

English 591: Composition Theory

Fall 2010

Tuesday & Thursday, 1:30-2:45

Heavilon 110

Patricia Sullivan, instructor

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Office hours for Fall – 10:30-11:45 T and Th and by appt

591 course site: <https://sites.google.com/site/purdueenglish591>

591 zotero group: <http://www.zotero.org/groups/591fall2010>

“Composition Theory” can be spun as the substructure for a straightforward tale of writing teachers seeking a discipline and a theory or set of theories that can ground this discipline—first in rhetoric and linguistics, then in psychology and education, then in literary and political theory. But to what extent have these acts of theory-seeking resulted in a field with a name other than English Studies (a field of what sort, with what boundaries, what evidence, what professional organizations and accrediting processes, with what name, and so on), and if it has not yet produced a discipline, do we want it to become one (under what circumstances, with what phenomena of interest, and so on)? Yes, “Composition Theory” is about more than teaching a brand of first-year composition, though it constantly uses that domain as central to its mission.

This graduate program at Purdue is named with the older term “Rhetoric and Composition” to signal that our take on Composition Theory includes rhetorical theory, philosophy, and history in some murky joining with composition. Some of the core courses in the program focus more directly on rhetoric; this course, however, focuses on composition and its theories. Because “Composition Theory” should more properly be called “Composition Theories,” not all parts of it fully align, and unhappily, it does not produce a riveting story—one where the hero/ine, the composition teacher, saves the (sometimes unworthy) student/s in distress by conquering fears and obstacles through understanding (and perhaps a heuristic or two) to deliver written literacy as a possession for the student/s to treasure and deploy as that pen which indeed is “mightier than the sword.” There are several reasons for this, not the least of which can be laid at the feet of conflicting *weltanschauung* (world views). You see, not everyone who has a stake in Composition (the business) operates out of the same epistemology, sees the subject as bounded in the same ways, has the same goals, or even agrees on the linchpins for success. As we will come to discover through our reading, they often have compelling reasons for their differences.

I am reminded of Richard Young’s lecture on the Rocky Mountain Flying Squirrel. He was my teacher for a class somewhat like this one, and he had a way of dropping tidbits into his lectures (I never knew whether he was amusing us or himself). As he was talking about the particle-wave-field grid in *Rhetoric: Discovery and Change*, and complaining that people didn’t use the grid properly, he paused . . . turned his deaf ear toward the class. . . . and continued with a musing about species change using an example about stumbling into an exhibit of the Rocky Mountain Flying Squirrel in New Mexico and spending “some time” musing over the carcasses displayed. . . . when did they vary enough that they became an entirely new species? I bring up this story as a reminder to us that Composition Theory is multidisciplinary. . . . and consideration its problems often stretches us into areas we might not have intended or expected to visit.

Textbooks

Required:

Join the CCCC (College Section of NCTE) and purchase a subscription to *College Composition and Communication*. This will allow you access to it online, to receive the journal in print, and to have reduced conference fees.

The reading for the course is from articles and chapters. I have set up two methods for retrieving those articles electronically—(1) links to their electronic homes (via zotero group at address above) if they are online in the library or (2) links to an electronic reserves of sorts (via a Google site at address above) if the articles/chapters are not available electronically in the library.

I ask that you download the articles yourself (rather than have one person download and pass around) for the following reason: Our library cuts journals each year and makes the decisions based on usage (i.e., how many downloads and how many reshelves). If we want journals we have to give evidence of using them.

Required Work

1) Participation = 30%

We have a class size that limits easy participation by the shy, so participation will also be gauged by class attendance, some homework assignments given to the group (e.g., the pedagogy over the decades presentation), writing opportunities, bibliographies and the like.

Description of Pedagogy over the Decades Project

Working in groups constructed by common interest in a pedagogical topic, you will show us 3 different books originally published (and in that original or near original edition) in 3 different decades that you think allow you to make some points about the domain, field, theory, politics, culture, society, or about some component – the medium, grammar, stylistics, argument, argument, process, etc.

