

RWS 5346
Composition Theory & Pedagogy
-- Fall 2022 --
Tuesdays & Thursdays
1:30-2:50
Hudspeth 313

Contact Information

Dr. Lauren Rosenberg

(she/her/hers)

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Office Hours: Tuesdays 3:00-4:00, Thursdays 3:00-4:00, and by appointment on Zoom or in person.

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Catalog Description

Composition Theory and Pedagogy (3-0) An advanced course in English Composition theory and pedagogy of developmental English and first-year composition. 3 Credit Hours.

Course Description

Rhetoric and Writing Studies 5346, Composition Theory and Pedagogy prepares you for teaching the first-year composition courses RWS 1301 and 1302 by giving you a foundation in composition theory and pedagogy. It provides you with a rationale for why we make particular choices as teachers of writing, grounded in theorized, well-reasoned practice. The course addresses both theoretical and pedagogical issues associated with the teaching of writing. Topics to be addressed include writing as epistemology and ideology, rhetoric and inquiry, revision, evaluation and assessment, approaches to research, multilingual writing and language diversity, anti-racist pedagogy, and reflective teaching practices.

Although you, as students in this course, represent various areas within English studies and other disciplines, this graduate course and the composition courses you will eventually teach focus on the rich scholarship within the field of Rhetoric and Writing Studies over the past 50+ years. You are expected to familiarize yourself with this field in order to teach the FYC courses RWS 1301 and 1302 effectively. Toward that end, RWS 5346 challenges you to become a reflexive, self-critical practitioner through course readings, a reflective teaching journal on working in one-on-one (writing center, conference) settings in relation to the larger social space of the classroom; weekly reading responses; a review and presentation of a scholarly issue; discussion, and assignments that introduce you to writing pedagogy at the intersection of theory and practice at the same time that you are tutoring in the writing center. By the end of the course, you should be able to articulate a pedagogy that reflects your theoretical and practical approaches to teaching in this discipline.

Learning Outcomes

At the end of this course, you will be able to:

- Demonstrate understanding of some of the theories of rhetoric and composition that have influenced the teaching of first-year composition
- Explain reading, writing, and researching as situated decision-making processes.
- Explore and learn practical aspects of teaching such as curriculum design, writing assignments, responding to student work, concerns of multilingual writers, peer response and collaboration, ethical language instruction, planning and leading a class discussion, and formative and evaluative assessment of student writing.
- Think about how different stakeholders—the student population, the various disciplines, the university, and the public/local communities—affect the classroom in order to understand the boundaries and challenges of your responsibilities as a writing teacher.
- Identify your pedagogical approach within the broader context of college writing instruction with a focus on social and racial justice.

Texts

Coxwell-Teague, Deborah and Ronald E. Lunsford, eds. *First-Year Composition: From Theory to Practice*. Parlor Press, 2014.

For each chapter assigned, please read the accompanying syllabus as well as the chapter narrative.

Pedagogue Podcast

<https://www.pedagoguepodcast.com>

Transcripts are available for every episode.

Additional required reading available on Blackboard as PDFs

Assignments

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| Pedagogy Journal | | ungraded |
| Reading Responses | | 45% (5% each) |
| Teaching Observation Reviews and Self-Assessment | 10% | |
| Presentation of Scholarly Research | | 25% |
| Final Project | | 20% |

Pedagogy Journal

Your Preparing to Teach journal will function as a record of your experiences in RWS 5346 this semester, representing your (daily/weekly/project) ideas and reflections on assignments and course design. It will consist of entries that are comprised of your representation of teaching strategies, practice, activities, and critical reflection on the effects of those strategies, practices, and activities. You will be expected to post in your teaching journal weekly, but of course, you are welcome to use it as you wish to reflect on readings, discussions, interactions in the writing center, and reflections from your grad classes. Journal entries will not be graded, but you will refer to them throughout the semester. Your journal can be a resource for all assignments in this course—you may quote from it and excerpt bits of it for reflection as a means of examining your philosophy and practice. You will also reflect on material in your teaching journal as part of your final project.

Reading Responses [9 X 5% each = 45%]

You will have a reading response due 9 times during the semester. Your reading responses should be 300-500 words double-spaced and are due by the beginning of each class on Thursdays. Your reading response will review *all* assigned reading for that week while reflecting back on recent reading that impacts your current thinking. It is fine to explain the main objectives of an article/chapter, but your goal is

not to summarize. Rather, I would like to see you discuss what provokes your thinking. You will complete your response by posing topics of inquiry for that week's class discussion: What issues/problems/questions does the group of readings raise that you think we need to focus on as a group? Where do you see contradictions? What troubles you? What ideas stand out to you and challenge your thinking?

