

## ENGL 5390: Studies in Composition

Instructor: Dr. Tara Propper  
 Office:  
 Email: tpropper@uttyler.edu  
 Office Hours: 12:15-2PM MW and by appointment  
 Sections: 061

### Course Description

This course invites students to read, write, and research the history, theory, and practice of Composition Studies. Questions regarding the interconnectedness of reading and writing, how and why we write, and the stakes and consequences of teaching writing as an academic regime have a long and somewhat storied history, beginning with Plato's Socrates banishing all poets in the Ion. However, the field of Composition as a discipline finds its earliest incarnation in 19<sup>th</sup> century concerns about the teaching of writing, and more specifically, the relationship between the rhetorical and poetic as key impulses for writing (a discussion that is later echoed in institutional debates between Peter Elbow and David Bartholomae). Thus, our course charts how the field of composition evolves from these 19<sup>th</sup> century concerns and, along the way, theorizes new and pressing exigencies extending across diverse populations of readers and writers. In other words, this course does not separate the historical from the theoretical, but rather examines how history shapes and informs new and existing theoretical—and pedagogical—approaches to Composition.

A key characteristic of the field of Composition is its treatment of theory and praxis as interanimating modes of discovery. In other words, Composition theory is always tethered to pedagogical practice. Therefore, the majority of articles you will be reading and analyzing will be centered on writing instruction, and will often take student writing as its primary object-of-examination. Consequently, you will be expected to consider how the historical and theoretical approaches we're examining apply to the teaching of writing and evaluation of student work.

Our course is organized into the following topics: The Evolution of English as an Academic Regime; Composition as a Newer "Old" Practice; Ideologies Influencing Composition Studies; From Institutional Concerns About Composition's "Place" in English to Composition in the Classroom; Foundational Debates in the Teaching of Writing; Key Themes and Practices in Composition; The Cognitive Approach; The Social/Contextual Approach and; Writing Assessment and Response.

***Students who wish to teach first-year college writing are strongly encouraged to complete English 5389: Composition Practicum as well.***

**Objectives:** Upon completing this course, students will be able to:

- Demonstrate understanding of historical trends in Composition Studies and recognize/chart diverging histories and their causes
- Synthesize diverse theories in Composition and account for their similarities and differences
- Identify the historical roots of current theories and methods in Composition Studies by conducting research

- Write a bibliographic essay in MLA format
- Modify writing based on peer and instructor feedback

### **Texts:**

#### Required:

1. Miller, Susan, ed. *Norton Book of Composition Studies*. Norton: 2009.
2. Additional readings along with course progression.

### **Assignments:**

1. Summary of Composition Theories and Theorists.....20%
2. Comparative Response.....20%
3. Historical bibliographical essay.....20%
4. Bibliographical essay online presentation.....10%
5. Discussion Board Response.....20%
6. Worksheets.....10%

**Grading:** You will receive letter grades for all your major papers (Summary, Comparative Response, Historical Bibliography & Online Presentation). The Discussion Board Responses and Worksheets count as class participation (30% of your grade). See my Discussion Board Response and Worksheet policy below.

To compute the final course grade, the following point totals are assigned to the standard letter grades of A through F:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 points and below

Failure to turn in a final draft of the Summary, Comparative Response, Historical Bibliography and Online Presentation will result in an F for the class without exception.

**Discussion Board Response:** Your Discussion Board Responses are essential to your progress and participation in this class. There are 10 Discussion Board Responses for the course, each worth 2-percentage points (if you miss four Discussion Board Responses, then you will receive an F for your Discussion Board grade). Every student should submit a 300-word post to each Discussion Board as well as respond to two peer posts. Each peer response should be a minimum of 100 words. This makes your weekly Discussion Board responses a total of 500 words.

Each Discussion Board Response should engage the ideas, questions, or concerns introduced in the weekly readings. In order to fully engage the authors you are reading, you will need to include direct quotations from each text to support your claims. When integrating quotations, please include in-text

parenthetical citations that identify the author and page number. Punctuate quotations with quotation marks.

