



SCC #04-05- 265

**Deadlines**

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: WRITING DIFFERENCE  
Sponsor(s) JEFFREY MAXSON E-Mail: maxson@rowan.edu Ext. 3312  
DEPARTMENT: COMPOSITION AND RHETORIC  
COLLEGE: COMMUNICATION

If Liberal Arts & Sciences CHECK:  History/Humanities  Math/Sciences  Social/Behavioral Sciences  
 UNDERGRADUATE  GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Short-term non-gen-ed course
- Minor curricular changes (fewer than three) to:
  - Existing non-gen-ed course
  - Non-gen-ed degree requirements
  - Major
  - Minor, specialization, concentration, track, certificate program

**THE FOLLOWING SIGNATURES REPRESENT APPROVAL**

Department Chair: [Signature] Date: 10/1/04  
Department Curriculum Chair: [Signature] Date: Oct 6 2004  
Academic Dean: [Signature] Date: 10/6/04

**COLLEGE CURRICULUM COMMITTEE**

OPEN HEARING Date: 10/20/04 Approved  Not Approved   
COLLEGE CURRICULUM CHAIR: [Signature]  
Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 12/20/04  
Comments: \_\_\_\_\_

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 1/25/05

Approved  Not Approved

**REGISTRAR**

Date: 1/27/05 Course Description Received & Approved - Heg's Taxonomy & Course #: 0601630  
Registrar Signature: [Signature]

**NOTIFICATION FORWARD**

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

TM  
2/7/05

(RW)

## COURSE PROPOSAL

### 1. Details

- a) Course Title: Writing Difference
- b) Sponsor: Dr. Jeffrey Maxson
- c) Credit Hours: 3
- d) Course Level: 600-level graduate
- e) Curricular Effect: Related elective in MA in Writing program
- f) Prerequisites: Core I or Core II
- g) Suggested Time/  
Scale of Implementation: Fall 2005/1 section every third semester
- h) Resources: Teaching faculty are on staff, consistent with the College of Communication budget.

### 2. Rationale

Since the 1980s, composition studies has examined writing from a social perspective, foregrounding issues of how students become participants in literate communities of academic text production. This has led scholars to explain students' missteps as attempts to master an unfamiliar language, and in turn, to examine the conventions of the academic "discourse community." Since this time, others have reminded us that the community of users of academic discourse is by no means unitary nor are its conventions for language use stable and uncontested. Further, thinking in terms of insiders and outsiders is not productive, since students may not necessarily have to give up their orientations towards other discourses to succeed in the academy; they may be already less or more oriented toward academic usage; and they may not see adherence to academic norms as a worthwhile goal.

These commentaries coalesced in the 1990s around an approach that saw language use as occurring in one or more "contact zones," or border areas among different language varieties. From there, scholars have established contrastive rhetorics between Western and non-Western forms, discovered hybrid forms in a variety of fields, and created rich experiments in mixed and multiple genres.

This course is an opportunity to examine these issues, studying about and experimenting with mixed discourse forms. The title of the course is a pun: when *writing* is an adjective, the title indicates the study of the divergent modes that writing can take, the differences in writing. When *writing* is a verb, the title

Rowan University  
**CURRICULUM PROPOSAL  
LIBRARY RESOURCE FORM**

The purpose of this form is to provide a channel of communication between the library and faculty changing and designing new courses/programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the course/program. The information will also provide rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian. **THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.**

- The sponsor(s) complete parts A & B. If assistance is required to complete parts A & B, please notify the liaison librarian.
- Forward this form to the librarian who will complete parts C, D & E.

**This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee**

A. College COMMUNICATION Department COMPOSITION & RHETORIC  
 Proposed by: JEFFREY MAXSON Date 10-4-04  
 Course Title: WRITING DIFFERENCE  
 Anticipated Date for Course/Program Offering: FALL 05

B. List specific resources that should be acquired to support this course.

*SEE LIST OF RESOURCES AT END OF PROPOSAL*

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

D. List key periodicals available in the library to support this course/program.

E. Librarian comments and recommendations: *Campbell Library already holds 22 of the 29 suggested book purchases on the enclosed list. The journal articles mentioned on the list can also be found in our databases or obtained through ILL. This seems sufficient to support the course.*

Name LIBRARIAN LIAISON \_\_\_\_\_ Librarian Signature: Benjamin Fishes

indicates the practice of creating those divergent modes, writing these differences. Just so, students of Writing Difference examine perspectives on language difference from sociolinguistic, literacy, feminist and composition studies, and produce writing in hybrid, multigenre or mixed-genre discursive styles.

The point of this study and writing, however, is not to condemn the academic standard, but rather to view it as one among several forms, as one skill in a writer's repertoire, and as a useful component in creating hybrid forms.

