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## ENG 5007-001: Composition Theory and Pedagogy

Rachael Ryerson

*Eastern Illinois University*

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# ENG 5007-601: Composition Pedagogies

**Instructor:** Dr. Rachael Ryerson

**Physical Office:** Coleman 3040

**Email:** [raryerson@eiu.edu](mailto:raryerson@eiu.edu)

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**Office Hours** (held both physically and virtually):

- ◇ Tuesdays, 11 am-12 pm,
- ◇ Wednesdays 12 pm-1 pm &
- ◇ Thursdays, 11 am-12 pm, or by appt

.....  
**Virtual Office Hours Zoom Link:**

<https://eiu.zoom.us/j/92255816511?pwd=aDlhYW9BaElWVXNRMctmanlzOW9Hdzog>

Meeting ID: 922 5581 6511

Passcode: 419568

## Course Description

*ENG 5007: Composition Pedagogies* will prepare you to teach college writing through both theory and praxis. This course will cover best practices for teaching writing in the college classroom, and help you apply what you learn to the teaching of writing courses. In addition to designing your own lesson plans and researching a writing studies issue/topic, you will also engage with writing studies topics and concerns, like responding to and assessing student writing, facilitating class discussions, and crafting class activities and assignments.

## Course Objectives

- ◇ Demonstrate breadth and depth of knowledge about the history, theories, and movements within Rhetoric and Composition
- ◇ Analyze and synthesize diverse composition theories and
- ◇ Demonstrate preparation to apply composition theories and pedagogies to one's own teaching
- ◇ 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

## Required Materials

- ◇ Bean, John C and Dan Metzger. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. 3rd ed., Josey-Bass, 2021.
- ◇ Adler-Kassler, Linda, and Elizabeth Wardle. *Naming What We Know: Threshold Concepts of the Writing Classroom*. Classroom Edition. Utah State UP, 2016.
- ◇ Reliable access to the internet and D2L.
- ◇ Reliable access to a working computer with Microsoft Word, which you can get for free through Office 365.
- ◇ A flash drive (8GB or 16GB recommended) on which to back up your work, or Cloud storage.

## Office Hours

My office hours will take place both physically and virtually this semester. Office hours are a chance for you to get help on coursework; go over material covered in class; talk about connections between class material and your other academic work; and so on. **I strongly encourage you to take advantage of this time.**

If you would like to stop by and chat face-to-face, I will be in **Coleman 3040**. If you would prefer to chat online, follow the Zoom information provided at the top of this syllabus. The link information will also be provided on D2L.

## Course Work

	#1: Lesson Plan Design	#2: Research Annotated Bibliography + Synthesis	#3: Teaching Philosophy
Major Course Projects	To receive credit for your major assignments, you will need to complete each step of the process on time, according to specifications, and with your best effort. The specifics about each project are outlined in their respective assignment sheets on D2L. Assignments will be turned in via D2L via the weekly folder/module in which they are due.		
Composition Theorist Review	Early in the semester, you will investigate a composition theorist of your choosing (list of options on D2L) and summarize their main contributions to composition studies. More details on the Composition Theorist Review Assignment Sheet on D2L.		
<b>Minor Coursework</b>			
<b><u>Reading Response Journals:</u></b> You will keep a reading response journal throughout the semester in which you will respond to the course readings. <b>Reading journals are due on Sundays by midnight on D2L.</b> Reading Journal assignments will be included with the weekly module in which they are assigned. See the Reading Response Journal Assignment Sheet on D2L for more details.			
<b><u>Discussion Board:</u></b> You will post at least once a week on the discussion board and <b>posts are due Fridays by midnight.</b> Discussion board posts will be in response to the readings assigned for a given week. You will also be expected to <b>post 2 peer responses per week, and these are due on Sundays by midnight.</b> Discussion board prompts will be included with the weekly module in which they are assigned. See the Discussion Board Assignment Sheet on D2L for more details.			
Participation	<ul style="list-style-type: none"> <li>➤ Participate in class activities and contribute to online discussions</li> <li>➤ Give your best effort for all work</li> <li>➤ Contribute to group work and respect all members of the class at all times</li> </ul>		

## Grading System

Assignments are graded on a **point system**. Your final grade will be based on 1100 points, which are broken down as follows:

### Major Projects (pts include process work)

Composition Theorist Review	75 pts
Project #1: Lesson Plan Design	150 pts
Project #2: Research Project	200 pts
Project #3: Teaching Philosophy	100 pts

