

CSUSB
M.A. in English Composition
Comprehensive Examination
Preparation Guide
2018-2019

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Introduction

Since Fall Quarter 2006, the M.A. in English Composition program at CSU San Bernardino has offered a Comprehensive Examination as an alternative to the thesis. A comprehensive examination serves as a student's "culminating experience" in an M.A. program, equivalent for degree purposes to writing a thesis.

We have designed our examination to reflect the concerns of our program, and to allow students to demonstrate in a variety of ways the abilities specified in the California Education Code (Title 5), which governs CSU M.A. programs. Title 5 specifies the following about a comprehensive examination:

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination provide evidence of independent thinking, appropriate organization, critical analysis, and accuracy of documentation.

This booklet provides information about the examination for each of the three concentrations in the program, including reading lists and sample questions for each examination component. We are pleased to be able to offer students the alternative of a comprehensive examination, and we encourage you to carefully consider which culminating experience (examination or thesis) best meets your individual goals. The program's Graduate Coordinators can answer questions you may have after you have reviewed the material in this booklet.

The Basics

When You Take the Examination	No earlier than the last quarter of program coursework and after completing ENG 695a (formerly ENG 695). By Census Day of the quarter <i>preceding</i> the quarter you will take the examination, you and your coordinator must sign a “Declaration of Intent” form. You must sign this form by this deadline in order to enroll in ENG 999 (Comprehensive Examination).
Continuous Enrollment	You must be enrolled in, at a minimum, ENG 999 (Comprehensive Examination) in the quarter in which you take the examination. For information about other Continuous Enrollment policies, consult the coordinator of your concentration.
Schedule	The examination will be offered Fall and Spring quarters.
Who Reads the Examination	A reading committee of two or more English faculty will read each question of the exam.
Coverage	The examination addresses the program core and concentration.
Structure of Examination	<p>The examination will consist of two parts:</p> <ol style="list-style-type: none"> 1. On-campus component (closed book): <ul style="list-style-type: none"> • Composition and Literature concentrators will answer two questions that reflect the concerns of core courses in the program, choosing among questions in Literary Theory and Criticism, Composition, and Rhetoric. • Applied Linguistics & TESL concentrators will answer one question that reflects the concerns and approaches of core courses in the program, choosing among questions in either composition or rhetoric and take an Applied Ling & TESL “mixed” examination comprised of short-answer concept explanation questions and an essay question. 2. Take-home component (open book) <ul style="list-style-type: none"> • Students in each concentration will respond to an essay. question focused on their concentration (3500-word maximum response).
Time-Frame of Examination	<p>On-campus component: For composition and literature students: 2.5 hours for each exam question. For Applied Linguistics & TESL students: 2.5 hours for the core question and 2.5 hours for the mixed examination. There will be a one-hour break between questions. Thus, the exam period is 6 hours total. This on-campus component will be offered on a Saturday.</p> <p>Take-home component: Students have an approximately five-day period to complete the take-home component. The take-home component for the Composition and the Literature and Applied Linguistics & TESL concentrations will be offered on a different set of dates.</p>

Grading	Pass/Fail ; results will be announced approximately 3 weeks after the completion after the on-campus component.
Repeat of Examination	The examination cannot be taken more than twice, and re-takes must be done within one calendar year. If you fail one component of the examination (on-campus or take-home) and pass one part, you only retake the part you failed. If you fail the examination a second time, you will not receive your degree. In <i>rare</i> circumstances, a student may petition the Dean of Graduate Studies for a third attempt at the examination if the student suffered an accident or illness (physical or mental), serious personal or family problems, or military transfer. Documentation is required for all such petitions.
ENG 695b (Comprehensive Examination Preparation)	695b (formerly ENG 695) facilitates collaborative preparation for the comprehensive examination. [ENG 695a facilitates drafting of thesis proposals for those students undertaking the thesis.]
Reading Lists/ Examination Preparation Materials Issued	Preparation materials for each academic year will be released at the beginning of the previous Spring quarter.
Changing from Thesis Option to Examination Option	Can be done. You may need an additional 4-unit elective, since ENG 999 carries no units, in contrast to ENG 699A/B, the thesis courses. Consult the coordinator of your concentration to review your individual record and file appropriate forms.
Changing from Examination Option to Thesis Option	Cannot be done once you have attempted the examination; if you take the examination and fail, you cannot revert to the thesis option.
Thesis Option	Requires a 3.7 GPA in degree-applicable courses or permission of the Graduate Coordinator.

Checklist

Prior to the quarter in which you take the Comprehensive Examination, you may need to do some or all of the following, depending upon your academic record. Consult the coordinator of your concentration for more information about these requirements.

- Earn C or better in ENG 695b (formerly ENG 695).
- File a program plan with the coordinator of your concentration and consult the coordinator about the appropriate quarter to take the examination (no earlier than your last quarter of coursework). File a “Grad Check” with the Office of Records, Registration and Evaluation, listing the quarter in which you will take the examination as your expected date of graduation.
- Complete any outstanding Incompletes.
- File a “Declaration of Intent Form” with the coordinator of your concentration by Census Day of the quarter *preceding* the quarter in which you will take the examination.
- Enroll in ENG 999, Comprehensive Examination (0 units) for the quarter in which you intend to take the examination. Contact the coordinator of your concentration for a permit to enroll in this course.
- File any petitions to discount an unsatisfactory grade (you must have a minimum GPA of 3.0 in degree-applicable courses to be eligible to receive the degree).

Preparing for the Comprehensive Examination

You are already undertaking the first step in preparing for the Comprehensive Examination: carefully reading this booklet, and noting any questions you have. This booklet provides reading lists and sample questions for each component of the examination. Make sure you understand which components you will be required to complete, and if you have questions, make sure to contact the coordinator of your concentration.

In preparing for the examination, you should pursue interconnections among concepts both within and across the boundaries of your courses. Making such connections will be essential to answering your examination questions well, since those questions will draw broadly on ideas, concerns, and theories shared across classes. Remember that the examination is designed to allow you to demonstrate to the best of your ability what you *have* learned in the M.A. program, not to highlight what you *haven't* learned.

Examination preparation need not take place in isolation. You are encouraged to collaborate with other students in preparing for the examination, both independently (e.g., in study groups) and through the mechanism of ENG 695. Talking about the ideas of the field with others is an excellent way to heighten understanding and to gain facility with the discourse of the field. Although you will do most of your examination preparation study and research independently or with peers, you may also consult faculty members for advice on preparation or to discuss specific questions about texts or concepts.

During both the on-campus and take-home components of the examination, however, responses *must* be completed independently. Examinees must not consult anyone (including other examinees) about the specific questions or responses to them. Such consultation will constitute a violation of the Student Discipline Code and will be subject to established sanctions.

In preparation for the examination, you may find that you already have some of the texts on the reading lists. Other readings can be obtained through the Pfau Library's book and journal collections (print and/or electronic), the library databases, and interlibrary loan.

Two valuable documents are available for .pdf download from our program website: *Finishing the M.A.* and the *Examination Procedures Bulletin*. Both documents provide important information about policies and procedures applying to the on-campus and take-home components of the comprehensive examination.

Contact Information

Graduate Coordinators

You may contact the Graduate Coordinator for your concentration (Literature, Composition, Applied Linguistics & TESL).

Department of English Main Office

Telephone: (909) 537-5824

FAX: (909) 537-7086

M.A. n English Composition Website

<http://english.csusb.edu/graduates/MA/index.htm>

Reading Lists and Sample Questions

Reading lists and sample questions for each component of the examination follow. Please pay careful attention to the structure of the examination and which components you will be required to complete, depending upon your concentration.

On-Campus Components

The on-campus components of the comprehensive examination consist of questions on concepts and issues that reflect the concerns and approaches introduced by the core courses of the program:

- Literary Theory & Criticism
- Rhetoric
- Composition Studies

Students with concentrations in Composition or Literature will be required to respond to questions in *two* of the above areas for their on-campus component. To give yourself the greatest flexibility and choice when faced with the three examination questions, however, we encourage you to prepare for all *three* areas. In addition, Composition concentration students will find that the Composition Studies questions and materials will provide a crucial foundation for their preparation for their take-home component, which will focus on composition topics

Because Applied Linguistics & TESL concentration students under the current curriculum take one course from ENG 633/634 (formerly Eng 611) and ENG 612, we assume that they will prepare for the question that reflects the interests of the course they took. In addition to answering either the Rhetoric or Composition Studies question, Applied Linguistics & TESL students will complete a “mixed exam” on Applied Linguistics & TESL topics. The reading list and sample questions for the Applied Linguistics & TESL mixed exam are provided later in this booklet.

As always, explaining “why” as well as “what” is central to a thorough answer.

Literary Theory and Criticism

The reading lists below represent a selection of the kinds of authors, subjects, and approaches typically studied in ENG 600 and/or in other graduate-level literature seminars. Offerings of ENG 600 include diverse readings introduced by different faculty members in their sections of the course. Consequently, while it is assumed that ENG 600 provides a solid *foundation* for students as they prepare for the Comprehensive Examination, students should be aware that the Examination is not a *re-test* focusing

exclusively on the specific content of the specific section of the course in which they previously enrolled.

This component of the Comprehensive Examination has been developed to allow students to demonstrate their knowledge and understanding of literary theory in one of two ways:

OPTION 1. Question one follows a “coverage” model that allows students to demonstrate a breadth of knowledge of theory by showing how a range of texts representing divergent theoretical approaches can participate in a common “conversation.” Those choosing this option should prepare using the “Master Reading List” printed below. Students should then be prepared to answer the following question during the on-site exam:

QUESTION FOR OPTION 1:

The classic rhetorical triad of text, author, and reader has been interrogated, extended, and engaged with by a variety of theorists working from different critical positions. Choosing at least four texts from the Master Reading List, in a thoughtful, well-crafted essay, discuss either (1) how those texts/critics redefine or extend our understanding of one specific element of the triad (focusing on text, *or* author, *or* reader) OR (2) how those texts/critics reconsider the links between and relative significance of all three terms in the triad—(focusing on text *and* author *and* reader).

OPTION 2. Question two follows an “in-depth” model that allows students the opportunity to choose a particular theoretical approach (e.g. Marxism, Post-Structuralism, Feminism, Reader-Response, etc.) and demonstrate a broader awareness of that theoretical tradition. Those choosing this option should prepare by using one of the “Sub-Field Reading Lists” printed below, feeling free to supplement with additional outside reading. Students should then be prepared to answer the following question during the on-site exam.

QUESTION FOR OPTION 2:

Choose at least four texts from a Sub-Field reading list. Then, in a thoughtful, well-crafted essay, identify a contested concept (e.g. “reification” from the Marxist tradition) or methodology (e.g. “Queering a text” from Queer Theory) from your chosen theoretical “school” and show how it has evolved, been rewritten, or been repurposed. Note: Part of your job in answering this question is to demonstrate your ability to identify significant contested concepts or methodologies.

Whether you choose to write on Option 1 or 2, you must produce a well-developed and carefully argued exam essay. Your essay should introduce the critics you plan to discuss as well as the overall point you will make about those critics’ engagement with

the question topic. The body paragraphs should cite specific examples from the critical essays that illustrate the points you make. Be sure to demonstrate your knowledge of the selected critics' theoretical terms and define these as they relate to the terms included in the question. Throughout the essay be sure to synthesize the critics' arguments, not just summarize them. Your essay should conclude with observations on the significance of the theorists' essays within the broader history of literary theory.

Whether you choose to write on Option 1 or Option 2, you may bring an outline of your planned response with you to the exam. This outline is limited to **one, double-spaced, typed-page (12 point font--Times New Roman or Calibri), with standard 1" margins all around.** Whether you choose to employ an outline or not, you must write your essay on-site and during the allotted two and one half hour time-frame.

