

English 791 Fall 2019 Course Schedule

Subject to change, check WebCampus for updated version

Date	Class Topic and Reading	Assignment Due
Week 1: August 30	<p>Topic: Foundational concepts in rhetoric and composition part 1: Methods to identify, understand, and analyze texts and textual forms</p> <p><i>Rhetorical and linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “The Concept of Discourse Community”—Swales (WebCampus) • “Concept 2: Writing Speaks to Situations through Recognizable Forms (<i>Naming</i> 35-47) • “Genre Pedagogies”—Devitt (WebCampus) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • “Helping Writers Think Rhetorically” (Bean 39-51) • “Using a Range of Genres to Extend Critical Thinking and Deepen Learning” (Bean 52-65) <p><i>Week 2 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “The Rhetorical Situation” (online) • “Chapter 1: Thinking Rhetorically” (<i>Articulations</i>) • “Chapter 2: Rhetorical Situations” (<i>Articulations</i>) • “Navigating Genres” (WebCampus) • “The Joy of Texting” (<i>Articulations</i> page 537) • “I Won’t Hire People Who Use Poor Grammar” (<i>Articulations</i> page 541) 	<p>Syllabus and Course Schedule due by Sunday, August 25th by 11:59pm</p> <p>Teaching Journal Entry #1 due Thursday, August 29th by 11:59pm</p>
Week 2: Sept 6	<p>Topic: Foundational concepts in rhetoric and composition part 2: Writing as a process</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “Concept 4: All Writers Have More to Learn” — (<i>Naming</i> 59-70) • “Teach Writing as a Process Not Product”—Murray (WebCampus) • “Strong Writing and Writers Don’t Need Revision”—Giovannelli (<i>Bad Ideas About Writing</i>) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • “Coaching the Writing Process and Handling the Paper Load” (Bean 290-316) <p><i>Week 3 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “Mother Tongue” (<i>Articulations</i> page 529) • “Go Carolina” (<i>Articulations</i> page 500) • “Chapter 7: Generating Ideas” (<i>Articulations</i>) • “From Topic to Presentation: Making Choices to Develop Your Writing” (WebCampus) • “Responding—Really Responding—to Other Students’ Writing” (WebCampus) • Student Literacy Narrative (WebCampus) 	<p>Writing Project 1 Prompt due by Sunday, September 1st by 11:59pm</p> <p>Teaching Journal Entry #2 due Thursday, September 5th by 11:59pm</p>

<p>Week 3: Sept 13</p>	<p>Topic: Foundational concepts in rhetoric and composition part 3: Language diversity</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “Students’ Right to Their Own Language”—CCCC (WebCampus) • “CCCC Statement on Second Language Writing and Writers”—CCCC • “Assessing the Needs of Linguistically Diverse First-Year Students”—Friedrich (WebCampus) • “Teaching Grammar Improves Writing”—Dunn (<i>Bad Ideas</i>) • “The Grammar Correction Debate in L2 Writing”—Ferris (WebCampus) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • “Dealing with Issues of Grammar and Correctness” (Bean 66-88) <p><i>Week 4 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “The Act of Writing: One Man’s Method” (<i>Articulations</i> page 558) • “From Topic to Presentation: Making Choices to Develop Your Writing” (WebCampus) • “Chapter 11: Revising and Editing” (<i>Articulations</i>) 	<p>Teaching Journal Entry #3 due by Thursday, September 12th by 11:59pm</p>
<p>Week 4: Sept 20</p>	<p>Topic: Effectively responding to and evaluating students’ work</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “Why I Won’t Be Using Rubrics to Respond to Student Writing”—Wilson (WebCampus) • “On the Uses of Rubrics: Reframing the Great Rubric Debate”—Turley and Gallagher (WebCampus) • “How I Came to Labor-Based Grading Contracts”—Inoue (WebCampus) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • “Writing Comments on Students’ Papers” (Bean 317-336) • “Using Rubrics to Develop and Apply Grading Criteria” (Bean 267-289) <p><i>Week 5 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “Reflective Writing and the Revision Process” (WebCampus) • “Framework for Success in Postsecondary Writing” (<i>Articulations</i> 406) • “Writing for the Public” (WebCampus) • “Chapter 5: Looking Closely at Visual Texts” (<i>Articulations</i>) 	<p>Teaching Journal Entry #4 due by Thursday, September 19th by 11:59pm</p> <p>Writing Project 2 Prompt due by Sunday, September 22nd by 11:59pm</p>
<p>Week 5: Sept 27</p>	<p>Topic: Foundational concepts in rhetoric and composition part 4: Metacognition, reflection, and reflective practices in writing and teaching</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “Writing Knowledge Transfers Easily”—Carrillo (<i>Bad Ideas</i>) • “Teaching for Transfer: A Passport for Writing in New Contexts”—Tinberg (WebCampus) • “Concept 5: Writing is (Also Always) a Cognitive Activity” — (<i>Naming</i> 71-81) • “On Reflection”—Yancey (WebCampus) <p><i>Week 6 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “Chapter 2: Rhetorical Situations” (<i>Articulations</i>) • “Chapter 13: Designing What You Write” (<i>Articulations</i>) 	<p>Teaching Journal Entry #5 due by Thursday, September 26th by 11:59pm</p>

