

English 6363: Composition Theory and Pedagogy



Semester:	Fall 2021
Classroom Location:	A005
Instructor:	Dr. Mellisa Huffman
Office Location:	Academic Building, 021A
Office Hours:	M: 2-3PM; W: 3-4PM; T: 1-3PM; R: 12-2PM If these times do not work with your schedule, we can schedule an appointment on a day and at time convenient for both of us.
Contact Information:	Email: mhuffman@angelo.edu Phone 325-486-6368

Course Description

This course examines key historical and contemporary theories and effective practices for teaching writing at the postsecondary level. In this class, we will read, discuss, and explore research in the academic disciplines of Rhetoric, Composition, L2 Writing (second language writing), and Literacy Studies to help you make informed decisions as you prepare to teach First Year Composition at ASU or elsewhere. It's important to note that there are multiple theoretical perspectives, and having a grasp of these theories will help you ground your teaching practices and move behind merely relying on teaching "lore."

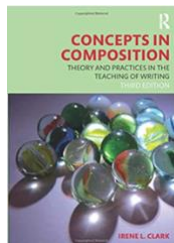
Course Outcomes

At the end of this course, you should be able to

- Develop an understanding of key historical and current issues/topics related to writing instruction at the postsecondary level;
- Synthesize material covered in class and through self-directed secondary research in order to answer questions related to postsecondary writing instruction;
- Use secondary research within the fields of Rhetoric, Composition, L2 Writing, and Literacy Studies to inform teaching practices at the postsecondary level;
- Learn techniques for creating inclusive and anti-racist First Year Composition curriculum; and
- Connect your own experiences and interests to course topics.

Required Texts

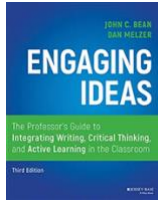
Unlike a literature course in which the primary texts are works of fiction, poetry, etc., in this course, the primary texts will consist of scholarship within Writing Studies.



Clark, Irene. *Concepts in Composition: Theory and Practice in the Teaching of Writing*. 3rd ed., Routledge, 2019.

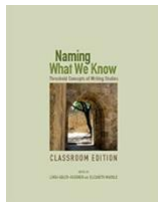
I will assign chapters from *Concepts in Composition* each week that are relevant to the topic of discussion. Clark's text offers an overview of the topic and synthesizes mainstream disciplinary arguments and points of view regarding the given topic. In many cases, I will also include other pertinent readings that serve the same purpose: to frame the other readings. These readings will be listed within the "Everyone Reads" category each week.

In your weekly discussions, you will put material from these “framing texts” in conversation with the “Other Readings” (see definition below). Finally, you may also reference chapters or articles located within Clark’s text to develop parts of your final project/use its suggested readings or the works it cites to locate other secondary sources related to your final project’s topic.



Melzer, Dan and John Bean. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 3rd ed., Jossey-Bass, 2021.

Although written by Writing Studies scholars, this text is not scholarly. It offers practical, accessible strategies for enacting effective writing pedagogy. Again, I will supplement this text with some additional readings.



Adler-Kassner, Linda, and Elizabeth Wardle, editors. *Naming What We Know: Threshold Concepts In Writing Studies*. Utah State UP, 2015.

Threshold concepts are “concepts critical for continued learning and participation in an area or within a community of practice” (Adler-Kassner and Wardle 2). The book defines thirty-seven key concepts that Writing Studies scholars claim “[articulate] . . . shared beliefs” about writing instruction and provide “a core for the field in terms of what we know” (xvii-xix). Having a glossary of these epistemological frames might help you work through and make connections among the other readings assigned in our course.

Other Readings

I will also assign you to read “Other Readings,” which include journal articles, excerpts from anthologies, book chapters, or websites germane to a given week’s topic. These readings extend, challenge, interrogate, supplement, and/or demonstrate concepts discussed in the “Everyone Reads” assignments. “Other Readings” will be linked within the “Weekly Class Preparation” area in Blackboard. You must reference/integrate at least two of these pieces in your weekly reading response. As with the “Everyone Reads,” you may use the “Other Readings” to develop parts of your final project.

