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ENG 5011-600: Studies in Composition and Rhetoric

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English 5011: Studies in Composition and Rhetoric: “Teaching to Transgress in an Expressive Feminist Classroom: Student-Centered Pedagogies in Composition and Rhetoric”

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(Note: I will be online in my office, as well)

Texts:

- Your Writing
- D2L and self-selected readings
- CROSS-TALK IN COMP THEORY: A READER, 3RD
- hooks, TEACHING TO TRANSGRESS
- Butler, GENDER TROUBLE: FEMINISM & THE SUBVERSION OF IDENTITY
- Mann, DOING FEMINIST THEORY

Course Description: In *Teaching to Transgress: Education as the Practice of Freedom*, bell hooks asserts, “the classroom remains the most radical space of possibility in the academy.” Such a classroom supports student-centered tenets like knowledge co-creation, community, empowerment, attendance to voice and experience, and reflection. For hooks, “As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” This section of English 5011 will explore ways to build and support such classroom communities for courses in composition and rhetoric.

Course Objectives:

- Demonstrate breadth and depth of knowledge about the genres, theories, and history of feminist and student-centered pedagogies through blogs, discussions, and research projects responding to readings and presentations
- Analyze and synthesize diverse examples of feminist and student-centered pedagogies in reading responses and discussions
- Demonstrate the ability to create various feminist and student-centered artifacts
- Demonstrate effective oral and written communication through leading discussions and formal presentations in small groups
- Curate a virtual annotated bibliography using PB Works Wiki, Wakelet, Google Drive, Pinterest, or some other online platform
- Demonstrate the ability to synthesize and apply research and responses through a syllabus or i-Search paper

EIU Learning Goals:

I. Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

II. Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.

- Producing documents that are well organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

III. Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.
- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

IV. Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Course Requirements:

1. **Reading Response Small Group Discussion Posts (and Peer Responses):** Reading Responses Shared with your small group: For these brief (150-250 Word) reading responses, please approach the texts you choose through a particular lens to move beyond summary. You might evaluate or critique the text. You might argue for or against its points. You might use the text as a jumping off point for a narrative or (might I say) poem. Engage with the text rather than summarizing it. Personal and pedagogical connections are welcome, as are intertextual readings (exploring other texts with which the work engages). These 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 (300 points—20 points for each reading response and 10 points for your interaction with small group).

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 critical and personal response to the reading (see handout from first week as a guide).

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. Group Presentation, Discussion Facilitation, and Participation (300 total)

Assignment: In groups of 3-4, you will lead an online class discussion about one of the chapters or articles one time during the semester. As the discussion leaders you will first complete a multimedia presentation illuminating your text that includes discussion questions for the rest of the class.

Purpose: To work in small groups to create and disseminate a presentation and facilitate a full-class discussion.

Audience: Your peers and instructor who are seeking further engagement with complex pedagogies and theories and their application.

Explanation:

A. Begin with a Multimedia Presentation: (Presentation Models will be provided) (100).

Each Group Member should please include the following:

- At least one image each to illustrate your reading and its context
- At least one link each to pages or other resources that will illuminate your work and its possible applications
- At least one video each Youtube (or other) video where appropriate to illustrate your segment of the reading
- Each of you will include informative and concise text that will introduce and explain your segment of the reading. You might include voiceover narration to explain your text, as well.
- Thoughtful questions in your presentation to encourage a deeper engagement with the reading during the full-class discussion (one from each group member)
- Acknowledgement of outside sources in a references or external links section. Make sure you cite direct quotations.

B. Discussion and Discussion Facilitation: (50 points for each discussion—200 total)

Keep in mind that a discussion leader does not lecture. Instead, you are facilitating discussion. Your role is to get your colleagues talking or writing 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.

For the approximately four group-led discussions, colleagues in other groups will share initial responses to the three multimedia presentations beyond the one they create.

Everyone will then participate in what I hope are engaging, thoughtful, insightful, and informative critical discussions, responding to at least **five (5)** of your peers' responses. Since there are only four of these discussions, and they are all group-led, my hope is that you will be able to engage more deeply with each peer's responses.

3. **Research Curation: A Virtual Annotated Bibliography (200 points – 100 for each half):** You will curate a virtual annotated bibliography on an issue related to feminist/student-centered pedagogies and/or theories of your choice. You might choose to explore feminist/student-centered pedagogies/theories through the lens of the teacher or classroom, as well as any of the elements included in the course. But please do fit this assignment to you own needs and wants—as long as your topic connects in some way to feminist/student-centered pedagogies/theories.

