Syllabus

ENGL 6372 Rhetoric & Composition
720 Summer 2017
Syllabus

Basic Information

Professor Rebecca Babcock

OFFICE: MB 4138
PHONE: (o)432-552-2304, (h)325-378-2387, (c)325-277-3792 (please note I do not check office messages in summer)

E-MAIL: babcock_r@utpb.edu

OFFICE HOURS: In Canvas Conferences by appointment or TEAMS by chance
or call at home 325-378-2387.
Most weekday mornings I will be working in the course.

This course is a Web Course and is conducted within Canvas at http://utpb.instructure.com

Notes
My teaching philosophy is based on student–centeredness, social constructivism and collaboration. The student–centeredness is evident in the book clubs where you choose what you want to focus on for that week's discussion. Through the inksheds and responses we will construct knowledge together. The focus is not on memorizing information, but rather on reading what others have to say and developing our own understandings and interpretations together. The collaboratively written document and discussions highlight the collaborative learning aspect of the course.

Course Description

Course Catalog Description:

This course will cover current theory and practice in the teaching of writing. We will explore the history of contemporary composition and rhetorical theory in order to consider how competing and complementary methodologies have influenced the evolution of pedagogy in the writing classroom. At the same time, we will discuss the practical application of theory for improving ourselves as teachers and writers. This course is required for UTPB students serving as Graduate Teaching Assistants in English.

Measurable Learning Outcomes:

Upon completion of this course, students will be able to:

1. Discuss various theories and practices of teaching writing and apply them to course papers and real-life situations.

2. Adapt a variety of writing pedagogies to the specific context, including the students' educational level and personal characteristics.

3. Demonstrate confidence and familiarity with theories of writing, teaching, and rhetoric and demonstrate confidence with their application in the classroom.

4. Demonstrate the use of the writing process by producing at least 20 pages of writing using prewriting, drafting, revising, and proofreading.

5. Demonstrate a concept of style and voice in writing through the use of choices in sentence structure, word choice, and punctuation, not only for correctness, but also for rhetorical effect.

Prerequisites: Bachelor's degree from accredited institution, undergraduate with 90 hours, or teacher's permission

Materials

Required Materials:

Connors, R. J. (1997). *Composition-rhetoric.* Pittsburgh: University of Pittsburgh Press.

Dethier, B. (2005). *First time up.* Logan: Utah State University Press.

Elbow, P. (1998). *Writing without teachers.* Oxford University Press.

Mackiewicz, J. & Babcock, R. D., & (2019). *Theories and Methods in Writing Center Studies.* New York, NY: Routledge.

Tate, G, Taggart, A. P., Schick, K., & Hessler, H. B. (2013). *A guide to composition pedagogies,* 2nd ed. New York: Oxford University Press.

Tompkins, J. (1996). *A life in school.* New York: Perseus.

Book Club Texts: (choose one):

Eodice, M., Geller, A. E., & Lerner, N. (2017). *The meaningful writing project: Learning, teaching and writing in higher education.* Logan: Utah State University Press.

Fels, D., & Wells, J. (2011). *The successful high school writing center: Building the best program for your students.* New York: Teachers College Press.

Geither, E. & Lisa Meeks, L. (2014). *Helping students with Autism Spectrum Disorder express their thoughts and knowledge in writing: Tips and exercises for developing writing skills.* London: Jessica Kingsley Publishers.

McKee, K. D., & Delgado, D. A. (2020). *Degrees of difference: Reflections of women of color on graduate school.* University of Illinois Press.

Articles:

Conference on College Composition and Communication. (1974) *Students' Right to Their Own Language (Links to an external site.)*.

Downs. D. & Wardle, E. (2007). Teaching about writing, righting misconceptions: (Re)envisioning "First-Year Composition" as "Introduction to Writing Studies" (Links to an external site.)*College Composition and Communication, 58*, (4), 552-585.

Fulkerson, R. (2005). *Composition at the turn of the twenty–first century* (Links to an external site.), *College Composition and Communication*, 56:4. This article is for *A Guide to Composition Pedagogies* discussion

Hairston, M. (1982). The winds of change: Thomas Kuhn and the revolution in the teaching of writing (Links to an external site.). *College Composition and Communication*, *33*, (1), 76-88.

Hartwell, P. (1985). Grammar, grammars, and the teaching of grammar. (Links to an external site.) *College English*, *47(*2), 105-127.

