

KELLS
ENGL 640
Spring 2009
M 4-7:30 p.m. HUM Library

mkells@unm.edu
HUM 325
Office Hrs: M W 1-2:00 p.m.
or by appt. 277-2305

ENGL 640 Seminar: Writing Programs Administration

ENGL 640 Writing Program Administration will focus on issues of professional development in the field of Rhetoric and Composition (and related areas). We will examine contemporary composition from theoretical, pedagogical, and administrative perspectives. ENGL 640 is structured around reading, reflection, research, discussion, and experiential learning. This course focuses on what you need to know to function effectively in writing program administration, specifically in First-Year writing programs, writing centers, and writing-across-the curriculum, with possible extensions to service learning, technical/professional writing, basic writing, advanced composition, and creative writing for individual projects. This course will also include focus on questions concerning assessment and instruction in second language writing, writing centers, computer-mediated writing, and community writing.

This course is designed to serve new teachers of Rhetoric & Writing who seek to develop professional careers in Writing Programs Administration. Our seminar will map the vast disciplinary and professional territories that connect and align with Writing Programs Administration. You will learn and apply current theory and pedagogy in Composition Studies and Writing-Across-the-Curriculum (WAC) to guide you as a teacher of diverse student writers. In addition to selected readings on the teaching and research of composition, this course offers hands-on mentoring and classroom materials that you can use as a teacher in our writing program. This course will guide you through program policy as well as provide resources for innovation and experimentation in the writing classroom.

Our ENGL 640 Seminar will serve as a “think tank” for teaching, leadership, and program design. In addition to cultivating your own scholarship in teaching, this course will encourage you to develop your own philosophy and practices by giving you access to current “best practices” in Composition Studies. We begin with this first principle: writing instruction invites students to consider how an understanding of the dimensions of literacy enhances their ability (agency) to write and communicate:

Appropriately (with an awareness of different conventions and audiences);

Productively (to achieve their desired aims);

Ethically (to remain attuned to the communities they serve);

Critically (to engage in inquiry and discovery);

Responsively (to negotiate the tensions caused by the exercise of authority).

This seminar will feature guest lectures from faculty and administrators about the scope of their roles and duties as writing program administrators in diverse sites. Our seminar will also participate in the WOW! Write On Workshops and the WAC Civic Literacy Colloquium featuring poet/editor, Sarah Cortez, on “Latino Youth Write Their Lives.” We will also engage with the scholarship and professional organizations related to program administration in various institutional sites (e.g. two-year colleges, four-year universities, etc.) This course is relevant to the professional development of MA and PhD students in Rhetoric, Literature, and Creative Writing.

The assignments for this course are inspired by these tenets of teaching literacy:

- We learn to write by doing, practice.
- We learn to write in community. Writing is a social activity.
- We write from a complex communicative repertoire (conscious and unconscious knowledge; current and prior discourses).

Cultivating Writing Professionals for WAC Environments

This course will help you cultivate new roles and strategies for teaching writing in diverse settings [e.g. ENGL 101, 102, 219, 220, Freshman Learning Communities (FLC), creative writing, writing in other disciplines, writing center, Writing Across Communities (WAC), Service Learning, computer-mediated settings, etc.]. As a new writing professional you will learn to:

- Serve as a mentor/mediator into and across academic cultures;
- Provide models and feedback;
- Map current composition studies in relation to the curricular history of writing instruction;
- Promote interdisciplinary inquiry and research;
- Enhance critical thinking through low stakes and high stakes writing assignments;
- Challenge students to take responsibility for their own learning;
- Integrate opportunities for learning new styles of writing;
- Cultivate awareness of shifting rhetorical situations;
- Encourage exploration and experimentation;
- Verify academic expectations and conventions;
- Design and apply writing program research;
- Assess student writing;
- Cultivate a meta-discourse (reflection) about writing and the writing process;
- Guide analysis of the different conventions of (WAC) writing across the curriculum & (WID) writing in the disciplines.

Course Assignments include:

- Class Discussion Leader
- WPA Annotated Bibliography
- WAC Website Article
- Supplementary Reading Report
- Professional Portfolio (Statement of Teaching; Statement of Research; CV; Career Map)
- Writing Research Proposal
- Conference Abstract and/or Panel Proposal (CCCC, WPA, International Writing Center Association, etc)

Required Texts:

Each of the following texts will be critical to building your own professional library. We will sequence readings over the course of the semester so you may purchase these texts as needed if you are not able to acquire all of them at the beginning of the semester.

Deans, Thomas. *Writing and Community Action: A Service-Learning Rhetoric with Readings*. Longman, 2002.

Enos, Therese. *The Promise and Perils of Writing Program Administration*. Parlor Press, 2008.