2) Reading = 35 %

It is critical for you to do the reading in the course, in order to prepare for the other courses in the program. In the schedule I list the readings required for a class (and sometimes I include a recommended reading); there are sometimes bibliographies related to a class as well (intended for those who want to dig deeper into a particular topic).

The main check on the reading will come through participation and through your contributions to the Zotero Project.

Description of the Zotero Project:

Zotero is a tool for scholarship; it can be used alone or its group function can be used to facilitate a scholarly web. We will explore the potential of its group function for grounding collaborative scholarship. I have built a starter group that includes citations (and links when possible) to the readings on the schedule (grouped by schedule topic). Our project is to populate that skeleton with assessments, responses, links to other work, and so on.

3) Final Project = 35 %

The third component of your work/grade is your final project, which you will formally propose (due: November 2), complete in writing, and present to the class (in the final class meetings).

Description of the Final Project

Your final project will follow a modified version of this new call for review essays from the *Review of Communication*:

The *Review of Communication* publishes scholarship that explores and advances the discipline of communication from the perspective of its historical development and emerging heuristic theoretical implications. Each issue consists of essays that reflect and assess the “scholarly landscape” of the discipline, inviting scholarly submissions within three basic theoretical genres:

- 1) historical review--an interpretive engagement of an historical theoretical development of a given area of the discipline,
- 2) heuristic review--an introduction of emerging scholarship with an emphasis upon the heuristic implications of that area of the discipline,
- 3) interpretive review--an interpretive review and assessment of contemporary scholarship with preference given to essays that include interpretive comparison and contrast of multiple scholarly books and/or articles that outline a communication conceptual theme or trajectory of scholarship.

The *Review of Communication* seeks to ground historical, contemporary, and the heuristic impact of communication theory and practice in philosophical and pragmatic public discourse about the continuing identity formation of the discipline of communication. This journal provides a scholarly avenue for communication inquiry attentive to macro-analysis and interpretation of theoretical development within the discipline, following Kant’s and Arendt’s prescriptive assertion that an increasingly cosmopolitan world requires a commitment to an “enlarged mentality.” This journal offers a communication contribution to this Kantian mandate with an ongoing commitment to scholarship that works at a macro and interpretive level, offering insight into historical and contemporary theoretical directions in the communication discipline.

[some particulars omitted]

Genres:

1. An Interpretive Historical Review

An interpretive engagement of an historical theoretical development of a given area of the discipline. Please include 3-6 different scholarly sources of review.

2. An Interpretive Heuristic Review

An introduction of emerging scholarship with an emphasis upon the heuristic implications of a given area of the discipline. Please include 3-6 different scholarly sources for review.

3. An Interpretive Comparative Review of Contemporary Scholarship

An interpretive review and assessment of scholarly books or articles that are fundamental to a given communication concept or theme. Preference for this essay is given to work that focuses on the interpretation of 3-6 different contemporary scholarship sources.

4. An Interpretive Review of Seminal Essays

An essay reviewing the significance of 9 articles (6 from NCA journals and 3 from international journals) to a certain theme within the field of the discipline.

5. An Interpretive Review of Earliest Essays -- "A Recollection

An introduction of 5-6 essays from the earliest developments of a given area of the discipline that have helped to shape the scholarly conversation within that field.

6. These suggestions are clearly not exhaustive. Your creativity is needed for the further identity formation of the Review of Communication.

Obviously, you will be working with material in Composition Studies (not with NCA material), and you won't even be aiming the project toward *Review of Communication*. I'm interested in its genre ideas. It can be very helpful in a review situation to think about how reviews of literature shape our thinking about issues in different ways, and I applaud this journal for encouraging contributors to consider prior scholarship through new lenses. Your final paper will be some type of a review of literature, limited to 15 pages.

You'll need to formally propose this review – one page memo that gives me the type of review, the focus (or at least the area), and some of the key readings you've found so far.

You'll also present on the final project – 5-7 minutes, with a handout similar to one you would give out at a conference.

Due Dates

Proposal of Final Project: November 2

Presentations of Final Projects: last 2 classes

Final Project Papers Due: Tuesday of finals week

Course Schedule [readings specified through fall break]

I will mark all the readings as to whether they are at the Purdue Library for download (and bookmarked on our zotero group) or scanned and at the 591 site.