Kutz, E. (1986). Between students' language and academic discourse: Interlanguage as middle ground. (Links to an external site.) *College English*, *48*(4), 385-396.

Kynard, C. (2002). "New life in this dormant creature" (Links to an external site.): Notes on social consciousness, language, and learning in a college classroom. In C. Schroeder, H. Fox & P. Bizzell (Eds.) *Alt Dis: Alternative Discourses and the Academy* (pp. 31-44). Portsmouth, NH: Boynton/Cook.

Tompkins, J. (1993). Postcards from the edge (Links to an external site.). *Journal of Advanced Composition*, *13*(2): 449-457.

Young, Vershawn A. (2010). Should writers use they own English?." *Iowa Journal of Cultural Studies* 12 (2010): 110-117. Available at: http://ir.uiowa.edu/ijcs/vol12/iss1/10.

Optional Texts:

Vandenburg, P., Hum, S., & Clary-Lemon, J. (2006). *Relations, locations, positions.* Urbana, IL: NCTE.
Take 20 - DVD
APA Manual, 7th edition

Important Academic Dates

UTPB Academic Calendar (Links to an external site.)

Course Overview

This class will consist of reading, writing inksheds, posting workshop drafts and responding to and discussing others' contributions. The workshop drafts are based on the required class papers.

Online Readiness:

If you are not sure if online learning is for you, please take the SmarterMeasure readiness test located in the course.

Assignments

Account: Please update your account settings (or set them in the first place). At minimum you should have an image (doesn't have to be a picture of your face if you prefer something else), some words about you, a communication preference, and a link or two.

Autobiography: You will write an autobiography (3–5 pp.) about your schooling or literacy experiences and how they led you to where you are today. We'll take Tompkins' book as an inspiration and a model. This will also serve as an introduction to your classmates.

Collaborative Document: We will collaborate as a group on a purposeful document. The topic will be chosen by the group. We will negotiate the methods, format and procedure as a group. As this is a collaborative document anyone can write or revise any part of it. Feel free to write and revise as you wish.

Position Statement: You will write a position statement (1–3 pp.) on where you situate yourself theoretically, philosophically, and pedagogically in the field of composition. This is a preliminary position that may change through your work in this course or through your career as you are shaped by reading, conversations with colleagues, and actual classroom practice. Typically, these statements are required for academic job applications, and they are frequently limited to one page of text.

Observation Report: You will observe at least one composition class (face–to–face or online) and one writing center tutorial (face-to-face or online) and report on your findings. You can observe at UTPB or at another school that is convenient for you. Make sure you relate the practices and pedagogies you see to their theoretical bases. The report (appx. 5 pages) will consist of three parts for each observation: a narrative of what you saw, an explanation of the theories and practices you saw enacted (there is no such thing as atheoretical teaching), and your evaluation and analysis of what you saw. Please do not use real names in your report. If you choose to use this data in a future project (Mini Research Proposal? Conference Presentation? Master's Thesis?) you must get IRB permission before observing. You do not need permission to observe strictly for the class assignment. Realize that in summer these observations may be hard to get so start planning NOW.

Research Proposal: For this assignment (appx. 5–8 pages) you will choose a topic that you want to further explore in a research project. Please keep in mind that you may or may not actually

conduct this project as you choose your topic. If you choose to work with human subjects you need to gain IRB approval before actually beginning the project (but not the proposal). Many graduate students have never written a research proposal before. Please don't "wing it". Use the library and the internet to research how to write a research proposal and look at several samples. I will also accept collaborative proposals. The research proposal can also tie in to your master's thesis.

Final Project: For this project we will be revising the UTPB composition handbook, and you will get writing credit on the next version of the handbook when it is published. Everyone will take 2-3 chapters of the handbook to re-write. More information will be given in class. This assignment can also be done collaboratively. I will be mailing each of you a copy of the book.

Class Work Requirements

Attendance and Participation: This is a graduate level online whole summer class, and as such you are expected to be online and participating daily. We all travel during the summer, but with the availability of laptops, cybercafés, and public libraries, being out of town should not hamper your participation. It's important that we stick to deadlines, *and late papers, projects, and responses (even if by one minute!) will not be accepted*. Procrastination will be impossible in a class such as this. If you are having trouble with deadlines and time management, please contact the instructor at least a full day before you miss an assignment. Computers are not foolproof, so be sure to have a back-up plan and don't leave your work until the last minute. If you do have a technical problem please call the 24/7 Help Desk. (Use the Help & Resources button on the left for contact information while in Canvas.) Always make extra file copies of your work and double check to see that attachments have attached.