Teaching Observation Reviews and Self-Assessment [10%]

For this assignment, you will observe two different teachers teaching a RWS 1301 or 1302 class and write a 1-2 page review (typed, single-spaced) of each class, documenting your observations. The review should be descriptive and reflective; for example, discuss what you noticed about the teachers' approach, lesson, assignments, and interaction with students rather than what they did wrong. Along with the reviews, you should also reflect critically on how your observations influence your own teaching approach. What did you notice in your peer's class that offers insights about how you will plan your class (your students, teaching persona online, activities for whole/small group discussion or use of discussion boards, approach to peer review, use of Blackboard, assignment design), etc? The set of reviews, plus your additional page of self-assessment is due on October 13.

Presentation of Scholarly Research [25%]

For this assignment, you will research one issue relevant to teaching composition that we have covered in our course readings that you find important to your development as a writing teacher.

The assignment requires 4-6 additional sources and research into that pedagogical perspective beyond the course reading, just as you would do when researching another issue in composition studies (see bulleted list below). Please have all sources approved by Lauren before starting your research.

This project consists of 3 parts:

- Informal proposal of one page with justification for value of research project, *due* October 6.
- Annotated Bibliography—4-6 additional sources beyond what we have read and discussed in class. Sources should come from composition journals such as *College Composition and Communication*, *College English*, *JAC*, *Research in the Teaching of English*, *Written Communication*, *Composition Studies*, *Composition Forum*, *Computers and Writing*, *enculturation*, *WPA Journal*, *Writing Center Journal*, *Journal of Basic Writing*, and other scholarly journals in the field. Book chapters are also acceptable but must be approved by me.
- Presentation of Research (10 minutes + 5 minutes for discussion and engagement with the class=15 minutes) that discusses the major issues you examined in your research.
- 1-2 page handout. Handouts should not outline chapters in the articles you read. They should not repeat information from the annotated bib. We will create a One Drive folder where you can post your materials.
- Presentations will be during class on November 10,15 and 17.

What Does it Mean to Be a Teacher of Writing at UTEP?—final project [20%]

This assignment reflects on and analyzes your preparation to become a teacher in UTEP's first-year composition program. In response to this course, you will answer the question: What Does It Mean To Be a Teacher of Writing? in an essay of 10-15 pages (double spaced, 12 point font) that includes:

A Teaching Philosophy Statement in which you

- articulate your approach and commitments in a narrative
- refer to 6 or more articles we have read in class and/or that you consulted for your research project that have influenced your philosophy

Preliminary Ideas/Plans/Strategies for teaching RWS 1301/1302. In this descriptive, practical section of the paper, you may include artifacts you have considered over the semester, such as, selections from the 1301/1302 syllabus templates or handbook, extracts from your preparing to

teach journal, and notes from your observation reviews 3-5 pages. You can also reflect on discussions in RWS 5346 and your work as a consultant in the writing center.

Theorize Your Position as a Teacher. For example, do you consider yourself a Freireian instructor who is focused on the ways students can design their education to suit their needs and make social changes? Are you influenced by feminist, anti-racist principles? Are digital literacies central to the teaching of writing and the approach you will take with your future students?

Course Policies and Responsibilities

Participation and Engagement

For many of you, this is your first graduate-level course; others of you may already be familiar with the expectations for graduate coursework. So, you either already know or you have a sneaking suspicion that a graduate class requires a great deal of commitment. The reading, writing, and research load can be overwhelming. While I expect you to read everything assigned, and often produce a written response to what you just read, don't belabor every point. Quickly learn to isolate key arguments; make notes for yourself that will be useful as you continue your research; continually make connections. Class participation and keeping up with the readings are essential. You are expected to attend every class prepared and ready to engage with the material. You are also expected to treat others with courtesy and respect, which includes active listening and thoughtful response.

Course Delivery

In fall 2022, RWS 5346 will be a face-to-face class. If you are ill or concerned about a COVID exposure, please contact me right away. We can make accommodations, which may involve attending class on Zoom so that you can still participate.

All of your course documents will be housed in Blackboard. Unless noted, all major assignments should be submitted via our Bb course page by class time on the due date. Since Bb comments and grades function works best with Microsoft Word, please submit all assignments in Microsoft Word. Be sure to name each submitted assignment with your name and the title of the assignment. Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for your classmates and instructor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

In order to succeed in the course, you will need to have regular use of the internet and a stable connection. If you don't have a computer or reliable internet, the university can help you with laptops and WIFI hotspots. You can get the forms to apply for these at <https://www.utep.edu/technologysupport/learningremotely.html>. There are also computers available for you to use in the library on campus.