<p>Week 6: Oct 4</p>	<p>Topic: Writing in academic contexts: Critical thinking, analysis, and genre expectations</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “Writing Assignments Across the Curriculum: A National Study of College Writing” by Dan Melzer <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • “Introducing Students to Disciplinary Genres: The Role of the General Composition Course” by Linton, Madigan, and Johnson <p><i>Week 7 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “Responding—Really Responding—to Other Students’ Writing” (WebCampus) • “Chapter 12: How to Write Good Sentences” (<i>Articulations</i>) • “Chapter 14: Checking for Common Mistakes” (<i>Articulations</i>) 	<p>Teaching Journal Entry #6 due by Thursday, October 3rd by 11:59pm</p>
<p>Week 7: Oct 11</p>	<p>Topic: Teaching Basic Writers</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “Changing Our Labels: Rejecting the Language of Remediation”-- Galindo et. al (WebCampus) • “Welcoming Linguistic Diversity and Saying Adios to Remediation: Stretch and Studio Composition at a Hispanic-Serving Institution”—Davila and Elder (WebCampus) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • Selection from <i>Teaching Underprepared Students</i> (WebCampus) <p><i>Week 8 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “Framework for Success in Postsecondary Writing” (<i>Articulations</i> 406) • “Chapter 3: Meeting the Demands of Academic Writing” (<i>Articulations</i>) • “What is Academic Writing?” (WebCampus) • “Reading Games: Strategies for Reading Scholarly Sources” (WebCampus) • “Rhetorical Situations and Their Constituents” (WebCampus) 	<p>Teaching Journal Entry #7 due by Thursday, October 10th by 11:59pm</p>