### Minor Assignments, Discussion Boards, and Reading Journals

Discussion Board Posts (x14)	280 pts (20 pts each)
Peer Responses (x14)	140 pts (10 pts each)
Reading Journals (x11)	165 pts (15 pts each)
Reading Journals (extra credit x3)	30 pts (10 pts each)

### Total

Major Assignments	525 pts
Minor Assignments	585 pts
Total	1100 pts

## Late Work

All work or drafts must be turned in electronically on the date due as specified on the course schedule. You must use double-spaced, Times New Roman or Garamond 12 pt font, and MLA formatting for essays. Any work submitted late **will not be accepted** and will receive a zero. If you do miss turning in an assignment, keep in mind there are three reading journal extra credit opportunities built into the course schedule.

Because circumstances sometimes prohibit the timely completion of work, **each student is allowed one (1) late pass per semester without consequences to your grade**. If you are having trouble with an assignment or struggling to meet a deadline, do not hesitate to contact me or chat with me during my office hours. I would be more than happy to work with you.

## D2L, Zoom, and Online Classes

We will be a Learning Management System –Desire to Learn (D2L)—to make the most of our class experience. You are expected to access to D2L, and there you will find all course materials, aside from your textbooks. You will also turn in all assignments through D2L.

To meet with me in office hours, you will need to access Zoom. I provide the link at the top of the syllabus, and you don't need an account on Zoom to use it. Keep in mind, however, that if we shift our class online due to the pandemic, we will use Zoom to have online class meetings.

Though online classes are certainly more flexible than face-to-face classes, keep in mind that this is **not a self-paced course**. You are expected to participate regularly in class discussions and will have different weekly check-ins and writing assignments. Just like a face-to-face course, you will need to

carve out time for reading and writing in this class—**do not** expect to complete all the reading the night before discussions or reading journals are due.

## General Course Policies

- Email/LMS: You have the responsibility check your school email and your D2L account regularly for important course communication.
- Communication: It is your responsibility to communicate with me when you have questions or concerns. Communication with me should be timely and respectful. I am available in-person and digitally—use communication with me as a resource.
- Public writing: Submit work that you are comfortable with peers reading. All major essays are public.
- Tracking: Track your missed work and major/minor obligations. It is your responsibility to understand the grading system and to keep up with the course schedule. Ask early and often if something is unclear about this.
- Self-advocacy: As a college student, you must develop your ability to advocate for your needs. You have the responsibility to identify barriers prohibiting your full classroom participation and engage productively with me and the other members of the classroom to remedy the issue.

## Expectations & (Online) Classroom Conduct

Participate in the class with an open mind and understanding that each person brings unique experiences, cultures, values, etc. to class. Remain respectful to one another, for each individual and every idea, especially as we connect and communicate online. We will often have the opportunity to share our opinions and beliefs, but no racist, sexist, homophobic, ableist or any other negative communication harmful to an individual or group will be tolerated. Whether something is offensive or not will be determined by the people whom it might offend or their advocates. Furthermore, I expect none of you to remain bystanders in the classroom; if something offensive is said, address it. (Online) Classroom incivility will not be tolerated on any level.

## Accommodations & Inclusive Learning

EIU Statement: 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 Gym, Room 1210, or call 217-581-6583 to make an appointment.

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Student Disability Services office to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met.

However, even if you don't have "proper" documentation but need an accommodation, please feel free to reach out to me; I know that for a variety of reasons some people avoid documenting their disability/disabilities with Student Disability Services, so I extend this offer to approach me about an

accommodation without having documentation. If you want to register your disability with the university and haven't done so, please contact Student Disability Services at 217-581-6583.

## Academic Integrity and Plagiarism

**EIU Statement:** “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.”

**English Department Statement:** “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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

## Student Success Center

**EIU Statement:** “Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://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 McAfee Gym, Room 1301.”

## Student Resources

### Writing Center

EIU’s writing center can be found at 3110 Coleman Hall, and this fall, they will be offering **face-to-face consulting sessions on weekdays and online sessions evenings and Sundays**. Students will be able to book either a face-to-face or online appointment through the Writing Center website ([www.eiu.edu/writing](http://www.eiu.edu/writing)). I strongly encourage you to use this free resource, as they can help you at any stage of the writing process.