SUGGESTIONS FOR PREPARATION: (WRITING PRACTICE EXAM RESPONSES)

In the months before taking the exam, you might prepare by choosing sets of theorists/texts which you might use in answering the question you have selected. Outline some responses, including detailed support for your claims. Then, in a 2.5-hour block of time, write one or two practice essays (employing only the outlines) based on your knowledge. Focus on your recollection of specific examples from the theory you can use to illustrate your knowledge of the theory and its application to the question. You should know the theoretical texts well enough that you can quote phrases or terms coined by the theorists. For instance, Foucault claims that the "judges of normality are everywhere." You should be able to use such phrases and define and explain their importance to the topic.

Master Reading List: (For Option 1)

Adorno, Theodore. *The Culture Industry*. New York: Routledge, 2004.

Anzaldúa, Gloria. "From *Borderlands/La Frontera: The New Mestiza: La conciencia de la mestiza: Towards a New Consciousness.*" *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 2098-2109.

Barthes, Roland. *Mythologies*. Trans. By Annette Lavers. New York: Farrar, Straus, and Giroux, 1972.

----- "The Death of the Author," and "From Work to Text" in *Image, Music, Text*. New York: Farrar, Straus, and Giroux, 1977.

Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations*. New York: Schocken, 1968. (And reprinted in lots of other places)

- Butler, Judith. "Imitation and Gender Insubordination." *The Routledge Critical and Cultural Theory Reader*. Eds. Neil Badmington and Julia Thomas. New York: Routledge, 2008.
- Derrida, Jacques, "Structure, Sign and Play in the Discourse of the Human Sciences." from *Writing and Difference*. New York: Routledge, 2001.
- Fish, Stanley. *Is There a Text in this Class: The Authority of Interpretive Communities*. Cambridge: Harvard UP, 1980.
- Freud, Sigmund. "From *The Interpretation of Dreams*: 'The Oedipus Complex' and 'The Dream Work'" and "From 'The Uncanny.'" *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 814-45.
- Foucault, Michel. "Panopticism" and "The Carceral" from *Discipline and Punish: The Birth of the Prison*. London: Vintage, 1995.
- Fuss, Diane, ed. *Inside/Out: Lesbian Theories, Gay Theories*. New York: Routledge, 1991.
- Greenblatt, Stephen. "Invisible Bullets," in *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Berkeley: U of California P, 1988.
- Haraway, Donna. "A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s." *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 2190-2220.
- Iser, Wolfgang. *The Act of Reading: A Theory of Aesthetic Response*. Baltimore: Johns Hopkins UP, 1978.
- Lacan, Jacques. "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience." *The Routledge Critical and Cultural Theory Reader*. Eds. Neil Badmington and Julia Thomas. New York: Routledge, 2008. 57-62.
- Pratt, Mary Louise. "Introduction: Criticism in the Contact Zone" in *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.
- Said, Edward. "Introduction." in *Orientalism*. New York: Vintage, 1978.
- Veese, Aram, ed. *The New Historicism Reader*. New York: Routledge, 1994.
- Specifically, the following essay:**
- "Sentimental Power: *Uncle Tom's Cabin* and the Politics of Literary History," by Jane Tompkins.
- White, Hayden. "The Historical Text as Literary Artifact." From *Tropics of Discourse: Essays in Cultural Criticism*. Baltimore: Johns Hopkins UP, 1978.

Sub-Field Reading Lists: (For Option 2)

Note: For many of the field areas listed here, general introductions are available. (Oxford UP's *A Very Short Introduction* series, to take one example, may be of use to you as you prepare for the examination.)

Cultural Studies

Barthes, Roland. "The Death of the Author," and "From Work to Text" in *Image, Music, Text*. New York: Farrar, Straus, and Giroux, 1977.

Baudrillard, Jean. "The Precession of Simulacra" from *Simulation & Simulacra*. Trans. by Sheila Faria Glaser. Ann Arbor: U of Michigan P, 1995.

Bordo, Susan. "The Body and the Reproduction of Femininity" from *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkeley: U of California P, 2004.

During, Simon. *Cultural Studies: A Critical Introduction*. New York: Routledge, 2005.

Foucault, Michel. "Panopticism" and "The Carceral" from *Discipline and Punish: The Birth of the Prison*. London: Vintage, 1995.

Hall, Stuart. Either "The Work of Representation" or "The Spectacle of the Other," from *Representation: Cultural Representations and Signifying Practices*. London and Thousand Oaks, CA: SAGE and Open University, 1997.

Haraway, Donna. "A Manifesto for Cyborgs" from *Simians, Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1990.

Williams, Raymond. *Culture and Society, 1780-1950*. New York: Columbia UP, 1983.

Feminist Criticism

Almost all of these essays and books are widely reprinted.

Anzaldúa, Gloria. "From *Borderlands/La Frontera: The New Mestiza: La conciencia de la mestiza: Towards a New Consciousness.*" *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 2098-2109.

de Beauvoir, Simone. "From *The Second Sex: Myth and Reality.*" *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 1265-73.

Bordo, Susan. "From *Unbearable Weight: Feminism, Western Culture, and the Body: The Body and the Reproduction of Femininity.*" *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 2240-54.

Butler, Judith. "Introduction" and "Bodies that Matter." *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge, 1993. 1-56.

Gilbert, Sandra and Susan Gubar. "From *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination: Infection in the Sentence: The Woman Writer and the Anxiety of Authorship.*" *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 1926-38.

Haraway, Donna. "A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s." *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 2190-2220.

hooks, bell. *Ain't I a Woman?: Black Women and Feminism*. New York: South End, 1999.

Kristeva, Julia. "Approaching Abjection." *The Routledge Critical and Cultural Theory Reader*. Eds. Neil Badmington and Julia Thomas. New York: Routledge, 2008. 245-66.

Showalter, Elaine. "The Female Tradition." *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton: Princeton UP, 1977.

Wittig, Monique. "One is Not Born a Woman." *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 1906-13.

Woolf, Virginia. *A Room of One's Own*. New York: Mariner, 2005.

Students may also find the following of considerable use as a general reference:

Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford: Oxford UP, 2006.

Virginia Woolf, *A Room of One's Own*

Marxist Theory

Adorno, Theodore. *The Culture Industry*. New York: Routledge, 2004.

Althusser, Louis. "Ideology and Ideological State Apparatuses." In *Lenin and Philosophy*. New York: Monthly Review, 1971.

Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations*. New York: Schocken, 1968. (And reprinted in lots of other places)

Eagleton, Terry. *Marxism and Literary Theory*. Berkeley: U of California P, 1976.

Gramsci, Antonio. *Selections from the Prison Notebooks*. New York: International Publishers, 1971. (See, esp. 3-23 “The Intellectuals,” and 206-276 “State and Civil Society”)

Jameson, Fredric. “On Interpretation: Literature as a Socially Symbolic Act.” In *The Political Unconscious*. New York: Cornell UP, 1981.

Lukacs, Georg. “Reification and the Consciousness of the Proletariat.” In *History and Class Consciousness: Studies in Marxist Dialectics*. Cambridge: MIT P, 1968.

Marx, Karl. *Economic and Philosophic Manuscripts of 1844*. New York: Prometheus, 1988.

Williams, Raymond. *Marxism and Literature*. Oxford: Oxford UP, 1977.

Students may also find the following of considerable use as a general reference:

Bottomore, Tom, Ed., *A Dictionary of Marxist Thought*. Blackwell, 1991.

New Historicism

Gallagher, Catherine, and Stephen Greenblatt. *Practicing New Historicism*. Chicago: U of Chicago P, 2001.

Greenblatt, Stephen. “Invisible Bullets,” in *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Berkeley: U of California P, 1988.

Howard, Jean. “The New Historicism in Renaissance Studies.” *English Literary Renaissance* 16 (1986): 13-43.

Montrose, Louis. “New Historicisms.” From *Redrawing the Boundaries: The Transformation of English and American Literary Studies*. New York: MLA, 1992.

Sundquist, Eric. “Melville, Delany, and New World Slavery.” From *To Wake the Nations: Race in the Making of American Literature*. Cambridge, MA: Belknap P of Harvard UP, 1993.

Veesser, Aram, ed. *The New Historicism*. New York: Routledge, 1989. **Specifically, the following essays:**

- “Toward a Poetics of Culture,” by Stephen Greenblatt.
- “Professing the Renaissance: The Poetics and Politics of Culture,” by Louis A. Montrose.

- “Marxism and the New Historicism,” by Catherine Gallagher.
- “The History of the Anecdote: Fiction and Fiction,” by Joel Fineman.
- “The New Historicism and other Old-fashioned Topics,” by Brook Thomas.

Veesser, Aram, ed. *The New Historicism Reader*. New York: Routledge, 1994.

Specifically, the following essays:

- “Shakespeare’s Ear,” by Joel Fineman.
- “George Eliot and *Daniel Deronda*: The Prostitute and the Jewish Question,” by Catherine Gallagher.
- “Romance and Real Estate,” by Walter Benn Michaels.
- “Sentimental Power: *Uncle Tom’s Cabin* and the Politics of Literary History,” by Jane Tompkins.

White, Hayden. “The Historical Text as Literary Artifact.” From *Tropics of Discourse: Essays in Cultural Criticism*. Baltimore: Johns Hopkins University Press, 1978.

Post Colonial Theory/Studies

Achebe, Chinua. “An Image of Africa” in *Hopes and Impediments: Selected Essays, 1965-1987*. New York: Anchor, 1990. (and widely reprinted)

Anderson, Benedict. *Imagined Communities*. New York: Verso, 2006.

Ashcroft, Bill and Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. New York: Routledge, 1989.

Bhabha, Homi. “Signs Taken for Wonders: Questions of Ambivalence and Authority under a Tree Outside Delhi, May 1817” and “Of Mimicry and Man.” in *The Location of Culture*. New York: Routledge, 1994.

Brantlinger, Patrick. “Genealogy of the Myth of the Dark Continent” in *The Rule of Darkness: British Literature and Imperialism, 1830-1914*. Ithaca: Cornell UP, 1988

Fanon, Franz. *Black Skin, White Masks*. New York: Grove, 1967.

Pratt, Mary Louise. “Introduction: Criticism in the Contact Zone” in *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.

Said, Edward. “Introduction.” in *Orientalism*. New York: Vintage, 1978.

Spivak, Gayatri Chakravorty. “Can the Subaltern Speak?” From *A Critique of Postcolonial Reason*. Cambridge: Harvard UP, 1999. (and widely reprinted)

Poststructuralism

Barthes, Roland. *Mythologies*. Trans. By Annette Lavers. New York: Farrar, Straus, and Giroux, 1972.

Baudrillard, Jean. "The Precession of Simulacra" from *Simulation & Simulacra*. Trans. by Sheila Faria Glaser. Ann Arbor: U of Michigan P, 1995.

Belsey, Catherine. *Poststructuralism: A Very Short Introduction*. Oxford: Oxford UP, 2002.

Deleuze, Gilles and Felix Guattari, "Introduction: The Rhizome" from *A Thousand Plateaus: Capitalism and Schizophrenia*. New York and London: Continuum, 2000.

Derrida, Jacques, "Structure, Sign and Play in the Discourse of the Human Sciences." from *Writing and Difference*. New York: Routledge, 2001.

- - -. "Difference" in *Margins of Philosophy*. Chicago: U of Chicago P, 1985.

Foucault, Michel, "Panopticism" and "The Carceral" from *Discipline and Punish: The Birth of the Prison*. London: Vintage, 1995.

Hebdige, Dick, *Subculture: The Meaning of Style*. New York: Routledge, 1979.

Nietzsche, Friedrich, "On Truth and Lying in the Non-moral Sense" from *The Birth of Tragedy and Other Writings*. Cambridge: Cambridge UP, 1999.

de Saussure, Ferdinand, From *Course in General Linguistics*. *The Norton Anthology of Theory and Criticism*. Ed. Vincint B. Leitch et al. New York: Norton, 2001.

Psychoanalytic Criticism

Bowie, Malcolm. *Freud, Proust, and Lacan: Theory as Fiction*. Cambridge: Cambridge UP, 1987.