Documentation Style: The proper documentation style for Composition is APA. However, some scholars and journals in composition and its subfields use MLA. In general, your work for this course should be in APA style. If you choose to use MLA or another citation style instead, please consult with the instructor.

Inksheds: Inksheds are like journal entries, risky papers, or short responses. You are required to respond to at least 5 of your classmates' inksheds weekly. If fewer than 5 post, you will respond to all posted inksheds. This activity meets learning objectives 1, 3, and 5. You are required to post an inkshed for each reading. To post your inkshed, begin a new reply under the relevant Discussion Board forum. Please type your response directly in the text box, or you may choose to type in word and then paste. Respond to the inksheds by replying to the message. These papers will be extremely short: 1–2 pages. Your paper should take a risk and engage the reading. Inksheds are not summaries, as your classmates have already read the material. Inksheds differ from journals in that journals are personal and private while inksheds are meant for public discussion and response. Typically you write for 15–20 minutes on an inkshed. They are not graded for spelling or grammar and responses should deal strictly with content. These papers will form the basis for our discussions each week. At times you will be assigned a particular chapter or article to focus on.

Discussions and Responses: Each week you will post an inkshed early in the week on that week's topic. Then you will respond to a minimum of 5 classmates' inksheds by the end of the week. If there are fewer than 5 inksheds, you will respond to all of them. In order for discussion to be lively and involved, you should do your posting early in the week. In addition, your inksheds and responses must be fully developed to count. Extremely short or cursory inksheds or responses will not count toward class points. When you are in your special interest groups, you will post an inkshed on the book you are reading and respond to ALL your groupmates' postings. These responses are worth 75 points and they must be done week by week. For example, you are free to continue earlier discussions, but you cannot go back to earlier discussions just to make up points. You must follow these guidelines in order to receive full points for participation and inksheds. Points will be deducted in relation to how many activities are missed or not done on time. This activity meets learning objectives 1, 3, and 5. Your responses should be substantive, fully thought out, and advance the discussion topic.

Workshops: Sharing your papers in workshop is an important part of the class. You are required to share your work and comment on other people's work. In order to receive Workshop points, you must not only respond to classmates' papers, but do it thoughtfully and completely. Your Workshop grade will reflect the quality and quantity of your response. Workshop guidelines are found on Workshop/Assignment pages in Class Work.

Collaborative Document: We will be writing a purposeful collaborative document, topic and format to be determined by the class. The group as a whole will be responsible for editing and polishing the document. This work is part of your discussion participation. This document will be created in Google Docs and Spreadsheets. You will be invited through your email associated with your UTPB account or we will use the Canvas Collaborations.

Papers and Drafts: You will compose essays as assigned, share rough drafts, and turn in final drafts by the due dates. You will take into account responses from your classmates and teacher when revising your drafts. There will be five formal papers in this class: an autobiography focusing on your experiences as a reader, writer, and student; a position statement on your teaching philosophy; an observation of teaching and tutoring; a research proposal, and a final project. We will also be writing a collaborative document over composition theory and practice based on *A Guide to Composition Pedagogies*. Papers can be revised for a better grade. Please accompany any revisions with the original containing my comments and your own comments and responses on the original draft. If you use track changes your comments and corrections will appear in a different color.

Conferencing: One of the best ways to learn to write is talking about your writing one-to-one. Therefore, you are strongly encouraged to complete a minimum of two conferences during the semester. These conferences can be with either the teacher or a tutor. You can do your conferences in person, by phone, or in the class webconferencing platform. You can make an appointment with me by e-mailing or calling me, or you can make an appointment with a writing center tutor by calling 432–552–3350 or visiting the Success Center or using Smarthinking Online Tutoring on the course navigation.

Meetings: We will meet weekly in the Canvas Conferences (see button on left-hand side), time

and dates TBA. Please post your schedule under topics and choices and I will schedule a time and day convenient for everybody. Since it's summer these meetings will be technically optional and I will not lower your grade for not attending. HOWEVER if you do miss, you will miss a lot since we will be conducting the business of the class in the conferences. Meetings will be recorded and made available in the course. Recordings will expire after two weeks.

