

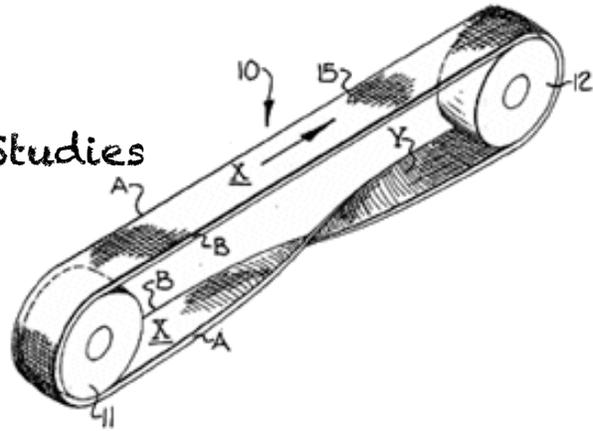
ENGL 259

Seminar in Composition Studies

Professor: Skinnell

Fall 2016

Section: 42579



Professor: Dr. Ryan Skinnell
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Office Hours: Tu 2:00-4:00pm, and by appt.
Class Days/Times: Tu 4:00-6:45pm
Class Location: Faculty Office Bldg. 104
Prerequisites: Classified standing or instructor consent

How—and in what limited ways—might reading and writing be made to matter in the new world that is evolving before our eyes? Is there any way to justify or explain a life spent working with—and teaching others to work with—texts? ~ **Richard E. Miller**, *Writing at the End of the World*

If we expect students to be active learners, engaged in conscious theorizing and open to being transformed, we must also approach teaching as active, committed learners and knowers.
~ **Jane E. Peterson**, “Valuing Teaching”

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

In this course, we will study a variety of current approaches to studying and teaching composition. Specifically, we will examine a multiplicity of perspectives about writing that inform its instruction: what writing is, how it can be studied, how writing is taught, how it should be taught, and even whether or not it can be taught at all. Our overarching goal will be to understand composition as a complex, situated act in order to chart possibilities for developing and improving our work as teachers and scholars. The course will primarily focus on situating issues associated with teaching writing in the theoretical frameworks of rhetoric and composition studies, and we will discuss practical teaching issues, as well.

Engl 259 Course Goals

- 1) to analyze and evaluate various approaches to studying and teaching composition
- 2) to situate composition in relation to values and expectations that teachers, students,
 - a. and outside influences bring to the scene of instruction
- 3) to engage in productive discussions about teaching and studying writing
- 4) to articulate theoretically informed goals and objectives for writing classrooms
- 5) to practice modes of academic inquiry

Required Texts (please bring texts to class when we are reading and discussing them)

Gary Tate, et al., *A Guide to Composition Pedagogies*, 2nd ed.

Adler-Kassner and Wardle, *Naming What We Know: Threshold Concepts of Writing Studies*

Adam Banks, *Digital Griots*

Additional reading (accessible on Canvas)

Procedures

This course will be demanding. The reading load is heavy, the material is often challenging, and course requirements are substantial. During most class periods, we will discuss teaching, discuss readings and responses, do group activities, and hear presentations.

Course Requirements and Grades

- 1) Teaching Portfolio (30%)
- 2) Presentation (20%)
- 3) Reading Responses (20%)
- 4) Class Observation report (20%)
- 5) Class participation (10%)

Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. You must turn in all assignments to pass the class.

Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Participation

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings/assignments, (2) contributing to class discussions, and (3) completing in-class assignments.

Please note: sometimes projects and class discussions will include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with the instructor.

Please ALSO note: If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in your forfeiture of the accommodations you may deserve.

Assignments

Teaching Portfolio

The major project in this class will be a teaching portfolio. It will include: (1) a teaching philosophy, (2) a teaching curriculum vita, (3) other materials that we will define in class.

FYC Observation

During the semester, you will be required to visit an **experienced writing program instructor**'s class and produce a short (1-2 page) report describing what you learned from that observation (e.g., a teaching approach, activity idea, classroom organization/management strategy, etc.). You will also be strongly encouraged to arrange a follow-up meeting with the instructor. Your report will be due to me at the end of October, but you will also be expected to send a copy to the instructor for his/her records.

