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ENG 5007-001: Composition Theory And Pedagogy

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ENG 5007: Composition Theory and Pedagogy

M 7-9:30 pm, 3159 Coleman Hall

Dr. Tim N. Taylor

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“Whoever does not study rhetoric will be a victim of it.”

-Ancient Greek wall inscription

“Nature has herself appointed that nothing great is to be accomplished quickly,
and has ordained that difficulty should precede every work of excellence.”

-Quintilian

“Having to say something is a very different matter from having something to say.”

-John Dewey, *How We Think*

Texts

- *A Guide to Composition Pedagogies*, Eds. Tate, Rupiper, & Schick
- *Cross-Talk in Comp Theory: A Reader*, 2nd ed., Ed. Villanueva
- Articles provided via email or e-reserve

Course Description

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 Rhetoric/Writing Studies as a discipline.

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.

Student Learning Objectives for this Seminar

The official student learning objectives are the following:

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

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 about rhetoric and composition theory
- Understand how rhetorical principles and strategies influence their everyday lives
- Understand how rhetorical principles and strategies can improve and inform their work as writers, speakers, teachers, and professionals
- Connect rhetorical principles and theories to their academic and professional interests
- Improve academic research skills

Additional Expected Performance Outcomes

Participants will exhibit the ability to do the following:

- Work effectively and 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/analysis memos in response to reading assignments
- Conduct library, electronic, and field research effectively
- Present research articles to colleagues in this seminar
- Craft, develop, and polish a synthesis paper and a research-driven seminar project

Course Requirements

Class consists of in-class writing activities, discussions of assigned works, small writing assignments, formal and informal presentations, and larger writing assignments.

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

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit my office. A short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during my official office hours, I can meet at other times that better accommodate your schedule.

Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official University activity” are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using their one extension opportunity (sickness, emergency, or University activity).

You have the opportunity to use one extension in order to submit one late assignment of your choosing except for the seminar project. If you want an extension to be granted, you must communicate with me about your situation prior to the class time the assignment is due. This can be

done by a phone conversation, an exchange of emails, or talking with me in my office. Unless it's an extreme situation, I typically grant an extension of a day or two for late assignments.

I do not have an attendance policy that reduces students' overall grades based on absences. But this course is a graduate seminar that depends on your active participation, so if excessive absences happen (five hours of absence is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student's participation grade.

Although I keep accurate records of your grades and progress, I also expect you to keep track of your grades. You should document all your point totals for written work throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student's grade on in-class work alone.

Response—Analysis Memoranda

For most class periods, you are assigned to write a response/analysis memo (addressed to me). These memoranda are designed to have you reflect on and analyze concepts, precepts, ideas, and issues that authors present in their works. Depending on what text you're responding to, the memo may focus on an author's main point in one section of the text, an assumption within his or her argument, or specific details in the text that you want to *closely analyze* and *respond to*.

In each memo, you need to offer a concise introductory paragraph that provides a brief introduction/context and a strong "bottom-line": to whom/what you're responding along with the thesis or controlling idea/s of your response/analysis memo. You need to spend most of the memo analyzing and responding to the author's point/s or assumptions rather than summarizing the concepts or ideas since the reader of the memo (me) also has read the text. These documents are not exercises in summarization. They need to be focused on your analysis and your thoughts in response to the reading material.

Over the course of the semester, I have assigned twelve memos on the syllabus. However, you only need to write ten.

In addition, if you do not want to analyze and respond to an article as detailed above, you have two opportunities throughout the semester where you do not have to respond directly to the "content" or argument in the article. Instead, you can focus on the "form" of the article, meaning that you need to analyze the structure, genre, and methodology of the article to uncover the rhetorical moves of the authors and the research methodology employed.

Besides each memorandum demonstrating 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 memos need to be at least one single-spaced page in a memo format.

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 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 the article 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. You should plan to use 15-20 minutes for directing discussion and activities related to the article you're assigned.

Article Presentation (AP) Responsibilities

For almost every week of the semester, a student will be assigned to present a reading not on the syllabus that's connected to the pedagogy or topic of that week's discussion. You can find relevant articles from the bibliographies provided at the end of each chapter in *A Guide to Composition Pedagogies*, from online databases, and from print resources (*The Bedford Bibliography for Teachers of Writing*, *The Bedford Bibliography for Teachers of Basic Writing*, various critical sourcebooks, *et al.*).

In this concise but detailed presentation (5-10 minutes), you need to summarize the article and how it relates to the pedagogy or topic being explored that week and provide specific details and notable aspects of the article that are interesting and thought-provoking for your colleagues. Your audience needs to walk away from the presentation with a strong grasp of what the author of the article argues for or discusses and how it relates to the greater whole—Rhetoric/Writing Studies, other pedagogies, other theories of learning, *et al.*

Seminar Project & Presentation

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 move *beyond* this seminar.