### Health and Counseling Services

Medical Clinic-Eastern Illinois University Human Services Building  
600 Lincoln Avenue  
Charleston, IL 61920  
217-581-3013  
[health@eiu.edu](mailto:health@eiu.edu)

For mental health emergencies, contact the Counseling Clinic at 217-581-3413

### Student Disability Services

McAfee Gym, Room 1210  
217-581-6583  
[studentdisability@eiu.edu](mailto:studentdisability@eiu.edu)

### **Authoring Software**

Microsoft Office Office 365 ProPlus is available at no charge to EIU students, and if you do not already have this software on the tech you will be using for class, you can find it here:

<https://www.eiu.edu/panthertech/software.php>

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### **EIU Campus Technology Support**

Campus Technology Support is available both in person and online, and their info is as follows:

Student Services Building - 3040

Phone: (217) 581-4357

Twitter: [@EIU ITS](#)

Email: [support@eiu.edu](mailto:support@eiu.edu)

### **Support Hours**

M-F: 7:00am - 4:30pm

Live Chat can be found in the bottom right-hand corner of their page:

<https://www.eiu.edu/panthertech/index.php>

## **Sexual Violence & Misconduct**

Eastern Illinois University prohibits sexual misconduct, relationship violence, and stalking in any of its employment situations or educational programs and activities. As indicated here, <https://www.eiu.edu/mandatedinformation/assault.php>, Sexual assault, abuse or other sexual misconduct including domestic violence, dating violence, and stalking is prohibited and will not be tolerated. The University continually endeavors to prevent sexual assault by providing training and educational materials to all students and employees, and by thoroughly investigating complaints of assault. Sexual assault is a crime and complaints will receive serious and immediate action. Once a complaint is received, the first step taken by the University personnel will be to ensure that the complainant is safe and protected from harm. The University understands that a complainant may need a support person to accompany them on campus and students and employees will be provided with contact information with various on-campus and off-campus resources.

Should you need to file a complaint, you have multiple options, and I have included a few below:

### **The University Police Department (UPD)**

**Location:** 7<sup>th</sup> and Grant (directly east of the University Union)

**Phone:** 581-3212 (911 if an emergency)

**Hours:** Department is open daily until 4:30 p.m.; officers are on duty 24 hours.

### **The Office of Civil Rights and Diversity - Title IX Coordinator**

**Location:** 1011 Old Main

**Phone:** 581-5020

**Hours:** Office is open M-F from 8 a.m. to 4:30 p.m., and by appointment.

### **The Office of Student Standards**

**Location:** University Union – Lower Level

**Phone:** 581-3827

**Hours:** Office is open M-F from 8 a.m. to 4:30 p.m.

The Charleston Police Department (CPD)

**Location:** 614 6th Street, Charleston

**Phone:** 348-5221 (911 if an emergency)

**Hours:** Department is open daily until 4:30 p.m.; officers are on duty 24 hours.

## Course Schedule

**Acronyms:** *Naming What We Know* (NWWK); *Engaging Ideas* (EI); Reading Journal (RJ); Discussion Board Post (DB); Peer Responses to Discussion Board Posts (PR); Desire 2 Learn (D2L).

