

ENG 699: Contemporary Composition

Tuesdays 6:30-9:10

Robert Bell 291

Course Description

This course will focus on contemporary scholarship in the field of writing studies. We will work to contextualize current theories of writing within the history of the field and education at large. We will engage in questions of *kairos*: Why do certain ideas gain popularity at certain times? Who decides what ideas are “in or out” in writing studies? What is our past and what might our future as a field look like? Among other assignments, you will produce an academic book review that contextualizes a new book in the field and a project that maps a particular disciplinary thread of interest to you.

Modules, Goals, & Assignments

This section of the syllabus lays out the details of our class modules and assignments. Course goals are listed in relationship to the unit and project.

Kairos & Composition

Dates: January 10-January 17th

Overview: This module introduces key concepts in the course, particularly *kairos*. We will talk about how ideas in disciplines gain traction and interact with the context of their time.

- Define *kairos* as it relates to a field or discipline.

Key Places, Spaces, & Words

Dates: January 24-February 7th

Overview: In this module, we will explore how some key journals and conferences shape the field. What is getting presented and published currently? We will also look at key words and concepts from the field over time.

- Apply *kairos* to the field of composition by conducting a content analysis of the most recent issues of a journal or conference program in the field.
- Read about and describe how keywords in the field have changed over time.

Assignment: “Key Spaces & Places:” Journal or Conference Analysis

This Moment in Books

Dates: February 21-April 25th

Overview: In this module, you'll be reading a recently published, open-access book in the field of composition and writing a book review. You'll also be reading and discussing key chapters of the books your classmates choose.

- Read recent books in the field in order to define the current trends in the writing studies.

- Discuss the ways that open-access publishing shapes the field.
- Learn the genre of the academic book review.

Assignment: Book review

Mapping the Field

Dates: throughout the semester, proposal due Feb. 14

Overview: This project asks you to map a particular keyword or concept in the field of composition OR to pick a particular year and focus on what was happening at that moment in composition history.

- Apply the concept of kairos by tracing a particular word, concept, or year in the field.
- Create a piece to share with others where they can learn about your word, concept, or year.
- Contextualize scholarship in the field of composition within larger political, social, and educational movements.

Assignment: Mapping the Field semester-long project

Readings

You will need to borrow or purchase *Behind the Curtain in Scholarly Publishing* and we will cover a good portion of this book between Jan. 24-Feb. 24th.

During this time we will also use *Keywords in Writing Studies* and *Decolonizing Rhetoric and Composition Studies*. You **may** wish to purchase these as well, but they are also available as ebooks with the library. Type the title into OneSearch and then click “full text online.”

You will also need access to a recent journal, which you will select. Some of these are available online and some are available in hardcopy in the library.

The rest of our readings will be open-access or available as pdfs on Canvas.

(Un)Grading & Roles in the Course

As a graduate course, I see this course as a collaboration between students and professor. I have chosen some overall questions for us to address, but you will help determine the content of this course. In particular, you will be choosing the course readings for the “This Moment in Books” module, which is about half of the course. You will be responsible for choosing a book and assigning the class key sections of the book for your week. In addition, you will develop your own semester project based on your own interests. I will provide guidance on these through proposal and check-ins.

Grading in this course is also collaborative. For each unit and assignment, I will provide some goals for the class as a whole. You will make those goals more specific to you. Then you will submit a reflection on how you met those goals (or didn’t). I will follow the philosophy of

ungrading for this class. This means that I will focus on feedback rather than your grade. At the end of the course, you will let me know what grade you think you earned based on how well you met the goals of each of the unit and assignment as well as your overall participation. As long as you communicate, show how you met your goals, and complete all three assignments in the course, I will give the grade that you set for yourself.

Policies

Attendance

To get the most out of this class, I invite you to attend regularly. We are scheduled to be in person; however, if you are sick, please let me know via email by 5 pm and I will open my Zoom link: <https://bsu.zoom.us/my/jgrouling>. Attending via Zoom counts for attendance to me as long as you still participate.

If you are absent when you are presenting or leading the class, it will be difficult to make this up, so please volunteer for days that you can commit to. If you have an emergency situation, such as those listed below, please let me know as soon as you can so we can adjust:

- Disability accommodations
- Pregnancy, hospitalization, or medical leave
- Bereavement leave
- Religious observation
- Jury duty or court witness leave
- Military leave
- Ball State sponsored events

While there is no specific number of absences that will automatically affect your final grade, some of your goals may be difficult to meet if you do not attend. Therefore, repeated absences may affect your grade at the end of the course.

Plagiarism/Academic Misconduct

Academic honesty is crucial for graduate work. If I discover any plagiarism (not crediting sources, using direct quotes as your own words, etc) or academic misconduct (making up data, turning in something from a different class, etc.), I will contact you immediately to schedule a meeting. After meeting (or if I do not hear from you in 1 week), I will determine a course of action, including submitting the paperwork for an academic ethics violation. Also, please familiarize yourself with the Student Academic Ethics Policy.