### **3. Essence of the Course:**

#### **a) Objectives:**

Students will come to understand the nature of academic discourse—what it can accomplish and what it is not so effective at conveying—so that they view it as one option among several. Likewise they will come to appreciate the power and accomplishment of alternate forms, as well as their shortcomings. Students will investigate cultural difference and how it is treated in monocultural educational settings.

In terms of productive knowledge, students will experiment with a variety of alternate forms, including hybrids of academic and less formal styles, producing both shorter and longer examples of alternative forms. In building up to writing these experimental pieces, exercises such as translating formal into informal language and parodying academic language may serve to foreground differences between the standard and other forms.

#### **b) Topical Outline:**

##### Baseline studies

- Overview of composition studies (current traditional, discourse community and contact zones approaches)

- Textual analysis of academic discourse

##### Cultural difference in literacy education

- Language minority students in the monocultural classroom

- Comparative analysis across cultures

- Class differences in writing and learning

##### Feminist challenges to academic literacy

- Early (1970s) critiques

- Compositionists' representations of feminist view

- Compositionists' experiments with personal writing

Teaching the hybrid

Sequencing (Must students master the standard before they can experiment with mixed forms?)

Evaluation issues

Special mediations

Role of visual in hybrid

Role of popular cultural materials in hybrid

Online technologies and alternative discourse

### **c) Evaluation and Grading Procedures:**

Students will be evaluated based on their written products, their participation in class discussion (both face-to-face and online) and a final presentation to the class as a whole.

### **d) Course Evaluation**

This course will be evaluated using the College of Communication student evaluation forms and program review by Composition and Rhetoric faculty. Student evaluation forms will assess effectiveness of content and delivery, assignments and texts. Program review will determine whether the course meets the needs and goals of the Department and M.A. in Writing program.

## **4. Results of Consultations**

Consultations with the Chair of the Composition and Rhetoric Department and Graduate Advisor of the M.A. in Writing have been favorable.

## **5. Additional Supporting Information**

Letter from Diane Penrod, Graduate Advisor, M.A. in Writing program

See list of relevant published resources

## 6. Course Description

### **Writing Difference (0601.TBA)**

*(Prerequisite 0601.554 or 0601.559)*

This course contrasts writing in academic genres against a variety of other forms, such as personal, imaginative, and popular writing. Students examine perspectives on language difference from sociolinguistic, literacy, feminist and composition studies perspectives, and produce writing in hybrid, multigenre or mixed-genre styles.

## Resources

- Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. Boston: spinsters/aunt lute, 1987.
- Becker, Howard S. *Writing for Social Scientists: How To Start and Finish Your Thesis, Book, or Article*. Chicago: U of Chicago P, 1986.
- Bishop, Wendy, ed. *Elements of Alternate Style: Essays on Writing and Revision*. Portsmouth: Boynton, 1997.
- Bizzell, Patricia "Hybrid Academic Discourses: What, How, Why?" *Composition Studies* 27 (1999): 7-21.
- Bridwell-Bowles, Lillian. "Discourse and Diversity: Experimental Writing within the Academy." *College Composition and Communication*. 43 (1992): 349-68.
- Brodkey, Linda. *Writing Permitted in Designated Areas Only*. Minneapolis: U Minnesota P, 1996.
- Cixous, Hélène. "Laugh of the Medusa." *The 'Signs' Reader: Women, Gender and Scholarship*, Ed. Elizabeth Abel and Emily Abel. Chicago: U of Chicago P, 1983. 279-97.
- Davis, Kevin. "Does Coming to College Mean Becoming Someone New?" *The Subject is Writing: Essays by Teachers and Students*. 3<sup>rd</sup> ed., Ed. Wendy Bishop. Portsmouth: Boynton, 2003.
- Dews, C.L. Barney, and Law, Carolyn, eds. *This Fine Place so Far from Home: Voices of Academics from the Working Class*. Philadelphia: Temple UP, 1995.
- Gray-Rosendale, Laura, and Sybelle Gruber, eds. *Alternative Rhetorics*. Albany: SUNY P, 2001.
- Flynn, Elizabeth. "Composing as a Woman." *College Composition and Communication* 39 (1988): 423-35.
- Fox, Helen. *Listening to the World: Cultural Issues in Academic Writing*. Urbana: NCTE, 1994.
- Frey, Olivia. "Beyond Literary Darwinism." *College English* 52 (1990): 507-26.
- Gearheart, Sally Miller. "The Womanization of Rhetoric" *Women's Studies International Quarterly* 2 (1979): 184-95.
- Gilyard, Keith. *Voices of the Self: A Study of Language Competence*. Detroit: Wayne

