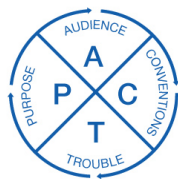


ENGL 609: Composition Pedagogy (Fall 2019)



Purpose: What exactly do I want to happen?
Audience: Who is reading, listening, or viewing?
Conventions: What is expected in this context?
Trouble: What could get in the way of my goals?

Fall 2018: W 4-6:50 in G06 Colson
Sections 1&2 (CRN 81556 & 81885)

Professors: Singh-Corcoran & Brady

E-Mail: lbrady@mail.wvu.edu

E-Mail: nsinghco@mail.wvu.edu

Colson Offices:

GO2 (Nathalie) & 233 (Laura)

Hours: By appointment most days, 9-2

Overview

What do we value about writing? How do we learn to write? How do we teach others? These are the questions we will keep coming back to as we read, analyze, and critique current scholarship on composition, and as share ideas and experiences about teaching writing.

Goals/Outcomes

This course invites you to situate your own practices within the context of current discussions and debates within the field of composition. You should:

- Understand the major pedagogical approaches to teaching writing--and the research and theory that informs those approaches
- Research a question related to college-level composition research, theory, or pedagogy
- Connect composition theories and research to your teaching

Requirements (details on eCampus; submissions on Google Classroom)

- Weekly reading journal. Respond to assignment in ENGL 609 Google Classroom.
- Teaching observation. About 750 words (2-3 pp., single-space, memo format)
- Annotated Bibliography with Extended Preface (about 5000 words--total): an annotated bibliography that allows you to research a question within the field of college composition pedagogy, and an extended preface that will explain: (1) your central research question; (2) patterns or connections among the sources you've found; (3) any gaps in the research.
- Reflective teaching statement to accompany final portfolio. About 750 words.
- Final Portfolio: Revised, polished, and curated versions of the work just listed (& drafts)

Inclusivity, Equity, & Diversity

We want this course to be equitable and conducive everyone's learning. We respect diverse opinions and needs--and ask you each to do the same. If there are circumstances that may affect your performance in this class, please let us know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Please be aware of additional support through [WVU's Office of Accessibility Services](#) (Ph: 304-293-6700) and the [Carruth Counseling Center](#) (304-293-4431) as well as resources through [WVU's Division of Diversity, Equity, and Inclusion](#).

Academic Integrity

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. Please talk to us if you have questions. Also see the WVU Graduate Catalog's section on [Academic and Professional Standards](#).

Graduate Writing Studio

The Graduate Writing Studio assists any Master's or Ph.D. student in the development of the professional skills necessary to complete their graduate programs successfully and prepare for future positions within and beyond the university. Professional and friendly consultants work one-on-one with writers on all aspects of their academic and professional writing. The [Graduate Writing Studio](#) also offers writing groups, writing retreats, and occasional workshops. To make an appointment, call 304.293.5788, visit the website, or drop by G02 Colson Hall.

Required Texts

- PDF readings/web links on eCampus
- Folders and assignments via Google Classroom for ENGL 609

Policies & Expectations. Always be sure to talk to us if you have an unusual circumstance.

- *Attendance:* absolutely necessary for you, for us, for the class. At the graduate level, only a serious emergency or illness merits an absence. If something serious prevents you from coming to class, contact us both as soon as possible.
- *Professional Etiquette.* In any context, strive to respect and appreciate others. In class and in meetings, take a break from email and phones to focus on each other and the ways we can all be mutually supportive. Meet deadlines and commitments. Be kind.
- *Late work:* Writers at all levels improve by writing, by receiving timely feedback, and by writing some more. Late work interrupts that process by delaying feedback from others and by compressing your time between writings. When we receive work late—even just a day or two after the deadline, it has to go to the end of that week's "to-do" list because, like you, we juggle multiple deadlines and obligations. When we do respond, it's likely that we will be very brief. When projects are more than a couple days late, we will treat them similarly, but we may expect significantly better work when you take significantly extra time. If you believe you have compelling and exceptional circumstances that we need to understand, *please* write us a detailed explanation or set up a meeting with both of us. Finally, please remember that the end of the semester imposes a final deadline on all of us. Pace yourselves! (We try to help you with this.)
- *Emergencies:* We sincerely hope that you will not have any major disruptions in your life. If an emergency requires you to miss a class meeting or deadline, please contact us immediately. If the emergency is likely to affect the other courses that you are taking or teaching, also contact the department chair, the associate chair, and the undergraduate writing coordinators. Start with any one of us if you need help contacting everyone.