Non-Discrimination Statement

As a part of the Ball State Community, we all agree to respect our students, our classmates, our teachers, and our community, both inside the classroom and online. If I feel that your actions are not in keeping with these community standards, I will meet to discuss them with you and may refer you to the Dean of Students for [Disruption of an Academic Setting](#). If you ever believe

my actions are not in keeping with these standards or feel discriminated against by a classmate or student, I invite you to discuss this with me as well. [Bias Incident Response service](#) can also be used to report such instances if you are uncomfortable talking to me directly.

Accommodations & Basic Needs

I am happy to make any accommodations that will make this course more accessible for you, whether or not you have registered with disability services. Please talk to me at any point in the course about doing so.

It's also hard to learn when your basic needs aren't taken care of. If at any point you need assistance or would like me to direct you to resources on or off campus, do not hesitate to reach out. Some of the most commonly used resources are listed in this syllabus & on Canvas.

If you need course adaptations or accommodations because of a disability or you have emergency medical information to share with me, please make an appointment to discuss these issues with me as soon as possible. [Ball State's Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at [765-285-5293](tel:765-285-5293) or dsd@bsu.edu.

Canvas Accessibility Statement

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy Statement

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Resources

Writing Center

[The Writing Center](#) gives one-on-one feedback on any projects, even those that don't involve traditional prose. This semester they are offering **online appointments**. Visit them for help brainstorming, drafting, or polishing your work. The Writing Center is a comfortable, supportive

environment for writers from all communities and backgrounds. In addition to helping with papers, the writing center can help you with finding and documenting sources, getting started with brainstorming, and even visual design. To make an appointment go to ballstate.mywconline.com.

Bracken Library

Some assignments in the course require research. The librarians at Bracken can help you find sources either in the library or online. The library also has computers that have a variety of technology you may use for your projects. To contact a librarian go to:

<https://bsu.libguides.com/helpandFAQ/askalibrarian>

Technology Support

The Ball State Technology Helpdesk is designed with the IT support needs of Ball State distance learners in mind. To access it directly, visit <https://www.bsu.edu/helpdesk>. At this site, you may access the IT knowledge base, find answers to frequently asked questions, report a technology issue or request assistance, check on the status of your ticket, review your ticket history, join a remote assistance session and much more. You may also visit the help desk in Bracken Library 101. In addition, the [Canvas Student Guide](#) may be useful if you are having trouble with Canvas.

Counseling Center

Every year, hundreds of students, faculty, and staff members use the services of the [Counseling Center](#). This comprehensive services office provides free and confidential psychological and career resources to students. The primary mission of the center is to assist students in reaching their educational goals, as well as to improve their quality of life. The staff is diverse, professional, warm, and receptive to students who seek services. To make your first appointment with the Counseling Center, call our office at **(765) 285-1736** or stop into **Lucina Hall, Room 320**.

Health Center

The Health Center is covered in your student fees. The Health Center is located at 1500 W. Neely Avenue. To make an appointment, please call the Health Center at 765-285-8431.

Cardinal Kitchen

If you are facing food insecurity, Ball State provides a student food pantry, [Cardinal Kitchen](#).

Emergency Loans

Ball State has an [emergency loan option](#) for students who need it.

Office of Victim Services

As an administrator at Ball State, I am a mandatory reporter. However, Ball State has a confidential [Victim Advocate](#) to help survivors of domestic or gender-based violence.

Schedule

Details of the course schedule will be on Canvas modules, including the specific readings. Please check in regularly for updates. Below is a draft of a general timeline that we will follow.

Week	Topic(s)	Due
Jan 10	Course intro	
Jan 17	May 1970 piece	Reflection due
Jan 24	Writing Center publications/conferences, Keywords intro and "literacy" keywords	WLN, IWCA presentations
Jan 31	Kairos, WPA Journal/conference, "Citizen" keywords	Kairos, WPA, CWPA presentations
Feb 7	Comp Forum, CCC/CCCCs, "Identity" Keywords	Comp Forum, CCCs, CCCCs presentations
Feb 14	No class for CCCCs	Reflection due, Submit mapping project proposal
Feb 21	How to Write a Book Review	Submit book choice & chapters for class
Feb 28	Book TBA	
March 7	Spring Break: No class	
March 14	Book TBA	
March 21	Book TBA	
March 28	Book TBA	Project check-in due
April 4	Book TBA	
April 11	Book TBA	
April 18	Book TBA	
April 25	Workshop for Final Project	Final date for book reviews, Reflection due
May 2		Mapping Project Due, Share at Final Exam
May 5		Final reflection due