Attendance and Lateness

As graduate students, you are expected to attend and participate fully in every class session. Students who anticipate being absent need to notify me ahead of time, although this does not excuse the absence. More than two absences (equivalent to one week of class) may jeopardize your ability to pass the course. I urge you to be in communication with me, and your classmates, if there is a reason why you must be absent or late. Please complete your writing center tutoring sessions with enough time to make it to class on time, if you are going to be late for class for any reason, please join the class rather than missing it and getting marked absent. If you are late, it is still possible to benefit from the lesson.

There is no late work policy. Please speak with me if you need more time to complete an assignment or if you would like to revise and resubmit your work. I usually appreciate it when students want to spend more time doing research or revising their writing.

Please retain all your work until final grades are posted.

Your teaching assistant or assistant instructor funding is dependent upon passing this course with at least a B.

Pertinent University Policies

Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the [Office of Student Conduct and Conflict Resolution](#) page for more information on Academic integrity.

Accommodations

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

Military Students

If you are a military student (veteran, dependent, active) please visit the [Military Student Success Center](#). I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

Course Support Resources

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| Title IX | 915-747-8358 | Institutional Compliance |
| Dean of Students | 915-747-5648 | Dean of Students |
| UTEP Health & Wellness Center | 915-747-5624 | https://www.utep.edu/chs/shc/ studenthealth@utep.edu |
| UTEP Police Department | 915-747-5611 | https://www.utep.edu/police/ police@utep.edu |
| Counseling and Psychological Services | 915-747-5302 | https://www.utep.edu/student-affairs/counsel/ |

Important Dates for Fall 2022 Semester**Academic Calendar Fall 2022**

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| Aug 22nd | Fall classes begin |
| Aug 22nd-26th | Late Registration (Fees are incurred) |
| Sept 5th | Labor Day Holiday - University Closed |
| Sept 7th | Fall Census Day; this is the last day to register for classes. |
| Oct 28th | Fall Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F. |
| Nov 24-25th | Thanksgiving Holiday - University Closed |
| Dec 1 | Fall – Last day of classes |
| Dec 5-9th | Fall Final Exams |

Course Schedule

All assignments are due via Blackboard by class time on the day they are posted as due.

| Week | Tuesday | Thursday |
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| Part 1 – Composition Processes | | |
| 1 | Aug 23 Intro to RWS 5346 Introductions and first day discussion Syllabus review | Aug 25 What is Composition Pedagogy? Coxwell-Teague and Lunsford, “Setting the Table: Composition in the Last Half of the Twentieth Century” [introduction, <i>First-Year Comp</i>] Mathieu, “A Guiding Question, Some Primary Research, and a Dash of Rhetorical Awareness” [chapter 5, <i>First-Year Comp</i>] Episode 22 Mathieu [PP] |
| 2 | Aug 30 Teaching Writing About Writing Wardle, “‘Mutt Genres’ and the Goal of FYC: Can We Help Students Write the Genres of the University” [pdf] | Sept 1 What it Means to Write in the University Bartholomae, “Inventing the University” [pdf] |

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| | Downs and Wardle, "Looking into Writing-about-Writing Classrooms" [chapter 11, <i>First-Year Comp</i>] | Eubanks and Shaeffer, "A Kind Word for Bullshit: The Problem of Academic Writing." [pdf] Reading Response 1 |
| 3 | Sept 6 Audience Ede and Lunsford, "Audience Addressed/ Audience Invoked" [pdf] Elbow, "Closing My Eyes as I Speak" [pdf] | Sept 8 Expressive Pedagogy Elbow, "'Personal Writing' and 'Expressivism' as Problematic Terms" (from <i>Critical Expressivism: Theory and Practice in the Composition Classroom</i>) [pdf] Brandt, Cushman, Gere, Herrington, Miller, Villanueva, Lu, and Kirsch. "The Politics of the Personal" [pdf] Reading Response 2 Presentations from Teaching Journals 1 |
| 4 | Sept 13 Reading and Interpreting Difficult Texts Salvatori, "The 'Argument of Reading' in the Teaching of Composition" [pdf] Bean, "Helping Students Read Difficult Texts" [pdf] | Sept 15 Mindful Critical Reading Bunn, "Motivation and Connection: Teaching Reading (and Writing) in the Composition Classroom" [pdf] Carrillo, "Creating Mindful Readers in First-Year Composition Courses: A Strategy to Facilitate Transfer" [pdf] Reading Response 3 |
| 5 | Sept 20 Collaboration, Peer Response, & Group Conferencing Isaac, "Peer Review and the Writer: Teaching Students Agency" [pdf] Bishop, "Helping Peer Writing Groups Succeed" [pdf] Miller, "Using Group Conferences to Respond to Essays in Progress" [pdf] | Sept 22 Composing and Revising Perl, "Understanding Composing" [pdf] Rose, "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block" [pdf] Episode 1 Rose [PP] Episode 2 Rose [PP] Reading Response 4 Presentations from Teaching Journals 2 |

