There are deeply rooted connections between personality, learning, and language, and what touches one touches all.

Mike Torbe and Peter Medway

Education is remembering. Plato

Imagination is more important than information. Albert Einstein

But given the normal range of individual differences both in rate of development and in talents for different aspects of learning, expecting all students to meet the same set of standards on the same schedule is absurd.

Jane Healy

Course Description:
Introduces major contemporary composition theories and their approaches to teaching writing. Provides a broad and extensive overview of the history, ideology, assumptions, beliefs, and criticisms to various theories of teaching writing. Involves formal and informal writing assignments, hands-on activities, group discussions, and opportunities to evaluate the theoretical material from a pedagogical perspective.

Course Objectives:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Developing skill in expressing oneself orally or in writing
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Course Texts:
5. About $25 for photocopies, multi-media disks, folders, poster board, etc.
6. Own e-mail account & regular, daily internet access from home.
Grading Criteria:

Book Review & Discussion..................................................25%
Multimodal Assignment.....................................................25%
Conference Length Paper....................................................25%
Quizzes & Final Exam..........................................................25%

Attendance and Participation

Because this is a graduate seminar and because your course grade will be influenced by your in-class participation and your preparedness, regular, punctual attendance seems to be the most logical approach. More than one absence, whether excused or unexcused, will affect your course grade by one letter per absence; you may also need to withdraw from the course.

Do complete the assigned reading/writing on the days listed and come prepared to participate in class discussion. **No late papers will be accepted** except if you are absent (then, you may turn in your assignment the following week; do attach a medical excuse to your assignment).

Student questions and debates all contribute to the overall growth of knowledge for the class. Learning studies show that in general, if a person has a question, then at least 1/3 of the other people in the class also have that question—SO ASK! You will encounter a number of interesting and perhaps controversial topics in this course, and you will not always agree with me or with each other. Learning to listen and understand different points of view is critical to class discussion. Careful listening also helps avoid needless repetition—a factor that your classmates will appreciate! Should your participation be minimal, the instructor may deduct up to one letter grade from your final grade.

**Note on civility and professionalism:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. To ensure all students have the opportunity to gain from the time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. **Cell phones** should be turned off or set to “vibrate/buzz only” before you come to class. If you must take a call, please step into the hallway to talk. See Student Code of Conduct: [www.utsa.edu/osja/conductoutline](http://www.utsa.edu/osja/conductoutline)

Ethical breaches in your research, tardiness, unexcused absences, and/or lack of commitment to the course and your work will effect your standing is course. Work submitted for this course may not be submitted for credit in any other courses and vice versa.

**Book Review & Discussion**

By the first week, you will have chosen one book to review (see attached list; if you prefer to review a series of 8-10 journal essays on a particular topic rather than review a book, we can negotiate on what might be included. This option is available until the second week of the semester.). Read it carefully and develop a 2,000 word written overview that includes the following information: historical background & context, major trends & beliefs, chapter summaries, controlling themes, author’s philosophy of teaching/bias, and insights/contributions to theories, practices of teaching writing, chapter summaries, and a sample writing assignment. For a discussion of what a book review entails, you might check book reviews at the Composition Studies website: [http://www.compositionstudies.tcu.edu/bookreviews.html](http://www.compositionstudies.tcu.edu/bookreviews.html). Please make copies of your review for each member of the course (or you may upload your review to Blackboard by the day of your presentation).

After a 20-minute overview of your book review, your next goal and objective are to encourage and facilitate a lively, enlightening discussion. Conduct/moderate a 20-minute discussion with the class. Feel free to utilize whatever techniques you may wish to make class interesting. Stay away from verbal hesitations (errs, ums, you knows, I thinks, etc.). Have a well-
defined, legible game plan. Please don't read us your notes or your review. Note: if you need clarification, a pep talk, or strategies while preparing for this discussion, see me—preferably a week before you're scheduled to lead the discussion.

