ENG 5007 001: Composition Pedagogies

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Eastern Illinois University

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English 5007-001: Composition Theory & Pedagogy
7:00 p.m.—9:30 p.m. 3159/3120 Coleman Hall

Instructor: Dr. Donna Binns
Office: 3851 Coleman Hall
Office Hours: Tuesdays 2:00 p.m.—3:00 p.m.; Wednesdays 2:00 p.m.—3:00 p.m.
Email: djbinns@eiu.edu
English Department Phone: (217) 581-2428

Official 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.

Course Description & Learning Objectives: This seminar introduces graduate assistants to the theories and pedagogies that shape our understanding of how to teach writing at the college level. We will explore the foundational pedagogies, history, and theory of the discipline of Composition. The course will explore how knowledge gets made in Composition/Rhetoric. As part of the course, students will write analytical responses to readings. Students will also complete a seminar paper based on secondary and/or primary sources.

Course Learning Objectives:
- Demonstrate breadth and depth of knowledge about the history, theories, and movements within Composition Studies.
- Analyze and synthesize diverse composition theories
- Demonstrate preparation to apply composition theories and pedagogies to one’s own teaching
- Demonstrate effective oral and written communication
- Demonstrate the ability to produce a research article that could lead to presentation or publication.

Required Texts:
- Cross-Talk in Comp Theory: A Reader, Victor Villanueva (ed.)
- Guide to Composition Pedagogies, Gary Tate, Amy Rupiper, and Kurt Schick (eds.)
- Articles/Materials on e-reserve or D2L

Course Requirements: The following work will be required, and final course grades will be determined based upon a standard ten-point scale (i.e. 90%--100%=A; 80%--89%=B, etc.):

Article Responses (20% of semester grade):
For the article responses listed on the syllabus, you will select an important issue from the readings and briefly summarize how that issue is discussed in the articles you have read. You will then write an analysis by doing one or more of the following:
- Take a position in support of or opposition to the arguments presented in the articles
- Compare/contrast the relative strengths and weaknesses among the articles’ presentations of that issue (i.e., which is more credible, reliable, persuasive on this issue?)
Discuss the issue in terms of concepts or articles from earlier in the course
Apply the issue to your own experiences evaluating or being evaluated

Article responses will be evaluated on evidence of accuracy of reading, depth of engagement with the articles, critical thinking, and clarity of prose.

**Daily Work & Participation (20% of semester grade):**
Active, informed participation in class discussion and activities is expected. Daily work includes in-class writing, peer response, informal group work, informal oral presentations, and individual activities. Point values will depend upon the nature of the activity, but most daily work will be worth up to 10-20 points per item. A participation grade will be assigned each week, and it will be worth up to five points. Students who participate in class discussions, bring required materials to class, and positively contribute to class activities should earn all available participation points for that week. Failure to participate in class activities, failure to bring course materials, or excessive tardiness will result in a loss of some or all of the weekly participation points at my discretion.

**Composition Theories Synthesis/Analysis (20% of semester grade):**
You will write an in-depth synthesis/analysis in which you bring together 3-5 theories for comparison and analysis. As part of the assignment, you will address what theories you might incorporate into your own writing courses/instruction.

**Final Paper (40% of semester grade):**
At the end of the semester, you will write a research-based paper on the composition topic of your choice. The project can be based in secondary sources, interviews with teachers or students, analysis of student writing or course materials, etc. The topic and scope are at your discretion. Specific evaluation criteria for the major paper and project will be provided after the proposal stage.

**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. Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by up to 10% of the maximum possible points. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

**Attendance:** Attendance is essential. One absence will be tolerated without much penalty (except that in-class activities generally cannot be made up later). After a second unexcused absence, the overall course daily work grade will be lowered by one letter grade at the end of the semester. For each subsequent unexcused absence, your course grade will be lowered by one letter grade at the end of the semester.

**Plagiarism:** Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards. In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s 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 assignment of the grade of F for the assigned essay and a grade of F for the course.”
The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

**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 Ninth Street Hall, Room 2006, 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, test 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 9th Street Hall, Room 1302.
### ENG 5007 Fall 2017: Weekly Schedule

GCP = Tate, Rupiper, and Shick, *A Guide to Composition Pedagogies*
CT = Villanueva, *Cross-Talk in Comp Theory: A Reader*
D2L = In D2L for ENG 5007

All assignments are due on the date that they appear on this schedule. The assignment schedule is subject to changes and additions at my discretion.