[LIB] = online at the library

[591] = scanned and downloadable at the site

Week 1

[8.24.10 Course Introduction](#)

[8.26.10 Narration into Being – Toward Stories of Origin](#)

- Parker, William Riley. "Where Do English Departments Come From?" *College English* 28 (1967): 339-351. [LIB]
- Berlin, James A. *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*. Urbana: NCTE, 1996. Chapter 2: "Where Do English Departments Really Come From?" 17-37. [591]
- Kitzhaber, Albert R. "4C, Freshman English, and the Future." *College Composition and Communication* 14.3 (1963): 129-138. [LIB]
- Lloyd-Jones, Richard. "Composition Research Agendas in the 1960s and 1970s." In Mary Rosner, Beth Boehm, and Debra Journet, Eds., *History, Reflection, and Narrative: The Professionalization of Composition, 1963-1983*. Stamford, CT: Ablex, 1999. 71-82. [591]
- **Recommended:**
Nystrand, Martin, Stuart Greene, and Jeffrey Wiemelt. "Where did Composition Studies Come from?: An Intellectual History." *Written Communication* 10 (1993): 267-333. [read pp. 267-274 and 312-314] [591]

Week 2

[8.31.10 Stories of Disciplines—Past, Present, and Future](#)

- Kopelson, Karen. "Sp(l)itting Images; Or, Back to the Future of (Rhetoric and?) Composition." *College Composition and Communication* 59.4 (2008): 750-780. [591]
- North, Stephen M. *The Making of Knowledge in Composition: Portrait of an Emerging Field*. Upper St. Clair, NJ: Boynton/Cook, 1987. 9-17. [591]
- Royster, Jacqueline Jones and Jean C. Williams. "History in the Spaces Left: African American Presence and Narratives of Composition Studies." *College Composition and Communication* 50.4 (1999): 563-584. [LIB]
- Carlton, Susan Brown. "Composition as a Postdisciplinary Formation." *Rhetoric Review* 14.1 (1995): 78-87. [LIB]
- Phelps, Louise Wetherbee. "Practical Wisdom and the Geography of Knowledge in Composition." *College English* 53.8 (1991): 863-885. [LIB]

- **Recommended:**
Phelps, Louise Wetherbee. "Paths not Taken: History as an Alternative Future." In Mary Rosner, Beth Boehm, and Debra Journet, Eds., *History, Reflection, and Narrative: The Professionalization of Composition, 1963-1983*. Stamford, CT: Ablex, 1999. 39-58. [591]

9.2.10 Guest Lecture: Professor Janice Lauer, Founder of the Graduate Program in Rhetoric and Composition @Purdue

- Lauer, Janice M. "Composition Studies: Dappled Discipline." *Rhetoric Review* 3/1 (1984): 20-29. [LIB]
- Lauer, Janice M. "The Feminization of Rhetoric and Composition Studies?" *Rhetoric Review* 13 (1995): 276-286. [LIB]
- Phelps, Louise. "The Domain of Composition." *Rhetoric Review* 4 (1986): 182-195. [LIB]

Week 3

9.7.10 Developing Modern Theories/Understandings of Pedagogy Through Classifying

- Fulkerson, Richard. "Composition Theory in the Eighties: Axiological Consensus and Paradigmatic Diversity." *College Composition and Communication* 41. 4 (1990): 409-429. [LIB]
- Berlin, James A. "Contemporary Composition: The Major Pedagogical Theories." *College English* 44. 8 (1982): 765-777. [LIB]
- Faigley, Lester. "Competing Theories of Process: A Critique and A Proposal." *College English* 48.6 (1986): 527-542. [LIB]
- Bizzell, Patricia. "'Contact Zones' and English Studies." *College English* 56.2 (1994): 163-169. [LIB]
- Young, Richard E. "Concepts of Art and the Teaching of Writing." James J. Murphy, Ed. *The Rhetorical Tradition and Modern Writing*. New York: MLA, 1982. Rptd in Richard E. Young and Yameng Liu, Eds., *Landmark Essays on Rhetorical Invention in Writing*. Davis, CA: Hermagoras Press, 1994. 193-202. [591]

