

**RWS 5346/6346**  
**Composition Theory & Pedagogy**  
**-- Fall 2024 --**  
**Tuesdays & Thursdays**  
**1:30-2:50**  
**Hudspeth 313**

**Contact Information**

Dr. Lauren Rosenberg (she/her/hers)

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Office Hours: Tuesdays and 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.

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**Course Description**

**Rhetoric and Writing Studies 5346/6346, 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 process and practice, epistemology and ideology, rhetoric and inquiry, revision, evaluation and assessment, approaches to research, multilingual writing and language diversity, anti-racist pedagogy, and reflective teaching strategies.

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 5346/6346 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.

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**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, linguistic, and racial justice.

### **Texts**

All required reading is available on Blackboard as PDFs or weblinks.

In addition, you will frequently be assigned episodes of Shane Wood's *Pedagogue Podcast*

<https://www.pedagoguepodcast.com>

Transcripts are available for every episode.

### **Assignments**

Pedagogy Journal		ungraded
Reading Responses		50% (5% each)
Teaching Observation Reviews and Self-Assessment		10%
Presentation of Scholarly Research	20%	
Final Project		20%

#### Pedagogy Journal

Your Preparing to Teach journal will function as a record of your experiences in RWS 5346/6346 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 [10 X 5% each = 50%]

You will have a reading response due 10 times during the semester. Your reading responses should be approximately 500 words, double-spaced, and are due by the beginning of each class on Thursdays, posted on Blackboard as a Word attachment. 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 instructors teaching a RWS 1301 or 1302 class and write a 1-2 page review (singled-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 2 reviews, plus your additional 1 page of self-assessment is due on October 17.

#### Presentation of Scholarly Research [20%]

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 17.
- 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*, *Kairos*, *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 (18 minutes for discussion and engagement with the class) 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 19<sup>th</sup>, 21<sup>st</sup>, and 26<sup>th</sup>.

#### 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 *FYC 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 5346/6346 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?

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## 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 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 2024, RWS 5346/6346 will be a face-to-face class. If you are ill or have an obligation that prevents you from attending class, please contact me right away. We can make accommodations, which may involve attending class on Zoom so that you can still participate.

All course documents will be housed in Blackboard or available online. 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. 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.

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 this 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 assistant instructor funding is dependent upon passing this course with at least a B.**

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## 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.

Because of the rapid pace of change represented by ChatGPT and similar Large Language Models (LLMs), it is necessary to acknowledge the presence and potential impact of such programs, a topic we will be studying this semester as it pertains to the teaching of writing. I recognize that LLMs hold educational value that can be explored in the classroom; however, I maintain a clear expectation that all assignment submissions must constitute original pieces of writing composed by the student-author.

#### 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](mailto: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.

#### Student Pregnancy and Parenting Nondiscrimination Policy

The University 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

#### Course Support Resources

Title IX	915-747-8358	<a href="#">Institutional Compliance</a>
Dean of Students	915-747-5648	<a href="#">Dean of Students</a>
UTEP Health & Wellness Center	915-747-5624	<a href="https://www.utep.edu/chs/shc/">https://www.utep.edu/chs/shc/</a> <a href="mailto:studenthealth@utep.edu">studenthealth@utep.edu</a>
UTEP Police Department	915-747-5611	<a href="https://www.utep.edu/police/">https://www.utep.edu/police/</a> <a href="mailto:police@utep.edu">police@utep.edu</a>

Counseling and Psychological Services	915-747-5302	<a href="https://www.utep.edu/student-affairs/counsel/caps@utep.edu">https://www.utep.edu/student-affairs/counsel/caps@utep.edu</a>
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**Academic Calendar  
Fall 2024**

<b>Aug 26th</b>	Fall classes begin
<b>Aug 26th-30th</b>	Late registration period (fees are incurred)
<b>Sept 2nd</b>	Labor Day holiday - University Closed
<b>Sept 11th</b>	Fall Census Day
<b>Oct 4th</b>	Graduation application deadline for degree conferral
<b>Oct 23rd</b>	Freshman Midterm grades are due
<b>Nov 1st</b>	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.
<b>Nov 28-29th</b>	Thanksgiving Holiday - University Closed
<b>Dec 5th</b>	Fall last day of classes

