

ENG 7980

History and Theories of Composition



	Date	Homework Due 60 minutes before class	Class Activities
W E E K 1	Monday, January 10 th		<ul style="list-style-type: none"> • Introduction to ENG 7980 • Class Questions 1.0
	Wednesday, January 12 th	<ul style="list-style-type: none"> • Parker, “Where Do English Departments Come From?” (Norton, pg. 3) • Reading Response 1 	<ul style="list-style-type: none"> • Origins of English departments 1
	Friday, January 14 th	<ul style="list-style-type: none"> • Berlin, “Where Do English Departments Really Come From?” (PDF) • Reading Response 2 	<ul style="list-style-type: none"> • Origins of English departments 2 • Peer responses • Activity 1
W E E K 2	Monday, January 17 th		<ul style="list-style-type: none"> • NO CLASS: Martin Luther King, Jr. Day holiday
	Wednesday, January 19 th	<ul style="list-style-type: none"> • Brereton, from <i>The Origins of Composition Studies in the American College, 1875-1925</i> (Norton, p. 98) • Stewart, “The Status of Composition and Rhetoric in American Colleges, 1880-1902” (Norton, p. 129) • Reading Response 3 	<ul style="list-style-type: none"> • Origins of composition
	Friday, January 21 st	<ul style="list-style-type: none"> • Expansion Project assignment sheet • Reading Response 4 	<ul style="list-style-type: none"> • Introduction to Expansion Project • Peer responses • Activity 2

W E E K 3	Monday, January 24 th	<ul style="list-style-type: none"> • Kitzhaber, “4C, Freshmen English, and the Future” (PDF) • Reading Response 5 	<ul style="list-style-type: none"> • Professionalization of composition studies 1 • Expansion Project sign-up
	Wednesday, January 26 th	<ul style="list-style-type: none"> • Nystrand, Greene, & Wiemelt, “Where Did Composition Studies Come From? (PDF) • Reading Response 6 	<ul style="list-style-type: none"> • Professionalization of composition studies 2
	Friday, January 28 th	<ul style="list-style-type: none"> • Elbow, “A Method for Teaching Writing” (PDF) • Murray, “The Interior View” (PDF) • Reading Response 7 	<ul style="list-style-type: none"> • Expressivism 1 • Peer responses • Activity 3
W E E K 4	Monday, January 31 st	<ul style="list-style-type: none"> • Elbow, “‘Personal Writing’ and ‘Expressivism’ as Problem Terms” (PDF) • Reading Response 8 	<ul style="list-style-type: none"> • Expressivism 2 • Introduction to Gap Project • Gap Project sign-up
	Wednesday, February 2 nd	<ul style="list-style-type: none"> • Flower & Hayes, “The Cognition of Discovery (Norton, pg. 467) • Flower & Hayes, “A Cognitive Process Theory of Writing” (PDF) • Reading Response 9 	<ul style="list-style-type: none"> • Cognitivism
	Friday, February 4 th	<ul style="list-style-type: none"> • Bizzell, “Cognition, Convention, and Certainty” (Norton, pg. 479) including the “Afterthought” (Norton, pg. 499) • Reading Response 10 	<ul style="list-style-type: none"> • Social construction 1 • Peer responses • Activity 4
W E E K 5	Monday, February 7 th	<ul style="list-style-type: none"> • Bartholomae, “Inventing the University” (Norton, pg. 605) • Rose, “The Language of Exclusion” (Norton, pg. 586) • Reading Response 11 	<ul style="list-style-type: none"> • Social construction 2
	Wednesday, February 9 th	<ul style="list-style-type: none"> • Shaughnessy, “Introduction to <i>Error and Expectations</i>” (Norton, pg. 387) • Williams, “The Phenomenology of Error” (Norton, pg. 414) NOTE: If you’ve read this one before, don’t ruin it for others. • Reading Response 12 	<ul style="list-style-type: none"> • Error
	Friday, February 11 th	<ul style="list-style-type: none"> • Hartwell, “Grammar, Grammars, and the Teaching of Grammar” (Norton, pg. 563) • Reading Response 13 	<ul style="list-style-type: none"> • Grammar • Peer responses • Activity 5

W E E K 6	Monday, February 14 th	<ul style="list-style-type: none"> • Emig, from <i>The Composing Processes of Twelfth Graders</i> (Norton, pg. 228) • Bizzell, “Composing Processes: An Overview” (PDF) • Reading Response 14 	<ul style="list-style-type: none"> • Process
	Wednesday, February 16 th	<ul style="list-style-type: none"> • McComiskey, “The Post-Process Movement in Composition Studies” (PDF) • Reading Response 15 	<ul style="list-style-type: none"> • Post-process
	Friday, February 18 th	<ul style="list-style-type: none"> • Fulkerson, “Four Philosophies of Composition” (Norton, pg. 430) • Fulkerson, “Composition Theory in the Eighties” (PDF) • Reading Response 16 	<ul style="list-style-type: none"> • Where we were and bridging to where we are • Peer responses • Activity 6
W E E K 7	Monday, February 21 st	<ul style="list-style-type: none"> • Matsuda, "The Myth of Linguistic Homogeneity in US Composition" (PDF) • Canagarajah, “The Place of World Englishes in Composition” (Norton, pg. 1617) • Reading Response 17 	<ul style="list-style-type: none"> • Second language writing and world Englishes
	Wednesday, February 23 rd	<ul style="list-style-type: none"> • CCCC, “Students’ Right to Their Own Language” (PDF) • Young, “Should Writers Use They Own English” (PDF) • Reading Response 18 	<ul style="list-style-type: none"> • SRTOL
	Friday, February 25 th	<ul style="list-style-type: none"> • The New London Group, “A Pedagogy of Multiliteracies” (PDF) • Selfe, “Technology and Literacy” (Norton, pg. 1163) • Reading Response 19 	<ul style="list-style-type: none"> • Digital literacies and multiliteracies • Peer responses • Activity 7
W E E K 8	Monday, February 28 th	<ul style="list-style-type: none"> • Shipka, “A Multimodal Task-Based Framework for Composing” (PDF) • Reading Response 20 	<ul style="list-style-type: none"> • Multimodal pedagogy
	Wednesday, March 2 nd		<ul style="list-style-type: none"> • Gap Project Presentations
	Friday, March 4 th	<ul style="list-style-type: none"> • Gap Project 	<ul style="list-style-type: none"> • Gap Project Presentations • Peer responses

