Texas A&M University – Texarkana

ENG 572: Readings in Composition
Course Syllabus
Spring 2015
Instructor: Dr. Corrine Hinton

Meeting Time: Thursdays, 7:00-9:45pm
Email Address: Corrine.Hinton@tamut.edu
Phone Number: 903.223.3124

Location: UC 247
Office: UC 205
Office Hours: TBD

COURSE NUMBER: ENG 572.001 (CRN 20568)
CREDITS: 3 SCH
COURSE TITLE: Readings in Composition

COURSE DESCRIPTION
Readings in Composition is designed to offer students the opportunity to explore a wide range of theoretical composition strategies and help them formulate praxis for their own teaching of composition and/or their own writing. In addition to reading foundational theoretical texts related to composition studies, composition pedagogy, and writing center studies, students will also be introduced to current empirical research in the field and have the opportunity to observe and analyze composition pedagogy as used in both the individual tutoring-based and first-year composition classroom-based instructional environments at TAMUT. A further goal of the course is to ensure students widen their rhetorical approach by engaging in writing for authentic purposes and authorship activities through the production of either a conference-ready presentation or paper of publishable quality.

REQUIRED TEXTS
(2) MLA Handbook for Writers of Research Papers (7th edition) or a suitable alternative handbook for accessing current MLA style and citation information.
(3) Additional readings available on the course Blackboard site and via in-class handouts

EMAIL ACCOUNT
Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

STUDENT LEARNER OUTCOMES
Students who successful complete English 572 will accomplish the following:
1. Demonstrate their understanding of writing as process and product;
2. Demonstrate an awareness of the relationship among reading, writing, and thinking;
3. Be aware of major movements within composition theory and current research on writing composition pedagogy;
4. Begin the process of developing a practical approach to teaching writing supported by composition theory (and any additional sub-disciplines therein);
5. Develop their pedagogy by observing and analyzing the teaching and tutoring of writing at TAMUT; and
6. Develop professionally by submitting work to either a conference on writing or writing journal, engaging in the SSC and/or composition classrooms, and leading discussions in the seminar.

COURSE DELIVERY METHOD
Face-to-face

COURSE REQUIREMENTS FOR ASSESSMENT
Students in this class will be expected to complete the following requirements for assessment:
   a. Regular attendance and participation at all class meetings;
   b. Reporting on tutoring and classroom observations; and
   c. Completion and timely submission of all assignments, homework, papers, presentations, projects, and in-class activities as listed below (Methods of Evaluation).

METHODS OF EVALUATION

Reading Responses (12 x 15 points each)  180 points
Completed outside of class, reading responses are typed responses to all assigned readings for the week. These responses should include a brief summary of each reading, identification of particularly interesting or challenging features of each reading, and a list of questions that would aid our discussion on the readings for that week (including anything you may not have understood).

Reading Analysis Presentation & Discussion Leader (2 x 100 points each)  200 points
Starting week two, one student will be assigned to present an analysis on one of the assigned weekly readings or a comparison of two readings. Reading analysis presentations should be at least 15 minutes in duration and include a brief summary of the reading, identification of the author’s/authors’ unique contribution to the field, how the lessons from the reading might affect the composition classroom or writing center, and a list of 4-5 discussion questions. The student will then use these questions (and any the other students have identified in their reading responses) to lead the class in a discussion of at least 30 minutes. Visual supplements (PowerPoint, Prezi, or poster) are permitted in conjunction with (not as a substitution for) the presentation. Each presenter should also design and distribute a useful handout for his/her classmates. Each student will complete TWO reading analyses over the duration of the semester; presentation/discussion leadership roles for the semester will be assigned the first night of class.
FYC Classroom Observation Report (2 x 50 points)  
100 points  
By coordinating with me, students will schedule observation sessions of two ENGL 1301 or ENGL 1302 class meetings. The first scheduled observation should take place no later than week five of the semester (by Feb 19) and the second no later than week ten of the semester (by March 26). During each classroom visit, the student will observe the teaching and any activities during the meeting. All first session observation reports are due in class for discussion during week six (Feb 26), and all second session observation reports are due in class for discussion during week eleven (April 2). Observation reports should be typed and include a summary of what happened in the class (teaching, activities, summary of discussions, etc.) and what intersections these observations have in relation to the texts we’ve read in class. As a class, each student will provide details from his or her report orally and then we will discuss what did or did not happen based upon what we’ve learned about composition theory.