**Course Schedule**

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

Week	Tuesday	Thursday
<b>Part 1 – Composition Processes</b>		
<b>1</b>	<b>Aug 27</b>	<b>Aug 29</b>
	<b>Intro to RWS 5346 What is Composition Pedagogy?</b>  Introductions and first day discussion  Syllabus review	<b>Considering the Writing Classroom and Writing as a Practice</b>  Mathieu, “A Guiding Question, Some Primary Research, and a Dash of Rhetorical Awareness” [pdf]  Goldblatt, “Writing Practice, not Practice Writing” <a href="https://compositionforum.com/issue/54/writing-practice.php">https://compositionforum.com/issue/54/writing-practice.php</a>  Episode 22 Mathieu [PP]
<b>2</b>	<b>Sept 3</b>	<b>Sept 5</b>
	<b>Teaching Writing About Writing</b>	<b>What it Means to Write in the University</b>

	<p>Wardle, “‘Mutt Genres’ and the Goal of FYC: Can We Help Students Write the Genres of the University” [pdf]</p> <p>Downs and Wardle, “Teaching about Writing, Righting Misconceptions: (Re)envisioning ‘First-Year Composition’ as ‘Introduction to Writing Studies’</p> <p>Episode 56 Wardle [PP]</p>	<p>Bartholomae, “Inventing the University” [pdf]</p> <p>Carlo, “Countering Institutional Success Stories: Outlaw Emotions in the Literacy Narrative”</p> <p><a href="https://www.compositionforum.com/issue/34/countering.php">https://www.compositionforum.com/issue/34/countering.php</a></p> <p><b>Reading Response 1</b></p>
<b>3</b>	<p style="text-align: right;"><b>Sept 10</b></p> <p><b>Audience</b></p> <p>Ede and Lunsford, “Audience Addressed/ Audience Invoked” [pdf]</p> <p>Elbow, “Closing My Eyes as I Speak” [pdf]</p>	<p style="text-align: right;"><b>Sept 12</b></p> <p><b>Expressive Pedagogy</b></p> <p>Elbow, “‘Personal Writing’ and ‘Expressivism’ as Problematic Terms” (from <i>Critical Expressivism: Theory and Practice in the Composition Classroom</i>) [pdf]</p> <p>Fishman and McCarthy, “Is Expressivism Dead?: Reconsidering Its Romantic Roots and Its Relation to Social Constructionism” [pdf]</p> <p><b>Reading Response 2</b> <b>Presentations from Teaching Journals 1</b></p>
<b>4</b>	<p style="text-align: right;"><b>Sept 17</b></p> <p><b>Reading and Interpreting Difficult Texts</b></p> <p>Salvatori, “The ‘Argument of Reading’ in the Teaching of Composition” [pdf]</p> <p>Bean, “Helping Students Read Difficult Texts” [pdf]</p>	<p style="text-align: right;"><b>Sept 19</b></p> <p><b>Mindful Critical Reading</b></p> <p>Starkowski, “Contemplative Course Design: Promoting Mindfulness and Academic Belonging Among Student Writers Labeled Institutionally Unprepared” <a href="https://compositionforum.com/issue/54/contemplative-course-design.php">https://compositionforum.com/issue/54/contemplative-course-design.php</a></p> <p>Bunn, “Motivation and Connection: Teaching Reading (and Writing) in the Composition Classroom” [pdf]</p> <p><b>Reading Response 3</b></p>
<b>5</b>	<p style="text-align: right;"><b>Sept 24</b></p> <p><b>Collaboration, Peer Response, &amp; Group Conferencing</b></p> <p>Bruffee, “Collaborative Learning and the ‘Conversation of Mankind’” [pdf]</p> <p>Bishop, “Helping Peer Writing Groups Succeed” [pdf]</p> <p>Miller, “Using Group Conferences to Respond to Essays in Progress” [pdf]</p>	<p style="text-align: right;"><b>Sept 26</b></p> <p><b>Composing and Revising</b></p> <p>Perl, “Understanding Composing” [pdf]</p> <p>Rose, “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block” [pdf]</p> <p>Episode 1 Rose [PP] Episode 2 Rose [PP]</p> <p><b>Reading Response 4</b> <b>Presentations from Teaching Journals 2</b></p>