Each of your annotations should include

- a. A link to the source (and its bibliographical information).
- b. a brief summary (not more than a few sentences), including the purpose and 1-2 key points from the text;
- c. a brief discussion of how the text connects to your academic interests, OR, how does the text take up, define, or deploy feminist/student-centered pedagogies or rhetoric?;
- d. a compelling question this text might broach or begin to answer.

Annotations should be no shorter than 4 sentences, and no longer than two paragraphs, give or take. By the end of the semester, you will have a full annotated bibliography on your chosen approach that can be used to produce a literature review for an essay, as well as for future use in a classroom.

You may curate your virtual annotated bibliography through [PB Works Wiki](#), [Wakelet](#), [Google Drive](#), Pinterest, or some other online platform, including the tools in D2L.

4. **Final Project with Proposal and Draft: A Syllabus, an iSearch Paper, or a Conference Paper draft (200 points):** For your final project, you have the choice to complete a syllabus for a feminist/student-centered class you would like to teach, an iSearch paper documenting your own research process toward a product of your choice, or an actual conference paper draft for a conference of your choice. Aim for at least 2000 words.

Note: I-Search papers contain these parts in this order:

- a. Introduction: How I got interested in this topic
- b. Description of the search
- c. What I found out
- d. Conclusion: how I'm going to use this information and what I still want to find out.
- e. A Bibliography

Grades:

1. Reading Response Posts and Small Group Discussions	300 points (30%)
2. Discussion Presentation, Facilitation and Participation:	300 points (20%)
3. Research Curation:	200 points (30%)
4. Final Project:	200 points (20%)

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."

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.

Spring 2020 Tentative Course Calendar, Subject to Change

January

Introductions

1/13: Week 1 Introductions to the course and to each other.

Read "[Writing a Response Paper](#)" and write a response in your small group discussions

Review the syllabus and share any questions you have during office hours or via email.

Introduce yourself as a student, scholar, and colleague and share it in our first full-class discussion

Please also say hello to all of your peers.

Assignment due by Wednesday at 5 p.m.:

- "Writing a Response Paper" brief response in your small group discussion

- Introduce yourself to the full class in the full-class discussion area.

Assignments due by Monday at 5 p.m.:

- Responses to your small-group members

- Discussion and response to one another's introductions in the full-class discussion

Readings and Small-Group Response for 1/21:

Shrewsberry, "[What is Feminist Pedagogy?](#)"

Hooks, "Introduction" and "Engaged Pedagogy" (chapter 1)

Note: You will have a response due on one of these articles/chapters by Wednesday at 5 p.m.

Engaged Pedagogy

Note: Martin Luther King Day is 1/20, and Lions in Winter is 1/25

1/21: Week 2 Introduction to Feminist Pedagogy

Read Shrewsberry, "[What is Feminist Pedagogy?](#)"

Hooks, "Introduction" and "Engaged Pedagogy" (chapter 1)

Assignment due by Wednesday at 5 p.m.:

Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!

Assignments due by next Monday at 5 p.m.:

- Participate in small-group discussion on D2L, responding to your peers and the reading.

Readings for week of 1/27:

Hooks, chapter 2, “A Revolution of Values” and chapter 3, “Embracing Change”
 Min-Zhan Lu, “Professing Multiculturalism...” in *Cross Talk...*

1/27: Week 3

Read Hooks, chapter 2, “A Revolution of Values” and chapter 3, “Embracing Change”
 Min-Zhan Lu, “Professing Multiculturalism...” in *Cross Talk...*
 and complete a response in your small-group discussion.

Assignment due by Wednesday at 5 p.m.:

- Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!

Assignments due by next Monday at 5 p.m.:

- Participate in small-group discussion on D2L, responding to your peers and the reading.

Readings for 2/4:

Hooks, chapter 4, “Paolo Freire” and chapter 5, “Theory as Liberatory Practice.”
 Cushman, “The Public Intellectual...” in *Cross-Talk*

February*Theory and Feminist Pedagogy*

2/4: Week 4 Friere and Theory

Read Hooks, chapter 4, “Paolo Freire” and chapter 5, “Theory as Liberatory Practice.”
 Cushman, “The Public Intellectual...” in *Cross-Talk*

Write a response to one of the works in your small-group discussion. Participate in discussion on D2L, responding to an opening visualization of the readings and questions to ponder.

