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

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

Instructor: Dr. Donna Binns

Office: 3851 Coleman

Office Hours: MWF 11:00 a.m.—11:50 a.m.; Fridays 1:00 p.m.—2:00 p.m.

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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 pedagogy. 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
- Determine whether explicitly teaching 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 potential journal article 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
Writing Genres by Amy J. Devitt

Genre and the New Rhetoric edited by Aviva Freedman and Peter Medway

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

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:** In-class writings, response papers, group work, informal presentations and peer response activities constitute potential daily work assignments. Generally, in-class activities cannot be made up at a later date.
2. **Genre Analysis:** This 8-10 page paper will involve producing a written analysis of a genre that you select.
3. **Journal Article:** This paper (minimum of twelve pages) will constitute the final written assignment for the course. You will select an academic journal and write a substantial formal research-based paper that you could submit to that journal for publication. Naturally, your topic should relate to topics covered in the course, but the specific selection should be guided by your interests in genre theory and pedagogy. However, you will want the article be appropriate for the journal that you have selected.

4. Journal Article Presentation: This will be a short, informal oral presentation (no more than ten minutes) of the main points covered in your journal article. This presentation will be worth up to 50 points in the daily work category.

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 & Participation	30%
Genre Analysis	30%
Journal Article	40%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

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). **Hard copies only will be accepted.** 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. After a third absence, your overall course grade will be lowered by one letter grade at the end of the semester. For each subsequent absence, your course grade will be lowered by one letter grade at the end of the semester. If class is canceled due to inclement weather or other circumstances, students may be required to participate in activities on D2L.

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.

ENG 5011: Course Calendar

This calendar is subject to changes and additions at my discretion. Assignments are due on the date that they are listed on this schedule.

1-12 Course Introduction

1-19 No Class: Martin Luther King, Jr. Holiday Observed

What is Genre?

1-26 *Writing Genres* Chapter 1
Genre and the New Rhetoric Chapters 1, 2, & 4
Genre: An Introduction to History, Theory, and Pedagogy Chapter 1
Response Paper Due

Genre in Social Settings & Linguistic Traditions

2-2 *Writing Genres* Chapter 2
Genre: An Introduction to History, Theory, and Pedagogy Chapters 3-4
Genre and the New Rhetoric Chapter 3
Response Paper Due

Genres in Context & Rhetorical Genre Studies

2-9 *Writing Genres* Chapter 3
Genre: An Introduction to History, Theory, and Pedagogy Chapters 5-6
Response Paper Due

Genre, Creativity, & Literary Studies

2-16 *Writing Genres* Chapters 5-6
Genre: An Introduction to History, Theory, and Pedagogy Chapter 2

Genre in Academic & Workplace Settings

2-23 *Genre: An Introduction to History, Theory, and Pedagogy* Chapter 7-8
Genre and the New Rhetoric Chapters 5-6
Response Paper Due

Genre in Public and New Media Contexts

3-2 **Genre Analysis Draft Due** for peer response
Genre: An Introduction to History, Theory, and Pedagogy Chapter 9
Genre and the New Rhetoric Chapter 10
Multimodal Literacies and Emerging Genres Introduction

Genre, Transferability, & Teaching ESL Students

3-9 **Genre Analysis Due**
"Transferability and Genre" by Amy Devitt (D2L)
Multimodal Literacies and Emerging Genres Chapter 1
" 'I Was Just Never Exposed to This Argument Thing': Using a Genre Approach to Teach Academic Writing to ESL Students in the Humanities" by Rochelle Kapp & Bongani Bangeni (D2L)

3-16 No Class: Spring Break

Teaching Genre

- 3-23 *Writing Genres* Chapters 7-8
Genre and the New Rhetoric Chapter 12
"The Resume as Genre: A Rhetorical Foundation for First-Year Composition" by Shane Peagler & Kathleen Blake Yancey (D2L)
Response Paper Due
- 3-30 *Genre: An Introduction to History, Theory, and Pedagogy* Chapters 10-11
Multimodal Literacies and Emerging Genres Chapter 4
Response Paper Due

Teaching Multimodal Genres

- 4-6 *Multimodal Literacies and Emerging Genres* Chapters 2, 3, & 5
Response Paper Due
- 4-13 Brief Oral Preview of Journal Article
Multimodal Literacies and Emerging Genres Chapters 6-8

Multimodal Genres & Composition Programs

- 4-20 **Journal Article Draft Due** for peer response
Multimodal Literacies and Emerging Genres Chapters 10 & 12
Course Evaluations

Genre Presentations & Multimodal Curriculum

- 4-27 **Journal Article Due**
Journal Article Oral Presentations
Multimodal Literacies and Emerging Genres Chapter 13

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 9th Street Hall, Room 1302.