Class Topics/Readings Due	Coursework Due Dates
<b>Week 1: 08.23-08.29</b>	
<p><b>Topics:</b> Syllabus; Composition Studies (development of a field)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ NWWK: Introduction (Yancey), pp. xvii-xxxi</li> <li>➤ D2L: <ul style="list-style-type: none"> <li>○ “Dartmouth Revisited” (Zancanella et al.)</li> <li>○ “Where did Composition Studies Come From?” (Nystrand et al.), pp. 1-9</li> </ul> </li> </ul>	<p><b>Due 08.27, by midnight:</b></p> <ul style="list-style-type: none"> <li>➤ DB #1</li> </ul> <p><b>Due 08.29, by midnight:</b></p> <ul style="list-style-type: none"> <li>➤ RJ #1</li> <li>➤ PR #1</li> </ul>
<b>Week 2: 08.30-09.05</b>	
<p><b>Topics:</b> Writing and Critical Thinking; Composition Theorist Review Assignment</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ EI: Chap. 1 &amp; Chap. 2</li> <li>➤ NWWK: <ul style="list-style-type: none"> <li>○ “NWWK: The Project of this Book” (Adler-Kassner and Wardle), pp. 3-16</li> <li>○ “Writing is a Social and Rhetorical Activity” (Roozen), pp. 17-19</li> <li>○ “Writing is a Knowledge Making Activity” (Estrem), pp. 19-20</li> </ul> </li> <li>➤ <b>Assignment Sheet:</b> Composition Theorist Review (D2L)</li> </ul>	<p><b>Due 09.03, by midnight:</b></p> <ul style="list-style-type: none"> <li>➤ DB #2</li> </ul> <p><b>Due 09.05, by midnight:</b></p> <ul style="list-style-type: none"> <li>➤ RJ #2</li> <li>➤ PR #2</li> </ul>
<b>Week 3: 09.06-09.12</b>	
<p><b>Topics:</b> Writing and Cognition; Gateway Activities; Composition History: The Cognitivist Movement; Project #1: Lesson Plan Design</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ NWWK: <ul style="list-style-type: none"> <li>○ “Writing is (Also Always) a Cognitive Activity” (Dryer), pp. 71-74</li> <li>○ “Writing is an Expression of Embodied Cognition” (Bazerman and Tinberg), pp. 74-75</li> </ul> </li> <li>➤ D2L: <ul style="list-style-type: none"> <li>○ <i>Teaching Writing as Reflective Practice</i> excerpt (Hillocks)</li> <li>○ “Where did Composition Studies Come From?” (Nystrand et al.), pp. 9-13</li> </ul> </li> <li>➤ <b>Assignment Sheet:</b> Project #1: Lesson Plan Design (D2L)</li> </ul>	<p><b>Due 09.10, by midnight:</b></p> <ul style="list-style-type: none"> <li>➤ DB #3</li> </ul> <p><b>Due 09.12, by midnight:</b></p> <ul style="list-style-type: none"> <li>➤ RJ #3</li> <li>➤ PR #3</li> </ul>

### Week 4: 9.13-09.19

**Topics:** Exploratory Writing; Composition History: The Process Movement

**Readings:**

- **EI:** Chap. 5
- **NWWK:** “Failure can be an Important Part of Writing Development” (Brooke and Carr), pp. 62-64
- **D2L:**
  - *The Composing Process of Twelfth Graders*, excerpt (Emig)
  - “Things that Go Without Saying in Composition Studies,” (Nedra Reynolds piece), pp. 283-286

**Due 09.17, by midnight:**

- DB #4

**Due 09.19, by midnight:**

- RJ #4 (extra credit)
- PR #4
- **Composition Theorist Review Due**

### Week 5: 09.20-09.26

**Topics:** Designing Critical Thinking/Writing Tasks; Audience; Composition History: The Expressivist Movement

**Readings:**

- **EI:** Chap. 6
- **NWWK:** Lunsford, pp. 20-21; Lerner, pp. 40-41; Bazerman, pp. 37-39
- **D2L:**
  - Closing My Eyes as I Speak: An Argument for Ignoring Audience” (Elbow)
  - “Inventing the University” (Bartholomae)
  - **Optional:** “Responses to Bartholomae and Elbow” (Bartholomae and Elbow)

**Due 09.24, by midnight:**

- DB #5

**Due 09.26, by midnight:**

- RJ #5
- PR #5

### Week 6: 09.27-10.03

**Topics:** Designing writing assignments; Project #2 Check-in

**Readings:**

- **EI:** Chap. 4
- **D2L:** “Designing Writing Assignments” (Gardner)

**Due 10.01, by midnight:**

- DB #6

**Due 10.03, by midnight:**

- RJ #6
- PR #6
- **Project #1 Check-in**

### Week 7: 10.04-10.10

**Topics:** Facilitating Class Discussions; Peer Review/Revision

**Readings:**

- **EI:** Chap. 9 & Chap. 11
- **NWWK:**
  - “All Writers Have More to Learn” (Rose), pp. 59-61
  - “Revision is Central to Developing Writing” (Downs), pp. 66-67
- **D2L:** *Discussion as a Way of Teaching*, (Brookfield and Preskill), choose a chapter to read

**Due 10.08, by midnight:**

- DB #7

**Due 10.10, by midnight:**

- RJ #7
- PR #7

**Week 8: 10.11-10.17**

**Topics:** Project #1 (Due Sunday, 10.17); Composition History: The Social Turn; Writing and Identity

**Readings:**

- **NWWK:**
  - “Writing Enacts and Creates Identities and Ideologies” (Scott), pp. 48-50
  - “Writing is Linked to Identity” (Roozen), pp. 50-52
- **D2L:**
  - “Where did Composition Studies Come From?” (Nystrand et al.), pp. 14-19
  - “Black English from a Black Perspective” (Smitherman)
  - ‘Students’ Right to Their Own Language” (SRTOL)

