

COURSE

ENG 402 Teaching Composition
Illinois State University
Fall 2019
Wednesdays 5:30-8:20 p.m.
STV 133

INSTRUCTORS

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COURSE DESCRIPTION AND GOALS

Catalog description

Introduction to theory, research, and practice in the teaching of composition. Required for students with teaching assistantships in composition at ISU.

Our description

ENG 402 is a professional development course designed primarily to support you in the teaching of writing here at Illinois State. ENG 402 also offers opportunities for developing pedagogical theories and practices that can impact your teaching and professional identity development across multiple subject areas in English Studies.

We have multiple complex goals for this course:

1. To develop and share practical knowledge of, and theoretically-informed perspectives on, teaching writing in the ISU Writing Program
2. To develop and share additional multimodal resources for ISU Writing Program instructor and student use

Please note: We reserve the right to change the syllabus, reading schedule, and projects at our discretion. Any changes will be updated and shared within 24 hours in our shared Google Drive folder.

3. To expand our knowledge of what counts as writing and writing pedagogies by critically engaging diverse approaches to teaching writing and by articulating and interrogating contemporary frameworks for teaching writing
4. To practice and model collaborative teaching and learning with peers and other colleagues to develop professional relationships, pedagogical knowledge, and teaching identities at ISU
5. To explore how diverse pedagogies can impact our teaching beyond ISU Writing Program contexts (including K-12, two-year colleges, other four-year college or university programs, and community literary/public writing sites) in ways that align with our understandings of key course concepts and our own evolving teaching identities

Note on who is encouraged to take this course:

Graduate students who are not teaching courses in the ISU Writing Program are welcome in this course. Participants often include ISU graduate students who are not currently teaching and instructors teaching at other colleges, universities, or K-12 institutions. We can work with you to help you figure out ways to make course projects fit with your teaching locations.

REQUIRED TEXTS AND MATERIALS

You will find texts for this course online. Readings primarily consist of articles and book chapters from disciplinary texts, online books and journals, ISU Writing Program's *Grassroots Writing Research Journal*, and videos from a range of websites.

For readings that are publicly accessible online, you will need to follow the links in our Reading Schedule each week. For readings that are not publicly accessible, you will need to download the PDFs saved in ReggieNet under "Resources" for that week.

Since readings are available online, you will need consistent access to a digital device and the Internet. For class activities, other materials will be provided for your use.

We strongly encourage you to bring and use a laptop or other digital device to class each week, so that you can have reliable access to readings, other materials, and class activity participation.

EXPECTATIONS

Our expectations for you

We have several specific expectations for you and all participants while in this class. You should:

- Be present and prepared for every class.

- Schedule in time to read all texts required of you each week.
- Be open to experiences and perspectives that differ from your own and your expectations.
- Complete all projects on time, with care, attention to detail, and creative engagement.
- Participate in thoughtful discussion and peer interactions in and out of class, in speaking and in writing.
- Conduct yourself in ways that contribute to productive learning and remember that in this space you enacting a professional identity (i.e., a writing instructor) rather than just a temporary “student” identity. You will need to interact with others in a professional way in order to success both in this course and throughout your future as a graduate student and graduate assistant at ISU. So, please speak and act with care.

Note on what we value as an English Studies model

The English Studies program at ISU is based on an understanding of the interdependence of the specialized fields in which we learn and work. Whether your major interests lie in children’s literature, composition, creative writing, cultural studies, English education, linguistics, literature, publishing, rhetoric, technical writing, TESOL, or some combination thereof--your interests can positively impact your work in this course if you do the work to make those connections meaningful to you. However, we also expect your work in this course (engagement with readings, discussions, and projects) to remain focused on the teaching of writing and literacy studies specifically.

Note to ISU Graduate Teaching Assistants

For all of you with Graduate Teaching Assistantships here in the department, please remember that your work for this course, unlike some of the work you may do in other courses, is explicitly tied to your position as a graduate assistant and a teaching professional in this department. Therefore, you have a professional obligation to increase your expertise and experience through full participation in this class. Satisfactory completion of ENG 402 is required for continued teaching appointments in the ISU Writing Program.

What you can expect from us

- An interest in your scholarly work in this class and its connections to other professional activities you are committed to.
- An enthusiasm for teaching in and about the field of Writing Studies, which focuses on the study of literate activity, but also works to connect the study of literacies to other areas of import to English studies.
- A personalized and collaborative approach to teaching and learning.

- An ability to go with the flow and to create learning conditions that work for different kinds of learners (and teachers).
- A desire to help you connect with Writing Studies in a way that productively supports your teaching.

Our availability

We typically check email frequently. You should generally receive an email reply back within 48 hours. Please keep in mind that we do have other responsibilities and lives outside of this course, so we do not always check email regularly on the weekends or after 9 p.m.

We highly encourage you to drop by during office hours if you'd like to talk about your progress in this course. You can also email us to set up an appointment to meet outside of regularly scheduled office hours.

If you are a current graduate assistant and you have a question about your teaching, you should first reach out to the appropriate member of the Writing Program Leadership Team, either Bry as the 101.10 Coordinator or Laurel as the 101 Coordinator.

