

Writing Studies: History, Theories, Pedagogies, and Practices

GEN 3000 level

Junior and senior students

W1

Prereq: previous W1 course

Course Description for Bulletin:

In this course, students will learn about the history of writing studies (nonfiction, creative, journalistic, academic) as well as major theories, pedagogies, and practices. In this course, they will also have the opportunity to design writing assignments and to practice various pedagogical strategies.

Instructor's Name: Carra Leah Hood

School: GENS

Program: Writing

Course Title (30 characters or less): **Writing Studies: History, Theories, Pedagogies, and Practices**

Prerequisite(s): **Previous W1 course**

Subscripts(s): _____

Attribute(s): **W1**

General Studies Category: **GENS** **X** GAH _____ GSS _____ GNM _____ GIS _____

Course Level: 1000 _____ 2000 _____ **3000** **X** 4000 _____

CIP IDEA Discipline Code (see <http://www.theideacenter.org/DisciplineCodes>): **2400**

General Studies objectives met by this course (at least 2): **1 and 5**

Course Description (250-300 word explanation of the course, overall focus, and academic rationale):

Please see attached.

Course Proposal Narrative (explain the following in relation to the course you are proposing: new learning opportunities, interdisciplinary nature, and General Studies goals and objectives; refer to the document entitled "How to Propose a General Studies Course" for a fuller description of this section of your Proposal Application):

Please see attached.

Course Description

Explanation:

In this course, students will study major theories and pedagogies in writing/composition studies. The course reading will expose students to the variety of ways in which writing has been described and analyzed so that they can understand how theorists and scholars think text is produced. This type of knowledge can be useful to student writers as they learn to appreciate their own writing practices, to education students planning on teaching writing in their K-12 classrooms, to students planning on academic careers where they will teach writing to undergraduate or graduate students, to students looking forward to working as creative or professional writers, to students planning on careers in publishing or media, to students interested in cognitive/linguistic/therapeutic/artistic aspects of writing, and to students curious about the ways in which writing communicates ideas and imagines worlds.

Focus:

This course is a writing course; that is, students will write regularly, engage in research, and practice writing process, including editing and revision. However, it is also a course about the field of writing/composition studies. Students at Stockton have taken a first year writing course, but they may not realize that the course they took was guided by theoretical and pedagogical scholarship specific to the work of writing/composition classrooms. This course aims to introduce them to the work comprising that field.

Rationale:

Writing is a mystery to some students, good writing quite magical to others. Students who hold views like these might not also believe that writing can be taught. This course offers students an overview of scholarship focused on the latter perspective. A central and shared presupposition of writing/composition studies is that writing can be taught and that teachability is directly correlated with pedagogy. The classroom represents a space of opportunity to many theorists where students can discover their writerly voices; to others, the classroom becomes a sort of lab experience where students can practice a variety of writing activities. Still other theorists approach teachability through civic engagement; in classrooms guided by this approach, students might perform service learning or research and write proposals addressing social needs. In other words, writing/composition studies offers those interested in teaching writing tools to shape successful writing classrooms and those interested in continuing to teach themselves to write, ideas for effecting their ongoing self-education.

Course Proposal Narrative

New Learning Opportunities:

Students at Stockton take first year writing courses; however, they do not always know that research informs the pedagogy and design of assignments in those classes. This course offers interested students an opportunity to look at the teaching of writing and the practices of learning to write from the perspective of the academic field of writing/composition studies. It aims to bring together writing theory and pedagogy relevant to first year expository writing courses as well as to introductory creative writing courses, to writing across the academic disciplines courses, to journalism courses, and to individual personal writing composed outside of school and professional situations. As mentioned in the section titled Course Description, this course could appeal to students in many majors and with a variety of personal/career goals. It is an important addition to the Writing Minor, too, since there is no current course offering that examines the field of writing/composition studies or that presents students with the theoretical underpinnings of their skills/workshop courses.

