CONSTRUCTING IDENTITY/CREATING CONSUBSTANTIALITY: HOW COMMUNITY COLLEGE BASIC WRITING SYLLABI COMMUNICATE "WE"

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BY

ERIKA JOHNSON B.A., M.A., M.S.

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DEDICATION

This dissertation is for all the black and brown women in my life and in higher education, who were told and are told you can't. Well sis, you can.

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ABSTRACT

ERIKA JOHNSON

CONSTRUCTING IDENTITY/CREATING CONSUBSTANTIALITY:
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AUGUST 2017

This is the first digital dissertation filed at Texas Woman's University. It is a hypertextual document. Below is a video, also on YouTube, to assist in perusing this dissertation. QuickTime is necessary to view the video here.

Exploration is similarly part of the goal in this dissertation in using Linguistic Inquiry Word Count 2015 to isolate the pronouns I, you, and we, (as well as students, professor, and instructor, which function as synonyms for the persons represented by these pronouns) in analyzing 1129 Basic Writing syllabi from North Central Texas College, Tarrant County College District, and Dallas County Community College District. I then apply a multiple pass narrative coding system (Saldaña) to locate and dissect dialogism and power. Drawing on the cultural rhetorical theory of "constellating," I rely on a multi-theory approach (Powell et al.): Bakhtin's concept of

heteroglossia, Perelman and Olbrechts-Tyteca's ideas about establishing communion with the audience, and Burke's theories on identification and consubstantiality provide multiple lenses facilitating my analysis of meaning making, communication, and practices of linguistic efficacy in Basic Writing syllabi. Robert R. Johnson's user-centered theory suggests how and why linguistic and rhetorical change should occur to generate more usable and user-centered syllabi, for Basic Writing or any other course, a vital step for all who value student success. bell hooks's engaged pedagogy aids in explicating why I offer preliminary recommendations regarding how teachers across disciplines conceptualize syllabi.

Basic Writing syllabi are the crux of my study because they are pedagogy, and pedagogy matters because it is not just what we do, it is part of who we are as faculty and effects who we want students to be and become. Thus, the goals of this research are to understand the impact of syllabi from a user-centered perspective, and to issue a call for change in how we perceive and use specific linguistic elements in constructing all syllabi, specifically those for Basic Writing.

Basic Writing is fraught with danger because of its unique situatedness in the academy, because of its constant battle for relevance, and because it populated by students who might not otherwise have access to higher education without the existence of Basic Writing. Basic Writing syllabi are narratives for survival. However, Basic Writing syllabi can also be paths towards probable student success; as such there are important pedagogical implications in their construction, across disciplines. Syllabi are vital to the effective facilitation of any course, but even more so in Basic Writing. As multi-voiced pedagogical documents under the guise of monovoiced pedagogical documents, their audience(s) and purpose(s) are complex. Considering students do

indeed transform or at least are expected to transform to become college level students in Basic Writing, it follows that faculty would similarly transform, at a minimum pedagogically and at a maximum personally.

What I have done here in this dissertation is a step towards considering and comprehending how language within texts that are informative of "being" and "becoming" facilitate the creation of academic identity for students, instructors, and even institutions. Such consideration and comprehension are vital to ensuring content does not obscure intention, to ensuring effective communication of student learning, and to ensuring faculty have voices in pedagogical documents, so these documents are not more reflective of political maneuvering than educational success.

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CHAPTER I

DESCRIPTION

I am a Basic Writer. My first undergraduate course was Basic Writing. I grew up in a bilingual Spanish/English household, but I do not speak Spanish. I am unsure if that was part of the reason why, upon taking the Texas Academic Skills Program (TASP) test, I was placed into Developmental English at The University of Texas at El Paso (UTEP). I recall writing three essays in that class: a narrative essay, a process essay, and an argument essay. The narrative essay was a mere story: I learned how to write an academic story. The process essay was a team essay: I learned how to write with a team. The argument essay was the last essay of the course as a culmination of learned writing skill throughout that semester. I do not recall the topic for the narrative essay nor the process essay, but I do clearly remember the argument essay topic.

I recall what the professor wrote on the top of that essay: "this topic is not suitable for a college level class." My essay was about why I chose to attend UTEP. The culmination of my writing for that semester, my first semester in college, was unsuitable. I knew the course did not count for my degree plan. I knew the course did not count for college credit, but I thought I had transformed, I thought I had become a college student who knew what would suffice for the college credit English, which would be the next course after passing Developmental English. In that brief comment written on my essay, I knew I had not. I had not changed, my writing had not changed, because I was not yet a college level writer. I was persuaded, in that comment, that what I thought I learned was for naught.

I offer the brief anecdote because my first foray into higher education broke me down. I am unsure if anyone who is not a Basic Writer can fully comprehend what it

means to take Basic Writing or what it means to have a professor deem work unsuitable for a pre-college level course. I am unsure that I have even fully "recovered" from that comment because I still remember it to this day.

Even though I am long past that Basic Writing course, I often still feel pangs of being "unsuitable" and of not becoming, which is part of why I write this dissertation. I write this dissertation as argument, as analysis, and as commentary on Basic Writing pedagogy. I write this dissertation to bring more attention to Basic Writing syllabi as part of pedagogy. I write this dissertation as an examination to focus or re-focus on how specific words in Basic Writing syllabi as pedagogical documents that facilitate a being, a becoming, and a transformation inherent in Basic Writing. I write this dissertation as a Basic Writer who has been, who has become, and who is still transforming as a college-level writer.

Because this dissertation is an argument for change, I depart from a single theorist approach in analysis. Because a part of this work comments on and analyzes the inherent multiplicity of voices in all syllabi, I do not apply a solitary theory to explicate and shore up my arguments. All syllabi are multi-voiced texts because that is a province of documents curated with information from multiple departments. For example, every syllabus at a public institution of higher education will have an academic honesty/dishonesty and a disability/accessibility statement or links to such statements in a student handbook. Neither of those statements are likely created by any specific instructor or any specific discipline because they will come from departments outside of any specific office. In this sense, there are already additional voices in all pedagogical documents that are seemingly created by faculty members teaching courses.

As multi-voiced pedagogical documents under the guise of monovoiced pedagogical documents, all syllabi warrant applying a multi-theory and multi-theorist approach for analysis and argument. I apply multiple theories and theorists in this dissertation because this approach, as Malea Powell comments in "Our Story Begins Here: "Constellating Cultural Rhetorics," "allows for all the meaning making practices and their relationships to matter" (Powell et. al. Act I scene 2). Meaning making is an essential part of Basic Writing because of the inability to consistently make meaning in academic writing is one of numerous reasons why students are placed into Basic Writing. Furthermore, Constellating Cultural Rhetorics "allows for multiply situated subjects to connect to multiple discourses at the same time, as well as for those relationships (among subjects, among discourses, among kinds of connections) to shift and change without holding a subject captive" (Powell et. al. Act I scene 2). Naturally, there is more room for movement in applying multiple theories and theorists, there is more creative ability to interweave writing, theory, and practice (Powell et. al. Act I scene 2). What is more, it not simply the interweaving of theories and theorists that matters in Constellating Cultural Rhetorics, it is the ability to navigate complex structures, to acknowledge and subvert dominant discourses and subject positions within the academy that we are exceptions and complicit (Powell et. al Act I scene 2).

In applying multiple theories and theorists, I am moving away from a notion of using solitary theory analysis because multiple theories allow for multiple perspectives, multiple directions of analysis, and multiple ways of knowing. Applying Mikhail Bakhtin's heteroglossia, Chaim Perelman and Lucie Olbrechts-Tyteca's establishing communion with the audience, and Kenneth Burke's identification and consubstantiality provides multiple lenses that all facilitate my analysis of meaning

making, communication, and practices of linguistic efficacy in Basic Writing syllabi. I further explicate these theories and connect each to the linguistic analysis focus of this dissertation in **CORE MATERIALS**.

I am analyzing multiple Basic Writing syllabi, multiple positions, multiple connections, and multiple shifts because these are provinces of Basic Writing and specifically Basic Writing syllabi. Various techniques of persuasion are necessary because of Basic Writing lack the inherent, extrinsic value of college credit. Unlike college credit bearing English courses syllabi, Basic Writing syllabi must communicate not only the value of a marginalized course to students who receive no academic credit towards a degree for the course, but also to higher education governing bodies, such as The Southern Association of Colleges and Schools (SACS), that do not even see the value in requiring a degree higher than a bachelor's degree to teach Basic Writing.

Connecting heteroglossia, establishing communion with the audience, and identification and consubstantiality together are complimentary to one another, not identical or redundant. All of these theories are essential; all of these theories are necessary to explicate my dissertation. No single theory does or can do what all these theories do to facilitate achieving my end goal in composing this dissertation, which is to understand the impact of syllabi from a user-centered perspective, and to call for change in how we perceive and use specific linguistic elements in constructing and curating all syllabi and specifically Basic Writing syllabi. This is also done using Robert R. Johnson's user-centered theory to illustrate how and why linguistic and rhetorical change should occur whilst applying multiple theories of discourse, argument, and identification and consubstantiality.

Finally, and as further impetus for this study, the first course I ever taught in higher education was Basic Writing at a community college in El Paso, Texas. I have more than a professional stake in Basic Writing pedagogy, which includes Basic Writing syllabi content and arrangement. I am also an advocate for shaping or rather reshaping perceptions about Basic Writing and students who take these courses in order to situate the unsituated. As a Basic Writer, as a teacher of Basic Writing, and as an advocate for change in the facilitation of Basic Writing, I have a social responsibility to examine all facets of Basic Writing, which includes examining the communicative prowess of Basic Writing syllabi.

Basic Writing's Situatedness

Basic Writing exists on the fringe of the English discipline. It is often situated at community colleges rather than universities, and it carries no academic credit. Thus, Basic Writing is not widely regarded as a course of value in a similar manner as English Composition I. Basic Writing courses are of monetary value for institutions that offer such courses because students, who are placed by standardized tests into Basic Writing, must still pay for such courses. We will see that implicit adversarial relationship exists among higher education when I explicate the historical connotation and situatedness of Basic Writing in **REQUIREMENTS**.

Basic Writing is frequent target for assault both within and outside higher education because of its situatedness of within the academy but outside of academic-level credit. Basic Writing can be perceived as a means of support for underprepared students or a construct for exclusion. However, Basic Writing is essential for students who simply need more time to hone their academic writing prowess. Basic Writing opens important discussions about the English discipline because it continues to forge

new ground into instruction and critical dialogue on what Basic Writing does, what it is supposed to do, and what it actually does with regard to faculty and students.

Unfortunately, devaluing Basic Writing is a characteristic of its existence, which is something teachers of Basic Writing know all too well. No standard academic measure of qualifications to teach Basic Writing currently exists at numerous institutions. According to the SACS website, a bachelor's degree in any discipline will suffice to teach Basic Writing, which means it is not even valued as a course necessary for the advanced education of a graduate degree. Faculty teaching courses not designed to transfer to a bachelor's degree, as is the case with Basic Writing, are only required to have a bachelor's or associate's degree and demonstrated competencies in the teaching discipline (Southern Association of Colleges and Schools). In contrast, the SACS website requires a "doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) to teach courses that transfer to a bachelor's degree." No such provisions exist with regard to Basic Writing because it is seen at a "remediating" class, and it does not count towards graduation requirements for any degree in any discipline. Thus, Basic Writing occupies a liminal space: it is an in-between course that is within the academy, but outside of academic-level credit, for students not yet seen as qualified to be students. Basic Writing can facilitate a pathway to academic success for under-prepared students, or it can be yet another means of academic oppression for students placed into the course. For these reasons and many more, this dissertation argues for an in-depth investigation into Basic Writing, and most specifically Basic Writing syllabi.

All syllabi are essential pedagogical documents, and they are a genre. Charles Bazerman argues that genres "typify many things beyond textual form, they are part of the way that humans give shape to social activity" (317). Genres qualify structures; they create and sustain actions, and they effect comprehensions of actions and situations (Bazerman 310-12). In this sense, I argue that the situation to be comprehended is Basic Writing and actions are constructions of Basic Writing syllabi. Essentially, what we already know about Basic Writing in its historical construction and situatedness bears on how such courses and syllabi are defined and even understood. What is more, even though Bazerman is not specifically discussing Basic Writing syllabi, I argue that they contain Bazerman's identifiable cycles of information and activities that indeed structure expectations and consequences, and those consequences are more devastating than college credit bearing English Composition courses.

