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ENG 5011-601: Studies in Composition-Rhetoric: Genre Theory & Pedagogy

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ENG 5011-001 Studies in Composition & Rhetoric: Genre Theory & Pedagogy

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Course Description/Objectives

The concept of genre has been redefined in the past few decades. Genres are seen as rhetorical actions as opposed to formal categories. As a result, genres are viewed as socially significant ways that people use language to achieve their purposes. In this course, we will study recent genre theory and applications of that theory, particularly in relation to teaching. In our study of genre, class participants will:

- Discuss what constitutes a genre and what difference it makes
- Examine interactions between generic constraint and individual creativity
- Analyze relationships between “literary” and “non-literary” genres
- Consider how a genre can change over time in response to changing cultural contexts
- Analyze how genres operate in communities, reflecting the group’s values, beliefs, and assumptions
- Explore ways in which genre theory can be applied to teaching reading and writing
- Consider whether explicitly teaching of genres helps or harms novice writers.
- Examine how multimodal literacies influence emerging genres and explore related teaching implications.
- Analyze a genre of their choosing
- Compose a Seminar Project, which can be a journal article, conference paper, or detailed unit plan with rationale, on a topic related to genre theory and/or pedagogy.

Required Texts

Genre: An Introduction to History, Theory, and Pedagogy by Anis Bawarshi and Mary Jo Reiff

Genre Studies Around The Globe: Beyond The Three Traditions, Natasha Artemeva and Aviva Freedman, editors

Landmark Essays On Rhetorical Genre Studies, Carolyn Miller and Amy Devitt, editors

Multimodal Literacies and Emerging Genres edited by Tracey Bowan and Carl Whithaus, editors

Writing Genres by Amy J. Devitt

Course Requirements

In addition to coming prepared for class each week and participating in class discussions, the following work will be required:

1. Daily Work

D2L discussions and peer responses constitute potential daily work assignments. Each of you will be assigned to be a Discussion Leader at some point.

2. Genre Analysis

This 6-8 page paper will involve producing a written analysis of a genre that you select.

3. Seminar Project

This research project is designed for you to work with a topic, subject, issue, or argument related to composition theory and pedagogy that you're interested in exploring with greater depth and detail.

This project must have a defined outside audience; it's not just meant for this class. It should have the potential to move *beyond* this seminar.

You have four options for this project:

- **Conference paper** (6-8 pages) along with a proposal/abstract that concisely introduces your project that connects to reading and your work done in ENG 5011 and possibly elsewhere
 - For this project, you have to identify a specific conference you would submit the proposal and paper.
- **Journal article** related to your concentration in the M.A. program that connects to reading and work done in ENG 5011 and possibly elsewhere
 - For this project, you have to identify the journal you would submit the article and produce an article according to the submission guidelines of that journal.
- **Major writing assignment sequence with a rationale** for a writing class you may teach.
 - For this project, you have to identify the grade level and course you'd be teaching. The writing assignments (minimum of five) should be for a composition course, and the rationale will have to explain the assignments' pedagogical and theoretical foundations. The rationale should also address how instructors will facilitate a writing-process approach in the class through discussion of how the writing process will work for each paper and provide necessary documents if warranted (rubrics, grading criteria, peer review sheets, conference sheets, checklists, etc.).
- **Unit plan with rationale** (4-6 weeks) that pulls from your work in ENG 5011 and translates that work to the specific students you would be teaching.
 - For this project, you have to identify the grade level and course you'd be teaching and provide detailed rationales and discussion about the unit

plan's progression. The lesson plans will have to show theoretical foundations and provide rationales for pedagogical strategies and tactics. You may determine the specific format you feel will best convey plans.

Work Policy, and Expectations

You have the opportunity to use one extension in order to submit one late assignment of your choosing **except** for the seminar project, peer responses, and discussion leader dates. If you want an extension to be granted, you must communicate with me about your situation prior to the assignment due date. I typically grant an extension of a day or two for late assignments.

Late Work: Late work that is not excused before its due date will be penalized by 10% of the maximum possible points for each day it is late (excluding weekend days).

Instructor Response Time

Instructor email response time is usually within 24-48 hours. If you have not received an email response by then, send your Inquiry a second time.

Learner Interaction for the Online Section (Online)

Just like a classroom in a face-to-face classroom, the online classroom community demands good manners, careful reading of each other's' ideas, respect for diverse backgrounds and opinions, and adherence to Netiquette Guidelines.

I expect students to act in a mature and collegial manner. You should read the material, participate, and write as required.

Discussion Board Participation Guidelines for the Online Section (Online)

Because we cannot talk in a face-to-face classroom setting, discussion forums serve as our way to interact with each and learn from each other.

There are required modules for the course, and each module requires discussion forums. For each discussion forum, you need to post a substantive, quality to the discussion post question/s and then later reply to three of your peers' posts with depth and attention if required (instructions will be provided). You are more than welcome to respond to more than three peers. While I may have a minimum requirement of sentences or paragraphs for posts, the most important criterion is the **quality of the post**—whether the response exemplifies critical thinking and has details to support one's points, observations, assertions, or arguments.

If a student provides a quality response to the questions in the discussion forum and also provides a substantive reply to peers' response If required (Pass), the student earns 10 out

of 10 for that discussion forum. If a student does not provide substantial comments or only one of the two types of comments (Fail), the student earns 0 out of 10.