9.9.10 Developing Modern Theories of Discourse

- Moffett, James. *Teaching the Universe of Discourse*. Portsmouth, NH: Boynton/Cook Heinemann, 1968, End of chapter 1 and chapter 2.
- Britton, James. "Writing to Learn and Learning to Write." In Gordon M. Pradl, ed. *Prospect and Retrospect: Selected Essays of James Britton*. Portsmouth N.H. Boynton/Cook Heinemann, 1982. 94-111. Originally published in *The Humanity of English: NCTE Distinguished Lectures*, 1972,
- Winterowd, W. Ross. *Contemporary Rhetoric: A Conceptual Background with Readings*. New York: Harcourt Brace, 1975. Excerpts from the introduction. [CANCELLED 9-7-10]
- Kinneavy, James L. "The Basic Aims of Discourse." *College Composition and Composition* 20.5 (1969): 297-304. [LIB]
- Kinneavy, James L. *A Theory of Discourse: The Aims of Discourse*. New York: Norton, 1971. Ch 1.

Week 4

9.14.10 Rhetorical Theory and Composition: Finding Rhetorical Roots [note: we won't talk about all of these at once, we'll use them over a 3 week period]

- Bitzer, Lloyd F. "The Rhetorical Situation." *Philosophy and Rhetoric* 1. 1 (1968): 1-14. [591]
- Gage, John T. "An Adequate Epistemology for Composition: Classical and Modern Perspectives." *Essays on Classical Rhetoric and Modern Discourse*, Robert Connors, Lisa Ede, and Andrea Lunsford, eds. Carbondale: SIU P, 1984. 152-169. [591]
- Jarratt, Susan C. "New Dispositions for Historical Studies in Rhetoric." In Gary A. Olson, Ed., *Rhetoric and Composition as Intellectual Work*. Carbondale, IL: SIU P, 2002. 65-78. [591]
- Kinneavy, James. "Kairos A Neglected Concept in Classical Rhetoric." In Jean Moss, Ed. *Rhetoric and Praxis*. Washington, DC: The Catholic UP, 1986. Rptd. in Richard E. Young and Yameng Liu, Eds., *Landmark Essays on Rhetorical Invention in Writing*. Davis, CA: Hermagoras P, 1994. 221-239. [591]
- Ohmann, Richard. "In Lieu of Rhetoric." *College English*. 26.1 (1964): 17-22. [LIB]
- Booth, Wayne C. "The Rhetorical Stance." *College Composition and Communication* 14.3 (1963): 139-145. [LIB]

Recommended:

- Thompson, Roger. "Kairos Revisited: An Interview with James Kinneavy." *Rhetoric Review* 19.1/2 (2000): 73-88. [LIB]
- Vatz, Richard E. "The Myth of the Rhetorical Situation." *Philosophy and Rhetoric* 6. 3 (1973): 154-161. [591]
- Consigny, Scott. "Rhetoric and Its Situations." *Philosophy and Rhetoric* 7.3 (1974): 175-186. [591]
- Corbett, Edward P. J. *Classical Rhetoric for the Modern Student*. New York: Oxford UP, 1965. Look at this textbook.

Week 5

9.21.10 Reclaiming Rhetoric for Composition: Audience

- Ong, Walter. "The Writer's Audience is Always a Fiction." *PMLA* 90.1 (1975): 9-21. [LIB]

- Ede, Lisa, and Andrea Lunsford. "Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy." *College Composition and Communication* 35.2 (1984): 155-71. [LIB]
- Lunsford, Andrea A. and Lisa Ede. "Representing Audience: 'Successful' Discourse and Disciplinary Critique." *College Composition and Communication* 47.2 (1996): 167-179. [LIB]
- Porter, James. "Intertextuality and the Discourse Community." *Rhetoric Review* 5.1 (1986): 34-47. [LIB]
- Ballif, Michelle. "What is if That the Audience Wants? Or, Notes Toward a Listening with a Transgendered Ear for (Mis)Understanding." *JAC* 19.1 (1999): 53-70. [591]

