

San José State University
Department of English & Comparative Literature
ENGL 259: Seminar in Composition Studies, Fall 2015

Course and Contact Information

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Office Hours:	Wednesday 2:45-3:45pm & by appointment
Class Days/Time:	Wednesday 4:00-6:45pm
Classroom:	SH 229

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 259 Course Description

How do people write? How do people learn how to write? And, more importantly, how can we—or should we—teach writing? Through course readings and class discussions, you will become acquainted with the history of writing studies and the different theoretical strands that inform the contemporary practice of teaching writing. We will also focus on the practical aspects of writing instruction such as syllabus design, course management, writing assessment, and assignment sequences. English 259 is a prerequisite or co-requisite for Teaching Associates and is highly recommended for any student, M.A. or M.F.A., who contemplates teaching writing as part of a career.

ENGL 259 Course Learning Outcomes (CLO)

This semester, you will learn all about the history and current state of the field of Composition Theory. In particular, the course objectives are:

- to analyze and evaluate competing descriptions of the writing process;
- to recognize and evaluate the range of approaches to teaching composition;
- to examine assumptions underlying current theory and practice in writing instruction;
- to explore assumptions and implications of composition and rhetorical research.

Department of English Graduate Program Learning Outcomes (PLO)

- Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
- Students will demonstrate high-level proficiency in literary research and in the synthesis of research.

- Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
- Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
- Students will demonstrate a reading knowledge of at least one foreign language.

Textbooks

Aristotle, *The Art of Rhetoric*. Trans. H.C. Lawson-Tancred. New York: Penguin, 1991. (#978-0-14-044510-2)
 Plato. *Phaedrus*. Trans. James Nicholas. New York: Cornell UP, 1998. (#978-0-8014-8532-0)
 Tate, Gary, et al. *A Guide to Composition Pedagogies*. New York: Oxford UP, 2014. (#978-0-19-992216-1)

Other Readings

Additional articles and primary sources are available on Canvas.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments, Learning Goals, and Grade Values

Assignment	CLO	PLO	Grade Value
Short Writing Tasks / Reader Responses	1-4	1-4	30%
Presentations / Discussion Leading	2-4	1-4	30%
Course Portfolio	3, 4	1, 2, 4	40%

Reader Responses: You will be asked to respond informally to the weekly readings. You are not to just summarize them; rather you are to grapple with the ideas presented in them and think about how they respond to or challenge (or don't) some of the fundamental questions that motivate inquiry and research in composition theory. Each response should be 1-2 pages long.

Short Writing Tasks: You will write a number of informal assignments designed to provide practice in the different rhetorical concepts discussed in class. These tasks will require you both to analyze and to create arguments using the strategies and frameworks developed by the different rhetorical theorists.

Presentations / Discussion Leaders: With a group of other classmates, you will serve as a discussion leader that will require you to (1) provide the class with handouts / slides that include a detailed summary of the readings (all of them); and (2) come to class with at least two discussion questions per reading and one synthesizing question that groups all of the readings together. Your group will help lead the day's conversation. You will also give a number of other presentations on issues discussed in class.

Course Portfolio: As a culminating course project, you will submit a portfolio containing the following:

- Self-Reflective Cover Letter
- Teaching Philosophy
- FYW Syllabus and Calendar
- FYW Writing Sequence

You will create a multimodal presentation of a lesson plan associated with a writing assignment.

Grading Policy

Requirements for particular assignments will vary, but in all cases grades will reflect the paper's or presentation's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

Classroom Protocol

Attendance: University policy F69-24: "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class."

Cell Phones: If your cell phone rings in class or if I see you texting, you will be asked to surrender your phone for the remainder of class. If you do not wish to surrender your phone, you will be asked to leave class.

Leaving the Classroom: Once class has started, you are not permitted to leave without permission. Anyone leaving class will be asked not to return. It is disruptive to class discussions when students are walking in and out of class. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities. Because class is two hours and forty-five minutes long, I will give everyone a short break.