Evaluation & Feedback (more details on eCampus)

Each assignment page has specific criteria. We will provide comments throughout the semester and then will review your final portfolio at the end of class. In that portfolio, we will look for evidence of your careful preparation and reading; your engagement in discussions in class; thoughtful reading journals; attentive observation and description of a peer's teaching; a well-researched annotated bibliography introduced with a thoughtful preface; and your reflections on writing and teaching. We typically respond within one week; we will never take more than two weeks. If you are even missing feedback from us, please let us know.

Graduate Level Writing Criteria

Effective communication relies on clear prose that attends to purpose and audience as well as conventions and context; clear communication also anticipates questions and avoids trouble spots. (**PACT is a useful acronym**.) When we evaluate your writing, we will always look first at the quality of your ideas, but graduate level writing must also demonstrate quality of expression and initiative. Our criteria include the following:

- **A – Superior:** The work is of professional quality. The document meets *or exceeds* the goals and purpose of the assignment. The content is mature, thorough, and well suited for the audience. The style is clear and accurate. The information is well organized and designed and uses appropriate conventions (including correct grammar, mechanics, and documentation). No trouble spots get in the way of achieving goals.
- **B – Good:** The document generally meets its purpose, but would benefit from greater clarity (perhaps by developing one or two points). The writer may need to anticipate audience needs and questions more fully at one or two points. In terms of conventions, the writer may have missed easily correctable errors in grammar, format, or style.
- **C – Marginally Acceptable:** The document needs significant improvement in concept, details, development, organization, grammar, or format. It may be formally correct but superficial in content. It stands a chance of meeting its goals in terms of audience, purpose, and conventions, but multiple trouble spots fall short of expectations for graduate-level work in English.
- **D – Unacceptable:** Trouble spots are serious—such as under-developed content or so many errors that they start to disrupt meaning. Requires revisions so extensive that they cannot be completed within the semester; this is unprofessional work.
- **F – Unacceptable:** The document fails to meet basic goals. A document will also fail if it is not the writer's original work.

Additional Resources

We support all of the university's [academic policies and syllabus statements](#). We especially draw your attention to the university's [sexual misconduct statement](#): West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Rule 1.6]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator. (<https://titleix.wvu.edu/staff>). For more information, please consult WVU's Title IX Office (<https://titleix.wvu.edu/confidential-resources>).

SCHEDULE OF WORK

PDF indicates a reading on eCampus; please note that some texts are Web-based

All assignments are due on the date they are listed.

Schedule subject to slight changes and updates as needed (always posted to eCampus.)

Please Note: *If WVU ever needs to cancel classes, we will typically maintain our schedule by continuing our work via eCampus.*

