This seminar is an introduction to writing studies, a field that was originally dedicated to scholarship dealing with the teaching of academic writing. The field of writing studies has expanded in recent decades to include a much wider array of topics, indicative of the view that writing structures a good deal of our institutional and interpersonal exchanges. Over the course of the semester, we will read broadly to explore how work on writing engages a variety of ideas and disciplines. Students in the course will complete regular reading response papers, co-author a review essay, present on work-in-progress, and complete a research paper dealing with an aspect of writing studies. Periodically throughout the term, I will discuss tools that can be useful in writing research.

The most up-to-date version of this syllabus can be found online as a pdf at the course website. Find the site by going to http://go.illinois.edu/metaspencer and clicking on the "courses" link at the right side of the menu bar.

Readings

Readings for this course consist largely of current articles in the field, published in the last year or two in some of the most recognized journals in the field. The readings will be made available via a shared Dropbox file; you'll hear more about this in class.

Class Participation (10% of your grade)

You should come prepared to guide, follow, and actively engage in class discussion. This is not a lecture class. Each week, we will talk about the readings for roughly two hours; your active participation in seminar discussions is vital to our progress as a group.

Response Papers (20% of your grade)

Every other week, you are responsible for preparing a detailed written response for class. (The class will be split into two groups, with each group completing response papers alternating weeks.) The response papers should be carefully crafted pieces of writing, between 500-700 words (this is equivalent to roughly one single-spaced page). Post the papers to the course wiki by 6:00 p.m. on the Sunday evening before class. The course wiki is online at the following link: https://wiki.cites.uiuc.edu/wiki/display/ENGL505

Each written response should thoroughly engage with the assigned readings. In addition
to posting your response online, bring a paper copy to class on the days when you are responsible for a written response. For those not writing a response paper each week, peruse the response papers online before class. With the alternating schedule, you'll write five response papers this semester.

Collaborative Review Essay (20% of your grade)

This semester, we will read several review essays focusing on books in writing studies. Review essays are slightly more ambitious than book reviews in that they make an argument about and offer reviews of several related books. Your job is to form a group of three, select a group of related new books to read (each member of the group reads a separate book; books should be published in 2010 and 2011), and target either CCC or QJS for your essay. Co-author a short review essay that runs roughly 1,000 words per book.

Let Spencer know who is in your group, what books you'll be reading, and the journal you're shooting for by Monday, September 19th.

Presentation of Research (5% of your grade)

In the final weeks of the class, the research for your final project should be well underway. During the final class sessions, members of the class will give ten-minute oral presentations describing the main contours of the final research project. This is meant to approximate a conference presentation. Emphasize your main argument in this presentation.

Seminar Paper (45% of your grade)

At the end of the semester, you will turn in a seminar paper based on your original research that engages with an area of writing studies research. 1-page paper proposals with at least six works cited are due October 31st. Use University of Chicago citation guidelines. Scheduling a writing conference with Spencer is encouraged. Expectations for seminar papers differ between professors; for this class, I am looking for 15-25 pages of high-quality work. Develop a complex argument and include numerous connections to existing scholarship. Instead of including a detached literature review, refer to relevant supporting scholarship when you need to throughout the course of your discussion. Highlight the original findings of your research.

Plagiarism Policy and Student Code

By registering for this class, students agree to adhere to the UIUC student code, online at http://admin.illinois.edu/policy/code. All of your work for this class should be properly cited. Students found to have plagiarized any portion of their work in this course will receive an "F" for the class. The following web page, hosted by the UIUC library, can help you avoid plagiarism: library.illinois.edu/ugl/howdoi/plagiarism.html. If academic citation is new to you, please attend office hours to talk about it in the first few weeks of class.
**Course Calendar** (subject to revision; most up-to-date version online at the course website)

**Monday 8/22: introductions**
- introductions
- overview of the syllabus and assignments
- activity and discussion about the field

**Monday 8/29: the rhetoric of social protest**
- online research tools for writing research (Flickr, YouTube, Google News alert, delicious.com)
- remember to peruse response papers before class
- read for today: Phaedra Pezzullo "Resisting “National Breast Cancer Awareness Month”: the rhetoric of counterpublics and their cultural performances"
- read for today: Anna M. Young; Adria Battaglia; Dana L. Cloud "(UN)Disciplining the Scholar Activist: Policing the Boundaries of Political Engagement"
- read for today: Ellen W. Gorsevski; Michael L. Butterworth "Muhammad Ali's Fighting Words: The Paradox of Violence in Nonviolent Rhetoric"
- GROUP A response paper 1 due

**Monday 9/5 — Labor Day, Class Does Not Meet**

**Monday 9/12: animals and the environment (plus 2 review essays)**
- remember to peruse response papers before class
- read for today: Sidney I. Dobrin and Christian R. Weisser "Breaking Ground in Ecocomposition: Exploring Relationships between Discourse and Environment"
- read for today: Petra Sneijder and Hedwig F.M. te Molder "Moral Logic and Logical Morality: Attributions of Responsibility and Blame in Online Discourse on Veganism"
- read for today: review essay by Peter Mortensen "What do we want from Books?"
- read for today: review essay by Paul Messaris "What’s Visual about ‘‘Visual Rhetoric’’?"
- GROUP B response paper 1 due