Note: If you are having difficulty reading or downloading PDFs I have uploaded to Blackboard, please let me know as soon as possible, and I will email you a copy of the article.

Required Hardware/Software

- A computer with an Internet connection
- Blackboard access
- Adobe Acrobat Reader

Use of Blackboard

We will use our course Blackboard site extensively. There I will post the syllabus, major assignment prompts, grading standards, readings, class preparation instructions, and some materials for in-class discussion/use. You will also submit weekly reading responses and all other major class projects through designated Blackboard submission links. Submission instructions will be discussed well ahead of due dates class and posted within our course Blackboard site.

For Technical Support

If you are experiencing technical issues with Blackboard, please contact eLearning at one of the following:

- elearning@angelo.edu
- 325-942-2911

You may direct any other course-related questions to me.

Assignments

READING RESPONSES (Due in Blackboard before class)

You're expected to come to class prepared to discuss assigned readings. For the weeks I assign reading, you will generate a response of 600-750 words. You will need to submit a digital copy through the designated Blackboard link before class, and you will need to have access to your response (either a digital or printed copy) in class.

Your reading response should do the following:

- Answers at least **one of the response questions or prompts** posed in the Weekly Class Preparation area in Blackboard;
- Integrates arguments, ideas, concepts from at least **three different assigned readings** (one can include the "Everyone Reads" selection); and
- Generates at least 3 class discussion questions (See instruction below)

Your Weekly Class Discussion Questions: The class discussion questions you generate for your weekly response might be framed in the follow ways:

- 1) personal connections or responses to the reading (e.g., "I related to Villanueva's experiences with X. . . In what ways do your personal experiences compare to his?"),
- 2) questions about the reading (e.g., "Why is the author so opposed to X?"),
- 3) criticisms of the reading (e.g., "The reading seems one-sided in terms of. . .What are some perspectives you would like to see represented on this topic?"), or
- 4) connections among readings in this class or information you've learned elsewhere (e.g., "The chart on page X reminds me of when I learned to create flow charts in . . .I wonder how the flow chart metaphor helps us conceptualize the complex nature of the writing process?").

Each class discussion question should be thoughtful and substantive. For example, "Did anyone else understand the reading?" is not a thoughtful question, "I did not get the main point" is not a criticism, and "I like these readings a lot" is not a substantive response.

Formative in Nature: The responses do not need to be coherent, polished papers. In fact, when you write them, you may not fully understand something (or many things) from the readings. That's okay. The reading responses are writing-to-learn pieces, meaning they are designed to help you work through and synthesize the readings. As long as your response meets the aforementioned criteria, you will receive full credit.

Format: For your submissions, follow MLA, 8th edition, manuscript conventions: heading, page numbers, spacing, and in-text attribution. You do not have to include a Works Cited page, but please attribute quoted material in text.

You may just bullet point discussion questions at the end of your reading response.

MIDTERM (Due by the end of class on October 12)

The midterm will take place during Week 8's class period and will cover topics and readings discussed up to that point in the semester (including selections for the "Everyone Reads" assignments). I will further outline format and submission protocol via a midterm prompt.

RESEARCH PROPOSAL (Due November 16)

You will submit a proposal for your final research project. I will post the prompt and submission instructions within a designated area of Blackboard.

FINAL PROJECT (Due before 11:59PM on December 7)

For the final project, you will select one of the following options. I will give you feedback on your proposal to guide you through your writing and research process.

Option 1: Literature Review: Write a literature review with at least 12 scholarly sources related to some aspect of writing theory/pedagogy that interests you (e.g., anti-racist curricular frameworks, methods of assessing writing, working with L2 writers, teaching audience, ways of preventing plagiarism, etc.). Imagine you are writing the review to new First Year Composition instructors who are interested in the literature surrounding this topic and would like to know more about the scholarship on this issue and some teaching implications. The literature review must be at least 12 pages in length and conform to MLA style, 8th edition, formatting and citation conventions. I will post a more detailed prompt and rubric for this option within the Final Project area of Blackboard.

