Rhetoric and the Teaching of Writing (26:350:506)

Fall 2013

Wednesdays, 2:30-5:10
Hill 216 (first class only); then Conklin 139

Mal Kiniry, English Dept.
Hill 527
Office Hours: Wed. 12:30-2:30 & by appointment
E-mail: kiniry@andromeda.rutgers.edu

Overview

This course investigates theoretical and practical issues that continue to shape the teaching of English composition in U.S. colleges. The course is meant to have immediate benefits for teachers. But the course also has a long-term aim: to acquaint you with composition studies as a field of inquiry.

Course-work

Along with a substantial amount of reading, the course calls for your engagement in three ongoing projects:

1. Weekly postings in response to one of the readings. These should be brief (250-500 words?) and designed to help generate class discussion. They should be posted on Blackboard by Monday evenings, so that we have time to read them for class on Wednesdays.

2. A 5-10 page paper assessing a professional trend as glimpsed in the recent pages of either College English or College Composition and Communication. You will note that while the readings of our course ground us quite well in the twentieth-century history of composition, they have little to say about recent developments. This assignment is designed not to fill but to acknowledge that gap. You should look to describe a pattern you can discern in the articles published over several years in one of these journals. After describing the general trend you may, if you choose, focus upon one specific article that you find especially helpful, or representative, or interesting.

I would be happy to read this paper in a preliminary draft. The final version is due November 13.

3. An oral presentation and an analytical paper coming out of a small group project. That project will be based upon one or more batches of student essays from current English 101 classes here at Rutgers-Newark. The group presentations will occur in four consecutive classes from Oct. 16th to Nov. 6th. See the separate hand-out on this project. Due date: December 4th.
Required Texts

**Lisa Ede and Andrea Lunsford, editors. Selected Essays of Robert J. Connors (Bedford/NCTE)

David Rosenwasser and Jill Stephen. Writing Analytically (Thomson)

Mina Shaughnessy. Errors and Expectations (Oxford)

Richard Straub. Sourcebook for Student Writing (Hamton)

Victor Villanueva, editor. Cross-Talk in Comp Theory: A Reader, 3rd edition (NCTE)

Joseph Williams. Style (Scott Foresman)

**The Connors book is available only at New Jersey Books and has been ordered quite recently. The others should be both at New Jersey Books and the University Bookstore.

SCHEDULE OF CLASSES

9/4 Introduction: Composition and Inquiry

9/11 Responding to Student Writing

Readings: In Straub, Sourcebook, essays by Sommers (107), Straub (129), Daiker (153), Elbow (175 and 197), and White (203 only);

In Selected Essays of Connors, "Teachers' Rhetorical Comments on Student Papers" (236)

9/18 Writing Analytically

Readings: In Writing Analytically, Chapters 1 through 7;
In Cross-Talk, Bartholomae, "Inventing the University" (523)

9/25 Writing Personally

Readings: In Straub, Sourcebook, student essays and teacher responses: "Street Gangs," (11-25), "The Four Seasons" (41-63) and "Tribute" (64-78).
Connors in *Selected Essays*, “Personal Writing Assignments,” 139-56.

Peter Elbow, from *Writing with Power* (Blackboard)

10/2  Writing Analytically, Revisited

Readings: In *Writing Analytically*, Chapters 8 through 13

The Elbow/Bartholomae Debate (Blackboard)

10/9  Some Theoretical Issues:

Readings: In *Cross-Talk*, Berlin “Contemporary Composition: The Major Pedagogical Theories,” (235-250) and Myers, “Reality, Rhetoric, and Reform” (417-39)

In *Selected Essays of Connors*, “The Rise and Fall of the Modes of Discourse” (1-12)

[NOTE: in Weeks 10-16 to 11/4 the presentations are not expected to relate to the readings; the separate attention we’ll give to the readings will depend upon what time we have remaining after the presentations]

10/16  Presentations: Group 1

Readings (Topic: Grammar):


In *Selected Essays of Connors*, “Grammar in American College Composition” (117-38) and [skim] “Frequency of Formal Errors in Current College Writing” (157-71)

10/23  Presentations: Group 2

Readings (Topic: Basic Writing)

Shaughnessy, *Errors and Expectations*, Chapters 1 to 3

10/30  Presentations: Group 3

Readings (Dialects of English?):

Smitherman, from Talkin and Testifyin (Blackboard)

Shaughnessy, Errors and Expectations, Chapters 4, 6, and 7 (skip 5)

11/6  Presentations: Group 4

Readings: (Topic: English as a Second Language)

Leki, “Contrastive Rhetoric” (Blackboard)

Matsuda, in Cross-Talk, “Composition and ESL Writing” (673)

11/13  Issues of Style

Readings:  Williams, Style: Ten Lessons in Clarity and Grace

From Writing Analytically, Chapters 17 and 18

11/20  More Issues of Style

Readings:  Corbett, from Classical Rhetoric for the Modern Student

Connors, “The Erasure of the Sentence,” 452-78

11/27  NO CLASS. HAPPY THANKSGIVING

12/4  Gender and Composition:

Readings:  In Cross-Talk, Flynn, “Composing as A Woman,” 581-96 and
Richie and Boardman, “Feminism in Composition,” 597-620

In Selected Essays of Connors, “Women’s Reclamation of
Rhetoric in Nineteenth Century America,” 29-78, and “Teaching and
Learning as a Man,” 295-315

12/11  Some Final Emphases

Readings:  In Cross-Talk, Bizzell, “William Perry and Liberal Education”
299-307 and “ ’Contact Zones’ and English Studies,” 459-466