COURSE PROJECTS

Project name	%	Brief description	Due date
Weekly responses	10%	You'll write 1-page responses to readings outside of class.	Weekly, Sundays <u>after</u> Wednesday discussion
Weekly participation	15%	You'll read and discuss readings and participate in small and large group activities by speaking, listening, and writing.	Weekly, in class, Wednesday evenings
Ethnographic Observations	15%	You'll observe 5 writing program classes; take notes and write up short reports that describe what you see; and write a final report.	Observations scheduled by 10/23 Observations by 11/6 Report by 11/9
Grassroots Contribution	25%	You'll write a <i>Grassroots</i> article or be part of the class editorial team for reviewing those articles.	Proposals 9/19 Drafts 10/11 Revisions 11/20

Course Plan	25%	You'll create a full course plan for the course you are teaching in the Spring.	Drafts for workshop 11/20 Final 12/9
You Are Here Map	10%	You'll "map" your understanding of program concepts, teaching practices, and your teaching identity.	Last day of class December 4

Project routines

All projects will be described in detail in separate prompts, which will also include any relevant grading criteria. I encourage you to keep everything you create for this class because you can use and revise everything for teaching future writing and other courses.

All project drafts and documents are due in Google Drive (as Google Docs, Word docs, or PDFs) by the time class begins on the due date indicated on the project prompt. Each project draft/document should be saved with your name and the name of the project. We will set up sharing options together in class.

Important Note: Drafts for most projects will be shared with various peers as well as with us.

COURSE GRADE

The nature of this course as professional development support means that you will receive more professional feedback than grades. Activities and projects will have due dates throughout the semester (as detailed above) in order to distribute your workload as humanely as possible, but your work will not necessarily be subject to traditional "instructor evaluation." You should not expect to receive "grades" on individual projects that you do throughout the semester. Instead, you will receive feedback from us and from your peers on various aspects of your work as the semester progresses.

We will be evaluating your work in this course based on the following criteria that are valuable to us as a set of instructors, as a program, and as a department committed to your professional identity learning and development:

- Your ability to sustain informed, engaged discussions about assigned readings, topics, learning outcomes, and teaching methods.
- Your ability to make connections between classroom discussions and your prior experiences, evolving theoretical understandings, and identities in progress.

- Your willingness to engage in risky and/or creative multidisciplinary thinking and multimodal production in your projects for the course.
- Your willingness to push the boundaries that you have created (and that have been created for/around you) in relation to your understanding of what it means to teach writing.
- Your ability to adapt and improve your teaching practices, even when those adaptations become uncomfortable.

The most effective way to view this class is as an opportunity to showcase your willingness to learn how to be/come a more effective teacher at ISU, to increase your understanding of ISU Writing Program teaching philosophies and practices, and to learn from peers how to support students in reaching Writing Program course learning outcomes.

OTHER COURSE POLICIES + PRACTICES

Questions and concerns?

When you have questions or concerns about course material, teaching writing, or course projects, you should raise your questions and concerns with us as soon as possible, so that we can have the opportunity to hear and address the questions or concerns that you have. We expect you to behave as professionals; and being a professional entails knowing when and how to deal with difficult issues, whether they are personal problems that may be impacting your course work, or problems with classroom situations, course projects or concepts, or some aspect of our work as course instructors.

Struggling in class?

If for any reason you feel you are struggling this term, we hope that you will feel comfortable letting one or both of us know as soon as possible. This includes anything that might affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, depression or anxiety, relationship abuse or violence, grief or unmanageable stress. We are not trained counselors but can put you in touch with resources on campus to support you in whatever ways you wish.

Disabilities and accessibility

I hope that this class will be an accessible, welcoming experience for all students, including those with disabilities that may impact learning. If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, we hope that you will feel comfortable letting one or both of us know privately as soon as possible to discuss options for adjustments. You always have the option of contacting

Student Access and Accommodation Services (info below in “Campus Resources for You”) to talk about official institutional accommodations. We welcome this discussion at any point in the semester; it is best if we can talk at least one week prior to your need for any modifications.

Tech-friendly reminders

We are advocates for using digital tools that help you learn, communicate, and collaborate. So bring a laptop or other device that you can use to compose, create, share, revise, research, learn, and backup all of your hard work and good thinking.

We also understand that we are all adult humans with complex lives that don’t stop for academic calendars. So we don’t mind you stepping out into the hallway to take or make crucial calls during class.

Please note: Rachel means it when she says she used to teach high school and has excellent hearing. Please silence your phones, or place them on vibrate if you need to do so. Thank you in advance.

CAMPUS RESOURCES FOR YOU

Student Counseling Services

We highly encourage you to seek out counseling services as a graduate student while they are free for you as a student and because graduate school is a particularly compressed time of great change and tremendous growth.

Student Counseling Services might be a starting place to address personal and academic issues, including adjusting to graduate student life, dealing with stress, anxiety, or depression, or coping with substance abuse, sexual assault, or relationship violence. Psychiatric consultations are also available to discuss issues related to medication. Call 309-438-3655 or stop by room 320 of the Student Services Building to make an appointment.

<https://counseling.illinoisstate.edu>

After hours, if you need help, you can:

- Call the Student Counseling Services at 309-438-3655, and press "2" at the prompt to speak to a counselor immediately
- Call 1-855-256-2188
- Call Providing Access to Help (PATH): 309-827-4005, 1-800-570-7284, or 2-1-1

Milner Library

Graduate-level research is likely not a familiar, comfortable process for any of you/us. When you need support in finding, searching for, or sorting through resources and research practices available to you online and on our campus, visit Milner Library and ask for librarian support. In addition to resources available online on their website, Milner Library also houses archival collections, provides quiet study space and not-so-quiet group work areas, and has knowledgeable staff who can support you as a graduate student in your research practices. Visit the library on campus, online at <https://library.illinoisstate.edu>, or call 309-438-3451.

