**Topics in Teaching Composition** ENGL 5389; Fall 2017Carlisle 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.

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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., “PedagogizingTranslingual 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’” |