

English 310 WIP: Introduction to Composition Studies Spring 2011

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Office hours: Mondays, Wednesdays, and Fridays 11:00 – 12:00pm; also by appointment

Course Description

This course introduces students to the discipline of composition studies. During the first seven weeks of the course, we will read, discuss, and write about several of the issues that shaped the field in recent decades: the writing process movement, the role of grammar in writing instruction, strategies for teaching basic writers, digital literacies, ideological differences in writing pedagogies, and considerations of student writers' gender, race, class, and language. In the second half of the course, we will examine how the discipline of composition studies uniquely constructs and disseminates knowledge: its varied modes of inquiry, as well as its professional organizations, bibliographic databases, and genres of scholarship. This introduction to both the issues and methodology of composition studies will prepare students for further independent reading and study of composition theory, research, and practice.

All students who are admitted to NEIU in Fall 2008 and thereafter must complete a Writing-intensive course in the discipline of their major. This course fulfills the writing-intensive course requirement for Secondary Education English majors and for English majors who as transfer students may have already taken a course comparable to English 210.

Students who pass English 310 will have demonstrated the following learning outcomes:

- The ability to critically read and respond to scholarship in composition studies (assessed using papers 1, 3, and 4, as well as class discussions)
- The ability to reflect on scholarship in composition studies in ways that inform students' own development as writers and, if pertinent, their future pedagogies as teachers (assessed using paper 2, as well as class discussions)
- The ability to use bibliographic tools to effectively pursue self-directed study of an issue in composition studies (assessed using annotated bibliography)
- The ability to write a succinct, informative synopsis of the present disciplinary knowledge of an issue in composition studies (assessed using literature review)
- The ability to briefly and clearly present information about composition studies to others orally (assessed using oral presentation about a disciplinary resource and oral presentation of topic researched for literature review)

Course Materials

There are two required textbooks for this course. Both of these books are available at the campus bookstore.

- Byard, Vicki. *Bibliographic Research in Composition Studies*. West Lafayette, IN: Parlor Press, 2009. ISBN 978-1-60235-131-8.
- Villanueva, Victor, ed. *Cross-Talk in Comp Theory: A Reader*. 2nd ed. Urbana, IL: NCTE, 2003. ISBN 0-8141-0976-4.

Additional course readings will be posted on Blackboard.

Course Requirements

Here is a brief description of the assignments that will determine your grade in this course. More detailed explanations of each assignment will be distributed during the semester.

- Paper 1 (worth 20 points): Choose one or two of the assigned readings from Weeks 1-4 and critically reflect on those readings in response to the following questions: How do the readings you chose help you to better understand or possibly critique the writing instruction you have received in the past? How do the readings you chose assist in your own development as a writer? This paper must be 3-4 pages in length and is due on Feb 7. You will also write and share with the class a one-paragraph summary of this paper.
- Paper 2 (worth 20 points): Based on the assigned readings from Weeks 5-7, write a paper in which you articulate your own position on the goals of writing instruction in schools. Make specific references to the readings when defending your position and explaining why you have rejected alternative positions. This paper must be 2-3 pages in length. A draft of the paper is due on Feb 28, and you will receive feedback on the draft from other students during that class. The revision of the paper is due on March 2.
- Papers 3 & 4 (worth 10 points each): Twice during Weeks 1-7, read the optional reading that is listed on the course schedule to gain additional knowledge about that's week's topic. Then write a short summary of the reading and a response to the ideas in that reading. These papers must be 1-2 pages each and are due on the Monday following the week in which the reading is listed.
- Student presentation on a specific resource in composition studies (worth 10 points): You will give a brief (5 minute) presentation to the class about a specific journal, professional organization, position statement, listserv, or convention in composition studies. In your presentation, you will describe the features of your resource and explain how you think the resource can be useful to students and scholars of composition studies. On March 2, students will sign up for a specific resource (a list of the resources will be provided), and students' presentations will be given on March 9 and 11.
- Annotated bibliography (worth 25 points): You will choose a topic in composition studies that you would like to learn about more. Then, using bibliographic skills and resources that are tailored to composition studies, you will compile and annotate a bibliography about that topic. You will have several opportunities for feedback from the instructor before this major assignment is due: a topic proposal, a preliminary bibliography, a revised bibliography with 3

sample annotations, and an individual conference. You must complete these assignments by the due dates on the course schedule in order to receive feedback from the professor, but only the completed annotated bibliography will be graded. The annotated bibliography must be 5-6 pages long and is due on April 18.