My study on Basic Writing syllabi is not just research for the sake of research. My study is an argument for change; it is an argument for bell hooks's engaged pedagogy, which emphasizes how "teachers must be actively committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students" (15). It is an argument for an innovative Basic Writing theory. hooks's engaged pedagogy takes a Freirerian perspective that demands more of students. It demands or rather compels increased student responsibility in their own education. hooks's pedagogy and my own Basic Writing theory are also practices of freedom in that responsibility for both students and faculty to work together even when faculty guidance is rebuked.

To best provide a more firm grounding for students and faculty in Basic Writing, I seek to situate the unsituated. I curate a Basic Writing pedagogy theory that combines Mikhail Bakhtin's heteroglossia as a theory of discourse, Chaim Perelman and Lucie Olbrechts-Tyteca's establishing communion with the audience as a theory of argument, and Kenneth Burke's identification and consubstantiality as theories of change and transformation and persuasion and distinction. I seek to ascertain multiple voices within Basic Writing syllabi because they are pedagogical documents that aid identification formation necessary to establish communion with the audience for consubstantiality. My dissertation is grounding for further inquiry and analysis on Basic Writing syllabi as vital pedagogical documents. My study prompts significant discussions on the various goals, purposes and intentions of Basic Writing as revealed through using techniques of discourse analysis, a method chosen because it furthers critical dialogue on discourse, power, and pedagogy.

Though I focus on Basic Writing syllabi, this theory is applicable to all syllabi in any discipline because all syllabi are versatile pedagogical documents-or at least they should be. While there are no guarantees that this theory of pedagogy derived from analyzing already existing Basic Writing syllabi will put an end to inherent marginalization and the ghettoization of Basic Writing, it compels recognizing and honoring faculty and student transformation throughout Basic Writing courses; it represents a similar type of transformation we ask of students in Basic Writing every semester. Furthermore, this study offers new avenues for following James Boyd White's constitutive rhetoric (as laid out by him in *When Words Lose Their Meaning: Constitutions and Reconstitutions of Language, Character, and Community)* because it does not create nor widen schisms, but instead creates unions in a collective identity.

Finally, what I do here re-focuses attention on linguistics and grammar in Basic Writing, but not as place of marginalization but as a space for faculty and student transformation and learning.

I begin, in this chapter, with a genealogical explication of the historical construction, connotation, and facilitation of Basic Writing in Texas. Chapter Two provides a literature review of syllabi analysis to concentrate on existing conversations about syllabi and reasons why there is a lack of analysis on Basic Writing syllabi. Chapter Three is theorist methods and methodology, which exemplifies how I comprehend Constellating Cultural Rhetorics as multiple viewpoints, multiple subject positions, and multiple discourses in applying multiple theories and theorists in this dissertation. I apply Barbara Johnstone's connotation of discourses analysis, Johnny Saldaña's explication of coding, an explication of Linguistic Inquiry and Word Count 2015 (LIWC2015); Michel Foucault's theories on power and discourse, heteroglossia and dialogism; Perelman and Olbrechts-establishing communion with the audience, Kenneth Burke's theories on identification and consubstantiality. Chapters Four, Five, and Six provide applications and analyses of aforementioned theories on each respective community college systems' Basic Writing syllabi. Finally, Chapter Seven provides rhetorical analysis of Basic Writing syllabi culled for this study, and a call for change. Included in the analysis and call for change are visual examples of revised Basic Writing syllabi for **NCTC** and **TCCD** with a summation and an argument for wider educational applicability. I do not provide a revised syllabus for **DCCCD** for a myriad of reasons. My reasons, my choice for not creating a revised, visual syllabus for DCCCD are more thoroughly explained in *Change*.

Basic Writing and CUNY

Basic Writing is a product of an ideological response to social and political unrest of the 1960s and 1970s. Universities, such as the City University of New York (CUNY), began open admissions policies that were largely driven by political and economic unrest of the 1970s from the Vietnam War (Otte and Williams-Mlynarczyk). The CUNY system guaranteed admissions to any city resident with a high school diploma (Otte and Williams-Mlynarczyk). CUNY admitted students who were not necessarily, by traditional standards, ready for college (Otte and Williams-Mlynarczyk). The policy heralded a new type of student, one that was "unskilled" in the subtle nuances of the academy and academic writing. Mina Shaughnessy, in *Errors and Expectations: A Guide for the Teacher of Basic Writing*, published in 1977, points out that these students, these "third group" students, were:

> those who had been left so far behind the others in their formal education that they appeared to have little chance of catching up, students whose difficulties with the written language seemed of a different order from those of the other groups, as if they had come, you might say from a different country, or at least through schools where even the very modest standards of high school literacy had not been met. (2)

Clearly, Shaughnessy's third group students are deemed below the academic standard, and some of these students were even perceived as illiterate and not able to be educated. Shaughnessy's first group was comprised of students whose writing skills would likely be deemed "college-ready" because they had a more firm grasp of traditional notions of literacy or being literate (2).Therefore, those first group students would have a higher probability for academic writing success than both the third and second group students.

Shaughnessy's second group comprised of students who seemed to have squeaked by in the secondary education (2). The second group may not necessarily excel at writing, but they would nonetheless more than likely "get by" with their level of already possessed writing skill (Shaughnessy 2). The second group would likely have difficulty on college level work, but their writing errors would not preclude them from college, and they would still have a higher probability of academic writing success than the third group students (Shaughnessy 2).

Shaughnessy's germinal book about Basic Writing is groundbreaking for a variety of reasons. She clearly identified conditions that led to our more formal connotations of students in Basic Writing and Basic Writing pedagogy. Her book also identified first, second and third group writers and what constitutes the type of writing in each group. According to Shaughnessy and later Mike Rose, the "third group" students can academically succeed in college-level work and their skills should not be perceived as inferior to college-level writing. Shaughnessy and Rose's books also make clear cases for more effective pedagogies to aid students in learning academic writing. Even with the more formal creation of Basic Writing during CUNY's open access admissions, the identification of academic writing skill or lack thereof, and the validation of students' academic writing potential, Basic Writing still exists as a "third group" course.

Basic Writing and construction of some parts of Basic Writing pedagogy are not without their critics. Min-zhan Lu, who has written numerous texts about literacy and pedagogy, argues that Shaughnessy's pedagogy is problematic. For Lu, Shaughnessy's text creates or furthers essentialist assumptions about students in Basic Writing. Furthermore, Lu argues that Shaughnessy misses an integral point of discourse conventions that centers on how students communicate meaning. Lu's argument

condemns Shaughnessy's presumed assumption about pedagogy that denies or rather ignores linguistic choices students make in their writing. Essentially, Lu argues that Shaughnessy ignores students' strategic writing prowess. Ira Shor, English professor with the CUNY system and ardent critic of Basic Writing's existence, asserts that "[Basic Writing] is a new way to maintain hegemony and the academic means of containment and oppression" (92). Shor is specifically commenting on what he calls the "Harvard line," a line created at the end of the nineteenth century that privileges conformity and determines what constitutes standard and non-standard writing. While Shor argues for an end to Basic Writing, Lu more so argues not for an end, but a turn away from a simplistic view of Basic Writing and students in Basic Writing.

However, it is important to note that whatever people think of Shaughnessy's work or Basic Writing in general, Basic Writing and Basic Writing pedagogy are necessary because learning is diverse. Students' linguistic capabilities are much too diverse to do away with courses that at a minimum provide necessary time to become more familiar with academic writing. Furthermore, Shaughnessy's argument about pedagogy playing a significant role in facilitating student writing is valid. It is additionally important to note that form and type of writing pedagogy is a long gestating argument with no clear solution of what absolutely works in all classrooms. Students are much too diverse to make deterministic judgements about pedagogy to aid in honing academic writing. Though I will discuss pedagogy in this dissertation, my argument is not absolute. I offer and argue for another way to perceive Basic Writing pedagogy. Unfortunately, Shor's "Harvard line" still exists today as students are placed by standardized tests into Basic Writing courses that are often separate from English departments. Such separation facilitates unsituatedness, a liminality that inherently

creates and facilitates a schism in academic identity; more specifically an ontological schism that I argue begins with Basic Writing syllabi.

Naturally, Basic Writing syllabi are not wholly divergent from syllabi in other disciplines received by college students upon entering any course: syllabi initiate a perception of self for the instructor, students, and institutions. Syllabi "must translate a set of beliefs, values and assumptions regarding power, education, and cognition into course contents, teaching practices, and learning experiences" (Fandiño). Indeed, syllabi set the immediate tone for any course; they explicate goals, guidelines, and assignments (Littlefield). Syllabi lay groundwork to comprehend how courses are rewarding endeavors, not just for students, but also faculty and institutions. As such, syllabi are beginning paths towards the probability of student academic success, so there are important pedagogical implications in their construction for all disciplines and all institutions that use syllabi. While all syllabi naturally serve as communicative documents, Basic Writing syllabi impart additional knowledge: they inform students how to meet specific requirements to get into college-level English. Further, Basic Writing syllabi are expressive of White's constitutive rhetoric, which explicates how language within texts facilitates the construction of collective identity, and constitutive rhetoric provides a lens for focusing on specific texts, which is part of what I do here with Basic Writing syllabi.

Unfortunately, Basic Writing syllabi are largely overlooked areas of pedagogical inquiry. My study fills a pedagogical chasm in Basic Writing research: the alarming lack of in-depth language analysis on Basic Writing syllabi. Such an analysis has the potential for diverse discipline applicability because discourse analysis is not solely an English discipline issue; it is a pedagogical issue. My study opens doors to wider

applicability of the techniques of discourse analysis, rhetorical theories, and how institutions should regard the communicative efficacy of syllabi.

Basic Writing syllabi are documents ripe for research because necessary scholarship in this area is severely lacking. Even though there is a multiplicity of articles, books, and presentations that expound upon the intellectual acuity of students placed into Basic Writing, the intellectual prowess of students placed into Basic Writing continues to be overlooked and derided. Since there is no existing research on Basic Writing syllabi similar to research on college-credit bearing syllabi, there is a gaping hole in Basic Writing pedagogy. The hole in Basic Writing pedagogy that specifically focuses on syllabi is representative of the historical unsituatedness of Basic Writing and really all marginalized courses. Basic Writing syllabi are ontological documents inasmuch as they are pedagogical documents, so this dissertation takes steps towards rectifying missing research on this pedagogically and ontologically significant area in Basic Writing pedagogy.

This next chapter, Core Materials, contains my methods and methodologies. Core Materials explicates the multiple theories and theorists I apply in this dissertation that constitute my understanding of what Constellating Cultural Rhetorics does, which is a way to honor relationships in building knowledge. I argue Constellating Cultural Rhetorics as methodology is about building communities of knowledge. In Core Materials, I explicate each theory and how it impacts comprehension of Basic Writing syllabi, the LIWC2015 software program and it uses for this study, and I explain why analysis of the communicate efficacy of pronouns in Basic Writing syllabi matters.

CHAPTER II

CORE MATERIALS

Syllabi in all disciplines are vital pedagogical documents; unfortunately, existing scholarship on syllabi is general in nature. While there are studies that examine syllabi construction, the purposes of the genre, and the importance of content (Eberly, Newton, and Wiggins; Habanek; Matejka and Kurke; Parkes and Harris; Slattery and Carlson; Thompson; Villanueva; Clark), how specific pronoun usage affects student perception of courses and instructors (Baecker), and how they are contracts (Comer) none of these studies focus on Basic Writing. Naturally, content is important because syllabi can be perceived as legal documents, and they are guidelines, rules, regulations, and procedures for the vital and effective facilitation courses. Though these previous studies provide a way in for discussing syllabi and even pronoun use, they all focus on syllabi from universities, not community colleges.

However, there is a more recent movement to more closely examine existing syllabi. For example, The Open Syllabus Project "is an effort to make the intellectual judgment embedded in syllabi relevant to broader explorations of teaching, publishing, and intellectual history." The Project was created by Dan Cohen, and it was originally the called "Million Syllabi," which eventually morphed into The Open Syllabus Project with assistance from Columbia University (*The Open Syllabus Project)*. To date, the project has collected over one million syllabi with no evident end in sight. Syllabi are culled from freely accessible university websites in the United States, though there are syllabi from one other continent and two additional countries (*The Open Syllabus Project*).

