



EAST TEXAS A&M
UNIVERSITY

ENGL 333.01E
ADVANCED WRITING: NONFICTION

Course Syllabus: Spring 2026 | Tuesday/Thursday 9:30 – 10:45am, Talbot Hall 208

INSTRUCTOR INFORMATION

Instructor: Dr. Jason A. Walker

Office Location: Talbot Hall #229

Office Hours: Tuesday and Thursday 2:00 – 3:30pm

Office Phone: (903)886-5260

University Email Address: Jason.Walker@ETAMU.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours (weekdays), weekend emails answered Monday

COURSE INFORMATION

Course Description

ENGL 333 is an advanced seminar and writing workshop in nonfiction prose for students who have completed foundational composition coursework. The course emphasizes close reading, rhetorical analysis, sustained discussion, and the production of polished nonfiction writing across personal, literary, civic, and research-informed genres.

Students examine how nonfiction writers develop inquiry through voice, structure, evidence, genre conventions, and style. Readings range from classic and contemporary essays to applied rhetorical theory. While selected theoretical texts are included, the course is not theory-centric; theory functions primarily as a tool for writing practice, rhetorical awareness, and revision.

The course operates as a hybrid seminar and writing workshop, foregrounding writing as an iterative and ethical practice. Students engage in peer review, instructor conferences, and substantial revision, culminating in an expanded student-choice project that integrates written and multimodal composition.

Prerequisites: ENGL 1302 and sophomore standing (with honors college approval)

Required Texts (student purchase)

Warner, John. *The Writer's Practice: Building Confidence in Your Nonfiction Writing*. Penguin, 2019. (ISBN: 978-0-14-3133155-5)

Please purchase physical copies of this text, not an e-book.

Additional course readings available via D2L course shell.

Additional Required Materials

- A valid, working Leomail address that you check everyday
- At least two storage methods: cloud, flash drive, folders, etc.
- A physical writing journal that you bring to each class
- A pencil (preferred) or pen that you bring to each class

Student Learning Outcomes

By the end of this course, you will be able to:

- Analyze nonfiction texts with attention to rhetoric, genre, audience, and style.
- Compose advanced nonfiction prose demonstrating control of voice, tone, and structure.
- Apply genre awareness to personal, public, and research-informed writing situations.
- Integrate research ethically and rhetorically into nonfiction writing.
- Revise writing substantially in response to feedback and reflection.
- Translate written work into multimodal forms for specific audiences.
- Articulate your development as writers through reflective analysis.

COURSE REQUIREMENTS

General Overview of Required Work

As a student in this course, you will actively write (not type) during almost every class session. While your final submissions will be typed and printed, most of the work you do in class will be handwritten work. According to multiple studies, including a 2025 report, “[h]andwriting activates a broader network of brain regions involved in motor, sensory, and cognitive processing” than typing (Marano, et al).¹ When we “wrestle” with texts (yours and others), we will do so physically as well as cognitively.

You will write short pieces that you might (or might not) share with the class in a writing workshop setting. The goal here is working from those shorter pieces with active feedback to the longer texts that will comprise your portfolio in this course. You will receive regular and detailed feedback which you will use to continue developing the pieces based on that feedback.

There will be formal and informal writing assignments (some graded, some not, all required) that will be focused on learning the craft of writing nonfiction. You will engage multiple genres, modes, sources, and audiences.

¹ Marano, Giuseppe, et al. “The Neuroscience Behind Writing: Handwriting vs. Typing—Who Wins the Battle?” *Life* (Basel, Switzerland), vol. 15, no. 3, 2025. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11943480/>

Weekly Deadlines and Expectations

This course is divided into two broad categories of work: Lecture & Discussion and Reading & Composition. You will work through them each week as follows (see detailed Course Schedule for specifics):

Lecture & Discussion	Tuesdays and Thursdays from 9:30 – 10:45am in DTH 208. During this time, we will engage in discussions about assigned texts and relevant ideas surrounding nonfiction writing.
Read & Compose	This should be ongoing. You should read assigned texts before each class meeting; after week 1, you will also have regular writing assignments that you might share in class.

