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English 387 – Composition Theory and Pedagogy
Spring 2013
MWF 11:00-11:50
Stein 208

Required Texts:

Wardle, Elizabeth and Doug Downs, eds.. *Writing About Writing: A College Reader*. Bedford/St. Martins: Boston, 2011. Print.

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. 2nd ed. Boston: Bedford/St. Martins, 2012. Print.

Kolln, Martha and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 6th ed. Boston: Longman Pearson, 2010. Print.

Bruce, Shanti and Ben Rafoth, eds. *ESL Writers: A Guide for Writing Center Tutors*. 2nd ed. Portsmouth, NH: Boynton/Cook, 2009. Print.

Rafoth, Ben, ed. *A Tutor's Guide: Helping Writers One to One*. 2nd ed. Portsmouth, NH: Boynton/Cook, 2005. Print.

Readings on Moodle as they appear on the schedule

Dondy-Kaplan, Polly. "Processing Writing." *From Working **with** Student Writers. Essays on tutoring and Teaching*. Leonard A. Podis and Joanne M. Podis, editors. Second Ed. NY: Peter Lang Publishers, 2010.

Berthoff, Ann E. "Learning the Uses of Chaos." From *The Making of Meaning. Metaphors, Models, and Maxims for Writing Teachers*. 1981. Upper Montclair, NJ: Boynton-Cook, 1981.

Love, Jenny. "Learning from Writer's Block." *From Working **with** Student Writers. Essays on tutoring and Teaching*. Leonard A. Podis and Joanne M. Podis, editors. Second Ed. NY: Peter Lang Publishers, 2010.

Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication*. 31.4 Dec. 1980. 378-388.

Arora, Kanupriya. "Academic Papers Within the College Discourse." *From Working **with** Student Writers. Essays on tutoring and Teaching*. Leonard A. Podis and Joanne M. Podis, editors. Second Ed. NY: Peter Lang Publishers, 2010.

Hoskins, Melissa. "Demystifying the Discourse." *From Working **with** Student Writers. Essays on tutoring and Teaching*. Leonard A. Podis and Joanne M. Podis, editors. Second Ed. NY: Peter Lang Publishers, 2010.

Turk, Tisha. "'Tutoring' Beyond the Writing Center: Peer Consulting in the Classroom." *From Working **with** Student Writers. Essays on tutoring and Teaching*. Leonard A. Podis and Joanne M. Podis, editors. Second Ed. NY: Peter Lang Publishers, 2010.

Course Goals

- To become a better academic writer
- To become consciously aware of your individual writing process and to evaluate that process
- To learn how to make reflective practice a part of your tutoring
- To learn the foundational theories in the field of Composition and Rhetoric and English as a Second Language.
- To recognize and apply those theories to your own writing and the writing of others
- To learn about writing across the curriculum at Holy Cross
- To become more familiar with first-year writing
- To learn and apply tutoring theories and strategies
- To learn to become flexible with tutoring strategies
- To learn the day-to-day procedures of working in the Writer's Workshop
- To develop oral presentation and interpersonal skills
- To write a thoughtful philosophy and pedagogy statement

Course Introduction.

I assume you have registered for this course because you are interested in writing. Whether your goals are to teach high school English, college Composition and Literature, go into the publishing field, or to become an all-around better writer, tutoring in a college writing center can be an invaluable experience. Not only do you learn about college writing, but tutoring one-on-one provides an insight into individual composing processes rarely realized in the classroom alone. Further, tutoring will enhance your leadership and communication skills.

Course Procedures.

Comp Theory & Pedagogy is a writing and reading intensive course. You will be reading about theories and research on the writing process, mostly developed in the 1980s and 1990s, but still applicable today. The reading for this course can be dense and at times challenging. While there is not enough class time to give each reading its due, you are expected to be an active reader and take notes on all the readings.

There will be four major writing projects, one of which involves research, and a final take-home philosophy and pedagogy paper. All papers go through drafts and peer review. Not being prepared for peer review will cost you one letter grade on the paper. You will also be composing short writing assignments that we will use for in-class tutoring practice. I will not collect and comment on every piece of writing that you do, but my expectations are that you do all of the assigned work.

