English 5369.201
Writing Instruction in American Universities
MTWR; 2:00 – 3:55 p.m.; CCH 206
Summer I 2014

Tentative Syllabus

Course Description:

Patrick Henry once said, "I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past." Henry's words speak the value of using the past to explain the present and to predict the future, and they certainly are relevant to composition studies. The way composition is currently taught in this country has been strongly shaped by political, social, and intellectual forces. This course will examine the roots of composition studies in Scottish universities, and will trace composition's development from colonial times to the beginning of the modern era of composition studies, noting the way it has always reflected political, social, and economic conditions of the times. Then, as a way of demonstrating the way composition has adapted to meet varying needs of students, we will (as a group) conduct historical research into how composition has been taught in universities with significant Latino enrollments.

Required Texts and Materials

Lunsford, Andrea and Lahoucine Ouzgane's Crossing Borderlands: Composition and Postcolonial Studies.
Various and sundry other selections mentioned in the course schedule.

**Course Goals and Objectives**

Students in the course will:

- Demonstrate knowledge of historical study of composition as a discipline
- Conduct historical study at the local level
- Examine the cultural, political, and intellectual forces that shape composition instruction
- Examine how composition has, and has not, responded to the needs of Latino students
- Read critically and write reflectively

**Graduate Studies Standards**

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

- Students read weekly assignments on time and come to the seminar with serious response and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own learning value.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. (I come to class because I want to share a learning experience with students. If you are not there and I am not aware of your situation, then I will not feel that sharing is occurring. This will make it more difficult for me to discern your experience in this course when it comes time to write down a "final grade.")
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everyone participates. Everyone is respectful of others' thoughts. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

**Grades**

Your grade will be based on the following elements:

- Active Participation 10%
- Weekly Reader 20%
- Article Overviews 20%
- Historical Project 50%

**Students with Disabilities**

Federal ADA compliance: Those students with special needs (recognized and documented by the University) should notify me so we can discuss the availability of appropriate instructional aids or
accommodations. These conversations will be confidential. If you do have special needs, you must register with the Office for Services for Students with Disabilities, Driftwood 101, 825-5816.

Grade Appeal Process

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university.rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Advising

Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

Graduate Student Academic Integrity Statement

English graduate students are expected to ”conduct themselves in accordance with the highest standards of academic honesty” (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to ”any behavior specifically prohibited by a faculty member in the course syllabus or class discussion” (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office for Student Affairs.

Attendance and Tardy Policy

If you are alive, you need to make every reasonable effort to attend every class. I realize this will not always be possible. Three types of absences may be excused: illness, personal emergency,
and school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have some sort of personal emergency, such as an illness or death in the family, please notify student affairs and they will arrange for you to make up any missed work. If you miss because of school business (band trip, athletic event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

NOTE: This is a Summer II Class. If you accumulate an unexcused absence, you will have missed the equivalent of two MWF classes in the long term—more than a week of class. If you do so, I reserve the right to penalize your grade up to and including failure of the course. If you miss three or more classes for any reason, you run the risk of failing.

Tardies: Don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

Writing Instruction in American Universities

Reading Schedule

| Note: Material should be read before class on the day it is assigned. |
|--------------------------|--------------------------|--------------------------|
| 9 | Borderlands 1. | 10 | Beginnings of Rhet and Comp Connors, Introduction, 1-22; Berlin, 19-34 |
| 12 | Romantic Rhetoric | 13 |  |
| | | | Schultz "Not Ideas but Things," 56-84; Berlin 42-57; "Emerson and Romantic Rhetoric" |
| 16 | The First "Freshman | 17 |  |
| 18 |  | 19 |  |
| 23 | Textbooks I | Connors, Chapter 2; "Shaping Tools: Textbooks and the Development of Composition-Rhetoric" 69-111 |
| 30 | Literature and Composition | Crowley, 79-117. |
|  | M1 | What Writers Did |
|  | Borderlands 5 | "Aria," (Richard Rodriguez) or "Borderlands" (Gloria Anzaldua). "Sugar Beats, Segregation, and Schools" (Ruben |
| 2 | Democratization and Composition | "YouCan't Write Writing,: Norman Forester and the Battle Over Basic Skills at Iowa" Crowley 132-154; "Freshman English and War," Crowley 155-186. |
| 3 |  | This is listed as examination day. We will meet to present and turn in our final projects |