“There is nothing to writing. All you do is sit down at a typewriter and bleed.” Ernest Hemingway

Purposes of the course:
Rhetoric, among other definitions, is the art of using language to make meaning. When we compose or comprehend, we bring our understanding of language, situation, perspective and attitude to bear on our need to understand or be understood by others. These forms of understanding constitute the knowledge that is rhetoric. Pedagogy, among other things, is the conscious and informed practice of strategies intended to help others learn what we have to teach.
Pedagogical strategies that will help learners compose and comprehend will necessarily be informed by rhetorical theory. The reflective scholar/teacher will be conscious of his or her theoretical assumptions and will have, then, a profession, as distinct from a job. This course is designed to facilitate your involvement with the community of scholar/teachers who use the arts of rhetoric in their roles as readers, writers and teachers.

Specifically, the course will address:
Your subjects as a teacher of writing: knowledge of writing processes, knowledge of rhetoric, knowledge of linguistics, knowledge of cognition.
Your teaching actions: teaching invention, teaching form and coherence, teaching syntax, teaching diction, teaching revision strategies.
Your professional responsibilities in the rhetorical situation of the classroom: developing assignments, responding to student writing, designing syllabi, assessing programs.
And much, much more…

Required Texts:
Numerous articles available on Canvas.
A personal writer’s notebook.
Course outcomes:
Demonstrate knowledge of rhetorical and pedagogical theories of English composition.
Summarize and evaluate theoretical readings relevant to teaching composition.
Identify and analyze issues in composition theory.
Reflect on their classroom practice in relation to composition theory.
 Demonstrate proficiency in the discourse of composition studies.

Explanation of Activities:
Participation and Preparedness: This is a graduate seminar designed to link theory in rhetoric, language, and learning to practices in reading, writing, and teaching.
I will divide the class into two-member teams. Each team will be responsible for taking the lead in class discussion at least once. Leading the class means that you will give a brief presentation of the article or chapter in question, preparing topics for discussion and forming questions that will facilitate our class discussion. You may give handouts and/or assign quickwrites. You should link the articles to teaching practice. If you are not leading, come prepared to discuss key ideas presented in the readings and the implications of those ideas for yourselves as readers, writers, and teachers. If discussion reflects a lack of preparedness, my fallback position is to require, prior to each class for which assigned formal readings are listed in the syllabus, a 1/2 to 1 page statement including the purpose and key points of the reading(s) in addition to your reflective questions. Show up on time, every time, and participate positively in class exercises modeling student activities. 20 points

Discussion posts: There will be three discussion board assignments in lieu of class. Discussion posting means that you use the discussion board to talk to your fellow students, bounce ideas off of each other and figure out meaning and application. I believe that literature and writing come alive when discussed intelligently between two or more people. You will post and reply to at least two other people. Supportive comments such as “I liked it” are nice, but they do not strike at the heart of the matter and you will receive no credit for doing so. You should feel free to grapple with the materials in this forum- to talk about the things that baffle you, that you are having a hard time understanding. It can be difficult to reconcile a comfortable point of view with one you have not encountered before. If you are having difficulty with the text, as I expect you to, someone else probably has the same problem as you do. Yes, I do expect you to have to reach for meaning. With this may come frustration. Trust me though, this is worth the effort. Use the discussion forum to help formulate your responses.
Please note that while the discussion post closes on a specific day, that is not when you post. Post when it is open. Post early and often and talk to one another, since that is the point of this exercise. If I discover that you hurriedly post and respond an hour before the discussion closes, I will deduct half of your points as you are not behaving as part of the community. There may be several threads to any discussion; I encourage you to start your own discussion threads and act as moderator for those threads. I will guide you, but my function here is limited to asking questions and offering ways to frame discussion rather than to referee or to tell you what to think.

Your discussion grades are based on: 1) Completeness: posting a response to the reading, and following up with at least 2 responses to other students’ postings in a thread, and responding to any follow-up questions directed to you. 2) Thoroughness: addressing the questions and proofreading your response before you post it; 3) Specificity: citing specific passages and using examples and quotes as evidence for your points; 4) Analysis: going beyond plot summary to analyze the characters, themes, symbols, and settings of the novel; and 5) Follow-Up Response: extending ideas, raising questions, and making connections. I suggest you compose your response in your word processing program, save it, and then cut
Reflective Essays: This type of essay is aimed at connecting theoretical information to personal observation and experience. In this case, you will write 4 reflective papers, discussing the books, articles, and media offered in class and how that pertains to your current, future, or ideal classroom. The emphasis is on the content, not form so please use whatever writing style is comfortable; formal and in MLA format, or informal, incorporating multiple genres and means of expression. 20 points.

Unit Creation and Presentations: Prepare and present a unit plan for teaching composition. The assignment sheet is at the end of this syllabus. You should use a handout or visuals, but you do need to a) summarize the key ideas, b) link the ideas to your practices as a reader, writer, and teacher, and c) compose 3-4 questions for discussion that arise from the reading. The presentation, excluding discussions of your questions, should take no more than 15 minutes. As assigned on the course calendar, 10 points for the plan, 5 points for the presentation, 5 points for the reflective essay.