Each week, I will offer extended comments on a handful of Discussion Board posts that are reflective of claims, ideas, or struggles that the class as a whole is considering/grappling with. Therefore, it's important that you read the entire Discussion Board thread to better understand and clarify weekly topics and reading questions.

The postings on the discussion board must be focused on the assigned topic. All technical problems associated with the Blackboard, Internet, or library database, including passwords and user IDs, should be directed to the respective departments. The course instructor would not answer any technical questions.

All postings on the discussion board must meet academic and professional standards. Abuses in forms of bullying and/or discriminatory comments on gender, sex, race, or ethnicity are not allowed and will be reported if the instructor's intervention does not see immediate changes of the behavior.

**Worksheets:** I will assign worksheets periodically to prepare you for writing your papers (i.e. Summary, Comparative Response, and Historical Bibliography and Online Presentation). These worksheets will not receive comments/grades. However, failing to submit a majority of worksheets will result in an F for the Worksheet grade. Your Worksheets will be posted to the "modules" section on Canvas.

**Late Papers:** I will penalize late papers: half of a letter grade (e.g., A to B+) for the first day late; after that, a full letter grade (e.g., A to B).

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by engaging in substantive conversation via our Discussion Board and submitting work on time. Then, should a situation occur that hinders you from turning an assignment in on time, you will have a leg to stand on.

**Revision:** In the field of Composition, revision is considered an essential part of the writing process. Therefore, you may revise your Summary and Comparative Response essays within one week of receiving your letter grade and my comments.

In addition to revising your paper based on my feedback, you will also need to write a Cover Letter explaining the specific changes you made to your paper and how they account for my notes. Your Cover Letter should be written in full and complete sentences and should not simply list the changes that you made. Instead, explain how your revisions provide a new or different approach into your claims, ideas, or larger organization. You will also need to track/highlight the changes you made to your original document. Students who receive a "C" grade or lower on the Summary or Comparative Response will be required to submit a revision for these papers.

You will be required to write a rough draft of the Historical Bibliography essay and to revise your draft based on my class comments. Students who do not submit a rough draft for the Historical Bibliography essay will incur a grade-penalty toward their final evaluation of the assignment.

**Email Policy:** Email is the easiest way to contact me. However, etiquette and courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because email is

quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject/title for your email, an opening address (Dear Dr. Propper...), and a closing signature.

I will check my email regularly Mondays-Fridays from 9am-5pm. You can expect a response from me 48 hours after I have read your message (not 48 hours after you sent your message). For example, if you email me at 7pm on Friday, you should expect me to read your message on Monday morning. Consequently, you should expect a response 48 hours after I have read it (i.e., by Wednesday morning).

Lastly, I expect everyone to check their email at the same frequency. Put simply, you need to check your email regularly Mondays-Fridays from 9am-5pm. If you anticipate inconsistent email access being an issue, please speak with me.

**Syllabus Changes:** The information contained in the course syllabus, other than the grading criteria may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

### **University Policies:**

#### **Scholastic Dishonesty**

UT Tyler's policy on scholastic dishonesty:

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

**This class has a Zero Tolerance Policy for Scholastic Dishonesty. Any deliberate act of scholastic dishonesty will result in immediate failure of the *entire* course.**

#### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

#### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

#### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Jan 28<sup>th</sup>) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)  
 Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)  
 Being reinstated or re-enrolled in classes after being dropped for non-payment  
 Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2008 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your

application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> , the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but 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, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;

- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
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- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**Course Calendar:**

