discussion continued); **Response Paper 2 Due**; Article Review 1 assigned

Spring Break (March 11-15) – Class does not meet

Week 9

T (3/19) **Article Review 1 due**; Essay 3, Article Review 2, Annotated Bibliography, and Abstract/Presentation assigned; Brainstorming and Researching Academic Essays

Th (3/21) *BH* 525-542 and 552-568 (Researching and evaluating sources); Research Methods

Week 10

T (3/26) *BH* 543-552 and 577-597 (Avoiding Plagiarism and Integrating Sources); **Topic for Essay 3 due**; brainstorming workshop

Th (3/28) *BH* 807-813 (Writing in the disciplines); **Article Review 2 Due**; Using and quoting secondary sources

UNIT III: WRITING AND PRESENTING AN ACADEMIC CONFERENCE PAPER
Week 11

T (4/2) **Thesis/Outline for Essay 3 Due**; thesis workshop

Th (4/4) **Individual Conferences** (meet in my office at your assigned time; bring your thesis, outline, annotated bibliography and working drafts of Essay 3)

Week 12

T (4/9) **Individual Conferences** (meet in my office at your assigned time; bring your thesis, outline, annotated bibliography and working drafts of Essay 3)

Th (4/11) **Individual Conferences** (meet in my office at your assigned time; bring your thesis, outline, annotated bibliography and working drafts of Essay 3)

Week 13

T (4/16) **Annotated Bibliography Due**; Writing Abstracts and Presenting at Academic Conferences (texts and readings distributed in class and linked on Canvas)

Th (4/18) Draft of Essay 3 due; Citations workshop

Week 14

T (4/23) **Complete draft of Essay 3 due**; Peer Review

Th (4/25) **Essay 3 and Abstract due**; Presentations of Essays

Week 15

T (4/30) Presentations of Essay 3 continued

Th (5/2) Presentations of Essay 3 concluded

Week 16

T (5/7) Conclusions; Final essays and abstracts returned and discussed