Research Essay: You will write an MLA-driven essay on a current question at issue in composition studies/theory. You may use any of the argumentation styles we discussed in class. Bibliographies and other guiding resources will be referenced in class. At least five online or print journal articles or books must be integrated into your discussion. Questions at issue can emerge from your teaching, learning or writing experiences and can focus on or go beyond the topics addressed in class. For example composition and service learning, post-structural or cultural studies and composition teaching, teaching speakers of other languages and dialects in the composition classroom, writing center pedagogy, technology and composition, and multimedia/visual literacy are all acceptable. We will develop the rubric together. Please keep it to 7-8 pages excluding Works Cited, MLA format. Syntheses will be presented on the last class days (and you may also want to present them at SOURCE). Prepare to explicate your question at issue and key answers evidenced in your research as well as clarifying the implications of the perspectives for the writing classroom. 10 points for the rough draft, 20 points for the final draft.

Course Grading:
Participation and Preparedness 20%
Discussion Board Postings 10%
Reflective Essays 20%
Teaching Unit and Presentations 20%
Research Synthesis 30%

Grading Scale (With apologies and thanks to David Foster Wallace):
90-100= A  Mind-Blowing Good, or at least Extremely Good
80-89 = B  Very Good or at least High-average
70-79 = C  Average to Mildly Sub-par
60-69 = D  Markedly Poor; We Need to Talk
50- below = F  Obvious

ADA Statement:
Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers
to learning, discuss your concerns with the instructor. Students with disabilities should contact Student Disability Services to discuss a range of options to removing barriers in the course, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-1202 or email ds@cwu.edu for more information.

Plagiarism:
The use of someone else’s work without citations or quotation marks is plagiarism and results in a zero. Regardless of your awareness of the problem, plagiarism is still plagiarism, and an answer of “I did not know” will not suffice. Always cite your sources, even if you think you might be citing incorrectly. I would rather have a good attempt than a plagiarist. Plagiarism usually results from a) Unintentional ignorance, b) Desperation, or c) Laziness. If I perceive intentional plagiarism in student work, I will charge that student with such through Academic Affairs.

Tentative and Quasi-Unfinished Course Schedule

**Week 1**  
**Thursday, January 5**  
Introductions, Syllabus, discussion of pedagogy and teaching persona.

**Week 2**  
**Tuesday, January 10**  
Read and discuss Anyon and Vygotsky articles, view and discuss “How Schools Kill Creativity”.

**Thursday, January 12**  
Class meets online – Discussion board opens Wednesday and closes on Friday. Discuss Composition Pedagogies – Introduction. Pages 1-19.

**Week 3**  
**Tuesday, January 17**  
Read “Rhetoric and Argumentation” pgs. 248-265 – Be prepared to discuss. Dr. Dieu presents Rogerian, Causal, MGR, and Evaluation argument assignments. Examples provided. **Introduce Unit Creation assignment.**

**Thursday, January 19**  
Reflection #1 Due to Canvas  
Discuss Composition Pedagogies – “Dreaming of Democracy” pgs 77-93.  
Taking the Lead ___Sam McManis___and ___Melissa Heaps___  
(Dieu supplies Handout- Freire)

**Week 4**  
**Tuesday, January 24**  
Class meets online – Discussion board opens Monday and closes on Wednesday. Discuss Composition Pedagogies – “Basic Writing Pedagogy” pgs 20-36

**Thursday, January 26**  
Discuss Composition Pedagogies – “Literature and Composition Pedagogy” pgs 163-176.  
Taking the Lead ___Bennett Pearson___and ___Zachary Dalton___  
Check in on Unit Creation
Week 5
Tuesday, January 31
Syllabus Creation. Guest speaker: Joe Johnson. Materials provided.

Thursday, February 2
Article Discussion
Reflection #2 Due to Canvas
Discuss Composition Pedagogies – “Writing Center Pedagogy” pgs. 301-316
Taking the Lead ___Alicia Leyva_ and __Amy Strole_____

Week 6
Tuesday, February 7
Discuss Composition Pedagogies – “Second Language Writing” pgs. 266-282
Taking the Lead ___Stephen Ramquist___, ___Victoria Zencak___, and ___Josh Aubol___

Thursday, February 9
Painting and Writing. Nothing to prepare; just show up.

Week 7
Tuesday, February 14 Article Discussion- Discourse Community Analysis Theory and Practice

Thursday, February 16
Discuss Composition Pedagogies – “Fully Online and Hybrid Writing Instruction” pgs 194-212.
Reflection #3 Due to Canvas

Week 8
Tuesday, February 21
Unit Creation Presentations

Thursday, February 23
Class meets online – Discussion board opens Wednesday and closes on Friday. Discuss
Composition Pedagogies – “Process Pedagogy and Its Legacy” pgs. 212-230

Week 9
Tuesday, February 28
Evaluating writing: A how-to for student work and peer reviews. Materials provided the day of.

Thursday, March 2
Reflection #4 Due to Canvas
Article Discussion:

Week 10
Tuesday, March 7
Workshop Essay rough drafts.

Thursday, March 9
Essay Presentations