

English 580-110: Studies in Teaching Composition

Spring 2017

ONLINE

Texas A&M University - Central Texas

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Office Hours: M 10:00-11:30 AM and W 3:00-5:00 PM; other times may be available by appointment

UNILERT (The Emergency Warning System for Texas A&M University–Central Texas)

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE OVERVIEW AND DESCRIPTION

Official Catalog Description

The course is devoted to the study of the aims, skills, materials, and practices of composition teaching at college and junior college levels. May be repeated for credit when topics vary.

Dr. Kirchoff's Description

This graduate seminar introduces students to contemporary writing pedagogies that are actively used in community and four-year college composition classrooms; additionally, we will explore the theoretical underpinnings that inform these varied approaches. In part, then, this seminar offers a historical overview of the development of writing pedagogy as both a practice (teaching) and a field of scholarship (research). This seminar offers a survey approach to some of the major movements in composition pedagogy, including (but not limited to) current traditional rhetoric, process theory, feminism, and critical/cultural studies. As we work our way through a wide range of readings, students are invited to consider the following questions:

- What do composition instructors value? How have values changed over time? How is this reflected in contemporary and historical composition pedagogies?
- How and why are new pedagogies developed?
- What is your preferred approach to teaching composition?
- What are some of the practical and theoretical issues college composition instructors face at all levels?
- How does one reconcile a potential theory/practice divide?
- What do composition scholars study, and how do they perform their research?

LEARNING OBJECTIVES

By the end of this course, students should:

- Know classical and contemporary writing pedagogies
- Be able to articulate their (composition) teaching philosophy
- Create a college composition unit that reflects their teaching philosophy
- Synthesize theories to produce original writing scholarship

Accessing Course Material

As this course is 100% online, we will be making use of the TAMUCT Blackboard system. To access course material, sign-in to <https://tamuct.blackboard.com>. Enter your user-name and password, find our class, and you'll be ready to go.

Weekly Modules: Explaining Due Dates

Course content will be available in weekly modules, available on the left-hand toolbar in Blackboard. I will post new modules every Monday morning; most weekly work will be due Monday at Noon. There is one exception to this; as you will see, students are responsible for responding to peer work, so these peer responses are due 24 hours later (Tuesdays at Noon). More information on this can be found on page 3 under "Course Requirements."

Communicating with Dr. Kirchoff

As I note above, email is the best way to reach me. I typically check my email at least once a day, and will make a good faith effort to respond to email within 24 hours of my receipt of your message. If you would like to meet in person, I am available during office hours, and am often amenable to appointments outside my regular office hours. Should meeting in person not work and you would like to speak "in person," we can consider using Skype to video conference.

REQUIRED TEXTS

Cross-Talk in Comp Theory (3rd edition). Edited by Victor Villanueva and Kristin L. Arola. ISBN 9780814109779

Note: There will be other required readings throughout the semester, but they will be made available to students via Blackboard.

COURSE REQUIREMENTS

Graded Work

Weekly Discussion Board Posts (Reading Responses)—40% of Final Grade

- We will be covering a different writing theory each week and as such, we'll be reading multiple articles and book chapters in any given week. To ensure student comprehension, each student is expected to write short (think two to three typed double-spaced pages) synthesized responses to that week's readings. Simply put, these responses should put the texts in conversation with one another. Students should attempt to isolate the major ideas presented in all the articles that week and, when appropriate, interrogate or explore specific aspects of an article. These responses can be exploratory, but they must attempt to make connections between

all of the readings covered in the week; students can also draw from other materials provided by Kirchoff. One should be able to tell the student spent thoughtful time with each reading assigned. These will be assessed on a ✓+ (equivalent to an "A"), ✓ (equivalent to a B), ✓- (equivalent to a C), or unsatisfactory scale (equivalent to a D). These should be posted to our Blackboard discussion board (a forum will be created each week).

In an effort to instill a sense of conversation and community in the class, I am asking that students respond to at least two other response posts.

Initial response posts are due by NOON on Mondays. Responses turned in late will not be read and as such, not earn any credit. The follow-up responses (to your peers' posts) should be completed by NOON on Tuesdays (24 hours after the initial post due-date).

Definition Posts—15% of Final Grade

- In addition to providing a response to readings and course materials, students will also be asked to provide a short (i.e. 500 words or so) definition for the pedagogy being discussed that particular week. Your definition should be culled from the readings; be sure to cite the thinkers you draw from. These will be assessed on a ✓+ (equivalent to an "A"), ✓ (equivalent to a B), ✓- (equivalent to a C), or unsatisfactory scale (equivalent to a D). These should be posted to our Blackboard discussion board (a forum will be created each week). Like the weekly responses, these are due by NOON on Mondays.
- An easy way to differentiate the definition posts from weekly responses: the definition posts should provide an *objective* definition of a particular school of thought, while the responses are the space for students to interrogate, question, and critically analyze a specific pedagogy.
- As we are only covering nine "pedagogies," if you will, only nine definition posts are needed (Current Traditional Rhetoric thru Game Based Learning Pedagogy). However, a weekly reading response will be due every week there is a reading assignment.