Week and Topic	Readings	Due
Week 1 1/14-1/18  Introduction	Readings: Miller's "Intro" in <i>Norton</i> (xxxv)	
Week 2 1/21-1/25  The Evolution of English as an Academic Regime	Parker's "Where Do English Departments Come From?" in <i>Norton</i> (3)	Discussion Board 1 due by Sunday at NOON
Week 3 1/28-2/1  Composition as a Newer "Old" Practice; Ideologies Influencing Composition Studies	Ong's "Writing Restructures Consciousness" (on modules); 2) Lindeman's "Why Teach Writing" and "What is Writing" (on modules)	Discussion Board 2 by Sunday at NOON
Week 4 2/4-2/8  Roots of Instruction in Composition	Stewart's "Status of Composition and Rhetoric" (129-140) in <i>Norton</i> ; 2.) Berlin "19 <sup>th</sup> -century background" in Rhetoric and Reality (modules)	Discussion Board 3 by Sunday at NOON
Week 5 2/11-2/15  Ideologies that have impacted, and are still influencing composition instruction and textbook production and reception.	Carr, Carr, and Schultz's "from Archives of Instruction" in <i>Norton</i> (108); 2) Welch's "Ideology and Freshman Textbook Production" in <i>Norton</i> (759)	<b>***Summary of Composition Theorists and Theories due on Canvas by midnight (2/15)</b>
Week 6 2/18-2/22  From Institutional Concerns About Composition's "Place" in English to Composition in the Classroom	Parker "From Sputnik to Dartmouth: Trends in the Teaching of Writing" in <i>Norton</i> (314); 2.) Shaugnessy "Introduction to Errors and Expectations: A Guide for the Teacher of Basic Writing" in <i>Norton</i> (387)	Discussion Board 4 by Sunday at NOON



<p>Week 7 2/25-3/1</p> <p>Foundational Debates in the Teaching of Writing</p>	<p>Bartholomae “Inventing the University” (on “modules”) and Elbow “X” from Writers without Teachers (on modules) Elbow and Bartholomae debate</p>	<p>Discussion Board 5 by Sunday at NOON</p>
<p>Week 8 3/4-3/8</p> <p>Key Themes and Practices in Composition</p>	<p>Fulkerson’s “Four Philosophies of Composition” in <i>Norton</i> (430) ; 2) Berlin’s “Contemporary Composition: Major Pedagogical Theories” (<i>College English</i> 44 (1982): 765-777)</p>	<p><b>***Comparative Response due on Canvas by midnight (3/8)</b></p>
<p>Week 9 3/11-3/15</p>	<p>Spring Break</p> <p>Bibliographic Essay prompt and video</p>	
<p>Week 10 3/15-3/22</p> <p>Cognitive Approach in Composition</p>	<p>Flower and Hayes “The Cognition of Discovery: Defining a Rhetorical Problem” in <i>Norton</i> (467); 2.) Bizzell’s “Cognition, Convention, and Certainty: What We Need to Know About Writing” in <i>Norton</i> (479)</p>	<p>Discussion Board 6 by Sunday at NOON</p>
<p>Week 11 3/25-3/29</p> <p>Social Approach in Composition</p>	<p>Faigley’s “Competing Theories of Process: A Critique and a Proposal” in <i>Norton</i> (652); 2,) Berlin’s “Rhetoric and Ideology in he Writing Class” in <i>Norton</i> (667)</p>	<p>Discussion Board 7 by Sunday at NOON</p>
<p>Week 12 4/1-4/5</p> <p>Writing assessment and response, grading, and course assessment.</p>	<p>Yancey’s “Looking Back as We Look Forward” (1186-1204) in <i>Norton Anthology</i>; 2) Nancy Summers's "Across the Drafts" in <i>College Composition and Communication</i> 58.2 (2006): 248-257</p>	<p>Discussion Board 8 by Sunday at NOON</p>
<p>Week 13 4/8-4/12</p> <p>Additional Teaching Concerns in the Evaluation of Writing</p>	<p>Hesse “Who Owns Writing?” in <i>Norton</i> (1247); 2.) Haswell “The Complexities of Responding to Student Writing: Or, Looking for Shortcuts via the Road of Excess” in <i>Norton</i> (1262)</p>	<p><b>***Rough Draft of Bibliographic Essay due on Canvas by midnight (4/12)</b></p> <p>Discussion Board 9 by Sunday at NOON</p>

Week 14 4/15-4/19  “The Market” in Composition	How do you respond to this long list of doctoral degree programs in rhetoric and composition/writing across the nation? What does it tell you about the field? <a href="http://www.u.arizona.edu/~enos/">http://www.u.arizona.edu/~enos/</a> .	Discussion Board 10 by Sunday at NOON
Week 15 4/22-4/26		<b>***Online presentation of Bibliographic Essay due on Canvas by midnight</b>
Week 16 4/29-5/3		<b>***Bibliographic Essay due on Canvas by midnight</b>