

Writing Studies I: An Introduction to Theory, Research, and Practice.
Fall 2019
(Syllabus 2)

Course: English 505/Curriculum and Instruction 563
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Office_Hours: Tuesday 2:00-3:00 and by appointment
Meeting: Thursday 2:00-4:20 Room 107 English

Course Description:

This seminar offers an introduction to writing studies, an interdisciplinary field that emerged in the 1980s and explores the theory, research and practice of writing in any context (school, workplace, home, community). Across these contexts, the course will examine such issues as how to study and engage with writing processes; the collaborative nature of writing and varied types of authorship; intersections of writing with other modes (reading, talk, visual representation) and varied technologies (paper, screen and other materials for production and distribution); the nature of specialized genres and genre systems; and situated forms of learning and pedagogy (whether formal or informal). This seminar aims at helping students to engage in scholarship in writing studies. Each student, for example, will select a journal in the field to present in class (and identify shared readings that illustrate the journal and relate to their own interests). Beyond common readings, participation in activities, and regular informal writing, each student will select, explore and write on an issue for a final project related to writing theory, research, practice, or pedagogy.

Texts:

Jan Blommaert. (2010). *The sociolinguistics of globalization*. Cambridge University Press.

Laura Gonzales. (2018). *Sites of translation: What multilinguals can teach us about digital writing and rhetoric*. University of Michigan Press. (Available online at the university library through EBSCO where up to 100 pages can be downloaded).

Brice Nordquist. (2017). *Literacy and mobility: Complexity, uncertainty, and agency at the nexus of high school and college*. Routledge.

Hannah Rule. (2019). *Situating Writing Processes*. The WAC Clearinghouse and University Press of Colorado. Available at <https://wac.colostate.edu/books/perspectives/situating/>

Additional readings are available in three places. Journal articles are typically available through the library. Some articles and chapters are available online (urls then point to either pdfs or digital texts). Finally, a few book chapters will be available through the course Box folder (where you will also find updates to the syllabus, handouts, etc.).

We will also explore some key journals in the field, looking at their publication practices and at a sampling articles Possible journals include *College Composition and Communication*, *College English*, *Computers and Composition*, *Discourse & Society*, *Enculturation*, *English Journal*, *Journal of Adolescent and Adult Literacy*, *Journal of Business and Technical Communication*, *Journal of Second Language Writing*, *Kairos*, *Language Arts*, *Learning, Culture, and Social Interaction*, *Research in the Teaching of English*, *Rhetoric Review*, *TESOL Quarterly*, and *Written Communication*. You may suggest additional journals in your areas of interest.

Assignments

- (1) **Extended text.** You will identify, explore, and write about an issue of particular relevance/interest to you. The final text may be print or multimedia but should represent the equivalent of a course paper of 15-20 pages.
- (2) **Exploratory writing.** For some weeks, you will write up a response or inquiry related to the week's readings, and for two of the exploratory writing tasks are process steps for the extended text. You will post those texts to a sub-folder in the class Box folder so that they can be shared with other students. I will respond individually by email attachments. For some weeks, we will do in-class writing at the beginning of class related to the readings. In-class writing will not be collected, but may be included in the final portfolio (described below) so you should keep it.
- (3) **Journal task.** Each student will focus on one assigned journal through the following steps:
 - First, you will browse issues of the journal online and identify 5-6 possible articles to share with the class. The articles should include recent and early work in the journal.
 - Second, email me a list of the 5-6 articles you're considering at least two weeks in advance and we'll arrive at a decision about one article that everyone should read and two that everyone should download.
 - Third, you will then email the class with the list of articles and a link to the journal's homepage.
 - Fourth, in class on the day for your journal, you will do a short presentation (about 10 minutes) on the journal (giving a bit on history, what kinds of things are published there, current info on editors, editorial boards, and submission information, etc.). You'll then lead discussion of the two articles that others have downloaded, glanced at, but generally not read. Finally, ahead of time, we will decide whether you will lead discussion of the common article or we will include it in the general discussion of readings for that day.
- (4) **Final portfolio.** Your final portfolio should include: a reflective summary of your work for the semester (≈4 pages), your extended text, and a set of 4 exploratory writings that represent a key thread in your work during the semester. Due Wednesday December 12th unless otherwise negotiated.

Grading

Grades for the seminar will be based on an overall assessment of your work. In making that assessment, I will consider your written portfolio and your participation in the seminar (discussions, exploratory writing). I will be looking for evidence of your engagement with the issues of the seminar and will pay particular attention to your best work.