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| <p>6</p> | <p style="text-align: right;">Sept 27</p> <p>Responding to Writing</p> <p>Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers” [pdf]</p> <p>Sommers, “Responding to Student Writing” [pdf]</p> <p>Episode 6 Sommers [PP]</p> | <p style="text-align: right;">Sept 29</p> <p>Responding to Students’ Papers</p> <p>Treglia, “Teacher-Written Commentary in College Writing Composition” [pdf]</p> <p>Smith, “The Genre of the End Comment: Conventions in Teacher Responses to Student Writing” [pdf]</p> <p>Reading Response 5</p> |
| <p>7</p> | <p style="text-align: right;">Oct 4</p> <p>Preparing to Do Research</p> <p>Schwegler and Shamon, “The Aims and Process of the Research Paper” [pdf]</p> <p>Davis and Shadle, “‘Building a Mystery’: Alternative Research Writing and the Academic Act of Seeking Author(s)” [pdf]</p> | <p style="text-align: right;">Oct 6</p> <p>Attribution and the Problem of Plagiarism</p> <p>Robillard, “Revising the <i>Plagiarism... Metaphor</i>” [pdf]</p> <p>Price, “Beyond ‘Gotcha!’: Situation Plagiarism in Policy and Pedagogy” [pdf]</p> <p>Moore Howard, “Forget About Policing Plagiarism. Just <u>Teach.</u>” [pdf]</p> <p>Reading Response 6 Proposal for research study due</p> |
| <p>Part 2 – Language Pedagogies</p> | | |
| <p>8</p> | <p style="text-align: right;">Oct 11</p> <p>Multilingual Writers: Taking a Translingual Approach</p> <p>Matsuda, “The Myth of Linguistic Homogeneity in U.S. College Composition” [pdf]</p> <p>Horner, Lu, Royster, Trimbur, “<i>Opinion: Language Difference in Writing: Toward a Translingual Approach</i>” [pdf]</p> <p>Guerra, “Cultivating a Rhetorical Sensibility in the Translingual Writing Classroom” [pdf]</p> | <p style="text-align: right;">Oct 13</p> <p>Teaching Multilingual Writers</p> <p>Canagarajah, “ESL Composition as a Literate Art of the Contact Zone” [chapter 2, <i>First-Year Comp</i>]</p> <p>Mangelsdorf, “Spanglish as Alternative Discourse: Working Against Language Demarcation” [pdf]</p> <p>Episode 53 Canagarajah [PP] Episode 57 Ruecker [PP]</p> <p>Teaching Observations—Reviews & Assessments due</p> |
| <p>9</p> | <p style="text-align: right;">Oct 18</p> <p>Language Diversity Here at Home</p> | <p style="text-align: right;">Oct 20</p> <p>Student Writers at UTEP</p> |