Presentation

Each of you will choose one chapter from Tate, et al.'s *A Guide to Composition Pedagogies* to present to the class. Your presentation *must* include a one-page handout briefly outlining the chapter and its relevance to the class. You must also include citations to some possible additional sources. Your presentation should be approximately 10-15 minutes long.

Reading Responses

Members of the class are expected to provide written responses to 5 readings. Responses should not simply summarize or repeat points raised in the readings or class, but should build upon those points to help advance our discussion. You are welcome to discuss your reaction to the reading (liked or disliked, agreed or disagreed, etc., and why), an observation for how it enlightens the work of our class, or the relationship of a reading to your own thoughts about teaching.

Responses should be short (300-600 words is fine), and you will submit them on Canvas. I will evaluate them based on evidence that you have read the assigned readings and have attempted to expand upon the issues raised in a thoughtful way. I will not grade papers based on format, usage, or grammar, but I do appreciate reading error-free prose.

University Policies

For information regarding the following policies, please see syllabus information web page at: <http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and Responsibilities of the Student
Course Requirements and Assignments
Attendance and Participation
Accommodation to Students' Religious Holidays
Dropping and Adding
Academic integrity

Consent for Recording of Class and Public Sharing of Instructor Material
Campus Policy in Compliance with the American Disabilities Act
Student Technology Resources
SJSU Peer Connections
SJSU Writing Center
SJSU Counseling & Psychological Services

Tentative Course Calendar (subject to change)
READINGS listed should be read BEFORE class
 Readings marked with an asterisk (*) are available on Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 30	Introduction to the course / Romance (and) Writing Read , Coulmas, What Writing Is all About* Orwell, Why I Write* Didion, Why I Write*
2	Sept 6	If you build it, they will come Read Tate, et al. (pp. 1-19) Crowley, The Invention of Freshman English* Fulkerson, Composition at the Turn of the Twenty-First Century*
3	Sept 13	Rhetrickery DUE : Reading Response #1 Read Parker, Where Do English Departments Come From?* Corder, Argument as Emergence, Rhetoric as Love* Powell, Learning (Teaching) to Teach (Learn)*
4	Sept 20	Let's not forget what we've forgotten Read Royster, When the First Voice You Hear Is Not Your Own* Bloom, Freshman Composition as a Middle Class Enterprise* Rose, Language of Exclusion*
5	Sept 27	Let's not forget II DUE : Reading Response #2 Read Matsuda, Myth of Linguistic Homogeneity* Williams, Phenomenology of Error* Hartwell, Grammar, Grammars, and the Teaching of Grammar*
6	Oct 4	Responding to Students Read Smith, The Genre of the End Comment* Anson, Reflecting Reading* Brooke, Underlife and Writing Instruction*
7	Oct 11	I see you made a mistake DUE : Reading Response #3 Read Lunsford and Lunsford, Mistakes Are a Fact of Life* Ferris and Barrie, Error Feedback in L2 Writing Classes* Robillard, We Won't Get Fooled Again*

8	Oct 18	What are we doing, and why are we doing it? Read hooks, Engaged Pedagogy* Vitanza, Three (Counter)Theses*
9	Oct 25	In the mix DUE: Reading Response #4 Read Banks (pp. 1-85)
10	Nov 1	Still mixing it up Read Banks (pp. 86-165) Introduce teaching portfolio
11	Nov 8	ELECTION DAY - Politics in the Classroom DUE: Reading Response #5 Read Adler-Kassner & Wardle, (pp. xi-81) Berlin, Rhetoric and Ideology in the Writing Class* Brodkey, Making a Federal Case Out of Difference*
12	Nov 15	Do we know anything yet? Read Adler-Kassner & Wardle, (pp. 84-219)
13	Nov 22	PORTFOLIO WORKSHOP (bring <u>TWO</u> drafts of portfolio materials)
14	Nov 29	CLASS OBSERVATIONS DUE Presentations
15	Dec 6	Presentations
Final	Dec 15	TEACHING PORTFOLIOS DUE FINAL EXAM (2:45-5:00pm)

I will be available during Finals Week to discuss the course, grades, or anything else. Feel free to email me to make an appointment.