The philosophy and pedagogy of this course fulfills two separate, but related goals: enhancing critical reading and writing and learning to tutor. This is a student-centered and independent learning course, which means you will be responsible for self-directing much of the learning.

Moodle

I use Moodle for all written assignments. The only pieces of paper that I distribute are the rhetorical situations for writing assignments (writing prompts). There will also be a Moodle discussion board on tutoring.

Observation and Tutoring in the Writer's Workshop

Beginning the week of March 11, you will sign up for a weekly observation hour in the Workshop. I will send around a sign-up sheet at that time. Beginning the week of April 3, that weekly observation hour will turn into a weekly tutoring hour.

Attendance. As with all of your courses, you can not meet the course requirements without attending. (See attendance policy in Holy Cross catalog, pg. 12) If you miss class, for whatever reason, you are responsible for missed work. Excessive absences and/or tardiness will be handled on a case-by-case basis and could influence your final grade.

Writer's Workshop Website

Please familiarize yourself with the information that can be found on the website. We will also be utilizing other writing center websites to find ideas for creating tutoring handouts.

See next page for Schedule of Classes

Schedule of classes

Wednesday, Jan. 23

Course Overview

Friday, Jan 25

Writing About Writing (WAW), pgs. 56-65; 301-320

On Moodle: “Processing Writing,” by Polly Dondy-Kaplan

Compose a free-write on your own writing process and writer’s identity comparing your process with any of the readings. Bring to class.

Monday, Jan. 28

Expand your free write to a 3-pg. reflection of your own writing process/identity, entering a conversation with any of the assigned readings. Bring to class for *tutoring practice*.

From *Tutor’s Guide*: “Setting the Agenda for the Next Thirty Minutes” by William Macauley Jr.; “Organizing Ideas: Focus is the Key” by Alice Trupe

Wednesday, Jan. 30

Read on Moodle: Ann Berthoff’s “Learning the Uses of Chaos”; from WAW “The Composing processes of Unskilled College Writers,” by Sondra Perl. Take careful notes and come to class with your comments and questions.

Friday, February 1 – *Writer’s Workshop opens on Sunday, Feb. 3*

Read from WAW, “Rigid Rules, Inflexible Plans, and the Stifling of Language” by Mike Rose; from Moodle, “Learning from Writer’s Block,” by Jenny Love. Take careful notes on Rose and write a short response paper to Love. Bring to class for *tutoring practice*.

Monday, Feb. 4

Review of all readings done thus far. Bring notes and reflective writing to class.

Wednesday, Feb. 6

No work due. Begin composing first critical analysis paper. I will give out the assignment in class.

Friday, Feb. 8

Bring first draft of critical analysis paper to class for *tutoring practice*. Hand in draft to me.

From Tutor’s Guide, “What Line? I Didn’t See Any Line,” by Molly Wingate and “Helping Writer’s to Write Analytically,” by Ben Rafoth.

Monday, Feb. 11

Return drafts.

On Moodle: “Revision Strategies of Student Writers and Experienced Adult Writers,” by Nancy Sommers; From *Tutor’s Guide*, “Can you Proofread This?” by Beth Rapp Young.

Wednesday, Feb. 13

From *Inquiry to Academic Writing*, Chptr 1. Take notes on Practice Sequence: Joining an Academic Conversation, pgs 10-11. Be prepared to do practice sequence in class.

Friday, Feb. 15

Inquiry, Chptr 2. Take notes on Practice Sequence: Analyzing a Text Rhetorically. Be prepared to discuss in class. For Practice Sequence: Writing a Rhetorical Analysis of an Essay, do #1 only, pg. 49. Bring to class for *tutoring practice*.

Critical Analysis Paper due. Upload to Moodle by 11:00 a.m. (before class)

Monday, Feb. 18

From *WAW*, “Rhetorical Situations and Their Constituents,” by Keith Grant-Davie. Take good notes, esp on defining Grant-Davie’s terms.