- State UP, 1991.
- Heath, Shirley Brice. *Ways With Words: Language, Life and Work in Classroom and Community*. Cambridge: Cambridge UP.
- Heilker, Paul. *The Essay: Theory and Pedagogy for an Active Form*. Champaign-Urbana: NCTE, 1996. 1-12.
- Hirsch, E.D. *Cultural Literacy: What Every American Needs to Know*. New York: Vintage, 1988.
- hooks, bell. *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End, 1989. 73-83.
- Jordan, June. "Nobody Mean More To Me Than You and the Future Life of Willie Jordan." *On Call: Political Essays*. Boston: South End, 1985.
- Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House." *This Bridge Called My Back: Writings by Radical Women of Color*. Ed. Cherrie Moraga and Gloria Anzaldúa. Boston: Persephone, 1981.
- Lu, Min-Zhan. "Writing as Struggle." *College English* 49 (1987): 437-48.
- Masterson, Myron (pseud.) "Poisoned Paradise: The Underside of Pooh." *The Pooh Perplex: A Freshman Casebook*. Frederick Crews (actual author). New York: Dutton, 1963. 40-51.
- McQuade, Donald. "Writing In—and On—the Margins." *College Composition and Communication* 43 (1992): 11-22.
- Meisenhelder, Susan. "Redefining 'Powerful' Writing" *Journal of Thought* 20 (1985): 184-95
- Moulthrop, Stuart and Nancy Kaplan. "They Became What They Beheld." *Literacy and Computers* Ed. Cynthia Selfe and Susan Hilligoss. New York: MLA, 1994. 220-37.
- Page, Barbara. "3Women Writers and the Restive Text." *Cyberspace Textuality* Ed. Marie-Laure Ryan. Bloomington: Indiana UP, 1999. 111-36.
- Pratt, Mary Louise. "Arts of the Contact Zone." *Profession* 91 (1991): 33-40.
- Richardson, Elaine. *African American Literacies*. New York: Routledge, 2003.
- Rodriguez, Richard. *Hunger of Memory: The Education of Richard Rodriguez*. New York: Bantam, 1982.
- Romano, Tom. *Blending Genre, Altering Style: Writing Multigenre Papers*. Portsmouth: Boynton, 2000.

- . *Writing with Passion: Life Stories, Multiple Genres*. Portsmouth: Boynton, 1995.
- Rose, Mike. *Lives on the Boundary*. New York: Penguin, 1989.
- Schroeder, Christopher, Helen Fox, and Patricia Bizzell, eds. *Alt Dis: Alternative Discourses and the Academy*. Portsmouth: Boynton, 2002.
- Shen, Fan. "The Classroom and the Wider Culture: Identity as a Key to Learning English Composition." *College Composition and Communication* 40 (1989) 459-66.
- Smitherman, Geneva. *Talkin' and Testifyin': The Language of Black America*. Boston: Houghton, 1977.
- Tate, Greg. *Flyboy in the Buttermilk*. New York: Simon, 1999.
- Tompkins, Jane. "Fighting Words: Unlearning to Write the Critical Essay." *Georgia Review* 42 (1992): 585-90.
- Villanueva, Victor. *Bootstraps: From an American Academic of Color*. Urbana: NCTE, 1993.
- Weathers, Winston. "Grammars of Style: New Options in Composition." *Rhetoric and Composition: A Sourcebook for Writers and Teachers* Ed. Richard Graves. Portsmouth: Boynton/Cook, 1990. 200-14.
- Wolff, Janice M., ed. *Professing in the Contact Zone: Bringing Theory and Practice Together*. Urbana: NCTE, 2002.
- Zawacki, Terry Myers. "Recomposing as a Woman: An Essay in Different Voices." *College Composition and Communication* 43 (1992): 32-8.



*Master of Arts in Writing*

October 7, 2004

Curriculum Committee  
College of Communication

Re: Support for proposed course in Master of Arts in Writing program

I endorse without reservation the course proposal for Writing Difference submitted by Dr. Jeffrey Maxson.

Writing Difference is a needed class for those interested in pursuing teaching writing at the secondary and postsecondary levels, as it addresses how race, class, and gender connect to larger issues in the writing process.

Dr. Maxson has piloted this course twice in recent years, and students have found the class important for gaining insights into working with students in classroom settings. The class also has been central in offering our graduate students an opportunity for scholarship, as in March 2004 a working group of four recent MA graduates presented findings at the College Composition and Communication Conference in San Antonio, Texas. I hope that in future course sessions our master's students will have similar opportunities for publication of their research.

Should you require more information from me, please contact me at [penrod@rowan.edu](mailto:penrod@rowan.edu) or at X 4330.

Sincerely,

Diane Penrod, PhD  
Graduate Program Coordinator  
MA in Writing



*Master of Arts in Writing*

October 7, 2004

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College of Communication

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Sincerely,

Diane Penrod, PhD  
Graduate Program Coordinator  
MA in Writing