Interdisciplinary Nature:

This course will draw on content from many disciplines and fields of study, including social sciences (i.e., studies of writing and cognition) and arts and humanities (i.e., studies of creativity). In addition, it will rely on writing/composition studies for pedagogical theories (related to the teaching of writing process, for instance, and the role of the teacher) and for materials related to audience, rhetoric, and writing and social/community engagement.

General Studies Objectives:

This course will primarily address the following two objectives:

- Objective 1: Commitment to lifelong learning
- Objective 2: Ability to write and speak effectively and persuasively

Draft Course Syllabus

Course Readings:

<http://www.nete.org/cccc/ccc> and <http://www.inventio.us/ccc/>

The Psychology of Creative Writing, by Scott Barry Kaufman and James C. Kaufman

The Best of AWP Pedagogy Papers 2010 (<http://www.awpwriter.org/pdf/2010BestofPed.pdf>)

PEW Project for Excellence in Journalism (<http://www.journalism.org>)

Pedagogy of Freedom: Ethics, Democracy, and Civic Courage, by Paulo Freire

OWL at Purdue (<http://owl.english.purdue.edu>)

2010 AP Stylebook, edited by Darrell Christian, Sally Jacobsen, and David Minthorn

Course Readings will also include selections from:

The Writing Teacher's Sourcebook, 3rd Edition, by Gary Tate, Edward P. J. Corbett, and Nancy Myers

Finding Our Way: A Writing Teacher's Sourcebook, by Wendy Bishop, Deborah Coxwell Teague

A Rhetoric for Writing Teachers, by Erika Lindemann

A Guide to Composition Pedagogies, edited by Gary Tate, Amy Rupiper, and Kurt Schick

What Is "College-Level" Writing, by Patrick Sullivan and Howard Tinberg

Going Bohemian: How to Teach Writing Like You Mean It, 2nd Edition, by Lawrence Baines and Anthony Kunkel

The Practice of Creative Writing: A Guide for Students, by Heather Sellers

A Life in School: What the Teacher Learned, by Jane P. Tompkins

And articles from:

College Composition and Communication

College English

Computers and Composition (<http://www.bgsu.edu/cconline>)

Kairos: A Journal of Rhetoric, Technology, and Pedagogy (<http://kairos.technorhetoric.net>)

OJR: The Online Journalism Review (<http://www.ojr.org>)

Assignments:

Reading Response Journals (students will write responses to each of the course readings)

Personal Literacy Narrative: How Did You Learn How to Write?

Lessons:

Create and Present a Punctuation Lesson

Create and Present a Lesson on How to Do Research

Create and Present a Lesson on Metaphor or Dialogue

Researched Responses:

How to Show Not Tell?

Does Students' Gender, Race, Ethnicity, Class, Sexual Orientation (Age, Academic Background, (Dis)Ability?) Matter?

Is the Computer an Asset or a Hindrance?

How Different Is News Writing from Academic and Creative Writing?

What Would You Use to Teach College Students in a First Year Writing Class? (students will design, annotate, and justify an original text as well as compose writing assignments)

Compose a resource on journalistic writing for the Stockton Writing Center website (the resource should be a "handout" similar to the types of handouts on the OWL at Purdue website)

Self-Reflection

Semester Plan:

The course will begin with an overview of the history of writing/composition studies in American colleges and universities. Then, students will read about the major pedagogical approaches to the teaching of writing. This introduction will take two weeks.

Throughout the course, students will write responses to the reading; these will be due before each class meeting.

The first major writing assignment will be for each student to compose a literacy narrative – that is a personal story about

activities are inextricable, but in either case, documenting their experiences learning to write will help them to gauge the difference/similarities between learning and teaching. As will be the case with the other major writing projects, students will draft this narrative, get/give feedback on drafts during a peer review workshop, and revise the draft before handing it in for a grade.

Writing process is one of the most prominent writing/composition teaching strategies, so during the writing of the literacy narrative, students will read scholarship on the writing process movement and on writing process practices.