Research Paper—25% of Final Grade

- Roughly halfway through the semester, students will use readings covered in class—along with significant outside "scholarly" research—to explore an issue in classical or contemporary writing pedagogy. A detailed assignment sheet will be distributed online well before the due date of this fifteen page researched analysis/exploration. Note that students will need to have their topic/research question approved by Kirchoff.

Teaching Philosophy and Unit—20% of Final Grade

- Students will craft a teaching philosophy that articulates their beliefs about teaching college composition. Accompanying this philosophy will be a full college

composition unit (e.g. assignment sheet, detailed lesson plans, and assessment plan) that should reflect and support your teaching philosophy. This project is due at the end of the semester; a full assignment sheet will be distributed with further details.

Recap of Grading Breakdown:

Weekly Responses: 40%

Weekly Definitions: 15%

Final Research Project: 25%

Teaching Philosophy and Unit Plan: 20%

Note: All assignments must be completed to earn a passing mark in the class.

Grading Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

Grading Standards

A work goes well beyond the minimum expectations for the assignment. It is akin to publishable work. As such, it shows an advanced knowledge of course material. The ideas are original and innovative while still responding to the prompt.

B work exceeds the minimum expectations for the assignment. This is well-above average work and shows command of course material. The ideas are perhaps less developed than “A” work or perhaps the writing is less fluent and cohesive. There may be places where the analysis or argument is missing support or explanation.

C work meets the minimum expectations for the assignment. The work responds to the prompt meaningfully and appropriately, but does not show the same grasp or nuance as A or B work. As such, this work clearly responds to the prompt, but there may be a number of gaps in analysis or argument. The writing might not read as clearly, forcing the reader to pause and re-read.

D work does not meet the minimum expectations for the assignment. Major parts of the project could be missing, underdeveloped, or confusing.

F work fails to address the needs of the assignment.

This course does not make use of Blackboard’s grade book; students are encouraged to keep track of their grades individually. However, students need only ask Kirchoff for periodic grading updates.

Course Policies

Respect for people’s ideas, thoughts, and questions are paramount to your success in this

class. My goal is for everyone to feel welcome and comfortable this class, so please treat everyone in a courteous manner. This should be a friendly, positive (online) environment open to discussion and feedback.

Email is a great tool for communication. However, I ask that when you send me an email to use a proper salutation (e.g. Hi Dr. Kirchoff), complete sentences, and identifying information. This is a matter of common courtesy. As I mention above, I will make a good faith effort in responding to email queries within 24 hours.

Late Assignments are not accepted unless prior arrangements have been made. This is a non-negotiable policy; however, if you have questions or are worried about completing an assignment on time, talk to me well before the due date and we can come up with a plan of action. Note: "well before the due date" does not mean 24 hours before the assignment is due. I generally like to hold these sorts of conferences a week ahead of the due date. If someone contacts me 24 hours before a project is due, my response may not be very favorable. This policy extends to daily/weekly work as well.

Plagiarism occurs when one person presents another person's words or ideas as her/his own. It is a serious offense that will result in an F for the course. Please see me if you have any questions concerning plagiarism.

Posting of Grades

Grades on weekly work will be emailed to students. Should you have any questions, feel free to send Dr. Kirchoff an email.

PROGRAMMATIC ASSESSMENT

To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for ENGK 580 this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Dr. Kirchoff.

COURSE OUTLINE AND CALENDAR

Note: Calendar is tentative and subject to change

Read for 1.23: Current Traditional Rhetoric

- "The Methodical Memory on Display" by Crowley (PDF)
- "Compositions—Write 'em Right!" by Pudlowksi (PDF)
- "Current Traditional Rhetoric: Thirty Years of Writing With a Purpose" by Connors (PDF)
- **Response and Definition Posts Due by Noon 1.23**
- **Introductory Post (see Blackboard for Details) Due by Noon 1.23**

Read for 1.30: Process Theory

- “Teach Writing as a Process, Not Product” by Murray (CT 3)
- “Writing as a Mode of Learning” by Emig (CT 7)
- “The Composing Processes of Unskilled College Writers” by Perl (CT 17)
- “Prewriting the Stage of Discovery in the Writing Process” by Rohman (PDF)
- **Response and Definition Posts Due by Noon 1.30**
- **Introduce Term Paper**

Read for 2.6: Expressivism

- “In Defense of Private Writing” by Elbow (PDF)
- “Writing with Teachers: A Conversation with Peter Elbow” by Bartholomae (PDF)
- Excerpt from *Telling Writing* by Macrorie (PDF)
- “The Economy of Expressivism and Its Legacy of Low/No-Stakes Writing” by Rysdam (PDF; starts on p. 281)
- **Response and Definition Posts Due by Noon 2.6**

