

LAE 6947 — Writing Theories and Practices

R 6-8 (12:50-3:50)

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Description

This course has two purposes:

- to introduce you to contemporary and enduring issues in the field of Writing Studies (or Composition Studies, or Composition & Rhetoric, or etc.)
- to introduce you to issues of professionalization in English Studies generally.

In both cases, we will focus on questions about race, ethnicity, Indigeneity, gender, sexuality, translingualism, and disability. This course assumes that such questions are central to humanistic inquiry, and to Writing Studies especially, in this third decade of the 21st century.

In addition, this course assumes that, should you remain in academia, Writing Studies will comprise a substantial portion of your professional life. Regardless of specialization, you will teach—and your research may encompass—some form of writing, rhetoric, and literacy. With this in mind, you should have a good working knowledge of the aforementioned issues.

We will read and discuss a wide range of texts that address Writing Studies topics such as first-year writing, technical & professional writing, writing assessment, writing program administration, writing centers, histories of writing instruction, multimodal writing, translingualism, and more. These texts will center the perspectives of writers, students, teachers, and scholars from marginalized communities.

Texts

All are available for free through Canvas, in the “Files” and/or the “Course Reserves” sections.

Work

Three items, weighted equally:

- With two or three other students, you will assemble a conference-style *research presentation*. It will consist of a proposal of the presentation and the presentation itself.
- Ahead of the presentation, you will compose a *bibliographic essay* in which you establish the scholarly context in which your work will be situated.
- Every week, 24 hours before our class meeting, you will write and post a 250-word *reflection* on that week’s reading assignments. Others in the class will be able to read and comment on upon it.

Schedule

Week 1 (September 3) — Introduction

- CCCC — “Students’ Right to Their Own Language”
- Lyons — “Rhetorical Sovereignty: What Do American Indians Want from Writing?”

Week 2 (September 10) — Cultural Rhetorics

- Powell, et al. — [“Our Story Begins Here: Constellating Cultural Rhetorics”](#)
- Cobos, et al. — “Interfacing Cultural Rhetorics: A History and a Call”
- Riley-Mukavetz — “Developing a Relational Scholarly Practice”

Week 3 (September 17) — Technical Writing and Professional Communication

- Jones — “The Technical Communicator as Advocate”
- del Hierro — “DJs, Playlists, and Community: Imagining Communication Design through Hip Hop”
- Hitt — “Foregrounding Accessibility through (Inclusive) Universal Design in Professional Communication Curricula”

Week 4 (September 24) — First-year Writing

- Gonzales — “Building Transdisciplinary Connections between Composition Studies and Technical Communication to Understand Multilingual Writing Processes”
- Tinoco, Eddy, and Gage — [“Developing an Antiracist, Decolonial Paradigm to Serve Students in a Socially Just Manner”](#)

Week 5 (October 1) — Writing Centers

- García — “Unmaking Gringo-Centers”
- Lockett — “Why I Call it the Academic Ghetto: A Critical Examination of Race, Place, and Writing Centers”

Week 6 (October 8) — Assessment

- Lederman — “Writing Assessment Validity”
- Sassi — “Bending the Arc of Writing Assessment Toward Social Justice”
- Caswell and Banks — “Queering Writing Assessment”

Week 7 (October 15) — Writing Program Administration

- García de Müller and Ruiz — “Race, Silence, and Writing Program Administration”
- Perryman-Clark and Craig — “Black Matters: Writing Program Administration in Twenty-First-Century Higher Education”
- Kynard — “Administering While Black: Black Women’s Labor in the Academy and the ‘Position of the Unthought’”

Week 8 (October 22) — Multimodal Writing and Rhetorics

- Yergeau, et al. — [“Multimodality in Motion: Disability & Kairotic Spaces”](#)

Week 9 (October 29) — Translingual Writing

- Horner, Lu, Royster, Trimbur — “Language Difference in Writing: Toward a Translingual Approach”
- Horner and Alvarez — “Defining Translinguality”
- Brown — “What Else Do We Know? Translingualism and the History of SRTOL as Threshold Concepts in our Field”

Week 10 (November 5) — Histories of Writing and Writing Instruction

- Ruiz — “Post-Structuralism, Historical Theory, and Critical Race Theory”
- Harms — “Assessment’s Word Work: Early Twentieth Century American Imperialism and the Colonial Function of the Monolingual Writing Construct”

Week 11 (November 12) — Writing and Design

- Arola — “A Land-Based Digital Design Rhetoric”
- Opel and Rhodes — “Beyond Student as User: Rhetoric, Multimodality, and User-Centered Design”

Week 12 (November 19) — Intersections

Week 13 (November 26) — No Class

Week 14 (December 3) — Presentations