

4-1-1991

Addition of Rhetoric and Composition Track to M.A. in English

The College at Brockport, College Senate

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Resolution # 26 1990-91

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on April 1, 1991
(Date)

RE: X I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)
For your information

SUBJECT: Addition of a Rhetoric and Composition Track to the
M.A. Degree Program in English

Signed Thomas D. Keller
(For the Senate)

RECEIVED
COLLEGE AT BROOKPORT
APR 08 1991
Sent 4/2/91
FACULTY SENATE
BROOKPORT, NY 14420

TO: The Faculty Senate
FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date 4/1/91
b. Deferred for discussion with the Faculty Senate
on _____
c. Unacceptable for the reasons contained in the
attached explanation

II, III.
a. Received and acknowledged
b. Comment:

DISTRIBUTION: Copy sent only to attached list

Distribution Date 5/1 Signed: [Signature]
(President of the College)

To: Faculty Senate

From: Fred Burelbach, Chair, English Dept. *Fred Burelbach*

Date: February 11, 1991

Subject: Proposed additional track in M.A. in English

Introduction:

Following a thorough self-study in 1989-90 and surveys of undergraduate and graduate students, the Department of English has perceived a demand for a graduate-level emphasis on instruction in teaching college expository writing. Responses to our survey of graduate and undergraduate students (total sample approximately 100) showed that over 50% of those surveyed would enroll in such a program if it were offered. With the addition to the faculty of Composition Director Dr. Alice Brand, together with other members of the department who have specialized ability in instruction in composition (especially Paul Curran and Peter Marchant), the department is ready to propose the addition of an M.A. track in Rhetoric and Composition.

1. Academic Rationale. Within the last twenty years, with increasing acceleration recently, the study of rhetoric and expository writing has regained its academic prominence that it held from Classical eras through the 19th century. Hundreds of new books and articles have been published that explore psychological, philosophical, sociological, historical, and practical approaches to the re-emerging discipline; dozens of new graduate programs have been developed across the country, leading to Ph.D.'s in Composition and Rhetoric. New scholarship in the field emerges constantly, concomitant with increasing demands for improved skills in written composition at every level of education. To equip our graduate students to cope with this new outpouring of information, and to prepare them for additional graduate study and/or careers in this field, the Brockport English Department proposes to offer additional courses and experiences in this area.

2. Evidence of Demand. In 1989-90 approximately 50 graduate students and 50 senior English majors were surveyed by the department. Approximately 60% responded affirmatively to the question "Would you be interested in enrolling in a Composition/Rhetoric track if such existed at Brockport?" Approximately 40% responded affirmatively to the question "Would you be interested in teaching a writing course as part of this program?" With the proliferation of graduate programs in this field across the country, and the absence of competition in the immediate area, it is to be expected that the existence of such a track would attract a minimum of 15 new students annually.

3. Potential Clientele. Approximately the same as currently enroll in the present M.A. in English program: most of our

graduate students are from Brockport and other New York State undergraduate programs, and most currently are or have been secondary school teachers.

4. Entrance Requirements. The same as currently exist for the M.A. in English: completion of a bachelor's degree in English with a B or better average, or successful performance in graduate courses in English taken on a nonmatriculated basis. In addition, students would be required to submit a sample of expository writing for evaluation as part of their application.

5. Program Requirements. The following courses are required:

ENL 601 Bibliography and Methods of Research	3 hours
ENL 603 History and Theory of Rhetoric and Composition	3 hours
ENL 605 Teaching College Composition (prereq. to ENL 606)	3 hours
ENL 606 College Composition Practicum*	3 hours
Also required are two courses in Linguistics, Socio-linguistics, History of Language, Grammar, or English literature before 1500.	6 hours
ENL (or related) electives	12-18 hours
Thesis or two seminar papers in lieu of thesis	0-6 hours
Comprehensive examination	
Total	36 hours

*The practicum would include teaching or assisting a section of ENL 112 or equivalent course at another college, or tutoring composition 12 hours/week at the Center for Academic Improvement; assignment to practicum experience would be based on student preference and instructor's selection, aided by the Graduate Coordinator and Department Chairperson.