Chodorow, Nancy. "Pre-Oedipal Gender Configurations." *Literary Theory: An Anthology*. Eds. Julie Rivkin and Michael Ryan. 2nd Edition. Massachusetts: Blackwell, 2004. 470-486.

Felman, Shoshana. "Turning the Screw of Interpretation." *Literature and Psychoanalysis: The Question of Reading: Otherwise*. Baltimore: Johns Hopkins UP, 1982. 94-207.

Freud, Sigmund. "From *The Interpretation of Dreams*: 'The Oedipus Complex' and 'The Dream Work'" and "From 'The Uncanny.'" *Norton Anthology of Theory & Criticism*. 2nd ed. Ed. Vincent B. Leitch, et al. New York: Norton, 2010. 814-45.

Jung, Carl. "On the Relation of Analytical Psychology to Poetry." *The Spirit in Man, Art and Literature*. Princeton: Princeton UP, 1978. 65-84.

Kristeva, Julia. "Approaching Abjection." *The Routledge Critical and Cultural Theory Reader*. Eds. Neil Badmington and Julia Thomas. New York: Routledge, 2008. 245-66.

Lacan, Jacques. "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience." *The Routledge Critical and Cultural Theory Reader*. Eds. Neil Badmington and Julia Thomas. New York: Routledge, 2008. 57-62.

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *The Routledge Critical and Cultural Theory Reader*. Eds. Neil Badmington and Julia Thomas. New York: Routledge, 2008. 202-12.

Zizek, Slavoj. "One Can Never Know Too Much About Hitchcock." *Looking Awry: An Introduction to Jacques Lacan through Popular Culture*. Cambridge and London: MIT P, 1992. 67-122.

A good survey: *Psychoanalytic Criticism: A Reappraisal* by Elizabeth Wright (1998)

Queer Theory / Queer Studies

Butler, Judith. "Introduction" and "Bodies that Matter." *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge, 1993. 1-56.

Dollimore, Jonathan. "Part I: Desire and Theory," in *Sex, Literature, and Censorship*. Cambridge: Polity Press; Malden, MA: Blackwell, 2001.

Edelman, Lee. *Homographesis: Essays in Gay Literary and Cultural Theory*. New York: Routledge, 1994.

Foucault, Michel. *The History of Sexuality, Vol. I: An Introduction*. New York: Random House, 1978.

Fuss, Diane, ed. *Inside/Out: Lesbian Theories, Gay Theories*. New York: Routledge, 1991.

Jagose, Annamarie. *Queer Theory: An Introduction*. New York: New York UP, 1996.

Sedgwick, Eve Kosofsky. *Between men: English Literature and Male Homosocial Desire*. New York: Columbia UP, 1985. **Specifically, the following chapters:**

- “Introduction”
- “Chapter One: Gender Asymmetry and Erotic Triangles”
- “Chapter Five: Toward the Gothic: Terrorism and Homosexual Panic”

Sedgwick, Eve Kosofsky. *Epistemology of the Closet*. Berkeley: U of California P, 1990. **Specifically, the following chapters:**

- “Introduction”
- “The Epistemology of the Closet”

Reader Response Theory

Barthes, Roland. *S/Z: An Essay*. New York: Hill and Wang, 1975.

Fish, Stanley. *Is There a Text in this Class: The Authority of Interpretive Communities*. Cambridge: Harvard University, Press, 1980.

Holland, Norman. *The Dynamics of Literary Response*. New York: Columbia UP, 1989. (Originally published in 1968.)

Iser, Wolfgang. *The Act of Reading: A Theory of Aesthetic Response*. Baltimore: Johns Hopkins UP, 1978.

Jauss, Hans Robert. *Toward and Aesthetic of Reception*. Minneapolis: U of Minnesota P, 1982.

Poulet, Georges. “Phenomenology of Reading.” *New Literary History* 1, 1 (October 1969): 53-68,

Rosenblatt, Louise. *The Reader, The Text, The Poem: The Transactional Theory of the Literary Work*. Carbondale, IL: Southern Illinois UP, 1978.

Students may also find the following work to be a good general introduction to the field:

Tompkins, Jane, ed. *Reader Response Criticism: From Formalism to Post-Structuralism*. Baltimore: Johns Hopkins University Press, 1980.

Rhetoric

The readings listed represent theorists, subjects, and approaches studied in ENG 633 & 634: The Western Rhetorical Tradition I & II (formerly ENG 611: The Western Rhetorical Tradition). While the particular historical or theoretical focus will differ from section to section, each of these courses will have encompassed a range of rhetorical theories represented by the authors and works below

Unless otherwise noted, these readings can be found in *The Rhetorical Tradition: Readings From Classical Times to the Present*, 2nd edition, ed. Patricia Bizzell and Bruce Herzberg (Boston and New York: Bedford/St. Martin's, 2001).

Plato, the *Phaedrus* and the *Gorgias*

Gorgias, *Encomium of Helen*

Isocrates, *Against the Sophists* and excerpt from *Antidosis*

Aristotle, from *Rhetoric*

Cicero, from *De Oratore*

Augustine, *On Christian Doctrine*

di Pizan, from *The Book of the City of Ladies* and *The Treasure of the City of Ladies*

Erasmus, from *Copia: Foundations of the Abundant Style*

Ramus, from *Arguments in Rhetoric against Quintilian*

de Scudéry, *Of Conversation and Of Speaking Too Much or Too Little. And How We Ought to Speak.*

Sheridan, *A Course of Lectures on Elocution, Lecture VI*

Campbell, from *The Philosophy of Rhetoric*

Blair, from *Lectures on Rhetoric and Belles Lettres*

Whately, from *Elements of Rhetoric*

Bain, from *English Composition and Rhetoric*

Hill, from *The Principles of Rhetoric*

Grimké, *Letters on the Equality of the Sexes and the Condition of Woman*, letters III, IV, and XIV

Nietzsche, "On Truth and Lying in a Nonmoral Sense"

Willard, from *Women in the Pulpit*

Bakhtin, from *Marxism and the Philosophy of Language*

Richards, from *The Meaning of Meaning* and *The Philosophy of Rhetoric*

Burke, excerpts from *A Grammar of Motives*, *A Rhetoric of Motives*, and *Language as Symbolic Action*

Toulmin, from *The Uses of Argument*

Kristeva, "Four Signifying Practices" and "Practice." *Revolution in Poetic Language*. New York: Columbia UP, 1984. 90-106 and 195-213. Print.

Foucault, from *The Archaeology of Knowledge* and *The Order of Discourse*

Cixous, "The Laugh of the Medusa"

Anzaldúa, from *Borderlands/La frontera*

Butler, Judith. "Introduction" and "Bodies that Matter." *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge, 1993. 1-56. Print.

Additional Guidance

Students are strongly advised to familiarize themselves with the general, broad history of Western rhetoric (Classical Greek; Classical Roman; Medieval and Renaissance; 18th and 19th centuries; Modern/Postmodern Rhetoric); they should therefore read one of the following paperback overviews:

Conley, Thomas M. *Rhetoric in the European Tradition*. Chicago: U of Chicago P, 1990. Print.

Kennedy, George A. *Classical Rhetoric and Its Christian and Secular Tradition From Ancient to Modern Times*. 2nd ed. Chapel Hill: U of North Carolina P, 2000. Print.

Students should also be familiar with the major challenges to "the Western rhetorical tradition," particularly those made in the last several decades by feminist and postcolonial scholars (see, for example, Glenn's *Rhetoric Retold*; Jarratt's *Rereading the Sophists*; Olson and Worsham's *Race, Rhetoric, and the Postcolonial*; and Sutherland and Sutcliffe's *Women in the History of Rhetoric*).

The Exam Questions

For the on-campus component of the examination in this area, you will be expected to answer one of the following questions, which will be selected by faculty for your exam date:

- 1) Why is it significant that the relationship between rhetoric and knowledge has been contested in Western rhetorical history? To answer this question, you will need to situate particular definitions of rhetoric and knowledge (for example, dialectic or philosophy) within significant rhetorical texts or particular eras. As part of this work, you should demonstrate understanding of how at least one of the different authors from the reading list might illuminate this question. In addition, you are welcome to bring in writers not represented on this list. A successful answer will go beyond merely reporting on definitions and ideas related to particular writers to offer a well-developed and supported original claim(s) about why the history of this contested relationship is significant.
- 2) From the beginning of the Western rhetorical tradition(s), rhetoricians have grappled with questions about the extent to which rhetoric can be taught or learned. In their work, rhetoricians have debated what content to include in a rhetorical education, what types of work to ask students to do, and even what responsibility the teacher of rhetoric has to attend to making virtuous people of his (most often, his) students. In this exam, discuss

one element about the history of this topic that you think is significant (it can be an element listed in the previous sentence or one you introduce). To answer this question you will need to situate your discussion within significant rhetorical text(s) or a particular era(s). As part of this work, you should demonstrate understanding of how at least one of the different authors from the reading list might address this question. In addition, you are welcome to bring in writers not represented on this list. A successful answer will go beyond merely reporting on ideas related to the teaching of rhetoric to offer a well-developed and supported original claim(s) about why the history is significant. What should contemporary teachers of composition and rhetoric know about this history and why?

- 3) When studying the Western rhetorical tradition it soon becomes clear that the tradition is a construction and that multiple, often contesting, rhetorical traditions exist alongside the dominant tradition which has been privileged through school texts and theorists. For this exam question please discuss a series of texts or rhetors who you think illustrate one of the non-dominant Western rhetorical traditions. You should describe the features of rhetoric in this tradition and explain how this tradition overlaps with or departs from its contemporaneous dominant tradition. Your exam essay should go beyond description to offer a well-developed and supported original claim(s) about why this non-dominant tradition is significant.

Your essay should introduce the overall point you will make about the issue raised by the exam question, as well as the writers you will discuss in answering it. The body paragraphs should cite specific examples from the essays that illustrate the points you make. Be sure to demonstrate your knowledge of the selected writers' theoretical terms and define these as they relate to the terms included in the question. Throughout the essay be sure to go beyond summarizing to synthesizing the other writers' arguments in order to express your own academically grounded points.

Please note: you may bring one page of notes for this exam question with you to the exam. This page is limited to one, single-spaced, typed-page (12 point font-- Times New Roman or Calibri), with standard 1" margins all around. Whether you choose to bring notes or not, you must write your essay on-site and during the allotted two and one half hour time-frame.

Composition Studies

Preparation for the Composition Studies on-site examination requires students to become conversant with several broad areas of concern in composition studies by preparing to answer three possible exam day questions. Each question is followed by a list of reading materials that may prove useful to addressing that question. These lists have been derived from recent incarnations of ENG 612 and relevant seminar and praxis courses. As you work to deepen your understanding of and fluency in composition studies and its theories, you should feel free to consult and draw from these lists, as well as readings from your composition coursework and other relevant additional materials.

Please note: The reading materials that follow each question are neither exhaustive nor do they represent a “mandatory reading list.” They represent a selection of materials from recent iterations of applicable courses that might prove useful to you. You do not, in other words have to read and know “everything.” You need to read enough to locate yourself in the conversation and answer the question responsibly and credibly, To this end, you may find it helpful to treat each question as a research inquiry and mine the reading list as a mini research archive, Read as a researcher seeking to answer your question.

The Exam Questions

For the on-campus component of the examination in this area, you will be expected to answer one of the following questions, which will be selected by faculty for your exam date:

- 1) As a field, Composition Studies has long attended to the connections among language, culture, and identity, and raised important questions about the ethics of writing instruction given those connections. Nowhere is this issue more forcefully presented in our profession than in the CCC’s statement, “Students Right to their Own Language,” which was originally passed by the professional organization in 1974 and reaffirmed in 2003. Despite this, the institutional demands for “correct Standard English” continue, and composition teachers and theorists have continued to seek theoretical and pedagogical ways to understand and negotiate the acculturative force of writing instruction in institutional spaces.