Milner Library houses course reserves and also offers access to a multitude of tech resources, like laptop and equipment borrowing. Visit <https://library.illinoisstate.edu/services/technology/> for a list of available tech services.

Diversity Advocacy

Diversity Advocacy supports multicultural and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students in finding their way at Illinois State University through a variety of resources, programs, activities, and advising. Diversity Advocacy also works to facilitate a supportive campus environment in which multicultural and LGBTQ+ students can flourish academically and socially. You can visit the Diversity Advocacy office in the Bone Student Center, or call 309-438-8968. Visit <https://deanofstudents.illinoisstate.edu/involvement/diversity/> to learn more about ISU's cultural and diversity programming and for a list of student diversity organizations on campus.

Student Access and Accommodation Services

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, call 309-438-5853, or visit their website.

<https://studentaccess.illinoisstate.edu>

UNIVERSITY POLICY

TITLE IX/FEDERAL CLERY/VIOLENCE AGAINST WOMEN ACT

ISU provides support and resources to students, faculty, staff, and visitors to campus to address concerns relating to gender-based discrimination, sexual harassment, sexual assault/misconduct, dating/domestic violence, and stalking. If you have experienced an incident of sexual assault/misconduct, dating/domestic violence, or stalking, you are encouraged to get help regardless of when the incident occurred.

As an ISU faculty member, I serve as a Title IX responsible employee and thus must report any incidents of sexual misconduct and interpersonal violence involving ISU students, faculty and staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus.

You can visit the Title IX website for further details and resources for reporting incidents:
<https://titleix.illinoisstate.edu>.

402 schedule overview
Fall 2019

Date	In-class	Things to do
Week 1 August 21	P-CHAT in Action Introductions Syllabus feels + questions Project overview Reading discussion	Readings Weekly response by 8/25
Week 2 August 28	Rhetorical Genres Grassroots project questions Reading discussion	Readings Weekly response by 9/1
Week 3 September 4	Genre Pedagogies + Uptake Ethnographic observations project questions Reading discussion	Readings Weekly response by 9/8 Grassroots article ideas (in progress) Applicants apply for class editor positions by September 4, 5:30 p.m.
Week 4 September 11	Literate Activity: Part 1 Visit from GWRJ editor Workshop Grassroots proposal ideas Reading discussion	Readings Weekly response by 9/15 Grassroots article proposal ideas (ready to share)
Week 5 September 18	Learning + Identity Reading discussion	Readings Weekly response by 9/22 Grassroots article proposals due by Thursday 9/19
Week 6 September 25 <i>Librarians' session</i>	Research + Identity Reading discussion with Milner librarian(s)	Readings Weekly response by 9/29 Grassroots article proposal feedback returned by 9/25
Week 7 October 2	Language Difference + Multimodality Reading discussion	Readings Weekly response by 10/6
Week 8 October 9	Multimodality + Assessment Visiting writing instructors	Readings Weekly response by 10/13

<i>Visiting instructors</i>	Reading discussion Grassroots article draft questions and concerns	Grassroots article drafts due by Friday, 10/11
Week 9 October 16 <i>Visiting instructors</i>	Cultural + Language Difference Visiting writing instructors Observations project check-in Course plan project questions Reading discussion	Readings Weekly response by 10/20
Week 10 October 23 <i>Visiting instructors</i>	Identity + Cultural Difference Visiting writing instructors Visiting scholar: Dr. Will Banks Reading discussion	Readings Weekly response by 10/27 All classroom observations scheduled by 10/23
Week 11 October 30	Literate Activity: Part 2 Reading discussion Discussion of class observations	Readings Weekly response by 11/3
Week 12 November 6	No class Fall Speaker Series: Dr. Steven Fraiberg Plan to participate in the Friday morning talk and the Friday afternoon teaching and research workshop	Fall Speaker Series Fri., 11/8 (<i>Friday morning talk, Friday afternoon workshop</i>) Grassroots article feedback by 11/5 Complete all classroom observations by 11/6; and complete observation reports by 11/9
Week 13 November 13	Sociality + Temporality Reading discussion	Readings Weekly response by 11/17
Week 14 November 20	Course plan workshop Workshop course plan drafts	Course plan draft for workshop by 11/20 Grassroots article revisions due by 11/22
November 27	No class Thanksgiving break	Take a break if/when you can

Week 15 December 4	Last class Sharing “you are here” maps Course evaluations Food, drink, celebration!	You Are Here Maps due (ready to share) in class on 12/4 Final course plans due Monday, 12/9
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402 Readings

Fall 2019

[Week 1: P-CHAT in action \(August 21\)](#)

[Week 2: Rhetorical Genres \(August 28\)](#)

[Week 3: Genre Pedagogies + Uptake \(September 4\)](#)

[Week 4: Literate Activity \(September 11\)](#)

[Week 5: Learning + Identity \(September 18\)](#)

[Week 6: Research + Identity \(September 25\)](#)

[Week 7: Language Difference + Multimodality \(October 2\)](#)

[Week 8: Multimodality + Assessment \(October 9\)](#)

[Week 9: Cultural + Language Difference\(s\) \(October 16\)](#)

