



ENGL 6821/7821

Seminar in Teaching Composition

Tuesdays | 2:40 – 5:40 p.m. | Peck 325

3 Credit Hours

INSTRUCTOR INFORMATION

Name: Dr. Eric Detweiler

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Office Hours: 11:00 a.m. – 12:30 p.m. on Tues., 2:45 – 4:15 p.m. on Thurs., and by appointment

COURSE INFORMATION

Description

This course will focus on the theory and practice of teaching writing at the college level. We will read, discuss, practice, and write things meant to assist you in developing your own pedagogy. Reading and writing assignments will connect theories of writing and work in the broader field of rhetoric and writing studies with the specifics of MTSU's general-education English program, preparing you to teach ENGL 1010 and ENGL 1020.

COURSE MATERIALS

Required Textbook

There is no required textbook for this course. All readings will be available via D2L as either PDFs or links to open-access resources.

If you want a book to use as a resource as you develop as a writing teacher, there are some good options out there. Here are a few you can purchase if you so choose—though again, these are **not** required for this course:

- Glenn and Goldthwaite's [*The St. Martin's Guide to Teaching Writing*](#) (We'll read some selections from this book for class. New copies are tough to get ahold of.)
- Gottschalk and Hjortshoj's [*Elements of Teaching Writing*](#)
- Roen et al.'s [*Strategies for Teaching First-Year Composition*](#) (Another book we'll read selections from.)

ASSESSMENT AND GRADING

Grading Procedure

Your grade in this course will correspond to four major writing projects. You will turn in drafts of each throughout the semester, then submit revised drafts of all of them as part of a teaching portfolio at the end of the semester. I will provide more detailed prompts for each assignment as it approaches.

- **Literacy Narrative** (22%): A scaled-up version of a common assignment in ENGL 1010. You will write a personal narrative documenting your experiences and development as a reader and writer.
- **Analysis of Student Writing** (22%): A detailed analysis of a piece of student writing. If you are currently teaching a writing course, I recommend using an anonymized piece from a student in that course. For those of you who aren't, I will provide anonymized samples from past students.
- **Course/Assignment Design** (22%): This assignment will differ for MA and PhD students. MA students will develop an original writing assignment for 1010 or 1020, which will be accompanied by a broader description of and rationale for that assignment. PhD students will do the same, but with a full-fledged syllabus for a writing course.
- **Teaching Philosophy** (22%): A common professional document required of candidates applying for teaching jobs. You will compose a statement in which you describe your philosophy as a writing teacher.
- **Portfolio Cover Letter** (12%): Along with your portfolio, you'll submit a cover letter summarizing the work you did in the course and your takeaways as a current or future writing teacher.

Grading Scale

A: 90-100	C+: 77-79	D: 63-66
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	F: 59 and under
B-: 80-82	D+: 67-69	

Incomplete Grades

Incomplete grades are given rarely and only in extenuating circumstances. Page 56 of the [MTSU Undergraduate Catalog](#) states: "The grade I indicates that the student has not completed

all course requirements because of illness or other uncontrollable circumstances, especially those which occur toward the end of the term. Mere failure to make up work or turn in required work on time does not provide the basis for the grade of "I" unless extenuating circumstances noted above are present for reasons acceptable to the instructor." Please refer to the Undergraduate catalog for the complete Incomplete Grade Policy.

Feedback

In general, I will provide feedback on your projects within a week of the due date. That feedback will be posted in the D2L dropbox where you submitted the project. I typically record audio feedback, but let me know if that isn't an accessible option for you and I'm happy to provide written feedback instead. I am also willing to look at and respond to early drafts of projects prior to the final due date.

Major projects should be submitted to the corresponding D2L dropbox and will not be accepted via email. If one of your projects cannot be readily submitted via D2L because of file size restrictions, etc., send me an email and we can figure out a solution.

Deadlines and Late Work

If you anticipate needing an extension on a project or a reading discussion, just let me know and we can determine an appropriate deadline.

PARTICIPATION

Attendance

I ask that you miss no more than two days of class. This will be a highly participatory and hands-on course, so it is easy to fall behind if you're absent. That said, I know illness and personal emergencies happen. If you do miss more than two classes, you will need to schedule a one-on-one meeting with me to make sure you have a path forward in the course and that we agree on what that entails. If you don't schedule that meeting, you won't pass the course.