Gillespie, Alice Gillam, et al. *Writing Center Research: Extending the Conversation*. Lawrence Erlbaum, 2002.

Goldblatt, Eli. *Because We Live Here: Sponsoring Literacy Beyond the Curriculum*. Hampton Press, 2007.

Huot, Brian. *(Re) Articulating Writing Assessment for Teaching and Learning*. Logan, UT: Utah State Press, 2002.

Matsuda, Paul Kei, Michelle Cox, Jay Jordan, and Christina Ortmeier-Hooper, eds. *Second-Language Writing in the Composition Classroom: A Critical Sourcebook*. Bedford/St. Martin's, 2006.

Russell, David R. *Writing in the Academic Disciplines: A Curricular History*, 2nd edition. Carbondale, IL: SIU Press, 2002.

Segall, Mary T. & Robert A. Smart, eds. *Direct from the Disciplines: Writing Across the Curriculum*. Heinemann-Boynton/Cook, 2005.

Stevens, Dannel D. & Antonia J. Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Stylus Publishing, 2004.

Villanueva, Victor. *Cross-Talk in Comp Theory: A Reader*. 2nd ed. NCTE, 2003.

WPA: Journal of Writing Program Administration. Vol. 31. No. 3 (October 2008). (Selected readings)

Supplementary Reading:

You will select one of the following titles for your Supplementary Reading Report. You will write and present a (800-1500 word) report about your selected book. You will analyze and evaluate your book for its contributions to Composition/Literacy Studies and Writing Program Administration:

Assessment of Writing: Politics, Policies, Practices. Edward M. White, William Lutz, and Sandra Kamusikiri, eds. MLA, 1996.

Community Literacy and the Rhetoric of Public Engagement. Linda Flower. Southern Illinois University Press, 2008.

Composing a Community: A History of Writing Across the Curriculum. Susan McLeod and Margot Iris Soven, eds. Parlor Press, 2006.

Discord and Direction: The Postmodern Writing Program Administrator. Carolyn Handa and Sharon James McGee, eds. Utah State Press, 2005.

Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline. Barbara L'Eplattenier and Lisa Mastrangelo, eds. Parlor Press, 2004.

Genres Across the Curriculum. Anne Herrington and Charles Moran, eds. Utah State University Press, 2005.

Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power. Carol Berkenkotter and Thomas N. Huckin. Erlbaum, 1995.

Embodied Literacies: Imageword and a Poetics of Teaching. Kristie Fleckenstein. Southern Illinois University Press, 2003.

Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life. Chris Thaiss and Terry Myers Zawacki. Heinemann, 2006.

Teaching Writing with Latino/a Students: Lessons Learned in Hispanic-Serving Institutions. Cristina Kirklighter, Diana Cardenas, and Susan Wolff Murphy, eds. SUNY Press, 2007.

(Re)Writing Craft: Composition, Creative Writing, and the Future of English Studies. Tim Mayers. University of Pittsburgh Press, 2007.

Rethinking Rubrics in Writing Assessment. Maja Wilson. Heinemann, 2006.

Untenured Faculty as Writing Program Administrators: Institutional Practices and Politics. Debra Frank Dew and Alice Horning, eds. Parlor Press, 2007.

Visual Rhetoric in a Digital World: A Critical Sourcebook. Carolyn Handa. Bedford/St. Martin's, 2004.

Ways of Seeing, Ways of Speaking: The Integration of Rhetoric and Vision in Constructing the Real. Kristie S. Fleckenstein, Sue Hum, and Linda Calendrillo, eds. Parlor Press, 2008.

Writing Centers and Writing Across the Curriculum Programs: Building Interdisciplinary Partnerships. Robert W. Barnett and Jacob S. Blummer, eds. Greenwood Press, 1999.

Writing Program Administration: Reference Guide to Rhetoric and Composition. Susan McLeod. Parlor Press, 2007.

COURSE REQUIREMENTS:

Literacy represents the diverse ways of reading (interpreting) and responding (writing) to the world around us. Literacy practice is always embedded in ever-shifting sets of economic, political, social, cultural, and linguistic factors.

There is not a "one size fits all" way to teach or to learn to write. We are most successful at these activities with experience and practice in a variety of approaches. These assignments are intended to help you diversify your own communicative and professional repertoire. This is a four-credit graduate seminar; hence your grade will be tied to the following requirements.