9.23.10 Reclaiming Rhetorical Canons for Composition: Invention

- Lauer, Janice M. "Issues in Rhetorical Invention." In Robert J. Connors, Lisa S. Ede, and Andrea Lunsford, eds. *Essays on Classical Rhetoric and Modern Discourse*. Carbondale, IL: SIUP, 1984, 127-139. [591]
- LeFevre, Karen Burke. From *Invention as a Social Act*. Carbondale, IL: SIUP 1986, 33-47. [591]
- Burke, Kenneth. "The Five Master Terms." *View* 2 (June, 1943), 50-52. Rptd. in Richard E. Young and Yameng Liu, Eds., *Landmark Essays on Rhetorical Invention in Writing*. Davis, CA: Hermagoras P, 1994. 1-11. [591]
- Kneupper, Charles W. "Dramatistic Invention: The Pentad as a Heuristic Procedure." *Rhetoric Society Quarterly* 9.3 (1979): 130-136. [LIB]
- Young, Richard E., and Becker, Alton L. "Toward a Modern Theory of Invention: A Tagmemic Contribution." *Harvard Educational Review*, 35 (Fall 1965), 450-468. Rptd. in Martin Steinmann's *The New Rhetorics* and other places. [591]

Recommended:

- Young, Richard E. "Invention" In Gary Tate, Ed., *Teaching Composition: Ten Bibliographic Essays*. Fort Worth, TX: Texas Christian U P, 1976.
- Lauer, Janice M. From *Invention in Rhetoric and Composition*. West Lafayette, IN: Parlor Press and WAC Clearinghouse, 2004. Ch. 4 Issues over the Nature Purpose, and Epistemology of Rhetorical Invention in the Twentieth Century, pp. 65-88. Download at the WAC Clearinghouse.

Week 6

9.28.10 Reclaiming Rhetorical Canons for Composition: Arrangement

- Kinneavy, James, John Q. Cope, and J.W. Campbell. "An Introduction to the Modes of Discourse." *Writing—Basic Modes of Organization* Dubuque, IA: Kendall/Hunt 1975, 1-18. [591]
- Connors, Robert. "The Rise and Fall of the Modes of Discourse." *College Composition and Communication* 32.4 (1981): 444-455. [LIB]
- Coe, Richard M. "Teaching Genre as Social Process." In Aviva Freedman and Peter Medway, eds. *Learning and Teaching Genre*. Portsmouth NH: Boynton/Cook, 1994, 157-172. [591]
- Britton, James. "Shaping at the Point of Utterance." In Gordon M. Pradl, ed. *Prospect and Retrospect: Selected Essays of James Britton*. Portsmouth N.H. Boynton/Cook Heinemann, 1982. 139-145. Originally published in Aviva Freedman and Ian Pringle, eds. *Reinventing the Rhetorical Tradition* (Conway, AR: L & S Books for the Canadian Council of Teachers of English 1980). [591]
- Burke, Kenneth. from *Counterstatement on Form*. As excerpted in W. Ross Winterowd, *Contemporary Rhetoric: A Conceptual Background with Readings*. New York: Harcourt Brace, 1975. 183-198. [591]

Recommended:

- Frank D'Angelo. "Modes of Discourse." In Gary Tate, Ed., *Teaching Composition: Ten Bibliographic Essays*. Fort Worth, TX: Texas Christian U P, 1976. 111-135. [591]

9.30.10 Reclaiming Rhetorical Canons for Composition: Style

- Butler, Paul. "Style in the Diaspora of Composition Studies." *Rhetoric Review* 26.1 (2007): 5-24. [LIB]
- Faigley, Lester, and Stephen Witte. "Analyzing Revision." *College Composition and Communication* 32.4 (1982): 400-414. [LIB]
- Williams, Joseph. "The Phenomenology of Error." *College Composition and Communication* 32.2 (1981): 139-152. [LIB]
- Hartwell, Patrick. "Grammar, Grammars, and the Teaching of Grammar." *College English* 47.2 (1985): 105-127. [LIB]
- Milic, Louis T. "Theories of Style and Their Implications for the Teaching of Composition." *College Composition and Communication* 16.2 (1965): 66-69+126. [LIB]
- Corbett, Edward P.J. "Teaching Style." From a Talk he gave at Janice Lauer's Summer Seminar for College Teachers in 1986. In his Collected Works. [I scanned it out of order.] [591]

