



## **ENG 680-01E & 1SW: Composition Studies**

Spring 2025

### **COURSE SYLLABUS**

**Instructor:** Dr. Ashanka Kumari (she/her/hers)

**Office Location:** David Talbot Hall 225

**Office Hours:** 2–3:30 pm Thursdays or make an appointment at [tidycal.com/ashanka](https://tidycal.com/ashanka)

**Email** (preferred communication mode): [ashanka.kumari@tamuc.edu](mailto:ashanka.kumari@tamuc.edu)

**Communication Response Time:** 24 business hours

### **COURSE INFORMATION**

The seminar helps students locate themselves within our field. This course is designed for advanced students and those new to composition studies. Students will focus on breadth, by engaging an overview of key histories, theories, and methods that mark Composition Studies, and depth, through analysis of how and with what consequences a key question, concept, or movement shaped or continues to shape our understanding of the field. Students will examine the relationship between theoretical texts and pedagogical practices in order to engage concepts often underrepresented or overlooked within the field as we garner an understanding of the paths of resistance. This is an approved doctoral research tools course.

Specifically, this graduate seminar invites you to locate yourself as a teacher of writing. We will map the field of Composition Studies as a field concerned with the teaching and study of writing. Once we establish the field as a site of pedagogical and scholarly practice, we will zoom in on key concepts from the history of the field that continue to inform contemporary praxis. As a student in this course, you can expect to read widely across the history of the field while cultivating a deep understanding of current trends in the teaching of writing; in sum, this course will synthesize theory and pedagogy into innovative praxis.

This iteration of ENG 680 is taught in a dual modality structure wherein we have a weekly meeting on Thursdays from 4:30–7:10 p.m. and students will participate either in person in EDS 103 on the ETAMU main campus or via Zoom dependent upon your registration (01E = in-person; 1SW = synchronous web/Zoom).

### **Materials—Textbooks, Readings, Supplementary Readings**

- Access to our D2L course shell where you will find required readings and assignments
- Adobe Creative Cloud (free for ETAMU students)
- A valid, working leomail email address that you check often (everyday)
- At least two storage methods such as cloud storage, flash drive, folder, etc.

## Student Learning Outcomes

Throughout this course, you and I will together to establish, interpret, revise, and remix our learning outcomes and goals. That is, our goals will need to remain flexible as we move through our course. We may struggle to achieve every goal we set, and that's OK! But, as your instructor, I provide the following resources to aid us in developing our critical reading, writing, and research skills:

- **Engagement with a wide range of texts** related to our course topics and goals. These texts will provide insight into literacies and communities within and beyond the university. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, etc.—will challenge you to (re)consider your understanding of expertise, writing, and research across rhetorical contexts.
- **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.
- **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors. Most prominently, we will engage critical practices for rendering visible dangerous gaps in research and ideologies that are shielded by tradition, bigotry, and institutional bureaucracy.
- **Responsible and honest feedback** toward your work. The most important part of my job is not delivering content—you can look most of this stuff up yourself—but rather guiding your engagement with that content through conversations and assessments. Feedback on your assignments is based on my engagement with your writing as a reader as well as my professional expertise.

## COURSE REQUIREMENTS

### General Overview of Required Work

As a student in this class, expect to write every week, drafting responses to readings, discussion questions, and discussion board posts that you might (or might not) share with your classmates, with the goal of moving from this frequent shorter writing to longer pieces of writing. As the semester progresses, you'll get feedback on your writing, and you'll have the chance to continue to develop and revise your work based on that feedback. Both informal and formal writing assignments will be centered on learning about composition studies. You will engage multiple types of sources, genres, and modes, and projects will have multiple drafts to encourage the revision process.