My goal is to make each session of this course interactive and useful for you as a writer and as a student. I do expect you to be present in class each time we meet fully prepared to actively engage in discussions, workshops, or writing. To do well in this course, you will need to contribute to discussions, raise questions, respond to classmates, share insights in meaningful ways that keep discussions moving forward and that are beneficial to your classmates.

Major Assignments and Grading

Midterm and Final Grades in this course will be assessed on the following scale:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = <60%

- Short Analytical Response Essay 15%
- Personal or Literary Nonfiction Essay 15%
- Research Informed Public/Civic Nonfiction Essay 20%
- Expanded Student Choice Multimodal Project 25%
- Process Assignments (short writings, drafts) 10%
- Participation and Workshop Engagement 15%

Late Submission and Missing Assignments

Successful and satisfactory completion of this course requires timely submission of all assignments. Deadlines are established to support the pacing of reading, writing, workshops, and feedback that are central to the structure of the course.

Late work is generally not accepted. Exceptions may be considered only in cases of documented extreme circumstances and only when advance notice is provided whenever possible. Extreme circumstances are limited to serious and unavoidable situations and do not include work schedules, transportation issues (such as flat tires), competing deadlines in other courses, or poor time management.

Assignment submission dates and course calendar subject to change.

In-class work, including workshops, writing activities, and other participation-based assignments, cannot be made up if missed due to absence, as these activities depend on real-time engagement and collaboration. Absences related to school-sponsored events may be excused when appropriate documentation is provided in advance or as soon as reasonably possible (within one week of the missed class[es]).

Students are responsible for planning accordingly and communicating proactively. Failure to submit work on time or to attend required in-class activities may significantly impact course performance.

Statement on Grading and Assessment

Writing at the advanced undergraduate level necessarily involves a degree of subjectivity. Nonfiction writing is evaluated not only on correctness or adherence to formula but on rhetorical effectiveness, intellectual risk, stylistic control, and the writer's ability to make purposeful choices. As a result, assessment in this course cannot be reduced entirely to mechanical or standardized criteria.

Students should expect frequent and extensive feedback throughout the drafting and revision process. Much of the evaluation of final submissions will be based on demonstrable progress from earlier drafts, including evidence that the writer has engaged seriously with feedback, rethought rhetorical decisions, and revised beyond surface-level editing.

At the same time, grading in this course is not arbitrary. A portion of each assignment's grade will be based on measurable and objective standards, including but not limited to:

- Completion of assignment specifications and required components
- Adherence to genre expectations and stated rhetorical goals
- Control of writing conventions appropriate to advanced nonfiction
- Ethical and accurate use of sources when applicable
- Timely submission of drafts and final work

Strong performance in this course reflects a balance between growth and accountability: willingness to revise, experiment, and improve, alongside responsibility for meeting clearly defined expectations.

ACCESS, NAVIGATION, AND RESOURCES

This course is designed to support a range of learning approaches while maintaining consistent academic expectations for all students. Reasonable accommodation will be provided in accordance with university policy for students who have documented needs through the appropriate campus office.

Students who are registered with Disability Services and who require accommodation should contact me directly as early as possible in the semester to discuss the implementation of accommodations approved through Disability Services. Accommodation is intended to ensure accessibility in the course rather than alter the academic standards, learning outcomes, or essential requirements of the course.

Assignment submission dates and course calendar subject to change.

Students without documented accommodations who are experiencing academic, personal, or emotional challenges are encouraged to make use of available university resources, including the Counseling Center and academic support services. Disabilities and learning challenges may be visible or invisible, and the university provides formal processes to ensure that students receive appropriate support.

