**Topics in Teaching Composition** ENGL 5389; Fall 2017 Carlisle Hall 212 Thursday 6:00 p.m.- 8:50 p.m.

Jim Warren Justin Lerberg Carlisle Hall 404 Carlisle Hall 203E Office Hours: TBA Office Hours: TBA jewarren@uta.edu jlerberg@uta.edu

817.368.8628 817.272.2488

**Course Description**

The main objective of this course is to familiarize students with the history, theory, and research that constitute composition studies. As the semester progresses, students learn contemporary “best practices” for composition teaching. This course should help students develop a philosophy of composition teaching and prepare them to teach first-year composition at a wide variety of institutions.

**Required Texts:**

Available in Blackboard

**Assignments**

* Class participation **20%**
* Annotated bibliography **80%**

**Policies**

* No one should miss a graduate seminar for any reason other than a dire emergency, so we expect you to record perfect attendance.
* Arriving to class late is disruptive and disrespectful to us and your classmates. We expect you to be ready to begin at 6:00 sharp.
* We will break from 7:20-7:30. It’s frustrating to wait for students to trickle back in from break, so we expect you to be ready to resume at 7:30 sharp.
* Cell phones should be turned off and put away for the entirety of class. The use of any portable device other than a laptop is strictly prohibited.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is to the right after exiting the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**The English Writing Center (411LIBR)**: [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**Emergency Phone Numbers**: [Optional but strongly recommended] In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

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| **Date** | **Topic** | **Readings** |
| 8/24 | History of Composition | * Nystrand, Greene, Wiemelt, “Where Did Composition Studies Come From?” |
| 8/31 | Writing Assignments | * Nelson, “This Was an Easy Assignment” * Clark, “A Genre Approach to Writing Assignments” |
| 9/7 | Instructor Review | * Sommers, “Responding to Student Writing” * Brannon and Knoblauch, “On Students’ Rights to Their Own Texts” * Sperling and Freedman, “A Good Girl Writes like a Good Girl” |
| 9/14 | Instructor Review | * Sommers, “Across the Drafts” * Fife and O’Neill, “Moving beyond the Written Comment” * Read Ferris, “Responding to Student Writing” |
| 9/21 | Peer Review | * Cho, Schunn, and Charney, “Commenting on Writing” * Nelson and Schunn, “The Nature of Feedback” * Cho and Cho, “Peer Reviewers Learn from Giving Comments” |
| 9/28 | Revision | * Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers” * Wallace and Hayes, “Redefining Revision for Freshmen” * Butler and Britt, “Investigating Instruction for Improving Revision of Argumentative Essays” |
| 10/5 | Grading | * Bernard-Donals, “Peter Elbow and the Cynical Subject” * Elbow, “Changing Grades While Working with Grades” * Huot, “Toward a New Discourse of Assessment for the College Writing Classroom” |
| 10/12 | Error and Standard English | * Bartholomae, “The Study of Error” * Williams, “The Phenomenology of Error” * Hartwell, “Grammar, Grammars, and the Teaching of Grammar” |
| 10/19 | Error and Standard English | * Hairston, “Not All Errors Are Created Equal” * Charney, Rayman, and Ferreira-Buckley, “How Writing Quality Influences Readers’ Judgments of Résumés” * Beason, “Ethos and Error” |
| 10/26 | Error and Standard English | * Haswell, “Error and Change in College Student Writing” * Horner, “Rethinking the ‘Sociality’ of Error” * Lu, “Professing Multiculturalism” |
| 11/2 | Error and Standard English | * Horner and Trimbur, “English Only and U.S. College Composition” * Canagarajah, “The Place of World Englishes in Composition” |
| 11/9 | Error and Standard English | * Horner, Lu, Royster, and Trimbur, “Language Difference in Writing: Toward a Translingual Approach” * Lu and Horner, “Translingual Literacy, Language Difference, and Matters of Agency” * De Costa, et al., “Pedagogizing Translingual Practice” |
| 11/16 | Labor Conditions | * McDonald and Schell, “The Spirit and Influence of the Wyoming Resolution” * Cox, et al., “The Indianapolis Resolution” |
| 11/30 | Reflections | * Teller, “Are We Teaching Composition All Wrong?" * Stewart, “No, We’re Not Teaching Composition ‘All Wrong’” |