Assignments due by Wednesday at 5 p.m.:

- Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!

Assignments due by next Monday at 5 p.m.:

- Participate in small-group discussion on D2L, responding to your peers and the reading.

Readings for 2/10:

Hooks, chapter 6, “Essentialism and Experience,” chapter 7, “Holding My Sister’s Hand,” chapter 8, “Feminist Thinking,” and chapter 9, “Feminist Scholarship”

2/10: Week 5

Hooks, chapter 6, “Essentialism and Experience,” chapter 7, “Holding My Sister’s Hand,” chapter 8, “Feminist Thinking,” and chapter 9, “Feminist Scholarship”

Complete a Reading Response in your small-group discussion.

Assignments due by Wednesday at 5 p.m.:

- Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!

Assignments due by next Monday at 5 p.m.:

- Participate in small-group discussion on D2L, responding to your peers and the reading.

Assignment due for 2/17:

-Group 1 will prepare a presentation and discussion questions highlighting hooks, chapter 10, “Building a Community” and chapter 11, “Language” and either “Collaborative Learning...” OR “Consensus and Difference” in *Cross Talk* (which everyone will read). Please note, the group will decide which elements of each piece to emphasize. Please see syllabus for further information!

Readings for 2/17:

hooks, chapter 10, “Building a Community” and chapter 11, “Language” and either “Collaborative Learning...” OR “Consensus and Difference” in *Cross Talk* (which everyone will read)

February 14 Lincoln’s Birthday observed

Community and Language

2/17: Week 6

Read hooks, chapter 10, “Building a Community” and chapter 11, “Language” and either “Collaborative Learning...” OR “Consensus and Difference” in *Cross Talk* and write a response for the full-class discussion (unless your group is providing the presentation).

Participate in a group-led discussion on D2L, responding to the presentation and questions to ponder—and any other instructions the group provides.

Assignments due by Wednesday at 5 p.m.:

- Write a response to at least one of the questions posed in the presentation in the full-class discussion group discussion. Please see the syllabus for an explanation!

Assignment for next Monday at 5 p.m.:

- Participate in group-led discussion on D2L, responding to your peers and the reading and presentation.

Readings for 2/24:

Hooks, chapter 12, “Confronting Class,” chapter 13, “Eros, Eroticism, and the Pedagogical Process,” and “chapter 14, “Ecstasy.”

Please also consider the topic for your virtual annotated bibliography by next week!

Note: The First set of annotations will be due week 8!

2/24: Week 7

Read Hooks, chapter 12, “Confronting Class,” chapter 13, “Eros, Eroticism, and the Pedagogical Process,” and “chapter 14, “Ecstasy.”

Complete a response in your small-group discussion and participate in a discussion responding to your peers.

Assignments due by Wednesday at 5 p.m.:

- Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!
-Share your virtual annotated bibliography topic with me via email or text.

Assignments for next Monday at 5 p.m.:

- Participate in small-group discussion on D2L, responding to your peers and the reading.

Readings for 3/3:

“Reality, Consensus, and Reform...,” “Contact Zones,” and “Beyond the Personal” in *Cross Talk...*

March

Politics and Gender Trouble

3/3: Week 8

Read “Reality, Consensus, and Reform...,” “Contact Zones,” and “Beyond the Personal” in *Cross Talk...*

write a response to it in relation to one of the works in your small-group discussion. Work on your virtual annotated bibliography and share your chosen topic and initial entries with your peers in your small group for discussion.

Assignments due by Wednesday at 5 p.m.:

- Virtual Annotated Bibliography initial entries
- Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!

Assignments due by next Monday at 5 p.m.:

- Responses to peers’ Virtual Annotated Bibliography topic and initial entries
- Participate in small-group discussion on D2L, responding to your peers and the reading.

Readings for 3/10:

Butler, “Subjects of Sex/Gender/Desire”

Assignment for 3/10:

- Group 2 will prepare a presentation and discussion questions highlighting “Subjects of Sex/Gender/Desire.” Please note, the group will decide which elements of each piece to emphasize. Please see syllabus for further information!

3/10: Week 9:

Read Butler, “Subjects of Sex/Gender/Desire” and write a response for the full-class discussion (unless your group is providing the presentation).