Course schedule and assignments

1. Introductions (August 29)

In-class activity—Drawing on writing and reflecting on representation, theory and method

2. Writing processes and theory/research frameworks (September 5)

- Sharon Crowley. (1998). Around 1971: The emergence of process pedagogy. *Composition in the university: Historical and polemical essays*. University of Pittsburgh Press. (pp. 187-214) (Available online at the library through JSTOR)
- Hannah Rule. (2019). Introduction & Deep in the discipline's bones. *Situating writing processes*. The WAC Clearinghouse and University Press of Colorado. (pp. 3-48).
<https://wac.colostate.edu/books/perspectives/situating/>
- Brian Street. (2009). "Hidden" features of academic paper writing. *University of Pennsylvania working papers in educational linguistics*, 24, 1-17. <https://repository.upenn.edu/wpel/vol24/iss1/>

Exploratory writing due: Consider the relationship these readings lay out among writing processes, written products, and literate practices and relate them to the issues of writing that brought you to this seminar.

3. Literate activity across codes and contexts (September 12)

- Laura Gonzales. (2018). Introduction, Translation moments as a framework for studying language fluidity, and Research design. *Sites of translation: What multilinguals can teach us about digital writing and rhetoric*. (pp. 1-38). (Available at the library through EBSCO, 100-page download limit.)
- Ramón Martínez. (2010). Spanglish as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching the development of academic literacy. *Research in the Teaching of English*, 45, 124-149.

Sample Journal: *Research in the Teaching of English* (Paul) You should download each of these articles. Everyone should read the article in **bold** (Kinloch et al. in this case). Also download the other two (with asterisks), glance lightly at them, and bring them to class for discussion.

Valerie Kinloch, Tanja Burkhard, & Carlotta Penn. (2017). When school is not enough: Understanding the lives and literacies of Black youth. *Research in the Teaching of English*, 52, 34-54.

****Rebecca Woodard. (2015). The dialogic interplay of writing and teaching writing: Teacher-writers' talk and textual practices across contexts. *Research in the Teaching of English*, 50, 35- 59.**

****Anne Haas Dyson. (1986). Transitions and tensions: Interrelationships between the drawing, talking, and dictating of young children. *Research in the Teaching of English*, 20, 379-409.**

Exploratory writing: Prepare to write about and discuss readings from last week and this one in class.

4. Literate practices across space and time (September 19)

Brice Nordquist. (2017). Introduction, Literacy in place and motion, & Methodology for mobile literacy. *Literacy and mobility: Complexity, uncertainty, and agency at the nexus of high school and college*. (pp. 1-60).

Kevin Roozen and Joe Erickson. (2017). Coming to act with tables: Tracing the development of inscriptional practice. *Expanding literate landscapes: Persons, practices, and sociohistoric perspectives of disciplinary development*. Computers and Composition Digital Press.
<http://ccdigitalpress.org/book/expanding/>

Paul Prior. (2004). Tracing process: How texts come into being. In Charles Bazerman and Paul Prior (Eds.), *What writing does and how it does it: An introduction to analysis of texts and textual practices* (pp. 167-200). Mahwah, NJ: Lawrence Erlbaum. (Available in Box).

Exploratory writing due: Process drawing and reflection. Prepare to write about and discuss readings in class.

5. Tracing mediated composing (September 26)

Laura Gonzales. (2018). Translation as a multimodal practice, A revised rhetoric of translation, and How do multilingual students navigate translation? *Sites of translation: What multilinguals can teach us about digital writing and rhetoric*. (pp. 39-85).

Amber Buck (2016). Physically present and digitally active: Learning ecologies of writing on social networks. In Patrick Thomas and Pamela Takayoshi (eds.), *Literacy in practice: Writing in private, public, and working lives* (pp. 86-102). Routledge. (Available in Box)

Journal: *Rhetoric Review* (Emily)

Exploratory writing: Prepare to write about and discuss readings in class.

6. Indexicalities and circulations (October 3)

Jan Blommaert. (2010). A critical sociolinguistics of globalization, A messy new marketplace & Locality, the periphery and images of the world. *The sociolinguistics of globalization* (pp. 1-101).

Journal: *TESOL Quarterly* (Tatiana)

Exploratory writing: Prepare to write about and discuss the readings.

7. Literate practices and (im)mobilities (October 10)

Brice Nordquist. (2017). School systems of (im)mobility, Mobile collaborations, & Conclusion: Pedagogy for the present. *Literacy and mobility: Complexity, uncertainty, and agency at the nexus of high school and college*. (pp. 61-144).

Journal: *English Journal* (Brianna)

Exploratory writing: Prepare to write about and discuss readings in class.

8. Response and revision (October 17)

Genevieve Pathy-Chavez and Dana Ferris. (1997). Writing conferences and the weaving of multi-voices texts in college composition. *Research in the Teaching of English*, 31, 51-90.

Chris Anson, Introduction: Response to writing and the paradox of uncertainty. (pp. 1-11) and Louise Phelps, Images of student writing: The deep structure of response. (pp. 37 -67). Chapters from Chris Anson (Ed.) (1989). *Writing and response: Theory, practice, and research*. (Available in Box).