<p>Week 8: Oct 18</p>	<p>Topic: Responding and evaluating students' work part 3: Plagiarism and cultural approaches to textual ownership</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • "Plagiarism Deserves to be Punished"—Mott-Smith (<i>Bad Ideas</i>) • "A Plagiarism Pentimento" by Rebecca Moore Howard (WebCampus) • "Why Plagiarism Doesn't Both Me At All"—Nelms (WebCampus, https://teachingandlearninginhighered.org/2015/07/20/plagiarism-doesnt-bother-me-at-all-research/) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" (WebCampus) <p><i>Week 9 and 10 English 101 preparation:</i></p> <ul style="list-style-type: none"> • "Chapter 6: Writing Analytically" (<i>Articulations</i>) • "Backpacks vs Briefcases: Steps Toward Rhetorical Analysis" (WebCampus) • "Chapter 8: Structuring Ideas" (<i>Articulations</i>) • "Chapter 9: Supporting Ideas" (<i>Articulations</i>) • "Chapter 10: Synthesizing and Incorporating Ideas" (<i>Articulations</i>) 	<p>Teaching Journal Entry #8 due by Thursday, October 16th by 11:59pm</p> <p>Writing Project 3 Prompt due by Sunday, October 20th by 11:59pm</p>
<p>Week 9: Oct 25</p>	<ul style="list-style-type: none"> • No class (Nevada Day) 	
<p>Week 10: Nov 1</p>	<p>Topic: Portfolios in the Writing class</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • "Using Portfolios"—White (WebCampus) • "Rethinking Genres of Reflection: Student Portfolio Cover Letters and the Narrative of Progress"—Ammons (WebCampus) <p><i>Instructional/professional knowledge:</i></p> <ul style="list-style-type: none"> • "See Me: Conference Strategies for Developmental Writers"—Boynton (WebCampus) • Sample teaching statements (WebCampus) <p><i>Week 11 English 101 preparation:</i></p> <ul style="list-style-type: none"> • None 	<p>Teaching Journal Entry #9 due by Thursday, October 31st by 11:59pm</p> <p>Class observations and follow-up meetings should be completed; Observation reflections due Sunday, November 3rd by 11:59pm</p>
<p>Week 11: Nov 8</p>	<p>Topic: Research and argument part 1: Academic arguments; Teaching Statements</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • "Researched Writing"—Moore Howard and Jamieson (WebCampus) • "BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing"—Bizzup (WebCampus) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • "Chapter 13: Designing and Sequencing Assignments to Teach Undergraduate Research" (Bean) • UNLV ENG 102 Curriculum (WebCampus) <p><i>Week 12 English 101 preparation:</i></p> <ul style="list-style-type: none"> • None 	<p>Teaching Journal Entry #10 due by Thursday, November 7th by 11:59pm</p> <p>Writing Project 4 Prompt due by Sunday, November 10th by 11:59pm</p>

<p>Week 12: Nov 15</p>	<p>Topic: Research and argument part 2: Research and information literacy</p> <p><i>Rhetorical/linguistic knowledge:</i></p> <ul style="list-style-type: none"> • “Research Starts with Answers”—Witte (<i>Bad Ideas</i>) • “Research Starts with a Thesis Statement”—Wierszewski (<i>Bad Ideas</i>) <p><i>Instructional knowledge:</i></p> <ul style="list-style-type: none"> • “Framework for Information Literacy for Higher Education”—ACRL (WebCampus) • “WPA Outcomes Statement for First-Year Writing”—NCTE (WebCampus) • “Framework for Success in Postsecondary Writing”—NCTE (WebCampus) <p><i>Week 13 and 14 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “Chapter 15: Assembling a Portfolio” (<i>Articulations</i>) • “Framework for Success in Postsecondary Writing” (<i>Articulations</i> page 406) • “Reflective Writing and the Revision Process” (WebCampus) 	<p>Teaching Journal Entry #11 due by Thursday, November 14th by 11:59pm</p>
<p>Week 13: Nov 22</p>	<p>Topic: Literature and Creative Writing Pedagogy Workshop/ Teaching Statement Workshop</p> <p><i>Instructional knowledge</i> (Choose 2 of the following):</p> <ul style="list-style-type: none"> • “Considering the Text, Part One: Teaching Literary Terms”—Vanderslice and Ritter • “Considering the Text, Part Two: Cultivating the Writerly Reader”—Vanderslice and Ritter • “Theories of Teaching Literature”—Showalter • “Methods of Teaching Literature”—Showalter <p><i>Professional knowledge:</i></p> <ul style="list-style-type: none"> • Bring to class a complete rough draft of your teaching statement <p><i>Week 15 English 101 preparation:</i></p> <ul style="list-style-type: none"> • “Responding—Really Responding—to Other Students’ Writing” (WebCampus) 	<p>Rough draft of teaching statement due in class on November 29th</p>
<p>Week 14: Nov 29</p>	<ul style="list-style-type: none"> • No class (Thanksgiving Break) 	
<p>Week 15: Dec 6</p>	<p>Topic: Steal My Idea! Event</p>	<p>Final teaching portfolio due Friday, December 13th by 12:00pm (upload to WebCampus as single PDF)</p>