

Course Enhancement Rationale

Course Dept/Number: 465

Course Name: Research in Composition

Instructor: Curtin

Gen Ed Cr: Yes or x No

Total Credits: 4

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

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

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 my 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.

English 465/565

Dr. E. Curtin

Research in Composition

Office: HH 339

Phone: 410-548-5594

Office Hours:

MW 11a.m.- 1 p.m.

T 11a.m. – 12:20 p.m.

Other hours by appointment

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:

Villanueva, Victor (ed.). Cross Talk in Comp Theory, 2nd edition. Urbana: NCTE, 2003.
Graduate Students will be assigned some additional articles on reserve or in the library.

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

A=900-1000 points

B=800-900 points

C=700-800points

D=600-700

Graduate

A=900-1000

B+=870-899

C+=770-799

D=600-700

B=800-869

C=700-769

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
- 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)
- 14 Workshop of Paper. Draft due.
- 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).

- 24 Second Paper due.**
- 26 Read Kirsch and Ritchie (523) and Bartholomae (623)
- 31 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**
- 7 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.

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- 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:

Villanueva, Victor (ed.). Cross Talk in Comp Theory, 2nd edition. Urbana: NCTE, 2003.
Tate, Gary, Amy Rupiper, Kurt Schick. A Guide to Composition Pedagogies. New York:Oxford, 2001.

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.

Technology requirement

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recognizes that plagiarism is a very serious offense and instructors make their decisions regarding sanctions accordingly.

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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.

- Aug 28 Introduction to Research in Composition and Rhetoric
- 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). (*Cross-Talk*)
Tobin (1) *Guide*. Response
- 7 Post-process. Read Breuch (97) (*Cross-Talk*)
Burnham (19) *Guide*. Response
- 12 Read Kinneavy (129) (*Cross-Talk*)
- 14 Cognitive Research
Shaughnessy (311) and Lunsford (299). (*Cross-Talk*)
Draft of first reaction due.
- 19 Cognitive research continued. Flower and Hayes (273) (*Cross-Talk*)
Peer review due back to writer.
- 21 First Paper Reaction Paper Due
- 26 Rose (345) (*Cross-Talk*)
- 28 Differentiating assumptions
Read Myers (437). (*Cross-Talk*)
Howard (54) (*Guide*) Response
- Oct 3 Critical Pedagogy
Read Bizzell (387) and Miller (655). (*Cross-Talk*)
- 5 Critical Pedagogy
George (92) (*Guide*) Response
- 10 Context and social issues.
Berlin (255). (*Cross-Talk*)
George and Trimbur (71) (*Guide*) Response
- 12 Midterm exam .
- 17 Feminist Pedagogy
Read Flynn (571) . (*Cross-Talk*) Draft of 2nd paper due.

- 19 Composition Study as exclusionary
Rose (547) (*Cross-Talk*) Delpit (on reserve).
Peer review back to writer
- 24 Second Paper due.
- 26 Further exclusions:
Kirsch and Ritchie (523) and Bartholomae (623) (*Cross-Talk*)
Jarret (113)) (Guide) Response
- 31 Diversity
Villaneuva (829) (*Cross-Talk*)
- Nov 2 ESL issues
Matsuda (773) (*Cross-Talk*)
- 7 Community-Service Pedagogy.
Read Cushman (819) (*Cross-Talk*)
Julier (132)) (Guide) Response
- 9 Technology
Anson (797) (*Cross-Talk*)
Moran (203) (Guide) Response
- 14 Ideology
Hairston (697) and Berlin (717). (*Cross-Talk*)
- 16 Paper justification due.
Rhetorical pedagogy. Covino (36) Guide Response
- 21 Paper topic justification due
Current trends
Bizzell (479) and Flower (739). (*Cross-Talk*)
- 28 **Group projects turned in. Presentations begin.**
- 30 **Presentations**
- Dec 5 **Presentations. Final Paper Due, including peer review**
- 7 **Presentations.**

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