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ENG 5007-001: Composition Theory and Pedagogy

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Fall 2018 ENG 5007: Composition Theory and Pedagogy
Tuesdays 7-9:30 in 3159 Coleman Hall

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Texts:

- Your Writing
- *A Guide to Composition Pedagogies*, 2nd ed. Tate, Rupiper, Taggart, Schick, and Hessler, Editors.
- *Cross-Talk in Composition Theory: A Reader*, 3rd ed. Villaneuva, editor.
- D2L and self-selected readings

Course Description:

This seminar focuses on theories and pedagogies of teaching college writing. Students will explore diverse composition pedagogies, be introduced to the various theoretical influences that have shaped the teaching of college writing, and learn about the history of Composition/Rhetoric as a discipline.

The official learning objectives are as follows:

- Demonstrate breadth and depth of knowledge about the history, theories, and movements within Rhetoric and Composition
- Analyze and synthesize diverse composition theories
- Demonstrate effective oral and written communication through leading discussions and formal presentations
- Demonstrate the ability to produce a research article that could lead to presentation or publication

Course Requirements:

1. Reading Responses

These one-page, single-spaced reading responses are perhaps the most important writing you will do in this class because they will help you to think through the readings, and they will form the basis for your contributions to discussions.

Please include the following in each response:

- A title----this will signal to your readers that you have a clear focus.
- A clear reference to the title and author of the piece you're referring to.
- An epigraph, or a brief block quotation from the assigned reading--to demonstrate close reading and to bring readers into your response. (with MLA-style parenthetical citations)
- A question, or a series of questions raised in the course of the reading.
- A response to the quotation and the questions it raises.

Note: Please keep all responses with my instructor comments (and/or peer feedback) in a folder/notebook for your final analysis/synthesis reflection. You will also be asked to lead the class discussion during one class, based on your (and your peers') reading responses.

Grades will be assigned as follows:

An A Response: Has an original title that signals that you have a clear focus. You begin with an epigraph-a key quotation from the reading); you offer both a personal and critical reading of the significance of the quotation you've selected. You avoid summary and say something insightful about the reading. Your writing has been "crafted"-that is, carefully constructed with clear, grammatically correct prose and no distracting typos.

A B Response: May have many of the markers of the A response but the explanations for why you selected your quotation is less developed. You summarize at times instead of showing insight. There may be a few typos/grammatical errors.

A C Response: Lacks focus, no or unconnected title, a number of writing errors (spelling, typos, and grammatical errors), little or no direct reference to our reading, not enough reflection/questioning/evidence to be considered a substantive response.

2. Analysis/Synthesis of Composition Theories

Your final response will provide an opportunity for you to analyze and synthesize the composition theories/pedagogies discussed throughout the semester. Think of this as a reflective piece. In lieu of a final exam, you will reflect on your reading during the semester and consider theories in relation to your own present and future professional experiences.

3. Discussion Facilitation and Participation

In addition to the active class discussion stemming from close and effective reading expected of all class members, you will lead a class discussion for an article/chapter one time during the semester, drawing on your detailed written response. As the discussion leader, you will facilitate class responses through thoughtful questions that are text-specific in order for you and your colleagues to make connections to other authors and ideas.

Keep in mind that a discussion leader does not lecture. Instead, you are facilitating discussion. Your role is to get your colleagues talking about their reading in a fruitful and responsible way. You're not "filling people's heads" via banking model lecture, so you need to direct an ongoing discussion through careful planning. Please plan to use 10-20 minutes to direct discussion and activities related to the reading.

4. Proposal for Final Project

This should be a formal proposal in memo form (addressed to me) in which you propose your project's focus, the significance of your choice, and the means by which you will address your project's focus. Your proposal should be (again) at least a full page, single-spaced.

5. Final Project-The major written work for the course is a project to be submitted during the last week of classes. The project (think 10-15 pages) may be one of the following:

- a. A bibliographic essay on a topic of special interest to you. Brook Horvath's "The Components of Written Response: A Practical Synthesis of Current Views" can serve as a model. You are also welcome to modify the media for your essay for a virtual environment (website, video essay, etc.)

- b. A syllabus and supporting materials or a textbook analysis, based on examining the implicit and explicit theories underlying the pedagogy. If you do the textbook analysis, choose one of the textbooks approved for freshman composition or for an English (Language arts) course you are teaching or plan to teach. You are also welcome to modify the media for your essay for a virtual environment (website, video essay, etc.)
- c. A review essay of two to four books on issues of contemporary composition theory. See for a model, John Trimbur's "The Politics of Radical Pedagogy: A Plea for 'A Dose of Vulgar Marxism'." *College English* 56.2 (1994): pp. 194-206. You are also welcome to modify the media for your essay for a virtual environment (website, video essay, etc.)
- d. An essay for a specific journal or the text of a paper for a specific conference. If you choose this option, you need to be thinking about the issue in composition theory or history you want to explore and what you have to contribute to the conversation. You are also welcome to modify the media for your essay for a virtual environment (website, video essay, etc.)

Grades:

1. Responses:	300 points (30%)
2. Analysis/Synthesis of Composition Theories:	150 points (10%)
3. Discussion Facilitation and Participation:	150 points (15%)
4. Project Proposal:	100 points (15%)
5. Final Project:	300 points (30%)

Total:	1000 points (100%)

Other Policies:

Tech Support: If you need assistance with D2L, call the Center for Online Learning (217-581-8452) during regular business hours or email col@eiu.edu. D2L tutorials and guides are available 24/7 under the "Help for Students" widget on the D2L My Home page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk (217-581-HELP). If you have a question regarding course content, contact your instructor.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "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 original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Electronic Writing Portfolio: This class is a writing intensive class, so you may submit either of your papers as a writing portfolio sample, following the instructions on the CASL Website.

Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.

Writing Center: Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

Please Note: You must complete all major assignments to complete this course.

Fall 2018 Tentative Course Calendar (Subject to Change)

August

Process Pedagogies

21 Introduction to the class and each other. What is Composition Pedagogy? An Introduction overview. The Writing Process of a "Given." Practice writing responses.

Assignment for 8/28: Read Murray, "Teach Writing as a Process..." and "Writing as a Mode of Learning" **OR** "A Cognitive Process Theory of Writing and "Post-Process Pedagogy..." from *Cross-Talk in Comp Theory (CT)* **AND** (for all) Anson, "Process" from *A Guide to Composition Pedagogies (GCP)* for 9/27 and write a response.

28 Response due. Model facilitating a discussion and sign up for discussion leading. Lesson planning, designing writing assignments. Explore the writing process from multiple perspectives.

Assignment for 9/4: Prepare for your first discussion facilitation next week. Read "Researched Writing" (*GCP*) and "The Basic Aims of Discourse" (*CT*). Write a response to one of these articles.

September

Rhetoric and Argumentation

4 Response due.

Discussion Facilitation 1:

Talk about and model rhetoric and argumentation and the rhetorical tradition.

Assignment for 9/11: Read "Researched Writing" (*GCP*) and two articles of your choice from Section Three, "Scientific Talk: Developmental Schemes" (*CT*) and write a response.

Researched Writing

11 Response due.

Talk about and model researched writing. Help students use textual sources persuasively and define and avoid plagiarism (Council of Writing Program Administrators).

Assignment for 9/18: Prepare for discussion facilitation for 9/18. Read "Collaborative Writing" and "Writing Center Pedagogy" in *GCP* and "Bruffee, "Collaborative Learning..." and "Inventing the University" in *CT* and write a response.

Collaborative Learning and Writing Center Pedagogies

18 Response due.

Discussion Facilitation 2:

Talk about collaborative learning and writing center pedagogy. Begin discussing and modeling peer review and group work.

Assignment for 9/25: Read “Genre Pedagogies” and “Basic Writing Pedagogies” in GCP and two articles of your choice. Write a response and prepare for discussion facilitation.

Genre Pedagogies and Basic Writing Pedagogies

25 Response due.

Discussion Facilitation 3:

Talk about and model genre pedagogy, basic writing pedagogies, and responding to student writing.

Assignment for 10/2: Read “Critical Pedagogies” in GCP and prepare a proposal for your research project. Write a response.

October

Critical Pedagogies

2 Response due.

Proposal due.

Talk about critical pedagogies, social-epistemic pedagogy, and critical literacy. Peer review proposals and share with instructor for comments.

Assignment for 10/9: Read “Cultural Studies and Composition” and “Second Language Writing” in GCP and two essays of your choice from Section 4 in CT. Write a response and prepare for discussion facilitation.

Cultural Studies Pedagogies and Second Language Writing

9 Response due.

Discussion Facilitation 4:

Talk about cultural studies pedagogy and writing in society. Talk about EIWP Institute Day on October 12.

Assignment for 10/16: Read “Feminist Pedagogies” in GCP and “Compositing as a Woman” and “Feminism in Composition” in CT and write a response. Prepare for discussion facilitation.

Feminist Pedagogies

16 Response due.

Discussion Facilitation 5:

Talk about and model feminist pedagogies and voice.

Assignment for 10/23: Read “Community-Engaged Pedagogies” in CGP and “The Public Intellectual...” in CT and write a response. Prepare for discussion facilitation.

Community-Engaged Pedagogy and Service Learning

23 Response due.

Discussion Facilitation 6:

Talk about community-engaged pedagogy and service learning. Highlight paths toward revision. Talk more about synthesis paper and final project.

Assignment: Read “Writing in the Disciplines and Across the Curriculum” in GCP and prepare a draft of your synthesis paper for 10/30.

Writing Across the Curriculum/Writing in the Disciplines/Synthesis Paper drafts
30 Draft of synthesis paper due.

Peer review drafts. Talk about writing across the curriculum/in the disciplines.

Assignment: Read “New Media Pedagogy” in GCP and prepare a response for 11/6. Prepare discussion facilitation.

November

New Media and Online and Hybrid Pedagogies

6 Response due.

Discussion Facilitation 7:

Talk about and model new media pedagogies. Don't forget to vote!

Assignment: and Read “Online and Hybrid Pedagogies” in GCP and prepare for response for 11/13.

13 Response due.

Talk about and model online/hybrid pedagogies.

Assignment: Complete revision of synthesis paper and draft your seminar project for 11/27.

19-23 Thanksgiving Recess

Synthesis Paper/Project drafts/Student Writing Responses/Evaluation cont.

27 Synthesis Paper due. Reflect on your writing.

Seminar Project draft due.

Peer review drafts of your seminar projects and continue talking about and modeling responding to and evaluating student writing.

Assignment: Revise your seminar project for 12/4 and prepare to present your work.

December

Seminar Project and Presentations

4 Seminar Project due!

Present your seminar projects and celebrate your good work!

11 Finals' Week: There is no final in this class.