You have three different 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.
- Unit-long lesson plan (two to three weeks) that pulls from your work in ENG 5007 and translates that work to the specific audience 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 lesson plan's progression.

The lesson plan will have to show theoretical foundations and provide rationales for pedagogical strategies and tactics.

There will be a prospectus due approximately a month before your conference with me where you provide a solid draft of your project. And then you present your research and ideas at the end of the course during the final time.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by EIU's 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 guilt 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."

Here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- taking someone else's writing, changing some of the words, and not identifying the source;
- taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- purchasing or downloading papers or passages from the Web.

As a general rule, 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. I reserve the right to ask for pre-writing, drafts, etc. or faculty review to prove that it is the student's own work. As most instructors are, I am involved in a "network" to catch plagiarism, and I sometimes randomly—and sometimes not so randomly—check students' work to make sure it is their own. If there is a huge difference between the quality of in-class work and out-of-class work, I reserve the right to base the final grade on in-class work alone. 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. Do your own writing.

Class Conduct

My classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

I expect students to act in a mature and collegial manner. Student-learners should come to class having read the material, eager to participate, and ready to write.

Guidelines to Abide by in Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting others' opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. Do not carry on side conversations with other students when the instructor or a student has the floor during class.
10. General rudeness and disrespect is not tolerated.
11. Cell phones need to be turned off and put away.
12. Text messaging is not tolerated.
13. No profanity.
14. No sleeping. If you do, I will ask you to leave.
15. Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with us during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

Composition of the Overall Grade

All assignments and point totals are tentative, so they're subject to change if warranted.

Participation		100 (14%)
	Discussion, in-class writing, and small group work	
Presentations		150 (21%)
	Discussion Leader duties	50
	Outside Article presentation	50
	Seminar Project presentation	50
Small Writing Assignments		160 (23%)
	Response-Analysis Memos (10 @ 10 pts. each)	100 (14%)
	Prospectus for the Seminar Project	50
	Evaluation Memorandum	10
Large Writing Assignments		300 (42%)
	Synthesis Paper	100 (14%)
	Seminar Project	200 (28%)
		710 points

Grading Scale for Formal Documents:

100-92% = A	89-88 = B+	79-78 = C+	69-68 = D+
91-90 = A-	87-82 = B	77-72 = C	67-62 = D
	81-80 = B-	71-70 = C-	61-60 = D-

Overall Grading Scale:

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

ENG 5007 Syllabus

All assignments and point totals are tentative, so they're subject to change if warranted.

G = *A Guide to Composition Pedagogies*

CT = *Cross-Talk in Comp Theory*

= Handout/Email/E-Reserve

DL = Discussion Leader

AP = Article Presentation

- 8/22 Introduction to the Course
Course Policies, Assignments, and Goals
Preface (vi-viii G)
Tobin, "Process Pedagogy" (1-16 G)
Murray, "Teach Writing as a Process Not Product" (3-6 CT)
Emig, "Writing as a Mode of Learning" (7-15 CT)
- 8/29 Process Pedagogy **AP:**
Ong, "The Writer's Audience Is Always a Fiction" (55-76 CT)
DL:
Ede and Lunsford, "Audience Addressed/Audience Invoked" (77-95 CT)
"Scientific Talk: Developmental Schemes" (271-72 CT)
Flower and Hayes, "A Cognitive Process Theory of Writing" (273-98 CT)
Bizzell, "Cognition, Convention, and Certainty" (387-411 CT)
Response/Analysis Memo due
- 9/5 Labor Day—No Class
- 9/12 Rhetorical Pedagogy **AP:**
Covino, "Rhetorical Pedagogy" (36-49 G)
"Talking in Terms of Discourse" (127-28 CT)
Kinneavy, "The Basic Aims of Discourse" (129-39 CT)
DL:
#Bitzer, "The Rhetorical Situation"
#Booth, "The Rhetorical Stance"
#Murphy, "What is Rhetoric and What It Can Do for Writers and Readers"
Response/Analysis Memo due
- 9/19 Responding to Student Writing **AP:**
#Sommers, "Responding to Student Writing"
#Haswell, "Minimal Marking"
#Horvath, "The Components of Written Response"
#Elbow, "Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment"
##Smith, "The Genre of the End Comment: Conventions in Teacher Responses to Student Writing"
DL:
Response/Analysis Memo due