Note: Books that are unavailable at the UTSA library can be interlibrary-loaned. Since it takes an average of 5-7 business days for an interlibrary loan item to arrive, you'll want to plan accordingly. Renewals are prohibited for interlibrary loaned books.

**Multimodal Assignment**

At the end of the semester, we will have a hefty “assignment bank,” ideas for assignments from which we can “borrow.” Since much of teaching hangs on “what-to-do-in-class-on-Monday” with very little time for reflection, I am asking you to take this opportunity for reflection, to work out carefully a reading and writing assignment that combines multiple modalities. The purpose then is to not only supply an assignment that can be used or modified, but also more importantly to inspire, to provoke reflection, to offer unique approaches, to suggest possibilities, and even to challenge prevailing beliefs. Begin with a theoretical rationale which explains the assignment's ideological framework. Then, provide a syllabus that ranges over 3-5 weeks and lists the daily reading and writing activities that include a range of modalities. You may include small assignments that lead up to a larger assignment. Include an assessment apparatus and a list of learning outcomes, that is, what students should be able to achieve at the end of the assignment. In addition to a focus on “what-to-do,” you will also want to consider what students and their teacher are learning and why. Situate your assignment within a larger concern in the field of composition studies and how that assignment adds to/complicates/calls into question commonly held ideas about (teaching) writing.

Create a detailed, extensive handout that outlines your 10-minute presentation (scheduled for Week 15) and be prepared for questions/discussion. Resources and supplemental materials, along with your multimodal assignment can be uploaded to Blackboard. If you need help, feel free to call on me or your classmates.

**Quizzes and Final Exam**

*Quizzes:* There may be pop quizzes covering the assigned reading, lectures, class discussion, and student presentations. Be prepared! Quizzes can be conducted at any time during the class period. A missed quiz cannot be made up for any reason. Since lecture and discussion will be subject to quizzes, students cannot show up sporadically and still expect to succeed in the quizzes. You may drop one quiz at the end of the semester.

*Final Exam:* A comprehensive final exam will be conducted on **Monday, 13 December, 5:00-7:30 p.m.** There will be short answer and essay questions. Students may bring to the exam one 8.5 x 11” piece of paper with notes. Those notes must be turned in with the final exam. After the final grade is submitted, students may review their graded final exam but cannot take it with them.
Conference Length Paper

Choose a field, camp, trend, person, theory, concept, etc. that relates to the topics we have been studying. Your choice could be connected to your area of interest or specialty. Research and read about your choice and develop an opinion or perspective from that reading and research. Develop a thesis/position, integrating your understanding and perspective of the topic with your research. You will also need a 150 word abstract, cover letter, and the call for papers of a conference you plan to send this 8-10 page paper. Use MLA format for your internal citations and Works Cited page.

Journals in Rhetoric and Composition

- College Composition and Communication
- College English
- Composition Studies/Freshman English News*
- Computers and Composition
- Enculturation*
- English Journal
- Writing on the Edge
- Journal of Advanced Composition
- Journal of Basic Writing*
- Journal of Teaching Writing*
- Kairos*
- Pedagogy*
- Pre/Text*
- Readerly/Writerly Texts*
- Reading Research Quarterly
- Reading Teacher
- Research in the Teaching of English
- Review of Education, Pedagogy, Cultural Studies*
- Rhetoric Review*
- Rhetoric Society Quarterly
- Teaching English in the Two Year College*
- The Writing Instructor*
- World Englishes
- WPA: Writing Program Administrator
- Written Communication
- Writing Center Journal

*Note: First, check the E-Journal locator off the UTSA library home page as full text is available for many of these journals. For browsing the tables of contents of journals, use the UNCOVER database available at: www.ingenta.com. In addition, many essays are available off www.jstor.org.

