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ENG 5007-600: Composition Theory and Pedagogy

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Eastern Illinois University

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ENG 5007--600 (Online): Composition Theory & Pedagogy

Professor: Donna Binns, PhD

Online “Office” Hours: Mondays 5:00 pm—7:00 pm; Wednesdays & Thursdays 5:00 pm—6:00 pm. Schedule Zoom conferences with Dr. Binns well in advance.

E-mail: djbinns@eiu.edu; DO NOT E-MAIL DR. BINNS THROUGH D2L: Use **Panthermail**.

English Department Phone Number: 217-581-2428

Texts

- Your Writing
- *A Guide to Composition Pedagogies*, 2nd ed., Eds. Tate, Rupiper Taggart, Schick, & Hessler
- *Cross-Talk in Comp Theory: A Reader*, 3rd ed., Ed. Villanueva
- Articles and excerpts provided via D2L or Links

Official Course Description & Student Learning Objectives

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 student learning objectives are the following:

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

Other Information about the Course

In addition to the official objectives, participants should also do the following:

- Grow as independent writers and thinkers
- Gain knowledge from exposure to and close reading of primary texts from rhetoric and composition
- Understand how rhetorical principles and pedagogical strategies influence their everyday lives
- Understand how rhetorical principles and composition pedagogies can improve and inform their work as writers, speakers, teachers, and professionals
- Connect composition theories and pedagogies to their academic and professional interests
- Improve academic research skills

Success in this course includes (1) finding your own ways to make topics and assignments personally interesting—especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve debated, pondered, analyzed, and explored beyond the surface.

Additional Expected Performance Outcomes

Participants will exhibit the ability to do the following:

- Work effectively, ethically, and professionally as a member of a graduate seminar
- Lead and fully participate in discussion of reading assignments throughout the semester
- Craft relevant and rhetorically effective response papers to reading assignments
- Conduct library, electronic, and field research effectively
- Craft, develop, and polish a synthesis paper and research-driven seminar projects

Course Requirements

The course consists of assigned readings, online discussions of assigned readings, and small and large writing assignments. Active and constructive class participation will make a positive impact on your overall grade. In fact, especially in an online class, keeping up with the work and making deadlines is crucial.

Since this is an inquiry-based seminar, active and constructive class participation is key. Active participation can make a positive impact on your overall grade.

Work Policy, and Expectations

You have the opportunity to use one extension in order to submit one late assignment of your choosing **except** for the seminar project, peer responses, and discussion leader dates. If you want an extension to be granted, you must communicate with me about your situation prior to the assignment due date. I typically grant an extension of a day or two for late assignments.

Instructor Response Time

Instructor email response time is usually within 24-48 hours. If you have not received an email response by then, send your Inquiry a second time.

Learner Interaction for the Online Section (Online)

Just like a classroom in a face-to-face classroom, the online classroom community demands good manners, careful reading of each other’s’ ideas, respect for diverse backgrounds and opinions, and adherence to Netiquette Guidelines.

I expect students to act in a mature and collegial manner. You should read the material, participate, and write as required.

Discussion Board Participation Guidelines for the Online Section (Online)

Because we cannot talk in a face-to-face classroom setting, discussion forums serve as our way to interact with each and learn from each other.

There are required modules for the course, and each module requires discussion forums. For each discussion forum, you need to post a substantive, quality to the discussion post question/s and

then later reply to three of your peers' posts with depth and attention if required (instructions will be provided). You are more than welcome to respond to more than three peers. While I may have a minimum requirement of sentences or paragraphs for posts, the most important criterion is the **quality of the post**—whether the response exemplifies critical thinking and has details to support one's points, observations, assertions, or arguments.

If a student provides a quality response to the questions in the discussion forum and also provides a substantive reply to peers' response If required (Pass), the student earns 10 out of 10 for that discussion forum. If a student does not provide substantial comments or only one of the two types of comments (Fail), the student earns 0 out of 10.

Response Papers

Over the course of the semester, you are required to write response papers according to our course calendar (addressed to me). These responses have you analyze concepts, precepts, ideas, and issues that authors present in their works. Depending on what text or texts you're responding to, the response may focus on main points in one section of the text, an assumption within his or her argument, or specific details or ideas in the text that you want to closely analyze in your response.

These response papers are graded pass/fail:

- If the response paper fails to reach basic requirements and/or mainly provides a summary of an article or a point, it will fail: 0/10.
- If you provide a thoughtful, analytical, and interesting reaction to an authors' ideas, it will pass: 10/10.

In sum, REACT.

Demonstrate an interesting, valid, and accurate response and analysis of reading material. Each document needs to demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness). These documents need to be at least two single-spaced pages in a memo format.

Discussion Leader (DL) Responsibilities

While active class discussion board stemming from close and reflective reading is expected of all members of this seminar, you will be assigned to serve as a discussion leader for two articles during the semester. In this position, you will lead discussion 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 all of the articles in a fruitful and responsible way. You're not "filling people's heads" (the "banking" method of education) via lecture, so you need to direct an engaging discussion through careful planning for your assigned D2L Discussion Board assigned articles and date.

