

**13. COURSE OUTLINE FALL 2009
with Assignment Schedule**

| Date | Content | Assignment |
|---------------------|---|--|
| Aug. 25 | Syllabus, Agenda, Expectations Introductions Reacting to a Student Paper The Myths of Writing The Profession of Rhetoric and Composition Studies: What It Is: Literature and Composition (Reading and Writing): Secondary, Post-Secondary, and the Adult Afterlife. Intro to <u>Reading ...Chevys</u> by Smith and Wilhelm. | Eliot, T. S. "Tradition" to be read and discussed in class. |
| Sept. 1 | The Autonomous Writer Vs. Social Construction of Texts Dialogue within the profession on the nature of composing | Read Elbow, Peter. "Closing" Porter, James E. "Intertextuality" Smith and Wilhelm, pp. 1-25 Note: Full citations for the readings are in the bib at the end of this document, alpha order by author. |
| Sept. 8 | Introducing Paper I: An Encomium to a Luminary in Rhetoric and Composition Studies Extrapolating Criteria for Paper 1 Entering the Professional Conversation on the Lit/Comp Relationship. | Elbow, Peter. "Cultures." Fahnestock, Jeanne, and Marie Secor. "Rhetoric." Smith and Wilhelm, pp.27-87. |
| Sept. 15 | Discussion of Smith and Wilhelm Examining Some Professional Journals and Databases. | Smith and Wilhelm, pp 87-204.. . |

| | | |
|------------------------|--|--|
| <p>Sept. 22</p> | <p>Discussion of Readings (especially for purposes of modeling for Paper 1). Choosing your individual encomium on Connors to read and report on. Choosing a rhet/comp researcher to write on. Gathering information.</p> | <p>Connors, Robt J. "Erasure." "Teaching." "Personal."</p> |
| <p>Sept. 29</p> | <p>Reports on your indiv. Connors encomium (Oral). Parallels between Ede and Lunsford's "introduction" Picking a rhet/comp "star" (living or dead) known for his/her contributions to the profession of rhetoric and composition studies as the subject of your own encomium..</p> | <p>Ede and Lunsford."Introduction." (on reserve in Chesnutt Library – photocopy only) Encomia are in Ede and Lunsford (on reserve in Chesnutt Library) Prepare for oral presentation on the Connors encomium as assigned.</p> |
| <p>Oct. 6</p> | <p>Oral progress report on bio and/or work of your chosen rhet/comp researcher. Discussion of Huot reading. Encomia and Vituperations.</p> | <p>Each student will orally – and somewhat informally -- present <u>research on paper 1 to date</u> (four sources at this point will be fine, but more will be fine also). For the teacher and each classmate, prepare a sheet with <u>the bibliographic entry (MLA Style) of each source examined and a key word outline</u> of what you will say. This sheet should serve as a guide for the listener as you speak. To the sheet, you may also add (an) especially pithy or illustrative quotation(s) to open, close, and/or illustrate (but don't overload listeners with direct quotations). Your handout should be reader-friendly (rem. white space) and no longer than two pages (one page would be more typical). This presentation should last at least three minutes but no longer than six minutes.</p> |
| <p>Oct. 13</p> | <p>Peer evaluation in groups using PQP method. Discussion of Broad reading.</p> | <p>Read Broad, pp. 1-15. First Copy of Paper 1 due. Bring enough copies for peer review group.</p> |
| <p>Oct. 20</p> | <p>Discussion of first copies based on teacher comments and common issues and comments.</p> | <p>Read Broad, pp. 16-72. Send via email your <u>revised copy</u> of Paper 1 to the instructor <u>before 8 a.m. today</u>. The idea is to respond to each paper by the beginning of class</p> |

| | | |
|----------------|---|---|
| | Discussion of reading in Broad. | tonight. Please be punctual. This “revised copy” should be the best that you can do up to this point. While this revised paper – your second copy -- should incorporate suggestions made during review on Oct. 16, it is still not the final copy. The instructor will comment on the paper and email it back to you, probably by midafternoon.. |
| Oct. 27 | Process Theory vs. Classical Theory. Discussion of Broad. Introduction to Lynne. Preparing for the Poster Sessions on Paper 1 (i.e., making a poster). | Read Broad, pp.73-164. Bring Lynne to class. Final Copy of Paper 1 due; turn in the final copy with specified prewriting. |
| Nov. 3 | Peer Evaluation of Posters. Extrapolating Criteria for Paper 2. Choosing a topic for Paper 2. | Posters on Paper 1 (for Gallery Walk) Read these sample literature reviews: Gorman, Angela Miller, Ochsner and Fowler, Selzer “What.” (Listed in bibliography at end of this doc.) |
| Nov. 10 | Short report from each class member on progress on Paper 2. Discussion of Lynne. Introducing the Wilson text. | Completion of reading of Lynne. List of at least five possible sources to use for Paper 2 (lit review on an area of concern in rhet.comp). Short (3 to 6 minutes) oral report on what has emerged from the sources read so far (3 or more). Provide a handout to guide your audience (teacher and classmates). Bring Wilson to class. |
| Nov. 17 | Q and A for Paper 2 . Discussion of the Wilson Text. Mock-up of a review of literature on assessment. | Complete reading of Wilson text on Rubrics. Bring to class the other assessment books that you’ve read (as many as you can carry). |
| Nov. 24 | Assessing Writing | Reading on Assessing Writing: Inoue, Asao B., “Self-Assessment as Programmatic Center: The First-Year Writing Program and Its Assessment at California State University, Fresno.” <u>Composition Forum</u> 20.20. Accessed online at http://compositionforum.com/issue/20 First copy of paper 2. Email first copy of Paper 2 to instructor as soon as you are ready for her advice and any time after November 20, but in order to assure a timely reply, you should send it by the “deadline” of tomorrow |

| | | |
|---------------|---|---|
| | | <p>morning (Nov. 28). The longer you wait after that, the shorter the time you will have to make revisions. Instructor will comment and provide copies of the essay with her comments to all class members via email, Blackboard, or hard copy in class.</p> |
| Dec. 1 | <p>Assessing Writing Peer review of literature reviews in progress.</p> | <p>Readings: Hillocks to page 122 due today. Second copy of paper 2. Bring enough copies for peer review group and teacher.</p> |
| Dec. 8 | <p>Oral Presentations of Papers. Reflection Sheet for Paper 2. Assessment Activities for Writing</p> | <p>Presentations of papers. Complete Hillocks for today -- chat time and quiz on Hillocks Final hard copy of Paper 2 in a pocket folder, which also includes prior steps (prewriting and notes, peer evals, teacher evals, process sheet distributed in class).</p> |