

English 259: Seminar in Composition Studies

Fall Semester 2012
Thursdays 4:00 to 6:45 p.m.
Faculty Offices Bldg. 104
Section 1
Code 40455

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Office Hours M 3-4 p.m.
and by appt.

English 259 will address a broad range of topics having to do with the teaching of college writing—assignments, grades, theories of composition, ESL, Basic Writing, assessment, and more. Our primary shared work throughout the semester will be to read and discuss the essays reprinted in *Cross-Talk in Composition Theory*. You will also write a paper and give an oral presentation based on independent research. Finally, you will be expected to complete several smaller assignments as detailed below.

TEXTS Required: Victor Villanueva and Kristin L. Arola, eds. *Cross-Talk in Comp Theory: A Reader*. Third edition. NCTE, 2011.

Recommended: Tina Lavonne Good and Leanne B. Warshauer, *In Our Own Voice: Graduate Students Teach Writing*. Allyn & Bacon.

Recommended: Stephen W. Wilhoit, *The Allyn & Bacon Teaching Assistant's Handbook*. Allyn & Bacon.

Recommended: Doug Lemov. *Teach Like a Champion*. Jossey-Bass.

PAPER

A seminar paper (in hard copy) is due the last day of class, December 6; we will discuss topics and expectations in class and office hours. Please use current Modern Language Association style. Except in extraordinary circumstances, late papers will be penalized as follows: papers that are one day to one week late will be marked down one full letter grade (e.g. B to C); beyond one week papers will not be accepted. Never assume that I will grant you an incomplete.

ORAL PRESENTATIONS

In connection with your research paper, you will make a presentation of approximately 20 minutes, to be followed by Q&A or class discussion. Further information about presentations, as well as a schedule, will be provided later in the semester.

"LOCAL LANDSCAPE" REPORTS

Each student will give one 10-minute introduction to some facet of the writing programs here at SJSU. Together these will give us an idea of how one large institution handles writing curricula, placement, testing, and minimum competencies.

PRACTICE TEACHING

I'll ask you to teach one 15-minute segment suitable to a freshman writing course (not a graduate seminar). Details to be announced. I will use "contract grading" for this portion of the seminar requirements: for an A, complete the assignment; for an F, don't.

OBSERVATIONS/REFLECTIONS

Please arrange to visit two composition classes this semester, at SJSU or elsewhere; one of these may be taught by a TA, but not both. As evidence that you have observed the classes and thought about them, please type up short, informal reflections on what you saw (perhaps 400-500 words). Please keep the names of the instructors you observe confidential. I will use "contract grading" for this portion of the seminar requirements: for an A, complete two observation reports; for a B, do one; for an F, none.

GRADING

Seminar paper	35%
Oral presentation related to paper	20%
"Local Landscape" report	10%
Practice Teaching	10%
Observations	15%
Participation	10%

ACADEMIC INTEGRITY

No form of academic dishonesty will be tolerated. Sanctions range from receiving an "F" on an assignment to permanent expulsion from the University. If you have any questions whatsoever about how to document any sources you use, see me. Keep a hard copy of your paper as well as all notes, rough drafts, computer files, and research materials for at least six months after the conclusion of the class. Here is the recommended greensheet statement from the Office of Student Conduct and Ethical Development: "Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found [online]."

SPECIAL NEEDS

Students who require accommodation for special needs (physical, learning disability, etc.) must personally contact the Disability Resource Center (Administration 110, ph. 924-6000). The Center can provide a variety of resources including note takers and sign interpreters. The Center approves all individual accommodations. Here is the Academic Senate's greensheet statement on disabilities: "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment to meet with me as soon as possible or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability."

SCHEDULE, ENGLISH 259, FALL 2012

All readings listed below are in *Cross-Talk in Comp Theory* by Villanueva and Arola.

- 8/23 First meeting: enrollment, introductions, overview, organization.
- 8/30 Foundations and Paradigms, I
In *Cross-Talk*, all three Prefaces, xiii – xxii.
Murray, “Teach Writing as a Process Not Product,” 3 [pub. in 1972]
Ong, “The Writer’s Audience Is Always a Fiction,” 55 [1975]
Emig, “Writing as a Mode of Learning,” 7 [1977]
- 9/6 Foundations and Paradigms, II
Flower and Hayes, “A Cognitive Process Theory of Writing,” 253 [1981]
Berlin, “Contemporary Composition: The Major Pedagogical Theories,” 235 [1982]
Britton, “Spectator Role and the Beginnings of Writing,” 151 [1982]
- 9/13 Foundations and Paradigms, III
Bizzell, “William Perry and Liberal Education,” 299 [1984]
Berthoff, “Is Teaching Still Possible? . . .,” 309 [1984]
Breuch, “Post-Process ‘Pedagogy’: A Philosophical Exercise,” 97 [2002]
- 9/20 Assigning, Responding, Assessing
- * Bring one copy of any graded/graded student essay—not your grades or marks. Please remove student and instructor names.
 - * Also bring one college “prompt” for a paper, again not yours. Just the prompt is enough, and it need not be linked to the student essay you bring. Please remove the instructor’s name.
- 9/27 How Essays and Writers Work
Rodgers, “A Discourse-Centered Rhetoric of the Paragraph,” 175 [1966]
Braddock, “The Frequency and Placement of Topic Sentences . . .,” 189 [1974]
Sommers, “Revision Strategies of Student Writers . . .,” 43 [1980]
- 10/4 Basic Writing, ESL, and Non-traditional Students, I
* Bring to class 4 copies of a short paper containing ESL or BW characteristics.
Shaughnessy, “Diving In,” 291 [1976]
Perl, “The Composing Processes of Unskilled College Writers,” 17 [1979]
Lunsford, “Cognitive Development and the Basic Writer,” 279 [1979]
- 10/11 Basic Writing, ESL, and Non-traditional Students, II
Hartwell, “Grammar, Grammars, and the Teaching of Grammar,” 205 [1985]
Rose, “Narrowing the Mind and Page . . .,” 325 [1988]
Bizzell, “‘Contact Zones’ and English Studies,” 459 [1994]

- 10/18 Gender, Race, and Politics in the Composition Classroom, I
Flynn, "Composing as a Woman," 581 [1988]
Ritchie and Boardman, "Feminism in Composition...", 597 [1999]
Brodkey, "On the Subjects of Class and Gender...", 621 [1989]
- 10/25 Gender, Race, and Politics in the Composition Classroom, II
Royster, "When the First Voice You Hear Is Not Your Own," 555 [1996]
Cushman, "The Public Intellectual, Service Learning...", 509 [1999]
Villanueva, "*Memoria* Is a Friend of Ours...", 567 [2001]
- 11/1 Technology and Composition, I
Ohmann, "Literacy, Technology, and Monopoly Capital," 699 [1985]
Wysocki and Johnson-Eilola, "Blinded by the Letter...", 717 [1999]
Cynthia Selfe and Richard J. Selfe, Jr., "The Politics of the Interface," 739 [1994]
Student Presentations
- 11/8 Technology and Composition, II
George, "From Analysis to Design...", 765 [2002]
Yancey, "Made Not Only in Words...", 791 [2004]
Banks, "Oakland, the Word, and the Divide...", 827 [2006]
Student Presentations
- 11/15 Student Presentations
- 11/22 Thanksgiving Holiday
- 11/29 Student Presentations
- 12/6 PAPERS DUE. Student Presentations.