All students are expected to meet the stated course requirements. Questions about access or support, or issues which may hinder progress should be addressed as early as possible to allow for appropriate planning within the framework of institutional guidelines.

Students With Disabilities – 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

East Texas A&M University
Velma K. Waters Library Rm. 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Office of Student Disability Resources and Services](#)

Learning Management System (LMS)

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

- [LMS Requirements](#)
- [LMS Browser Support](#)
- [Zoom Video Conferencing Tool](#)

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903-468-6000 or helpdesk@tamuc.edu.

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: [Brightspace Support](#).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. You should have at least two storage methods such as a flash drive, cloud storage, folder, etc. to back up all your class

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materials. You should also have a backup method to deal with these inevitable problems such as the local library, Starbucks, a ETAMU campus open computer lab, etc.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding the Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE AND UNIVERSITY POLICIES & PROCEDURES

Communication

Communication is a key part of success in this course. I am available via email (Jason.Walker@ETAMU.edu) from 9am-5pm weekdays to discuss assignments and other course-related concerns. I also have walk-in office hours on Tuesdays and Thursdays from 2-3:30 pm in Talbot Hall Room 229, or by appointment (email me to set up a time). Please note that I may not respond to emails after hours, but I will respond within 24 hours on weekdays. Emails received over the weekend will be answered on Monday. Please include a proper opening, clear message and subject line, and closing salutation in emails. Here's an example:

To: Jason Walker (Jason.Walker@ETAMU.edu)

From: Student Name (sname23@leomail.etamu.edu)

Subject: Student Name. ENGL 333.01E. Office Hours Question

Dear Dr. Walker,

I would like to meet with you to discuss my thesis statement for the rhetorical analysis essay, however, I cannot make your office hours. Can I set up an appointment? I am available to meet Monday, Wednesday, or Friday after 3:00pm.

Thank you,

Student Name

Community Accountability

I strongly recommend that you get contact information for one or two other classmates. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support. These classmates might be the first ones you turn to when you are confused, have a question about what's due/when it's due, or are running late to class.

Attendance

Attendance in this course is mandatory. Successful completion of this course is dependent on regular attendance in class. It is your responsibility to log your attendance on the sign-in sheet

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that will be in the classroom during each class session. Students who do not sign in or who are more than 30 minutes late to class will be considered absent.

You are allowed 3 “free” absences during the term. For each absence over three, you will receive a 3.33% deduction in your final grade in the course. So, for example, if you miss 6 class meetings, there will be a 9.99% deduction in your final grade (essentially the loss of one letter grade). If you know you will miss class, you should contact me prior to your absence.

Syllabus Change Policy

This syllabus is a guide. Circumstances and events, such as student progress or weather, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced immediately.

Grievances

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 medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, Talbot Hall 141). Before an appointment is scheduled, the student must provide clearly documented and explained issues as to why the meeting is being requested. The student must also state when they discussed the issue in person or via phone (not email) with the instructor already. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \(“Student Appeal of Instructor Evaluation”\)](#).

Respect & Student Conduct

Each class is made up of diverse individuals with a variety of backgrounds and beliefs, so we won’t always agree with one another on every issue. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, rudeness and insults will not be tolerated. Our classroom should be a respectful space where we all feel comfortable and safe sharing our thoughts, and professionalism and boundaries are very important to me as a professor. 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](#).

Inclusion Policy & Nondiscrimination Notice

Your value as a member of this course and university community at large is vital to me, regardless of social identity factors. While at times, the topic of class discussions, readings, and other activities may take you out of your comfort zone or even go against your individual perception of the world, you are expected to keep an open mind and evaluate claims based on facts and knowledge, rather than preconceived notions alone. For questions, concerns, and problems related to discrimination based on race, ethnicity, class, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, please come talk to me.

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

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." This is solely an assessment of program effectiveness and in no way affects students' course grades or GPA.