WEEKS	TOPICS AND ACTIVITIES	ASSIGNMENTS & READINGS
Week 1 Aug 21	Introductions Bad Ideas about Writing	In-class reading/discussion: <ul style="list-style-type: none"> Wardle, “You can Learn to Write in General” (PDF)
Week 2 Aug 28	Transfer and Threshold Concepts 1: Naming What We Know	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> Perkins & Salomom, “Teaching for Transfer.” 1988. Reprinted by the Lookstein Center, 2016. Pages 1-17. (PDF) Elon Statement on Writing Transfer. Elon University Center for Engaged Learning. Working Draft, 2013. Pages 1-9. (PDF). Wardle & Clement, “Double Binds and Consequential Transitions.” Pages 161-79. (PDF) <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> Pose Questions (Group 1, due by Sunday, August 25 at midnight) Journal 1 (submit to Google Classroom)
Week 3 Sept 4	Transfer and Threshold Concepts 2: Applying What We Know	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> Yancey, Robertson, & Taczak, “How Students Make Use of Prior Knowledge” from <i>Writing Across Contexts</i>, pp. 103-128 (PDF) Qualley, Donna, “Building a Conceptual Topography of the Transfer Terrain” (PDF) Adler-Kassner, et al, “The Value of Troublesome Knowledge: Transfer and Threshold Concepts in Writing and History” <i>Composition Forum 26</i> (2012). Web/eCampus. <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> ALL: Identify Teaching Observation Partner Pose Questions (Group 2, due by Sunday at midnight) Journal 2 (submit to Google Classroom)
Week 4 Sept 11	Investigating Genre	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> Tinberg, “Teaching for Transfer: A Passport for Writing in New Contexts.” <i>Peer Review</i> 19.1, Winter 2017. 7 pages. (PDF) Danielewicz, “Personal Genres, Public Voices.” <i>College Composition and Communication</i>, Vol. 59, No. 3 (Feb., 2008), pp. 420-450. (PDF) Wolfe, Olson, & Wilder. “Knowing What We Know about Writing in the Disciplines: A New Approach to Teaching for Transfer in FYC.” <i>WAC Journal</i>, Vol. 25. Fall 2014. 42-77. (PDF) <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> Pose Questions (Group 3, due by Sunday at midnight) Journal 3 (submit to Google Classroom)
Week 5 Sept 18	Motivation and Persistence	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> Eodice, Geller, & Lerner. “Agency and the Meaningful Writing Project” (pp. 33-54) from <i>The Meaningful Writing Project: Learning, Teaching and Writing in Higher Education</i> (PDF)

WEEKS	TOPICS AND ACTIVITIES	ASSIGNMENTS & READINGS
		<ul style="list-style-type: none"> Eodice, Geller, & Lerner. "Learning for Transfer and the Meaningful Writing Project" (pp. 81-107) from <i>The Meaningful Writing Project: Learning, Teaching and Writing in Higher Education</i>. (PDF) Reid, "Defining Dispositions," in Contemporary Perspectives on Cognition and Writing, Eds. Portanova, Rifenburg, & Roen, U of Colorado P, pp. 291-312. (PDF) <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> Pose Questions (Group 4, due by Sunday at midnight) Journal 4 (submit to Google Classroom)
<p>Week 6 Sep 25</p>	<p>Research as Inquiry</p> <p>Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.</p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> Maid & D'Angelo, "<u>Threshold Concepts: Integrating and Applying Information Literacy and Writing Instruction.</u>" (Web or PDF—pp. 37-50) Thomson & Thomson, "Getting on Top of the Research Literatures" (PDF) <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> ALL: By Tuesday, Sept 24 or earlier: Post your own research question to the Discussion Board By Class-time on Sept 25 or earlier: respond to <u>at least one</u> colleague on the discussion board (try to be sure that everyone gets a response)
<p>Week 7 Oct 2 [Mid-term point is Oct 4]</p>	<p>Civic Discourse: Rhetoric as Love</p>	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> Corder, "Argument as Emergence, Rhetoric as Love" (PDF) Rider, "Tolerating Intolerance" (PDF) Ringer, "Working With(in) the Logic of the Jeremiad: Responding to the Writing of Evangelical Christian Students" (PDF) <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> Sign up for a time to meet with Laura or Nathalie next week Pose Questions (Group 1, due by Sunday at midnight) Journal 5 (submit to Google Classroom)
<p>Week 8 Oct 9</p> <p>Mid-semester reports due 10/10</p>	<p>CONFERENCE WEEK</p> <ul style="list-style-type: none"> Meet with Nathalie <u>or</u> Laura in place of class this week to discuss project ideas Please see the schedule on eCampus if you need to check your time ALL: Teaching Observations Due via Google Classroom on or before October 11 	
<p>Week 9 Oct 16</p>	<ul style="list-style-type: none"> NO Class. Nathalie away at IWCA Conference. Draft of Annotated Bibliography Draft due in class (at least 7 sources annotated) 	