[Week 10: Identity + Cultural Difference\(s\) \(October 23\)](#)

[Week 11: Literate Activity Part 2 \(October 30\)](#)

[Week 12: Writing Program Fall Speaker Series \(November 6\)](#)

[Week 13: Sociality + Trajectories/Temporality \(November 13\)](#)

[Week 14 Course Plan Workshop \(November 20\)](#)

[Thanksgiving Week Break \(November 27\)](#)

[Week 15 Last day of class \(December 4\)](#)

[Additional Genre Readings](#)

[Additional CHAT Readings](#)

[Additional Learning + Transfer Readings](#)

[Additional Multimodalities Readings](#)

[Additional Translingualism + Genre Readings](#)

[Additional Assessment Readings](#)

Week 1: P-CHAT in action (August 21)

Grassroots articles

1. Tyler Kostecki's "Understanding Language and Culture with Cultural Historical Activity Theory"
http://isuwriting.com/wp-content/uploads/2015/04/Kostecki_Tyler_3.1_CHAT.pdf
2. Angela Sheets' "Angela Rides the Bus: A High Stakes Adventure Involving Riveting Research, Amazing Activity Systems, and a Stylish Metacognitive Thinking Cap"
<http://isuwriting.com/wp-content/uploads/2015/03/Angela-Rides-the-Bus.pdf>
3. Joyce Walker's "Cultural-Historical Activity Theory: Because S*#t is Complicated"
http://isuwriting.com/wp-content/uploads/2015/11/Walker_Cultural_Historical_Activity_Theory_Complicated.pdf

Prior, Paul, Joyce Walker, and Deb Riggert-Keiffer. "Languaging the Rhetorical Tradition: Pedagogical CHAT in Middle School and College." *Languaging Relations for Transforming the Literacy and Language Arts Classroom*. Eds. Richard Beach and David Bloome. Routledge, 2019: 122-30. (PDF on ReggieNet under "Resources" for Week 1)

ISU Writing Program's CHAT video on our YouTube channel:

<https://www.youtube.com/watch?v=MJya9zQoMuw&feature=youtu.be>

Week 2: Rhetorical Genres (August 28)

Chapters from Anis Bawarshi and Mary Jo Reiff's *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Parlor Press, 2010. http://wac.colostate.edu/books/bawarshi_reiff/

1. Chapter 1 "Introduction and Overview" (3-10)
2. Chapter 5 "Genre in Rhetorical and Sociological Traditions" (57-77)
3. Chapter 6 "Rhetorical Genre Studies" (78-104)

Grassroots article

Sarah Greenberg's "Let's Go For a Ride: The Genre of Bumper Stickers"

<http://isuwriting.com/wp-content/uploads/2015/12/Greenberg-Sarah-GWRJ6.2.pdf>

Kurtyka, Faith. "Settling In to Genre: The Social Action of Emotion in Shaping Genres."

Composition Forum 31 (Spring 2015).

<http://compositionforum.com/issue/31/settling-in.php>

Angela Sheets' video "Genres part 1: Let's typify that response" from ISU Writing Program's "The Word Bird" series:

<https://www.youtube.com/watch?v=hEzY--z9cmA>

Instructor Resources for All about Genres Learning Outcome: <http://isuwriting.com/instructor-resources-all-about-genres-exploring-research-and-analyzing/>

Model course plan from Katy Lewis (PDF on ReggieNet under "Resources" for Week 2)

Week 3: Genre Pedagogies + Uptake (September 4)

Reiff, Mary Jo, and Anis Bawarshi. "Tracing Discursive Resources: How Students Use Prior Genre Knowledge to Negotiate New Writing Contexts in First-Year Composition." *Written Communication* 28 (2011): 312-37. (PDF on ReggieNet under "Resources" for Week 3)

Freadman, Anne. "The Traps and Trappings of Genre Theory." *Applied Linguistics* 33.5 (2012): 544-63. (PDF on ReggieNet under "Resources" for Week 3)

Bawarshi, Anis. "Beyond the Genre Fixation." *College English* 78.3 (January 2016): 243-49. (PDF on ReggieNet under "Resources" for Week 3)

Bastian, Heather. "Capturing Individual Uptake: Toward a Disruptive Research Methodology." *Composition Forum* 31 (Spring 2015).
<http://compositionforum.com/issue/31/individual-uptake.php>

Walker, Joyce, and Katy Lewis. "An Introduction to Uptake in the ISU Writing Program." (PDF on ReggieNet under "Resources" for Week 3)

Walker, Joyce, and Katy Lewis. "Uptake Genres and Assessment in the ISU Writing Program." (PDF on ReggieNet under "Resources" for Week 3)

Angela Sheets' "Taking Up Uptake" video from ISU Writing Program's "The Word Bird" series:
<https://www.youtube.com/watch?v=YAM4cXhgRTU>

Instructor Resources for Uptake + Antecedent Knowledge
<http://isuwriting.com/uptake-2/>

Week 4: Literate Activity (September 11)

Prior, Paul, Janine Solberg, Patrick Berry, Hannah Bellowar, Bill Chewing, Karen Lunsford; Liz Rohan; Kevin Roozen, Mary P. Sheridan-Rabideau, Jody Shipka, Derek Van Ittersum, and Joyce R. Walker. "Resituating and Re-mediating the Canons: A Cultural-Historical Remapping of Rhetorical Activity." *Kairos* 11.3 (2007)

<http://kairos.technorhetoric.net/11.3/binder.html?topoi/prior-et-al/index.html>

Note: This is a large text. You do not need to read every piece, but can explore.