Attendance is critical not only to your success but our success as a class (and as a program). If you don't show up, you'll hear about it. We will read and write abundantly and from that abundance you will produce the following products:

Teaching Portfolio	200 Pts	20 %
Class Discussion Leader (2 x 50)	100	10
WAC Website Article	150	15
WPA Annotated Bibliography (15 titles)	150	15
Book Report (Supplemental Reading List)	150	15
Proposal for Classroom Research	150	15
Abstract for Conference Paper	100	10
Total	1000	100%

COURSE ASSIGNMENTS

WPA Membership

You will join the Council of Writing Program Administrators for \$10.00 (Graduate Student rate) for the academic year 2009 to gain access to the WPA resources, acquaint yourself with the current conversations in the field, and cultivate future professional interests. You can join online at the Council of Writing Program Administrators website at: <<http://wpacouncil.org/>>

WAC Alliance

We will participate in the events and discussions of the UNM WAC Alliance throughout the semester (e.g. WAC Colloquia Series, Write On! (WOW!) Workshop, etc.) The WAC Alliance is a forum for the conversation about writing at UNM. You are encouraged to exercise a leadership role in the WAC Alliance. We will reserve 1 hour per class session/month for WAC Alliance discussions, presentations, and activities. For more information see WAC Alliance website at: <<http://www.unm.edu/~wac/alliance/index.htm>>

Class Discussion Leader (TBA)

You will lead two (2) class discussion sessions (1 individual and 1 team) over assigned readings using support materials (e.g. teaching journal, hand-outs, sample essays, Power Point, or other teaching aids) to enrich class discussion.

WPA Annotated Bibliography (Due Week 6)

We will compile an online annotated bibliography of current WPA scholarship focusing on issues and research related to your interests in WAC/Writing Center/Composition Studies, etc. You will contribute (15) recent titles with annotated summaries (published since 2001) to the class annotated bibliography which will be posted to the “Writing Across Communities” Resource website at: <<http://www.unm.edu/~wac/resources.htm>>

You will also be encouraged to submit your annotated bibliography to the national WPA resource at CompPile at: <http://comppile.org/search/comppile_main_search.php>

Online WAC Article (Due Week 8)

Our class will launch a WAC Online Journal. You will write one 800-1600 word article for our WAC “Writing Across Communities” Online Journal that explores and examines the diverse applications of WAC (academic, civic, and professional literacies) for local UNM and national WAC/Writing Center/Composition Studies audiences.

Abstract for Conference Paper (Due Week 10)

Generate conference paper abstract based on your experiences, readings, and/or proposed research project for submission to CCCC 2010 (Conference of College Composition and Communication) or other professional writing organization.

Book Report (Due Week 12)

Read supplemental book from recommended list; write (500-750 word) book review from the perspective of a new teacher of college composition to submit for publication in a professional journal in the field of Rhetoric and Composition (review models from target publications such as College English, CCC, JAC, or Composition Studies for sample book reviews).

Proposal for Classroom Research (Due Week 14)

Design classroom research project drawing on your teaching journal, assigned and supplemental readings, and classroom discussions for your framing questions. Proposal will include: statement of problem, method of inquiry, timeline. You will invent a research project for future implementation based on your scholarly interests (you will not implement it this semester).

Teaching Portfolio (Due Week 16)

The teaching portfolio represents the capstone project for this course, providing a venue for representing and reflecting on your teaching, tutoring, and leadership experiences over the past semester. The portfolio is a synthesis of your intellectual and pedagogical work over the semester.

WPA RESOURCES

Resources:

Council of Writing Program Administration	< http://www.wpacouncil.org/ >
NCTE/CCCC	< http://www.ncte.org/ >
Association of Teachers of Technical Writing	< http://cms.english.ttu.edu/attw >
Praxis: A Writing Journal	< http://projects.uwc.utexas.edu/praxis/ >
WAC Clearinghouse	< http://wac.colostate.edu/network/ >
Writing Center Journal	< http://www.ou.edu/wcj/ >
Writing Lab Newsletter	< http://writinglabnewsletter.org/ >
WAC Journal	< http://wac.colostate.edu/journal/ >
CompPile	< http://comppile.org/search/comppile_main_search.php >
Reflections	< http://www.reflectionsjournal.org/ >
Enculturation	< http://enculturation.gmu.edu/ >
UNM WAC Alliance	< http://www.unm.edu/~wac/ >
International Writing Center Association	< http://www.writingcenters.org/ >
National Writing Centers Association	< http://www.cyberlyber.com/national_associat.htm >
Online Writing Centers & OWLS	< http://www.cyberlyber.com/writing_centers_and_owls.htm >
Rocky Mountain Peer Tutoring Conference	

COURSE POLICIES

Library E-Reserve Materials

To assist you with the projects and exercises assigned over the course of the semester, the following items will be available on reserve in PDF on-line form at the Zimmerman Library E-Reserves:
<http://ereserves.unm.edu/eres/>. Search by name of instructor. Kells ENGL 640. Password: lobo640

Attendance Policy

Attendance is required to complete and pass this course. Students are expected to attend all classes. If you must miss class due to illness or an emergency, please call my voice mail and make arrangements to complete assignments during your absence. Students who must miss class because of an approved university activity need to notify me **in advance** and verify excused absences with official documentation. (Papers due on the expected absence date must be turned into me in advance.) Students are responsible for initiating make up work arrangements with me. Unexcused absences will affect your grade as follows:

Final Grade will be lowered one full letter with three (3) or more unexcused absences.

