

English 506
Spring, 2004
Section 01
Shoup 207
3:30 pm - 4:45 pm
Monday and Wednesday
Jan. 14 - May 14, 2002

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Syllabus for English 506: Rhetoric and Composition: History, Theory, and Research

Course Goals: The course will survey the field of rhetoric and composition and try to determine its current state. We will take a brief look at some of the empirical research methods, but we will focus on the historical developments that shaped the way composition is taught today. We will focus most of our attention on how and why the process movement developed in the late 1970s and how this sort of research led to what is sometimes called the “social turn” in the mid-1980s. This will put us in a position to explore in more detail some of the various post-process pedagogies and theories that developed in the 1990s.

Our purpose in studying composition research and theory is two-fold: to give you a wider background in composition studies so that you are a better informed composition instructor and to contribute to your understanding of rhetorical theory as it applies to writing. Studying composition research and theory will not in itself make you a better composition teacher, but it should help you understand why the things that you do well do help your students' writing and why other things may not be so successful. A course like this, combined with English 505 and the number of composition courses you will have taught by the time you graduate, will greatly contribute to your future prospects for employment as a writing instructor.

Requirements: **READING** from the assigned readings and one outside article. **WRITTEN WORK**: two one-page handouts prepared for your presentations, one short paper (5-7 pages), and a long paper (15-20 pages). **JOURNAL/READING LOG**: Regular assigned summaries of the articles and reflections on those articles. **CLASS ATTENDANCE**: Regular attendance (*all* classes, unless you're deathly ill). **PARTICIPATION**: a careful reading of the assigned work, informed participation in class discussions. **PRESENTATIONS**: one presentation of an article, one presentation on a book you have read, and one oral report related to the long paper. **EXAMS**: a final open-book exam. Here is how all of this will be weighted:

Short Paper:	10%
Journal/Reading Log:	30%
Participation (including handouts):	7½%
Attendance:	7½%
Presentations:	10%
Long Paper:	25%
Final Exam:	15%
Total:	100%

Textbooks and Other Materials: The required texts are as follows:

- Menand, Louis. *The Metaphysical Club: A History of Ideas in America*. (paperback or hardback is OK.)
- Villanueva, Victor, Jr. *Cross-Talk in Comp Theory: A Reader*. 2nd ed. Urbana: NCTE, 2004.
- Lindemann, Erika. *A Rhetoric for Writing Teachers*. New York: Oxford UP, 2001.

- One other book from a selected list of books that will be on reserve in the library.
- Some other articles which I will make available to you for copying.

I also suggest that you join NCTE and CCCC. For details, see www.ncte.org.

Tentative Schedule: I hope that we can follow this schedule, but there will almost certainly be changes and some additions, which I will announce in class. The readings listed here come from *The Metaphysical Club* and *Cross-Talk in Comp Theory (CTCT)*.

Wednesday, January 14	Introduction to course and each other. <i>Metaphysical Club</i> .	Week 1	1
Monday, January 19	MLK Holiday. No class.	Week 2	
Wednesday, January 21	<i>Metaphysical Club</i> .		2
Monday, January 26	<i>Metaphysical Club</i> .	Week 3	3
Wednesday, January 28	<i>Metaphysical Club</i> .		4
Monday, February 2	Berlin (“Contemporary Composition: The Major Pedagogical Theories”).	Week 4	5
Wednesday, February 4	Murray and Emig.		6
Monday February 9	Perl and Sommers.	Week 5	7
Wednesday, February 11	Ong and Ede and Lunsford.		8
Monday, February 16	Presidents’ Day, a holiday.	Week 6	
Wednesday, February 18	Kinneavy.		9
Monday, February 23	Britton.	Week 7	10
Wednesday, February 25	Flower and Hayes.		11
Monday, March 1	Lunsford and Shaughnessy.	Week 8	12
Wednesday, March 3	Bizzell (“William Perry”) and Rose (“Narrowing the Mind”).		13
Monday, March 8	Bizzell (“Cognition, Convention, and Certainty”).	Week 9	14
Wednesday, March 10	Bruffee.		15
Monday, March 15 and Wednesday, March 17	Spring Break. (No class.)	Week 10	
Monday, March 24	Bruffee (“Collaborative Learning”).	Week 11	16
Wednesday, March 26	Myers and Hairston. Nikol’s book presentation.		17
Monday, March 29	Bizzell (“Contact Zones,” pp. 479-486). Sean and Cheryl’s book presentations.	Week 12	18
Wednesday, March 31	Min-Zhan Lu (pp. 487-504). Marcia and Nate’s book presentations.		19
Monday, April 5	Rose (“The Language of Exclusion,” pp. 547-570). Jon and Lissy’s book presentations.	Week 13	20
Wednesday, April 7	Ritchie and Boardman (pp. 587-610). Debbie and Aaron’s book presentations.		21
Monday, April 12	Bartholomae (“Inventing the University”). Rick’s book presentation.	Week 14	22
Wednesday, April 16	Richard E. Miller (“The Arts of Complicity,” 655-676). Rochelle’s book presentation.		23
Monday, April 19	Berlin (“Rhetoric and Ideology,” pp. 717-738) and Paul Kei Matsuda (pp. 773-796).	Week 15	24
Wednesday, April 21	Cushman and Villanueva.		25
Monday, April 26	Oral reports on long paper.	Week 16	26
Wednesday, April 28	Oral reports on long paper.		27
Monday, May 3	Oral reports on long paper.	Week 17	28
Wednesday, May 5	Oral reports on long paper.		29
Friday, May 14	Final Exam. 3:30 to 5:30 pm	Week 18	