Week 7

10.5.10 Theories of Process 1—Early General Theories of Writing as Process

- Mills, Barriss. "Writing as Process." *College English* 15.1 (1953): 19-26. [LIB]
- Rohman, D. Gordon. "Pre-Writing: The Stage of Discovery in the Writing Process." *College Composition and Communication* 16.2 (1965): 106-112. [LIB]

- Harrington, David V. "Teaching Students the Art of Discovery." *College Composition and Communication* 19.1 (1968): 7-14. [LIB]
- Flower, Linda, and John Hayes. "A Cognitive Process Theory of Writing." *College Composition and Communication* 32.4 (1981): 365-387. [LIB]
- Murray, Donald M. "Writing as Process: How Writing Finds Its Own Meaning." In Timothy R. Donovan and Ben W. McClelland, Eds., *Eight Approaches to Teaching Composition*. Urbana: NCTE, 1980. 3-20. [591]

10.7.10 Theories of Process 2—Expressivist, Cognitive, Cultural, and Social Conceptions

- Bloom, Lynn Z. "The Great Paradigm Shift and Its Legacy for the Twenty-first Century." In Lynn Z. Bloom, Donald A. Daiker, and Edward M. White, Eds., *Composition Studies in the New Millennium: Rereading the Past, Rewriting the Future*. Carbondale: SIU P, 2003. 31-47. [591]
- Hairston, Maxine. "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing." *College Composition and Communication* 33.1 (1982): 76-88. [LIB]
- Elbow, Peter. "A Method for Teaching Writing." *College English* 30.2 (1968): 115-125. [LIB]
- Murray, Donald. "Finding Your Own Voice." *College Composition and Communication* 20 (1969): 118-123. [LIB]
- Carter, Michael. "The Idea of Expertise: An Exploration of Cognitive and Social Dimensions of Writing." *College Composition and Communication* 41.3 (1990): 265-86. [LIB]

Week 8

10.12.10 No Class –Fall Break

10.14.10 No Class- Watson Conference

Week 9

10.19.10 Social Construction and Collaboration

- Bruffee, Kenneth. "Social Construction, Language, and the Authority of Knowledge: A Bibliographical Essay." *College English* 48.8 (1986): 773-790. [LIB]
- Harris, Joseph. "The Idea of Community in the Study of Writing." *College Composition and Communication* 40.1 (1989): 11-22. [LIB]
- Bruffee, Kenneth. "Collaborative Learning and the 'Conversation of Mankind'." *College English* 46.7 (1984): 635-652. [LIB]
- Bruner, Jerome. "Models of the Learner." *Educational Researcher* 14.6 (1985): 5-8. [LIB]
- Recommended:
Harris, Muriel. "Collaboration Is Not Collaboration Is Not Collaboration: Writing Center Tutorials vs. Peer-Response Groups." *College Composition and Communication* 43.3 (1992): 369-383. [LIB]

10.21.10 More Constructions of the Social (and the Classroom)

- Berlin, James. "Poststructuralism, Cultural Studies, and the Composition Classroom." *Rhetoric Review* 11.1 (1992): 16-33.
- Faigley, Lester. "Introduction." *Fragments of Rationality*. Pittsburgh: U Pittsburgh P, 1993, 3-24. [591]
- Kent, Thomas. "Paralogic Rhetoric: An Overview." In Gary A. Olson, Ed., *Rhetoric and Composition as Intellectual Work*. Carbondale, IL: SIU P, 2002. 143-152. [591]
- McComiskey, Bruce. "The Post-Process Movement in Composition Studies." In Ray Wallace, Alan Jackson, and Susan Lewis Wallace, eds. *Reforming College Composition: Writing the Wrongs*. Westport, CT: Greenwood, 2000, 37-53. [591]
- Miller, Richard E. "The Arts of Complicity: Pragmatism and the Culture of Schooling." *College English*, Vol. 61, No. 1, (Sep., 1998), pp. 10-28 [LIB]