Option 2: FYC Writing Assignment and Scholarly Rationale: Design (or revise one you have already designed) a writing sequence for an English 1301 course and provide a scholarly rationale of the sequence. The assignment can be designed for students taking English 1301 a ASU or students enrolled in a dual enrollment 1301 course. The assignment hypothetically could be completed in 4-5 weeks of a fall or spring semester. For your project, you will submit a writing prompt, 4-5 weeks of lesson plans that demonstrate how you will guide students through the writing process, and a rationale that explains how the assignment and associated activities are grounded in scholarly research in Writing Studies. The rationale should include and cite at least six scholarly sources, and these sources should be cited in MLA, 8th edition. I will post a more detailed prompt and rubric for this option within the Final Project area of Blackboard.

Option 3: FYC Blog Page: You will select a writing pedagogy-related topic and design a page for our First Year Composition blog (using Word Press), which is used by our FYC faculty. The page should focus on a particular theme of your choosing (e.g., methods for assessing writing, working with L2 writers, teaching audience, ways of preventing plagiarism, etc.) and provide readers relevant annotated secondary research as well as practical teaching strategies. The page should have a clear theme; logical organization; and relevant, credible resources. It may, of course, include embedded relevant videos and links to exterior sites. If you are interested in this option, we can discuss it in more depth in a one-on-one conference.

I recommend you consult relevant resources from the following for your final project:

Database/Bibliographies

[Comppile](#)

[NCTE CCCC Latinx Caucus Bibliography](#)

Open Educational Resources

[The Writing Across Communities Clearinghouse](#)

[Writing Commons](#)

[Writing Spaces](#)

Prominent Journals in Writing Studies

College English

College Composition and Communication

Composition Studies

[Composition Forum](#)

Computers and Composition

Journal of the Council of Writing Program Administrators

Kairos

Research in the Teaching of English

Teaching English in the Two-Year College

Journals that Feature Writing Assignment Prompts

[Prompt](#)

[Composition Studies](#)

PEER REVIEW OF FINAL PROJECT (Completed during Week 15)

You will exchange drafts of your final projects with at least two of your peers through a designated Blackboard discussion forum during Week 15, prior to conferencing with me and submitting your final project.

Final Grade Determination

Grade Allocation

Reading Responses	30%
Midterm	20%
Research Proposal	10%
Research Project	35%
Research Project Peer Review	5%

Letter Grade

Total points listed below will earn you the corresponding final grade:

A (89.5-100)	D (59.5-69.4)
B (79.5-89.4)	F (0-59.4)
C (69.5-79.4)	

Prompts and grading standards for individual assignments will be posted in Blackboard as separate handouts.

Classroom Policies




Late Work

Submissions will be assessed a penalty of 10% if turned in after the submission day/time and 10% more for each additional day late. This includes weekends and holidays.

If you have extenuating circumstances that prevented you from submitting a given assignment on time, contact me as soon as possible and provide some sort of proof/reasons demonstrating your inability to do so, and I will take this into consideration.

Electronic Device Usage

The class policy for various electronic devices is outlined below:

<p><i>Headphones</i></p> <p>i</p>  <p>Please remove your headphones or earbuds and put them away before class begins.</p>	<p><i>Cell Phones</i></p> <p>ii</p>  <p>During class, you are unavailable to answer calls or send/receive text messages. However, if you are expecting an important call that you must take, inform me before class, and you may step out into the hallway or outside and take the call.</p> <p>Occasionally I may ask you to locate information using your phone, and, obviously, in these instances, using it is encouraged rather than prohibited.</p>	<p><i>Laptops/Tablets</i></p> <p>iiiv</p>  <p>You may use a tablet or laptop to access digital course readings and/or to take class notes.</p>
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Attendance

It is important that you not only attend class but also come to class prepared to discuss the assigned readings. In-class discussions allow you to learn from each other, enhance your grasp of reading material, synthesis material, and generate ideas for your final project. If you must miss, please contact me and make arrangements to complete assignments during your absence. Assignments due on the expected absence date must be turned in to me in advance. Unexcused absences will affect your grade as follows:

- Final grade will be lowered one full letter if a student misses more than twice.
- Students with four or more unexcused absences will not pass this course.
- Three tardies count as one absence.