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| | <p>Brunk-Chavez, Mangelsdorf, Wojahn, Urzua-Beltran, Montoya, Thatcher, Valentine, "Exploring the Context of US-Mexican Border Writing Programs" [pdf]</p> <p>Wojahn, Brunk-Chavez, Mangelsdorf, Al-Khateeb, Tellez-Trujillo, Churchill, Flores, "When the First Language You Use is Not English" [pdf]</p> | <p>Ruecker, "Here They Do This, There They Do That: Latinas/Latinos Writing Across Institutions" [pdf]</p> <p>Rosenberg and Mangelsdorf, "Centering Students' Language and Literacy Practices: How We Counter a Dominant English Paradigm in a Writing Program on the Mexico-US Border" [pdf]</p> <p>Reading Response 7 Presentations from Teaching Journals 3</p> |
| 10 | <p style="text-align: right;">Oct 25</p> <p>Writing at HBCUs and HSIs</p> <p>Theresa Redd, "'Talkin bout First Don't Boil the Pot': Putting Theory into Practice in a First-Year Writing Course at an HBCU" [chapter 6, <i>First-Year Comp</i>]</p> <p>Episode 17 Perryman Clark [PP] Episode 19 Robertson-Epps [PP] Episode 31 Green [PP] Episode 41 Mendez Newman [PP] Episode 118 Kendra Mitchell [PP]</p> | <p style="text-align: right;">Oct 27</p> <p>Difference and Writing Instruction (1)</p> <p>Smitherman, "'God Don't Never Change': Black English From a Black Perspective" [pdf]</p> <p>Students' Right to Their Own Language http://www.ncte.org/library/NCTEFiles/Groups/CCCC/NewSRTOL.pdf</p> <p>Smitherman, "'Students' Right to Their Own Language': A Retrospective" [pdf]</p> <p>Young, "Should Writer's Use They Own English?" [pdf]</p> <p>Reading Response 8</p> |
| 11 | <p style="text-align: right;">Nov 1</p> <p>Difference and Writing Instruction (2)</p> <p>Delpit, "The Politics of Teaching Literate Discourse" [pdf]</p> <p>Greenfield, "The 'Standard English' Fairy Tale" [pdf]</p> <p>Davila, "Standard English and Colorblindness in Composition Studies: Rhetorical Constructions of Racial and Linguistic Neutrality" [pdf]</p> <p>CCCC Executive Committee, "This Ain't Another Statement! This is a Demand for Black Linguistic Justice!" https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice</p> | <p style="text-align: right;">Nov 3</p> <p>Politics of Grading and the FYC Curriculum</p> <p>Inoue, "A Grade-Less Writing Course That Focuses on Labor and Assessing" [chapter 4, <i>First-Year Comp</i>]</p> <p>Villanueva, "For the Love of Language: A Curriculum" [chapter 10, <i>First-Year Comp</i>]</p> <p><i>Pedagogue + Infrequent Words</i> https://www.pedagoguepodcast.com/-infrequent-words.html</p> <p>Reading Response 9 Presentations from Teaching Journals 4</p> |

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| | <p>CCCC Statement on White Language Supremacy https://cccc.ncte.org/cccc/white-language-supremacy</p> <p>CCCC Statement on Ebonics https://cccc.ncte.org/cccc/resources/positions/ebonics</p> | |
| 12 | <p style="text-align: right;">Nov 8</p> <p>New Media Literacies</p> <p>Shipka, “Beyond Text and Talk: A Multimodal Approach to First-Year Composition” [chapter 8, <i>First-Year Comp</i>]</p> <p>Selfe, “The movement of air, the breath of meaning: Aurality and multimodal composing” [pdf]</p> <p>The New London Group, “A pedagogy of multiliteracies: Designing social Futures” [pdf]</p> <p>Episode 3 Vie [PP] Episode 21 Gonzales [PP] Episode 24 Medina [PP] Episode 113 VanKooten [PP]</p> | <p style="text-align: right;">Nov 10</p> <p><i>Student Presentations of Research</i></p> |
| 13 | <p style="text-align: right;">Nov 15</p> <p><i>Student Presentations of Research</i></p> | <p style="text-align: right;">Nov 17</p> <p><i>Student Presentations of Research</i></p> |
| 14 | <p style="text-align: right;">Nov 22</p> <p>Disability Studies and Writing Instruction</p> <p>Wood, Dolmage, Price, Lewiecki-Wilson, “Where We Are” [pdf]</p> <p>Wood, “Crippling Time” [pdf]</p> <p>Vidali, “Performing the Rhetorical Freak Show” [pdf]</p> | <p style="text-align: right;">Nov 24</p> <p><i>Thanksgiving holiday—no class</i></p> |

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| | <p>Episode 38 Dolmage [PP] Episode 45 Bose [PP] Episode 114 Hitt [PP]</p> | |
| <p>15</p> | <p style="text-align: right;">Nov 29</p> <p>First Semester for Graduate TAs/As</p> <p>Restaino, "Labor and Endlessness: Necessity and Consumption in the First Semester" [pdf]</p> | <p style="text-align: right;">Dec 1</p> <p>Last class</p> <p>What's Next for Composition Goals?</p> <p>WPA Outcomes Statement, 2014 http://wpacouncil.org/aws/CWPA/asset_manager/get_file/350909?ver=3315</p> <p>Inoue, "First-Year Composition Goals Statement" from <i>Infrequent Words</i>:</p> <p>https://asaobinoue.blogspot.com/2021/06/first-year-composition-goals-statement.html?fbclid=IwAR3zRBgsT8XPwpr96ITGoicogB3sibGkLmqsgdjh-0xtqB9-ot1HzF8VKY</p> <p>Peer Review of final project drafts</p> <p>What to do after 5346—continued support, pedagogy workshops, etc, during spring 2022 and fall 2022</p> |
| <p style="text-align: center;">Final Project due Tuesday Dec 6 submitted by 11:59 pm</p> | | |