



ENG 513: Learning Through Composing: Sponsors of Literacy COURSE SYLLABUS: Summer I, 2016

Instructor: Shannon Carter, Professor of English

Office Location: HL 209

Office Hours: Mondays, 9-12 (by phone or face-to-face by appointment)

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COURSE INFORMATION

Required Texts:

Brandt, Deborah. *Literacy in American Lives*. Cambridge UP, 2001.

---. *The Rise of Writing: Redefining Mass Literacy*. Cambridge UP, 2014.

Duffy, John, et. al, eds. *Literacy, Economy, and Power: Writing and Research After "Literacy in American Lives."* Carbondale, IL: Southern Illinois University Press, 2014.

Course Description:

From the university catalog: ENG 513 examines to what extent and how composing influences learning and knowledge, how the nature of knowledge is affected by composing, and the kinds of knowledge transformations that occur through composing.

Together, we'll accomplish these goals by focusing on a key concept in writing studies: Deborah Brandt's "sponsors of literacy," which she defines as "any agents, local or distant, concrete or abstract, who enable, support, teach, or model, as well as recruit, regulate, suppress, or withhold literacy -- and gain advantage by it in some way" ("Sponsors of Literacy," pg. 2).

We'll begin with her seminal study *Literacy in American Lives* then turn to the ways in which this concept has been taken up by researchers and students in the years since its publication in 2001. You'll explore the literacy sponsors in your own and others lives, and you'll begin offering your own, original contributions to the ongoing scholarly conversations sparked by Brandt's theoretical framework. Finally, you will look to Brandt's latest work, *The Rise of Writing*, and related work by others--including your own original arguments--for (specific) contributions this theoretical framework may make to your own research and/or teaching interests beyond this course.

COURSE PLAN

Unit 1: Literacy Sponsors (Weeks 1-2)

Objectives: Familiarize yourself with the way Deborah Brandt defines the term literacy sponsors in her extended study, as well as how her research led her to this concept and how each case study works as evidence for how this theoretical framework functions in our everyday lives. Consider your own literacy narrative and the sponsors involved, drawing extensively upon Brandt's *Literacy in American Lives* throughout.

Unit 2: Writing (Instruction) and Research after “Literacy in American Lives “(Weeks 3-4)

Objectives: Explore and critique research informed by Brandt’s concept of literacy sponsors, primarily as represented in the edited collection *Literacy, Economy, and Power*.

Unit 3: Articulating and Critiquing Literacy Sponsorship (Week 5)

Objectives: Critique Brandt’s concept of literacy sponsors through extended research and in conversation with Brandt’s latest book, *The Rise of Writing*. Include discussion of specific contributions this concept makes to your own research and/or teaching beyond this course.

ASSIGNMENTS AND EVALUATION

Assignment sheets, grading rubrics, and additional guidance for each of the following can be found at the appropriate link under the Course Home tab and in Doc Sharing (i.e., “Forums,” “Unit Response Papers,” and “Final Project.”

ASSIGNMENT	DESCRIPTION	REQUIREMENTS	DEADLINE
FORUMS (30%)	For the first half of the course, we will hold the bulk of our class discussions in the “Forums” section. Our goals for each Forum are to explore the assigned readings, lectures, and other, related elements in meaningful conversation with one another, just as you would in any graduate seminar meeting face-to-face. For that reason, I ask that you to keep up with your assigned readings. You are required to post in each assigned Forum at least twice—once early in the week to help get the conversation started and again later in the week to keep it moving in meaningful directions.	<i>Limits:</i> 250-500 words per post <i>Style:</i> Informal <i>Guidelines:</i> see above	Throughout the term. See calendar below for specific deadlines.
UNIT RESPONSE PAPERS (30%)	At the end of the first and second units, you will complete response papers that address key issues raised in the assigned readings, videos, and other related “texts” (see Course Plan” above for descriptions of key objectives for each Unit). Because these Unit 1 and Unit 2 Response Papers are being submitted in the last half of the term, I expect them to be well thought-out, critical, carefully written, and reflect a deep understanding of the texts read and discussed throughout each unit. <i>Your contributions to the Forums throughout the first half of the term will provide much fodder for your response papers later in the term.</i>	<i>Limits:</i> 3-4 pages for RP1; 4-5 pages for RP2 <i>Style:</i> Formal, MLA; double-spaced, 12-point font, Times New Roman <i>Guidelines:</i> see above	RP1: 6/17, before midnight RP2: 6/29, before midnight
FINAL PROJECT (40%)	A bibliographic essay that addresses three key themes emerging from your close reading of scholarship using, building upon, and/or expanding Brandt’s theory of literacy sponsorship as a critical lens, including the way Brandt’s own use of the theory she developed in <i>Literacy in American Lives</i> in 2001 in her follow up study in 2014, <i>The Rise of Writing</i> .	<i>Limits:</i> 10-15 pages <i>Style:</i> Formal, MLA; double-spaced, 12-point font, Times New Roman <i>Guidelines:</i> see above	7/8, before midnight

SCHEDULE AT A GLANCE

Assignment deadlines are always before midnight.

READINGS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Brandt (LAL)	6/6	6/7	6/8 Forum 1 (F1) Forum 2 (F1)	6/9	6/10	6/11	6/12 Responses to F1 and F2
Brandt (LAL)	6/13	6/14	6/15 Forum 3 (F3)	6/16	6/17 Unit 1 Response Paper (RP1)	6/18	6/19 Responses to F1
Duffy et. al (LEP)	6/20 Unit 1 RP Responses	6/21	6/22 Forum 4	6/23	6/24 Forum 5	6/25	6/26 Responses to F4 and F5
Duffy et. al (LEP)	6/27 Forum 6*	6/28	6/29 Unit 2 Response Paper	6/30	7/1 Unit 2 RP Responses	7/2	7/3
Brandt (RL)	7/4	7/5	7/6	7/8 Final Project			

*No response will be required for Forum 6. You need only post ONE TIME for Forum 6.