At present, The Open Syllabus Project does not yet track specific language; it does, however, track particular works taught (books and articles) to offer insight into the pedagogy of specific course and institutions. The future of The Open Syllabus Project is varied. The project visualizes texts taught; university locations where texts are taught, and frequency of texts taught, but specific language tracking and community college syllabi are not yet included. Such information needs to be and must be included because syllabi are also insights into pedagogy. Considering how some institutions regard syllabi as legal documents, a means of transparency, and guiding documents in the facilitation of higher education courses, words and phrases in syllabi should be tracked. Since it is part of the broader exploration of teaching, words and phrases in syllabi are also relevant to teaching. Furthermore, since there are more community colleges in the United States than there are universities, it makes sound research sense to include community colleges' syllabi. Considering community colleges generally have more campuses than universities and more sections and level of Basic Writing, it is alarming that Basic Writing syllabi have yet to be included in previous research.

Basic Writing Syllabi

Because of Basic Writing's situatedness in colleges, as not yet worthy of college credit, the words, phrases, and sentences used in syllabi are more significant than in college-level English courses. College-level English courses possess identities within the academy: one of necessity, one that is worth college credit, and one that is "real," one that "counts" for a college degree. The language of all syllabi are hegemonically driven because they are documents of power, and they have the potential to be even more so in Basic Writing. Since students in Basic Writing have already been deemed as lacking academic writing skills, they are more susceptible to the oppressive nature in honing

such skills. Reading these texts is a simple matter; however, comprehending who is being asked to do what, how, and even why is both subtle and obvious as illustrated in the use of pronouns.

Though there are fairly recent dissertations that do comment on Basic Writing syllabi, none proceeds in the magnitude of my dissertation, which covers five years of syllabi from three community college systems in North Texas. Kristy Leigh Hamm Forell, Tabitha R. Miller, and Janet Kirchner's respective dissertations do offer commentary on Basic Writing syllabi that range from student and faculty perceptions and assumptions about Basic Writing courses to how students in Basic Writing courses perceive their syllabi; however, none of these dissertations use techniques of discourse analysis.

Identifying and explicating pronoun usage in syllabi is treated in Christopher Alexander's dissertation entitled "'Subject to Change' – The Composition Course Syllabus and Intersections of Authority, Genre and Community." Alexander's 2010 dissertation "is an investigation of composition's disciplinary conceptions of the course syllabus, from its often-relegated position as textual object to a more interactive and complex subject of our discipline" (7). The crux of Alexander's argument in a section entitled "Gesturing Towards "Community" – Beyond the "We" is that "we" and "you" are textual attempts to establish "community" in the syllabus (172). According to Chaim Perelman and Lucie Olbrechts-Tyteca in *The New Rhetoric: A Treatise on Argumentation*, Alexander is correct about establishing community: Perelman and Olbrechts-Tyteca argue that such changes in pronouns are part of establishing communion with the audience, which is specifically called change in the number of persons (178). Change in the number of persons signifies where speakers identify with

the audience (178). Alexander further argues in paraphrasing Baecker's "Uncovering the Rhetoric of the Syllabus" that "all disciplines will often use the "we" pronoun in their course syllabi both to "soften" the authority we accept as a given and to maintain our own versions or visions of academic discourse communities" (60). Baecker argues that "we" is most surely not an inclusive pronoun. However, neither Baecker's article nor Alexander's dissertation analyze Basic Writing syllabi nor are their syllabi from community colleges. There is an overall lack of research that applies techniques of discourse analysis to Basic Writing syllabi, much less in multiple community college Basic Writing syllabi. Considering the large number of U.S. undergraduates who choose to attend community colleges, there is an obvious need for research that includes comparisons of community colleges systems. Such a gap in research reinforces the peripheral view of Basic Writing syllabi and highlights the lack of necessary research on these documents.

What follows, in chapters four to six of this dissertation, which can be useful in investigating multiple concerns in syllabi, is word analysis. More specifically, I analyze pronoun use in Basic Writing syllabi because these documents are not "just" policy documents. This analysis pays attention to diverse voices that impact the facilitation of Basic Writing, and pays attention to the *community* in community college. This analysis is the beginning of an examination into overlooked courses and its syllabi and unfortunately, overlooked and undervalued students. Each chapter in this dissertation examines 2010 to 2015 Basic Writing syllabi from NCTC and TCCD and 2012 to 2015 syllabi from DCCCD. Syllabi from 2010 to 2011 from DCCCD are not included in this study simply because they could not be found. In each community college chapter, I will use the techniques of discourse analysis to ascertain diverse voices within Basic Writing

syllabi, to determine situatedness in varied pronoun use, and how or if each institution establishes communion with the audience, and communicates or facilitates identification and creates consubstantiality.

Because of how language in Basic Writing syllabi function, I apply Barbara Johnstone's notion of discourse analysis. Johnstone argues that interest in language study is about what happens from language, not just language itself (3). Johnstone's methods of discourse analysis facilitates answering my questions of how in Basic Writing syllabi. How do these documents incorporate multiple voices; how do these documents go about establishing communion with the audience; how do these documents communicate identification; and how do these documents communicate constructing consubstantiality are all questions Johnstone's discourse analysis help me answer. To be more specific, I ascertain how specific language in Basic Writing syllabi argue for or rather attempts to persuade readers of the implied change or transformation that comes from succeeding in the course to become the implied college student that the situation calls of Basic Writing calls for.

I chose community colleges because they often administer more levels and sections of Basic Writing. Further, in the fall of 2013, 46% of all U.S. undergraduates were community college students (American Association of Community Colleges), which means that almost half of college students matriculate at community colleges. I chose Texas because the state has some of the largest community college systems in the nation (American Association of Community Colleges). I specifically chose **NCTC**, **TCCD,** and **DCCCD** because they are in close proximity to one another, so they may draw from the same potential pool of students and faculty – students often take courses at multiple campuses, and faculty frequently teach in multiple systems. I have also taught at least

one course at one campus in these districts. Finally, these three community colleges systems represent diverse approaches to handling and housing Basic Writing.

I focus this study on Basic Writing syllabi from spring 2010 – spring 2015 because this captures a significant change in Basic Writing curriculum. During the last five years, the state of Texas required all public institutions of higher education to integrate Developmental Reading with Basic Writing. Since Developmental Reading was integrated with Basic Writing, syllabi have become more "embedded within structured social activities and depends on previous texts that influence the social activity and organization" (Bazerman 311) because two courses became one. Previous texts in this case are not simply previous syllabi from a past semester; previous texts are from courses that contain different learning outcomes, different course goals, and different course description. Combining two courses into one course means adding, deleting, and rearranging content, so there must be attentiveness in syllabi construction and in syllabi language to ensure that content effectively communicates how to succeed in the course. This is more significant in Basic Writing syllabi because they are not only combining two already marginalized courses, but they must also still communicate how succeed in the course to then "become" a college level student.

All community college districts administration of Basic Writing are different. NCTC's five campuses-Bowie, Corinth, Flower Mound, Gainesville, and Graham-facilitate two levels of Basic Writing: 0300 Fundamentals of English I and 0305 Fundamentals of English II in one department, College Preparatory Studies department. TCCD's six campuses-Northeast, Northwest, South, Southeast, Trinity River, and TCC Connect-facilitate two levels of Basic Writing: 0324 Writing Techniques I and 0325 Writing Techniques II in one department, Academic Foundations. Finally, DCCCD's

eight colleges-Brookhaven College, Cedar Valley College, Eastfield College, El Centro College, Mountain View College, North Lake College, Richland College, and Dallas Colleges Online-facilitate three levels of Basic Writing: Developmental Writing Reading Integration (DWRI) 0090, 0091, and 0093 in a number of different departments, depending on the campus: Developmental Disciplines at Cedar Valley, Developmental Integrated Reading & Writing at Northlake, Developmental Studies at Mountain View, Learning Enrichment & Academic Development at Richland, and Developmental Writing at Brookhaven, El Centro, and Eastfield (Dallas County Community College District). The separate departments for Basic Writing with their own distinctive name have distinctive Basic Writing syllabi. With the required integration all highest levels of Basic Writing at each of these three community college systems changed: NCTC's highest level became Integrated Reading and Writing (INRW) 0405, TCCD's highest level became, Integrated Reading and Writing II (INRW) 0399, and DCCCD's highest level became Developmental Integrated Reading and Writing (DIRW) 0310.

Because of the unique situatedness of DCCCD, comprised of separate campuses within the same larger district, there are unique opportunities to apply techniques of discourse analysis. DCCCD Basic Writing syllabi are distinctive, but Basic Writing levels are not. Within these departments, DCCCD facilitates two different Basic Writing courses, Developmental Integrated Reading and Writing (DIRW) 0305 and 0310. For this study, I culled DWRI 0093 and DIRW 0310 because DWRI 0093 was the highest level of Basic Writing before the integration of Developmental Reading, DREA 0093. With the integration of developmental reading with Basic Writing, DWRI 0093 and DREA 0093 became DIRW 0310.

The purpose of this study is not to investigate separate departments nor diverse course titles; however, such separation may lead to unforeseen and unintentional schisms in academic identity, since academic writing is taught, but courses are outside of English departments where academic writing is taught. All syllabi culled for this study are HB 2504 compliant, which means they need only contain specific information required by the Texas legislature. Syllabi that are normally posted on an institution's website, then, may be substantially different from those given to students in the classroom, usually much briefer.

Research on syllabi from three community college systems in North Texas will provide a limited reading of Basic Writing syllabi, but reasonable conclusions can be drawn from this dataset. This beginning is pedagogically necessary, because Basic Writing syllabi are part of the larger whole of community college and university education. Such research initiate necessary conversations into what developmental courses are supposed to do and what they actually do with regard to institutions, faculty, and students. Institutions and faculty alike must continue to find new ways to ensure students succeed, specifically in Basic Writing where students, who are identified as lacking, are often also most vested in higher education success. Thus, we need to comprehend how Basic Writing syllabi, vital pedagogical documents and one of the first documents students receive, can better incorporate the multiple voices in its creation and facilitation; communicate and build community; and create spaces for academic identity for under or ill-prepared students, which then reinforce the probability for academic success.

My first focus is pronouns. According to Baecker's summation of Muhlhausler and Harre's book on pronouns and their effect on the construction of social and

personal identity, pronouns are important because they "establish moral responsibility for both the illocutionary and perlocutionary effects of a speech act" (61). Essentially, Baecker argues pronouns are foundational in accountability for speakers and hearers, or in the case of my research, readers. Pronouns also highlight collaboration and authority, or the lack thereof. Thus, I focus on "I," "you," and "we" in my search for pronouns. I also search for "professor" and "instructor" as synonyms for "I" and "student" and "students" as synonyms for "you" because an understood audience for syllabi are students, which is "you" and because understood creators of syllabi are professors, which is "I." I focus on location, frequency, and type of pronouns and their synonyms in Basic Writing syllabi to discern multiplicity of voices within these texts as explicated in heteroglossia. I code these pronouns and synonyms for pronouns for inferences of establishing communion with the audience, identification, and shared principles towards consubstantiality.

Because of the liminal space Basic Writing occupies within the academy, power for Basic Writing teachers may only exist in classrooms. For example, when the state of Texas required the integration of Developmental Reading with Basic Writing, Basic Writing teachers had to almost become purveyors for Developmental Reading too, so a modicum of power may exist in facilitating these courses, but not necessarily in their creation. Thus, there are diverse ideologies at work within Basic Writing and Basic Writing syllabi because they are multi-voiced texts, echoing with the voices instructor, discipline, institution, and even the state. Reading these texts is a simple matter, but there are more subtle conversations occurring within Basic Writing syllabi that require more in-depth ontological comprehension.

An ontological lens matters because of a persistent perception of Basic Writing as inferior. Ellen Cushman and Mary M. Juzwik, noted language and literacy scholars, cite Deborah Brandt, explaining that "themes of shame and vulnerability that seem to emerge in the empirical accounts of how people experience writing in their lives" (90). Experiences with writing facilitate an ontological perspective-a way of being and becoming that also drives some of this research on Basic Writing syllabi. Though "being" and "becoming" in ontology is most commonly understood in philosophy, this ontological "being" and "becoming" has a place in writing. Robert Yagelski, author of numerous texts on student writing, comments that "when we write, we enact a sense of ourselves as beings in the world. In this regard, writing both shapes and reflects our sense of who we are in relation to each other and the world around us" (7-8). Yagelski is not referring to Basic Writing syllabi, but Basic Writing syllabi serve as documents to instruct students how to be/have in Basic Writing to then become college level writers in English Composition I. Additionally, it is not just the writing in Basic Writing syllabi that conjures a sense of self for faculty, departments, and institutions, but also how such documents require students to become college-level writers who enact a sense of self. Basic Writing syllabi initiate a perception of self within the course and even the academy, this same perception of unsituatedness and placelessness inherent in Basic Writing courses. This perception may also shape teachers, since they are situated as authorities of these courses, and yet they may have very little control of course content including syllabi.