6. Exit Requirements. Completion of the above program with an average of B or better, plus completion of a thesis (for course credit) or two substantial papers that have been submitted in appropriate courses as part of the course work and then revised in accordance with the instructor's recommendations (no additional credit). Both thesis and papers must be approved by three readers, the Graduate Coordinator, and the Department Chairperson).

7. Library Resources and Other Support Services. New purchases of professional books and journal subscriptions in composition and rhetoric have provided an adequate base for research. This is a quickly growing field, with new publications appearing constantly, so that one of the responsibilities of the Director of Composition is to ensure that library orders keep abreast of important professional writings. A computer laboratory in Cooper has been dedicated to use by composition classes and instructors, and most members of the English Department, including instructors in composition, are equipped with computers in their offices. The English Department has the services of a full-time Director

of Composition, a half-time Coordinator of Communication Skills, and a three-quarter time secretary for the Composition area, along with work-study personnel. Several full-time members of the English Department are specialists in expository writing, especially Dr. Peter Marchant, Paul Curran, Rita Mignacca, and Laura Scibona; all members of the department are amply experienced in teaching composition. The new program could be mounted with existing staff; no new resources would be needed.

8. Course Descriptions. All of the courses for the program are presently being offered on a regular basis; only two new courses would need to be added; one of which, ENL 603 History and Theory of Composition and Rhetoric, was offered in Fall 1990 and enrolled 9 students even though the proposed track was not in place (copy of course registration form attached).

The other new course (see attached description), ENL 606 Practicum in College Composition, would provide classroom experience, development of teaching skills, and faculty supervision and instruction in teaching and/or tutoring written composition. Having completed the prerequisite course ENL 605 Teaching College Composition, students in the course would each apply the theories and methods learned in that course to teaching a section of freshman composition (ENL 112) or tutoring in the Center for Academic Improvement, based on faculty selection. They would also meet with other class members and the instructor to review and improve instructional practices. Not only would such hands-on experience benefit the graduate students and prepare them for careers in college writing programs, but the close supervision and instruction provided by the course instructor would ensure that the instruction provided to undergraduate students was of the best possible quality. Students in ENL 606 would receive 3 credit hours toward the M.A. degree but no other compensation. It is expected that at least 4-6 sections of ENL 112 could be staffed by these graduate students, thereby reducing the cost of instruction in ENL 112 by several thousand dollars. Although this cost saving would benefit the college, the primary value of the course would be to the professional development of the M.A. candidates in the program.

9. Sequence of Courses. ENL 581, 601, 603, and 606 are scheduled to be offered each Fall; ENL 605 is scheduled to be offered each Spring. The normal sequence for students would be ENL 601 and 603 in the Fall, ENL 605 and an elective in the Spring, ENL 606 and ENL 581 the following Fall, and other elective and required courses as time permits. Most of our graduate students are part-time and take several years to complete their programs.

10. Staffing. No new staff is needed for this program. As stated above (#7), professional instruction would be provided primarily by Professors Brand, Marchant, and Curran.

11. Competition from Other Colleges. No comparable programs exist locally. Rensselaer has a masters in rhetoric/composition,

Syracuse University is installing one, and SUNY Albany is developing a Ph.D. program in rhetoric/composition which could be a feeder program for our graduates. Other Ph.D. programs include Perdue, Texas Christian University, University of Michigan, and at least two dozen more around the country.

If approved, the program would be implemented in Fall 1991.

Attachments: course registration forms for ENL 603 and 606

OFFICE USE ONLY:
 Effective from / /
 to / /
 Signature _____
 Date _____

SUNY COLLEGE at BROCKPORT
 COURSE REGISTRATION FORM

Complete both sides of form and return to
 OFFICE OF ACADEMIC AFFAIRS

1. New Course Title Change (Prev. Title: _____)
 Content Revised Number Change (Prev. No.: _____)
 Umbrella Course
 Topics Course (if checked, complete item 2)
 Other (describe: _____)

2. TOPICS COURSE ONLY:
 A. Umbrella Course: Discipline _____ Number _____
 B. Umbrella Course Title: _____
 C. Topics Course Title: _____
 D. Topics Courses offered _____ Semester, _____ Year

