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Fall 2016 Office Hours:
Monday, 1:00-2:00
Tuesday, 1:30-3:30
Wednesday, 1:00-2:00

GENERAL HONORS 299.053 – HONORS COLLOQUIUM

Writing Across Contexts: Learning Transfer and Writing in the Disciplines

“If we want students to transfer, they need a curricular site in which they can engage in such synthesis, such transfer thinking, and the reflection contextualizing it.”

--Kathleen Blake Yancey

COURSE DESCRIPTION:

Writing is often perceived as a generalizable skill. That is, we believe that what we learn about writing in one context will work when we begin writing in another. Recent writing research has discovered that writing transfer is not so simple. Writing across the curriculum scholars are learning that writing differs across disciplines. For example, the forms, purposes, and audiences for writing in the sciences is radically different from that in the humanities. Writing in each reflects the different purposes, situations, and audiences for each community. As a result, transfer researchers are learning that writing transfer involves more than simple application. Often, it requires the radical revision of prior writing knowledge; sometimes, it requires leaving behind prior knowledge altogether. That is, writers need support as they move across contexts, and this one-hour seminar aims to provide honors students such support. By reading and discussing recent research in writing transfer theory, this course aims to make honors students aware of the particular challenges they will face in learning to write in new contexts, which will make entry into these disciplinary communities through writing easier.

REQUIRED TEXTS:

No required text needs to be purchased for this course. We will be reading theory and research about writing from the field of writing studies, a discipline usually housed in English that has studied how people learn and use writing for over sixty years. I'll share these readings with you as .pdf files, which you should print out and put in a three-ring binder that can be brought to class every time we meet. In addition, you will have a hand in shaping the required reading in this class as you bring in writing from your discipline to help us understand the theoretical concepts presented in our reading.

COURSE REQUIREMENTS (AT A GLANCE): In addition to the careful reading of course texts and substantial participation in classroom discussion expected at this level, this course will require the following:

- Class Participation
- Weblog
- Reflection-in-Presentation

GRADING SUMMARY:

Class Participation	300 Points
Weblog	300 Points
Reflection-in-Practice	400 Points
Total	1000 Points

Letter	Point Range
A	1000-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730
C-	729-700
D	699-600
F	599-0

GH 299 is a S/U course. Students achieving a 799 or below will receive a U.

COURSE REQUIREMENTS (DESCRIBED):

1. Class Participation: Actively discuss our readings, in small and large groups. Write a self-evaluation in weeks 7 (100 points) and 15 (200 points).
2. Weblog: Contribute weekly to an ongoing discussion of our course readings as they relate to your writing experience on our WordPress blog. Write a self-evaluation in weeks 7 (100 points) and 15 (200 points).
3. Reflection-in-Practice: Write a reflection-in-presentation that returns to and revises the writing inventory based on the writing theory presented in this course.

COURSE POLICIES:

Catalogue Description:

GH 299 Honors Colloquium. (1, repeatable for different topics) Exploration of topics focused on significant scientific and cultural achievements. Lectures, discussion, and field trips. Does not carry General Education Curriculum credit.

Prerequisites:

Students must be enrolled in the Centennial Honors College.

Attendance:

Even though you should not miss any classes at this level, you are allowed to miss one class sessions for any reason; after this, your final grade for the course may be reduced by 30 points for each class missed. For example, if your final grade averages 820 (an S), missing two classes will reduce this to a final grade of 790 (a U). Arriving late and leaving early only disrupts the class, so make every effort to arrive before class starts and remain until class ends. Being late to class twice results in an absence.

Late Work:

No late work will be accepted. If you know you are going to miss class, make arrangements to turn in work that is due ahead of time.

Student Decorum:

This course requires ethical and professional conduct, which includes academic integrity, collegiality in class, and professionalism when dealing with the community as part of course activities. Academic integrity violations will result in a failing grade for the assignment and possibly the course. Refer to the following for WIU's policy on academic integrity: <http://www.wiu.edu/policies/acintegrity.php>.

Western's Title IX Policy:

Title IX: University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.

Students with Disabilities:

In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at [309-298-2512](tel:309-298-2512), disability@wiu.edu, or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

University Writing Center:

The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level, assisting with generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library (3rd floor, west side) and in satellite centers in Simpkins, Bayliss, and Tanner. Call for an appointment (309-298-2815) and be sure to bring a copy of your assignment.

Course Calendar: Formal notice will be given if any changes to the calendar need to be made.

- 8/24 **Course Introduction**
- 8/31 **The Problem of Writing Transfer**
Read: Select Passages from Perkins and Salomon's "Are Cognitive Skills Context Bound?"
- 9/7 **Universities as Towers of Babel**
Read: Selections from Mark Waldo's *Demythologizing Language Difference in the Academy*
- 9/14 **Writing Responds to Situations Through Recognizable Forms**
Read: Concept 2 from *Naming What We Know: Threshold Concepts in Writing Studies*
- 9/21 **Writing Enacts and Creates Identities and Ideologies**
Read: Concept 3 from *Naming What We Know: Threshold Concepts in Writing Studies*
- 9/28 **The Metaphors of Writing Transfer**
Read: Kevin Roozen's "Repurposing in One Student's Disciplinary Writing Processes"
- 10/5 Read: Selections from Rebecca Nowacek's *Agents of Integration*
Due: Weblog Self-Evaluation #1
- 10/12 Read: Michael DePalma's "Tracing Transfer Across Media"
- 10/19 **Negotiating Prior Writing Knowledge**
Read: Selections from Kathleen Black Yancey et al.'s *Writing Across Contexts*
- 10/26 **Factors That Enable Writing Transfer: Dispositions**
Read: Dana Driscoll and Jennifer Wells' "The Role of Student Dispositions"
- 11/2 Read: Liz Wardle and Nicolette Clement's "Identity in Moments of Rhetorical Challenge"
- 11/9 **Factors That Enable Writing Transfer: Domains of Writing Expertise**
Read: Donna Qualley's "Conceptual Topography of the Transfer Domain"
- 11/16 **Factors That Enable Writing Transfer: Complicating Context**
Read: King Beach's "Knowledge Propagation Through Social Organizations"
- 11/23 **No Class – Thanksgiving Break!**
- 11/30 **No Class – Work on Reflection-in-Presentation**
- 12/7 **Due:** Draft of Reflection-in-Presentation; Weblog Self-Evaluation #2
- 12/14 **Final Exam @ 10:00**
Due: Final Draft of Reflection-in-Presentation