Read the core text carefully.

You might also want to read Joyce Walker's piece about what a CHAT program pedagogy might look like, "Constructing a BIG text: Developing a Multimodal Master Plan for Composition Instruction."

Prior, Paul A. "A Sociocultural Theory of Writing." *The Handbook of Writing Research*. Eds. Charles A. MacArthur, Steve Graham, and Jill Fitzgerald. Guilford Press, 2005. 54-66. (PDF on ReggieNet under "Resources" for Week 4)

Walker, Joyce R. "The Adventures of CHATperson and the ANT: Cultural-Historical Activity Theory as a Writing Pedagogy." University of Illinois Urbana-Champaign, February 22, 2017. <http://isuwriting.com/wp-content/uploads/2018/01/CHATPerson-and-the-ANT-The-Story-of-Pedagogical-CHAT.pdf>

Russell, David. "Activity Theory and Its Implications for Writing Instruction." *Reconceiving Writing, Rethinking Writing Instruction*. Ed. Joseph Petraglia. Lawrence Erlbaum, 1995. 51-78. (PDF on ReggieNet under "Resources" for Week 4)

Angela Sheets' "Activity theory: because things are actors, too" video from ISU Writing Program's "The Word Bird" series:

<https://www.youtube.com/watch?v=mb-3ufwK6U0>

Ian Robertson's "An Introduction to Activity Theory" lecture:

<https://www.youtube.com/watch?v=4oG0ZvkhzCY>

Instructor Resources for Cultural-Historical Activity Theory:

<http://isuwriting.com/instructor-resources-cultural-historical-activity-theory-as-pedagogy/>

Model course plan from Hye Hyon Kim (PDF on ReggieNet under "Resources" for Week 4)

Week 5: Learning + Identity (September 18)

Cowie, Bronwen. "Student Commentary on Classroom Assessment in Science: A Sociocultural Interpretation." *International Journal of Science Education* 27.2 (2005): 199-214. (PDF on ReggieNet under "Resources" for Week 5)

Russell, David, and Arturo Yañez. "'Big Picture People Rarely Become Historians': Genre Systems and Contradictions of General Education." *Writing Selves/Writing Societies*. Eds. Charles Bazerman and David R. Russell. WAC Clearinghouse, 2003. 331-62.

https://wac.colostate.edu/docs/books/selves_societies/russell/russell.pdf

Note: this is from an edited collection that you might also be interested in exploring:

http://wac.colostate.edu/books/selves_societies/

Silseth, Kenneth, and Hans Christian Arnseth. "Learning and Identity Construction across Sites: A Dialogical Approach to Analysing the Construction of Learning Selves." *Culture & Psychology* 17 (2011): 65-80. (PDF on ReggieNet under "Resources" for Week 5)

Perkins, David N. and Gavriel Salomon. "Knowledge to Go: A Motivational and Dispositional View of Transfer." *Educational Psychologist* 47.3 (2012): 248-58. (PDF on ReggieNet under "Resources" for Week 5)

Instructor Resources for Writing Research Identity <http://isuwriting.com/instructor-resources-writing-research-identity-living-and-writing-in-the-world/>

Model course plan from Heather Sanford (PDF on ReggieNet under "Resources" for Week 5)

Week 6: Research + Identity (September 25)

Purdy, James P. "Scholarliness as Other: How Students Explain Their Research-Writing Behaviors." *The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students*. Information Today, Inc., 2013. 133-59. (PDF on ReggieNet under "Resources" for Week 6)

Head, Allison J. "Project Information Literacy: What Can Be Learned about the Information-seeking Behavior of Today's College Student?" Association of College & Research Libraries Conference, 2013. 472-82.

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/Head_Project.pdf

Holliday, Wendy, and Jim Rogers. "Talking About Information Literacy: The Mediating Role of Discourse in a College Writing Classroom." *Libraries and the Academy* 13.3 (2013): 257-71. (PDF on ReggieNet under "Resources" for Week 6)

Instructor Resources for Research Content

<http://isuwriting.com/instructor-resources-researching-your-content-how-to-find-and-evaluate-information-and-cite-what-you-know/>

Milner Library's Information Fluency Program description

<https://library.illinoisstate.edu/services/teaching-learning/information-fluency/>

Milner Library's ENG 101 Instructor Guide

<https://guides.library.illinoisstate.edu/ENG101instructors>

Week 7: Language Difference + Multimodality (October 2)

Canagarajah, A. Suresh. "Negotiating Translingual Literacy: An Enactment." *Research in the Teaching of English* 48.1 (2013): 40-67. (PDF on ReggieNet under "Resources" for Week 7)

Leonard, Rebecca Lorimer, and Rebecca Nowacek. "Transfer and Translingualism." *College English* 78.3 (2016): 258-64. (PDF on ReggieNet under "Resources" for Week 7)

Shipka, Jody. "Negotiating Rhetorical, Material, Methodological and Technological Difference: Evaluating Multimodal Designs." *College Composition and Communication* 61.1 (2009): W343-66. (PDF on ReggieNet under "Resources" for Week 7)

Rifenburg, J. Michael. "Writing as Embodied, College Football Plays as Embodied: Extracurricular Multimodal Composing." *Composition Forum* 29 (Spring 2014).
<http://compositionforum.com/issue/29/writing-as-embodied.php>

Instructor Resources for (Multi)Media and (Multi)Modalities
<http://isuwriting.com/instructor-resources-multimedia-and-multimodalities-the-forms-structures-tools-and-modes-of-writing/>

Model course plan from Dan Freeman (PDF on ReggieNet under "Resources" for Week 7)

Week 8: Multimodality + Assessment (October 9)

Silseth, Kenneth, and Oystein Gilje. "Multimodal Composition and Assessment: A Sociocultural Perspective." *Assessment in Education: Principles, Policy & Practice* (2017): 1-17. (PDF on ReggieNet under "Resources" for Week 8)

Gonzales, Laura. "Multimodality, Translingualism and Rhetorical Genre Studies." *Composition Forum* 31 (Spring 2015).