Masking

Due to the ongoing pandemic, including the current spike in COVID cases, I will continue to mask this semester. I welcome you to do the same.

OTHER POLICIES

Academic Integrity/Misconduct

Please review MTSU's policy on [Academic Integrity and Misconduct](#). As graduate students, I assume you are familiar with plagiarism and how to avoid it. But just in case, plagiarism includes, but is not limited to:

- submitting someone else's work (papers, reports, drawings, laboratory notes, computer programs, etc.) as if it's your own;
- knowingly assisting another student in obtaining or using materials they attempt to pass off as their own work (this does *not* include collaborating with each other while you're working on a writing project, which I encourage you to do);

- submitting assignments previously used in other courses where you received credit for the work; and
- improperly crediting or not crediting another author's work.

Ultimately, the consequences for plagiarism are my call. If you repeatedly and intentionally plagiarize assignments in this course, possible disciplinary sanctions (including expulsion from the university) may be imposed through the regular institutional procedures for addressing academic misconduct. I have the option of not giving you credit for plagiarized assignments until they're redone or of giving you an F/N for the course. Students guilty of plagiarism may be reported to the Vice Provost for Academic Affairs.

Email

If you need to get in touch with me outside of class or office hours, my MTMail address is the best way to do so: eric.detweiler@mtsu.edu. In most cases, I'll reply within 24 hours to any email I receive during the workweek. I do sometimes reply to emails during the weekend, but don't depend on it. If you have a pressing question or concern and the weekend is coming up, make sure to email me before 5 p.m. on Friday.

STUDENT RESOURCES

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the [Disability & Access Center \(DAC\)](#) website and/or contact the DAC for assistance at 615-898-2783 or [DAC Email](#).

I know that the remote nature of this course as well as the mental and emotional stress of COVID-19 may present additional accessibility challenges that extend beyond what is officially documented by the DAC. If I can assist with any additional accommodations or accessibility needs, please don't hesitate to get in touch. I'm happy to help.

University Writing Center

The University Writing Center is a great resource for both remote and on-campus students. Its physical location is room 362 of the James E. Walker Library, and it's online at www.mtsu.edu/uwc. The UWC offers students valuable one-on-one assistance with their writing, and they offer virtual appointments. You can make an appointment for a conference using their website or by calling (615) 904-8237.

Grade Appeals

[University Policy 313, Student Grade Appeals](#), provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy

Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review [MTSU's Title IX website](#) for resources.

MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University's Title IX coordinator to help ensure student's safety and welfare. Please refer to [MTSU's Title IX website](#) or contact information and details.

COURSE CALENDAR

This calendar includes deadlines for reading assignments and major writing projects. All readings will be available via D2L as PDFs and/or links to open-access webtexts. Readings and projects are listed on the day they're due.

Week 1	
Aug. 27	Introductions, Syllabus and Course Calendar, Individual Meetings
Week 2	
Sept. 3	First-Year Writing: Histories and Contexts
	<u>Readings</u> - Chapter 1, <i>Strategies for Teaching First-Year Composition</i> (selections) - Deborah Coxwell-Teague and Ronald F. Lunsford – “Setting the Table: Composition in the Last Half of the Twentieth Century” - David Bartholomae – “Inventing the University”
Week 3	
Sept. 10	Frameworks and Theories for Teaching First-Year Writing
	<u>Readings</u> - Douglas Downs and Elizabeth Wardle – “Teaching about Writing, Righting Misconceptions: (Re)envisioning ‘First-Year Writing’ as ‘Introduction to Writing Studies’” - Patricia Roberts-Miller – Introduction, “Deliberate Conflict: Argument, Political Theory, and Composition Classes” - Eli Goldblatt – “Don’t Call It Expressivism: Legacies of a ‘Tacit Tradition’” Optional reading: James Berlin – “Rhetoric and Ideology in the Writing Classroom” (an influential piece in the history of rhetoric and composition that’s worth reading, but I’ll cover its major arguments in class).
Week 4	
Sept. 17	Developing Course Materials: Writing Prompts and Lesson Plans
	<u>Readings</u> - Chapter 4, <i>Strategies for Teaching First-Year Composition</i> (selections) - Cheryl Glenn and Melissa Goldthwaite – <i>The St. Martin’s Guide to Teaching Writing</i>, Chapters 3 and 4 (selections) - Chris M. Anson – “Writing, Language, and Literacy”