Students with six (6) or more unexcused absences will not pass this course.

Three tardies count as one absence.

Leaving early (even with permission) counts as a tardy.

Because writing is a social activity, group work is an important feature of this class. You will share and critique drafts of your assignments with different readers throughout the writing process.

Responsible attendance and timely work is essential to your success as an individual writer as well as the class as a whole.

Classroom Communication Protocol

Students are required to use their **university email account** for all course/professional correspondence. As customary in the professional work site, students will use memos as a form of communication protocol and professional courtesy. Students will draft memos to the instructor and group members for making proposals, scheduling meetings, suggesting adjustments, reporting absences, confirming appointments, etc. Verbal notice to the instructor should not be considered official notification. Email memos are acceptable as long as hard-copy drafts are also provided for follow-up and confirmation.

University Regulations and Other Matters

Students are expected to **attend** class and to complete all assignments. You are responsible for providing evidence to substantiate "authorized absences." If you know in advance you will miss a class, you are responsible for informing me. I will take attendance and enter the number of absences on the final roster.

The penalty for **late papers** is deduction of one full letter grade for every day the paper is late. This applies to all assignments, including homework. Papers are due, unless otherwise announced, at the beginning of class. If a paper is turned in after roll call, it will be considered late and points will be deducted. Papers must be turned in to the instructor in person (do not leave papers under my office door). This policy applies to group projects as well.

You should not assume that you may "take an **incomplete**" in this course. Requests for an incomplete should be addressed to the Director of Rhetoric and Writing Program. Your college advising office will be contacted to verify your reason for requesting a grade of *I*. Requests will be considered only if a student has completed 50% of the work in the course.

Accommodations for Disability

If you need accommodations in this class related to a disability, please make an appointment to see me as soon as possible. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services.

Plagiarism

Any apparent **scholastic dishonesty** (e.g., plagiarism) will be promptly reported to the proper authorities and will result in a grade of *F* for the course and a letter of reprimand in your file. Any assignment that does not appear to be deliberate plagiarism but fails to include clear record of an essay's development (pre-writing and revision) or fails to provide appropriate attribution of sources or direct quotation will receive a grade of 0.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission from that person. Plagiarism is a serious academic violation that destroys trust within classroom relationships.

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to exams, quizzes, syllabi, in-class materials, sample papers, and peer critique sheets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

Out-of-Class Group Assignments

Should group work be assigned outside of class, students are encouraged to meet on University premises. Zimmerman Library provides areas for group study. To make group work efficient and productive, all

members should exhibit professional behavior and remain on task—that is, everyone should work on the project at hand.

Classroom Behavior

I am committed to cultivating and maintaining a positive, inclusive, and productive classroom environment. Disruptive and disrespectful behavior will not be tolerated. **Disruptive classroom behavior**, defined as anything that would interfere with “an instructor’s ability to conduct the class” or “the ability of other students to profit from the instructional program” is explicitly prohibited. In order to promote a classroom climate conducive to collective success and individual excellence, full and equal participation of each member of the class is necessary and required. Please maintain an attitude of mutual respect and cooperation. Disruptive behavior (such as reading the newspaper during class, inattention, and inappropriate activities of any kind) that distracts from the effectiveness of the classroom will not be tolerated. Please turn off cell phones, MP3 players, text messaging, and other electronic devices. Your full participation contributes to the mutual satisfaction with our course.

COURSE SCHEDULE

Reading List:

Deans	=	Writing and Community Action: A Service-Learning Rhetoric
Enos	=	Promise and Perils of Writing Program Administration
Goldblatt	=	Because We Live Here
Huot	=	ReArticulating Writing Assessment
Matsuada	=	Second Language Writing
Russell	=	Writing in the Academic Disciplines
Segall	=	Direct from the Disciplines
Stevens	=	Introduction to Rubrics
Villanueva	=	Cross-Talk in Comp Theory
WPA	=	Journal of Writing Program Administration Vol. 31.No.3 (October 2008)

WEEK 1

January	19	MLK Jr. Day (No Class) Readings (for Jan. 26): Russell: Writing in the Academic Disciplines Chap. 1-5
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WEEK 2

26	Readings (for Feb. 2) Russell: Chap. 6-10 Segall: Chap. 1-6
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WEEK 3

February	2	Segall: Chap. 7-13 Goldblatt: Chap. 1-6
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WEEK 4

9	Enos: Chap. 1-4 Villanueva: Section 1
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