<http://compositionforum.com/issue/31/multimodality.php>

Inoue, Asao B. "Self-Assessment As Programmatic Center: The First Year Writing Program and Its Assessment at California State University, Fresno" *Composition Forum* 20 (Summer 2009).

<http://compositionforum.com/issue/20/calstate-fresno.php>

"What Is Assessment?" video from the ISU Writing Program's YouTube channel:

<https://www.youtube.com/watch?v=xb609JC3 QU&index=1&list=PLLeHUklsvryH-pXNjnkDEEmbp6gbT1uRr>

Read through a few articles from The Atlantic's "Object Lessons" series, grounding your search in thinking about CHAT and about the series as a potential genre, along with different takes on embodiment and multimodality that might be useful for your classes:

<http://objectsobjectsobjects.com/essays>

Read through some articles from the Praxis section of the online journal Kairos, looking for multimodal activities that might be useful for your class:

<http://praxis.technorhetoric.net/tiki-index.php>

Instructor Resources for Peer and Self Assessment

<http://isuwriting.com/instructor-resources-peer-self-assessment-learning-to-assess-whats-working-and-what-isnt-working/>

Model course plan from Laurel Krapivkin (PDF on ReggieNet under "Resources" for Week 8)

Week 9: Cultural + Language Difference(s) (October 16)

Sun, Huatong. "Approaching Culture in Cross-Cultural Technology Design." *Cross-Cultural Technology Design: Creating Culture-Sensitive Technology for Local Users*. Oxford, 2012. 3-28. (PDF on ReggieNet under "Resources" for Week 9)

Canagarajah, A. Suresh. "Toward a Writing Pedagogy of Shuttling Between Languages: Learning from Multilingual Writers." *College English* 68.6 (2006): 589-604. (PDF on ReggieNet under "Resources" for Week 9)

Kobayashi, Hiroe, and Carol Rinnert. "L1/L2/L3 Writing Development: Longitudinal Case Study of a Japanese Multicompetent Writer." *Journal of Second Language Writing* 22 (2013): 4-33. (PDF on ReggieNet under "Resources" for Week 9)

Leonard, Rebecca Lorimer. "Traveling Literacies: Multilingual Writing On the Move." *Research in the Teaching of English* 48.1 (2013): 13-39. (PDF on ReggieNet under "Resources" for Week 9)

Writing Across Borders video Part 1:

<https://www.youtube.com/watch?v=qul0vq9VF-c>

Writing Across Borders video Part 2:

<https://www.youtube.com/watch?v=koViA1gqiUs>

Instructor Resources for Culture + Communities

<http://isuwriting.com/instructor-resources-cultures-and-communities/>

Model course plan from Nina Jang (PDF on ReggieNet under "Resources" for Week 9)

Week 10: Identity + Cultural Difference(s) (October 23)

Cedillo, Christina. "Diversity, Technology, and Composition: Honoring Students' Multimodal Home Places." *Present Tense* 6.2 (2017).

<http://www.presenttensejournal.org/volume-6/diversity-technology-and-composition-honoring-students-multimodal-home-places/>

Majors, Yolanda J. "'I Wasn't Scared of Them, They were Scared of Me': Constructions of Self-Other in a Midwestern Hair Salon." *Anthropology and Education Quarterly* 35.2 (June 2004): 167-88. (PDF on ReggieNet under "Resources" for Week 10)

Beach, King. "Consequential Transitions: A Sociocultural Expedition Beyond Transfer in Education." *Review of Research in Education* 24 (1999): 101-39. (PDF on ReggieNet under "Resources" for Week 10)

Seloni, Lisya. "'I'm an artist and a scholar who is trying to find a middle point': A Textographic Analysis of a Colombian Art Historian's Thesis Writing." *Journal of Second Language Writing* 25 (2014): 79-99. (PDF on ReggieNet under "Resources" for Week 10)

Week 11: Literate Activity Part 2 (October 30)

We'll revisit these previous readings. You should review all of them and choose 2 to spend more time with, revisiting your evolving understandings of CHAT.

Prior, Paul, Janine Solberg, Patrick Berry, Hannah Bellowar, Bill Chewing, Karen Lunsford; Liz Rohan; Kevin Roozen, Mary P. Sheridan-Rabideau, Jody Shipka, Derek Van Ittersum, and Joyce R. Walker. "Resituating and Re-mediating the Canons: A Cultural-Historical Remapping of Rhetorical Activity." *Kairos* 11.3 (2007)

<http://kairos.technorhetoric.net/11.3/binder.html?topoi/prior-et-al/index.html>

Note: This is a large text. You do not need to read every piece, but can explore.