Online Resources in Rhetoric and Composition

- CompPile, an inventory of publications in post-secondary composition, rhetoric, technical writing, ESL, and discourse studies, www.comppile.org
- WPA (Writing Program Administrator) Listserv, an online discussion board for anyone who’s anybody in rhetoric and composition, (to subscribe) http://www.wpacouncil.org/wpa-l; (archives) https://lists.asu.edu/cgi-bin/wa?A0=WPA-L

NOTE 1: All reading in the semester syllabus indicated with a ** and bold author’s name are drawn from the MA Reading List for rhetoric and composition.

NOTE 2: Evaluation criteria for assignments will be made available on BlackBoard.
ENG 5183 Semester Syllabus (Fall 2010)

Week 1 -- 30 August
- Introductions; course expectations, goals, syllabus, assignments; book review project
- Discussion – what is English?; what are the goals, purposes, and objectives of English composition?
- Lecture – Major theories, approaches, disciplinary trends & epistemologies (product, process, social construction, expressivism) in teaching composition; what is the relationship of theory and practice?

Week 2 -- 6 September
- Labor Day – no class

Week 3 -- 13 September
- Reading – GCP Process and Expressivism
- Pedagogy – Strategies for teaching writing processes

Week 4 -- 20 September
- Reading – GCP Cultural Studies and Critical Pedagogy
- Pedagogy – Strategies for developing writing assignments

Week 5 -- 27 September
- Reading – GCP Collaborative and Feminist
- Reading – (1) **Bruffee, Kenneth A. "Collaborative Learning and the 'Conversation of Mankind.'" CE 46 (November 1984): 635–52; (2) Trimbur, John, "Consensus and Difference in Collaborative Learning." CE 51 (October 1989): 602–16; (3) **Susan C. Jarratt, "Beside Ourselves: Rhetoric and Representation in Postcolonial Feminist Writing," in Feminism and

- Pedagogy – Strategies for group work and discussion
- Book Review/Discussion – Roskelley and/or Gonzalez et al. and/or Schell and Rawson

**Week 6 -- 4 October**
- Reading – GCP Rhetorical and Basic Writing
- Pedagogy – Strategies for teaching from a rhetorical perspective
- Book Review/Discussion – Tinberg and Nadeau and/or Soliday and/or Ritter

**Week 7 -- 11 October**
- Reading -- GCP Community-Service
- Reading – Flower ch 1, 2, and 3.
- Pedagogy – Strategies for teaching in the community
- Book Review/Discussion – Bauml and Miller

**Week 8 -- 18 October**
- Reading – Flower ch 4 to 10
- Pedagogy – Strategies for using writing portfolios
- Book Review/Discussion – Albers and Sanders and/or Grobman and Kinkead

**Week 9 -- 25 October**
- Reading – Fleckenstein Intro, ch 1 and 2
- Pedagogy – Strategies for using imagery in the classroom
- Book Review/Discussion – Gardner and/or Richardson and Jackson
- Conference Paper Proposal due

**Week 10 -- 1 November**
- Reading – Fleckenstein ch 3, 4, and 5
- Pedagogy – Strategies for teaching images with words
- Book Review/Discussion – Prendergast and/or Crowley
Week 11 — 8 November

- Reading — GCP WAC
- Pedagogy — Strategies for teaching writing beyond the English classroom
- **Book Review/Discussion — Holcomb and Killingsworth and/or Trainor**

Week 12 — 15 November

- Reading — GCP Technology
- Reading — Warnock ch 1-6
- Pedagogy — Strategies for using a multimodal approach to teaching writing
- **Book Review/Discussion — Beach, et al. and/or Hobbs**
- **Conference Paper due**

Week 13 — 22 November

- Reading — Warnock ch 7-18
- Pedagogy — Strategies for teaching with technology
- **Book Review/Discussion — Scenters-Zapico and/or DeVoss et al.**

Week 14 — 29 November

- **Multimodal assignment and presentations due**
- **Overview — Final Exam**

Week 15 — 6 December

- **Study Day -- No Class**

Week 16 — 13 December

- **Final Exam, 5:00-7:30 p.m.**