Noted 20th century rhetorician Kenneth Burke's theory of consubstantiality provides a lens to comprehend how Basic Writing syllabi can be a space of effective integration rather than assimilation. For Burke, is consubstantiality is "two persons

[who] may be identified in terms of some principle they share in common, an 'identification' that does not deny their distinctions" (*A Rhetoric of Motives* 21). Further, two persons are not the same; they are different, but persuasion is significant here because it is a vehicle that affects how or if one person identifies with the other person, even if their interests are not joined (*A Rhetoric of Motives* 20). Basic Writing syllabi can be seen to function in this way because the information in such documents can bring people together, but they also serve as a means of separation, something already inherent in the facilitation of Basic Writing. Burke does argue that consubstantiality may be explicit or implicit (*A Rhetoric of Motives* 21). However, in Basic Writing courses that are already marginalized in the academy and even society, I argue that syllabi must not do one or the other; they must do both because of the unique situatedness of Basic Writing. This study will not only examine how consubstantiality is reflected in Basic Writing syllabi, but also how and why such communication can be both beneficial and detrimental to Basic Writing goals for students and faculty and even disciplines that house these courses.

To ascertain and understand how language-or even *if* language-in Basic Writing syllabi functions, this study will also apply Mikhail Bakhtin's theory of heteroglossia and Chaim Perelman and Lucie Olbrechts-Tyteca's theory of establishing communion with the audience. Heteroglossia assists in not only highlighting styles of discourse or points of view in syllabi, but it also highlights differences in multiple voices attempting to persuade readers that interests are joined. Heteroglossia, to paraphrase Bakhtin, is the multiplicity and diversity of languages with one language (*The Dialogic Imagination: Four Essays* 428), and there are obvious "centripetal" and "centrifugal" (Morson and Emerson 30) forces within the document. Centripetal forces "seek to

impose order on an essentially heterogeneous and messy world," and centrifugal forces "either purposefully or *for no particular reason* (emphasis theirs) continually disrupt that order" (Morson and Emerson 30). There are multiple voices in Basic Writing syllabi that do not necessarily include students, yet they speak directly to students, and Basic Writing, at its core, seeks to impose order in writing. What is more, Basic Writing syllabi, I argue, ". . . [strive] rather to determine the very bases of our ideological interrelations with the world, the very basis of our behavior; it [they] performs here as *authoritative discourse* [emphasis original], and an *internally persuasive discourse* [emphasis not mine]," (Bakhtin, *The Dialogic Imagination: Four Essays* 342). Further, "both the authority of discourse and its internal persuasiveness may be united in a single word-one that is simultaneously authoritative and internally persuasive-despite the profound differences between these two categories of alien discourse" (Bakhtin, *The Dialogic Imagination: Four Essays* 342). While this study does indeed analyze specific words, I am most focused on the integration of words that emphasize authoritative discourse and internally persuasive discourse. Though Bakhtin argues this unity is rare and even diametrically opposed (*The Dialogic Imagination: Four Essays* 342), I argue that Basic Writing syllabi are the rarity; they are not the exception, rather they are the rule that seemingly combines authoritative discourse and internally persuasive discourse as a genre to facilitate ideological becoming.

While Basic Writing syllabi express uniformity, they simultaneously attempt to build community and unity, which is how Perelman and Olbrechts-Tyteca's theory of establishing communion can be seen to function within Basic Writing syllabi. In Perelman and Olbrechts-Tyteca's theory of communion with the audience, "the speaker tries to establish a sense of communion centered around particular values recognized by

the audience, and to this end he uses the whole range of means available to the rhetorician for purposes of amplification and enhancement" (51). Communion with the audience "endeavors to get [the] audience to participate actively in [the] exposition" and it is increased by figures that provide "references to a common culture, tradition or past" and it (Perelman and Olbrechts-Tyteca 177-78). Basically, in an effort to become one with the audience, a speaker will use a variety of methods to form connections that may either change minds or strengthen beliefs. This is partly achieved by change in the number of persons, when speaker move from "I" to "we," which is an attempt to identify with the audience (Perelman and Olbrechts-Tyteca 178). Establishing communion with the audience creates connections with diverse voices; Bakhtin's heteroglossia highlights the multiplicity and diversity of languages within one language (*The Dialogic Imagination: Four Essays* 428). This, then, furthers the analysis of how heteroglossia and establishing communion with the audience are exemplified in Basic Writing syllabi to comprehend not only how language within Basic Writing syllabi functions in creating academic identification, but also possibly why.

My research uses narrative coding as defined and explained by Johnny Saldaña in *The Coding Manual for Qualitative Researchers*. Narrative coding "blends concepts form the humanities, literary criticism, and the social sciences [. . .]" (Saldaña 131). One such concept in humanities and literary criticism is *bildungsroman*. *Bildungsroman*, a German literary criticism term Bakhtin references in *Speech Genres & Other Late Essays,* means "a novel education." Bildungsroman concerns "the story of a person's individual growth and development within the context of a defined social order. It is characterized by the growth, education, and development of a character both in the world and ultimately within himself" (Mlakar 123). Obviously, there is no single

character in syllabi because each contains numerous voices; however, students in Basic Writing courses are supposed to hone their writing skills, thereby growing as writers to then "become" college level writers. As such, they are assumed central characters. Mlakar is not talking about Basic Writing, but I argue Mlakar's context is Basic Writing and the social order is defined within the context of these courses and syllabi. Bakhtin further states, "in and of itself the conception of the world as an experience, a school was very productive in the bildungsroman" (*Speech Genres & Other Late Essays* 23). Furthermore, "it changed for the one studying in it only during the process of study" (Bakhtin, *Speech Genres & Other Late Essays* 23). Obviously, Bakhtin is referencing actual time in a novel, but Basic Writing syllabi imply time throughout a semester to "become" college level writers. Furthermore, though syllabi are not novels, they facilitate novel education, a becoming. Though syllabi are not stories in the traditional sense of novels, they do tell stories; they are coming of age instructionals into higher education.

Basic Writing courses and syllabi are characterized by a growth in knowledge, and students placed into such courses are developing knowledges within the larger context of the world and themselves. Narrative coding "is particularly suitable for such inquiries as identity development; psychological, social, and cultural meaning and values; critical/feminist studies; and documentation of the life course" (Saldaña 132). Ontological, narrative coding is the best, most appropriate coding method for analysis because this dissertation analyzes pronouns and their synonyms in Basic Writing syllabi and their effect on possibilities of identification and creating consubstantiality.

Narrative coding for Basic Writing syllabi is a multiple-review cycle with extensive coding processes meant, in this study, to locate and dissect dialogism, power,

and the story type of survivor narrative or rather a survival narrative. All syllabi communicate; their purpose is to inform readers of courses, disciplines, and even entire institutions as well as course expectations. At their core, syllabi are rhetorical documents because they are strategic, situated discourse. Indeed, syllabi are a genre; they require specific content and even some require specific form to be called syllabi. Basic Writing syllabi, however, are not just rhetorical documents; they are hybrid constructions about power, and they illustrate not just existence in being and becoming, but also how to survive courses that could very well end academic careers before they even have a chance to begin.

Pronouns are rhetorical figures in rhetorical documents that are Basic Writing syllabi, which function as forms of persuasion. Rhetorical figures are motives that induce audience agreement in proposed arguments (Perelman and Olbrechts-Tyteca 179). The immediate audience for syllabi are students. Students, if they do not already believe so because of the situatedness of Basic Writing, must be persuaded that course goals, outcomes, and learning objectives in Basic Writing syllabi will succeed in changing their "not yet" and "not ready" to become the implied college in "students." How pronouns such as "I," "we," "you" and what I argue are pronoun synonyms of "professor," "instructor," "student," and "students" are employed in Basic Writing syllabi, where they are employed and even their multiple uses are all facets of persuasion. As rhetorical figures, ascertaining how they induce agreement or if they are likely to induce agreement in pedagogical documents is integral to the effective facilitation of Basic Writing. **"**Students," if they do not already believe so because of the situatedness of Basic Writing, must be persuaded that course goals, outcomes, and

learning objectives in Basic Writing syllabi will succeed in changing their "not yet" and "not ready" to become the implied college in "students."

Linguistic Inquiry and Word Count 2015 (LIWC2015)

Linguistic Inquiry and Word Count (LIWC) is exactly as it sounds; it is a word count program, but it is more sophisticated than merely counting words. LIWC was created by James W. Pennebaker, Chair of Psychology at the University of Texas at Austin (Discover LIWC2015), and it is similar in function to NVivo Coding. I did not use NVivo because, while NVivo is also useful for qualitative data analysis, it does not provide an extensive means to comprehend word families nor how words might be functioning within texts. Further, in analyzing over 1,000 syllabi from DCCCD alone, I needed software to isolate not only word families, so could then ascertain word meaning in the communicative efficacy of Basic Writing syllabi, but also assist in my analysis of linguistic differences and change over time on those syllabi. LIWC does that because it locate words in documents, then sifts through its dictionary to create percentages of word dimensions. I specifically use LIWC2015 to undertake detailed searches for pronouns and their synonyms to ascertain meaning because this version has a larger dictionary than previous iterations, and users can now add words to that dictionary (a feature not previously available) as was done for this study.

LIWC2015 is a more advanced textual analysis system for deducing possible meaning in various word uses. According to Pennebacker, LIWC2015 co-creator, Ryan L. Boyd, and Kayla Jordan, LIWC was created "to provide an efficient and effective method for studying various emotional, cognitive, and structural components present individuals' verbal and written speech samples" (Discover LIWC2015 1). Pennebaker and Molly E. Ireland make such a case in "Using Literature to Understand Authors: The Case for

Computerized Text Analysis." In the article, Pennebaker and Ireland argue how functions words (pronouns) impact texts context, how they impact the context of everyday life, and how they are overlooked in linguistic study of texts, thus, requiring study. Most significantly, the article explicates how function words facilitate the study of the psychology of collaborations (Pennebaker and Ireland 44-45) in texts, which is part of what of do here since syllabi are inherently and implicitly collaborative documents.

LIWC2015 contains 80 dimensions with thousands of overlapping words. Creating dimensions was a seven-step process that included thousands of diverse texts, such as Roget's Thesaurus and English dictionaries (Pennebaker et. al 7). While word search is important, the LIWC2015 dictionary is vital for effective textual analysis (Pennebaker et. al, The Development and Psychometric Properties of LIWC2015 1). Users may create dictionaries in LIWC2015 (Pennebaker et. al, "Linguistic Inquiry and Word Count: LIWC2015 Operator's Manual" 12). The dictionary defines and assigns dimensions (Tausczik and Pennebaker 27). The Development and Psychometric Properties of LIWC2015 offers the example of the word *cried (2). Cried* is an affect, an emotion, a verb, and past tense. Affect, verb, emotion, and past tense would be dimensions and cried would be in all those dimensions.

LIWC2015 is only as effective as its users. Users upload texts and using the standard LIWC2015 dictionaries or their own custom dictionaries, perform a word count and word search. A bad search may yield bad data. LIWC2015 does make it easier to interpret how texts communicate information in specific words employed. I use LIWC2015 to search for pronouns and what I perceive as synonyms for pronouns in Basic Writing syllabi. Pronouns are part of everyday language, and there is a psychological premise for their use. According to Cindy K. Chung and James W. Pennebaker in "The Psychological Function of Functions Words," function words

indicate how people convey a message; they are stylistic, and they are indicative of personality and word style (345, 347); they have a significant impact on audiences, and "pronouns and verb tense are useful linguistic elements that can help identify focus, which, in turn, can show priorities, intentions, and processing" (Tausczik and Pennebaker 31).

I use LIWC2015 in the first review of syllabi to locate pronouns and what I deem as synonyms for specific pronouns in culled Basic Writing syllabi from NCTC, TCCD, and DCCCD. I then apply Saldaña's elemental methods (59), which is a part of the initial step in coding processes. Elemental methods set the scene for what is to come in proceeding cycles in the coding process (Saldaña 263) that began with searching for pronouns and their synonyms. The pronouns I searched for in all Basic Writing syllabi are "we" "I" and "you," which are already a part of LIWC2015 dictionary. I also had what I deem as synonyms for "I" and "you," "professor," "instructor," "student," and "students," added to the LIWC2015 dictionary because of the context for this study.

