English 483/583 focuses on a theoretical and practical study of writing processes and considers the implications of various theories for the teaching of writing. ENGL 483 both surveys critical approaches to teaching writing in the public schools, and examines issues in literacy and cross-cultural writing instruction. We will survey contemporary theoretical approaches to teaching writing and defining literacy and assess their usefulness because such approaches presently vie for theoretical dominance in the discipline, and likewise practical application within our public schools and college classrooms. The course is required for all English majors with a secondary teaching or rhetoric and writing emphasis. The course is designed as a graduate seminar, where the rigorous examination of intersecting and often competing ideas through engaged and sometimes impassioned discussion is our mode of learning.

Course Goals:
- Gain insight into the theoretical and epistemological principles which define a variety of approaches to teaching writing
- Identify the specific goals/aims of various approaches to teaching writing
- Differentiate between various definitions of literacy and writing competency
- Analyze a teaching context to identify and assess the effectiveness of a specific approach to writing instruction
- Strengthen ability to read critically and reflectively assess writing theories
- Develop theoretical vocabulary and grasp issues, which determine our disciplinary understanding of writing instruction in the 21st century

Course Materials:

**One paper folder with brads.** Please type your journals and bind them within the paper folder. Label each journal with title, author and journal #.

**3 Ring Binder for supplemental readings** distributed throughout the course.
Accommodations:
Students who have paper work on file with the Disabilities Office, MH 105C # 3354, and thus have needs that may prevent them from fully demonstrating their abilities should contact me ASAP, so we can discuss reasonable accommodations necessary to ensure their success in this course.

Grading Policies

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Journals</td>
<td>***</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>*****</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>*****</td>
<td>25%</td>
</tr>
<tr>
<td>Course Project</td>
<td>****</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>*</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion/Preparation</td>
<td>**</td>
<td>10%</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Attendance/Late Work:
Attendance is required and expected. Your commitment to the course directly impacts your learning. If you need to be absent, call me before class, during office hours or leave me a voice mail. If you miss class, you are still responsible for keeping up with your work. Exchange phone numbers with a classmate, so you have additional contacts. You earn one hundred percentage points for attending class. These are yours from the start. For each absence, you lose 10 percentage points whether the absence is legitimate or not. You can lose 10% points for one absence, and still keep an A- for your attendance grade. Since our course is double-blocked, two absences (two weeks of class) will reduce your final grade by 5% points. More than two absences is cause for a failing grade. Course readings are available after class and outside of class in my hanging file outside my office door.

An absence does not automatically qualify you to turn in late work. Late work may be accepted if you negotiate an alternate date before the due date passes. Late submissions are subject to a 10% deduction automatically. Journals are due on the night the readings are due. Two late journals are ok, if they are turned in no later than Thursday of the same week, and journals must be submitted in hard copies. No late journal email attachments without my ok in advance.

Journals: All course readings are at the senior/graduate level in terms of both theory and vocabulary. You should expect to read each essay twice because you are entering a disciplinary conversation, which is intellectually demanding. I will help you access the ideas and understand the theory through discussion. You need to commit yourself fully to the demands of such reading, and this means you annotate and highlight the readings and write substantive journals about them. If you do this, you will come out of the course with significant gains in both your reading ability, and your understanding of what it means to secure intellectual control over your teaching. Because we know that writing promotes learning and enhances retention, you are to write one journal for each reading we assign. Journals are dense, detailed, analytical responses to your readings. For each journal, you need select ample quotes from the essay, introduce them in
your journal, interpret them and respond to them critically—agree, disagree, apply. All journals are single-spaced entries. They must reach one full page for you to earn full credit. Your journal is not a full summary or restatement of the reading. You are to select a sufficient number of quotes to demonstrate that you have grasped the thesis or primary aim of the reading, key concepts or positions taken. Your journal should follow the MLA format for page set-up. I will not give credit to journals which have not been spell-checked and proofread, nor will I accept revised journals. The journal is your launching point for class discussion, so journals are 15% and discussion 10% of your grade.

### 483/583 Tentative Reading Schedule

**Week 1**  
**January 23**  
*Introduction to Course: English Studies and Rhetoric / Poetic Reconfiguring Literacy as Literacies*

**Week 2**  
**January 30**  
*Literacies: Fishman, Scribner, Knoblauch, 3 Journals*

**Week 3**  
**February 6**  
*Literacies: Hirsch, Rodriguez, Heath, 3 Journals*

**Week 4**  
**February 13**  
*Literacies Linked with Divergent Approaches to Writing Rhetorical Contexts, Epistemology and the Writing Situation*  
Anyon, journal  
Berlin, Chapter 1, “An Overview,” journal  

**Week 5**  
**February 20**  
*Constructing an Historical Timeline: Product and Current-Traditional Rhetorics*  
Winterowd, *A Teacher’s Intro. to Composition*, Chapter 3.  
Connors, “Mechanical Correctness,” 2 journals

**Week 6**  
**February 27**  
*Process Pedagogies and the Winds of Change, 1960-70’s*  
Lad Tobin, “Process Pedagogy,” Tate 1-18, journal  
C. Burnham, “Expressive Pedagogy,” Tate 19-35, journal  
C-T textbooks, Process Anti-textbooks

**Week 7**  
**March 5**  
Expressive Pedagogy  
Ken Macrorie, “Telling Writing,” 1 journal  
Peter Elbow, “The Teacherless Writing Class,” journal

**Week 8**  
**March 12**  
Mid-term Review. Bring essay questions.  
**March 13**  
Take-home exam assigned, hanging file outside office door
Week 9  
Social Epistemic Writing Theory, 1980s

March 19  
Brandt, “Literacy as Involvement,” journal  
Burke Lefevre, “Writing as a Social Act,” journal  
Site visits for final project  
Midterm due by 5:00 pm

~~ Spring Break March 26-April 1~~

Week 10  
April 2  
Bruffee, “Collaboration and the Conversation,” journal  
Moore Howard, “Collaborative Pedagogy,” Tate 54-70 journal

Week 11  
April 9  
Social-critical Epistemic Theory, Continued  
Friere, “The Adult Literacy Process,” journal  
Shor, “Why Education is Politics,” journal  
George, “Critical Pedagogy” Tate 92-112, journal

Week 12  
April 16  
Feminist Critical Theories of Writing  
Jarratt, “Feminist Pedagogy,” Tate 113-131, journal  
Jarratt, “Feminism and Composition,” journal

Week 13  
April 23  
Rhetorical Studies and Teaching Writing  
Crowley/Hawhee “Ancient Rhetorics: Their Differences, and the Differences They Make” journal  
Bitzer, “The Rhetorical Situation,” journal  
Berlin’s Chapter 7, transactional rhetorics, redux.  
Course Evaluations

Week 14  
April 30  
Whole-class review for final. Bring essay questions.  
May 1  
Assign final take-home essay exam, hanging file pick-up

Week 15  
May 7  
[Early start TBA] Project presentations  
Final take-home exam due

May 11  
Final project due by 5:00 pm