- Literature review (worth 25 points): Your literature review is an overview of the same topic that you chose for your annotated bibliography, but it discusses the topic using an essay format. You will write and receive feedback from classmates on an outline of this literature review, and you will receive feedback on a draft from the instructor. The revised literature review must be 4-5 pages long and is due on May 4.
- Student presentation of your literature review (worth 10 points): You will give a 10-minute presentation to the class, summarizing the discipline's present knowledge about the topic you studied for your literature review. These presentations will be given during the final week of the semester, April 25 – May 2.
- Class participation (worth 20 points): These points are awarded based on your class attendance, thoughtful completion of written “discussion starters” at the beginning of class meetings, oral contributions to class discussion, peer reviews, and productive use of your individual conference with the instructor (see week 13).

Ungraded assignments

This course also includes some assignments that will not be graded. These assignments will increase your learning and engagement in the course, and many of them give you an opportunity to receive feedback on your work-in-process so that you can improve it before it is graded. Examples of ungraded assignments include brief written responses to questions about the assigned readings (these are the “discussion starters” mentioned under class participation—you will receive credit for completing these but they will not be graded individually), a one-paragraph abstract of Paper 1 that you will share with the class, a draft of Paper 2, a topic proposal for your annotated bibliography, a preliminary bibliography, a revised bibliography with 3 sample annotations, an outline of your literature review, and a draft of your literature review.

Course Grading Scale

The assignments in this course are worth 150 points. Course grades will be assigned using this scale:

135 – 150 points	= A
120 – 134 points	= B
105 – 119 points	= C
90 – 104 points	= D
89 or below	= F

Policies affecting Written Work

Late work

Papers are due at the start of class on the date indicated on the course schedule. Papers that are submitted up to a week late are penalized a full letter grade (1 point for a 10-point assignment, 2 points for a 20-point assignment, and 2.5 points for a 25-point assignment). These penalties are doubled if the assignment is more than a week late. Assignments more than 2 weeks late are not

accepted and receive zero points. Any point deductions for lateness remain in place if the paper is revised for extra credit.

Plagiarism

This course adheres to policies about academic conduct that are stated in the University Student Conduct Code, available from the Dean of Students' Office or online at <http://www.neiu.edu/~DeanSt/survival/conduct.pdf>. This document defines plagiarism as follows: "Appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one's original work. This includes (1) paraphrasing another's ideas or conclusions without acknowledgment; (2) lifting of entire paragraphs, chapters, etc. from another's work; and (3) submission as one's own work, any work prepared by another person or agency." A student who plagiarizes will fail the assignment or course, and a written report of the student's plagiarism will be given to the English Department Chair, the Dean of the College, and the Dean of Students for further action.

Extra Credit Revisions

For papers 1, 2, 3, and 4, you will not receive feedback on a draft from the instructor before these papers are graded. However, you may revise any or all of Papers 1, 2, 3, and 4 for a higher grade. Revisions on graded papers will be accepted up to one week after the paper has been returned. The annotated bibliography and the literature review may not be revised for a higher grade; however, you will have ample opportunity to receive feedback from the instructor on drafts of these assignments before they are graded.

Attendance Policy

You are required to attend every class session; if you are absent, please contact me by email or phone to explain the reason for your absence and to discuss what you missed. A maximum of three absences will be excused for reasons such as illnesses, family emergencies, and religious holidays. In keeping with the university policy, more than three absences will lower your semester grade one letter.

In addition, it is very important that you arrive to class on time. If you arrive more than five minutes late, your lateness will be recorded. Every three late arrivals will count as one absence.

Course Schedule

This schedule indicates the readings we will discuss each week and the due dates of all major assignments. Smaller homework assignments will be announced in class.

Readings from *Cross-Talk* are indicated by the abbreviation CT; readings from *Bibliographic Research in Composition Studies* are indicated by the abbreviation BRCS; readings posted on Blackboard are indicated by the abbreviation BB. Any changes to this schedule will be announced in class and posted in the “Announcements” section of Blackboard.