- 9/26 Burnham, "Expressive Pedagogy" (19-33 G)
 Expressive Pedagogy **AP:**
 Haefner, "Democracy, Pedagogy, and the Personal Essay" (509-22 CT)
 Rose, "The Language of Exclusion" (547-70 CT)
DL:
 Royster, "When the First Voice You Hear is Not Your Own" (611-22 CT)
 #Murray, "Writing Before Writing"
Response/Analysis Memo due
- 10/3 Moore Howard, "Collaborative Pedagogy" (54-67 G)
 Collaborative Pedagogy **AP:**
 "Taking about Writing in Society" (413-14 CT)
 Bruffee, "Collaborative Learning and the 'Conversation of Mankind'" (415-436 CT)
 Trimbur, "Consensus and Difference in Collaborative Learning" (461-78 CT)
DL:
Response/Analysis Memo due
- 10/10 George, "Critical Pedagogy: Dreaming of Democracy" (92-111 G)
 Critical Pedagogy **AP:**
 Berlin, "Rhetoric and Ideology in the Writing Class" (717-37 CT)
 Hairston, "Diversity, Ideology, and Teaching Writing" (697-713 CT)
DL:
 #Shor, "Why Teach About Social Class?"
 #Shor, "Critical Pedagogy is Too Big to Fail"
DL:
Response/Analysis Memo due
- 10/17 George and Trimbur, "Cultural Studies and Composition" (71-87 G)
 Cultural Studies Pedagogy **AP:**
 Cultural Studies Pedagogy **AP:**
 Bartholomae, "Inventing the University" (623-54 CT)
DL:
 #France, "Assigning Places: The Function of Introductory Composition as Cultural Discourse"
 #Cushman, "The Rhetorician as an Agent for Social Change"
Response/Analysis Memo due
- 10/24 Jarratt, "Feminist Pedagogy" (113-26 G)
 Feminist Pedagogy **AP:**
 Feminist Pedagogy **AP:**
 Flynn, "Composing as a Woman" (571-86 CT)
DL:
 Ritchie and Boardman, "Feminism in Composition" (587-610 CT)
Response/Analysis Memo due

- 10/31 McLeod, "The Pedagogy of Writing Across the Curriculum" (149-63 G)
WAC Pedagogy **AP:**
#Knoblauch and Brannon, "Writing as Learning Through the Curriculum"
#Melzer, *Writing Assignments Across the Curriculum: A National Study of College Writing*
DL:
#Salem and Jones. "Undaunted, Self-Critical, and Resentful: Investigating Faculty Attitudes Toward Teaching Writing in a Large University Writing-Intensive Program."
#Miller, "Genre as Social Action"
Response/Analysis Memo due
Prospectus for Seminar Project due
- 11/7 Error, Grammar, & Style Week
Error, Grammar, & Style **AP:**
Error, Grammar, & Style **AP:**
#Williams, "The Phenomenology of Error"
DL:
#Hartwell, "Grammar, Grammars, and the Teaching of Grammar" (205-34 CT)
Braddock, "The Frequency and Placement of Topic Sentences in Expository Prose" (189-203 CT)
Rodgers, "A Discourse-Centered Rhetoric of the Paragraph" (175-188 CT)
#Lunsford & Lunsford, "'Mistakes are a Fact of Life': A National Comparative Study"
DL:
#Kellogg, "Training Writing Skills: A Cognitive Developmental Perspective"
Response/Analysis Memo due
- 11/14 Mutnick, "On the Academic Margins: Basic Writing Pedagogy" (183-200 G)
Basic Writing **AP:**
#Lalicker, "A Basic Introduction to Basic Writing Program Structures: A Baseline and Five Alternatives"
Lunsford, "Cognitive Development and the Basic Writer" (299-310 CT)
DL:
Shaughnessy, "Diving In: An Introduction to Basic Writing" (311-18 CT)
Rose, "Narrowing the Mind and Page: What We Need to Know about Writing" (345-386 CT)
Peer Review of the Synthesis Paper
- 11/28 Julier, "Community-Service Pedagogy" (132-46)
Community/Service-Learning Pedagogy **AP:**
Community/Service-Learning Pedagogy **AP:**
Cushman, "The Public Intellectual, Service Learning, and Activist Research" (819-28 CT) **DL:**
#Heilker, "Rhetoric Made Real: Civic Discourse and Writing Beyond the Curriculum"
Synthesis Paper due
Response/Analysis Memo due

12/5

Mandatory Conferences this week about the Seminar Project

#Fleming, "Rhetoric as a Course of Study"

#Wardle and Downs, "Teaching about Writing, Righting Misconceptions"

DL:

Matsuda, "Composition Studies and ESL Writing: A Disciplinary Division of Labor"
(773-796 CT)

#Stotsky, "Teaching Academic Writing as Moral and Civic Thinking"

DL:

#Fulkerson, "Composition at the Turn of the 21st Century"

#Kantz, "Helping Students Use Textual Sources Persuasively"

Response/Analysis Memo due

12/12 Final

Seminar Project due

Seminar Project Presentation

Evaluation Memo due