## Course Enhancement Rationale

### Course Dept/Number: 465  
### Instructor: Curtin  
### Total Credits: 4  

Course Name: Research in Composition  
Gen Ed Cr: Yes or x No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

<table>
<thead>
<tr>
<th>Enhancement</th>
<th>COMAR Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Increased course content and/or collateral readings</td>
<td>Additional 45 hours per semester of supervised, documented learning.</td>
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<tr>
<td>x Undergraduate Research and Information Literacy</td>
<td>Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.</td>
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<tr>
<td>□ Technology</td>
<td>Supervised instruction and documented learning through appropriate technology mediums.</td>
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<tr>
<td>x Higher Level Critical Thinking Exercises</td>
<td>Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.</td>
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<tr>
<td>□ Service Learning/Civic Engagement</td>
<td>Additional 45 hours per semester of supervised, documented learning.</td>
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<tr>
<td>□ International Education/Cultural Enrichment</td>
<td>Additional 45 hours per semester of supervised, documented learning.</td>
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<tr>
<td>□ Additional hour(s) in class</td>
<td>Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)</td>
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<tr>
<td>□ Additional hour(s) in lab or studio</td>
<td>Additional 30 hours per semester of supervised, documented learning.</td>
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</table>

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

A. Students will read nine chapters of one additional book, A Guide to Composition Pedagogies, which summarizes the different schools of composition pedagogy that are prevalent today. After each of the nine chapters, students will write a one and a half-page reaction to the chapter in which they describe any experience they have had with the principles of that pedagogy and/or how they think it should or should not be adapted for the level of students they hope to teach.

B. Student will work in teams of 3 to 4 students to monitor the articles about teaching writing in the grade levels that they plan to teach. They will keep a log of articles in appropriate scholarly journals as well as in the popular press, focusing on at least three Web sites and 2 popular magazines or newspapers, for example Time or the New York Times, to determine and evaluate which educational issues are covered, how well they are covered, and what source material they
Course Enhancement Rationale

use. The resulting group project will be a written report turned in two weeks before the end of the course and group presentations to the class during the last four class sessions.

C. Normally, I give some class time for peer review sessions for their writing. These peer reviews will be required but outside of class, thus freeing up time for the presentations.

D. The final project is a review of the literature about a particular problem having to do with teaching writing or using writing to teach other material. In the enhanced course, this paper will include an annotated bibliography, in which students will evaluate each of their sources.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.
I will read and comment on the additional responses to each chapter of the additional book, meet with each group once during the semester to see how they are progressing on the group project, evaluate the group project and group presentation, and evaluate the annotated bibliography.

3. Discuss the estimated time expected for students (and faculty) to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):
Students will be reading 180 additional pages, approximately 9 additional hours of additional time. Writing at least an additional page and a half nine times during the semester will require an additional 15 hours over the semester based on our estimates. The media tracking and record-keeping will average more than an additional hour a week for more than 15 additional hours. The three peer reviews that they will need to do outside of class will require at least 3 hours of additional time, and the annotated bibliography at least 3 hours of time. This, at a minimum is 45 hours of additional time.

4. Discuss how the enhancement will be assessed.
I will evaluate all their writing based on my professional judgment and based on the rubrics I will provide for the students, much like those I provide now. The exam will also be used to evaluate students' understanding of additional reading. I will evaluate the group presentations using by professional experience and expertise. The English department is also adding items on the self-evaluation that will ask students to assess their own learning in the enhanced course.
Course Objectives:
1) to analyze and evaluate competing descriptions of the writing process;
2) to recognize and evaluate the range of approaches to teaching composition;
3) to examine assumptions underlying current theory and practice in writing instruction;
4) to explore assumptions and implications of composition and rhetorical research;
5) to identify key problems and issues surrounding current research in composition and rhetoric.

Texts:

Requirements
1) 3 Papers (Undergraduate: two papers 2-3 pages, 1 paper 5-8), (Graduate: 2 papers 3-4 pages, 1 paper 10-15 pages)
2) Midterm and Final Exam
3) Homework
The two short essays will be reaction papers, basically analyzing personal experience in light of readings we will be doing. The longer paper will explore a problem in rhetoric or composition studies. It will require research into the scholarship that already exists on an issue you define as problematic.
You are expected to do all readings before class. Usually, you will have a brief writing assignment that relates to the reading and/or a short exercise at the start of class dealing with important issues in the readings.

Grading
Short papers 300 points
Longer paper 300
Midterm 150
Final 150
Homework and preparation 100
Undergraduate  Graduate
A=900-1000 points A=900-1000
B=800-900 points  B+=870-899  B=800-869
C=700-800 points  C+=770-799  C=700-769
D=600-700 D=600-700
F=below 600

**Attendance**
No class activities, homework or exercises can be made up. In many classes we will be examining techniques and strategies suggested by the research; you will have no other opportunity to try these strategies out. If you have to miss class, get in touch with me to see what you need to make up. Anyone who misses more than 10% of the classes (3 classes) is ineligible for an A; more than 20% of the classes (6 classes) ineligible for a B; more than 30% (9 classes) ineligible for a C.