**Due 10.15, by midnight:**

- DB #8

**Due 10.17, by midnight:**

- RJ #8 (extra credit)
- PR #8

➤ **Project #1 Due**

**Week 9: 10.18-10.24**

**Topics:** Teaching undergraduate research; Multilingual Writers/Writing; Project #2: Research Project

**Readings:**

- **EI:** Chap. 10
- **NWWK:**
  - “Writing Provides a Representations of Ideologies and Identities” (Villanueva), pp. 57-58
  - “Writing Involves the Negotiation of Language Differences” (Matsuda), pp. 68-70
- **D2L:**
  - CCCC Statement on Second Language Writers and Writing
  - **Optional:** “The Myth of Linguistic Homogeneity” (Matsuda)
- Finding Scholarly Sources Workshop (Video) (D2L)
- **Assignment Sheet:** Project #2—Research Project

**Due 10.23, by midnight:**

- DB #9

**Due 10.24 by midnight**

- RJ #9
- PR #9

**Week 10: 10.25-10.31**

**Topics:** Grammar & Correctness; Error; The Social Turn and Error; Project #2 Proposal

**Readings:**

- **EI:** Chap. 15
- **D2L:**
  - “What Should Colleges Teach?” (Fish)
  - “Errors and Expectations” excerpt (Shaughnessy)
  - “Redefining the Legacy of Mina Shaughnessy” (Lu)

**Due 10.29, by midnight:**

- DB #10

**Due 10.31, by midnight:**

- RJ #10
- PR #10

➤ **Project #2 Proposal Due**

**Week 11: 11.01-11.07**

**Topics:** Responding to student writing and providing feedback

**Readings:**

- **EI:** Chap. 14
- **D2L:**
  - “Responding to Student Writing” (Sommers)
  - “Audio Feedback vs. Written Feedback” (Cavanaugh and Song)

**Due 11.05, by midnight:**

- DB #11

**Due 11.07, by midnight:**

- RJ #11
- PR #11

**Week 12: 11.08-11.14****Topics:** Rubrics and Assessment; Contract & Portfolio Grading; Race & Assessment

Readings:

- **EI:** Chap. 12 & Chap. 16
- **NWWK:**
  - “Assessing Writing Shapes Contexts and Instruction” (Scott and Inoue), pp. 29-31
  - “Assessment is an Essential Component of Learning to Write” (O’Neill), pp. 67-68
- **D2L:** *Antiracist Writing Assessment Ecologies*, Chap. 1 (Inoue)

**Due 11.12, by midnight:**

- DB #12

**Due 11.14, by midnight:**

- RJ #12
- PR #12

**Week 13: 11.15-11.21****Topics:** Project #3 due (Sunday, 11.21); Multimodal Composing; Composition History: The Multimodal Turn

Readings:

- **NWWK:** “All Writing is Multimodal” (Ball and Charlton), pp. 42-43
- **D2L:**
  - “A Pedagogy of Multiliteracies” (New London Group)
  - “A Multimodal Task-Based Framework” (Shipka)
  - “Between Modes: Assessing Student New Media Compositions” (Sorapure)

**Due 11.19, by midnight:**

- DB #13

**Due 11.21, by midnight:**

- RJ #13 (extra credit)
- PR #13
- **Project #2 Due**

**Week 14: 11.22-11.28****NO ASSIGNMENTS—THANKSGIVING BREAK****Week 15: 11.29-12.05****Topics:** Reflection and Teaching for Transfer; Teaching philosophies; Project #3: Teaching Philosophy

Readings:

- **NWWK:** Taczak, pp. 77-79
- **D2L:**
  - “Teaching for Transfer” (Yancey et al.)
  - Guidance on Writing a Philosophy of Teaching Statement
  - Teaching Philosophy Examples Packet

**Due 12.03, by midnight:**

- DB #14

**Due 12.05, by midnight:**

- RJ #14
- PR #14

**Week 16: 12.06-12.12****NO READINGS DUE—Compose Teaching Philosophy****Due 12.15, by 5 pm:**

- Teaching Philosophy

**Week 17: 12.13-12.17****Teaching Philosophy Due Wednesday, 12.15 by 5:00 pm**