W E E K 9	March 7 th - 11 th		<ul style="list-style-type: none"> • NO CLASS: Spring Break
W E E K 10	Monday, March 14 th	<ul style="list-style-type: none"> • Flynn, “Composing as a Woman” (PDF) • Bloom, “Teaching College English as a Woman” (PDF) NOTE: This article is optional. It has a story of attempted rape. While the story is very moving, it’s also very troubling. If you think that may be too much for you, I suggest you skip this one. • Reading Response 21 	<ul style="list-style-type: none"> • Women and composition
	Wednesday, March 16 th	<ul style="list-style-type: none"> • Lauer, "The Feminization of Rhetoric and Composition Studies?" (PDF) • Reading Response 22 	<ul style="list-style-type: none"> • Feminization
	Friday, March 18 th	<ul style="list-style-type: none"> • Royster, “When the First Voice You Hear is Not Your Own” (Norton, pg. 1117) • Villanueva, “Maybe Another Colony” (Norton, pg. 991) • Reading Response 23 	<ul style="list-style-type: none"> • Race and composition • Peer responses • Activity 8
W E E K 11	Monday, March 21 st	<ul style="list-style-type: none"> • Diab, Ferrel, Godbee, & Simpkins, “Making Commitments to Racial Justice Actionable” (PDF) • Grayson, “Racial Literacy is Literacy” (PDF) • Reading Response 24 	<ul style="list-style-type: none"> • Antiracist pedagogy
	Wednesday, March 23 rd	<ul style="list-style-type: none"> • Alexander & Gibson: “Queer Composition(s)” (PDF) • Winans, “Queering Pedagogy in the English Classroom” (PDF) • Reading Response 25 	<ul style="list-style-type: none"> • Queer composition
	Friday, March 25 th	<ul style="list-style-type: none"> • Perkins & Salomon, “Transfer of Learning” (PDF) • Reading Response 26 	<ul style="list-style-type: none"> • Learning transfer • Peer responses • Activity 9

W E E K 12	Monday, March 28 th	<ul style="list-style-type: none"> Downs & Wardle, “Teaching About Writing, Righting Misconceptions” (PDF) Reading Response 27 	<ul style="list-style-type: none"> Writing about Writing
	Wednesday, March 30 th	<ul style="list-style-type: none"> Robertson & Taczak, “Teaching for Transfer” (PDF) Reading Response 28 	<ul style="list-style-type: none"> Teaching for Transfer
	Friday, April 1 st	<ul style="list-style-type: none"> Theory of Composition Studies assignment sheet Reading Response 29 	<ul style="list-style-type: none"> Introduction to Theory of Composition Studies Peer responses Activity 10
W E E K 13	Monday, April 4 th	<ul style="list-style-type: none"> <i>Naming What We Know</i> pgs. 1-47 Reading Response 30 	<ul style="list-style-type: none"> Presentation sign-up Threshold concepts 1
	Wednesday, April 6 th	<ul style="list-style-type: none"> <i>Naming What We Know</i> pgs. 48-81 Reading Response 31 	<ul style="list-style-type: none"> Threshold concepts 2
	Friday, April 8 th	<ul style="list-style-type: none"> Ideas, Outlines, and Forms Reading Response 32 	<ul style="list-style-type: none"> Theory of Composition Studies Invention Workshop Activity 11
W E E K 14	Monday, April 11 th	<ul style="list-style-type: none"> Adler-Kassner & Wardle, “Introduction: Using Threshold Concepts” (<i>Naming</i> p. 84) and at least one additional chapter from the <i>Using Threshold Concepts</i> section (<i>Naming</i> pgs. 89-219) Reading Response 33 	<ul style="list-style-type: none"> Application of threshold concepts
	Wednesday, April 13 th	<ul style="list-style-type: none"> CWPA, “WPA Outcomes Statement for First-Year Composition (v3.0)” (PDF) CWPA, NCTE, and NWP, “Framework for Success in Post-Secondary Writing” (PDF) Reading Response 34 	<ul style="list-style-type: none"> Outcomes and the Framework for Success
	Friday, April 15 th	<ul style="list-style-type: none"> Browse position statements and resolutions from CWPA, NCTE, and CCCC. Read or skim those that are of interest to you. Reading Response 35 	<ul style="list-style-type: none"> Position Statements Peer Responses Activity 12

W E E K 15	Monday, April 18 th		<ul style="list-style-type: none"> • Theory of Composition Studies Presentations
	Wednesday, April 20 th		<ul style="list-style-type: none"> • Theory of Composition Studies Presentations
	Friday, April 22 nd	<ul style="list-style-type: none"> • Questions and Concerns 	<ul style="list-style-type: none"> • Conferences with Ryan
W E E K 16	Monday, April 25 th	<ul style="list-style-type: none"> • Theory of Composition Studies (Due by 11:59 PM) 	<ul style="list-style-type: none"> • NO CLASS: Finals Week