**Monday 9/19: the city**
- notify Spencer of review essay groups (note your target journal and book titles)
- remember to peruse response papers before class
- read for today: John Ackerman "The Space for Rhetoric in Everyday Life"
- read for today: Ralph Cintron "Gates Locked' and the Violence of Fixation"
- read for today: David Fleming "Subjects of the Inner City: Writing the People of Cabrini-Green"
- read for today: Melanie Loehwing "Homelessness as the Unforgiving Minute of the Present: the Rhetorical Tenses of Democratic Citizenship"
- response paper due
- GROUP A response paper 2 due
Monday 9/26: disability studies
online research tools for writing research (MUSE, JSTOR, LexisNexis Academic, Mendeley & CiteULike, PubMed)
remember to peruse response papers before class
read for today: Catherine Prendergast "The Fighting Style: Reading the Unabomber’s Strunk and White"
read for today: Catherine Prendergast "On the Rhetorics of Mental Disability"
read for today: Brenda Jo Brueggemann, Linda Feldmeier White, Patricia A. Dunn, Barbara A. Heifferon, and Johnson Cheu "Becoming Visible: Lessons in Disability"
read for today: Paul Heilker and Melanie Yergeau "Autism and Rhetoric"
GROUP B response paper 2 due

Monday 10/3: diversity and race
remember to peruse response papers before class
read for today: Kate Elizabeth Vieira "'American by Paper': Assimilation and Documentation in a Biliterate, Bi-Ethnic Immigrant Community"
read for today: Jennifer Seibel Trainor "The Emotioned Power of Racism: An Ethnographic Portrait of an All-White High School"
read for today: Jennifer Clary-Lemon "The Racialization of Composition Studies: Scholarly Rhetoric of Race since 1990"
GROUP A response paper 3 due

Monday 10/10: diversity and race continued (plus one review essay)
remember to peruse response papers before class
read for today: David L. Wallace "Alternative Rhetoric and Morality: Writing from the Margins"
read for today: Jonathan Alexander and David Wallace "The Queer Turn in Composition Studies: Reviewing and Assessing an Emerging Scholarship"
read for today: review essay by Daphne Desser "Politics, Gender, Literacy: The Value and Limitations of Current Histories of Women’s Rhetorics"
GROUP B response paper 3 due

Monday 10/17: feminist rhetoric, women's rhetoric (and a review essay)
remember to peruse response papers before class
read for today: Gesa E. Kirsch and Jacqueline J. Royster "Feminist Rhetorical Practices: In Search of Excellence"
read for today: Jessica Enoch and Jordynn Jack "Remembering Sappho: New Perspectives on Teaching (and Writing) Women’s Rhetorical History"
GROUP A response paper 4 due

Monday 10/24: genre theory and the rhetoric of science
remember to peruse response papers before class
read for today: John A. Lynch "Articulating Scientific Practice: Understanding Dean Hamer's “Gay Gene” Study as Overlapping Material, Social and Rhetorical Registers"
read for today: Jordynn Jack "What are Neuorhetorics?"
read for today: Catherine F. Schryer and Philippa Spoel "Genre Theory, Health-Care Discourse, and Professional Identity Formation"
read for today: Carolyn Miller "Genre as Social Action"

GROUP B response paper 4 due

Monday 10/31: new media
*** email Spencer by today with your 1-page paper proposals w/ 6 works cited ***
remember to peruse response papers before class
read for today: Jenny Edbauer Rice "Rhetoric'sMechanics:Retooling the Equipment of Writing Production"
read for today: Jodie Nicotra "'Folksonomy' and the Restructuring of Writing Space"
read for today: Jonathan Alexander "Gaming, Student Literacies, and the Composition Classroom: Some Possibilities for Transformation"
read for today: Haas et al "Young People’s Everyday Literacies: The Language Features of Instant Messaging"
GROUP A response paper 5 due

Monday 11/7: visual rhetoric and comics
discussion of collaborative review essays
remember to peruse response papers before class
read for today: Michelle Murray Yang "Still Burning: Self-Immolation as Photographic Protest"
read for today: Dale Jacobs "Marveling at The Man Called Nova: Comics as Sponsors of Multimodal Literacy"
GROUP B response paper 5 due
*** collaborative review essay due; bring copies of your essays to class ***

Monday 11/14: returning to loose threads
remember to peruse response papers before class
read for today: Kembrew McLeod "Everything Is Connected"
read for today: Ellen Cushman "Toward a Rhetoric of Self-Representation: Identity Politics in Indian Country and Rhetoric and Composition"
read for today: Christina Ortmeier-Hooper "'English May Be My Second Language, but I’m Not "ESL"'"
no response papers due this week

Monday 11/21 — No Class, Thanksgiving Break

Monday 11/28
short presentations of research (10 minutes max) on final projects; workshop
overview of main academic presses in the field

**Monday 12/5**
short presentations of research (10 minutes max) on final projects; workshop
discussion of journals in the field

**Monday 12/12 — Final Paper Due by 5:00 pm**
email your paper as a .doc (not a .docx) attachment to
spencers@illinois.edu