First Week

Composition Studies’ Move from Product to Process

Mon, Jan 10: Introduction to course and to composition studies as a discipline
Weds, Jan 12: Murray (CT 3-6), Emig (CT 7-15)
Fri, Jan 14: Hairston (BB)
Optional reading: Trimbur (BB)

Second Week

Audience Theories

Mon, Jan 17: NEIU closed for MLK Holiday; no classes.
Weds, Jan 19: Ong (CT 55-76)
Fri, Jan 21: Ede & Lunsford (CT 77-95)
Optional reading: Ede and Lunsford (BB)

Third Week

The Role of Grammar in Writing Instruction; Teaching Basic Writers

Mon, Jan 24: Hartwell (CT 205-233)
Weds, Jan 26: Lunsford (CT 299-310)
Fri, Jan 28: Shaughnessy (CT 311-317); Shaughnessy (BB)
Optional readings: Lu (BB) or Williams (BB)

Fourth Week

New Literacies: Digital and Visual

Mon, Jan 31: Selfe (BB); NCTE Definition of 21st Century Literacies (BB)
Weds, Feb 2: Yancey (BB)
Fri, Feb 4: George (BB)
Optional readings: Selfe et. al (BB) or Miller and Shepherd (BB)

Fifth Week

Writing Instruction and Ideology

Mon, Feb 7: **Due: Paper 1 and one-paragraph abstract of paper.** Class period devoted to sharing and discussing abstracts of papers.
Weds, Feb 9: Berlin (BB)
Fri, Feb 11: NEIU closed for Lincoln’s Birthday; no classes.
Optional reading: Hairston (CT 697-713)

Sixth Week

Writing for Self or for School?

- Mon, Feb 14: Bartholomae (BB); Elbow (BB)
Weds, Feb 16: Interchange between Bartholomae & Elbow (BB)
Fri, Feb 18: Bartholomae (CT 623-652)
Optional reading: Elbow (BB: "Some Thoughts on *Expressive Discourse*")

Seventh Week

Writers' Subjectivities: Exploring Gender, Race, and Class

- Mon, Feb 21: Flynn (CT 571-583)
Weds, Feb 23: Delpit (BB)
Fri, Feb 25: Brodkey (CT 677-695)
Optional reading: Royster (CT 611-622)

Eighth Week

Modes of Inquiry in Composition Studies

- Mon, Feb 28: **Due: Draft of paper 2;** peer response to drafts
Weds, Mar 2: **Due: Revision of Paper 2;** BRCS, chapter 1
Sign up for presentation topic for next week
Fri, Mar 4: BRCS, chapter 2

Ninth Week

Professional Resources in Composition Studies

- Mon, Mar 7: BRCS, chapter 3
Weds, Mar 9: BRCS, appendix B; student presentations on select journals
Fri, Mar 11: Lauer (BB); student presentations on professional organizations, position statements, listservs, and conventions

Tenth Week

Bibliographic Databases in Composition Studies

- Mon, Mar 14: **Due: Topic for annotated bibliography and literature review;**
BRCS, chapter 4
Weds, Mar 16: BRCS, chapter 5 (77-93)
Fri, Mar 18: BRCS, chapter 5 (94-100); BRCS, appendix C.
Class meets in computer classroom.

March 21-27: Spring Break. No classes.

Eleventh Week

Bibliographic Search Process

- Mon, Mar 28: BRCS, chapter 6 (102-113)
Weds, Mar 30: MLA and APA documentation styles
Fri, Apr 1: Class meets in computer classroom for assistance with final search for sources.

Twelfth Week

Annotations

Mon, Apr 4: **Due: Preliminary bibliography.** Peer review of bibliographic citations.
Weds, Apr 6: BRCS, chapter 6 (113-117)
Fri, Apr 8: Sample annotated bibliography (BB)

Thirteenth Week

Conferences on work-in-progress.

Mon, Apr 11: **Due: Revised bibliography and 3 sample annotations.**
Individual conferences instead of class.
Weds, Apr 13: Individual conferences instead of class.
Fri, Apr 15: Individual conferences instead of class.

