Selected Topics in Rhetoric and Composition: Writing Across the Disciplines
4 credits

Rationale for conversion: The conversion will give students a greater opportunity to engage scholarly work in the field and to become familiar with scholarly resources, including electronic and digital bibliographic tools. An additional assignment will be added to the course requirements that will charge each student with becoming familiar with—and giving a presentation to the class about—the disciplinary conventions of another discipline (not English Studies). The reading requirement will be increased. Students will also be required to meet outside of class several times during the term for peer response to major assignments.

The four credit version will:
- add instruction on integrating digital research and databases appropriate to advanced topics in writing across the disciplines;
- add an additional assignment on the disciplinary conventions of a field of study;
- require students to meet several times outside class for instructor-guided peer response to major assignments;
- increase reading assignments.

The core syllabus below is the generic three credit version.

Course Description:
Selected topics in rhetoric and composition.

This version of the topics course is designed to introduce teachers and future teachers to current theory and pedagogy in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID), to help them become aware of and strengthen their own writing processes, and to enable them to make and express connections between classroom experience and composition theory. The course will provide beginning teachers in all content areas with knowledge, pedagogy, and attitudes about the composing process and about using writing as a mode of learning content material as well as exploring the nature of discipline-specific writing. The course is based upon the current research, professional association guidelines, and informed practices in the teaching of writing. This course prepares teachers to design, implement, and evaluate methods of integrating writing into content area instruction. Students will also work on improving their own writing. Writing required: response journals, informal essays, design of assignment, and research project. No exams.

Learning Outcomes:
You will demonstrate
- Your ability to read, interpret, evaluate, and respond to articles on the theory and practice of teaching writing across the disciplines.
- Your knowledge of how different writers (including yourself) develop over time.
• Your knowledge of teaching writing as a process with special attention to techniques of invention, planning, drafting, and revision. Part of the demonstration will be based on improvement in your own writing process.
• Your ability to use writing as a mode of learning, to write persuasively for the educated public, and to write and speak as a professional in a field.
• Your knowledge of current issues in WAC, including writing to learn, writing in the disciplines, and designing and evaluating student writing.
• Your understanding of the needs of various audiences and how these needs affect the style, vocabulary, and content of writing. You should understand how professional communities establish requirements for various kinds of writing.
• Your knowledge of and participation in collaboration in the teaching of writing as a learner, writer, and reviewer.
• Your ability to locate, select, and use information from library sources in the field of composition in order to support an argument in a correctly documented essay.
• Competence in oral presentation and the preparation of effective handouts.
• Competence in the mechanics of writing (demonstrated in your own writing) and in teaching necessary grammatical concepts to students.

Statement Regarding Students with Disabilities:
Accommodations are collaborative efforts between students, faculty, and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon/htm

Textbooks
McLeod, Miraglia, Soven, Thaiss, eds. *WAC for the New Millennium*. NCTE, 2001
Gottschalk and Hjortshoj. *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*. St. Martin’s, 2004

Evaluation
Essay 1 10%
Essay 2 15%
Essay 3 25%
WID assmt. 15%
Journal 20%
Grammar project 5%
Class participation, orals, etc. 10%

Graduate Student Expectations: In addition to the work required of undergraduates, graduate students will have an addition textbook assigned and will meet four times during the term with the instructor. Their papers are expected to be 30% longer than those of undergraduates, and their writing is held to a higher standard, that is, a standard for publication.
Schedule of Work
Readings are due on the day listed, as are appropriate journal responses. Articles are in Herrington and Moran unless otherwise noted. Other readings and assignments may be added, including a mid-term packet.

April 1 Lecture: What are WAC, WIC, and WID? Current traditional paradigm vs. writing as process. The politics of WAC. Reading journal and assessment discussed.
April 3 Lecture and discussion: History of WAC/writing to learn approach. Russell, reading on reserve.
April 8 Rhetorical precis in class. McLeod and Miraglia, “WAC in a Time of Change.”
April 10 Lecture/discussion of peer review. Due: Writing to Learn assignment (bring enough copies for the class plus 2). In class workshop. Gottschalk 72-85.
April 17 Due: full draft of interview assignment for peer review in class.
April 22 Due: Interview essay. Villeneuva, “The Politics of Literacy Across the Curriculum.”
April 24 Oral reports reviewing scholarly journals in teaching of writing. Gottschalk, “Designing Assignments.”
April 29 Responding to student writing. Gottschalk, “What Can you Do with Student Writing?”
May 1 Gottschalk, “Assigning and Responding to Revision”
May 6 Due: full draft of WID essay.
May 13 Due: WID essay. In class presentations.
May 20 WAC and Technology: Young and Reiss, “WAC Wired”
May 22 Responding. Conferencing. Designing peer reviews.
May 27 Diversity: Johns, “ESL Students and WAC Programs”
May 29 Russell, “Where Do the Naturalistice Studies of WAC/WIC Point? A Research Review” Peer review of final essay should be completed by this date.
June 3 WAC goes Global – readings on reserve
June 5 Thaiss, “Theory in WAC: Where Have We Been, Where Are We Going?”

Exam week: June 9-14. Final paper due June 10 at noon in 125 Waldo.

Students will be asked to prepare a portfolio of their journal entries for final evaluation. Further instructions will be given toward the end of the course, but ALL JOURNAL ENTRIES SHOULD BE SAVED.