Participate in a group-led discussion on D2L, responding to the presentation and questions to ponder—and any other instructions the group provides.

Assignments due by Wednesday at 5 p.m.:

- Write a response to at least one of the questions posed in the presentation in the full-class discussion group discussion. Please see the syllabus for an explanation!

Assignment for next Saturday at 5 p.m.: (to avoid spring break!)

- Participate in group-led discussion on D2L, responding to your peers and the reading and presentation.

Readings for 3/23:

-chapter 1, “Doing Feminist Theory” (Mann)

Assignment for 3/23:

- Final Project Proposal

16-20 No School—Spring Break!

Doing Feminist Theory

3/23: Week 10

Read chapter 1, “Doing Feminist Theory” (Mann)

- Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!

Complete your Final Project Proposal and participate in a small-group discussion responding to your colleagues’ and your own responses and proposals.

Assignment due by 3/23:

-Final Project Proposal

-Central Illinois Feminist Film Festival today!

Assignments due by Wednesday at 5 p.m.:

- Write a response to one of the works in your small group discussion. Please see the syllabus for an explanation!

Assignments due by next Monday at 5 p.m.:

- Participate in small-group discussion on D2L, responding to your peers’ final projects and responses and the reading.

Assignment due by 3/30:

Group 3 will prepare a presentation and discussion questions highlighting chapter 5, “Intersectionality Theories” in Mann.

Readings for 3/30:

chapter 5, “Intersectionality Theories” in Mann.

3/30: Week 11

Read chapter 5, “Intersectionality Theories” in Mann.

Participate in a group-led discussion on D2L, responding to the presentation and questions to ponder—and any other instructions the group provides.

Assignments due by Wednesday at 5 p.m.:

- Write a response to at least one of the questions posed in the presentation in the full-class discussion group discussion. Please see the syllabus for an explanation!

Assignment for next Monday at 5 p.m.:

- Participate in group-led discussion on D2L, responding to your peers and the reading and presentation.

Assignment due by 4/6:

-Group 4 will prepare a presentation and discussion questions highlighting chapter 6, “Postmodernism, Poststructuralism, Queer & Transgender Theories” in Mann. (which everyone will read). Please note, the group will decide which elements of each piece to emphasize. Please see syllabus for further information!

Readings for 4/6:

-chapter 6, “Postmodernism, Poststructuralism, Queer & Transgender Theories” in Mann.

April

4/6: Week 12

Read chapter 6, “Postmodernism, Poststructuralism, Queer & Transgender Theories” in Mann and write a response for the full-class discussion (unless your group is providing the presentation).

Participate in a group-led discussion on D2L, responding to the presentation and questions to ponder—and any other instructions the group provides.

Assignments due by Wednesday at 5 p.m.:

- Write a response to at least one of the questions posed in the presentation in the full-class discussion group discussion. Please see the syllabus for an explanation!

Assignment for next Monday at 5 p.m.:

- Participate in group-led discussion on D2L, responding to your peers and the reading and presentation.

Assignment for 4/13:

-Virtual Annotated Bibliography, Part 2—shared with me and your small-group

7 English Studies Student Conference—You are welcome to present any of your work from ENG 5011!

Sharing your Virtual Annotated Bibliographies!

4/13: Week 13

Share your Virtual Annotated Bibliographies with your colleagues.

Assignment due 4/13:

-Virtual Annotated Bibliography, Part 2 in your small-group discussion. I too will share my thoughts.

Assignments due by next Monday at 5 p.m.:

-Respond to your peers' Virtual Annotated Bibliography in the small-group discussion

Assignment for 4/22:

-Final Project Draft!

Sharing your Final Projects!

4/20: Week 14

Assignment due by Wednesday, 4/22

-Final Project Draft shared with peers in small-group discussion

Assignments due by next Monday at 5 p.m.:

-Discussion and Responses to final project drafts in small groups

Assignment for 4/27:

-Final Project with reflection in dropbox.

-Share a summary of your project with all of your peers in the full-class discussion.

4/27: Week 15

Assignments due by 4/27:

-Final Project with reflection in dropbox

-Project summary shared in full-class-discussion

Assignments due by next Monday at 5 p.m.:

-Discussion and responses to project summary

May 4-7 Finals' Week

Assignment due by Monday at 5 p.m.:

-Discussion and responses to project summary and Have a good summer!