English 5369
Writing Instruction in American Universities
Summer II 2016
CS 111

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 selections mentioned in the course schedule.
Student Learning Outcomes:

Upon completion of the course, students 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

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, Room #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.

Grade Appeal Process

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’s Office.

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>July 4</td>
<td>Prior to class starting, contemplate the profound influence Scotland had on American education, democracy, and composition.</td>
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<tr>
<td>5</td>
<td>First day of class.</td>
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<tr>
<td>6</td>
<td>Those Darned Scots; Horner, pages 1-12; Blair, 947-97.</td>
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<td>7</td>
<td>Scottish Rhetoricians, Day Two</td>
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<td>Campbell, 898-938; Whatley, 1000-1030</td>
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<td>12</td>
<td>Beginnings of Rhet and Comp Connors, Introduction, 1-22; Berlin, 19-34</td>
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<tr>
<td>14</td>
<td>Romantic Rhetoric Schultz “Not Ideas but Things,” 56-84; Berlin 42-57; “Emerson and Romantic Rhetoric”</td>
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The First “Freshman English” Program

Morrel Act and “Freshman English”
Crowley, 46-72 “The Invention of Freshman English”; Connors 23-69 “Gender Influences”

S. Michael Halloran, “From Rhetoric to Composition: The Teaching of Rhetoric in America to 1900.” In Murphy 151-182. Donald Stewart: Two Model Teachers and the Harvardization of English Departments,” Murphy 118-129.

Morrel Act and “Freshman English”
Crowley, 46-72 “The Invention of Freshman English”; Connors 23-69 “Gender Influences”

A Textbook Sampler
Selections from Abbot, Genung, Wendell, Scott and Denner, Carson.

Work Load,

Democratic and Composition

Textbooks I
Connors, Chapter 2; “Shaping Tools: Textbooks and the Development of Composition-Rhetoric” 69-111


A Textbook Sampler Selections from Abbot, Genung, Wendell, Scott and Denner, Carson.

Work Load,

Democratic and Composition

Your Term Paper is due by 5 pm on Friday, August 4th.