Week 10

10.26.10 Writing's Changing Institutional Configurations: Engagement and General Education

- Cushman, Ellen. "Opinion: Public Intellectual, Service Learning, and Activist Research." *College English* 61.3 (1999): 328-336. [LIB]
- Schutz, Aaron and Anne Ruggles Gere. "Service Learning and English Studies: Rethinking 'Public' Service." *College English* 60.2 (1998): 129-149. [LIB]
- Fosen, Chris. "'University Courses, Not Department Courses': Composition and General Education." *Composition Studies* 34.1 (2006): [LIB]
- Russell, David R., and Arturo Yáñez. "'Big Picture People Rarely Become Historians': Genre Systems and the Contradictions of General Education." In Charles Bazerman and David R. Russell, eds. *Writing Selves/Writing Societies: Research from Activity Perspectives*. Colorado State U., WAC Clearinghouse, 2003. Download at: http://wac.colostate.edu/books/selves_socities/
- Recommended for WAC/WID background –

10.28.10 Political Theories of Comp: Race, Ethnicity, and Class

- Smitherman, Geneva. "From Africa to the New World and into the Space Age," *Talkin and Testifyin: The Language of Black America*. Detroit: Wayne State UP, 1996: 1-15 (rpt. Originally published Boston: Houghton Mifflin, 1977). [591]
- Villanueva, Victor. "Of Color, Classes, and Classrooms." From *Bootstraps: From an American Academic of Color*. Urbana, IL: NCTE, 1993, 91-118. [591]
- Ohmann, Richard. "Reflections on Class and Language." *CE* 44.1 (1982):1-17. [LIB]
- Logan, Shirley Wilson. "'When and Where I Enter': Race, Gender, and Composition Studies." In *Feminism and Composition Studies: In Other Words*. Susan C. Jarrett and Lynn Worsham, eds. New York: Modern Language Association, 1998, 45-57. [591]
- Young, Morris. "Native Claims: Cultural Citizenship, Ethnic Expressions, and the Rhetorics of 'Hawaiianess.'" *College English* 67.1 (2004): 83-101. [LIB]
- You may also want to read some of the two special issues in *College English*:
Sherry Lee Linkon, Irvin Peckham, Benjamin G. Lanier-Nabors (guest editors) *College English*, Vol. 67, No. 2, Social Class and English Studies (Nov., 2004),
Victor Villanueva (guest editor) *College English*, Vol. 67, No. 1, Special Issue: Rhetorics from/of Color (Sep., 2004),

Week 11

11.2.10 Political Theories of Comp: Gender, Race, and Identity Politics

- Alexander, Jonathan. "Transgender Rhetorics: (Re)Composing Narratives of the Gendered Body." *College Composition and Communication* 57.1 (2005): 45-82. [LIB]
- Strickland, Donna. "Taking Dictation: The Emergence of Writing Programs and the Cultural Contradictions of Composition Teaching." *College English* 63.4 (Mar. 2001): 457-479. [LIB]
- Malinowitz, Harriet. *Textual Orientations: Lesbian and Gay Students and the Making of Discourse Communities*. Portsmouth, NH: Boynton/Cook Heinemann, 1995. Ch 1. [591]
- Milanés, Cecilia Rodríguez. "Risks, Resistance, and Rewards: One Teacher's Story." In Claude Mark Hurlbert and Michael Blitz, eds. *Composition and Resistance*. Boynton/Cook, 1991. [591]
- Worsham, Lynn. "Writing against Writing: The Predicament of Écriture Féminine in Composition Studies." In Patricia Harkin and John Schilb, Eds. *Contending with Words*. New York: MLA, 1991. 82-104. [591]