Wednesday, Feb. 20

Write a 3 pg. response comparing/contrasting Grant-Davie’s analysis of rhetorical situation to the rhetorical analysis that we learned in Chptr 2 of *Inquiry*. Choose one or two specific ideas to respond to. Bring to class for *tutoring practice*.

Friday, Feb. 22

Inquiry, Chptr 3. Prepare Practice Sequence on pg. 71.

Monday, Feb. 25

Inquiry, Chptr 4. Using the questions on the top of page 91, write a 2 pg analysis of William Deresiewicz’s “The End of Solitude.” Bring to class.

Wednesday, Feb. 27

Inquiry, Chptr 5. Create a handout on Formulating and Building a Thesis. Bring to class for *tutoring practice*.

Friday, March 1

Inquiry, Chptr 7

March 4-8 – Spring Break

Monday, March 11 – *Begin observing in the Writer’s Workshop*

Inquiry, Chptr 8

Give out assignment for Comparative Analysis paper. Begin composing process.

Wednesday, March 13- Friday, March 15

I’m away at a conference. Meet with your writing partners to work on comparative paper. Post a session report on Moodle for each class day.

Monday, March 18

Bring a draft of your paper for *tutoring practice*. Turn in draft to me.

From *Tutor's Guide*, “(Non)Meeting of the Minds: A Study in Frustration,” by Nicole Kraemer Munday and “Talk to Me: Engaging Reluctant Writers” by Muriel Harris.

Wednesday, March 20

Rhetorical Grammar - if you need the review, then read Chaptrs 1, 2, & 3.

For class, read Chaptr 4. Be ready to discuss any/all of the exercises and key terms.

Look out for quizzes!

Friday, March 22

Return draft of Comparative Paper.

Rhetorical Grammar, Chptr 5, with exercises.

From ESL Writers, “Before the Conversation,” by Ilona Leki.

Monday, March 25

Upload Comparative paper by 11:00 a.m., before class.

Rhetorical Grammar, Chptr 6, key words, exercises.

From ESL Writers, “Theoretical Perspectives on Learning a Second Language,” by Theresa Jiinling Tseng.

Wednesday, March 27

Rhetorical Grammar, Chptr 7, key words, exercises. Create a handout on style for *tutoring practice*.

March 29-April 1 – Easter Break**Wednesday, April 3**

Rhetorical Grammar, Chptr 8, key words, exercises.

From *ESL Writers*, “Reading an ESL Writer’s Text,” by Paul Kei Matsuda and Michelle Cox

Friday, April 5

Rhetorical Grammar, Chptr 9.

From ESL Writers, “Avoiding Appropriation,” by Carol Severino.

Monday, April 8

Rhetorical Grammar, Chptr 10. Create a handout for *tutoring practice*.

From *ESL Writers*, “Editing Line by Line,” by Cynthia Linville.

Wednesday, April 10

From *ESL Writers*, “Meeting in the Middle: Bridging the Construction of Meaning with Generation 1.5 Learners,” by Ritter and Sandvik.

Tutoring Practice

Friday, April 12

From *ESL Writers*, “Writing Activities for ESL Writers,” by Kevin Dvorak.
Design a writing group activity for *tutoring practice*.

Monday, April 15

Guidelines for Writing Case Study.

When reading the following articles, read and take notes for theories and practices that will be helpful in writing and researching your case study.

Wednesday, April 17

From *WAW*, “The Concept of Discourse Community,” by John Swales.

Friday, April 19

From *WAW*, “Intertextuality and the Discourse Community,” by James E. Porter

Monday, April 22

From *WAW*, “The Idea of Community and the Study of Writing,” by Joseph Harris.

Wednesday, April 24

On Moodle: “Academic Papers Within the College Discourse,” by Kanupriya Arora.

Friday, April 26

On Moodle: “Demystifying the Discourse,” by Melissa Hoskins.

Monday, April 29

On Moodle: “ ‘Tutoring’ Beyond the Writing Center: Peer Consulting in the Classroom,”
by Tisha Turk
Writing Fellows Discussion

Wednesday, May 1

Case Study *tutoring practice*

Friday, May 3

Case Study *tutoring practice*

Monday, May 6

Last class – Case Study Due
Guidelines for final reflective essay