### Weekly Deadlines and Expectations

In brief, you'll work through the following each week (details in the Course Schedule):

Read & Annotate	Ongoing. You should read assigned course texts (see course schedule) ahead of each class; in other words, if a text is listed for Week 2, I expect that you have read it prior to engaging in the week's lecture, which will center those texts.
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	Beginning in week 2: You are responsible for preparing and submitting a discussion question for that week’s class session by no later than 8 a.m. on Thursdays. Further, you are responsible for posting regular annotations through hypothes.is or other assigned space linked through D2L (see related directions provided in week 1). These are due at the same time.
Lecture & Discuss	Thursdays from 4:30–7:10 pm in person or via Zoom (see D2L for access information). During this time, I will do some brief lecturing about key ideas and we will engage in discussions about assigned texts and relevant ideas surrounding composition studies. These sessions will always be recorded; if you cannot attend the “live” time, you will be responsible for watching the recording and responding to a discussion question on D2L by the end of the week.
Class Engagement	Each week, you will receive a Complete/Incomplete grade for engagement, which you can satisfy by submitting your discussion question contribution and attending the in-person or live recorded session (Thursdays, 4:30–7:10 pm) and practice active engagement (e.g. asking and responding to relevant questions, interacting in small group breakout rooms, taking notes)

**Example Scenario Model**

Imagine it’s Friday before Week 3 in the semester. You’ve watched the week 2 lecture and submitted your discussion question response post for week 2. It’s time to work on week 3 materials. These are the steps you might take:

1. Go to the Week 3 content area in our course D2L shell
2. Review the mini schedule and week’s checklist posted above or first in the week’s content listing
3. Access the readings/texts in whatever way works for you (e.g. downloading PDFs, reading in hypothes.is, picking up a copy of the book assigned).
4. Read, take notes, annotate
5. Draft an open-ended discussion question based on ideas or concepts from that week’s assigned texts
6. Submit the question in the related D2L dropbox by 8 a.m. Thursday of Week 3
7. Attend or plan to watch the recording of that Thursday evening session
8. Lather, rinse, repeat

While I hope this structure assists with building routines as you acclimate to our dual-modality class, I know life happens. On top of the typical challenges, I recognize that many of you might be dealing with technical issues, grief, uncertain childcare, serious viruses and their variants, classes in different formats, financial precarity—and so am I.

So this is what I promise you: I will strive to make each week interactive and useful for you. I expect you to log on regularly, and your participation will be self-assessed in reflection moments

throughout the semester. I understand that participation and contribution can look and mean something different to each of us, but ultimately, to do well in this course, you should contribute to discussions, raise questions, respond to classmates, and share insights in ways that keep conversations moving forward in meaningful, generative, and generous ways.

## Assessments

- \*Annotations of Assigned Texts
- \*Discussion Questions
- \*Learning Goals & Histories Essay
- Shared Class Notes
- Book Review
- Synthesis Essays
- Critical/Creative Project
- Class Engagement
- Course Reflection Project

Please find detailed assignment descriptions and expectations on D2L.

## \*Non-negotiable deadlines

- Annotations & Discussion Questions: Due weekly by 8 a.m. Thursdays on D2L. Beginning in week 2, all students in the class, regardless of how you plan to participate in the weekly sessions, must submit at least one open-ended discussion question related to that week's assigned readings as well as your reading annotations no later than 8 a.m. on the Thursday of class. I will not accept late submissions as these will be used as part of the weekly class session, and I need time to prepare my lecture notes. These discussion questions also serve as a question set for those participating with the recording to respond to on D2L. These will be graded as Complete/Incomplete. You are allowed two free passes wherein you can miss or skip the annotations and discussion questions for up to two weeks without penalty. These passes do not apply to the weekly class engagement requirement.
- Learning Goals & Histories Essay: Due 8 a.m., January 24 on D2L. See details in the assignment sheet shared in Week 1.

## Grading

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, and I have always felt they limit the learning process, create nasty habits designed to "get the A," and cause more anxiety than they are worth. However, I also realize that grades are important data points for you—your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you earn.

To balance my distrust of grades with the requirements and expectations of academic spaces, we will work on a **feedback and revision model**, and we will discuss these expectations together throughout the semester. Regardless, you will receive (a lot of) feedback from me and your peers throughout the semester with the expectation that you use that feedback to continually revise, rethink, and remix your work.