**Technology requirement**
All students taking this course to fulfill their English/Secondary Education [or TESOL] requirement must begin a technology portfolio and must include at least one paper/project from this course in the portfolio.

**Academic Integrity**
The English Department takes plagiarism, the unacknowledged use of other people’s ideas, very seriously indeed. As outlined in *The Student Handbook and Directory* under the “Policy on Student Academic Integrity,” plagiarism may receive such penalties as failure on a paper or failure in the course. The English Department recognizes that plagiarism is a very serious offense and instructors make their decisions regarding sanctions accordingly.

Each of the following constitutes plagiarism:
1) Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.
2) Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.
3) Including in a paper someone else’s original ideas, opinions, or research results without attribution.
4) Paraphrasing without attribution.
5) Turning the same paper in for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk. Allowing another student to turn in your work as his or her own is also academic dishonesty.

**Writing across the Curriculum**
Writing Across the Curriculum requirements will be met with the short papers and the problem exploration paper.
Tentative Schedule
Unless noted, all readings are in Cross-Talk. Schedule is subject to change.

Aug 28  Introduction to Research in Composition and Rhetoric
zoek 30  How do we “know” and how do we write
Responses to two questions

Sept 5  The Composing Process and the role of the teacher.
Read Murray (3), Perl (17), and Sommers (43).

7  Post-process. Read Breuch (97)
Graduate Students read essay in Writing Teacher’s Sourcebook, 2nd
edition TBA.

12  Read  Kinneavy (129)


19  Cognitive Research
Read Shaughnessy (311) and Lunsford (299).

21  First Paper Due

26  Cognitive Research cont’d
Flower and Hayes (273)

28  Rose (345)

Oct 3  Differentiating assumptions
Read Myers (437).

5  Critical Pedagogy
Read Bizzell (387) and Miller (655).

10  Context and social issues.
Berlin (255).

12  Midterm exam. Graduate students must read a debate between Peter
Elbow and David Bartholomae in the first edition of Cross-Talk (on-
reserve.)

17  Feminist Pedagogy
Read Flynn (571). Draft of 2nd paper due.

19  Composition Study as exclusionary
Rose (547) Delpit (on reserve).
Second Paper due.

Read Kirsch and Ritchie (523) and Bartholomae (623)

Diversity V
Villaneuva (829).

Nov 2 ESL issues
Read Matsuda (773)

7 Community-Service Pedagogy.
Read Cushman (819)

9 Technology
Anson (797)

14 Ideology
Read Hairston (697).

16 Ideology’s role cont’d.
Read Berlin (717).

21 Paper topic justification due

28 Current trends
Read Bizzell (479) and Flower (739).

30 Workshop

Dec 5 Final Paper Due

Troubleshooting. Where does research go from here?
Graduate students must read “summary and Critique: Composition at the
Turn of the Twenty-First Century, “CCC 56 (June 2005): 654-687.

Final Exam, Tuesday, December 12, 7:00-9:45
English 465  Research in Composition (Enhanced)
Dr. E. Curtin   Office: HH 339B
Phone: 410-548-5594
Office Hours:
MW     11a.m.- 1 p.m.
T          11a.m. – 12:20 p.m.
Other hours by appointment

Enhancement Statement

This class, along with most English classes this semester, is a four-credit enhanced course, rather than a traditional three-credit course. Different English classes will be enhanced in different ways; in this class students will be required to do more, and more in-depth, reading, and more writing than they would be required to do in a comparable three-credit course. This extra work will require approximately three hours per week outside of class. (This is in addition to six hours of outside of class work per week that students are expected to do in a three-credit class.) These additional requirements will be demanding, but the English Department is making these changes because we believe that our students will receive a better English education by taking fewer classes and focusing more on each class.

Course Objectives:
1) to analyze and evaluate competing descriptions of the writing process;
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5) to identify key problems and issues surrounding current research in composition and rhetoric.

Texts:

Requirements
1) 3 formal (revised) Papers (2 papers 2-3 pages, 1 paper 7-8 pages)
2) Midterm and Final Exam
3) Homework, including page and a half responses to nine chapters of the Guide book and three peer reviews
4) Group project with group presentation to the class, identifying and evaluating scholarly and popular coverage of issues surrounding the teaching of writing.