Drawing from a selection of texts from the list below (although you are welcome to include work in composition not represented on this list), discuss this struggle in its historical and institutional dimensions and address how ongoing scholarly conversation around this issue asks us to re-conceptualize both the work of composition courses and the ways that students are – or might be – positioned within them, What are some ways that contemporary teachers of composition should/might draw on these insights to rethink their pedagogy?

While your essay should synthesize the conversations of the field, it should also establish your own position, speaking with and through those works that have informed your own philosophy on this issue,

READING LIST:

Your essay should draw on some of the scholarship represented in the list below, but you are not limited to this list nor are you expected to account for all of the readings on this list.

Bean, Janet, et al., “Should We Invite Students to Write in Home Languages? Complicating the Yes/No Debate.” *Composition Studies* 31.1 (2003): 25-42. Print.

- Bizzell, Patricia. "Basic Writing and the Issue of Correctness, or, What to do with 'Mixed' Forms of Academic Discourse." *Journal of Basic Writing* 19.1 (2000): 4-12. Print.
- Canagarajah, A. Suresh. "The Place of World Englishes in Composition: Pluralization Continued." *CCC* 57.4 (2006): 586-619. Print.
- Daniell, Beth. "Deena's Story: The Discourse of the Other." *JAC* 16.2 (1996): 253-64. Print.
- Delpit, Lisa. "The Politics of Teaching Literate Discourse." *Other People's Children: Cultural Conflict in the Classroom*. New York: New Press, 1995. 152-66. Print.
- Fox, Tom. "Ideologies of Access and Exclusion." In *Defending Access: A Critique of Standards in Higher Education*. Portsmouth, NH: Boynton/Cook-Heinemann, 1999. 40-70. Print.
- Gee, James Paul. "Literacy, Discourse, and Linguistics: Introduction." *Journal of Education* 171.1 (1989): 5-25. Web.
- Greenfield, Laura. "The 'Standard English' Fairy Tale: A Rhetorical Analysis of Racist Pedagogies and Commonplace Assumptions about Language Diversity." *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change*. Ed. Laura Greenfield and Karen Rowan. Logan: Utah State UP, 2011. 33-60. Print.
- Heath, Shirley Brice. "Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate Traditions." *Spoken and Written Language: Exploring Orality and Literacy*. Ed. Deborah Tannen. Norwood, NJ: Ablex, 1982. 91-117. Print.
- Horner, Bruce. "'Students' Right,' English Only, and Re-Imagining the Politics of Language." *College English* 63.6 (2001): 741-58. Print.
- Jordan, June. "Nobody Mean More to Me Than You And the Future Life of Willie Jordan." *On Call: Political Essays*. Boston: South End Press, 1985. 123-139. Print.
- Kells, Michelle Hall. "Leveling the Linguistic Playing Field in First-Year Composition." *Attending to the Margins: Writing, Researching, and Teaching on the Front Lines*. Ed. Michelle Hall Kells and Valerie M. Balester. Portsmouth, NH: Heinemann, 1999. 131-49. Print.
- Kinloch, Valerie Felita. "Revisiting the Promise of 'Students' Right to Their Own Language': Pedagogical Strategies." *CCC* 57.1 (2005): 83-113. Print.
- Lovejoy, Kim Brian, Steve Fox, and Katherine V. Wills. "From Language Experience to Classroom Practice Affirming Linguistic Diversity in Writing Pedagogy." *Pedagogy* 9.2 (2009): 261-87. Print.
- Lyons, Scott Richard. "The Fine Art of Fencing: Nationalism, Hybridity, and the Search for a Native American Writing Pedagogy." *JAC* 29.1-2 (2009): 77-105. Print.
- Matsuda, Paul Kei. "It's the Wild West Out There: A New Linguistic Frontier in U.S. College Composition." *Literacy as Translingual Practice in Academic Contexts: Between Communities and Classrooms*. Ed. A. Suresh Canagarajah. New York: Routledge, 2013. 128-38. Print.
- Peck, Wayne Campbell, Linda Flower, and Lorraine Higgens. "Community Literacy." *CCC* 46.2 (1995): 199-222. Print.
- Perryman-Clark, Staci M. "African-American Language, Rhetoric, and Students' Writing: New Directions for SRTOL." *CCC* 64.3 (2013): 469-95. Print.
- Prendergast, Catherine. "The Economy of Literacy: How the Supreme Court Stalled the Civil Rights Movement." *Harvard Educational Review* 72.2 (2002): 206-30. Print.

- Richardson, Elaine. "Race, Class(es), Gender, and Age." *Language Diversity in the Classroom: From Intention to Practice*. Ed. Geneva Smitherman and Victor Villanueva. Carbondale: Southern Illinois UP, 2003. 40-66. Print.
- Rose, Mike. "The Language of Exclusion: Writing Instruction at the University." *College English* 47.4 (1985): 341-359. Rpt. in *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 586-604. Print.
- Shen, Fan. "The Classroom and the Wider Culture: Identity as a Key to Learning English Composition." *CCC* 40.4 (1989): 459-66. Print.
- Smitherman, Geneva. "The Historical Struggle for Language Rights in CCCC." *Language Diversity in the Classroom: From Intention to Practice*. Ed. Geneva Smitherman and Victor Villanueva. Carbondale: Southern Illinois UP, 2003. 7-39. Print.
- "Students' Right to Their Own Language" (including Background Statement), CCCC. NCTE. Apr 1974; Aug 2003. Web.
- Wible, Scott. "Pedagogies of the 'Students' Right' Era: The Language Curriculum Research Group's Project for Linguistic Diversity." *CCC* 57.3 (2006): 442-78. Print.
- Williams, Joseph M. "The Phenomenology of Error." *CCC* 32.2 (1981): 152-168. Rpt. In *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 414-429. Print.
- Young, Vershawn, "Should Writers Use They Own English?" *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change*. Ed. Laura Greenfield and Karen Rowan. Logan: Utah State UP, 2011. 61-72. Print.

- 2) How has the "social turn" in composition studies challenged scholars and teachers to rethink some of our key terms and beliefs about writing and writing pedagogy? Identify **two** terms from the list below that work well together and that you think are especially important to consider. In a well-crafted essay, discuss how social turn theories (those influenced by postmodernism, poststructural language theories, and ethnographic studies of literacy) have enriched, complicated, extended, or challenged our understandings of those terms.

Terms to choose from: *Agency, Audience, Authority, Collaboration, Genre, Plagiarism, Process, Self, Voice.*

READING LIST:

Your essay should draw on some of the scholarship represented in the list below, but you are not limited to this list nor are you expected to account for all of the readings on this list.

- Ashton-Jones, Evelyn. "Collaboration, Conversation, and the Politics of Gender." *Feminine Principles and Women's Experience in American Composition and Rhetoric*. Ed. Louise Wetherbee Phelps and Janet Emig. Pittsburgh: U of Pittsburgh P, 1995. 5-26. Print.
- Ballif, Michelle. "What Is It That the Audience Wants? Or, Notes Toward a Listening with a Transgendered Ear for (Mis)Understanding." *JAC* 19.1 (Winter 1999): 51-70. Print.
- Bartholomae, David. "Inventing the University." *When a Writer Can't Write: Studies in*

- Writer's Block and Other Composing Problems*. Ed. Mike Rose. New York: Guilford, 1985. 134-65. Rpt. *Cross-Talk in Comp Theory*. Ed. Victor Villanueva, Jr. Urbana, IL: NCTE, 1997. 589-620. Print.
- Bawarshi, Anis. "The Genre Function." *College English* 62.3 (January 2000): 335-60. Print.
- Berlin, "Poststructuralism, Composition Studies, and the Composition Classroom." *Rhetoric Review* 11.1 (1992): 16-33. Print.
- Berthoff, Ann E. "Learning the Uses of Chaos." *Reinventing the Rhetorical Tradition*. Conway, AR: L&S Books, 1980. 75-78. Rpt. in *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 647-651. Print.
- Bialostosky, Don. "Liberal Education, Writing, and the Dialogic Self." *Contending with Words: Composition and Rhetoric in a Postmodern Age*. Ed. Patricia Harkin and John Schilb. New York: MLA, 1991. 11-22. Print.
- Bizzell, Patricia. "Cognition, Convention, and Certainty: What We Need to Know About Writing." *PRE/TEXT* 3.3 (Fall 1982): 213-44. Rpt. in *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 479-501. Print.
- Bleich, David. "The Materiality of Language and the Pedagogy of Exchange." *Pedagogy* 1.1 (2001): 117-41. Print.
- Bruffee, Kenneth A. "Collaborative Learning and the 'Conversation of Mankind.'" *College English* 46.7 (1984): 635-52. Print.
- Carroll, Lee Ann. "Pomo Blues: Stories from First-Year Composition." *College English* (1997): 916-33. Print.
- Clifford, John. "The Subject in Discourse." *Contending with Words: Composition and Rhetoric in a Postmodern Age*. Ed. Patricia Harkin and John Schilb. New York: MLA, 1991 38-51. Print.
- Devitt, Amy J. "Genre, Genres, and the Teaching of Genre." *CCC* 47.4 (December 1996): 605-15. Print.
- Devitt, Amy J., Anis Bawarshi, and Mary Jo Reiff. "Materiality and Genre in the Study of Discourse Communities." *College English* 65.5 (May 2003): 541-58. Print.
- Durst, Russel K. "Writing at the Postsecondary Level." *Research on Composition: Multiple Perspectives on Two Decades of Change*. Ed. Peter Smagorinsky. New York: Teacher's College Press, 2006. 78-107. Rpt. in *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 1655-1689. Print.
- Ede, Lisa, and Andrea Lunsford. "Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy." *CCC* 35 (1984): 155-71. Print.
- Faigley, Lester. "Judging Writing, Judging Selves." *College Composition and Communication* 40 (December 1989): 395-413. Rpt. *Landmark Essays on Voice and Writing*. Ed. Peter Elbow. Mahwah, NJ: Hermagoras, 1994. 107-20. Print.
- France, Alan W. "Dialectics of self: Structure and agency as the subject of English." *College English* (2000): 145-65. Print.
- Freisinger, Randall R. "Voicing the Self: Toward a Pedagogy of Resistance in a Postmodern Age." *Voices on Voice: Definitions, Perspectives, Inquiry*. Ed. Kathleen Blake Yancey. Urbana, IL: NCTE, 1994. 242-74. Rpt. *Landmark Essays on Voice and Writing*. Ed. Peter Elbow. Mahwah, NJ: Hermagoras, 1994. 187-211. Print.

- Gere, Anne Ruggles. "Kitchen Tables and Rented Rooms: The Extracurriculum of Composition." *CCC* 45.1 (1994): 75-92. Rpt. in *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 1081-1096. Print.
- Goodburn, Amy, and Beth Ina. "Collaboration, Critical Pedagogy, and Struggles Over Difference." *JAC* 14.1 (Winter 1994): 131-48. Print.
- Harris, Joseph. "The Idea of Community in the Study of Writing." *CCC* 40.1 (1989): 11-22. Rpt. in *The Norton Book of Composition Studies*. Ed. Susan Miller. New York: Norton, 2009. 748-758. Print.
- Harris, Joseph, *Rewriting: How to Do Things With Texts*. Logan: Utah State UP, 2006. Print.
- Hindman, Jane E. "Making Writing Matter: Using 'The Personal' to Recover[y] an Essential[ist] Tension in Academic Discourse." *College English* (2001): 88-108. Print.
- hooks, bell. "Language: Teaching New Worlds/New Words." *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. 167-176. Print.
- Howard, Rebecca Moore. "Plagiarisms, Authorships, and the Academic Death Penalty." *College English* 57.7 (November 1995): 708-36. Print.
- Jones, Donald C. "Beyond the Postmodern Impasse of Agency: The Resounding Relevance of John Dewey's Tacit Tradition." *JAC* 16.1 (1996): 81-102.
- Kill, Melanie. "Acknowledging the Rough Edges of Resistance: Negotiation of Identities for First-Year Composition." *CCC* (2006): 213-35. Print.
- Kuriloff, Peshe C. "What Discourses Have in Common: Teaching the Transaction between Writer and Reader." *CCC* 47.4 (December 1996): 485-501. Print.
- Mahala, Daniel, and Jody Swilky. "Telling Stories, Speaking Personally: Reconsidering the Place of Lived Experience in Composition." *JAC* 16.3 (1996): 363-88. Print.
- Matsuda, Paul Kei. "Process and Postprocess: A Discursive History." *Journal of Second Language Writing*. 12.1 (2003): 65-83. Print.
- Porter, James E. "Intertextuality and the Discourse Community." *Rhetoric Review* 5 (1986): 34-47. Print.
- Royster, Jacqueline Jones. "When the First Voice You Hear Is Not Your Own." *CCC* 47.1 (February 1996): 29-40. Print.
- Stevens, Scott. "Serious work: students learning from students." *JAC* (1996): 313-324.
- Sullivan, Patricia. "Inspecting Shadows of Past Classroom Practices: A Search for Students' Voices." *CCC* 63.3 (Feb. 2012): 365-86. Print.
- Trimbur, John. "Consensus and Difference in Collaborative Learning." *College English* (1989): 602-16. Print.
- Wardle, Elizabeth. "'Mutt Genres' and the Goal of FYC: Can We Help Students Write the Genres of the University?" *CCC* 60.4 (June 2009): 765-89. Print.
- Yagelski, Robert. "Literacy, Discourse, and the Postmodern Subject: Individuals and Local Acts of Writing and Reading." In *Literacy Matters: Writing and Reading the Social Self*. New York: Teachers College, 2000. 55-88. Print.