Read the [KAIROS: 11.3](#) core text carefully.

If you didn't read it before, read Joyce Walker's piece about what a CHAT program pedagogy might look like, "Constructing a BIG text: Developing a Multimodal Master Plan for Composition Instruction."

Prior, Paul A. "A Sociocultural Theory of Writing." *The Handbook of Writing Research*. Eds. Charles A. MacArthur, Steve Graham, and Jill Fitzgerald. Guilford Press, 2005. 54-66. (PDF on ReggieNet under "Resources" for Week 4)

Russell, David. "Activity Theory and Its Implications for Writing Instruction." *Reconceiving Writing, Rethinking Writing Instruction*. Ed. Joseph Petraglia. Lawrence Erlbaum, 1995. 51-78. (PDF on ReggieNet under "Resources" for Week 4)

Prior, Paul, Joyce Walker, and Deb Riggert-Keiffer. "Languaging the Rhetorical Tradition: Pedagogical CHAT in Middle School and College." *Languaging Relations for Transforming the Literacy and Language Arts Classroom*. Eds. Richard Beach and David Bloome. Routledge, 2019: 122-30. (PDF on ReggieNet under "Resources" for Week 1)

Week 12: Writing Program Fall Speaker Series (November 6)

We will not hold class on Wednesday, November 6. Instead, you are invited and strongly encouraged to attend our Writing Program Fall Speaker Series events on Thursday, November 7 and Friday, November 8, unless your coursework or other obligations prevent you from being available. I will share an event schedule-in-progress with you as soon as I have it available.

Readings for/from our visiting speaker Dr. Steven Fraiberg will also be announced as soon as possible.

Readings TBA

Week 13: Sociality + Trajectories/Temporality (November 13)

Latour, Bruno. "Introduction: How to Resume the Task of Tracing Association." *Reassembling the Social: An Introduction to Actor-Network Theory*. Oxford, 2005. 1-17. (PDF on ReggieNet under "Resources" for Week 13)

Prior, Paul, and Julie Hengst. "Introduction: Exploring Semiotic Remediation." *Exploring Semiotic Remediation as Discourse Practice*. Palgrave Macmillan, 2010. 1-23. (PDF on ReggieNet under "Resources" for Week 13)

Johns, Ann M., Anis Bawarshi, Richard M. Coe, Ken Hyland, Brian Paltridge, Mary Jo Reiff, and Christine Tardy. "Crossing the Boundaries of Genre Studies: Commentaries by Experts." *Journal of Second Language Writing* 15 (2006): 234-49. (PDF on ReggieNet under "Resources" for Week 13)

Roozen, Kevin. "Tracing Trajectories of Practice: Repurposing in one Student's Developing Disciplinary Writing Processes." *Written Communication* 27 (2010): 318-54. (PDF on ReggieNet under "Resources" for Week 13)

Week 14 Course Plan Workshop (November 20)

No additional readings for today. Review any course plans that we have read, discussed, or shared with you thus far, as needed.

Thanksgiving Week Break (November 27)

No class.

Week 15 Last day of class (December 4)

No additional readings.

Additional Genre Readings

Chapters 4, 7-11 from Anis Bawarshi and Mary Jo Reiff's *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Parlor Press, 2010.

http://wac.colostate.edu/books/bawarshi_reiff/

Introduction to the Special Issue of *Composition Forum* 31 (2015) on Rhetorical Genre Studies:

<http://compositionforum.com/issue/31/from-the-editors.php>

Devitt, Amy J., Anis Bawarshi, and Mary Jo Reiff. "Materiality and Genre in the Study of Discourse Communities." *College English* 65.5 (2003): 541-58.

Kill, Melanie. "Acknowledging the Rough Edges of Resistance: Negotiation of Identities for First-Year Composition." *College Composition and Communication* 58.2 (2006): 213-35.

Pantelides, Kate, Derek Mueller, and Gabriel Green. "Eight Years a 'Wooden Opponent': Genre Change (and its lack) in Campus Timely Warnings." *Present Tense* 5.3 (2016).

<http://www.presenttensejournal.org/volume-5/eight-years-a-wooden-opponent-genre-change-and-its-lack-in-campus-timely-warnings/>

Artemeva, Natasha, and Janna Fox. "Awareness Versus Production: Probing Students' Antecedent Genre Knowledge." *Journal of Business and Technical Communication* 24.4 (2010): 476-515.

Dryer, Dylan B. "Disambiguating Uptake: Toward a Tactical Research Agenda on Citizens' Writing." *Genre and the Performance of Publics*. Eds. Anis Bawarshi and Mary Jo Reiff. Utah State, 2016. 60-80.

Smart, Graham, and Nicole Brown. "Interns Encountering New Genres in the Activity of the Workplace." *Rhetorical Genre Studies and Beyond*. Eds. Natasha Artemeva and Aviva Freedman. Inkshed, 2008. 2-33.

Spinuzzi, Clay. *Tracing Genres through Organizations: A Sociocultural Approach to Information Design*. MIT Press, 2013.

Additional CHAT Readings

Prior, Paul, and Jody Shipka. "Chronotopic Lamination: Tracing the Contours of Literate Activity." *Writing Selves/Writing Societies*. Eds. Charles Bazerman and David R. Russell. WAC Clearinghouse, 2003.

https://wac.colostate.edu/docs/books/selves_societies/prior/prior.pdf

Additional Learning + Transfer Readings

Jarrett, Susan C., Katherine Mack, Alexandra Sartor, and Shevaun E. Watson. "Pedagogical Memory: Writing, Mapping, Translating." *WPA: Writing Program Administration* 33.1-2 (2009): 46-73.