WEEKS	TOPICS AND ACTIVITIES	ASSIGNMENTS & READINGS
Week 10 Oct 23	Anti-Racist Pedagogy	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Young, "Should Writers Use They Own Languages?" (PDF) • Diab, Ferrel, Godbee, & Simpkins, "Making Commitments to Racial Justics Actionable" (PDF) • Morrison, "Being Seen and Not Seen: A Black Female Body in the Writing Center" (PDF) <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> • Pose Questions (Group 2, due by Sunday at midnight) • Journal 6 (submit to Google Classroom)
Week 11 Oct 30	Multilingual Writers	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Rafoth, Ben. "Learning from Interaction" from Multilingual Writers and Writing Centers (Utah State UP, pp. 40-73). (PDF) • Cox, "Identity Construction, Second Languauge Writers, and the Writing Center." (PDF) • Block, "A Pedagogical Approach Toward Plagiarism" (PDF) <p style="text-align: center;"><u>DUE:</u></p> <ul style="list-style-type: none"> • Pose Questions (Group 3, due by Sunday at midnight) • Journal 7 (submit to Google Classroom)
Week 12 Nov 6	Multimodal Pedagogy <ul style="list-style-type: none"> ■ Technology workshop & ■ Peer Review of Annotated Bib 	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • CCCC. "A Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI)," (March 2013). PDF <u>or</u> Web (Note: the 2-page statement has many embedded links: http://cccc.ncte.org/cccc/resources/positions/owiprinciples) • Explore some online tools before class. (More on this point via email.) <p style="text-align: center;"><u>Due:</u></p> <ul style="list-style-type: none"> • Any time between Oct 30 and Nov 6 before class: Full annotated bibliography (15+ sources) for workshopping
Week 13 Nov 13	Rhetorical Grammar	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Micciche, " Making a Case for Rhetorical Grammar" (PDF) • Cole, " What if the Earth Is Flat? Working With, Not Against, Faculty Concerns about Grammar in Student Writing" (PDF) • Wolfe, " Disciplining Grammar: A Response to Daniel Cole." (PDF) <p style="text-align: center;"><u>Due:</u></p> <ul style="list-style-type: none"> • Pose Questions (Group 4, due by Sunday at midnight) • Journal 8 (submit to Google Classroom)
Week 14 Nov 20	Revision <ul style="list-style-type: none"> • Peer Review of Extended Preface 	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Giles, "Reflective Writing and the Revision Process: What were you Thinking" (PDF) • Gardner, "A 1-3-5 Revision Activity." <i>Bedford Bits</i>. 13 Feb 2018. (PDF) <p style="text-align: center;"><u>DUE</u></p> <ul style="list-style-type: none"> • Journal 9 (submit to Google Classroom) • Anytime between Nov 13 and W, Nov 20: Draft of extended preface for feedback from Laura & Nathalie
Week 15	Happy Thanksgiving!	

WEEKS	TOPICS AND ACTIVITIES	ASSIGNMENTS & READINGS
Nov 24-30		Enjoy the week off!
Week 16 Dec 5	Mindfulness & Reflection <ul style="list-style-type: none"> • In-class workshop: Drafting of Reflective Statement to Introduce Portfolio (& partner feedback) 	<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Zamin, “Building a Contemplative Research Writing Course: Theoretical Considerations, Practical Components, Challenges, and Adaptability” (PDF) • Reynolds & Patton, “Fostering Reflective Practice” (PDF) <p style="text-align: center;"><u>DUE:</u></p> <ul style="list-style-type: none"> • Peer Review Draft of reflective statement to introduce your portfolio
Week 17 Dec 11	Last Class: <ul style="list-style-type: none"> • Reflective Teaching Statement and Portfolio Due 	<p><u>PORTFOLIO DUE:</u></p> <p>Reflective Teaching Statement and Portfolio due via Google Classroom</p>

Please give us at least a full week to read and respond to final portfolios
We hope to have comments ready by the end of the day, December 18.

***Please Note:** If WVU ever needs to cancel classes, we will typically maintain our schedule by continuing our work via eCampus.*