- 3) The social turn in composition studies brought with it new anxieties about the purposes of first-year composition. If, for instance, we could no longer imagine ourselves teaching "general writing skills" or a universal writing process, what could and should we teach in writing class? As a result, at least two strong pedagogical directions emerged: academic discourse pedagogies, which sought to help

students acclimate and acculturate to academic demands, and critical pedagogies (also known as liberatory or cultural studies pedagogies), which sought to engage students in discursive study to critique the institutional ideologies that inscribe our lives.

Select one of these pedagogies (academic discourse pedagogy or critical pedagogy) as your focal point. In a well-crafted essay that draws on some of the works from the reading list below, explore and critique that pedagogy, examining both its possibilities and potential excesses or limits. Complete your essay by commenting on how you think this pedagogy is best manifested today: How has it changed and adapted over time? What has it become in its better incarnations?

READING LIST:

Your essay should draw on some of the scholarship represented in the list below, but you are not limited to this list nor are you expected to account for all of the readings on this list.

- Bartholomae, David. "Inventing the University." *When a Writer Can't Write: Studies in Writer's Block and Other Composing Problems*. Ed. Mike Rose. New York: Guilford, 1985. 134-165. Rpt. *Cross-Talk in Comp Theory*. Ed. Victor Villanueva, Jr. Urbana, IL: NCTE, 1997. 589-620. Print.
- Bartholomae, David, "Writing with Teachers: A Conversation with Peter Elbow." CCC 46.1 (1995): 62-71. Print.
- Bauer, Dale. "The Other 'F' Word: The Feminist in the Classroom." *Critical Literacy in Action: Writing Words, Changing Worlds*. Ed. Ira Shor and Caroline Pari. Portsmouth, NH: Boynton/Cook, 1999. 225-237. Print.
- Bernstein, Susan Naomi. "Teaching and Learning in Texas: Accountability Testing, Language, Race, and Place." *Journal of Basic Writing* 23.1 (2004): 4-24. Print.
- Bizzell, Patricia. "The Intellectual Work of 'Mixed' Forms of Academic Discourses." *Alt Dis: Alternative Discourses and the Academy*. Ed. Christopher Schroeder, Helen Fox, and Patricia Bizzell. Portsmouth, NH: Heinemann, 2001. 1-10. Print.
- Bleich, David. "Sexism in Academic styles of learning." *Journal of Advanced Composition* (1990): 231-247. Print.
- Brodkey, Linda. "On the Subjects of Class and Gender in 'The Literacy Letters.'" *College English* 51.2 (1989): 125-41. Print.
- Bruffee, Kenneth A. "Collaborative Learning and the 'Conversation of Mankind.'" *College English* 46.7 (1984): 635-52. Print.
- Cooper, Marilyn M. "Why are We Talking about Discourse Communities? Or, Foundationalism Rears its Ugly Head Once More." *Writing as Social Action*. Ed. Marilyn M. Cooper and Michael Holzman. Portsmouth, NH: Heinemann, 1989. 202-220. Print.
- Cushman, Ellen. "The Rhetorician as an Agent of Social Change." CCC 47.1 (1996): 7-28. Print.
- Downs, Douglas, and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)Envisioning 'First-Year Composition' as 'Introduction to Writing Studies.'" CCC 58.4 (2007): 552-84. Print.
- Elbow, Peter. "Being a Writer vs. Being an Academic: A Conflict in Goals." CCC 46.1 (1995): 72.83. Print.

- Fitzgerald, Kathryn R. "From Disciplining to Discipline: A Foucauldian Examination of the Formation of English as a School Subject." *JAC* 16.3 (1996): 435-53. Print.
- Fox, Tom. "Basic Writing as Cultural Conflict." Shor, Ira. "What Is Critical Literacy?" *Critical Literacy in Action: Writing Words, Changing Worlds*. Ed. Ira Shor and Caroline Pari. Portsmouth, NH: Boynton/Cook, 1999. 68-86. Print.
- Gee, James Paul. "Literacy, Discourse, and Linguistics: Introduction." *Journal of Education* 171.1 (1989): 5-17. Print.
- Giroux, Henry A. "Resisting Market Fundamentalism and the New Authoritarianism: A New Task for Cultural Studies?" *JAC* 25.1 (2005): 1-30. Print.
- Hardin, Joe Marshall. *Opening Spaces: Critical Pedagogy and Resistance Theory in Composition*. Albany: SUNY UP, 2001. Print.
- Hindman, Jane E. "Making Writing Matter: Using 'The Personal' to Recover[y] an Essential[ist] Tension in Academic Discourse." *College English* 64.1 (2001): 88-108. Print.
- hooks, bell. "Embracing Change: Teaching in a Multicultural World." *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. 35-44. Print.
- Logan, Shirley Wilson. "'When and Where I Enter': Race, Gender, and Composition Studies." *Feminism and Composition: In Other Words*. Ed. Susan C. Jarratt and Lynn Worsham. New York: MLA, 1998. 45-57. Print.
- Malinowitz, Harriet. "David and Me." *JAC* 16.2 (1996): 209-23. Print.
- McComiskey, Bruce. *Teaching Composition as a Social Process*. Logan: Utah State UP (2000). Print.
- McLaren, Peter. "Critical Pedagogy: A Look at the Major Concepts." *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*. 3rd Ed. New York: Longman, 1998. 171-198. Print.
- Prendergast, Catherine. "Race: The Absent Presence in Composition Studies." *CCC* 50.1 (1998): 36-53. Print.
- Royster, Jacqueline Jones, and Rebecca Greenberg Taylor. "Constructing Teacher Identity in the Basic Writing Classroom." *Journal of Basic Writing* 16.1 (1997): 27-50. Print.
- Salvatori, Mariolina. "Conversations with Texts: Reading in the Teaching of Composition." *College English* 58.4 (1996): 440-54. Print.
- Davis, Robert, and Mark Shadle. "'Building a Mystery': Alternative Research Writing and the Academic Act of Seeking." *CCC* 51.3 (2000): 417-446. Print.
- Reynolds, Nedra. "Interrupting Our Way to Agency: Feminist Cultural Studies and Composition." *Feminism and Composition: In Other Words*. Ed. Susan C. Jarratt and Lynn Worsham. New York: MLA, 1998. 58-73. Print.
- Robillard, Amy E. "It's Time for Class: Toward a More Complex Pedagogy of Narrative." *College English* 66.1 (2003): 74-92. Print.
- Shor, Ira. "What Is Critical Literacy?" *Critical Literacy in Action: Writing Words, Changing Worlds*. Ed. Ira Shor and Caroline Pari. Portsmouth, NH: Boynton/Cook, 1999. 1-30. Print.
- Shor, Ira, and Paulo Freire. "What is the 'Dialogical Method' of Teaching?" *A Pedagogy for Liberation: Dialogues on Transforming Education*. Westport, CT: Bergin & Garvey, 1987. 97-120. Print.
- Theilin, William H. "Understanding Problems in Critical Classrooms." *CCC* 57.1 (2005): 114-41. Print.

- Trainor, Jennifer S. "Critical Pedagogy's 'Other': Constructions of Whiteness in Education for Social Change." *CCC 53.4* (2002): 631-50. Print.
- Villanueva, Victor, Jr. "Considerations of American Freireistas." *The Politics of Writing Instruction: Postsecondary*. Ed. Richard Bullock, John Trimbur, and Charles Schuster. Portsmouth, NH: Heinemann, 1991. 247-62. Print.
- Weisser, Christian. "Radical Approaches to Composition: The Writing Classroom as a Political and Public Sphere." *Moving Beyond Academic Discourse: Composition Studies and the Public Sphere*. Carbondale, IL: Southern Illinois UP, 2002. 24-56. Print.

Essay Expectations:

Your essay should clearly introduce your purpose or point in the first paragraph in relation to the issue raised by the exam question. The body paragraphs should cite specific examples from the essays that illustrate the points you make. Be sure to demonstrate your knowledge of the selected writers' theoretical terms and define these as they relate to the terms included in the question. Throughout the essay be sure to go beyond summarizing to synthesizing the other writers' arguments in order to express your own academically grounded points.

Please note: you may bring one page of notes for this exam question with you to the exam. This page is limited to **one, single-spaced, typed-page (12 point font—Times New Roman or Calibri), with standard 1" margins all around.** Whether you choose to bring notes or not, you must write your essay on-site and during the allotted two and one half hour time-frame.

Additional Guidance

Students are strongly advised to familiarize themselves with some of the general, broad historical works on composition in order to ensure a broader contextual understanding of the issues reflected in the Composition Studies questions. Recommended texts include:

- Crowley, Sharon. *Composition in the University: Historical and Polemical Essays*. Pittsburgh: U of Pittsburgh P, 1998. Print.
- Harris, Joseph D. *A Teaching Subject: Composition Since 1966*. Upper Saddle River, NJ: Prentice Hall, 1997. Print.

**On -Campus Component:
Applied Linguistics & TESL Mixed Examination**

See later in this booklet “Reading List and Sample Questions for Applied Linguistics & TESL, On-Campus Mixed Exam and Take-Home Component.”

Take-Home Components of the Comprehensive Examination

Students in each concentration will respond to an essay question focused on their concentration (3500-word maximum response, exclusive of references). Reading lists and sample questions for each take-home component of the examination follow.

Take-Home Component: Composition Concentration

The take-home composition praxis examination asks you to think about composition studies as a conversation (or series of inter-related conversations) in which how we think about writers, acts of writing, and the relationship between language and meaning (and form and content) is always emerging, evolving, and influencing our practices as writers and teachers of writing.

Of course, these conversations most often take place textually, as scholars respond to and build from one another's work. Moreover, we, as readers, participate in constructing conversations as we notice or choose to seek intersections across texts that may or may not themselves reference each other directly. In other words, in choosing to put certain texts in conversation with each other, we actively forward new ways of thinking and seeing in the field. These acts of knowledge-making are often inspired by and respond to our local needs as teachers – and signify the moment when theory is transformed to praxis: when what we do is informed by what we read and what we read is thoughtfully modified and theorized to meet the demands of our particular teaching circumstances.