Tutoring Session Observation Report (2 x 50 points)  
100 points  
By coordinating with me, students will schedule observation sessions of two writing tutoring sessions in the Student Success Center. The first scheduled observation should take place no later than week six of the semester (by Feb 26) and the second no later than week twelve of the semester (by April 9). All first session observation reports are due in class for discussion during week seven (March 5), and all second session observation reports are due in class for discussion during week thirteen (April 16). Observation reports should be typed, and each should include a summary of what happened during the session and what intersections these observations have in relation to the texts we’ve read in class. As a class, each student will provide details from his or her report orally and then we will discuss what did or did not happen based upon what we’ve learned about composition theory.

Literature Review for Seminar Paper (1 x 100 points)  
100 points  
To aid in the preparation of their final seminar papers, students will be required to complete and submit a literature review demonstrating their understanding of historical and contemporary scholarship related to the issue, problem, concern, or practice examined in their seminar papers. Literature reviews are to be typed, at least 2 pages in length, and include at least 10 applicable scholarly sources (along with a corresponding Works Cited page). Revised literature reviews will then appear after the introductions of the final seminar papers.

Seminar Paper (1 x 300 points)  
300 points  
Using weekly reflections of assigned readings, assigned readings, class discussions, observation reports, and outside scholarly sources, students will produce a text examining a contemporary issue, problem, concern, or practice that highlights the relationship between composition theory and practice in the teaching or tutoring of writing. This seminar paper is to be of publishable quality and at least 15 pages (not including Works Cited page or appendices) in length. Students are strongly encouraged to submit the final work to a composition journal or conference and compose the piece with that particular audience in mind.

Seminar Paper Presentation  
20 points  
Students will prepare a 10 presentation about their final seminar papers.
SUMMARY OF ASSIGNMENTS & POINTS AVAILABLE

- Reading Responses: 180 points
- Reading Analyses & Discussion: 200 points
- FYC Classroom Observation Reports: 100 points
- Tutoring Session Observation Reports: 100 points
- Literature Review: 100 points
- Seminar Paper: 300 points
- Final Presentation: 20 points

Total Points Available: 1000

GRADING SCALE

- 896-1000 accumulated points (90-100%) = A
- 796-895 accumulated points (80-89%) = B
- 696-795 accumulated points (70-79%) = C
- 596-695 accumulated points (60-69%) = D
- Fewer than 596 accumulated points (0-59%) = F

COURSE POLICIES

STUDENT PARTICIPATION
Because this is a graduate seminar, students are expected to attend class and participate enthusiastically every week. Participation means interaction with other students and the instructor not just presence in class. Class comments will reflect reading and honest consideration of the viewpoints of the other students. Students are expected to deal with one another and the instructor in a professional, courteous manner. Completion of weekly assigned readings and corresponding reflections will ensure lively and diverse discussion throughout the semester.

LATE WORK
Generally, I do not accept work after the end of the class period for which that work is due nor do I permit students to make up late work. If you cannot meet an assignment deadline, it is in your best interest to contact me prior to the deadline to discuss any options you may have.

CONTACTING ME
I hold office hours throughout the week, some of which are included in this syllabus and others which may be in addition to them. Visit my office (UC 205) to check out the entire range of my posted office hours. If these hours are not amenable to you, please contact me via email to make an appointment. Many questions can be answered via email and I’m rather timely in my responses, so email is the best option for getting into contact with me right away.

ACADEMIC INTEGRITY
Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty will be grounds for a grade of “F” in the course and/or disciplinary actions. For additional information, see the university catalog.
TURNITIN.COM
This course uses the plagiarism-detection program, Turnitin.com, as a way to identify and deter plagiarism in the weekly responses and final seminar paper. All weekly responses and the final paper must be submitted to the appropriate assignment area in Turnitin.com by 11:59pm the evening prior to the assignment’s due date. If your assignment has not been submitted to Turnitin.com by this deadline, it will not be graded and will be recorded as a zero (0). If you experience any technical difficulties with Turnitin.com, please contact their help desk (provided on the website). I strongly encourage you to view the available tutorials on the Turnitin.com website to ensure you know how to locate assignments, upload documents, and view your originality reports.

