Composition Theory and Pedagogy
ENGL5372.B01 Spring 2015
Blended Course Meets In-Class Mondays 7:00-8:15 p.m.; CCH 206
and Online as Scheduled

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Office Hours: Mon 6-7 and Tue/Thu 12:30-2:30 or by appointment

Course Description
A study of works by contemporary rhetoric/composition specialists, with special regard to the theoretical basis of composing and its pedagogical implications. Introduces students to techniques of research and scholarship in writing studies through a survey of critical debates in writing studies scholarship, with special attention to current research on composing and its pedagogical implications. This is the second of a two-semester course sequence that introduces students to literary and composition theories and practices. In this second semester, we will focus on composition theory and pedagogy, acquire and practice research skills, and engage in critical reading, writing, and theorizing.

Instructor Website:  http://falcon.tamucc.edu/wiki/SGarza/Home

Student Learning Outcomes
Upon completion of this course, students will be able to
• Demonstrate understanding of how specific “Information Literacy” concepts apply to research methods in writing studies:
  • Scholarship is a Conversation
  • Research as Inquiry
  • Authority is Contextual and Constructed
  • Searching as Exploration
  • Information has Value
• Compare and contrast the various scholarly conversations in writing studies.
• Examine critically the ways theory, writing practices, and pedagogy shape and are shaped by one another.

Major Course Requirements
Please remember that all work must be formatted in APA (appropriate system) manuscript style and sources must be cited in APA citation style, unless otherwise noted.

• Discussing/Engaging – For the assignments that you read each week, you will post reading responses.
• **White Paper** – You will choose a current conversation in the field of rhetoric/composition and develop a white paper on the topic. The paper will be a minimum of 5 pages, single-spaced, 1-inch margins, 12-pt font, minimum 10 current sources.

• **Book Review** – From the discussion you developed in your White Paper, you will choose one current text and write a book review for a specific journal audience. The review should run roughly between 3-5 pages, single-spaced, and should follow the journal conventions and requirements for the journal you choose to possibly submit your review to.

• **Supplemental Work** – Reading, homework and in-class activities will be built into each major assignment.

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**Required or Recommended Readings**


Access to University Network, an active islander email account, and Blackboard

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**Course Policies**

Late work is not accepted without prior approval from the instructor and must be confirmed via email prior to due date.

**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 do 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.

• Students give their attention to the discussion and whoever is speaking. This means looking at whoever is speaking with your hands nowhere near the computer keyboard.
Description of lessons/modules
Lessons/modules will include work in peer review of drafts, group discussions and presentations.

Technical support information/link
The Island Online (IOL) [https://iol.tamucc.edu](https://iol.tamucc.edu)

Technical requirements for course
*Computer Requirements*
IOL runs on a web based application called Blackboard through a web browser. Please note that your web browser must be configured properly to work with IOL. To check if your web browser is compatible with IOL you can do a browser check-up by visiting the IOL site at [https://iol.tamucc.edu/](https://iol.tamucc.edu/).

Delivery of instructor feedback
Instructor response to online requests usually occurs within a 24-hour period, but you can expect a response within 3 days.

Student login expectations
It is recommended that students check daily for updates.
Blackboard Login [https://bb9.tamucc.edu](https://bb9.tamucc.edu)

Faculty availability to support students
Instructor maintains a consistent web presence and is available to meet online in the Blackboard synchronous environment or via phone meetings for students who need more help.

Types of required interactions
*Email*
- Always include a subject line
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your posts.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to the message
- Respect the privacy of other class members

*Discussion Groups*
- Review the discussion threads thoroughly before entering the discussion
- Try to maintain threads by using the “Reply” button rather than starting a new topic
- Do not make insulting or inflammatory statements to other members of the discussion group
• Be patient and read the comments of other members thoroughly before adding your remarks
• Be cooperative with group leaders in completing assigned tasks
• Be positive and constructive in group discussions
• Respond in a thoughtful and timely manner

Blog
• Introduce yourself to the other learners in the blog session
• Be polite and do not use derogatory statements
• Be concise in responding to others in the blog session
• Be prepared to participate in the blog session at the scheduled time
• Be constructive in your comments and suggestions

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of zero.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7, 2014 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Texas A&M University-Corpus Christi has a diverse student population that represents the
population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**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.

Provisional Course Outline

**Introduction to Composition Theory and Pedagogy**
Week One
- Talk about composition theories and pedagogies
- Go over Reading and Discussing
- Go over Vocabulary and Concepts

**Read/Discover**
Week Two
- Go over White Paper and Book Review
- Tate Reading
- Post responses in Blackboard
- Post on Vocabulary and Concepts Wiki page
- Introduction activity on Blackboard

Week Three
- Tate Reading
- Read Fulkerson articles
• Post responses in Blackboard
• Post on Vocabulary and Concepts Wiki page
• Post follow-up response to readings from previous week

Week Four
• Tate Reading
• Post responses in Blackboard
• Post on Vocabulary and Concepts Wiki page

Week Five
• Tate Reading
• Post responses in Blackboard
• Post on Vocabulary and Concepts Wiki page
• Post 5 of the sources you plan to use for your White Paper

Week Six
• Post first draft of White Paper in Blackboard

Week Seven
• Review White Papers

Week Eight
• Final White Paper due

Week Nine
• Post responses in Blackboard

Write/Join the Conversation
Week Ten
• Book Review Workshop

Week Eleven
• First draft of Book Review due

Week Thirteen
• Review Book Review

Week Fourteen
• Book Review due
• Preparation for Publication Workshop

Week Fifteen
• Final Book Review due