The first review of syllabi is to locate pronouns and specific synonyms for pronouns in Basic Writing syllabi. The second review is for specific function words in specific sections of syllabi. The third review is for the multiplicity of function words in specific sections. The fourth review is to ascertain changes in function word location in syllabi from 2010 to 2015. The fifth and final review is deriving/assigning meaning. Each coding processes may stand alone with the exception of the fifth review in coding, but all are necessary to fully comprehend the communicative possibilities in these Basic Writing syllabi. While LIWC does reduce some of the work load in identifying and analyzing pronouns and pronoun synonyms, it is still only a tool, and it cannot automate the analytic processes described here. I undertook "prioritizing, integrating,

synthesizing, abstracting, conceptualizing, and theory building" (Saldaña 59) to curate a contemporary theory for Basic Writing pedagogy.

Using the techniques of discourse analysis requires in-depth examination of language to make assertions about implicit arguments. While using Basic Writing syllabi as artifacts to apply techniques of discourse analysis may seem unnecessary or even inconsequential, it is most assuredly not. For the simple reason that syllabi are cross-discipline pedagogical documents, they require analysis. Because of syllabi ubiquity, they have become documents that we acknowledge as vital to the effective facilitation of courses, but there is not enough investigation into their impact on students. Basic Writing is a marginalized course often populated by marginalized voices, so it requires regular scrutiny to at least insure that syllabi are not further marginalizing the already marginalized. Because there are unique power structures in the construction and facilitation of Basic Writing and Basic Writing syllabi, syllabi warrant analysis. Finally, Basic Writing syllabi instantiate courses, faculty, and departments, they warrant research, analysis, and, as this dissertation will support, possibly change.

All reviews are simultaneously occurring within each other, which is similar to how Linda Flower and John R. Hayes explicate the writing process in "A Cognitive Theory of Writing." Flower and Hayes argue for four key points in a cognitive process of writing. While I will not explicate all four points here, the main idea is that writing is goal directed, organized, hierarchical, and that the composing process is not static (Flower and Hayes 366). Processes can and do change, and they can occur within each other, which is similar to what I do here in reviewing and coding data from Basic Writing syllabi. All coding processes will not occur for all Basic Writing syllabi because NCTC, TCCD, and DCCCD are different community college systems. The three systems

share three similarities: they are all community college systems, they all separate Basic Writing into their own departments from English, and their Basic Writing syllabi content has changed to reflect the integration of another academically and even socially marginalized course, developmental reading, which means not all theories are applicable for all three community college systems.

In curating this theory of Basic Writing pedagogy. I search for implicit and explicit meaning in specific pronouns and words I deems as synonyms for pronouns. In ascertaining meaning in Basic Writing syllabi, I focus on sections that contain content specific to the facilitation of Basic Writing. Sections that are not specific to Basic Writing are removed from consideration in pronoun and specific pronoun synonyms search. For example, every syllabus contains sections about Scholastic Integrity, Disability or Accessibility Services, likely a hyperlink to a Student Handbook, and instructor contact information such as name, contact phone number, email, office location, and office hours. Such information is not specific to Basic Writing syllabi; every syllabus at every public institution, at least in the state of Texas, must have such information, and much of it is standardized across departments in a given university, so these sections are excluded from more intensive inquiry. To be clear, instructor contact information is only excluded if they only contain the above listed information. If there is additional content in instructor identifying section that is more extensive and is specific to Basic Writing then it is included in pronoun search.

NCTC and TCCD chapters are analyzed and organized the same, covering the following categories: *Names and Naming, Pronouns and Meaning, Power and Agency, and "Identification and "Consubstantiality."* There is uniformity in NCTC and TCCD syllabi across their respective campuses. I gather this uniformity is because NCTC and

TCCD are smaller districts, they have less physical locations, and they are all housed in the same department with the same name at their respective campuses. More extensive coding of data after identifying pronouns and specific pronoun synonyms location, differences among syllabi, and preliminary coding for meaning was not undertaken in NCTC and TCCD because they are only the HB2504 syllabi; they do not include syllabi likely constructed by individual faculty, so I do not expect those syllabi do contain either any instance or more than one or two instance of faculty voices. What is more, since NCTC and TCCD are only HB2504 syllabi, their direct audience is not likely to be current or potential students.

The variance in DCCCD Basic Writing syllabi offers an additional opportunity to analyze word usage using LIWC2015, which is partly why organization in DCCCD is diverse from NCTC and TCCD. DCCCD serves a much larger student and community population, so this may factor in how they situate Basic Writing. Because DCCCD Basic Writing syllabi include HB 2054 syllabi and syllabi given to students, are available and accessible to potential students, and are completely different across all seven physical campuses, they require additional analysis to ascertain meaning. Further explication of this undertaking and elaboration about the use of LIWC2015 for DCCCD Basic Writing syllabi is in **DCCCD**.

This next chapter, **REQUIREMENTS**, is my literature review. In this chapter, I provide a genealogical explication of literacy, discuss Basic Writing in North America, some governing bodies of Texas higher education, discuss Basic Writing shifts, explain an evolution of secondary and higher education testing in Texas, and I discuss how testing it impacts Basic Writing, and then finally I discuss Basic Writing in Texas.

CHAPTER III

REQUIREMENTS

In April of 1974, the Conference on College Composition and Communication adopted this resolution:

> We affirm the students' right to their own patterns and varieties of language -- the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language. (Butler et. al.)

The resolution is a powerful indictment of the higher education system. It destabilizes the elevated status of what constitutes standard American dialect, while also advocating for a reexamination of writing that strictly adheres to that “standard” in writing. More importantly, the resolution recognizes teacher and student experience, and it calls on teachers as advocates for students’ rights. Even though the 1974 resolution reaffirms

what many teachers already know, there is no widespread affirmation of this "Students' Right to Their Own Language."

I argue there has been widespread pushback against this recognition and confirmation of students' rights to their own language. To effectively comprehend the need for such a resolution, there must be an examination of higher education history that led to the creation of the resolution. Since Basic Writing in Texas is the focus of this dissertation, this reexamination begins with the construction of Basic Writing in the North America and then narrows to the state of Texas.

Basic Writing in North America

Basic Writing had an inauspicious start. According to Arendale, "Then and Now: The Early Years of Developmental Education" from colonial times to the 19th century, formal education was reserved primarily for elite white males (58). Naturally, this excluded a vast majority of the North American population. Educational exclusion of this type has roots in financial, racial, and gender privilege that portends to the eventual creation of Basic Writing in the United States. More formal education began as private tutoring in the 1600s to 1820s for students who had little knowledge of Latin since many instructional books and instruction itself was in that language (Arendale, "Then and Now: The Early Years of Developmental Education" 58-60; Boylan and White 4). Naturally, understanding Latin is neither the occupation of the poor, people of colors, nor many women.

During this same period, though, English became the predominant mode of instruction and lecture because of the American Revolution (Boylan and White 4). While the American Revolution led to a modification in the language of instruction, Latin remained the primary language in books. Partly as a result of the American Revolution,

Boylan and White argue that this is the instantiation of "the earliest antecedent of developmental education in American higher education" (4) because while students were beginning to be taught in English, textbooks of the time remained in Latin. While the language of instruction meant less exclusion, it does not mean that higher education became more universally available or accessible. Institutions such as Harvard and Yale remained committed to Latin, so those institutions provided tutors (Arendale "Then and Now: The Early Years of Developmental Education" 59; Ritter). Higher education in elite institutions became "Precollegiate preparatory academy and tutoring" from the 1820s to 1860s. From 1860s to 1940s "Remedial education classes within college preparatory programs and tutoring" was the predominant phase of developmental education (Arendale, "Then and Now: The Early Years of Developmental Education" 58). During the latter part of the nineteenth century of that phase is the construction of the Harvard Line (Shor 92-93), effectively created by Charles Elliot, Harvard's president from 1869-1909 (Weidner 4). Elliot bemoaned students' "bad spelling, incorrectness, as well as an inelegance of expression in writing and the ignorance of the simplest rules of pronunciation" (Weidner 4). Elliot's disdain for that current state of student writing was a formal indication of what constitutes standard academic writing. Such an admonishment of students' writing "deficiencies" led to the creation of an entrance exam to determine skill level in composition. Exam results were then used to construct Harvard's *English A* for students whose writing skills were deemed insufficient by the English faculty (Weidner 4). Naturally, this remedial education was still mostly relegated to white males. Though during this same phase of developmental education, 1860s to 1940s, there were colleges for women and women could matriculate with men at some institutions (not yet Harvard, Princeton, and Yale until the 1960s and 1970s

respectively), but financial privilege remained a factor in college matriculation and many higher education doors were still mostly closed to people of colors.

During this same period of growth for developmental education, English studies as a whole became more secure in college curriculum. According to James Berlin in *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*, this security existed in part because of the establishment of the Modern Language Association (MLA) in 1883 (32). Less than twenty years after the establishment of the MLA, the National Council of Teachers of English (NCTE) was created (Berlin 32). Though the primary focus of MLA was not in fact pedagogy, it, to this day, remains a governing body in the structure of writing for English. However, NCTE is focused on pedagogy for literature and composition, but its initial focus was high school teaching, not college (Berlin 32).

Over time, the reach of NCTE did indeed stretch to colleges, but this encompassing power was not without problems. Attempts to create uniformity between secondary and higher education curriculum led to friction because of a lack of agreement on common teaching texts (Berlin 33). Common texts became a problem because secondary education used one set of texts to prepare students for entrance exams identical or similar to Harvard's writing exam, but higher education institutions used an entirely different set of texts to determine writing preparedness. According to Berlin, the demand for a single set of texts eventually led to the inclusion of the one of the first higher education accrediting governing bodies, the North Central Association of College and Secondary Schools and also to the College Entrance Examination Board (33), a precursor to what is now the Scholastic Aptitude Test, commonly known as the SAT.

Naturally, Harvard and similar elite institutions' entrance exams became the litmus tests for writing standards. Such standards focused on writing as a gauge for literacy. Literacy or rather what constitutes literacy, is an ever-changing definition because cultural, social, and even political needs often dictate what "counts" as literate. Literacy/being literate has numerous connotations because of cultural and communicative practices and Shor's "Harvard Line," which most formally led to the construction of developmental writing instruction, often remains a standard for determining literacy. A limited definition and its specific connection to English shores up this argument: "English and other school subjects are shaped by a nation's national policy on minimum literacy" (Myers 2), which is both simple and precarious. Such definitions and policies are often created and sustained by the same or similar hegemony that led to the conception of the "Harvard Line."

Even though diverse definitions of literacy or being literate exist, such definitions evolved from at least four major literacy shifts in the United States that influence writing pedagogy: orality to signature literacy from 1660 to 1776, signature literacy to recitation literacy from 1776 to 1864, recitation literacy to decoding/analytic literacy from 1864 to 1916, and decoding/analytic literacy to critical /translation literacy from 1916 to 1983 (Myers 15). Significantly, the tail end of the shift from signature literacy to recitation literacy and the beginning of the shift from recitation literacy to decoding/analytic literacy is, as Nan Johnson in *Nineteenth-Century Rhetoric in North America* argues, part of "the last era during which the discipline of rhetoric exerted an acknowledged authority over the philosophical investigation of discourse and formal instruction in oral and written communication" (3). The most significant part of Johnson's argument, for the purposes of this dissertation, is the formal instruction--that is pedagogy. An

additional primary occupation of nineteenth rhetoricians is providing a means to apply rhetoric to composition, thereby establishing an "art of writing" (Johnson 174). This includes many facets of contemporary English instruction, such as invention and organization, but also a "mastery over style and grammatical correctness" (Johnson 174). Grammatical correctness would be a significant point of contention because of the appearance of objectivity under the guise of subjectivity; it functions as a definition of literacy that would affect pedagogy that more easily facilitates a pathway to exclusion.

During the earliest years of critical/translation literacy, three major writing pedagogies developed: rhetoric of the meritocracy (also known as current-traditional), rhetoric of liberal culture, and the rhetoric of public discourse (Berlin 35). The rhetoric of meritocracy was taught at Harvard, and such instruction was in force in Texas (Berlin 35). The rhetoric of liberal culture was, as Berlin states, "elitist and aristocratic" (35) since amongst other reasons, it was intended for the few, not the many. Additionally, its focus was on writing about literature, which remained a type of education for people of significant financial privilege. The rhetoric of public discourse was, as Berlin states, "uniquely American," since its focus was training for the democratic process (35). The oldest, the rhetoric of meritocracy, leaned more towards a scientific type of writing and instruction. The focus was on the "assumption that knowledge of human behavior could be readily discovered and validated through the scientific method" (Berlin 35). This means that writing became more about correctness than a process of self-discovery and according to Berlin the "creation of a rhetoric that denied the role of the writer, reader, and language in arriving at meaning . . ." (36). Essentially, writing became extrinsic as opposed to intrinsic. What should be clear here, in addition to changes in literacy, is that

from these major schools of writing, classicism in defining literacy and writing pedagogy is both an implicit and explicit force that persists in contemporary higher education.