Leaving early counts as a tardy.

EXCUSED ABSENCES

Illness: If you test positive for COVID-19, you need to contact the Office of Student Affairs immediately so your professors may be informed and you can receive appropriate accommodations. If you come into contact with someone who has tested positive for COVID-19 or are experiencing symptoms and therefore need to quarantine, register this through the wellness screening ASU app.

To be excused from attending class for COVID-related illness, one of the following types of documentation must be provided:

- Doctor's note stating not to attend class on the day(s) missed,
- Official University document stating not to attend class on the day(s) missed, or
- Screenshot of a failed submitted daily wellness check for the day(s) missed.

Exceptions to the illness policy will be made on a case-by-case basis.

Classroom Decorum

ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the [Student Handbook](#).

- *Show respect:* All students will show respect to their fellow students and the instructor when interacting in this course.
- *Be respectful and tolerant of others' views and modes of expression:* This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, ability, religion, and other relevant personal identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

University Policies

COVID-19 Safety Standards

Students are expected to be familiar with ASU's COVID-19 safety standards and protocol, which can be located here: <https://www.angelo.edu/covid-19/>. Each class period, I will verify you have completed your daily Wellness screening. Please have that information visible as you enter the classroom.

You may meet with me in person in my office during office hours as long as you wear a face covering. Alternatively, we can chat over the phone or through Blackboard Collaborate.

Academic Integrity

All students are bound by the [Academic Integrity Policy](#). You must properly attribute and cite your resources and submit work that you produced for this class. This includes properly quoting and attributing secondary sources referenced within your weekly reading responses. Students caught cheating or plagiarizing their work will receive a penalty or penalties commiserate with the violation. Sanctions include the following:

- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All cases of overt plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases.

Accommodation Statement

If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Observances of Religious Holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Title IX At ASU

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee, meaning I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator:

Michelle Miller, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-486-6357
michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general, you may visit <https://www.angelo.edu/current-students/title-ix/>

Course Schedule

Note: This schedule provides the topics, readings, and due dates throughout the semester. I reserve the right to change these items based on class needs.

Glossary: Bb=Blackboard

Date	Topic(s)	“Everyone Reads”	Assignment Due
Week 1 August 24	Introductions; preview of next week’s topic		
Week 2 August 31	Rhetoric: What is it? What Does Writing Instruction Have To Do With It?	<ul style="list-style-type: none"> • Gloria Anzaldua, <i>Borderlands-La Frontera</i> excerpts • David Bartholomae, "Inventing the University" • Maxine Hairston, "Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing" • Gerard Hauser, "Rhetorical Opportunities" • Erika Lindemann’s “What Do Teachers Need to Know About Rhetoric?” • Henry Louis Gates, excerpts from "The Signifying Monkey and the Language of Signifying" • Iris Ruiz, "Chapter 5: Mexican Americans and African Americans- In/Visibility in Composition" 	Reading Response 1

<p>Week 3 September 7</p>	<p>Literacies and Learning Incomes</p>	<p>“Chapter 9: Language, Linguistic Diversity, and Writing” by Sharon Klein in Clark text</p> <ul style="list-style-type: none"> • Deborah Brandt, “Sponsors of Literacy” • Sean Branick, “Coaches Can Read, Too” • Christine Garcia, “Finding Anzaldua: A West Texas <i>Testimonio</i>” • Holly Genovese, “Coding White Trash in Academia” • Juan Guerra, “Writing for Transcultural Citizenship: A Cultural Ecology Model” • Perri Klass, “Learning the Language” • Lucille McCarthy, “A Stranger in Strange Lands: A College Student Writes Across the Curriculum” • Barbara Mellix, “From Outside, In” • Lucas Pasqualin, “Don’t Panic: Hitchhikers Guide to My Literacy” • James Paul Gee, “Literacy, Discourse, and Linguistics: Introduction” • John Swales, “The Concept of Discourse Community: Some Recent Personal History” • Victor Villanueva, excerpt from <i>Bootstraps: From An American Academic of Color</i> 	<p>Reading Response 2</p>
<p>Week 4 September 14</p>	<p>Processes of Writing: Theoretical Camps</p>	<p>“Chapter 1: Processes Approaches and Issues” by Irene Clark in Clark text</p> <p>See Blackboard for “Other Readings.”</p>	<p>Reading Response 3</p>