This question, then, asks you to do three things: it asks you to 1) construct a conversation in composition studies (initially from a supplied *triangle of texts* which represent a core group of texts dealing with some aspect of composition work), 2) theoretically extend that conversation by bringing additional thinkers and scholarship to bear on the question, and 3) consider the implications of this theorized vision for your praxis within a select location (see list in Part Two, below). Your exam will offer you a selection of three of the following 9 “textual triangles,” from which you will choose one triangle of texts as a starting point for your essay:

I. The challenges of teaching Academic Discourse

- Bartholomae, David, “Inventing the University.” *Perspectives on Literacy*. Eds. Kintgen, Eugene R. and Barry M. Kroll. Carbondale, IL: Southern Illinois UP, 1988.
- Bizzell, Patricia. The Intellectual Work of ‘Mixed’ Forms of Academic Discourse, *Alt Dis: Alternative Discourses and the Academy*. Eds. Christopher L. Shroeder, Helen Fox, and Patricia Bizzell. Portsmouth, NH: Boynton/Cook Heinemann, 2002.

- Martinez, Aja Y. "The American Way: Resisting the Empire of Force and Colorblind Racism." *College English*, 71.6 (July 2009): 584-595.
- II. The means and meanings of Computer Technologies for composition**
- Anderson, Daniel. "Prosumer Approaches to New Media Composition: Consumption and Production in Continuum." *Kairos* 8.1 (2003). 15 Feb. 2012. Web.
 - Selber, Stuart. "Reimagining the Functional Side of Computer Literacy." *College Composition and Communication* 55 (2004): 470-503. Print..
 - Selfe, Cynthia L. "Technology and Literacy: A Story about the Perils of Not Paying Attention." *College Composition and Communication* 50.3 (1999): 411-436.
- III. The implications of Discourse and Identity for writing pedagogy**
- Delpit, Lisa. "The Politics of Teaching Literate Discourse." *Literacy: A Critical Sourcebook*. Eds. Ellen Cushman et al. Boston: Bedford/St. Martin's, 2001. 545-554.
 - Gee, James Paul. "Literacy, Discourse, and Linguistics: Introduction and What is Literacy?" *Literacy: A Critical Sourcebook*. Eds. Ellen Cushman et al. Boston: Bedford/St. Martin's, 2001. 525-544.
 - Jordan, June. "Nobody Mean More to Me Than You and the *Future Life of Willie Jordan*." *On Call: Political Essays*. London: Pluto Press, 1985. 123-139.
- IV. Learning Literacy Studies: informing our work in academic institutions**
- Brandt, Deborah. "Sponsors of Literacy." *Literacy and Learning: Reflections on Writing, Reading, and Society*. San Francisco: Jossey-Bass, 2009. 23-46..
 - Royster, Jacqueline Jones, "Toward an Analytical Model for Literacy and Sociopolitical Action." *Traces of a Stream: Literacy and Social Change Among African American Women*. Pittsburgh: U of Pittsburgh Press, 2000. 42-76.
 - Gere, Anne Ruggles. "Kitchen Tables and Rented Rooms: The Extracurriculum of Composition." *College Composition and Communication* 45.1 (1994): 75-92.
- V. The Politics of Remediation for writers and writing teachers**
- Fox, Tom. "Ideologies of Access and Exclusion." *Defending Access: A Critique of Standards in Higher Education*. Portsmouth, NH: Boynton/Cook, 1999.
 - Horner, Bruce. "Discoursing Basic Writing." *College Composition and Communication* 47.2, 1996: 199-222.
 - Soliday, Mary. "From the Margins to the Mainstream: Reconceiving Remediation." *College Composition and Communication* 47:1 (1996): 85-100.
- VI. Pedagogies of the Public Turn and the possibilities for student agency**
- Cushman, Ellen. "The Rhetorician as an Agent of Social Change." *College Composition and Communication* 47.1 (1996): 7-28.
 - Ryder, Phyllis Mentzell. "Multicultural Public Spheres and the Rhetorics of Democracy." *JAC* 27 (2007): 505-37.

- Weisser, Christian. "Radical Approaches to Composition: The Writing Classroom as a Political and Public Sphere." *Moving Beyond Academic Discourse: Composition Studies and the Public Sphere*. Carbondale, IL: Southern Illinois UP, 2002. 24-56.

VII. Concerns and approaches to "Basic Writing"

- Bartholomae, David and Anthony Petrosky. "Facts, Artifacts and Counterfacts: A Basic Reading and Writing Course for the College Curriculum." *Facts, Artifacts and Counterfacts: Theory and Method for a Reading and Writing Course*. Portsmouth, NH: Boynton/Cook, 1986. 3-44.
- Lu, Min Zhan. "Conflict and struggle: The enemies or preconditions of basic writing?" *College English* 54.8 (1992): 887-913.
- Shaughnessy, Mina. "Diving In: An Introduction to Basic Writing." *College Composition and Communication* 27.3 (1976): 234-239.

VIII. Responding responsibly to student writing

- Brannon, Lil and C.H Knoblauch. "On Students' Rights To Their Own Texts: A Model of Teacher Response." *College Composition and Communication* 33.2 (1982): 157-166.
- Elbow, Peter. "Ranking, Evaluating, and Liking: Sorting out Three Forms of Judgment." *College English* 55.2 (1993): 187-206.
- Anson, Chris, "Reflective Reading: Developing Thoughtful Ways to Respond to Student Writing." *Evaluating Writing*, Eds. Charles Cooper & Lee Odell, Urbana, IL: NCTE (1999), Reprinted in Straub, Richard, ed, *Key Works on Teacher Response*, Portsmouth, NH: Heineman, 1999, 361-382.

IX. Collaborating one to one: Tutoring as praxis in writing pedagogy

- Bokser, Julie. "The Pedagogies of Belonging: Listening to Students and Peers." *Writing Center Journal* 25.1 (2006): 43-60.
- Dipardo, Anne. "'Whispers of Coming and Going': Lessons from Fannie." *Writing Center Journal* 12.2 (1992): 125-144. (Reprinted in multiple editions of the St. Martin's Sourcebook for Writing Tutors).
- Grimm, Nancy, "Redesigning Academic Identity Kits." *Good Intentions: Writing Center Work for Postmodern Times*, Portsmouth, NH: Boynton/Cook, 1999.

Part One:

Select ONE of the three supplied textual triangles on your exam from which you will synthesize a conversation that highlights and develops one issue you see as central across and among them. As you prepare to write your essay, consider: What are the activating questions or concerns at play in these texts? How do they build upon one another, critique one another, or refine one other's visions in ways that are useful for you as a teacher? What are the implications of this conversation for you as you think about yourself engaged in the teaching and learning of writing?

The first part of your essay should compose/distill these texts into a meaningful conversation that identifies and analyzes one important theoretical concern for you as you think about your own pedagogy. The second part should situate and extend

that conversation within a particular “scene of praxis,” as discussed in Part Two, below. Additionally, your essay should draw on the insights of some, but no more than four (4) other scholarly texts/thinkers whose work helps you develop your thoughts and your conversation on the subject. (Your sources may include additional chapters or articles from within works that appear in the textual triangles list, works to which you were introduced in your various praxis and English 612 classes, and works you discovered via your research in preparation for this examination.) Your use of these texts may appear in either or both sections of your essay.

Part Two:

For the second part of the question, select one of the following scenes in which to locate and illustrate your praxis (how you would bring the theory you discussed in Part One into practice):

- A writing center
- A computer mediated writing classroom
- A basic writing classroom
- A stretch program course, in which the first year writing curriculum is stretched across two or more terms and students stay together as a cohort for the duration of all terms
- A single-term first year writing course

Within your selected location, discuss how you might attend to the issues you’ve theorized in Part One in order to activate meaningful literacy learning, why you think these strategies are useful and justified, and what concerns about them you might have. To help you explain your thoughts, make sure to provide your readers with examples of possible interactions, activities, and/or assignments.

Final tips: Make sure you answer all parts of this question: you need to address both a) the issues or writing pedagogy concerns you theorized on part one and b) one teaching scene in which you show how you would think about, justify, and enact resulting pedagogical strategies in pursuit of enhancing literacy (part two). In addition, make sure you locate yourself in this conversation; in other words, be sure to articulate your own theoretical and pedagogical stance in relation to the conversation.

Take-Home Component: Literature Concentration

The Literature Concentration take-home component of the Comprehensive Examination will focus on two literary texts (“set texts”). One question on each set text will be distributed at the time of the examination; students will choose between these questions, and respond to one in their written essay (3500 words maximum, exclusive of references).

Students in the Literature Concentration are exposed to a range of literary texts and approaches, and engage in close study of and research on selected texts. The take-home component will assess your ability to research a literary text and achieve an understanding of the work that allows you to respond effectively to the question posed. Because the component assesses your skills in literary research and textual analysis, texts used in graduate literature seminars in the three years preceding the examination will be excluded as set texts.

Set Texts for the Fall 2018 and Spring 2019 Examinations (Required Editions)

Sherlock Holmes: The Major Stories with Contemporary Critical Essays. Edited by John Hodgson. Bedford/St. Martin's, 1993.

The Age of Innocence by Edith Wharton. Norton Critical Edition. Edited by Candace Waid, 2002.

Preparation

Begin by reading the set texts and the accompanying critical materials in the Norton Critical Editions listed above. While the examination will require a response to one question and thus one text, we encourage you to be ready to answer either question by preparing both set texts.

Depending upon the set text and the question posed, the examination may require that you demonstrate some or all of the following:

- an ability to interpret the text and perform a close textual analysis;
- an ability to situate the work in the author’s canon or career;
- an awareness of the social and historical context of the work; and
- familiarity with the text’s critical history (for example, critical controversies or debates that have arisen in connection with the work)

To achieve this level of preparation, we recommend reading a range of critical works about the set texts, including some criticism focused on close textual analysis, drawing upon the research skills you have developed through your coursework, particularly ENG 609 (Perspectives on Research) and the literature seminars (ENG 601, 602, 603, 604, 651). Do not limit your reading only to recent criticism nor merely to the excerpted criticism in the required Norton Critical Edition; develop a sense of the critical response to the work over time and how that critical response corresponds to changes over time in critical approaches to literary works generally.

Sample Questions—Literature Concentration (the questions for the actual exam will be different ones based on the set texts for the academic year in which you take the exam.)

(1) William Shakespeare, *1 Henry IV*

The title page of the 1598 quarto of *1 Henry IV* terms the play "The History of Henry the Fourth, with the battle at Shrewsbury between the King and Lord Henry Percy, surnamed Henry Hotspur of the North. With the humorous conceits of Sir John Falstaff." Unmentioned is a character most recently seen as the play's protagonist, Prince Hal. As Gordon McMullan notes in his introduction to the Norton Critical edition of the play, "Over the centuries, the protagonist of *1 Henry IV* has been variously identified as Falstaff, as Hotspur, as Hal" (xiii). McMullan continues, "Yet in the end, it is the nation itself that arguably furnishes the play's principal role, a nation that is as impossible to define as it is to control."

Basing your response in a close reading of the text, discuss how the shifting identification over time of the play's protagonist relates to changing conceptions of the play's central concerns. In other words, explain how considering each of these characters (or as McMullan suggests, another entity such as "the nation") as the protagonist might influence one's overall understanding of the play—a sense of what the play is "about." In the course of your response, provide your own estimation of the play's central concerns. Your response should demonstrate your awareness of the critical and theatrical history of the play.

(2) Charles Brockden Brown, *Wieland*

Critical debate surrounding Charles Brockden Brown's novel *Wieland* has focused considerable attention on the text's apparent "sloppiness." (The book has an unresolved subplot, its first-person narrator contradicts herself and demonstrates a selective memory, and so on.) Some have argued that biographical factors (including the speed with which Brown wrote) as well as the nature of print culture in revolutionary America provide the best explanation for these textual "flaws." Others suggest that the open-ended nature of Brown's plot and the ambiguities surrounding its narrator are central to the novel's engagement with the philosophical and political concerns of the American Enlightenment. Grounding your claims in a close reading of *Wieland*, stake out your own position in this debate. Your answer should address both

the aesthetics of the novel and its historical context. Considering eighteenth-century aesthetic and philosophical discourses (such as gothicism, associationism, sensationalism, etc.) that may have influenced Brown would help in formulating a complete response to this question.