Fuhrer, Urs. "Behavior Setting Analysis of Situated Learning: The Case of Newcomers." *Understanding Practice: Perspectives on Activity and Context*. Eds. Seth Chaiklin and Jean Lave. Cambridge, 1996. 179-211.

Tuomi-Gröhn, Terttu, and Yrjö Engeström. "Conceptualizing Transfer: From Standard Notion to Developmental Perspectives." *Between School and Work: New Perspectives on Transfer and Boundary-Crossing*. Pergamon, 2003. 19-38.

Bergman, Linda S., and Janet Zepernick. "Disciplinary and Transfer: Students' Perception of Learning to Write." *Writing Program Administration* 31.1-2 (2007): 124-49.

Robertson, Liane, Kara Taczak, and Kathleen Blake Yancey. "Notes Toward a Theory of Prior Knowledge and Its Role in College Composers' Transfer of Knowledge and Practice." *Composition Forum* 26 (Fall 2012).

<https://compositionforum.com/issue/26/prior-knowledge-transfer.php>

Additional Multimodalities Readings

Howard, Tharon W. "Intellectual Properties in Multimodal 21st Century Composition Classrooms." *Copy(write): Intellectual Property in the Writing Classroom*. Eds. Martine Courant Rife, Shaun Slattery, and Dànielle Nicole DeVoss. Parlor Press, 2011.

<http://wac.colostate.edu/books/copywrite/>

Mulcahy, Dianne. "Between Work and Learning: On Pedagogic Practice and Interstitial Space." *Studies in Continuing Education* 33.3 (2011): 203-217.

Marback, Richard. "Unclenching the Fist: Embodying Rhetoric and Giving Objects Their Due." *Rhetoric Society Quarterly* 38.1 (2008): 46-65.

Butler, Janine. "Integral Captions and Subtitles: Designing a Space for Embodied Rhetorics and Visual Access." *Rhetoric Review* 37.3 (2018): 286-99.

Additional Translingualism + Genre Readings

Brutt-Griffler, Janina, and Keiko K. Samimy. "Transcending the Nativeness Paradigm." *World Englishes* 20:1 (2001): 99-106.

Ruecker, Todd. "Challenging the Native and Nonnative English Speaker Hierarchy in ELT: New Directions from Race Theory." *Critical Inquiry in Language Studies* 8.4 (2012): 400-22.

Canagarajah, A. Suresh. "The Place of World Englishes in Composition: Pluralization Continued." *College Composition and Communication* 57.4 (2006): 586-619.

Hengst, Julie, and Peggy Miller. "The Heterogeneity of Discourse Genres: Implications for Development." *World Englishes* 18.1 (1999): 325-41.

Dryer, Dylan B. "Appraising Translingualism." *College English* 78.3 (2016): 274-83.

Special issue of *College English* on Translingualism

<http://www.ncte.org/journals/ce/issues/v78-3>

Costino, Kimberly A., and Sunny Hyon. "Sidestepping Our 'Scare Words': Genre as a Possible Bridge Between L1 and L2 Compositionists." *Journal of Second Language Writing* 1 (2011): 22-44.

Gebhard, Meg, and Ruth Harman. "Reconsidering Genre Theory in K-12 Schools: A Response to School Reforms in the United States." *Journal of Second Language Writing* 20.1 (2011): 45-55.

Hyland, Ken. "Genre Pedagogy: Language, Literacy and L2 Writing Instruction." *Journal of Second Language Writing* 16.3 (2007): 148-64.

Tardy, Christine M. "Researching First and Second Language Genre Learning: A Comparative Review and a Look Ahead." *Journal of Second Language Writing* 15.2 (2006): 79-101.

Schleppergrell, Mary, and Luciana C. Oliveira. "An Integrated Language and Content Approach for History Teachers." *Journal of English for Academic Purposes* 5.4 (2006): 254-69.

Gentil, Guillame. "A Bilingual Agenda for Genre Research." *Journal of Second Language Writing* 20.1 (2011): 6-23.

Madan, Ryan Smith. "Ignoring Ethics with Style: Writing Sentences for 'Non U.S. Persons.'" *Harlot* 15 (2016).

<http://harlotofhearts.org/index.php/harlot/article/view/244/187>

Rawlins, Jacob. "Localized Myth: Creating and Maintaining Persuasive Power." *Enculturation* (2017).

http://enculturation.net/localized_myth

Additional Assessment Readings

Lines, Helen. "A Matter of Personal Taste: Teachers' Constructs of Writing Quality in the Secondary School English Classroom." *International Advances in Writing Research: Cultures, Places, Measures*. Parlor Press, 2012

<http://wac.colostate.edu/books/wrab2011/chapter10.pdf>

Gallagher, Chris W. "Being There: Remaking the Assessment Scene" *College Composition and Communication* 62.3 (2011): 450-476.

Gallagher, Chris W. "Immodest Witnesses: Reliability and Writing Assessment." *Composition Studies* 42.2 (2014): 73-95.

Land, Ray, and Jan H.F. Meyer. "Threshold Concepts and Troublesome Knowledge (5): Dynamics of Assessment." *Threshold Concepts and Transformational Learning*. Sense Publishers, 2010. 61-80.