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html>. All course materials will be posted on Canvas: syllabus, readings, journal assignments, handouts, etc. Class announcements will be made through Canvas as well. Be sure to check your account daily. Your completed weekly homework, journal, and other informal writing assignments will be submitted through Canvas.

Lateness: Late assignments will not be accepted unless you have arranged with me **before the due date** to turn the assignment in late. This includes illnesses. If you miss a class, it is your responsibility to contact me or a classmate to find out any assignments. Except in extreme cases of illness or emergencies, there will be NO make-up presentations unless you have arranged other accommodations with me before the due date.

Extra Credit: There are no opportunities for extra credit in the course.

Participation: Participation is an important part of this seminar. You are expected to be prepared for class each week, which means doing all the reading, even if you are not presenting that day. You are also expected to participate fully in our discussions, which means sharing your own ideas and listening to and responding to the ideas of your classmates.

Classroom Decorum: The way that you conduct yourself in class has direct bearing on your *ethos* as a student and on the climate of the class. I expect you to behave in a courteous and respectful way to your classmates.

Academic Integrity: Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. **All acts of academic dishonesty will result in a failing grade for the class.**

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Weekly Course Schedule

(subject to change)

Key

Rd = Read

C = available on Canvas

GCP = *Guide to Composition Pedagogies*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 26	Introduction to Composition Studies Rd: Crowley, "Composition in the University"; Miller, selections from "The Story of Composition" (C)
2	Sept 9	The Purpose and Ethics of Writing Instruction Rd: Plato, <i>Phaedrus</i> (25-93) and selections from <i>Gorgias</i> (C)
3	Sept 16	Greek Rhetoric and Modern Writing (invention) Rd: Aristotle (sections 1-8)
4	Sept 23	Roman Rhetoric and Modern Writing (arrangement and style) Rd: Cicero, selections from <i>De Oratoria</i> and <i>De Inventione</i> (C); Quintilian, selections from <i>Institutio Oratoria</i> (C)
5	Sept 30	The Writing Classroom (teaching style, structure, and format) Rd: Isocrates, selections from <i>Antidosis</i> and "Against the Sophists" (C); Crowley, "The Invention of Freshman English" (C)

Week	Date	Topics, Readings, Assignments, Deadlines
6	Oct 7	The Enlightened Writer (teaching audience, purpose, context) Rd: Campbell, selections from <i>The Philosophy of Rhetoric</i> (C); Blair, selections from <i>Lectures</i> (C)
7	Oct 14	Argumentative and Research-based Writing Rd: Taggart, Hessler, Schick (GCP); Fleming; Howard and Jamieson (GCP); Ede and Lunsford (C); Lunsford and Ede (C); Ong (C)
8	Oct 21	Composition Pedagogy Overview; Current-Traditional and Process Pedagogies Rd: Hairston, Fulkerson, Faigley, Welch, Foster (C) Rd: Berlin, selections from <i>Rhetoric and Reality</i> (C); Anson (GCP); Murray (C); Breuch (C); Crowley (C); D'Angelo (C); Trimbur (JSTOR)
9	Oct 28	Expressive and Critical Pedagogies Rd: Burnham and Powell; George (GCP); Bizzell; Lu; Elbow; Rohman & Wlecke (C)
10	Nov 4	Feminist Pedagogy Rd: Micciche (GCP); Astell, <i>A Serious Proposal</i> (C); More, <i>Strictures on the Modern System of Female Education</i> (C); Sigourney, <i>Letters to Young Ladies</i> and <i>Letter to My Pupils</i> (C); Flynn; Delpit (C)
11	Nov 11	Veteran's Day; No Class
12	Nov 18	Genre Theory, WAC Rd: Devitt; Thaiss and McLeod (GCP); Emig; Bartholomae, Bazerman, Yancey, Russell (C)
13	Nov 25	New Media, Basic Writing Rd: Mutnick and Lamos; Brooke (GCP); George; Lunsford; Shaughnessy (C)
14	Dec 2	Teaching Grammar Rd: Hartwell; Rodgers; Braddock (C)
Final Exam		Venue and Time