Grading: Detailed requirements for each major written project will be provided in assignment prompts. Due dates are listed on the course calendar. Penalties for excessive absences will be deducted as described in the “Attendance” section. Late work will be penalized as described in the “Late Work” section. Otherwise, your final course grade will be determined by the following:

Daily Work	30%
Genre Analysis	30%
Seminar Project	40%

A= 90% to 100%
B= 80% to 89%
C= 70% to 79%
D= 60% to 69%
F= 0% to 59%

If you have concerns about this list or any other aspect of the class, please contact me. Similarly, if circumstances arise that will affect your performance in this class, let me know as soon as possible.

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend.

When you send an email, follow the guidelines below. Emails should...

- Have a clear and concise subject line that provides gist of the email and course number, such as “5011 Question about Today’s Reading”
- Begin with a formal address, such as “Dr. Binns:” or “Professor Binns”
- Use a respectful tone
- Provide questions or information in a succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: “Any teacher who discovers an act of plagiarism—“The appropriation or imitation of the

language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. "In this class, if a student is found to have plagiarized, the document will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

In general, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it's online) where the information is located.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee 1210 or call 217-581-6583 to make an appointment.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee 1301.

ENG 5011: Course Calendar Summer 2022

This calendar is subject to changes and additions at my discretion. Unless otherwise indicated, assignments are due for the date listed on this schedule by 11:59 PM.

Discussion posts, assignment drafts, and peer responses will be due to our Discussion Board (under "Communications") on D2L. The Genre Analysis and Seminar Project will be due to our course Dropbox (under "Assessment") on D2L.

Week 1

Introductions & Backgrounds in Genre

- 5-31 Introductions; Discussion 1 Part 1
- 6-1 Discussion 1 Part 2
- 6-2 *Writing Genres* Chapters 1 & 2; *Landmark Essays On Rhetorical Genre Studies* Chapter 3; *Genre Studies Around The Globe* Chapter 1; Discussion 2 Part 1
- 6-3 Discussion 2 Part 2

Week 2

Genre Traditions & Genres in Context

- 6-6 *Genre: An Introduction to History, Theory, and Pedagogy* Chapters 3-6
Discussion 3 Part 1
- 6-7 Discussion 3 Part 2
- 6-8 Reading Day
- 6-9 DL Katie: *Genre Studies Around The Globe* Chapter 5 & 7
DL Heather: *Landmark Essays On Rhetorical Genre Studies* Chapter 12; ; *Writing Genres* Chapter 3; Discussion 4 Part 1
- 6-10 Discussion 4 Part 2

Week 3

More Genres in Context & Literary/Speech Genres

- 6-13 DL Alexis: *Genre Studies Around The Globe* Chapters 6 & 9;
DL Deb: *Genre: An Introduction to History, Theory, and Pedagogy* Chapters 8-9;
Discussion 5 Part 1
- 6-14 Discussion 5 Part 2
- 6-15 Reading Day
- 6-16 DL Leah: *Writing Genres* Chapter 6; *Genre: An Introduction to History, Theory, and Pedagogy* Chapter 2;
DL Sandra: *Multimodal Literacies and Emerging Genres* Chapter 7; *Landmark Essays On Rhetorical Genre Studies* Chapters 1 & 4; Discussion 6 Part 1
- 6-17 Discussion 6 Part 2

Week 4

Uptake & Genre Analysis

- 6-20 DL Shawn: *Landmark Essays On Rhetorical Genre Studies* Chapter 9; “Disambiguating Uptake: Toward a Tactical Research Agenda on Citizens’ Writing” (D2L)
DL Julia: *Genre Studies Around The Globe* Chapter 8; “Multiple Intertextual Threads and (Un)likely Uptakes: An Analysis of a Canadian Public Inquiry” (D2L) Discussion 7 Part 1
- 6-21 Discussion 7 Part 2
6-22 Reading Day
6-23 DL Jim: *Genre Studies Around The Globe* Chapters 2 & 11;
DL Jagoda: *Genre Studies Around The Globe* Chapters 12 & 16; Discussion 8 Part 1
6-24 Discussion 8 Part 2

Week 5

Constraint vs. Choice, Innovation, & Genre Analysis Peer Responses

- 6-27 *Writing Genres* Chapter 5, *Genre Studies Around The Globe* Chapter 14; Discussion 9 Part 1
6-28 Discussion 9 Part 2
6-29 Genre Analysis draft due to Discussion Board
6-30 Genre Analysis assigned peer responses due to Discussion Board
7-1 **Genre Analysis due to D2L Dropbox**

Week 6

Pedagogy

- 7-4 No Classes
7-5 DL Lanelle: *Writing Genres* Chapter 7 & Conclusion; *Genre: An Introduction to History, Theory, and Pedagogy* Chapter 7; Discussion 10 Part 1
7-6 Discussion 10 Part 2
7-7 DL Brandon: *Genre: An Introduction to History, Theory, and Pedagogy* Chapters 10 & 11; Discussion 11 Part 1
7-8 Discussion 11 Part 2; **Seminar Prospectus due to D2L Dropbox**

Week 7

More Pedagogy

- 7-11 DL Rachel: *Landmark Essays On Rhetorical Genre Studies* Chapters 14 & 15; Discussion 12 Part 1
7-12 Discussion 12 Part 2
7-13 Reading Day
7-14 *Genre Studies Around The Globe* Chapters 6 & 16; Discussion 13 Part 1
7-15 Discussion 13 Part 2

Week 8

More Pedagogy & Seminar Project

- 7-18 *Multimodal Literacies and Emerging Genres* Chapters 1, 5 & 6; Discussion 14

Part 1

- 7-19 Discussion 14 Part 2
- 7-20 Seminar Project draft due to Discussion Board
- 7-21 Seminar Project assigned peer responses due to Discussion Board
- 7-23 **Seminar Project due to D2L Dropbox**