Synthesis Essay

For this assignment, you will write a **5-6-page** synthesis in which you discuss 3-4 of the major composition pedagogies/topics we've read about this semester. As part of your synthesis, you should refer to (including paraphrase and/or direct quotation) specific articles that we have read. You may choose to bring in sources outside of those we've read for the course, but you are not required to do so.

Seminar Project

This research project is designed for you to work with a topic, subject, issue, or argument related to composition theory and pedagogy that you're interested in exploring with greater depth and detail.

This project must have a defined outside audience; it's not just meant for this class. It should have the potential to move *beyond* this seminar.

You have four options for this project:

- **Conference paper** (6-8 pages) along with a proposal/abstract that concisely introduces your project that connects to reading and your work done in ENG 5007 and possibly elsewhere
 - For this project, you have to identify a specific conference you would submit the proposal and paper.
- **Journal article** related to your concentration in the M.A. program that connects to reading and work done in ENG 5007 and possibly elsewhere
 - For this project, you have to identify the journal you would submit the article and produce an article according to the submission guidelines of that journal.
- **Major writing assignment sequence with a rationale** for a writing class you may teach.
 - For this project, you have to identify the grade level and course you'd be teaching. The writing assignments (minimum of five) should be for a composition course, and the rationale will have to explain the assignments' pedagogical and theoretical foundations. The rationale should also address how instructors will facilitate a writing-process approach in the class through discussion of how the writing process will work for each paper and provide necessary documents if warranted (rubrics, grading criteria, peer review sheets, conference sheets, checklists, etc.).
- **Unit plan** (4 weeks) that pulls from your work in ENG 5007 and translates that work to the specific students you would be teaching.
 - For this project, you have to identify the grade level and course you'd be teaching and provide detailed rationales and discussion about the unit plan's progression. The lesson plans will have to show theoretical foundations and provide rationales for pedagogical strategies and tactics. You may determine the specific format you feel will best convey plans.

I expect students to act in a mature and collegial manner. You should read the material, participate eagerly, and write purposefully.

If you have concerns about this list or any other aspect of the class, please contact me. Similarly, if circumstances arise that will affect your performance in this class, let me know as soon as possible.

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend.

When you send an email, follow the guidelines below. Emails should...

- Have a clear and concise subject line that provides gist of the email and course number, such as “5007 Question about Today’s Reading”
- Begin with a formal address, such as “Dr. Binns:” or “Professor Binns”
- Use a respectful tone
- Provide questions or information in a succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

Academic Integrity & a Social Contract of Honesty

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct. Violations will be reported to the Office of Student Standards.

In this class, there is a social contract between the instructor and students that the work submitted will be the students’ own documents, not someone else’s work.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: “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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. “In this class, if a student is found to have plagiarized, the document will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

In general, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it’s online) where the information is located.

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 McAfee 1210 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, 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 McAfee 1301.

Composition of the Overall Grade
assignments and point totals are tentative

Participation 20%

Discussion posts and replies via D2L
Led D2L Discussion

Small Writing Assignments 20%

Response Papers
Prospectus for the Seminar Project

Large Writing Assignments

Synthesis Paper **20%**
Seminar Project **40%**

Overall Grading Scale:

100-90% = A	69-60 = D
89-80 = B	59 and below = F
79-70 = C	

ENG 5007 Calendar Fall 2021

All readings and deadlines are **tentative**, so they're subject to change if warranted. D2L Posts will be available under "Discussions" each week. Follow instructor and student post guidelines. Response papers should discuss all assigned chapters, but students may focus on some chapters or sections more than others. Many articles in *Cross-Talk in Comp Theory* may not be as recent because they are seminal articles in the history of this field that remain influential.

G = *A Guide to Composition Pedagogies*

CT = *Cross-Talk in Comp Theory*

= Usually D2L or Link

DL = Discussion Leader Responsible for These Articles

Week 1

8/23

Process & Cognition

Introduction (1-11, 15-17 G)

Anson, "Process and Its Legacy" (212-30 G)

Murray, "Teach Writing as a Process Not Product" (3-6 CT)

Response Paper due to D2L Dropbox by 11:59 PM on 8/30

Week 2

8/30

Emig, "Writing as a Mode of Learning" (7-15 CT)

Ede and Lunsford, "Audience Addressed/Audience Invoked" (77-95 CT)

DL:

Flower and Hayes, "A Cognitive Process Theory of Writing" (253-78 CT)

Bizzell, "Cognition, Convention, and Certainty" (367-91 CT)

Response Paper 2 due to D2L Dropbox by 11:59 PM on 9/6

Week 3

9-7

Teaching Literature & Grammar

Farris, "Literature and Composition" (163-76 G)

Hartwell, "Grammar, Grammars, and the Teaching of Grammar" (CT 205-234)

Braddock, "The Frequency and Placement of Topic Sentences" (CT 189-204)

Week 4

9/13

The Rhetorical Approach & Argumentation

#Lauer, "The Rhetorical Approach" from *Eight Approaches...*

Fleming, "Rhetoric and Argumentation" (248-65 G)

DL:

Kinneavy, "The Basic Aims of Discourse" (129-39 CT)

#Murphy, "What is Rhetoric and What Can It Do for Writers and Readers?"