3. a. Discipline: ENL Number: 606
 b. Undergraduate _____ Graduate X

4. a. Official Course Title: Practicum in Teaching College Composition
 b. Course Start Date: Fall 1991 (semester/year)

5. Abbreviated Course Title: (16 spaces)

e	O	L	L		C	O	M	P		P	R	A	C	T	I	C
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6. a. Variable Credit? (Y/N) N b. Semester Hours of Credit 3

7. Type of course: Liberal Arts Non-Liberal Arts G.E. Code

8. Cross Listed? Give Discipline(s) and Number(s): _____
 Prerequisite Courses (Disc/No.): ENL 605
 Corequisite Courses (Disc/No.): _____

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528): _____

10. Frequency of Offering (check only one) (A) Every Semester _____
 (B) Every Fall X (F) Every Even Fall _____ (I) Every Odd Fall _____
 (C) Every Spring _____ (Q) Every Even Spring _____ (M) Every Odd Spring _____
 (I) Every Summer _____ (J) Every Other Summer _____ (P) Every Year _____
 (O) Irregularly _____ (G) Every Two Years _____ (H) Every Three Years _____
 (N) Upon Special Arrangement _____

11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) N

12. Is this course repeatable for multiple credit? N

13. Course Description (Copy for catalog: 65 word maximum)

This course provides experience in teaching or tutoring composition and pedagogical support under the guidance of a writing specialist. Students apply to actual classroom or tutorial settings the principles of contemporary writing studies. Students gain practical experience in planning, developing materials, instructing, and evaluating student progress. Prereq. ENL 605 and approval of instructor. 3 Cr.

14. Relation to Degrees/Programs? Requirement Elective Other
 _____ Degree, Major, Program

in the space provided, describe:

- (1) Objectives
- (2) Outline of Course
- (3) Methods of Assessing Student Performance
- (4) Materials (Films, Reading, Etc.)
- (5) Additional work required of graduate level students if course is a 'swing-course'

1. Objectives: Students are expected to show knowledge of the field; elicit student interest and participation; plan effective lessons; use a variety of teaching techniques (e.g., collaborative learning, word processing); show flexibility in planning and routines; develop and use instructional aids when appropriate; handle classroom or tutorial routines efficiently; diagnose students' needs accurately; provide for individual differences; engage in productive student conferences; evaluate student progress accurately; relate well to students; become familiar with college services (e.g., writing tutoring, academic advisement, student services, counseling, audio-visual services, minority relations, library, handbook); develop an effective teaching style; and demonstrate responsibility and follow-through.

2. Outline:

A. Instructor meets with graduate student-teachers for a minimum two-day pre-course orientation. Fall teaching assignments are confirmed and first week procedures reviewed.

B. Graduate student-teachers and instructor meet weekly as a group to discuss course methodologies (e.g., rhetorical, thematic, functional, epistemic) and instructional strategies and issues, to share techniques for responding to and evaluating writing and to assess materials.

C. Graduate student-teachers are observed ^{at least five} ~~between three and four~~ times during the semester. Following these observations, the instructor and graduate student-teach discuss the observation. The instructor drafts a progress report at midpoint and at the end of the semester, detailing the student-teachers' performance and providing helpful evaluative commentary.

3. Methods of Assessing Performance: Review of syllabi and course materials; classroom observations; review of two sets of graded student papers; student evaluations; the student-teachers' thoughtful record of the teaching experience, including a statement of goals and desired instructional behaviors.

4. Materials: Rhetoric, reader, and handbook chosen for the lower division college composition course; videotapes Student Writing Groups and Peter Elbow at SUNY Brockport and professional books housed at Drake Memorial Library and in the composition program office.