Read for 2.13: Cognitivism

- “A Cognitive Process Theory of Writing” by Flower and Hayes (CT 253)
- “Cognition, Convention, and Certainty: What We Need to Know about Writing” by Bizzell (CT 367)
- “The Writing Process” by Warnock (PDF)
- **Response and Definition Posts Due by Noon 2.13**

Read for 2.20: Critical and Cultural Pedagogy

- Selection from *Pedagogy of the Oppressed* by Freire (PDF 52-67)
- “Power, Authority, and Critical Pedagogy” by Bizzell (PDF)
- “Critical Pedagogy, Discourse Tensions, and the Basic Writing Classroom: A Critical Action Research Study” by Siha (PDF)
- “Composition and the Critical Moment” by Gilyard (from *Composition Studies in the New Millennium*”; available as PDF)
- **Response and Definition Posts Due by Noon 2.20**

Read for 2.27: Feminism

- “Feminism in Composition: Inclusion, Metonymy, and Disruption” by Ritchie and Boardman (CT 597)
- “Confronting the ‘Essential’ Problem: Reconnecting Feminist Theory and Pedagogy” by Ritchie (PDF)
- “Feminism and Composition: The Case for Conflict” by Jarratt (PDF)
- “Feminist Pedagogy is for Everybody” by Bruce et al (PDF)
- **Response and Definition Posts Due by Noon 2.27**

Read for 3.6: Post-Process

- “Post Process ‘Pedagogy’: A Philosophical Exercise” by Kastman-Breuch (CT 97)
- “Toward a Post-Process Composition: Abandoning the Rhetoric of Assertion” by Olson (PDF)
- “What Should We Do With Postprocess Pedagogy?” by Heard (PDF)

- **Response and Definition Posts Due by Noon 3.6**

3.13—Spring Break

Read for 3.20: Multimodal Composition

- “Thinking About Multimodality” by Takayoshi and Selfe (PDF)
- “Made Not Only in Words” by Yancey (CT 791)
- “The Impact of Multimodal Composition on First Year Students’ Writing” by Kirchoff and Cook (PDF)
- “A Bag Full of Snakes: Negotiating the Challenges of Multimodal Composition” by DePalma and Alexander (PDF)
- **Response and Definition Posts Due by Noon 3.20**

Read for 3.27: Game Based Learning Pedagogy

- “A Pedagogy of Play: Integrating Computer Games Into the Writing Classroom” by Colby and Colby (PDF)
- “Composition Games for the Classroom” by Bisz (web-text)
- “Crossing Battle Lines” by Nelson et al. (web-text)
- **Response and Definition Posts Due by Noon 3.27**

Read for 4.3: Teaching Grammar

- “Grammar, Grammars, and the Teaching of Grammar” by Hartwell (CT 205)
- “Teaching Grammar in the Context of Writing” by Williams (PDF)
- “Teaching Grammar to Writers” by Neuleib and Brosnahan (PDF)
- **Term Papers are Due**
- **Response Post Due by Noon 4.3**

Read for 4.10: ELL

- “Composition Studies and ESL Writing: A Disciplinary Division of Labor” by Matsuda (CT 673)
- “Teaching Writing to Second Language Learners: Insights from Theory and Research” by Barkoui (PDF)
- “English as a Second Language at the Community College: An Exploration of Context and Concerns” by Blumenthal (PDF)
- NCTE’s ELL Brief (PDF)
- **Introduce Teaching Philosophy and Unit Work**
- **Response Post Due by Noon 4.10**

Read for 4.17: Designing Writing Assignments

- Reading TBD
- **Response Post Due by Noon 4.17**

Read for 4.24: Assessment

- “Community Based Assessment Pedagogy” by Inoue (PDF)

- “Ranking, Evaluating, and Liking: Sorting out three Forms of Judgment” by Elbow (PDF)
- “Teaching with Rubrics” by Andrade (PDF)
- “Feedback in the Writing Process: A Model and Methods for Implementation” by Keh (PDF)
- **Response due 4.24 [Last Response]**

5.2: Teaching Philosophies

- Reading TBD

5.9: Teaching Philosophies and Unit Work are Due

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TECHNOLOGY REQUIREMENTS AND SUPPORT

- Students are encouraged to save work to multiple locations (e.g. computer hard-drive and thumb drive); papers lost due to technological issues will not be a sufficient excuse for failing to turn in work.
- This course will use the TAMUCT Blackboard Learn learning management system. Logon to <https://tamuct.blackboard.com> to access the course.

Technology Support

For technology issues, students should contact Help Desk Central.

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat: http://hdc.tamu.edu](http://hdc.tamu.edu)

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must go to the Registrar’s Office and complete a drop request form.

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer

enrolled.

If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit <http://www.tamuct.edu/departments/access-inclusion>.

Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. To access Tutor.com, go to the 'My Courses' tab in Blackboard.

University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and

laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit <https://tamuct.libguides.com/>