Fourteenth Week

Literature reviews

Mon, Apr 18: **Due: Annotated bibliography.** BRCS 117-122.
Weds, Apr 20: Sample literature review (BB)
Fri, Apr 22: **Due: Outline for literature review.** Peer review of outlines.

Fifteenth Week

Mon, Apr 25: **Due: Draft of literature review.**
Student presentations on literature reviews.
Weds, Apr 27: Student presentations on literature reviews.
Fri, Apr 29: Student presentations on literature reviews.

Sixteenth Week

Mon, May 2 Student presentations on literature reviews.

Final Exam Period

There is no final exam in this course, and the class will not meet. Instead, the **revision of your literature review is due in my mailbox (just outside LWH 2017) no later than noon on Wednesday, May 4.**

Citations for Readings Posted on Blackboard

Week 1

- Hairston, Maxine Cousins. "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing." *College Composition and Communication* 31 (1982): 76-88.
- Trimbur, John. "Taking the Social Turn: Teaching Writing Post-Process." *College Composition and Communication* 45 (1994): 108-18.

Week 2

- Ede, Lisa and Andrea A. Lunsford. "Representing Audience: 'Successful' Discourse and Disciplinary Critique." *College Composition and Communication* 47 (1996): 167-79.

Week 3

- Lu, Min-Ahan. "Redefining the Legacy of Mina Shaughnessy: A Critique of the Politics of Linguistic Innocence." *Journal of Basic Writing* 10 (1991): 26-40.
- Shaughnessy, Mina P. "Introduction" from *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford UP, 1-13.
- Williams, Joseph M. "The Phenomenology of Error." *College Composition and Communication* 32 (1981): 152-68.

Week 4

- George, Diana. "From Analysis to Design: Visual Communication in the Teaching of Writing." *College Composition and Communication* 54 (2002): 11-39.
- Miller, Carolyn R. and Dawn Shepherd. "Blogging as Social Action: A Genre Analysis of the Weblog." *Into the Blogosphere: Rhetoric, Community, and the Culture of Weblogs*. Eds. Laura Gurak, Smiljana Antonijevic, Laurie Johnson, Clancy Ratliff, and Jessica Reyman. Minneapolis, MN: U of Minnesota Libraries, 2004.
<http://blog.lib.umn.edu/blogosphere/blogging_as_social_action.html>.
- NCTE. "The NCTE Definition of 21st Century Literacies." 2008.
<<http://www.ncte.org/positions/statements/21stcentdefinition>>.
- Selfe, Cynthia L. "Technology and Literacy: A Story About the Perils of Not Paying Attention." *College Composition and Communication* 50 (1999): 411-36.
- Selfe, Cynthia L. and Gail E. Hawisher with Oladipupo (Dipo) Lashore and Pengfei Song. "Literacies and the Complexities of the Global Digital Divide." *Writing and Digital Media*. Eds. Luuk Van Waes, Marielle Leijten, and Christine M. Neuwirth. Amsterdam: Elsevier Ltd., 2006. 253-85.
- Yancey, Kathleen Blake. "Writing in the 21st Century: A Report from the National Council of Teachers of English." 1999.
<http://www.ncte.org/library/NCTEFiles/Press/Yancey_final.pdf>.

Week 5

- Berlin, James. "Rhetoric and Ideology in the Writing Class." *College English* 50 (1988): 477-94.

Week 6

- Bartholomae, David. "Writing with Teachers: A Conversation with Peter Elbow." *College Composition and Communication* 46 (1995): 62-71.
- . "Response to Peter Elbow." *College Composition and Communication* 46 (1995): 84-87.

- Elbow, Peter. "Being a Writer vs. Being an Academic: A Conflict in Goals." *College Composition and Communication* 46 (1995): 72-83.
- . "Response to David Bartholomae." *College Composition and Communication* 46 (1995): 87-91.
- . "Some Thoughts on *Expressive Discourse*: A Review Essay." *Journal of Advanced Composition* 11 (1991): 83-93. [optional reading]

Week 7

- Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." *Harvard Educational Review* 58 (1988): 280-98.

Week 9

- Lauer, Janice M. "Rhetoric and Composition." *English Studies: An Introduction to the Discipline(s)*. Ed. Bruce McComiskey. Urbana, IL: NCTE, 2006. 106-52.