Nancy Sommers. (1982). Responding to student writers. *College Composition and Communication*, 33, 148-156.

Journal: *Written Communication* (Tutomu)

Exploratory writing due: Discuss theory and method for response across these four readings..

9. The work of writing (October 24)

Amy Devitt. (1991). Intertextuality in tax accounting: Generic, referential and functional. In Charles Bazerman and James Paradis (eds.), *Textual dynamics of the professions: Historical and contemporary studies of writing in professional communities* (pp. 336-355). University of Wisconsin Press. Available at: <https://wac.colostate.edu/books/landmarks/textual-dynamics/>

Daniel Perrin (2011). "There are two different stories to tell"—Collaborative text-picture production strategies of TV journalists. *Journal of Pragmatics*, 43 (7), 1865-1875.

Chad Wickman. (2015). Locating the semiotic power of writing in science. *Journal of Technical and Business Communication*, 29, 61-92.

Journal: *Journal of Business and Technical Communication* (Rebecca)

Exploratory writing due: Identify a professional or workplace space and sketch out how the genre system in that area works.

10. Multimodal activity-based approaches (October 31)

Hannah Rule. (2019). Larger forces or individual processes, Writing moves, Writers as situated process researchers. *Situating writing processes*. The WAC Clearinghouse and University Press of Colorado. (pp. 49-128). <https://wac.colostate.edu/books/perspectives/situating/>

Jody Shipka. (2016). On estate sales, archives, and the matter of making things. In Patrick Berry, Gail Hawisher, & Cynthia Selfe (Eds.). (2016). *Provocations: Reconstructing the archive, featuring the work of Erin R. Anderson, Trisha N. Campbell, Alexandra Hidalgo, and Jody Shipka*. Logan, UT: Computers and Composition Digital Press/Utah State University Press. Retrieved from <http://ccdigitalpress.org/reconstructingthearchive>

Journal: *Journal of Writing Research* (Megan)

Exploratory writing due: Drawing on images of your writing spaces and videos of your writing activity, analyze your situated writing processes. Decide what genres/media will best represent what you have observed.

11. Language, globalization, and becoming (November 7)

Jan Blommaert. (2010). Repertoires and competence & Language, globalization, and history. *The sociolinguistics of globalization* (pp. 102-152).

Amanda Kibler. (2017). Becoming a "Mexican feminist": A minoritized bilingual's development of disciplinary identities through writing. *Journal of Second Language Writing*, 38, 26-41.

Laura Gonzales. (2018). Using translation frameworks. *Sites of translation: What multilinguals can teach us about digital writing and rhetoric*. (pp. 113-121).

Journal: *Journal of Second Language Writing* (Isabelle)

Exploratory writing due: In-progress report on your extended text. Prepare to write about and discuss readings in class.

12. Analyzing language in video games and engineering (November 14)

Steve Thorne, Ingrid Fischer, and Xiaofei Lu. (2012). The semiotic ecology and linguistic complexity of an online game world. *ReCALL*, 24(3), 279-301.

Susan Conrad. (2018). The use of passives and impersonal style in civil engineering writing. *Journal of Business and Technical Communication*, 32, 38-76.

Journal: *Applied Linguistics* (Neal)

Exploratory writing: Prepare to write about and discuss readings in class.

13. Tracing semiotics and becoming *across* (November 21)

Sarah Michaels. (1987). Text and context: A new approach to the study of classroom writing. *Discourse processes*, 10, 321-346.

Blaine Smith, Mark Pacheco, and Carolina Rossato de Almeida. (2017). Multimodal codemeshing: Bilingual adolescents processes composing across modes and languages. *Journal of Second Language Writing*, 36, 6-22.

Allison Wynhoff Olsen and Jennifer VanDerHeide. (2019, online first). Representations of students becoming writers. *Learning, Culture, and Social Interaction*. (12 pages).

Anna Smith and Paul Prior. (2019, online first and open source). A Flat CHAT perspective on transliteracies development. *Learning, Culture, and Social Interaction*. (11 pages).

<https://doi.org/10.1016/j.lcsi.2019.01.001>

Journal: *Learning, Culture and Social Interaction* (Finola)

Exploratory writing due: Bring in a slice of your extended text. Prepare to write about and discuss readings in class.

Thanksgiving break (November 23-December 1)

14. Inequalities and implications: Final reflections (December 5)

Jan Blommaert. (2010). Old and new inequalities & Reflections. *The sociolinguistics of globalization* (pp. 153-198).

Hannah Rule. (2019). Process as improv and Conclusion. *Situating writing processes*. The WAC Clearinghouse and University Press of Colorado. (pp. 129-158).
<https://wac.colostate.edu/books/perspectives/situating/>

Exploratory writing: Prepare to write about and discuss readings in class.

Portfolio (slightly flexibly) due by December 11.