On individual assignments, your work will be marked as FULL CREDIT, HALF CREDIT, NO CREDIT, or EXCUSED in D2L, which break down as follows:

- **Full Credit:** the assignment was fully completed following the assignment prompt and guidelines and is turned in on time. Strong effort is evident and only minor revisions would be beneficial.
- **Half Credit:** the assignment has incomplete elements and/or the project was not turned in on time. Some effort is evident, but major revisions would be beneficial. *For assignments marked Half Credit, you are encouraged to revise and resubmit toward Full Credit.*
- **No Credit:** project wasn't completed and/or wasn't turned in promptly.
- **Excused:** project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Dr. Kumari

However, this course is not "gradeless" because I, begrudgingly, have to enter a midterm and final course grade. At the end of the semester, I will review your work, my various responses to your work throughout the semester, your attempts to compose something of quality, and your general fortitude and determine a final grade using the standard ETAMU grading scale. You may always meet with me to discuss your progress in the course (though don't expect me to give you a "grade").

### **ACCESS, NAVIGATION, & RESOURCES**

I recognize that our classroom is made up of an array of learners and am happy to make any reasonable accommodations to make sure every student has an equal experience in my class. For example, you may prefer to process information by speaking and listening; or you might feel more capable of participating via individual assignments rather than discussion threads online.

Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my courses.

### **Students with Disabilities—ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

East Texas A&M University

Velma K. Waters Library Rm. 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

## Learning Management System (LMS)

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

- [LMS Requirements](#)
- [LMS Browser Support](#)
- [Zoom Video Conferencing Tool](#)

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: [Brightspace Support](#).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. You should have *at least* two storage methods such as a flash drive, cloud storage, folder, etc. to back up all your class materials. You should also have a backup method to deal with these inevitable problems such as the local library, Starbucks, a ETAMU campus open computer lab, etc.

### A Note on Learning

As we pursue learning together, I strive to keep the following guiding principles (inspired by the *Chronicle of Higher Education*):

- Put people first. As we learn human-centered philosophies and methodologies in this course, I hope we practice empathy and be cognizant of how our own realities (day-to-day lives) can be imposed upon others whose lives may differ drastically from ours.
- Stay informed. We will keep ourselves educated about any public health and safety situations and make informed decisions about our personal, social, and professional lives.
- Communicate early and often. Even when we are physically and socially apart, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and your own well-being.
- Celebrate accomplishments. Any achievements, major or minor, during this time are a testament to your dedication and perseverance. We will enable a culture of celebration in this class. So, feel free to share with me your successes (and failures when you attempt something), and I will acknowledge them however you prefer.
- Take care of yourself. Get enough rest, food, movement, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the coursework. Let me know so we can work out alternatives together.

## East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding the Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

## COURSE AND UNIVERSITY POLICIES & PROCEDURES

### Communication

Communication is a key part of success in this course. I am available via email ([ashanka.kumari@tamuc.edu](mailto:ashanka.kumari@tamuc.edu)) from 9am-4pm weekdays or by appointment (email me to set up a time) to discuss assignments and other course-related concerns. I also have walk-in office hours on Thursdays from 2-3:30 pm in Talbot Hall Room 225. Please note that I may not respond to emails between 8pm and 7am. Please include a proper opening, clear message and subject line, and closing salutation in emails. Here's an example:

To: Professor (English.Instructor@tamuc.edu)

From: Jane Student (jstudent13@leomail.tamuc.edu)

Subject: Jane Student. CID 2301-01W. Office Hours Question.

Good morning Professor [Last Name],

I would like to meet with you to discuss my thesis statement for the rhetorical analysis essay. I cannot make your office hours. Can I set up an appointment? I am available to meet Monday, Wednesday, and Friday after 3:00 p.m.

Thank you,

Jane Smith

*Accountabilibuddy:* Write down the contact information for one or two other classmates below. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support—we're all in this together! These classmates might be the first ones you turn to when you are confused, have a question about what's due/when it's due, or are running late to class.

Name	Email Address	Phone Number

### Syllabus Change Policy

This syllabus is a guide. Circumstances and events, such as student progress or weather, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced immediately.