Submitted by: Alice G. Brand Date: 12/11/
 Chairperson's Approval: [Signature] Date: 1/22/
 Dean's Approval: _____ Date: _____
 Director of General Education (if appropriate) _____ Date: _____

5/88
Office of Academic Affairs

Return to:
OFFICE OF ACADEMIC AFFA

FOR OFFICE USE ONLY:

Effective from / /
to / /
Signature _____
Date _____

SUNY COLLEGE at BROCKPORT
COURSE REGISTRATION FORM

Complete both sides of form and return to
OFFICE OF ACADEMIC AFFAIRS

- New Course Title Change (Prev. Title: _____)
 Content Revised Number Change (Prev. No.: _____)
 Umbrella Course
 Topics Course (if checked, complete item 2)
 Other (describe: _____)

2. TOPICS COURSE ONLY:

A. Umbrella Course: Discipline _____ Number _____

B. Umbrella Course Title: _____

C. Topics Course Title: _____

D. Topics Courses offered _____ Semester, _____ Year

- a. Discipline: E N L Number: 6 0 3
 b. Undergraduate _____ Graduate
- a. Official Course Title: Theories of Rhetoric and Composition
 b. Course Start Date: Fall 1990 (semester/year)
- Abbreviated Course Title: (16 spaces)

R	H	E	T		C	O	M	P		T	H	E	O	R	Y
---	---	---	---	--	---	---	---	---	--	---	---	---	---	---	---
- a. Variable Credit? (Y/N) N b. Semester Hours of Credit 3
- Type of course: Liberal Arts Non-Liberal Arts G.E. Cod
- Cross Listed? Give Discipline(s) and Number(s): _____
 Prerequisite Courses (Disc/No.): _____
 Corequisite Courses (Disc/No.): _____
- If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528): _____
- Frequency of Offering (check only one) (A) Every Semester _____
 (B) Every Fall (P) Every Even Fall _____ (L) Every Odd Fall _____
 (C) Every Spring _____ (Q) Every Even Spring _____ (M) Every Odd Spring _____
 (I) Every Summer _____ (J) Every Other Summer _____ (F) Every Year _____
 (O) Irregularly _____ (G) Every Two Years _____ (H) Every Three Years _____
 (N) Upon Special Arrangement _____
- This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) N.
- Is this course repeatable for multiple credit? N
- Course Description (Copy for catalog: 65 word maximum)
See attachment

- Relation to Degrees/Programs? Requirement Elective Other
MA ENL
Degree, Major, Program

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DRAFT

ENL 603 Theories of Rhetoric and Composition
Course Description:

This course surveys important movements (from classical to contemporary times) and recent trends concerning the nature of writing. Participants study major ideas in rhetorical theory as a conceptual backdrop for ongoing work in writing studies, research, education, and related fields. The course provides a forum for exchanging and testing those ideas. ~~Prerequisite or corequisite is ENL 503.~~

Course Objectives:

Students are expected to identify important rhetorical theories from classical to contemporary times and articulate their positions. They will analyze, interpret, and evaluate these theories in light of the composing process and current pedagogy. They will be expected to describe the interaction between major theoretical, historical, and empirical research that forms the knowledge base of composition studies. They will be expected to trace the source of these movements, including the contributions of related disciplines.

Course Outline:

1. Classical theory
(Plato, Aristotle, Cicero, Quintilian, Augustine)
2. Middle Ages (Aquinas)
3. Renaissance to the "Moderns" (Bain)
4. Contemporary Theories
(Neoclassicists, Social Constructionists/
Ethnographers, Expressionists/Discovery
Theorists, Cognitivists)
5. Philosophical underpinnings: (select epistemologists,
sociolinguists, general semanticists)
6. Current research methods
(clinical/case studies, ethnographic/field
studies/surveys, experimental, historical,
conceptual/thematic)
7. Exploration of the relationship between theory and
research and both to classroom practice.

Methods of Assessing Student Performance:

Course requirements include completing the readings and keeping a reading journal, participating intelligently in discussion, generating two short position papers, and completing and presenting one in-depth longer study (analysis, interpretation, synthesis, and evaluation) on a well-focused aspect of composition theory.

Materials: Texts will be required. Journal articles will be held on reserve. Readings will be chosen from primary sources: Aristotle, Augustine, Bain, Bruffee, Burke, Cicero, Flower and Hayes, Hirsch, Kinneavy, Plato, Quintilian, Richards; secondary sources: Applebee, Corbett, Horner, Knoblauch and Brannon, Murphy, North, Winterowd.