11.4.10 Special Topics: Basic Writing and students' rights to their own language

- Shaughnessey, Mina. "Diving In: An Introduction to Basic Writing." *CCC* 27 (1976): 234-39. [LIB]
- D'Eloia, Sarah. "Teaching Standard Written English." *Journal of Basic Writing* 1.1 (1975): 5-13. [591]
- "Students' Rights to Their Own Language." *CCC* 25 (1974). <http://www.ncte.org/positions/language.shtml>
- Kinloch, Valerie Felicia. "Revisiting the Promise of Students' Right to Their Own Language: Pedagogical Strategies." *CCC* 57.1(2005): 83-113. [LIB]
- MacDonald, Susan Peck. "The Erasure of Language." *College Composition and Communication* 58.4 (2007): 585-625. [LIB]
- Bartholomae, David. "Inventing the University." In Mike Rose, ed., *When a Writer Can't Write* New York, Guilford Press, 1985. 134-65. [591]

Recommended:

- Rose, Mike. "The Language of Exclusion: Writing Instruction at the University." *College English* 47 (1985): 341-59. (assignment continues on next page) [LIB]

Week 12

11.9.10 Special Topics: Argument and its Teaching

- Corbett, Edward P. J. "The Changing Strategies of Argumentation from Ancient to Modern Times." In J. L. Golden and J. J. Pilota, eds. *Practical Reasoning in Human Affairs*. Dordrecht, Holland: D. Reidel, 1986, 21-36. [591]

- Perelman, Chaim. *The Realm of Rhetoric*. Trans. by William Kluback. Notre Dame, IN: Notre Dame UP, 1982. Ch. 2 “Argumentation, Speaker, and Audience.” 9-20. [591]
- Freedman, Aviva. “Genres of Argument and Arguments as Genres.” In Deborah P. Berrill, ed. *Perspectives on Written Argument*. Cresskill, NJ: Hampton, 1996, 91-120. [591]
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11.16.10 Once and future media

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- Hayles, N. Katherine. “Print is Flat, Code is Deep: The Importance of Media Specific Analysis.” *Poetics Today* 25.1 (2004): 67-90. [LIB]
- Galloway, Alexander R. and Eugene Thacker. *The Exploit: A Theory of Networks*. Minneapolis: U of Minnesota P, 2007. 42-62. [591]
- The Latest *Enculturation* is a special issue: “8:Video and Participatory Cultures.” Read one of the essays (Geoff Carter and Sarah Arroyo guest editors). <http://enculturation.gmu.edu/8>
 - Recommended:
Morville, Peter. *Ambient Findability*. Beijing: O'Reilly, 2005. Ch 5 Push and Pull

11.18.10 Special Topic: View from the Center -- Chairs' Addresses and Braddock Winners

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Week 14

11.23.10 Special Topics: on Methods and Evidence

- Bazerman, Charles. “What is Not Institutionally Visible Does Not Count: The Problem of Making Activity Assessable, Accountable, and Plannable. *Writing Selves/Writing Societies*, Bazerman & Russell Published February 1, 2003. Download at: http://wac.colostate.edu/books/selves_socities/ [we will read part of this essay]
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11.25.10 Thanksgiving

Week 15

11.30.10 Special Topics: Constructions of “Literacy”

- Brandt, Deborah. “Accumulating Literacy: Writing and Learning to Write in the Twentieth Century.” *CE* 57 (1995): 649-668. [LIB]
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- Davis, D. Diane. “Finitude’s Clamor: Or, Notes Toward a Communitarian Literacy.” *CCC* 53.1 (2001): 119-144. [LIB]

12.2.10 Revisiting Domains After 50 years of CCC

- Selfe, Cynthia L. “Technology and Literacy: A Story about the Perils of Not Paying Attention” *CCC* 50.3 (1999) [LIB]
- Lewiecki-Wilson, Cynthia, and Jeff Sommers . “Professing at the Fault Lines: Composition at Open Admissions Institutions.” *College Composition and Communication* 50.3 (Feb., 1999): 438-462. [LIB]
- Shor, Ira. “Critical Pedagogy Is Too Big to Fail.” *Journal of Basic Writing*; Fall 2009; 28, 2; 6-27. [LIB]

Week 16

12.7.10 presentations

12.9.10 presentations