(3) N. Scott Momaday, *House Made of Dawn*

The publication of N. Scott Momaday's novel *House Made of Dawn* in 1969 is widely considered to be the beginning of a "renaissance" of American Indian literature. Such a claim, of course, assumes that there is an indigenous artistic "tradition" that predates the 1960s, that this tradition was somehow lost or forgotten, and that Momaday's book represents both its rediscovery and transformation. Discuss the ways that *House Made of Dawn* might be read as a revitalization of earlier forms of American Indian literature (oral or written), while also addressing the innovations Momaday seems to be making in his book. In your answer, you may also explore some of the theoretical implications of reading the novel in this way (in terms of the fields of Native American Studies or Post-Colonial Studies, for example).

Reading List and Sample Questions for TESL, On-Campus Mixed Exam and Take- Home Component

Readings

This list is designed to help guide your reading preparation for the Applied Linguistics & TESL on-campus mixed exam and the take-home component of the Comprehensive Examination. The readings on the list were selected to reinforce, deepen and expand your understanding of material from your Applied Linguistics & TESL Concentration coursework. The list is divided into three broad areas that reflect major themes in the Applied Linguistics & TESL concentration and on the examination: Language Structure and Use, Language Acquisition and Learning, and Second Language Pedagogy. Under each of these, sources have been further categorized under sub-headings related to topics in the Applied Linguistics & TESL courses.

In preparation for the examination, you are expected to read the majority of the sources on the list, including at least substantial portions of most of the books. You should also review your course readings, handouts, and notes. In doing so, you will find that some of the sources on the list are ones that you have previously read and discussed in your coursework.

Language Structure and Use

Contrastive Rhetoric

- Cai, G. (1999). Texts in contexts: Understanding Chinese students' English compositions. In C. R. Cooper & L. Odell (Eds.), *Evaluating writing: The role of teachers' knowledge about text, learning, and culture*. Urbana, IL: NCTE.
- Fakhri, A. (2004). Rhetorical properties of Arabic research article introductions. *Journal of Pragmatics*, 36, 1119-1138.
- Gonzales, S. (2002). Politeness in letters to the editor in Philippine English, American English, and Singaporean English. *Philippine Journal of Linguistics*, 33, 1, 19-37.
- Guo-zhang, X. (1987). Code and transmission in cross-cultural discourse: A study of some samples from Chinese and English. L. E. Smith (Ed.), *Discourse across cultures: Strategies in world Englishes* (pp. 66-72). New York: Prentice Hall.
- Hinds, J. (1987). Reader versus writer responsibility: A new typology. In U. Connor & R. B. Kaplan (Eds.), *Writing across languages: Analysis of L2 text* (pp. 141-152). Reading, MA: Addison-Wesley.
- LoCastro, V. (2008). "Long sentences and floating commas": Mexican students' rhetorical practices and the sociocultural context. In U. Connor, E. Nagelhout, & W. V. Rozycki, (Eds.), *Contrastive rhetoric: Reaching to intercultural rhetoric*. Amsterdam: John Benjamins.

- Matalene, C. (1985). *Contrastive rhetoric: An American writing teacher in China*. *College English*, 47, 789-808.
- Pak, C-S., & Acevedo, R. (2008). Spanish language newspaper editorials from Mexico, Spain and the U.S. In U. Connor, E. Nagelhout, & W. V. Rozycki, (Eds.), *Contrastive rhetoric: Reaching to intercultural rhetoric*. Amsterdam: John Benjamins.
- Scollon, R. & Scollon, S. W. (2001). Chapters 1-7 in *Intercultural communication: A discourse approach* (2nd ed.). Malden, MA: Blackwell.
- Valero-Garces, C. (1996). Contrastive ESP rhetoric: Metatext in Spanish-English economics texts. *English for Specific Purposes*, 4, 279-294.
- Wang, W. (2008). Newspaper commentaries on terrorism in China and Australia: A contrastive genre study. In U. Connor, E. Nagelhout, & W. Rozycki, (Eds.), *Contrastive rhetoric: Reaching to intercultural rhetoric*. Amsterdam: John Benjamins.
- Wolfe, M. L. 2008. Different cultures—different discourses? Rhetorical patterns of business letters by English and Russian speakers. In U. Connor, E. Nagelhout, & W. V. Rozycki, (Eds.), *Contrastive rhetoric: Reaching to intercultural rhetoric*. Amsterdam: John Benjamins.

Discourse Analysis

- Blommaert, J. (2009). Language, asylum, and the national order. *Current Anthropology*, 50, 415-441.
- Brown, P., & Levinson, S. (1987). *Politeness*. Cambridge: CUP.
- DeFina, A. (2009). Narratives in interview — The case of accounts for an interactional approach to narrative genres. *Narrative Inquiry*, 19, 233-258.
- Gaik, F. (1992). Radio talk-show therapy and the pragmatics of possible worlds. In A. Duranti & Goodwin, *Rethinking context*. Cambridge: Cambridge University Press.
- Goffman, E. (1981). Footing. Chapter 3 in *Forms of Talk*. Philadelphia: U. Penn Press.
- Gumperz, J. (2003). Contextualization conventions. In C. B. Paulston & G. R. Tucker (Eds.), *Sociolinguistics: The essential readings*. Malden, MA: Blackwell.
- Grice, P. H. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and semantics 3: Speech Acts* (pp. 41-58). New York: Academic Press.
- Leech, G. (1983). Chapter 6 of *Principles of pragmatics*. London: Longman.
- Gumperz, J. (2004). Interethnic communication. Chapter 3 in J. Kiesling & C.B. Paulston (Eds.), *Intercultural discourse and communication: The essential readings*. Malden, MA: Blackwell.
- Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse Processes*, 7(2), 173-194.
- Jaworski, A., & Coupland, N. (Eds.). (1999). *The discourse reader*. London: Routledge.
- Johnstone, B. (2002). *Discourse analysis*. Malden, MA: Blackwell.
- Labov, W. (1972). The transformation of experience in narrative syntax. In *Language in the inner city*. Philadelphia, PA: University of Pennsylvania Press.
- Moore, E. & Podesva, R. (2009). Style, indexicality, and the social meaning of tag questions. *Language in Society*, 38 (4), 447-485.

- Schiffrin, D. (1981). Tense variation in narrative. *Language*, 57, 45-62.
- Searle, J. (1965). What is speech act? In M. Black (Ed.), *Philosophy in America*. (pp. 221-239). Ithaca: Cornell UP.
- Searle, J. (1975). Indirect speech acts. In P. Cole & J. Morgan (Eds.), *Syntax and semantics 3: Speech acts* (pp. 59-82). New York: Academic Press.
- Smith, W. B. (2004). What can pragmatics tell us about developing writers? In J. Frodesen, & C. Holten (Eds.), *The power of context in language teaching and learning*. Boston: Heinle/ Thomson.
- Van de Kopple, W.J. (1998). Using the concepts of given information and new information in classes on the English language. In T. Miller (Ed.), *Functional approaches to written text: Classroom applications* (pp. 79-92). Washington, D.C.: United States Information Agency. Available on-line at: <http://eca.state.gov/education/engteaching/pubs/BR/51111.htm>

Sociolinguistics

- Bucholtz, M. (1999). You da man: Narrating the racial other in the production of white masculinity. *Journal of Sociolinguistics*, 3/4, 443-460.
- Chun, E. (2013). Ironic Blackness as masculine cool: Asian American language and authenticity on YouTube. *Applied Linguistics*, 34, 592-612.
- Foulkes, P. & Docherty, G. (2006). The social life of phonetics and phonology. *Journal of Phonetics*, 34(4), 409-438.
- Griefat, Y., & T. Katriel (1998). Life demands Musayara: Communication and culture among Arabs in Israel. In S. Ting-Toomey and F. Korzenny (Eds.), *Language, communication, and culture: Current directions*. Newbury Park, CA: Sage.
- Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis*. Oxford: Polity Press.
- Jacobs, G. (1996). Lesbian and gay male language use: A critical review of the literature. *American Speech*, 71(1), 49-71.
- Johnstone, B. & Kiesling, S. (2008). Indexicality and experience: Exploring the meanings of /aw/-monophthongization in Pittsburgh. *Journal of Sociolinguistics*, 12(1), 5-33.
- Maltz, D., & Borker, R. (1982). A cultural approach to male-female miscommunication. In J. Gumperz, (Ed), *Language and social identity*. Cambridge: Cambridge University Press.
- Mendoza-Denton, N. (2011). The semiotic hitchhiker's guide to creaky voice: Circulation and gendered hardcore in a Chicana/o gang persona. *Journal of Linguistic Anthropology*, 21(2), 261-280.
- Milroy, J. (2001). Language ideologies and the consequences of standardization. *Journal of Sociolinguistics*, 5(4), 530-555.
- Philipsen, G. (1998). Speech and the communal function in four cultures. In S. Ting-Toomey and F. Korzenny (Eds.), *Language, communication, and culture: Current directions*. Newbury Park, CA: Sage.
- Talbot, M. (1998). *Language and gender*. Cambridge: Polity Press.

Syntax

- Yule, G. (1998). *Explaining English grammar*. Oxford: Oxford University Press.

Language Acquisition and Learning

Second Language Acquisition

- Atkinson, D. (2010). Extended, embodied cognition and second language acquisition. *Applied Linguistics*, 31(5), 599-622.
- Bybee, J. (2008). Usage-based grammar and Second Language Acquisition. In P. Robinson and N.C. Ellis (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition* (pp. 216-236). New York, NY: Routledge.
- Canagarajah, S. (2007). Lingua Franca English, multilingual communities, and language acquisition. *The Modern Language Journal*, 91(Focal Issue), 923-939.
- Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(s1), 3-32.
- Ellis, N. & Cadierno, T. (2009) Constructing a second language. *Annual Review of Cognitive Linguistics*, 7, 111-139.
- Ellis, N. & Ferreira-Junior, F. (2009). Construction learning as a function of frequency, frequency distribution, and function. *The Modern Language Journal*, 93(3), 370-385.
- Firth, A. & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *Modern Language Journal*, 81(3), 285-300.
- García, O. & Otheguy, R. (2017) Interrogating the language gap of young bilingual and bidialectal students. *International Multilingual Research Journal*, 11(1), 52-65.
- Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lantolf, J. (2006). Language emergence: Implications for Applied Linguistics—A sociocultural perspective. *Applied Linguistics*, 27(4), 717-728.
- Mondada, L. & Doehler, S.P. (2004). Second language acquisition as situated practice: Task accomplishment in the French second language classroom. *Modern Language Journal*, 83(4), pp. 501-518.

- Norton, B. (2001) Non-participation, imagined communities, and the language classroom. In M. Breen, (ed.) *Learner contributions to language learning: New directions in research*. Harlow, England: Pearson Education, 159 - 171.
- Saville-Troike, M. (2005). *Introducing second language acquisition*. New York: Cambridge University Press.
- Vickers, C.H. (2007) Second language socialization through team interaction among electrical and computer engineering students. *Modern Language Journal*, 91(4), 620-639.
- Watson-Gegeo, K. A. (2004). Mind, language, and epistemology: Toward a language socialization paradigm for SLA. *The Modern Language Journal*, 88(3), 331-350.

Second Language Pedagogy

Second Language Teaching—General

- De Costa, P., & Norton, B. (2017). Identity, transdisciplinarity, and the good language teacher. *The Modern Language Journal*, 101(S), 3-14.
- Doughty, C. (2003). Instructed SLA: Constraints, compensation, and enhancement. In C. Doughty & M. Long (Eds.), *The handbook of second language acquisition*. (pp. 256-310). Oxford: Blackwell.
- The Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100, 19-47.
- Wong, S. (2005). *Dialogic approaches to TESOL: Where the Genko tree grows*. Mahwah, NJ: Lawrence Erlbaum.

