

**ENGL314: Theories of Composition and Rhetoric**  
Fall 2006

Dr. Joel Wingard  
Zinzendorf 304, ext. 1511  
Hours: MWF - 10:30 a.m. – noon  
TR – 11:30 a.m. – 12:30 p.m.  
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*Course description and objectives*

**English 314: Theories of Composition and Rhetoric** involves the study of contemporary theories of composition, of rhetoric in an academic setting, and of the pedagogy of writing. This course should be useful for English majors who are seeking secondary education certification or for students considering graduate school in rhetoric and composition. Its objectives will be to make students aware and competent in their articulation of how theories of rhetoric, composition, and pedagogy inform contemporary practices in writing classrooms. Students completing this course successfully should be able to:

- Understand and describe the leading theories of composition over the last 30 or so years
- Understand and define key terms associated with composition and rhetoric
- Understand and describe the context of composition teaching in the U.S. today and something of its history
- Understand and take a position with respect to key articles in the professional conversation about composition, rhetoric, and pedagogy
- Articulate and reflect on their own theoretical positions with respect to composition and rhetoric in the classroom
- Present, both orally and in writing, an analysis/critique of the *praxis* of a section of WRIT100 at Moravian College **OR** of a topic of concern within the field of composition and rhetoric.
- Design a theorized writing course with at least one writing assignment.

*Books:*

Heilker, Paul, and Peter Vandenberg, eds. *Keywords in Composition Studies*. Portsmouth, N.H.: Boynton/Cook Heinemann, 1996.

Tate, Gary, Amy Rupiper, and Kurt Schick. *A Guide to Composition Pedagogies*. New York: Oxford UP, 2001.

Villanueva, Victor, ed. *Cross-Talk in Comp Theory*, 2<sup>nd</sup> ed. Urbana, IL: NCTE, 2003.

(Handouts and course reserves – see below – will supplement these texts.)

*Course reserves:*

Bullock, Richard, and John Trimbur, eds. *The Politics of Writing Instruction: Postsecondary*. Portsmouth, N.H.: Boynton/Cook Heinemann, 1991.

*Blackboard site:* ENGL314 – Access code: 31406

*Assignments and grades:*

- **2 unit tests and a final exam.** These will be short-answer and/or essay; one will be done according to an *individualist* model and one will be done according to a *collaborative* model. Each unit test will be worth **15%** of your course grade; the final exam will be worth **20%**
- **a response journal** that I will expect you to write in regularly and faithfully. Entries will cover assigned readings from course reserves. The journal will also include a formal annotated bibliography of reserve *and* other readings. The journal will be worth **20%** of your course grade.
- **a presentation and paper** that analyzes and critiques the *praxis* of a section of WR100 at Moravian or of a topic of concern within the field of composition and rhetoric. The presentation will include handouts and perhaps visuals, and the paper will be a formal one including citations and appendices. This assignment will be worth **30%** of your course grade (1/3 for the presentation, 2/3 for the paper).

*Academic honesty and plagiarism:*

The Moravian College policy on academic honesty, as represented in the *Student Handbook, 2006-07*, pp. 26-31, will apply in ENGL 314. At the same time, in this particular course, *plagiarism* might usefully be studied as “a topic of concern within the field of composition and rhetoric” (either for an individual research project or as a matter for class discussion).

*Assignment schedule:*

## Week I

M 8/28 - F 9/1

T- Course introduction.

Th – **Writing**: initial inventory of attitudes, ideas, and experiences.  
reserve reading by *Herzberg* \*; handout: Crowley.

## Week II

T 9/5 – F 9/8

T – handout: from *A Primer for Writing Teachers*, 2<sup>nd</sup> ed., Chapter 1, pp. 1-15Th – handout: *Primer*, Chapter 1, pp. 15- 41handout: *Fulkerson**Cross-Talk*, essays by Kinneavy, pp. 129-39, and Berlin, pp. 255-70.

(please read pp. 127-28 as well)

## Week III

M 9/11 - F 9/15

T – handout: *Primer*, Chapter 2, pp. 44-59*Cross-Talk*, essays by Murray and Emig, pp. 1-15Th – handout: *Primer*, Chapter 2, pp. 59-78*Cross-Talk*, essay by Bruffee, pp. 415-36.