Though Myers' last literacy shift ends at 1983, this does not mean literacy shifts cease. On the contrary, with the advent of more sophisticated technologies, literacy has expanded far beyond "granting special emphasis to the importance of becoming . . . literate in all various manifestations of "technology," from group work to using computers, from thinking strategies to writing-to-learn" that defines critical/translation literacy (Myers 158). Myers believes these literacy shifts are general theories on how people move from communication skill to communication skill. He further argues that these literacy changes are not definitive explanations of how definitions of literacy evolve because factors in such changes are not concrete. However, Myers's literacy shifts answer questions of why definitions of literacy evolve and what those definitions change to become.

According to Myers, each literacy shift is highly probable as direct responses to ephemeral agricultural society and industrialization. During many of Myers's theoretical literacy shifts, North America engaged in native and global wars of financial and religious independence, moral issues about slavery, involvement in nationalist movements, and supporting allies during invasions that not only amounted to great losses of life, but also impact literacy. Latter literacy shifts coincide with a need for advanced levels of written communication to comprehend battle strategies and how to construct and operate machines of war (Myers). Notably, with each literacy shift, society moves further and further from a heavy reliance on orality, the same orality Walter Ong cites as a "primary orality, that of persons totally unfamiliar with writing" (6). However, Peter Elbow dismantles part of Ong's argument in *Vernacular Eloquence: What Speech*

Writing Can Bring to Writing, when he dedicates an entire chapter arguing that "we are moving with surprised speed toward a new culture of *vernacular literacy* [his emphasis, not mine] that will welcome speech-in fact multiple spoken languages-for writing. In this new culture, all the different versions of spoken English will be considered appropriate for serious writing" (Elbow 342). Elbow's chapter then almost refutes Ong's statement that, "It would seem inescapably obvious that language is an oral phenomenon" (6). Elbow does contend; however, that people communicate in a myriad of ways beyond orality.

While Ong and Elbow's argument appear at odds, what they both argue is in fact accurate. People do come from an oral literacy that has progressively moved towards a written literacy as a primary and more valued form of communication. Even though we highly value written literacy, we are moving towards a type of literacy that will encompass and re-affirm oral literacy as opposed to dismissing its inherent value and power. We are indeed moving towards a more inclusive literacy that does not reinforce hierarchy, but values diversity and even multiplicity inherent in language as social construct. It cannot be denied that the primacy of written communication paves a way to comprehend how literacy is altered to accommodate social, political, and cultural shifts.

Basic Writing Shift

Obviously, literacy shifts alone did not bring about our more formal construction of Basic Writing. During the 1940s to early 1970s, "Remedial education classes integrated within the institution, tutoring, and compensatory education," (Arendale, "Then and Now: The Early Years of Developmental Education" 58). Along with social and political unrest, that 30-yr shift likely led to Mina Shaughnessy's germinal text on

Basic Writing. During that time period, higher education doors became more open for women, economically disadvantaged peoples, and people of colors because of the open admission policy at CUNY. Many community colleges experienced tremendous growth and served as a point of entry for students who might not have had access to other higher education institutions. Not only did the enrollment numbers at CUNY sharply increase, but also the homogeneity of the student body quickly became a thing of the past. Students from various socioeconomic backgrounds made up the new student population. Students who had been denied access to education services began to partake of them. The open admissions policy at CUNY coupled with the literacy needs of society presaged the "Developmental education, learning assistance, tutoring, and Supplemental instruction" phase from early 1970s to mid-1990s (Arendale, "Then and Now: The Early Years of Developmental Education" 58). Naturally, CUNY's open admissions led to more diverse students and increased pedagogical attention to assist under or ill-prepared students in honing their academic writing skills.

How students who are placed into Basic Writing write is a main part of the focus of Shaughnessy's book. Shaughnessy's text compels a deeper investigation into the rhetorical and linguistic complications bound up in such errors, while simultaneously advocating for recognition and validation of the intellectual prowess of students placed into Basic Writing. Shaughnessy's book also highlights problems with an open door policy since CUNY had neither the staffing nor the faculty training to handle academically underprepared students. The book further highlights how Basic Writing is marginalized within the English discipline. Even though CUNY's system had changed its admissions policy and opened its doors to a more diverse student body, there was no

change in the hegemony that was, and still is, so prevalent in institutions of higher education.

"Back to Basics"

Unfortunately during the same unrest of the 1960s and 1970s that paved the way for CUNY's open admissions policy, the United States was on the cusp of a back to basics movement in the American education system. In 1983, the U.S. Department of Education released "A Nation At Risk" that detailed an apparent erosion of the "educational foundations of our [American] society . . . by a rising tide of mediocrity." The report is a solemn indictment of the American education system; it illustrates a perception that the United States was displaced as a world leader in knowledge and intellectual exceptionalism. The report specifically mentions Sputnik as an example of how far the American education system had fallen. Considering Sputnik allowed Russia to get a head start on the "space race," it is obvious that this report focuses on science, technology, engineering, and math. However, part of what is mentioned as "Indicators of the Risk" in addressing the failing American education system is the decline of SAT scores, specifically in English and literacy or rather illiteracy rates in the minority population. To solve such "problems" of educational "mediocrity," the report provided "Tools at Hand" as "essential raw materials needed to reform our educational system [that] are waiting to be mobilized through effective leadership." A part of these essential raw materials were to involve politicians at the local and state level, businesses, and to push for "superior performance." While the report does not detail what superior performance is or how to achieve it, the implication here is a return to schooling before America apparently lost the space race.

The back to basics movement is a return to traditional education. In the United States, traditional education focuses on teacher-centered methods as opposed to student-centered methods and rote learning and memorization as opposed to task-based methods (Schuster; Brodinsky). Traditional education is akin to the banking concept of education where knowledge is merely deposited into students; it is a form control and conformity, and it is a model Paulo Freire possesses immense derision for because it creates a society of ignorance and followers. Freire also believes that education is a political act because of its inherent power for both control and liberation, and the back to basics movement of traditional education provides impeccable evidence to support his assertion.

At the core of Back to Basics is the 3R's of reading, "reading, writing, and arithmetic" and Phonics in reading (Brodinsky 2). Creativity, innovation, concepts, and exploration are removed in favor of only facts, "mastery of skills and knowledge" via tests, the removal of any education that is not quantifiable, and in some cases reintroducing "love for one's country. And for God" (Brodinsky 3). Specifically focusing on reading and writing and back to basics as a whole is a fall back to recitation literacy of regurgitation. More importantly, as Resnick and Resnick note in "The Nature or Literacy: An Historical Exploration," such a return ignores the very same social conditions of the educational goals it is supposed to address (370). Back to Basics does not acknowledge the historical conditions that existed when traditional education appeared to work (Resnick and Resnick 370). According to Edgar Schuster in "Back to Basics"; What Does It Really Mean?," it is back to traditional grammar (237); it is skill and drill. It is, as Schuster points out, a "return to traditional school grammar, with all of its definitions, diagrams, rules, and pre- and pro-scriptions" (238). This type of

education that focuses on grammar does not necessarily translate to writing improvement (Hartwell). I would be remiss if I did not mention that the back to basics movement targets K-12 education, but there is heightened interest in higher education as a means to prove the intellectual exceptionalism so desired in the movement. Additionally, students' being college ready is the focus in many states including Texas, so any educational action in the back to basics movement bears on discussions concerning students, testing, and college readiness.

Obviously, this is a cursory explanation of the back to basics movement. The movement truly warrants in-depth inquiry; it is a rich area for inquiry and dissection, but such inquiry is not for this dissertation. The cursory explanation and description is merely the tip of a much larger iceberg, fraught with Titanic sized problems--pun intended. Back to basics remains pervasive in many institutions to this day; it is foundational for attempts to return to what was deemed American exceptionalism in the face of communism. Of course, it goes without saying that such hardline caveats in secondary and higher education creates and even furthers spaces of exclusion, division, and oppression. The back to basics movement, definition, and examination here are to provide a context for the construction and facilitation of Basic Writing. I provide such information here because consequences of back to basics, in many community colleges in Texas and more specifically North Texas, affect how syllabi, as a part of pedagogy, are constructed, including their language content.

Names and Naming

Language creates entire disciplines. More specifically, naming and names in language creates and defines disciplines. Regrettably, language can be as divisive as it is can be unifying. The former is the case for Basic Writing in how its name is situated

within the English discipline. Basic Writing is a name that still does not effectively convey what it is, or what it does. As a matter of fact, there is not even a name consensus similar to what is commonly understood as first-year composition. Vacillating names throughout the history of Basic Writing, makes a definition of Basic Writing, research on Basic Writing, and Basic Writing pedagogy immensely challenging.

Over the past 40 years, multiple terms have been used to refer to Basic Writing. *Developmental English*, *Remedial English*, and *Developmental writing* are but a few terms used to refer to Basic Writing. Indeed "within and among states, 'remedial" is used interchangeably with the terms "developmental" and "basic skills" ("Hot Topics in Higher Education Reforming Remedial Education"). As a matter of fact, there is no universal term amongst educational scholarship, departments, or institutions of higher learning regarding a common name for Basic Writing. Arendale, in his article about terminology in developmental education, states that labels are increasingly "used interchangeably, regardless of whether they mean the same thing" ("Terms of endearment: Words that define and guide developmental education" 66). Even though Arendale is not specifically referring to Basic Writing, his comments are telling because "sometimes words become so generically used that the original purpose becomes lost" ("66). However, in the case of Basic Writing, the meaning behind remedial or developmental is not necessarily lost considering some Basic Writing pedagogy is still reflective of a remedy in remedial or something that is incomplete in developmental.

Basic Writing is the prevailing moniker in research and presentations, but this name has undergone numerous revisions in large part because of various implications of what such courses are meant to accomplish. Armstrong and Fontaine note as much when they remark "when names we use are passed on, or when we integrate existing

names into our own language, we assimilate with them what they imply about the nature of the phenomena named" (8). *Remediation* was used in the language to discuss developmental education from 1860 to 1940s, and it is predicated on the notion of already attained knowledge; that something is re-learned because it was already learned. Remediation or remedial also implies that something was already taught but is now being retaught, and it is tantamount to blaming students or previous faculty for not learning or not teaching. *Developmental writing* is another common term referring to Basic Writing, and it remains the overarching term in reference to a type of education that is below an academic standard. Developmental is problematic because such a term denounces any writing that does not conform to Standard American English. Furthermore, developmental is more akin to psychological overtones in a notion that students are developing skills or their skills are in development; it provides no context for comprehension of academic writing skill. Neither remedial nor developmental have been completely denounced in common comprehension among institutions of higher education in the naming of courses or even entire departments.

I argue more than likely in some states a name change from remedial to developmental has more to do with state funding for such courses than with definition or pedagogy. Arendale further notes that "sometimes vocabulary becomes politicized by assuming a different meaning or value because a small group within society has affixed a positive or negative status with the word" ("Terms of endearment: Words that define and guide developmental education" 67). Arendale's comment is most applicable in Basic Writing because there are "some policy makers at the local or state level who promote a negative stereotype of remedial education and compensatory education" (67). As this dissertation will attest, even community colleges within the same state do not

refer to Basic Writing using the same terminology. For the purposes of this dissertation, I will only use the term Basic Writing because this is the more widely accepted term by English scholars who research, write about and teach Basic Writing and who focus on "disciplinary knowledge and pedagogy" (August and Mlynarczyk 1). The lack of universality in terminology remains a facet of Basic Writing, and it might yet be another reason why Basic Writing exists on the margins of the academy.

As Star Medzerian Vanguri argues in *Rhetorics of Names and Naming*, names "call[s] forth identities that naturalize and circulate dominant ideologies" (3). Vanguri further argues that "because naming invokes an implicit system of classification that involves comparing the unnamed to established already named others . . ." and that "when we are named, we are told how we fit into groups, how we are like and unlike other entities" (3). Essentially, Basic Writing in the multiplicity of names instantiates ideologies of what such courses are supposed to do and implicitly and explicitly tell people placed into such courses not how they are alike other entities, but more how they are unlike other entities. What is more, according to Alexis, Barnett, and Leake's chapter in *Rhetorics of Names and Naming* "names shape our expectations and experiences with/in place; they quite literally emplace us" ("Composing Place, Composing Las Vegas" 13). Alexis, Barnett, and Leake's statement is about position and even positioning, which I connect to Basic Writing in its lack of positioning or rather unsituatedness. Though, these authors are not specifically discussing Basic Writing, I use their statement to comment on the proper naming in onomastics of Basic Writing in creating and defining discipline.

Onomastics possesses signifying effects; such acts and actions are symbolic because they can lead to heuristics for power and marginalization. Such is the case in

Basic Writing where marginalization abounds. Cheryl Armstrong and Sheryl I. Fontaine comment on the power of naming when they discuss composition and literature in "The Power of Naming: Names that Create and Define the Discipline." Even though Armstrong and Fontaine are not specifically discussing Basic Writing, their arguments are significant here. Naming in and of Basic Writing, similar to composition, is more than carving out a space for it to exist. However, Basic Writing, as I argue, "goes beyond shaping the perceptions of the namer" because ". . . a name suggests permanence, as it if could lay a claim upon the true nature of an object" (Armstrong and Fontaine 8). Unlike composition, Basic Writing did not necessarily emerge from composition as composition emerged from literature. Basic Writing's construction is a regression as opposed to an emergence, so its name is both symbolic of its character, its construction, and possibly evens its facilitation.

The moniker Basic Writing is problematic as well, but it is more attune to a type of writing than a presumption of knowledge. The name Basic Writing, though, remains predicated on Standard American English as *a priori*, and the word basic is synonym for rudimentary or elementary, so it is a moniker that invites evolution. Some institutions of higher learning, including many in Texas, do not refer to their own courses as remedial English or developmental English or Basic Writing. Though they all attempt to accomplish similar goals in writing skill and instruction, and some are also separate from English departments. The lack of cohesive naming and separation from English departments are testaments to the power of names and naming and even ontological schisms. Naming and names are a part of creating continuity, recognition, and even subject matter.

Basic Writing in Texas

In recent decades, society has made great strides in expanding rigid definitions of literacy, specifically when it comes to writing. However, vestiges of the "Harvard Line" remain and are pervasive in how institutions of higher education facilitate courses for students whose writing placement test scores fall below that line. Numerous higher education institutions all over the United States use diverse tests to determine students' academic writing placement. In the state of Texas, standardized tests are commonplace and they are often one step in assessing higher education placement in writing courses.

Texas Academic Skills Program (TASP)

In 1987, a short ten years after *Errors and Expectations: A Guide for the Teacher of Basic Writing* appeared, the state of Texas via the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) created the Texas Academic Skills Program (TASP). TASP was in response to a perceived large number of college students lacking "basic academic skills" such as reading, writing, and math (Texas Academic Skills Program (TASP) Information Summary). TASP "is an instructional program designed to ensure that all college students in Texas have the reading, math and writing skills necessary to perform effectively in college courses;" this description comes from the 1988 U.S. Department of Education TEA, THECB legislative information summary report. The report states that thousands of Texas educators along with the TEA and THECB participated in the TASP test content construction including standards for passing or not passing. However, according to the report, THECB and the State Board of Education (SBOE) selected the skills to be measured and set passing scores.

Any student entering any institution of higher education in the fall 1989 in the state of Texas was required to take the TASP test (Texas Academic Skills Program (TASP) Information Summary). The TASP test was not free; students had to pay $24 (Texas Academic Skills Program (TASP) Information Summary). The report lists exemption for students who were enrolled in institutions prior to 1989, such as part-time and full-time status and credit hours already attained and certificate programs were exempt. Any student who did not pass any portion of that TASP test would immediately be required to enroll in remediation for the portion of the test not passed. It is important to note here that the TEA and THECB required all institutions to offer courses for remediation; if any institution did not offer such courses, remediation courses would need to be created and of course staffed. Passing all portions of the TASP test was required to continue matriculating in higher education, which means students who do not pass any portion of the TASP test may spend an untold amount of semesters in a maximum of three remedial courses (reading, math, and writing) or a minimum of one remedial course before being allowed to take college level courses. Of course, matriculation in remedial courses is dependent upon availability of such courses and the financial means to pay for these courses.

The writing section of the TASP test is of particular interest. The writing section required test-takers to write an essay of about 300-600 words, and it was scored by "highly-trained readers" (Texas Academic Skills Program (TASP) Information Summary). The assumption here is that test-takers were expected to construct a five-paragraph essay in the allotted four or five hours for the entire test, not just the writing section. An additional important point is that the score report also provides an evaluation of writing errors made by the test-taker (Texas Academic Skills Program

(TASP) Information Summary). The use of the analytical evaluation is not stated in the legislative report, but I infer the evaluation determines the focus of remedial courses that were either to be developed if institutions had no such courses or integrated for institutions that already offered remedial courses. The writing section of the TASP test includes 40 multiple choice questions to assess the "ability to recognize various elements of effective writing" (Texas Academic Skills Program (TASP) Information Summary). Additionally, the written section must adhere to "language use that conforms to the conventions of edited American English" including "appropriateness, unity and focus, development, organization, sentence structure, usage, and mechanical conventions" (Texas Academic Skills Program (TASP) Information Summary). Interestingly enough, the multiple choice questions of the writing section appears to assess the deficiencies Charles Eliot bemoaned that students lacked during his time as president of Harvard. Unfortunately, the specific scoring breakdown for each criterion is not included in the report. Again, it must be noted that sentence structure, usage, and mechanical conventions are often focal points of instruction in both Basic Writing courses and testing at many institutions of higher education.

Texas Success Initiative (TSI)

TASP accomplished its goal in identifying, assessing, and administering students who required remedial instruction. In the first 10 years of TASP's existence almost half of students tested in the state of Texas, required remediation in writing, reading, or math (Griffith and Meyer). Due to the overwhelming numbers of students who required remediation and the additional fees both institutions and students took on to administer and enroll in such courses, amendments were made to using the TASP, including using SAT or ACT scores as exemptions from TASP testing. Additionally, TASP test passing

scores were raised, exemptions for specific coursework with specific grades were instituted, and course credit hours students were allowed to earn before taking the TASP test decreased from fifteen to nine (Texas Academic Skills Program (TASP) Information Summary), which means that if students had not yet passed all portions of the TASP test, they also could not earn 12 college credit hours. Naturally, some of these changes created additional hurdles for students who were already in an educational quandary.

Time would not be kind to the TASP test. In fewer than 20 years from the creation and implementation of the TASP test, the pass rate steadily declined (Griffith and Meyer). During this time, Texas launched a Closing the Gaps by 2015 initiative. Closing the Gaps by 2015 is not strictly focused on just students since among its goals of success is research, which may not directly or even indirectly affect students. However, the initiative's most clear student-centered directives are to increase higher education enrollment, to increase the number of higher education degree holders, and to increase the number of highly skilled health care professionals via higher education (Closing the Gaps: The Texas Higher Education Plan). Closing the Gaps by 2015 includes not just students, but also recruiting and retaining highly qualified P-16+ (pre-kindergarten to college) faculty who will effectively prepare students for success in higher education (Closing the Gaps: The Texas Higher Education Plan). Around this same time period and due to the declining pass rates of the TASP test, THECB created the Texas Success Initiative (TSI) as a replacement for TASP. TSI places the determination of college readiness and probable college success at the feet of institutions. According to the Texas Success Initiative Overview, to assess TSI status, institutions may use the ACT or SAT or high school exit exam tests, college credit earned prior to the implementation of TASP test, or military service or Assessment of Scholastic Skills of Scholastic Skills through

Educational Testing (ASSET) or Computer Adaptive Placement Assessment and Support System (COMPASS) or ACCUPLACER or Texas Higher Education Assessment (THEA). However, as of 2012, the state of Texas no longer requires institutions to use ASSET or COMPASS or ACCUPLACER or THEA to determine TSI status (Overview: Transforming Developmental Education). While THECB maintains control in determining TSI exemptions and passing scores, how to rectify TSI incomplete status is left to individual institutions. Under TSI, institutions are tasked with creating individual plans for students who are deemed not ready for college-level work. What this means is that barring military service or previous college credit, many first-time college freshmen or returning adults will more than likely be deemed TSI incomplete, thus enrolling in developmental courses. According to the THECB's 2013 Developmental Education and TSI Accelerating Student Readiness and Success report released in 2014, 34% of all college students (universities, community colleges, and technical colleges) required developmental education, which means that those students were TSI incomplete in reading or writing or math. According to that same report, 49% of students enrolled in public community and technical colleges required developmental education. Almost half of all students in public community and technical colleges in Texas required developmental education.

Though NCTC, TCCD, and DCCCD are not necessarily representative of half those students who require developmental education, they are at least a significant snapshot of that population. As such, it is necessary to comment on those institutions' student population with regard to developmental education in reading and writing. According to THECB's 2015 Developmental Education Accountability Measures report, in the fall of 2014, at NCTC combined reading and writing TSI incomplete students who also enrolled

in developmental courses was 6.64 % of the student population. At TCCD combined reading and writing TSI incomplete students, who also enrolled in developmental courses, was 7.05% of the student population (THECB 2015 Developmental Education Accountability Measures). Finally, DCCCD combined reading and writing TSI incomplete students, who also enrolled in developmental courses, was 6.7% of the student population (THECB 2015 Developmental Education Accountability Measures). While these numbers may appear statistically insignificant, these percentages only represent students who enrolled in each community college system's developmental reading and writing courses, not all students who were TSI incomplete in reading and writing. These percentages represent more than 5000 students across all three community college systems. Students have choices when they enroll in developmental courses, so some students who were TSI incomplete in reading and writing may have opted out of enrolling in required developmental courses in the fall of 2014. This dissertation focuses on Basic Writing syllabi, so it makes sense to use data for students who enrolled in developmental reading or writing courses because those students will more than likely make use of Basic Writing syllabi, sometimes more than once.

I have spent a lot of time providing a cursory genealogy of testing in Texas because community colleges are subjected to these rules and regulations just like public universities. A detailed, more in-depth history of testing and tests in Texas has not been provided here. Since the focus of this dissertation is Basic Writing Syllabi from NCTC, TCCD, and DCCCD it is of vital importance to explicate the impact of testing on the development of developmental courses like Basic Writing. A detailed glance into testing and its history is necessary to comprehend how students, who will be presented with Basic Writing syllabi, are even placed into Basic Writing courses. The brief history is

also necessary to situate Basic Writing as a part of development education grounded in discourses of hegemony that identifies students as "incomplete" or "not ready" and creates a similar identity for itself in higher education. Finally, this Basic Writing history illustrates how multiple voices in the construction of Basic Writing have paved the way for multiple voices in its facilitation primarily, but not solely at community colleges.

Dialogism

Inherent qualities in Basic Writing syllabi mark them as hybrid constructions. Though, such documents are not limited to "two utterances, two speech manners, two styles, two 'languages,' two semantic and axiological beliefs systems" (Bakhtin, *The Dialogic Imagination: Four Essays* 304). Such documents do, however, conceal multiple additional utterances, speech manners, styles, and languages by leaving out, and as I argue shifting interchanging, more obvious formal markers in speech (Bakhtin, *The Dialogic Imagination: Four Essays* 303). To be sure, all syllabi do conceal multiple utterances. All syllabi appear as they are monovoiced, but they are not; they cannot be; they all contain multiple voices because courses are not the sole construction of any one instructor or even any one institution. Syllabi often contain information faculty do not create and in that sense their voices are not even in the entirety of syllabi, so in that aspect Basic Writing syllabi are no different from all syllabi, but in that aspect alone. The striking difference of Basic Writing syllabi is meaning, existence, and being and becoming in that meaning; this is an integral component of dialogism.

Dialogism is a part of how I highlight, analyze, and explicate the multiplicity of voices in meaning in Basic Writing syllabi. As Mike Holquist, Bakhtin scholar, notes in *Dialogism: Bakhtin and His World*, hybridity, the multiplicity of voices, the particular

and peculiar, including epistemological claims marked by meaning and stressed connections in differences are specific aspects inherent in dialogism. To be sure, dialogism in Basic Writing syllabi is an indication that these syllabi are remarkably powerful documents, apart from statuses as legal documents or mere outlines or guidelines for courses each semester. Considering dialogism is marked not only by a multiplicity of voices, but also epistemological assertions, it is necessary to ascertain who is making such claims within Basic Writing syllabi.