## **Grievances**

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, Talbot Hall 141). Before an appointment is scheduled, the student must provide clearly documented and explained issues as to why the meeting is being requested. The student must also state when they discussed the issue in person or via phone (not email) with the instructor already. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \("Student Appeal of Instructor Evaluation"\)](#).

## **Respect & Student Conduct**

Each class is made up of diverse individuals with a variety of backgrounds and beliefs, so we won't always agree with one another on every issue. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, rudeness and insults will not be tolerated. Our classroom should be a respectful space where we all feel comfortable and safe sharing our thoughts, and professionalism and boundaries are very important to me as a professor.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

## **Inclusion Policy & Nondiscrimination Notice**

Your value as a member of this course and university community at large is vital to me, regardless of social identity factors. While at times, the topic of class discussions, readings, and other activities may take you out of your comfort zone, or even go against your individual perception of the world, you are expected to keep an open mind and evaluate claims based on fact and knowledge, rather than preconceived notions alone. For questions, concerns, and problems related to discrimination based on race, ethnicity, class, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, please come talk to me.

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Collection of Data for Measuring Institutional Effectiveness**

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for

improvement, accountability, and accreditation.” This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPA.

## **Writing Center**

The Writing Center offers writers free, one-on-one assistance. We currently offer 45min, face-to-face or online sessions that writers can book from our website:

[www.tamuc.edu/writing-center](http://www.tamuc.edu/writing-center)

We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: [writingcenter@tamuc.edu](mailto:writingcenter@tamuc.edu).

## **Library**

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- Chat with a Librarian! Get immediate assistance with our [chat service](#) on the main Library page: <https://www.tamuc.edu/library/>
- Email [ask@tamuc.libanswers.com](mailto:ask@tamuc.libanswers.com). We will respond to your email within 24 hours, often much sooner.
- Text your question to 903.225.2862.
- Call the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- Meet With Us! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- Visit Us! We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4<sup>th</sup> Floor, Room 406A
  - East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room

## **Academic Integrity & Honesty**

Here is the official word on plagiarism and academic integrity from ETAMU:

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

Basically, plagiarism is any attempt to pass off someone else’s words or ideas as your own, but also not giving credit where credit is due. As your instructor, I want to know YOUR thoughts,

YOUR ideas, and what YOU have to say—and it doesn't have to be perfect the first time. If you are struggling with an assignment, please come talk to me, and I will help you in any way that I can. Plagiarism is not worth the risk.

### **TurnItIn**

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turnitin.com for its services (with your tuition dollars). Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal *Hybrid Pedagogy*: <https://hybridpedagogy.org/resisting-edtech/>.

### **AI use in course**

I anticipate that Artificial Intelligence (AI) will be a topic of conversation this semester, and you may even choose to research it or use it to enhance your own writing process. I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing or AI-generative technology. You should *absolutely never* input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

Here's the University's policy (as of August 2023) regarding AI:

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Civil Rights Protections and Compliance**

[The recent law](#) that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement

officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE/CALENDAR

Below is a sketch of the semester; however, please consult D2L for the most up-to-date schedule and deadlines.

<b>Week</b>	<b>Dates</b>	<b>Key Concept</b>
1	1/16	Welcome & Introductions to the Course, to Each Other
2	1/23	Where does Composition Studies Come From?: Histories
3	1/30	Where does Composition Studies Come From?: Professions & Disciplines
4	2/6	Where does Composition Studies Come From? Challenges
5	2/13	Key Concept: Writing as a Process
6	2/20	Key Concept: Rethinking Process(es)
7	2/27	Book Review Presentations Part I
8	3/6	Book Review Presentations Part II
9	3/13	No Class—Spring Break
10	3/20	Key Concept: Critical Pedagogies
11	3/27	Key Concept: Collaborative Pedagogies
12	4/3	Key Concept: Languaging toward Linguistic Justice
13	4/10	Key Concept: Assessment
14	4/17	Key Concept: Accessibility
15	4/24	Writing Workshop
16	5/1	Informal Presentations & Course Wrap up
17	Finals Week—Final Reflection Projects due by 5pm, 5/8	