## Week IV

M 9/18 - F 9/22

T – handout: *Harrington et al.***Journal check**Th – review/prepare for **test**

## Week V

M 9/25 – F 9/29

T – **Test**Th - *Guide*, Chapter 1 (“Process Pedagogy”)

## Week VI

M 10/2 - F 10/6  
(midterm)T - *Guide*, Chapter 2 (“Expressive Pedagogy ...”)Th - *Guide*, Chapter 3 (“Rhetorical Pedagogy”)

## Fall break

M - T, 10/9-10

## Week VII

W 10/11 - F 10/13

Th - *Guide*, Chapter 4 (“Collaborative Pedagogy”)

## Week VIII

M 10/16 - F 10/20

T - *Guide*, Chapter 5 (“Cultural Studies and Composition”)Th - *Cross-Talk*, essay by Berlin, pp. 717-37.

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\* **Four** reserve readings from *The Politics of Writing Instruction* are assigned in this schedule. You must also read, respond to and include in your journal bibliography **fifteen** assigned items from the *Keywords* book, as listed on the “Journals” handout. In addition, you are to choose **at least three** other *Keywords* items. This will make a **minimum total of 22** entries for your journal. Any readings beyond 22 – responded to and bibliographized – will earn extra credit toward the journal grade.

Week IX  
M 10/23 - F 10/27

T - *Guide*, Chapter 6 (“Critical Pedagogy ...”)  
Th –

Week X  
M 10/30 - F 11/3

**Test**

Week XI  
M 11/6 - F 11/10

T – *Guide*, Chapter 7 (“Feminist Pedagogy”); *Keywords*: “Feminism”  
Th – reserve readings by *Miller* and *Flynn*

Week XII  
M 11/13 - F 11/17

T – handout: from *A Primer for Writing Teachers*, Chapter 5, pp. 166-80.  
Th – handout: *Primer*, Chapter 5, pp. 180-90.  
*Cross-Talk*, essays by Hartwell, pp. 205-33, and Rose, pp. 547-69.  
(please read pp. 505-07 as well)

Week XIII  
M 11/20 – T 11/21  
(Thanksgiving break)

T – reserve reading by *Connors*; handout: *David et al.*  
review/planning for presentations

Week XIV  
M 11/27 - F 12/1

**Presentations**

Week XV  
M 12/4 - M 12/11

T - **Presentations**  
Th – course evaluations

Final exams  
Tu 12/12 – Tu 12/19

## EN314 – Reserve readings

(The notations *Cross-Talk* and *Politics* indicate that a given reading is in either of two books on reserve for EN314 in Reeves Library. Readings listed without those notations are separate photocopies of journal articles. The books are:

Bullock, Richard, and John Trimbur, eds. *The Politics of Writing Instruction: Postsecondary*.  
Portsmouth, N.H.: Boynton/Cook Heinemann, 1991.  
Villanueva, Victor Jr., ed. *Cross-Talk in Comp Theory*. Urbana, Ill.: NCTE, 1997.)

Berlin, James. “Contemporary Composition: The Major Pedagogical Theories” (*Cross-Talk*)

- - - . “Rhetoric and Ideology in the Writing Class” (*Cross-Talk*)

Berthoff, Ann E. “Is Teaching Still Possible? Writing, Meaning, and Higher Order Reasoning” (*Cross-Talk*)

Bruffee, Kenneth. “Collaborative Learning and the Conversation of Mankind” (*Cross-Talk*)

Connors, Robert J. “Rhetoric in the Modern University: The Creation of an Underclass” (*Politics*)

David, Denise, Barbara Gordon, and Rita Pollard. “Seeking Common Ground: Guiding Assumptions for Writing Courses”

Emig, Janet. “Writing as a Mode of Learning” (*Cross-Talk*)

Flynn, Elizabeth A. “Composition Studies from a Feminist Perspective” (*Politics*)

Fulkerson, Richard. “Four Philosophies of Composition”

Hartwell, Patrick. “Grammar, Grammars, and the Teaching of Grammar” (*Cross-Talk*)

Lamb, Catherine E. “Beyond Argument in Feminist Composition”

Miller, Susan E. “The Feminization of Composition” (*Politics*)

Murray, Donald M. “Teaching Writing as a Process not Product” (*Cross-Talk*)