Writing Center

The Writing Center offers writers free, one-on-one assistance. We currently offer 45min, face-to-face or online sessions that writers can book from our website: www.etamu.edu/writing-center.

We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: writingcenter@etamu.edu.

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- Chat with a Librarian! Get immediate assistance with our chat service on the main Library page: <https://www.etamu.edu/library/>
- Email ask@etamu.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- Text your question to 903.225.2862.
- Call the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- Meet With Us! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- Visit Us! We'd love to meet you in-person!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A

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- East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room

Academic Integrity & Honesty

Here is the official word on plagiarism and academic integrity from ETAMU:

Students at East Texas A&M University 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](#)

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

Basically, plagiarism is any attempt to pass off someone else's words or ideas as your own, but also not giving credit where credit is due. As your instructor, I want to know YOUR thoughts, YOUR ideas, and what YOU have to say—and it doesn't have to be perfect the first time. If you are struggling with an assignment, please come talk to me, and I will help you in any way that I can. Plagiarism is not worth the risk.

Use of Artificial Intelligence

The East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NTCE), and the Conference on College Composition and Communication (CCCC) regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical, responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M 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.

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

COURSE OUTLINE/CALENDAR

Below is a sketch of the semester. Be sure to consult D2L for the most up-to-date schedule and deadlines. I will send a weekly announcement each Sunday covering the week ahead.

TWP = The Writer's Practice

WEEK	TOPICS & READINGS	WRITING DUE
1 1/12 – 1/18	Introduction to Advanced Nonfiction Readings: <i>TWP</i> Introduction	Diagnostic Writing 1/18 – 11:59pm
2 1/19 – 1/25	Writing as Practice Readings: <i>TWP</i> Chaters 1-3 Analytical Response Essay Assigned	In-Class Short Writing 1/22 – 10:00am
3 1/26 – 2/1	Rhetorical Situation & Language Readings: Orwell	Analytical Response Essay 2/1 – 11:59pm
4 2/2 – 2/8	Voice, Authority, and Cultural Critique Readings: Baldwin Personal Essay Assigned	In-Class Short Writing 2/5 – 10:00am
5 2/9 – 2/15	The Personal Essay Readings: Selected essays	Personal Essay Draft 2/15 – 11:59pm
6 2/16 – 2/22	Style, Observation, and Stance Readings: Didion Research-Informed Essay Assigned	Workshop: Personal Essay 2/19 – 10:00am
7 2/23 – 3/1	Fact, Ethics, Inquiry, and Research Readings: Wallace; <i>TWP</i> Research Chapters	Personal Essay Final 3/1 – 11:59pm
8 3/2 – 3/8	Public Writing and Civic Engagement Genre as Social Action Readings: Emerson, Miller Student Choice Project Assigned	In-Class Short Writing 3/5 – 10:00am
9 3/9 – 3/15	<i>SPRING BREAK</i>	
10 3/16 – 3/22	Sustained Inquiry Through Observation Readings: Dillard	Student Choice Project Proposal 3/19 – 11:59pm Research-Informed Essay Draft 3/22 – 11:59pm
11 3/23 – 3/29	Place, Ethics, and Interior Life Readings: Lopez	Workshop: Research-Informed Essay 3/26 – 10:45am Revised Student Choice Proposal/Conference 3/29 – 11:59pm
12 3/30 – 4/5	Expansion Planning Week	Research-Informed Essay Final 4/5 – 11:59pm
13 4/6 – 4/12	Deep Revision and Multimodal Development Readings: <i>TWP</i> Revision Chapters; Shipka	
14 4/13 – 4/19	Work Week	Student Choice Project Draft 4/19 – 11:59pm

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15 4/20 – 4/26	Workshop & Presentation Prep	
16 4/27 – 5/3	Presentation and Course Synthesis	Reflection Essay 5/3 – 11:59pm Student Choice Project (with Presentation) 4/28 or 4/30 – 10:45am