If you have previously registered with Turn It In…
1. Log in to your account at www.turnitin.com
2. At the top, the second tab should say “Enroll in a Class.” Click that.
3. When prompted, enter our class ID # 9221206 - and the enrollment password – CompRocks
4. Click “submit”
5. Click on our class – ENG 572, Readings in Comp – to see the list of assignment folders
6. When you’re ready to submit an assignment, click on the blue “Submit” button that corresponds to that assignment
7. Enter in your submission title, upload your document from your computer or flash drive, and submit your assignment.

If you have NOT previously registered with Turn It In…
1. Visit the website at www.turnitin.com
2. Up at the top right, click on “Create Account”
3. Select “Student” from the three options at the bottom under “Create a New Account”
4. Include the class ID # (9221206) and enrollment password (CompRocks) and the other information you’re asked for. Remember to use your TAMUT email address. Create your account password, secret question, and agree to the terms and you’re all set!
5. Click on our class – ENG 572, Readings in Comp – to see the list of assignment folders
6. When you’re ready to submit an assignment, click on the blue “Submit” button that corresponds to that assignment
7. Enter in your submission title, upload your document from your computer or flash drive, and submit your assignment.

If you have ANY questions about this process, please let me know.

ACCOMMODATIONS – DISABILITY ACCOMMODATIONS
Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Drop Policy
Effective beginning Summer 2014. Beginning with the first class day of the semester, faculty should report to the Registrar’s Office via the preliminary class roster and/or email communication, by a date
established by the Registrar’s Office, any student who is not attending their class or who has not logged into Blackboard for an online class.

**Faculty members shall automatically initiate an administrative drop for any student who has not been in attendance (face to face class) or has not reported in (web or web enhanced class) by the due date of the preliminary class roster as established by the Registrar’s Office.**

The Registrar’s Office will notify students by certified mail and/or email that the instructor has initiated the drop process and will instruct them to contact the instructor immediately. If the instructor does not rescind the request in writing within seven (7) days of documentable receipt of the notification, the Registrar’s Office will drop the student from the class. Faculty who fail to submit an administrative drop by the established deadline, should record the grade earned by the student at the end of the semester. Faculty submitting a grade of F for a student will be required to enter the last date of attendance during the grading cycle. Subsequent to the census date final roster, all drops during the semester must be student initiated.

Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar Web site. Any student who is registered in a developmental education course and fails to attend that course will be administratively dropped/withdrawn from all university courses.

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<thead>
<tr>
<th>Drop/Withdraw deadlines for the Fall 2014 semester</th>
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<tbody>
<tr>
<td>Session</td>
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<td>Full Term (16 week)</td>
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**COURSE CALENDAR, SPRING 2015**

*Note: The instructor reserves the right to alter the course calendar in any way determined appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.*

**WEEK 1 (Jan 22): Introductions**

*In Class*

- Instructor & Class Introductions
- Course & Syllabus Review
- Selection of Reading Analysis Presentation & Discussion slots
- Introduction to Teaching & Tutoring Observations

*For Next Time*

- Read the following:
  - Berlin’s “Contemporary Composition: The Major Pedagogical Theories” (1982), *CT* pp. 235-250
- Fulkerson’s “Four Philosophies of Composition” (1979); available on Blackboard
- Murray’s, “Teach Writing as a Process Not Product” (1972), *CT* pp. 3-6
- Perl’s, “The Composing Processes of Unskilled College Writers” (1979), *CT* pp. 17-42
- Sommers’, “Revision Strategies of Student Writers and Experienced Adult Writers” (1980), *CT* pp. 43-54

### WEEK 2 (Jan 29): Setting the Scene & Writing as a Process

**In-Class**
- DUE TODAY: Reading Response 1
- Reading Analysis Presentation & Discussion

**For Next Time**
- Read the following:
  - Ong’s, “The Writer’s Audience is Always a Fiction” (1975), *CT* pp. 55-76
  - Ede and Lunsford’s, “Audience Addressed/Audience Invoked” (1984), *CT* pp. 77-95
  - Perelman’s, “The Social Contexts of Argumentation” (1963), Handout (p. 252-256)
- Reading Response #2

