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ENG 5007-001: Composition Theories and Pedagogies

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5007-001

English 5007 – Composition Theories and Pedagogies

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Objectives and Overview

This seminar introduces graduate students 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.

By the end of the semester, you should be able to do the following:

- 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 research and/or pedagogical materials that could lead to presentation/publication or classroom teaching

Success in this course includes (1) finding your own ways to make readings, 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 analyzed beyond the surface.

Texts for this Class

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

Course Components

Article Responses (30% of semester grade):

Eight times during the semester, you will write a response to one or more of the readings from that week.

For seven of those responses, 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 three 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

For the eighth response (your choice which one), you will focus on the “form” of an article rather than the content. You will analyze the structure, genre, and methodology of the article to uncover the author’s rhetorical moves and the research methodology employed.

Article responses will be evaluated on evidence of accuracy of reading, depth of engagement with the articles, critical thinking, and clarity of prose. Length is not a focus of the evaluation.

Note: There are eleven dates (between weeks 2–14 on the syllabus with the assignment indicator “article response.” You may choose the eight responses you will write from this list of dates. (You must complete the article response for Sep 27, which will be written collaboratively.) If you choose to write more than eight responses, you may drop the lowest article response scores at the end of the semester.

Participation (20% of semester grade):

Active, informed participation in class discussion and activities is expected.

Discussion Leader (DL) Responsibilities:

While active class discussion stemming from close and reflective reading is expected of all members of this seminar, you will be assigned to be a discussion leader for an article one time during the semester. In this position, you will lead discussion through thoughtful questions that are text-specific in order for you and the rest of us 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 us talking about the article in a fruitful and responsible way. You’re not “filling people’s heads” (the “banking” model of education) via lecture, so you need to direct an engaging discussion through careful planning. You should plan to use 15–20 minutes for directing discussion and activities related to the article you’re assigned.

Composition Theories Synthesis/Analysis (15% 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.

Seminar project (30% of semester grade):

At the end of the semester, you will create a seminar project 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; you will, however, submit an informal 2–5 page proposal and reading list midway through the semester. Specific evaluation criteria for the major project will be provided at a later date.

Quality of failure (5% of semester grade):

The knowledge of every discipline is based on a process that includes regular failure, reflection on that failure, and then adjustment made accordingly. Unfortunately, the nature of our

educational system often makes the risk of failure seem too high for students; as a result, students may not develop risk-taking habits in their education and, subsequently, their careers. For most of you, this class introduces you to a new discipline, a situation ripe with opportunities to fail. I encourage you to make high-quality mistakes: try out a new idea or approach in a reading response, share a partially formed idea, change your mind. And when you do, I will reward you for that in the currency of the university: your grade.

(Want to learn more about “teaching to fail”? Check out this essay:

<http://www.insidehighered.com/views/2012/08/21/essay-importance-teaching-failure>)

Attendance and Late Work

Prompt and regular attendance is expected. Students who do not attend regularly can expect that their final grade will be lowered.

Reading responses must be turned in at the beginning of class to receive credit. Drafts of research synthesis and final project must be submitted by deadline, or points will be deducted from the final grade.

Plagiarism/Academic Integrity

Since this is a class on teaching writing, we'll have opportunities to discuss how you might handle student work that has been plagiarized or that you suspect might have been plagiarized. It should go without saying (but unfortunately, these things usually don't) that we will model the behaviors of academic integrity that we would expect from our students.

To that end, plagiarism of any kind will not be tolerated. 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."

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.