#### Aug 23 Course Introduction

#### Aug 30 **Composition Pedagogy & Process**

READ:
- Taggart, Hessler, and Schick “What Is Composition Pedagogy?” (GCP 1-19)
- Anson, “Process” (GCP 212-230)
- Murray, “Teach Writing as a Process Not Product” (CT 3-6)
- Emig, “Writing as a Mode of Learning” (CT 7-16)

WRITE:
- Article Response

#### Sep 6 **Audience & Cognition**

READ:
- Ede & Lunsford, “Audience Addressed/Audience Invoked” (CT 77-96)
- Flower & Hayes, “A Cognitive Process Theory of Writing” (CT 253-278)
- Bizzell, “Cognition, Convention, and Certainty” (CT 367-392)

WRITE:
- Article response

#### Sep 13 **Expressive**

READ:
- Burnham and Powell, “Expressive” (GCP 111-127)
- Rose, “Narrowing the Mind and Page” (CT 325-366)
- Royster, “When the First Voice You Hear is Not Your Own” (CT 555-566)

WRITE:
- Article response

#### Sep 20 **Rhetoric & Genre**

READ:
- Fleming, “Rhetoric & Argumentation Pedagogy” (GCP 248-265)
- Devitt, “Genre” (GCP 146-162)
- Bazerman “The Life of Genre, the Life in the Classroom” (D2L)

WRITE:
- Article response
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Write</th>
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<tbody>
<tr>
<td><strong>Sep 27</strong></td>
<td><strong>Evaluating Writing</strong></td>
<td>Horvath, “The Components of Written Response” (D2L)</td>
<td>Schwegler, “The Politics of Reading Student Papers” (D2L)</td>
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<td>Connors &amp; Lunsford, “Teachers’ Rhetorical Comments on Student Papers” (D2L)</td>
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<td><strong>Oct 04</strong></td>
<td><strong>Collaboration</strong></td>
<td>Kennedy and Moore Howard, “Collaborative Writing” (GCP 37-54)</td>
<td>Trimbur, “Consensus and Difference in Collaborative Learning” (CT 441-458)</td>
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<td>Bruffee, “Collaborative Learning and the ‘Conversation of Mankind’” (CT 395-416)</td>
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<td>Trimbur, “Consensus and Difference in Collaborative Learning” (CT 441-458)</td>
<td>WRITE: <strong>Theory Synthesis/Analysis draft due for peer response</strong></td>
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<td><strong>Oct 11</strong></td>
<td><strong>Critical &amp; Cultural Studies</strong></td>
<td>George, “Critical” (GCP 77-93)</td>
<td>WRITE: <strong>Theory Synthesis/Analysis Due</strong></td>
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<td>George, Lockridge, and Trimbur, “Cultural Studies and Composition” (GCP 94-110)</td>
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<td>Bizzell, “Contact Zones’ and English Studies” (CT 459-466)</td>
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<td><strong>Oct 18</strong></td>
<td><strong>Feminist &amp; Multicultural</strong></td>
<td>Micciche, “Feminist” (GCP 128-145)</td>
<td>Lu, “Professing Multiculturalism . . .” (CT 467-484)</td>
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<td>Ritchie &amp; Boardman “Feminism in Composition . . .” (CT 597-620)</td>
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<td>Topic</td>
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<td>Write</td>
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| Oct 25 | **WAC, Writing Center, & Service Learning** | Thaiss and McLeod, “Writing in the Disciplines and Across the Curriculum” (GCP 283-300)  
Lerner “Writing Center” (GCP 301-316)  
Julier, Livingston, and Goldblatt, “Community-Engaged” (GCP 55-76)  
Cushman, “The Public Intellectual, Service Learning, …” (CT 509-518) | WRITE:  
Article Response |
| Nov 01 | **Grammar, Style, & “Correctness”**        | Hartwell, “Grammar, Grammars, and the Teaching of Grammar” (CT 205-234)  
Braddock, “The Frequency and Placement of Topic Sentences” (CT 189-204)  
Rodgers, “A Discourse-Centered Rhetoric of the Paragraph” (CT 175-188) | WRITE:  
Article Response |
| Nov 08 | **Basic Writing & ESL**                    | Mutnick and Lamos “Basic Writing” (GCP 20-36)  
Shaugnessy, “Diving In . . . ” (CT 291-298)  
Matsuda and Hammill “Second Language Writing” (GCP 266-282)  
Matsuda, “Composition Studies and ESL Writing . . . ” (CT 673-696) | WRITE:  
Article response |
| Nov 15 | **New Media**                               | Brooke “New Media” (GCP 177-193)  
Hewett “Online and Hybrid” (GCP 194-211)  
Yancey, “Made Not Only in Words . . . ” (CT 791-826) | SHARE:  
Final paper progress report (informal oral discussion)  
WRITE:  
Article response |
<p>| Nov 22 | Break                                       |                                           |                                    |</p>
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<tr>
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<tr>
<td>Nov 29</td>
<td><strong>Research, Writing, &amp; Literature</strong></td>
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<td><strong>READ:</strong></td>
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<td>Farris “Literature and Composition” (GCP 163-176)</td>
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<td>Moore Howard and Jamieson “Researched Writing” (GCP 231-247)</td>
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<td><strong>WRITE:</strong></td>
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<td><strong>Final paper draft due for peer response</strong></td>
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<td>Dec 06</td>
<td><strong>SHARE:</strong></td>
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<td>A brief oral presentation that summarizes the main points of your final paper</td>
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<td><strong>WRITE:</strong></td>
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<td><strong>Final paper due</strong></td>
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