Second Language Reading and Vocabulary

- Grabe, W. (2004). Research on teaching reading. In *Annual Review of Applied Linguistics*, 24, 44-69
- Grabe, W. (2003). Reading and writing relations. In B. Kroll (Ed.), *Exploring the dynamics of second language writing*. Cambridge: Cambridge University Press⁴

- Grabe, W., & Stoller, F. L. (2011). The nature of reading abilities, ch. 1 in *Teaching and researching reading*. New York: Longman.
- Grabe, W., & Stoller, F. L. (2011). Comparing L1 and L2 reading, ch. 2 in *Teaching and researching reading*. New York: Longman.
- Hedgecock, J. and Ferris, D. (2009). Vocabulary learning and teaching in L2 reading instruction. ch 8 in *Teaching readers of English: Students, texts, and contexts*. New York: Routledge.
- Sokmen, A. J. (1997). Current trends in teaching second language vocabulary. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: Description, acquisition, and pedagogy*. Cambridge: Cambridge University Press.

Second Language Writing

- Ferris, D. R. (2002). Treatment of error in second language student writing. Ann Arbor: University of Michigan Press.
- Ferris, D., & Hedgecock, J. S. (2014). *Teaching L2 Composition: Purpose, Process, and Practice* (3rd edition). New York: Routledge.
- Hedgecock, J. S., & Ferris, D. (2009). *Teaching readers of English: Students, texts, and contexts*. New York: Routledge.
- Hyland, K. (2014). Genre and writing instruction. *LEARN Journal, Special Issue*.
- Johns, A.M. (1997). Literacy and pedagogy: Three views, ch. 1. In *Text, role, and context: Developing academic literacies*. Cambridge: Cambridge University Press.

Generation 1.5 Students

- Harklau, L., Losey, K., & Siegal, M. (1999). (Eds.). *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-education learners of ESL*. Mahwah, NJ: Lawrence Erlbaum.
- Porter, P., VanDommelen, D., Goen-Salter, S. & Swanson, D. (2009). Pedagogical principles and practices for working with Generation 1.5. In M. Roberge, M. Siegal, & L. Harklau (Eds.), *Generation 1.5 in College Composition Teaching Academic Writing to U.S.-Educated Learners of ESL*. Routledge.

Sample Questions—Applied Linguistics & TESL (the questions for the actual exam will be different ones)

These sample questions are designed to introduce you to some styles of questions on the Applied Linguistics & TESL portions of the examination and to facilitate your review of the program material.

The Applied Linguistics & TESL on-campus mixed exam (2.5 hours) will contain short-answer concept explanation questions, as well as one essay question requiring you to engage in text analysis (of written, spoken, and/or second language learner texts) and/or discussion of issues in language use, second language learning or pedagogy. There will be some choice of essay questions. Sample questions related to some these

areas are included in these materials (for questions related to second language learning and pedagogy, see also the take-home sample question). On the Applied Linguistics & TESL mixed exam, the short-answer concept explanation section is worth 40% and the essay is worth 60%. Students must receive an 80% overall on the Applied Linguistics & TESL mixed exam in order to pass it.

The Applied Linguistics & TESL take-home component of the examination will be a multi-part question that will require you to draw on knowledge from different areas of the program. Your response to this portion should be written in the form of a paper (3500 words maximum, excluding the References page). The sample contained in these materials reflects one style of question for the take-home component; however, whether the take-home question focuses on text analysis, language learning, and/or language pedagogy may change from quarter to quarter.

On-Campus Component

The on-campus component for Applied Linguistics & TESL students will consist of (1) a question related to one of the core courses (Rhetoric or Composition Studies) shared by the three concentrations; and (2) a “mixed” exam of short-answer concept explanations and one essay question related to TESL-specific courses. The following are sample questions for the Applied Linguistics & TESL mixed exam. For sample questions for the core course portion of the on-site exam, students should consult the preparation materials earlier in this booklet.

Sample Question: Short Answer Concept Explanation

Select four of the following concepts. For each one, write a paragraph defining the concept and explaining its significance to language research and/or teaching.

Interlanguage
Implicature
Generation 1.5
etc.

Sample Question: Spoken Text Analysis

Examine the following example taken from natural conversation. In a well-organized, well-developed essay that draws on relevant theory and research, do one of the following:

- (1) Explain what kinds of features you see in terms of conversation analysis. You can discuss conditional relevance, turn-taking, adjacency pairs or other relevant features you observe;

OR

- (2) Explain the conversation in terms of politeness theory, including what is done to mitigate face-threatening acts.

0 Ring

1 Sheila: Hello?

2 Ronny: 'lo S heila,

3 Sheila: Yea[:h]

4 Ronny: [('t' s) R]onny.

5 Sheila: Hi Ronny.

6 Ronny: Guess what.hh

7 Sheila: What.

8 Ronny: .hh My ca:r is sta::lled.

9 (0.2)

10 Ronny: ('n) I' m up here in the Glen?

11 Sheila: Oh::.

12 Ronny: hhh

13 Ronny: A:nd.hh (0.2) I don' know if it ' s: possible, but

14 .hhh see I haveta open up the ba:nk.hh

15 (0.3)

16 Ronny: a:t uh (.) in Brentwood?hh=

17 Sheila: =Yeah:- en I know you want- (.) en I whoa

18 (.) en I would, but- except I've gotta leave

19 in about five min(h)utes.=

20 Ronny: [Okay then I gotta call somebody else.right away.

21 Sheila: [(hheh)

22 (.)

23 Ronny: Okay?=
24 Sheila: =Okay [Ron]

25 Ronny: [Thanks] a lot. =Bye-.

26 Sheila: Bye:.

Source of the Spoken Text: Mandelbaum, J. & Pomerantz, A. (1991). What drives social action? In K. Tracy (Ed.). *Understanding face-to-face interaction: Issues linking goals and discourse* (pp. 151-167). Hillsdale, NJ: Lawrence Erlbaum.

Sample Question: Written Text Analysis

The following is an academic book review written by Thomas Scovel and published in the journal *TESOL Quarterly*. In a well-organized, well-developed essay that draws on relevant theory and research, analyze the discourse features of this text in terms of two of the following frameworks:

Given and new information
Spoken vs. written text features
Stance

Within your response, discuss how the discourse features you have analyzed help the text achieve its communicative purposes.

Understanding the Courses We Teach

John Murphy and Patricia Byrd (Eds.). Ann Arbor: University of Michigan Press, 2001

Much has been written and said about the need to relate theoretical principles of language teaching to the practical realities of actual ESL classrooms, and this introductory anthology, carefully compiled by Murphy and Byrd, accomplishes this difficult task remarkably well. The book is a fine choice as [a] text for a graduate seminar for prospective ESL teachers or as a useful reader for teachers who wish to update their knowledge. *Understanding the Courses We Teach* begins with five introductory chapters in which the editors take turns defending the need for local classroom perspectives, arguing for a postmethodological perspective on teaching, listing some popular principles of language learning and teaching, and outlining the format and framework of their anthology. This introduction is followed by 19 chapters written by a combination of 28 TESOL professionals, balanced between full-time classroom practitioners and well-known experts in the field who also have active teaching experience. Although the chapters vary enormously among the language skills, student populations, and curricular goals they deal with, each author (or pair of authors) addresses nine pedagogical questions about their class (e.g., What are the objectives for the course? What roles do the students play?). By focusing each chapter on these common points, the editors ensure a degree of continuity among the disparate topics addressed, but they also help the reader keep in mind that teaching ESL, even when it adheres to specific but abstract principles, is a highly contextualized and particularized activity.

Because the book covers such a diversity of topics and settings, different readers will find certain chapters especially relevant. Here I highlight a few in order to show the range of classroom activities covered. Brian Morgan discusses ways in which he has helped his Canadian immigrant class learn both English and citizenship by relying, in part, on his students' knowledge of their native language and culture. Tim Murphey describes a complicated but creative way of helping his Japanese university conversation students videotape and evaluate their oral English. May Shih discusses approaches and activities teachers of ESL composition classes can use to help their students edit their writing more vigilantly and accurately. William Acton explains an unusual system for teaching his Japanese students English prosody by literally choreographing their body movements in his speaking class. And as a final illustration of the range of activities covered, Carol Numrich reviews several theme-based projects her academic ESL class has pursued, including one that takes them to an Indian gambling casino for an integrated skills study of the gaming industry in the United States.

The limitations of this fresh and wide-ranging anthology are few: The EFL contexts are

restricted to East Asia (Japan and Hong Kong), and a chapter or two applying the promising new insights from corpus linguistics and the teaching vocabulary would have been helpful. But, all in all, Murphy and Byrd's text lives up to its title and will help all teachers better understand the courses they teach.

--Thomas Scovel San Francisco State University, San Francisco, California, United States

Source of the Written Text: Scovel, T. (2002). Review of *Understanding the courses we teach*. *TESOL Quarterly*, 36, 635-636.

Sample Question: Second Language Learner Text Analysis

Consider the following transcript of excerpts of an interview between "HP" a native English speaker and "N," a native speaker of Teochew, (a dialect of Chinese). N is a waitress in Singapore who first learned English in a Singaporean primary school. In a well-organized, well-developed essay, identify 2-3 prominent error patterns in N's speech, supporting your analysis with examples from the interview transcript. For example, you could describe recurring morphological, syntactic and/or phonological patterns in N's utterances. For each pattern, discuss possible sources of it, drawing on relevant theory and research in second language acquisition.

HP: What school did you go to?

N: Around my parent staying, Perryman Secondary School. There's number of schools there. There's also got churches there.

HP: Mmm.

N: Catholic churches there.

HP: Are you a Catholic?

N: I am Methodist.

HP: Tell me about your school.

N: Is small. Geylang Methodist School is called.

HP: Ahem

N: From Primary One to Secondary. Then I transfer myself to Tomlin (?) School. Is government school.

HP: Were your lessons in English or in Chinese?

N: We speak English.

HP: Are there many schools where you speak only Chinese?

N: Chinese? Ya, is. My place there I got one, Kong Kong Yang School.

HP: Did you learn Chinese at school?

N: Ya-only as subject.

HP: Did they teach any Malay at your school?

N: Ah Malay-ya a few.

HP: A few?

N: Number ah. Depends ah. Some of them they take Malay as one dialect' and some they take two dialect ' , that means the Chinese and the Malay. They take two types.

HP: Oh I see. What about your own dialect? Are you Hokkien?

N: No I am a Teochew

HP: Tell me a bit more about your school. When you went to Primary School did you get religious instruction?

N: Ya, we have. When I am schooling in Primary Two to Six we studying mostly from bibles. Actually from Primary One we don't do that lah. We jus ' - we get lesson about scripture. So we studying we sing songs-sometime we learn gospel.

HP: Tell me a bit more about your parents. Do they come from China?

N: My mum's parent they come from China. My other grandmother is a Baba Teochew-you know baba?

HP: She was born in Singapore.

N: Ya, Singapore. My grandmother she speak Teochew an' she speak Malay, Baba Malay. Sometimes she wear sarong.

HP: What do you speak to your grandmother?

N: I speak Teochew. To my paren' I speak Teochew an' Hokkien and sometime English.

HP: And with your sisters?

N: We speak mostly English.

HP: And do both your parents understand English?

N: Ya. My father know to speak but my mother do not.

Source: Gass, S., Sorace, A., & Selinker, L. (1999) (2nd ed.). Problem 5.2: Oral interview, in *Second language learning data analysis* (pp. 80-81). Mahwah, NJ: Lawrence Erlbaum.

Sample Question—

Applied Linguistics & TESL Take-Home Component

You have just been offered an ESL teaching job at a school site (You imagine the context: high school, community college, intensive ESL center overseas, etc.). The program coordinator has asked you to begin the design of a new semester-long ESL class to be offered at your school site in the coming academic year.

In a well-organized, well-developed paper, do the following:

- 1, Explain the context of the teaching site and the target student population.
- 2, Identify approaches to second language acquisition (SLA) that will inform the design of your new class.
- 3, Explain how the concepts of "input" and "interaction" have been viewed in the SLA research you have cited above, and how your course planning will take findings from SLA on input and interaction into consideration.
- 4, Describe in detail one activity or assignment that you would include in this course, and discuss how it reflects the approaches to input, interaction and SLA that you describe above.