ENG 5007 – Weekly Schedule

GCP = Tate, Rupiper, and Shick, *A Guide to Composition Pedagogies*

CT = Villanueva, Cross-Talk in *Comp Theory: A Reader*

E = E-reserves for ENG 5007

Aug 23	READ: Preface (GCP) Tobin, “Process Pedagogy” (GCP) Murray, “Teach Writing as a Process Not Product” (CT) Emig, “Writing as a Mode of Learning” (CT)
Aug 30	READ: Ede & Lunsford, “Audience Addressed/Audience Invoked” (CT) DL: Flower & Hayes, “A Cognitive Process Theory of Writing” (CT) Bizzell, Cognition, Convention, and Certainty” (CT) Hart and Parmeter, “Writing in the Margins” (E) WRITE: Article response
Sep 06	READ: Burnham, “Expressive Pedagogy” (GCP) Haefner, “Democracy, Pedagogy, and the Personal Essay” (CT) Rose, “The Language of Exclusion” (CT) DL: Murray, “Writing before Writing” (E) WRITE: Article response
Sep 13	READ: Murphy, “What is Rhetoric?” (E) Covino, “Rhetorical Pedagogy” (GCP) Kinneavy, “The Basic Aims of Discourse” (CT) DL: Bartholomae, “Inventing the University” (CT) DL: WRITE: Article response
Sep 20	READ: Sommers, “Responding to Student Writing” (E) Horvath, “The Components of Written Response” (E) Connors & Lunsford, “Teachers’ Rhetorical Comments on Student Papers (E) Schwegler, “The Politics of Reading Student Papers” (E) DL: WRITE: Article response

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Sep 27	<p>READ: Moore Howard, “Collaborative Pedagogy” (GCP) Bruffee, “Collaborative Learning and the ‘Conversation of Mankind’” (CT) Trumbur, “Consensus and Difference in Collaborative Learning” (CT)</p> <p>WRITE: Article response (written collaboratively) [required]</p>
Oct 04	<p>READ: George, “Critical Pedagogy” (GCP) Hairston, “Diversity, Ideology, and Teaching Writing” (CT) DL: Shor, “Why Teach about Social Class?” (E) DL: Shor, “Critical Pedagogy is Too Big to Fail”</p> <p>WRITE: Article response</p>
Oct 11	<p>READ: George & Trimbur, “Cultural Studies and Composition” (GCP) Lu, “Professing Multiculturalism” (CT) DL: France, “Assigning Places” (E)</p> <p>WRITE: Article response</p>
Oct 18	<p>Jarratt, “Feminist Pedagogy” (GCP) Flynn, “Composing as a Woman” (CT) DL: Ritchie and Boardman, “Feminism in Composition” (CT)</p> <p>WRITE: Article response</p>
Oct 25	<p>READ: Julier, “Community Service Pedagogy” (GCP) Cushman, “The Public Intellectual, Service Learning, ...” (CT) DL: Heilker, “Rhetoric Made Real” (E) DL:</p> <p>WRITE: Paper proposal and proposed reading list</p>

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Nov 01	<p>READ: Hartwell, “Grammar, Grammars, and the Teaching of Grammar” (CT) DL: Braddock, “The Frequency and Placement of Topic Sentences” (CT) Rodgers, “A Discourse-Centered Rhetoric of the Paragraph” (CT)</p> <p>WRITE: Theory synthesis/analysis</p>
Nov 08	<p>READ: McLeod, “The Pedagogy of Writing across the Curriculum” (GCP) Knoblauch & Brannon, “Writing as Learning through the Curriculum” (E) Melzer, “Writing Assignments across the Curriculum,” DL:</p> <p>WRITE: Article response</p>
Nov 15	<p>READ: Mutnick, “On the Academic Margins” (GCP) Shaugnessy, “Diving In” (CT) Lunsford, “Cognitive Development and the Basic Writer” (CT) DL: Lu, “Redefining the Legacy of Mina Shaugnessy” (E)</p> <p>WRITE: Article response</p>
Nov 29	<p>READ: Matsuda, “Composition Studies and ESL Writing” (CT) Valdes, “Bilingual Minorities and Language Issues in Writing” (E) DL:</p> <p>WRITE: Draft of final paper</p>
Dec 06	<p>READ: Wardle and Downs, “Teaching about Writing, Righting Misconceptions” DL: Fulkerson, “Composition at the Turn of the 21st Century” “Sotsky, Teaching Academic Writing as Moral and Civic Thinking” DL:</p> <p>WRITE: Article response</p>
Dec 10	<p>WRITE: Final paper</p>