Week 5 September 21	Processes of Writing: Invention and Revision	“Chapter 2: Inventions: Issues and Strategies” by Irene Clark in Clark text See Blackboard for “Other Readings.”	Reading Response 4
Week 6 September 28	Intervention Strategies: Peer Review and Student Conferencing	“Chapter 3: Revision: Issues and Strategies” by Betty Bamberg and Irene Clark in Clark text <i>Student Guide to Peer Review</i> (PDF in Bb) See Blackboard for “Other Readings.”	Reading Response 5
Week 7 October 5	Languaging Practices in the Writing Classroom	“Chapter 8: Teaching Multilingual Students in a Composition Class” by Olga Griswold and John Edlund in Clark text See Blackboard for “Other Readings.”	Reading Response 6
Week 8 October 12	Midterm		
Week 9 October 19	Assessing Student Writing	“Chapter 7: Assessment: Issues and Controversies” by Julie Neff-Lippman in Clark text	Reading Response 7
Week 10 October 26	Inclusive Pedagogical Approaches and Curricular Design	“Introduction: Mobility Work in Composition” See Blackboard for “Other Readings.”	Reading Response 8
Week 11 November 2	Learning Transfer and Metacognition	“Chapter 5: Genre, Transfer, and Related Issues” by Irene Clark in the Clark text See Blackboard for “Other Readings.”	Reading Response 9
Week 12 November 9	Teaching FYC in Dual Credit Contexts	<ul style="list-style-type: none"> • Guest lecturers • Excerpts from special issue of <i>Teaching English in the Two-Year College</i> on Dual Credit Programs 	Reading Response 10

		See Blackboard for “Other Readings.”	
Week 13 November 16	Designing FYC Assignments ; schedule final project conferences	<ul style="list-style-type: none"> • Felicia Rose Chavez’ anti-racist curricular survey (PDF in Bb) • Students’ criteria for engaging assignments (PDF in Bb) • “How Writing is Related to Critical Thinking” in <i>Engaging Ideas</i> • Lindemann’s “Developing Writing Assignments” (PDF in Bb) • Gardner’s “Designing Writing Assignments” (PDF in Bb) 	Final Project Proposal due
Week 14 November 23	Designing FYC Assignments	<ul style="list-style-type: none"> • “Formal Writing Assignments Situated in Rhetorical Contexts” in <i>Engaging Ideas</i> • “Informal, Exploratory Writing Activities” in <i>Engaging Ideas</i> • “Using Rubrics to Develop and Apply Grading Criteria” in <i>Engaging Ideas</i> • Excerpts from <i>Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning</i> • Example writing sequences (PDFs in Bb) 	
Week 15 November 30	Peer review final projects and meet with Dr. Huffman		
Week 16 December 7	Final projects due before midnight		

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- ⁱ Curry, David. "Control An Ipod Using Your Eye Movements." *Sizlopedia: Mostly Tech & Everything*. 4 March 2008. Web. 15 January 2016
- ⁱⁱ Tower Leasing, UK. "From Symbian to Sailfish: the Evolution of the Smartphone OS." *Tiki-Toki*. 2014. Web. 15 January 2016.
- ⁱⁱⁱ Fagioli, Brian. "Toshiba Unveils First-Ever 4K Laptops -- But Do Consumers Actually Need Them?" *Betanews*. 2014. Web. 15 January 2016.
- ^{iv} Sandoval, Max. "Where to Buy an iPad This Holiday Season." *Asian Geek Squad*. 2014. Web. 15 January 2016.