Response Paper 3 due to D2L Dropbox by 11:59 PM on 9/20

Week 5

9/20

Expressive

Burnham and Powell, "Expressive Pedagogy" (111-27 G)

#Murray, "Write Before Writing"

DL:

#Elbow, "Being a Writer vs. Being an Academic"

#Stotsky, "The Uses and Limitations of Personal or Personalized Writing in Writing, Research, and Instruction"

Week 6
9/27

Collaborative Learning & Academic Discourse

Kennedy and Moore Howard, "Collaborative Writing, Print to Digital" (37-54 G)

DL:

Bruffee, "Collaborative Learning and the 'Conversation of Mankind'" (395-416 CT)

Bartholomae, "Inventing the University" (523-54 CT)

Week 7
10/4

Genre

Devitt, "Genre Pedagogies" (146-62 G)

#Clark, "A Genre Approach to Writing Assignments"

DL:

#Reiff and Bawarshi, "Tracing Discursive Resources"

#Bawarshi and Reiff, excerpts from *Genre*

Response Paper 4 due to D2L Dropbox by 11:59 PM on 10/11

Week 8
10/11

Critical & Cultural Studies

George, Lockridge, and Trimbur, "Cultural Studies and Composition" (94-110 G)

#Ruggles Gere, "Kitchen Tables and Rented Rooms"

DL:

George, "Critical Pedagogies" (77-93 G)

#Shor, "Why Teach About Social Class?"

NO RESPONSE PAPER (Fall Break 10/18)

Week 9
10/18

Basic Writing & ESL

Mutnick and Lamos "Basic Writing" (GCP 20-36)

Shaugnessy, "Diving In . . ." (CT 291-298)

DL:

Matsuda and Hammill "Second Language Writing" (GCP 266-282)

Matsuda, "Composition Studies and ESL Writing . . ." (CT 673-696)

Response Paper 5 due to D2L Dropbox by 11:59 PM on 10/25

Week 10
10/25

Feminist

Micciche, "Feminist Pedagogies" (128-45 G)

DL:

Flynn, "Composing as a Woman" (581-95 CT)

Ritchie and Boardman, "Feminism in Composition" (597-619 CT)

Prospectus for Seminar Project due to D2L by 11:59 pm on 11/1

- Week 11
11/1 **Teaching for Transfer**
#Sommers and Saltz, “The Novice as Expert”
#Beaufort, excerpts from *College Writing and Beyond*
DL:
#Addison & James McGee, “Writing in High School/Writing in College”
#Yancey, Robertson, and Taczak, excerpts from *Writing Across Contexts*
- Week 12
11/8 **Research, Sources, & Paragraphs**
Moore Howard and Jamieson, “Researched Writing” (231-47 G)
#Kantz, “Helping Students Use Textual Sources Persuasively”
DL:
Rodgers, “A Discourse-Centered Rhetoric of the Paragraph” (175-88 CT)
#Duncan, “Whatever Happened to the Paragraph?”
POST DRAFTS/Peer Review of the Synthesis Paper on D2L Discussion Board
- Week 13
11/15 **New Media**
Brooke, “New Media Pedagogy” (177-93 G)
DL:
Yancey, “Made Not Only in Words” (791-826 CT)
Wysocki and Johnson-Eilola, “Blinded by the Letter” (717-38 CT)
Synthesis Paper Due to D2L Dropbox by 11:59 pm on 11/22
- Week 14
11/29 **Writing Across the Curriculum/Writing in the Disciplines**
McLeod, “Writing in the Disciplines and Across the Curriculum” (283-300 G)
#Knoblauch and Brannon, “Writing as Learning Through the Curriculum”
DL:
#Melzer, "Writing Assignments Across the Curriculum: A National Study of College Writing"
#Salem and Jones. “Undaunted, Self-Critical, and Resentful: Investigating Faculty Attitudes Toward Teaching Writing in a Large University Writing-Intensive Program”
- Week 15
12/6 **Community-Engaged & Service-Learning**
Julier, Livingston, and Goldblatt, “Community-Engaged Pedagogies” (55-76 G)
DL:
Cushman, “The Public Intellectual, Service Learning, and Activist Research” (509-18 CT)
#Adler-Kassner, “Digging a Groundwork for Writing: Underprepared Students and Community Service Courses”
POST DRAFT/Peer Review of the Seminar Project on D2L Discussion Board
- Final Seminar Project Due to D2L Dropbox by 11:59 pm on 12/13**