Professional Development: If you are not already a member of one, you are strongly encouraged to join a professional society of your choice. Quite a few societies offer student membership rates of $20. Also, you are strongly encouraged to submit a proposal to a conference, an article to a journal, or a book proposal to a publisher. I will be posting opportunities to the announcements section of the discussions. Several students who took advantage of this opportunity have had their proposals accepted to conferences. It's important for your future as a scholar to start your participation in the professional conversation as soon as you can.

Rubrics: We will create rubrics for the assignments together as a class with the exception of the final project which you will create one-on-one with me. We will discuss the full-class rubrics in our weekly meetings. During those meetings we will decide how the rubrics will be created, the content, and where they will be posted/made available.

Grading:

Activity	Points
Workshop Participation (6 at 25 points each)	150
Responding Participation (7 at 10 points each, Reflection 20 points)	90
Inksheds (7 at 30 points each)	210
Collaborative Document	50
Autobiography	75
Position Statement	75
Observation Report	100
Mini-Research Project	100
Final Project	150
Total	1000

Grading Scale:

Point spread:
901 – 1000 points – A
801 – 900 points – B
701 – 800 points – C
601 – 700 points – D
600 points or less – F

You can see your grades by clicking on the **Grades** button on the left-hand menu.

Communication, Grading & Feedback: I will respond to all inksheds, drafts, and e–mails within 72 hours of posting. I will evaluate and respond to formal work (papers, projects) within one week of the due date.

General questions about the course should be posted to the General Discussion and Questions forum of the Discussions. I am willing to schedule a full class or individual Chats in Canvas Conferences if anyone is interested. E–mail should be reserved for personal and private communication. Please use the phone for quick and immediate questions as it is a very good invention and the quickest and most direct way to reach me.

Time Management: This is a shortened graduate course where 16 weeks are compressed into 10. There is also a lot of reading, and it is not the type of reading you are used to (reading composition scholarship and reading novels are two very different things!) You should be able to complete this course with a full-time job if you have no other activities and are able to devote a few hours each day to it. If you are taking another graduate course at the same time I suggest that you do not work more than part-time.

Instructor's Note: Please remember that this is a whole summer graduate–level course and as such will require quite a bit of work. Consider your outside commitments and try to make a good decision about whether or not to attempt this class. If you signed up for a Web class because you have "no time," then this is not the class for you. This class will require quite a bit of time and commitment, and due dates are scattered through the week. This course is not designed to be completed just on weekends, so you should plan to be active in the course every day or at least every other day. There are seven full books and several articles to read, reading and inksheds will be assigned every week, and papers and workshops will be assigned every other week. You will also be required to respond to classmates' inksheds weekly and paper drafts every other week. Please do not attempt this class if you don't have the time to devote to it.

Policies

1. **Make-Up/Late Submission Policy:**
   All due dates are firm. Being sick or having computer problems doesn't excuse you from classwork or assignments. Late postings will not receive points.

2. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

    All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's Handbook: Scholastic Dishonesty (Links to an external site.).

    (Links to an external site.)**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

    Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

    Plagiarized papers will receive a grade of "0" with no opportunity for revision. In addition, all instances of plagiarism will be reported in writing to the Dean of Students (Links to an external site.).

3. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students should log on daily. It's important to contact the instructor in advance if you are having any problems. The office of Student Services (Links to an external site.) and the University Counseling Center (Links to an external site.) can also help if you are having personal issues that interfere with your school work.

4. **Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

5. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism.

6. **Course Incomplete/Withdrawal/Grade Appeal:**
All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals (Links to an external site.) and Appeal Process (Links to an external site.).

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

7. **Accommodation for Students with Disabilities**

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements

You must have a computer with Microsoft Word and internet access. Please save your documents as .doc or .docx so everyone will have access to your documents. This course is designed as a web–based class which necessitates specific computer expertise, specific computer equipment

and programs, and commitment on the part of the student beyond that of most other courses. Ensuring you have the proper hardware and software is vital to your success in an online learning environment.

Computer Technical Requirements: See [Technical Requirements (Links to an external site.)](#).

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information, refer to [UTPB Office 365 Page (Links to an external site.)](#).

Online Student Authentication

UTPB requires that each student who registers for a distance course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This process will be: Proctored exams using an approved photo ID*.

- Synchronous or asynchronous video activities using an approved photo ID*.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, email, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you may be required to resubmit the files. Double check to make sure attachments are attached to the assignments when you submit. There will be NO EXCUSES for lost work due to computer or human error, failure, or malfunction. Always make a hard copy (print out) of your work just in case.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys. The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/ Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes

in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

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