The two short essays will be reaction papers, basically analyzing personal experience in light of readings we will be doing. The page and a half response papers will be less formal and will explain you responses to the pedagogical principles set forth in the chapter, pointing out whether you have direct experience with those principles and
whether you believe they would serve students you want to teach. The longer paper will explore a problem in rhetoric or composition studies. It will require research into the scholarship that already exists on an issue you define as problematic. The annotated bibliography that will accompany the longer paper will summarize and evaluate each source in one to three sentences.

You are expected to do all readings and complete written responses before all class sessions.

**Grading**
Short papers  
200 points
Longer paper with annotated bibliography  
400
Midterm  
150
Final  
150
Homework and preparation, including reading responses and three peer reviews  
300
Group project with group presentation  
300

A= 1350-1500 points  
B= 1200-1349  
C= 1050-1199  
D= 900-1049  
F= below 900

**Attendance**
No class activities, homework or exercises can be made up. In many classes we will be examining techniques and strategies suggested by the research; you will have no other opportunity to try these strategies out. If you have to miss class, get in touch with me to see what you need to make up. Anyone who misses more than 10% of the classes (3 classes) is ineligible for an A; more than 20% of the classes (6 classes) ineligible for a B; more than 30% (9 classes) ineligible for a C.

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2) Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.

3) Including in a paper someone else’s original ideas, opinions, or research results without attribution.

4) Paraphrasing without attribution.

5) Turning the same paper in for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk. Allowing another student to turn in your work as his or her own is also academic dishonesty.

**Writing across the Curriculum**

Writing Across the Curriculum requirements will be met with the short papers and the problem exploration paper.
### Tentative Schedule

Unless noted, all readings are in *Cross-Talk* or *Guide to Writing Pedagogies*. Every reading assignment in Guide requires the one and a half page response to it. Schedule is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
</tr>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction to Research in Composition and Rhetoric</td>
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<tr>
<td>Aug 30</td>
<td>How do we “know” and how do we write Responses to two questions</td>
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<td>Sept 5</td>
<td>The Composing Process and the role of the teacher. Read Murray (3), Perl (17), and Sommers (43). (<em>Cross-Talk</em>) <strong>Tobin (1) Guide. Response</strong></td>
</tr>
<tr>
<td>Sept 7</td>
<td>Post-process. Read Breuch (97) (<em>Cross-Talk</em>) <strong>Burnham (19) Guide. Response</strong></td>
</tr>
<tr>
<td>Sept 12</td>
<td>Read Kinneavy (129) (<em>Cross-Talk</em>)</td>
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<tr>
<td>Sept 14</td>
<td><strong>Cognitive Research</strong> Shaughnessy (311) and Lunsford (299). (<em>Cross-Talk</em>) Draft of first reaction due.</td>
</tr>
<tr>
<td>Sept 19</td>
<td>Cognitive research continued. Flower and Hayes (273) (<em>Cross-Talk</em>) <strong>Peer review due back to writer.</strong></td>
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<tr>
<td>Sept 21</td>
<td>First Paper Reaction Paper Due</td>
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<td>Sept 26</td>
<td>Rose (345) (<em>Cross-Talk</em>)</td>
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<tr>
<td>Sept 28</td>
<td><strong>Differentiating assumptions</strong> Read Myers (437). (<em>Cross-Talk</em>) <strong>Howard (54) (Guide) Response</strong></td>
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<tr>
<td>Oct 3</td>
<td>Critical Pedagogy Read Bizzell (387) and Miller (655). (<em>Cross-Talk</em>)</td>
</tr>
<tr>
<td>Oct 5</td>
<td>Critical Pedagogy <strong>George (92) (Guide) Response</strong></td>
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<tr>
<td>Oct 10</td>
<td><strong>Context and social issues.</strong> Berlin (255). (<em>Cross-Talk</em>) <strong>George and Trimbur (71) (Guide) Response</strong></td>
</tr>
<tr>
<td>Oct 12</td>
<td>Midterm exam</td>
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</table>
Composition Study as exclusionary
Rose (547) (Cross-Talk) Delpit (on reserve).
**Peer review back to writer**

Second Paper due.

Further exclusions:
Kirsch and Ritchie (523) and Bartholomae (623) (Cross-Talk)
**Jarret (113) (Guide) Response**

Diversity
Villaneuva (829) (Cross-Talk)

ESL issues
Matsuda (773) (Cross-Talk)

Community-Service Pedagogy.
Read Cushman (819) (Cross-Talk)
**Julier (132) (Guide) Response**

Technology
Anson (797) (Cross-Talk)
**Moran (203) (Guide) Response**

Ideology
Hairston (697) and Berlin (717). (Cross-Talk)

Paper justification due.
**Rhetorical pedagogy. Covino (36) Guide Response**

Paper topic justification due
Current trends
Bizzell (479) and Flower (739). (Cross-Talk)

Group projects turned in. Presentations begin.

**Presentations**

Final Exam, Tuesday, December 12, 7:00-9:45