### WEEK 3 (Feb 5): Rhetorical Approaches (Audience)

**In-Class**
- DUE TODAY: Reading Response 2
- Reading Analysis Presentation & Discussion

**For Next Time**
- Read the following:
  - Lunsford’s, “Cognitive Development and the Basic Writer” (1979), *CT* pp. 279-290
  - Braddock’s, “The Frequency and Placement of Topic Sentences in Expository Prose” (1974), *CT* pp. 189-203
  - Berlin’s, “Contemporary Composition: The Major Pedagogical Theories” (1982), *CT* pp. 235-250
- Reading Response #3
WEEK 4 (Feb 12): Basic Writers, Grammar, and Writing Instruction

In-Class
- DUE TODAY: Reading Response 3
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
  - Rose’s, “The Language of Exclusion: Writing Instruction at the University” (1985), Handout
  - Rose’s, “Narrowing the Mind and Page: Remedial Writers and Cognitive Reductionism” (1988), CT pp. 325-365
  - Shaughnessy’s, “Diving In: An Introduction to Basic Writing” (1976), CT pp. 291-298
  - Shaughnessy’s, “Introduction to Errors and Expectations: A Guide for the Teacher of Basic Writing” (1977), Handout
- Reading Response #4

WEEK 5 (Feb 19): The Contributions of Mike Rose & Mina Shaughnessy

In-Class
- DUE TODAY: Reading Response 4
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
  - Section Three Introduction, CT pp. 251-253
  - Emig’s, “Writing as a Mode of Learning” (1977), CT pp. 7-15
  - Bizzell’s “Cognition, Convention, and Certainty: What We Need to Know about Writing” (1982), CT pp. 367-391
- Reading Response #5
- First-year Composition Class Observation Report #1

WEEK 6 (Feb 26): Cognition and Composition

In-Class
- DUE TODAY: Reading Response 5
- DUE TODAY: FYC Class Observation Report #1
- Introduce final seminar paper assignment & literature review
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
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- Kinneavy’s, “The Basic Aims of Discourse” (1969), *CT* pp. 129-139
- Bartholomae’s, “Inventing the University” (1985), *CT* pp. 523-553
- Harris’, “The Idea of Community in the Study of Writing” (1989), Handout
- Clark’s, “Rescuing the Discourse of Community” (1994), Blackboard
  - Reading Response #6
  - Tutoring Session Observation Report #1

**WEEK 7 (March 5): Academic Writing, Discourse, and Voice**

*In-Class*
- **DUE TODAY:** Reading Response 6
- **DUE TODAY:** Tutoring Session Observation Report 1
- Reading Analysis Presentation & Discussion

**For Next Time**
- Read the following:
  - Section Four Introduction, “Talking about Writing in Society,” *CT* pp. 393-395
  - Bruffee’s, “Collaborative Learning and the ‘Conversation of Mankind’” (1984), *CT* pp. 395-416
  - Trimbur’s, “Consensus and Difference in Collaborative Learning” (1989), *CT* pp. 441-458
  - Bizzell’s, “‘Contact Zones’ and English Studies” (1994), *CT* pp. 459-466
- Reading Response #7
- Start formulating ideas for your final seminar paper and a list of potential research resources

**WEEK 8 (March 12): Collaborative Learning and Composition**

*In-Class*
- **DUE TODAY:** Reading Response 7
- Reading Analysis Presentation & Discussion

**For Next Time**
- Read the following:
  - North’s, “The Idea of a Writing Center” (1984), Handout
  - Murphy’s, “The Writing Center and Social Constructionist Theory” (1994), Handout
  - Carino’s, “Theorizing the Writing Center: An Uneasy Task” (1995), Handout
  - Boquet’s, “‘Our Little Secret’: A History of Writing Centers, Pre- to Post-Open Admissions” (1999), Handout
  - Grimm’s, “Redesigning Academic Identity Kits” (1999), Handout
- Reading Response #8 (due March 26)
- Start researching for your final seminar paper
March 16 – 20: NO CLASSES – SPRING BREAK

WEEK 9 (March 26): Writing Center Studies

In-Class
- DUE TODAY: Reading Response 8
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
  - Wallace’s, “The Writing Center’s Role in the Writing Across the Curriculum Program: Theory and Practice” (1988), Handout
  - Russell’s, “American Origins of the Writing-across-the-Curriculum Movement” (1992), Handout
  - Pemberton’s, “Rethinking the WAC/Writing Center Connection” (1995), Handout
  - McLeod and Maimon’s, “Clearing the Air: WAC Myths and Realities” (2000), Blackboard
- Reading Response #9
- FYC Classroom Observation Report #2
- Start working on your literature review