	Episode 101 Oleksiak [PP]	
6	<p style="text-align: right;"><b>Oct 1</b></p> <p><b>Responding to Writing</b></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;"><b>Oct 3</b></p> <p><b>Responding to Students’ Papers</b></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><b>Reading Response 5</b></p>
7	<p style="text-align: right;"><b>Oct 8</b></p> <p><b>Where We Are: AI and Writing 1</b></p> <p>Jamieson, “The AI “Crisis” and A (Re)turn To Pedagogy” [pdf]</p> <p>From Comp Studies spring 2023 special issue <a href="https://compstudiesjournal.com/current-issue-spring-2023-51-1/">https://compstudiesjournal.com/current-issue-spring-2023-51-1/</a></p> <p>Byrd, “Truth-Telling: Critical Inquiries on LLMs and the Corpus Texts that Train Them”</p> <p>Owusu-Ansah, “Defining Moments, Definitive Programs, and the Continued Erasure of Missing People”</p> <p>Gallagher, “Lessons Learned from Machine Learning Researchers about the Terms ‘Artificial Intelligence’ and ‘Machine Learning’”</p>	<p style="text-align: right;"><b>Oct 10</b></p> <p><b>Where We Are: AI and Writing 2</b></p> <p>From Comp Studies spring 2023 special issue <a href="https://compstudiesjournal.com/current-issue-spring-2023-51-1/">https://compstudiesjournal.com/current-issue-spring-2023-51-1/</a></p> <p>Morrison, “Meta-Writing: AI and Writing”</p> <p>Graham, “Post-Process but Not Post-Writing: Large Language Models and a Future for Composition Pedagogy”</p> <p>Johnson, “Don’t Act Like You Forgot: Approaching Another Literacy ‘Crisis’ by (Re)Considering What We Know about Teaching Writing with and through Technologies”</p> <p>Vee, “Large Language Models Write Answers”</p> <p>Episode 149 Losh, Johnson, Kirschenbaum [PP]</p> <p><b>Reading Response 6</b></p>
<b>Part 2 – Language Pedagogies</b>		
8	<p style="text-align: right;"><b>Oct 15</b></p> <p><b>Multilingual Writers: Taking a Translingual Approach</b></p> <p>Matsuda, “The Myth of Linguistic Homogeneity in U.S. College Composition” [pdf]</p> <p>Horner, Lu, Royster, Trimbur, “<i>Opinion</i>: Language Difference in Writing: Toward a Translingual Approach” [pdf ]</p> <p>Episode 61 Matsuda [PP]</p>	<p style="text-align: right;"><b>Oct 17</b></p> <p><b>Teaching Multilingual Writers</b></p> <p>Canagarajah, “ESL Composition as a Literate Art of the Contact Zone” [pdf]</p> <p>Mangelsdorf, “Spanglish as Alternative Discourse: Working Against Language Demarcation” [pdf]</p> <p>Episode 53 Canagarajah [PP]</p> <p>Episode 57 Ruecker [PP]</p> <p><b>Teaching Observations—Reviews &amp; Assessments Proposal for research study</b></p>