The next segment of the course will focus on teaching specific aspects of writing: punctuation, research, and figurative language. All three are considered quite difficult to teach; the class will read/discuss scholarship on pedagogical approaches to the teaching of these features. Then, students will create a lesson for each of these writing features, they will “teach” the class, and assess their effectiveness as teachers. In a reflective essay following students’ teaching experience, they will have an opportunity to discuss their thoughts about teaching and the ways in which they were helped/not helped by the scholarship.

Following those lessons, each student will write up answers to these questions. Some course reading will provide insights, but students will also have to do research to fully, and effectively, argue their points.

- How to Show Not Tell?
- Does Students’ Gender, Race, Ethnicity, Class, Sexual Orientation (Age, Academic Background, (Dis)Ability?) Matter?
- Is the Computer an Asset or a Hindrance?
- How Different Is News Writing from Academic and Creative Writing?

To answer the final question “What Would You Use to Teach College Students in a First Year Writing Class?” each student will design, annotate, and justify (using theory and scholarship that we have discussed in class) an original text as well as compose a number of writing assignments.

Each student will compose a resource on journalistic writing (for example: interviews, observations, op-eds, artistic/cultural reviews, news reports, in-depth/investigative news analyses) for the Stockton Writing Center website. The resource should be in the form of a “handout” similar to the types of handouts accessible on the OWL at Purdue website.

At the end of the course, each student will write a final self-reflection. In this reflection, students will describe/show their growth as writers and as future writing teachers and describe/show how they expect to use what they learned in this course in other courses or in non-school contexts. In addition, students will look back to their literacy narratives and reflect on their ideas about teaching writing then and now.

Alignment of Course Goals to Assignments (name each of the teaching goals and list/explain each of the assignments designed for students to demonstrate those goals – ie, learning objectives – in the following areas: General Studies course category goals/assignments, General Studies objectives/assignments, IDEA goals/assignments, course content goals/assignments, and attribute and subscript goals/assignments; a single assignment may accomplish more than a single goal; please refer to the Goals and Alignment Example for fuller description):

1. General Studies Course Category (GAH, GEN, GIS, GNM, or GIS) Goals:

This course fits the GEN category since it provides intermediate/advanced instruction in written communication skills, as explained in the sections titled Course Description and New Learning Opportunities. Consistent with other GEN courses, this one also aims to “help students better organize their knowledge and present it to others,” a shared objective of many writing courses. In particular, this course approaches the organization and presentation of knowledge through study of and reflection on pedagogical strategies and effective teaching contexts.

Assignments:

The assignments in this course all offer students the opportunity to learn and to practice their written or oral communication skills.

2. General Studies’ Objectives (2 or 3):

Objective 1: Commitment to lifelong learning

Assignments: self-reflection

communication skills. Each writing/presentation assignment will be assessed following the assessment plan in use in the Writing Program for upper level writing classes.

3. IDEA Goals (3-5 Essential and Important):

Developing skill in expressing oneself orally or in writing

Assignments: The assignments in this course all offer students the opportunity to learn and to practice their written or oral communication skills. Each writing/presentation assignment will be assessed following the assessment plan in use in the Writing Program for upper level writing classes.

Learning how to find and use resources for answering questions or solving problems

Assignments: researched responses, final project composing a resource for writing instruction, writing instruction lessons

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Assignments: final project composing a resource for writing instruction, writing instruction lessons, personal literacy narrative, self-reflection

4. Course Content Goals:

Fluency with history, theories, and pedagogies of writing studies

Assignments: reading responses, researched responses, class discussions

Depth of critical thinking about course reading and writing, especially as relates to the relationship between theory and practice

Assignments: researched responses, final project composing a resource for writing instruction, writing instruction lessons

Confidence that writers can teach and that writing can be taught

Assignments: writing instruction lessons, reading responses, class discussions, self-reflection

5. Attribute Goals:

Attribute – W1

Assignments: The assignments in this course all offer students the opportunity to learn and to practice their written or oral communication skills. Each writing/presentation assignment will be assessed following the assessment plan in use in the Writing Program for upper level writing classes.

6. Subscript Goals:

This course does not have a subscript.

Assignments: