University of North Florida

English 6700

Studies in Composition Theory

Monday 6-8:45pm

Building 2, room 2222

Dr. James Beasley

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Building 8, room 2629

M 11-1:30, W 3-6pm

**Required Text**: Bizzell and Herzberg, *The Rhetorical Tradition*

\*The professor will provide remaining readings in PDF format

**Objectives:**

ENC 6700, Studies in Composition Theory, is one of the courses in the Composition and Rhetoric concentration within the M.A. in English. In this class we will explore some of the most influential theories of rhetoric by reading primary and secondary texts and apply them to contemporary problems in the teaching of composition. Students completing this course will be able to

* identify how definitions of rhetoric have changed over time;
* demonstrate that they can critically examine how classical, modern, and postmodern theories of rhetoric have shaped the field of composition;
* and demonstrate that they can utilize rhetorical theory to solve contemporary problems in composition.

**Student Learning Outcomes:**

Content/Disciplinary Knowledge & Skills

Demonstrate a knowledge of texts in a wide range of media, genres, periods and contexts

Apply relevant theoretical concepts to the texts they encounter

 Critical Thinking Skills

   Read literary texts closely and deeply, analyze and interpret them

   Make reasoned arguments in defense of the positions they take

   Conduct responsible research in print archives and electronic

data bases using standard MLA procedures

 Communication Skills

   Write papers that are critical, creative, and convincing

    Make effective presentations

**Coursework and Grading:**

Attendance and In-class papers: (30%) Since this is not a lecture course, attendance is required especially when papers are due. If you cannot attend class, please email me promptly so that accommodations can be made. Missing more than one class period may result in a grade deduction.

In-class papers: At the end of each historical unit, you will be required to submit in-class papers. The papers could follow a format of some summary, some analysis, but it is up to you how much summary and/or analysis you present. They should incorporate the primary and secondary works for the period covered. A typical length is between 2-4 pages.

Discussion leadership: (25%) For each course meeting beginning Sept 8, you will be responsible for leading the discussion on one of the secondary readings in class. These discussion leadership presentations are demonstrations of what we are learning. They should be interactive and significantly involve student participation and research during the class period. There should be no PowerPoint presentations or summaries of readings or authors. I require significant collaboration with you in developing your discussions.

Poster presentation: (25%) This course requires a poster project that you will develop from the issues that we will be discussing throughout the semester. This project will require you to analyze a pedagogical document in relationship to its theoretical commitments. This could be a document produced by a teacher, a school district, an English department, a governmental agency, or a composition society or organization.This will be presented as a poster presentation for the EGO Conference on November 10.

Final exam: (20%) Your final exam for the course will be in what is called “prelim style.” “Prelim style” refers to the preliminary examination, one of the requirements of any Ph.D. program. This means that you will be given several take-home questions to answer which synthesize course material around one theme or problem in composition. The questions will be given out on the final course date and the exam will be due by the end of the final exam time for this course.

**Plagiarism:**

 If you do not understand an assignment to the extent that plagiarism appears to be an option, please let me know and we’ll work through the assignment together.

**Schedule of Classes:**

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| Dates | Readings |
| Monday, August 25 | Introductions; Kory Lawson Ching, “Theory and Its Uses in Composition Studies” (BB) |
| Monday, September 8 | *The Rhetorical Tradition*: “The Rhetoric of Composition” 993-995Alexander Bain 1141-1148Adams Sherman Hill 1149-1151“The Methodical Memory on Display: The Five Paragraph Theme” (BB) Discussion: Shanee Campbell |
| Monday, Sept 15 | *The Rhetorical Tradition*:Campbell 898-907Blair 947-954Whately 1000-1014James Berlin, “Theories of Composition”(response essay)Discussion: Ellen Wheeler |
| Monday, Sept 22 | New Rhetoric: 1183-1205Bakhtin 1206-1210; 1227-1245Bialostosky, from *Contending With Words*Discussion: Alejandro Ruiz |
| Monday, Sept 29 | Weaver 1348-1360Crowley, “The Man From Weaverville”Discussion: Mark SmithBurke 1295-1312Discussion: Caleb Milligan |
| Monday, Oct 6 | Burke 1324-1340Kastely, “The Earned Increment: Burke’s Argument for Inefficiency”(Response essay)Discussion: Kyle Fauss |
| Monday, Oct 13 | Aristotle 169-186; 236-240Neel, “Aristotle’s Beard”Discussion: Ihla Stanton |
| Monday, October 20 | Plato 80-86; 138-168Covino, “Definining Advanced Composition”Discussion: Laici LittleDerrida, “Plato’s Pharmacy”Discussion: Jennie Rambo |
| Monday, Oct 27 | Isocrates, 67-79Welch, “Secondary Orality”(response essay)Discussion: Tiffany Torrence |
| Monday, Nov 3 | Poster Workshop |
| Monday, Nov 10 | EGO ConferencePoster Presentations Due |
| Monday, Nov 17 | Sor Juana Ines de la Cruz, pp. 780-788Sarah Grimke, pp. 1045-1060Discussion: Courtney AmaroCixous, 1520-1524; 1524-1536Junker, “Writing (With) Cixous”Discussion: Sarah Musil |
| Monday, Nov 24 | Enlightenment Rhetoric, pp. 791-802Vico, pp. 862-878Readings, “Dwelling in the Ruins”Downing, “Global Capitalism, Scientific Management, and Disciplinary English”Discussion: Brian Dugan(Response essay)Discussion 14 |
| Monday, Dec 1 | Final Workshop |