

Spring 2016
English 7/8822: Contemporary Composition Theory
Wednesdays | 5:30-8:30
Instructor: Dr. Will Duffy (weduffy@memphis.edu)

COURSE DESCRIPTION

This course is a survey of major theories in rhetoric and composition studies and research, including examination of its foundational concerns as a teaching discipline, the emergence of competing theoretical schools and epistemologies that both connect and distance composition from other language arts fields, as well as debate about the function of theory itself as a primary concern for composition teacher-scholars. Not only will we consider recent developments that have expanded the field into complex and at times controversial inquiries into what writing (as distinct from "composition") is and does, we will also investigate the different ways writing scholars appropriate and transform theories from other fields to fit their particular circumstances. While the course will primarily be concerned with mapping the major theoretical developments that shaped rhetoric and composition studies over the last fifty years, we will also thoughtfully evaluate how best to use theory in our own teaching, research, and writing, no matter what our particular disciplinary identities as "writing," "composition," "rhetoric," "literature," "linguistics," and/or "communication" professionals.

COURSE TEXTS

Lynch, Paul. *After Pedagogy: The Experience of Teaching*. Urbana: NCTE/CCCC, 2013.
[ISBN: 9780814100875]

Disciplinary Identities: Rhetorical Paths of English, Speech, and Composition. New York: MLA, 2006. [ISBN: 9780873529747]

Villanueva, Victor and Kristen L. Arola. *Cross-Talk in Comp Theory: A Reader*. Third Edition. Urbana: NCTE, 2011. [ISBN: 9780814109779]