	Kathleen Blake Yancey – “Attempting the Impossible: Designing a First-Year Composition Course” Optional reading: <i>Framework for Success in Postsecondary Writing</i>. This 2011 document is mentioned in the Anson and Yancey readings.
Week 5	
Sept. 24	Responding to Student Writing and Facilitating Peer Review <u>Readings</u> - Richard Straub – “The Student, the Text, and the Classroom Context: A Case Study of Teacher Response” - Asao B. Inoue – “A Grade-Less Writing Course that Focuses on Labor and Assessing” - Chapter 8, <i>Strategies for Teaching First-Year Composition</i> (selections) - Timothy Oleksiak – “Slow Peer Review in the Writing Classroom” Due Date: First Draft of Literacy Narrative
Week 6	
Oct. 1	Discourse Analysis <u>Readings</u> - Jennifer Clary-Lemon, Derek Mueller, and Kate Pantelides – <i>Try This: Research Methods for Writers</i>, Chapters 1 and 4 - Thomas Huckin, Jennifer Andrus, and Jennifer Clary-Lemon – “Critical Discourse Analysis and Rhetoric and Composition” - Ellen Barton – “Inductive Discourse Analysis: Identifying Rich Features”
Week 7	
Oct. 8	Multimodal Assignments and Accessibility <u>Readings</u> - Jody Shipka – <i>Toward a Composition Made Whole</i>, “Rethinking Composition / Rethinking Process” - Steph Ceraso – “(Re)educating the Senses: Multimodal Listening, Bodily Learning, and the Composition of Sonic Experiences” - Janine Butler and Stacy Bick – “Audience Awareness and Access: The Design of Sound and Captions as Valuable Composition Practices” Due Date: First Draft of Analysis of Student Writing
Week 8	
Oct. 15	FALL BREAK – NO CLASS
Week 9	

Oct. 22	Linguistic Justice <u>Readings</u> • Conference on College Composition and Communication – “Students’ Right to Their Own Language” • April Baker-Bell, <i>Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy</i>, Chapter 2 • Amy D. Clark – “Voices in the Appalachian Classroom” • Bruce Horner, Min-Zhan Lu, Jacqueline Jones Royster, and John Trimbur – “Language Difference in Writing: Towards a Translingual Approach”
Week 10	
Oct. 29	CLASS CANCELLED
Week 11	
Nov. 5	Genre <u>Readings</u> • Carolyn Miller – “Genre as Social Action” • Anis S. Bawarshi and Mary Jo Reiff – <i>Genre: An Introduction to History, Theory, Research, and Pedagogy</i>, Chapters 5 and 11
Week 12	
Nov. 12	Artificial Intelligence <u>Readings</u> • MLA-CCCC Joint Task Force on Writing and AI – “Working Paper: Overview of the Issues, Statement of Principles, and Recommendations” • Bill Hart-Davidson – “Have We Ever Done a Good Job Teaching Writing?” • Tim Laquintano, Carly Schnitzler, and Annette Vee – “An Introduction to Teaching with Text Generation Technologies” • <i>Composition Studies</i> – “Where We Are: AI and Writing” Due Date: First Draft of Course/Assignment Design
Week 13	
Nov. 19	Reflection and Metacognition <u>Readings</u> • Kara Taczak, Liane Robertson, and Kathleen Blake Yancey – <i>Writing Across Contexts</i>, Chapters 2 and 3 • Julie Lindquist and Bump Halbritter – “Documenting and Discovering Learning: Reimagining the Work of the Literacy Narrative”

	Optional reading: Ellen C. Carillo – “Creating Mindful Readers in First-Year Composition Courses: A Strategy to Facilitate Transfer”
Week 14	
Nov. 26	Grammar and Style <u>Readings</u> • Patrick Hartwell – “Grammar, Grammars, and the Teaching of Grammar” • Min-Zhan Lu – “Professing Multiculturalism: The Politics of Style in the Contact Zone” • Vershawn Ashanti Young et al. – <i>Other People’s English: Code-Meshing, Code-Switching, and African American Literacy</i> (selections) Optional reading: Gloria Anzaldúa’s “How to Tame a Wild Tongue” Due Date: First Draft of Teaching Philosophy
Week 15	
Dec. 3	Workshop Teaching Portfolios
Finals	
Dec. 10	Individual Conferences (3:30 – 5:30 p.m.)
Dec. 12	Due Date: Teaching Portfolios (11:59 p.m.)