WEEK 10 (April 2): Writing Across the Curriculum

In-Class
- DUE TODAY: Reading Response 9
- DUE TODAY: FYC Classroom Observation Report #2
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
  - Fulkerson’s, “Composition at the Turn of the Twenty-First Century” (2005), Blackboard
  - Breuch, “Post-Process ‘Pedagogy’: A Philosophical Exercise” (2002), CT pp. 97-125
  - Atkinson’s, “L2 Writing in the Post-Process Era: Introduction” (2003), Handout
  - Devitt’s, “Generalizing about Genre: New Conceptions of an Old Concept” (1993), Blackboard
  - Wardle’s, “‘Mutt Genres’ and the Goal of FYC: Can We Help Students Write the Genres of the University?” (2009), Blackboard
- Reading Response #10
- Continue researching for final seminar paper (RD due April 30) and writing your literature review (due April 23)
WEEK 11 (April 9): Post-Process and Genre Theory

In-Class
- DUE TODAY: Reading Response 10
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
  - Lu’s, “Professing Multiculturalism: The Politics of Style in the Contact Zone” (1994), *CT* pp. 467-483
  - Matsuda’s, “Composition Studies and ESL Writing: A Disciplinary Division of Labor” (1999), *CT* pp. 673-696
  - Canagarajah’s, “The Place of World Englishes in Composition: Pluralization Continued” (2006), Handout
  - Ritchie and Boardman’s, “Feminism in Composition: Inclusion, Metonymy, and Disruption” (1999), *CT* pp. 597-619
  - Rhoades’, from “Radical Feminism, Writing, and Critical Agency: From Manifesto to Modem” (2005), Handout
- Reading Response #11
- Tutoring Session Observation Report 2
- Start drafting your final seminar paper (RD due April 30) and polishing your literature review (due April 23)

WEEK 12 (April 16): Multiculturalism, Post-Colonialism, and Feminism

In-Class
- DUE TODAY: Reading Response 11
- DUE TODAY: Tutoring Session Observation Report 2
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
  - George’s, “From Analysis to Design: Visual Communication in the Teaching of Writing” (2003), *CT* pp. 765-790
  - Miller and Shepherd’s, “Blogging as Social Action: A Genre Analysis of the Weblog” (2004), Handout
  - Fraiberg’s, “Composition 2.0: Toward a Multilingual and Multimodal Framework” (2010), Blackboard
- Reading Response #12
- Finalize your Literature Review (due next week)
- Continue drafting your final seminar paper (RD due in 2 weeks on April 30)
WEEK 13 (April 23): Making Room for Multimodal & Digital Literacies

In-Class
- DUE TODAY: Reading Response 12
- DUE TODAY: Literature Review
- Reading Analysis Presentation & Discussion

For Next Time
- Read the following:
  - Johanek’s, from Composing Research: A Contextualist Paradigm for Rhetoric and Composition (2000), Handout
- Rough draft of final seminar paper due (at least 8 typed pages)

WEEK 14 (April 30): Research in Composition Studies

In-Class
- DUE TODAY: Final Seminar Paper Rough Draft
- Introduce final project presentation
- Rough draft conferences
- Rough draft peer workshop

For Next Time
- Read the following:
  - Brueggemann, White, Dunn, Heifferon, and Cheu’s, “Becoming Visible: Lessons in Disability” (2001), Blackboard
  - Dobrin and Weisser’s, “Breaking Ground in Ecocomposition: Exploring Relationships between Discourse and Environment” (2002), Blackboard
  - Alexander and Gibson’s, “Queer Composition(s): Queer Theory in the Writing Classroom” (2004), Blackboard
  - Rivers and Weber’s, “Ecological, Pedagogical, Public Rhetoric” (2011), Blackboard
- Complete final seminar paper (e-version due to Turnitin.com by 11:59pm on Wednesday, May 12; hardcopy due to my office by 5pm on Wednesday, May 13)
- Create your final project presentation

WEEK 15 (May 7): Contemporary Voices in Composition

In-Class
- Reading discussion
- DUE TODAY: Final project presentations

FINALS WEEK (May 11-13)

No formal class meeting; final seminar papers due to my office no later than 5pm on Wednesday, May 13