<p>9</p>	<p style="text-align: right;">Oct 22</p> <p><b>Language Diversity Here at Home</b></p> <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 style="text-align: right;">Oct 24</p> <p><b>Student Writers at UTEP</b></p> <p>Ruecker, “Here They Do This, There They Do That: Latinoas/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><b>Reading Response 7</b> <b>Presentations from Teaching Journals 3</b></p>
<p>10</p>	<p style="text-align: right;">Oct 29</p> <p><b>Difference and Writing Instruction (1)</b></p> <p>Smitherman, “‘God Don’t Never Change’: Black English From a Black Perspective” [pdf]</p> <p>Students’ Right to Their Own Language <a href="http://www.ncte.org/library/NCTEFiles/Groups/CCCC/NewSRTOL.pdf">http://www.ncte.org/library/NCTEFiles/Groups/CCCC/NewSRTOL.pdf</a></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 style="text-align: right;">Oct 31</p> <p><b>Difference and Writing Instruction (2)</b></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>Recommended CCCC Statements: Executive Committee, “This Ain’t Another Statement! This is a Demand for Black Linguistic Justice!”</p> <p><a href="https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice">https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice</a></p> <p>Statement on White Language Supremacy <a href="https://cccc.ncte.org/cccc/white-language-supremacy">https://cccc.ncte.org/cccc/white-language-supremacy</a></p> <p>Statement on Ebonics <a href="https://cccc.ncte.org/cccc/resources/positions/ebonics">https://cccc.ncte.org/cccc/resources/positions/ebonics</a></p> <p><b>Reading Response 8</b></p>
<p>11</p>	<p style="text-align: right;">Nov 5</p> <p><b>Challenging Linguistic Racism in Pedagogy</b></p> <p>Perryman-Clark, “Ebonics and Composition” [pdf]</p> <p>Baker-Bell, “I Can Switch My Language, But I Can’t Switch My Skin” [pdf]</p> <p>Episode 17 Perryman-Clark [PP]</p>	<p style="text-align: right;">Nov 7</p> <p><b>Politics of Grading and the FYC Curriculum</b></p> <p>Inoue, “The Elements Of An Antiracist Writing Assessment Ecology,” chapter 3 from <i>Anti-Racist Assessment Ecologies</i> (pp. 119-176) <a href="https://wac.colostate.edu/books/perspectives/inoue/">https://wac.colostate.edu/books/perspectives/inoue/</a></p> <p>Inman and Powell, “In the Absence of Grades” [pdf]</p> <p><b>Reading Response 9</b> <b>Presentations from Teaching Journals 4</b></p>

12	<p style="text-align: right;"><b>Nov 12</b></p> <p><b>Multimodality and New Media Literacies (1)</b></p> <p>Shipka, “Making Things Fit in (Any Number of) New Ways” [pdf]</p> <p>Selfe, “The movement of air, the breath of meaning: Aurality and multimodal composing”[pdf]</p> <p>Episode 3 Vie [PP]  Episode 24 Medina [PP]  Episode 113 VanKooten [PP]</p>	<p style="text-align: right;"><b>Nov 14</b></p> <p><b>Multimodality and New Media Literacies (1)</b></p> <p>Ceraso, “Sonic Scenes of Writing” [pdf]</p> <p>Prior and Shipka, “Chronotopic Lamination” [pdf]</p> <p>Rule, “Writing’s Rooms” [pdf]</p> <p><b>Reading Response 10</b></p>
13	<p style="text-align: right;"><b>Nov 19</b></p> <p><b><i>Student Presentations of Research</i></b></p>	<p style="text-align: right;"><b>Nov 21</b></p> <p><b><i>Student Presentations of Research</i></b></p>
14	<p style="text-align: right;"><b>Nov 26</b></p> <p><b><i>Student Presentations of Research</i></b></p>	<p style="text-align: right;"><b>Nov 28</b></p> <p><b>Thanksgiving holiday—no class</b></p>
15	<p style="text-align: right;"><b>Dec 3</b></p> <p><b>Disability Studies and Writing Instruction</b></p> <p>Wood, “Crippling Time” [pdf]</p> <p>Womack, “Teaching Is Accommodation: Universally Designing Composition Classrooms and Syllabi” [pdf]</p> <p>Episode 37 Dolmage [PP]  Episode 45 Bose [PP]  Episode 114 Hitt [PP]</p>	<p style="text-align: right;"><b>Dec 5</b></p> <p><b>Last class</b></p> <p><b>What’s Next for Us as Composition Instructors?</b></p> <p>Preparing to teach 1301 and 1302 (reviewing syllabus templates)</p> <p>What to do after 5346—continued support, pedagogy workshops, etc, during spring 2025 and fall 2025</p>
<b>Final Project due Monday Dec 9 submitted by 11:59 pm</b>		