Discourse and Power

Rather, Basic Writing syllabi contain voices of the powerful, the powerless, and even the voiceless. Obviously, there are voices of power in Basic Writing syllabi; they are inherent documents of power because they contain directives to achieve success. Furthermore, in their semblance of a conversation, in their "response" to conversations about Basic Writing's goals, purposes, and objectives, and they are illustrations of Michel Foucault's argument that "production[s] of discourse are controlled, selected, organized and redistributed according to a certain number of procedures, whose role is to avert its powers and its dangers, to cope with chance events, to evade its ponderous, awesome materiality" (*The Order of Discourse* 210).

Language in Basic Writing syllabi is controlled, selected, organized and redistributed, as the course is tightly controlled by the institution and more so by the state of Texas and the THECB. Texas and THECB dictate cut off scores that place students into Basic Writing, and they also have a hand in constructing student learning outcomes, learning goals, and a tightly controlled course description. Naturally, departments that house Basic Writing courses may have some say in language content, but it is important to recall here that at NCTC, TCCD, and DCCCD Basic Writing are not

housed within English departments. More importantly and most significantly, according to THECB faculty who teach Basic Writing do not need to have a higher education beyond a Bachelor's degree in any discipline. The implication here or rather what I infer here is that Basic Writing syllabi need not contain voices of English faculty; they need not contain the voices of English departments; they need not contain voices that might challenge what Basic Writing syllabi does or does not communicate nor how they communicate what such courses actually do or does not do. The multiple points of exclusion are "procedures, whose role is to avert its powers and its dangers, to cope with change events, to evade its ponderous, awesome materiality;" these are "procedures of exclusion" (Foucault, *The Order of Discourse* 210). Now, these procedures will not be identical to the procedures Foucault identifies in his "procedures of exclusion," (*The Order of Discourse* 210); however, within his procedures of exclusion, there are specific points within each community college systems' syllabi that do indeed illustrate how discourse is "controlled, selected, organized and redistributed" (*The Order of Discourse* 210) in the epistemological claims of Basic Writing and its syllabi.

Survivor Narrative

With such exclusions already taking place that impact students even before there are students in Basic Writing, syllabi are not only pedagogical and ontological documents, but they are also texts for survival. Basic Writing syllabi are texts that further examine how language facilitates ways of maintaining existing authority and power in and of social marginalization and control that often create victims, thus survivors in higher education. I am referring here to the critical education theory examined in Sandy Grande's *Red Pedagogy: Native American social and political thought*, which "examines the tensions and intersections between dominant modes of critical

educational theory and issues relative to American Indian education" (1). Considering American Indian education throughout history has predominately been a means to assimilate rather than to recognize, to represent, and to facilitate social transformation, Grande's book challenges prevailing knowledge of what is to honor what could be with regard to schooling, education, and identity. Essentially, Grande's argument is to call for much more. I argue it calls for sincere engagement in surviving both the explicit and implicit language of "not yet" or "not ready" college students in documents that facilitate an academic identification.

Arguing that Basic Writing syllabi are survivor narratives is not to denigrate survival from physical, emotional or psychological trauma. Survivor narratives are fraught with instances of humiliation, of shame, and of being vulnerable. Such pain lasts well beyond the initial trauma and can affect numerous facets of life, so it is not to be taken lightly. My argument for survivor narrative comes from Basic Writing syllabi as bildungsroman in the growing pains of being and becoming. I argue Deborah Brandt's literacy research encompasses similar facets of survivor narratives when she discusses how shame and vulnerability factor into experiences with writing. Brandt was not specifically discussing Basic Writing nor Basic Writing syllabi, but there is potential for an emotional and psychological toll on students who are told by authoritative entities that they are "not yet" college students and "not ready" for college in courses initially constructed to address what students lack as opposed to what they already possess.

Basic Writing syllabi are scripts for performing. In survivor narratives, there is a label and inherent performance to overcome that label or get past a stigma. At the onset of placement into Basic Writing students are labeled as "not yet," "not ready," and below college level, which impacts the construction of an academic identity because of the

situadedness or rather unsituadness of Basic Writing. Additionally, performance is explicit in Basic Writing courses and syllabi; this is what students placed into such courses are expected and even told to do. Syllabi provide explicit instructions for performance to become college-level writers. The performance is of course to gain the necessary C or higher in Basic Writing and to pass the sometimes required Exit Exam to move on from Basic Writing, which are desired department, institution, and even state responses to Basic Writing. Passing the course with a specific grade and if necessary passing an Exit Exam are essential, convincing actions in persisting with the in-between existence of Basic Writing courses.

The next chapter, OBJECTIVES, is my analysis of NCTC, TCCD, and DCCCD Basic Writing syllabi from 2010 – 2015. During that five-year span, the state of Texas required the integration of Developmental Reading with Basic Writing, so syllabi content had to change to incorporate new or revised learning outcomes, new or revised course description, and new or revised subject goals. Therefore, in the next chapter I apply Johnstone's discourse analysis on each districts' past and revised syllabi over the past five years, before and after course integration. I incorporate heteroglossia, establishing communion with the audience, identification, and consubstantiality to ascertain the communicative efficacy of each district's syllabi over the past five years.

CHAPTER IV

OBJECTIVES

I culled Basic Writing syllabi from North Central Texas College (NCTC), Tarrant County College District (TCCD), and Dallas County Community College District (DCCCD) from 2010 to 2015 because during that time period the state of Texas required the integration of Developmental Reading with Basic Writing. While I apply such

techniques similarly for NCTC and TCCD, I depart from that pattern in DCCCD. An explanation for different application is in **DCCCD**.

North Central Texas College (NCTC)

Content in 2010-2015 NCTC Basic Writing syllabi, Fundamentals of English I 0300 and Fundamentals of English II 0305, has largely remained constant. However, the integration of developmental reading with Basic Writing over those five years required a content revision. Integrated Reading and Writing (INRW) 0405 syllabi combine developmental reading with Fundamentals of English II 0305. To be clear, INRW 0405 does not replace Fundamental of English II 0305; it is merely an integration of developmental reading with the highest level of developmental writing at NCTC.

Because the focus of this entire study is syllabi that integrate developmental reading with developmental writing since syllabi content changed to accommodate such integration, I use the techniques of discourse analysis on syllabi sections that have been revised or newly created purely because of the integration. I use LIWC2015 to ascertain pronouns and specific pronoun synonyms and highlight their locations within these documents. I do not discuss LIWC2015 dimensions in this analysis of NCTC Basic Writing syllabi because these documents are exactly the same across campuses, there are no campus comparisons; while syllabi have been revised, content has not drastically changed, and there is no instructor created content beyond HB2504 to warrant more intricate LIWC2015 use. I do analyze and discuss pronoun use within sections specific to Basic Writing, and I do discuss possible pronoun and pronoun synonyms' meanings in those sections. Incidentally, from this point on I will refer to Fundamentals of English II simply as 0305.

Names and Naming

Naming the department that houses Basic Writing College Preparatory Studies is a predictable choice considering what Basic Writing is purported to accomplish at NCTC. College Preparatory Studies houses Basic Writing, Developmental Math, Developmental Reading, and courses below INRW 0405. A description of College Preparatory Studies NCTC website states,

> College Preparatory courses are designed to prepare students for college-level academic course work. Students may be required to enroll in College Prep courses based on their results of TSI assessment. NCTC offers a number of courses (listed below) designed to help students acquire the skills necessary for success in college-level courses. The courses are widely offered in Texas community/junior colleges, and the policy statewide is that these will not transfer as college-level courses nor will they count toward graduation at accredited Texas colleges and universities. It is important that students understand that such courses are designed to help them overcome academic weaknesses that are likely to hinder them in their pursuit of a college degree.

Obviously, from the description of College Preparatory Studies, courses housed within the department are reinforced as "not yet," "not college ready" because they do not transfer as college level and do not count towards graduation under any degree plan.

The name, College Preparatory Studies, signifies what the department actually does. Unfortunately, according to Elizabeth Howell, College Preparatory Studies Department Chair at NCTC, there are no official records documenting the

creation of the department nor its naming, so whether or not there was intentionality in the naming of the department is unknown. College Preparatory Studies, as a name, is a reference for what the department does, what current and potential students do not yet possess, and what such courses are meant to provide help to "overcome academic weakness." The name is a symbolic of action to be undertaken Basic Writing course, but the symbolism here is not "action" that is often "reduced to work" (Burke, *Language as Symbolic Action: Essays on Life, Literature, and Method* 23). The situation is College Preparatory Studies as is the language; this situation is of an existence in becoming prepared for college level writing courses. While there is work here, it is not simply the work in the name; it is the action of the name. The name, College Preparatory Studies, calls upon the ontological situatedness of value. Essentially courses housed in the department not only prepare students for success, but also for courses that are academically valued with course credit and applicability to degree plans.

College Preparatory Studies is beyond mere dictionary definition; it is symbolic; it is significant; it is an instantiation of action. College Preparatory Studies, more specifically, the word Preparatory assigns meaning to all courses in the department because it reifies a historical connotation of Basic Writing. The preparation in the name is also the symbol of action. Clearly, College Preparatory Studies as a name is yet another instrument of ideology in the same way Basic Writing is perceived as a preparation course. College Preparatory Studies as a name both explicitly and implicitly signifies ancillary status because the name is extraverbal context (Burke, *Language as Symbolic Action: Essays on Life, Literature, and Method* 359) in the sense of heightened or increase meaning

based on the context of the situation. Basic Writing is the situation for this context because of its implied insistence and perception that it is a course meant to "fix" what is broken in a lack of adherence to academic writing. As a name, College Preparatory Studies, is situated as effectively informative of its targeted learning goals.

To be clear, analysis of the department name is not to lambast the department nor NCTC. Really, the name, College Preparatory Studies, clearly identifies the occupation of courses housed in the department. There is no subterfuge, no miscommunication, and no confounding information that might lead to misunderstanding of what the department does or seeks to accomplish. As a matter of fact, since the description of the department clearly states the province of College Preparatory Studies, such a name may even be suitable as an agreeable alternative to the many names currently used for Basic Writing. The name Preparatory Academic Writing rings accurate, if not too long, for Basic Writing.

Pronouns and Meaning

Effective communication in naming adequately lays a foundation for syllabi communication in pronoun use. NCTC syllabi pronoun synonyms are "student" and "students" that refer to "you" and "your" and "instructor" and "professor" that refer to "I." All these pronouns and pronoun synonyms, the fact of their presence, lack of presence, their location, and their possible meaning are the focus of analysis.

Audience becomes most significant because syllabi speak to students; they engage potential and current "students" in a conversation about specific courses. "Students" are named in the course description in 0305 syllabi and INRW 0405 syllabi and course competencies and 0305 syllabi. The plural "students" appears twice in the

course description in 0305 syllabi and once in INRW 0405 syllabi. The singular "student" appears once in course competencies in 0305, there is no similar section in INRW 0405 syllabi. "Student" and "student" are the only pronoun synonyms that exist in these sections. "Student" or "students" is the only interchanging of pronoun synonyms: singular to plural. Naturally, this interchange is merely a normative congruence in Standard American English for audience, but it can also be examined through the lens of Bakhtin's persuasive discourse. The interaction of pronouns and pronoun synonyms for audiences to interpret these syllabi is persuasive discourse. Persuasive discourse "is affirmed through assimilation, tightly interwoven with "one's own word" (Bakhtin, *The Dialogic Imagination: Four Essays* 345). Persuasive discourse facilitates linguistic attention to bringing together what is separate. Furthermore, "the internally persuasive word is half-ours and half-someone else's . . . (Bakhtin, *The Dialogic Imagination: Four Essays* 345); this is what these specific pronouns do in these specific syllabi; they function to convince readers, who are potential students in Basic Writing, that the ideological perspective of Basic Writing is also theirs or should also be theirs as a "student" or "students." Using "you" or "your" does not accomplish this goal and "you" and "your" do not establish Basic Writing students as "students" because "you" and "yours" in this sense is mere separation, there is a setting apart when there is urgency to bring together.

Since Basic Writing is not yet a college level course, using "student" or "students" implies making what is from what is not. "Student" or "students" recognizes a subtle assimilation into an established community of college or better yet college student. "Student" and "students" affirms via the assimilation into syllabi that Basic Writing students are indeed college students. What is more, catalog description and course

competences, sections that define Basic Writing at NCTC, sections that inform students and potential students what the course will accomplish, sections that establish what students will learn are sections that require persuasive discourse because they must elicit compliance in the goals and even outcomes of Basic Writing.

"You" and "yours" are pronouns of ownership in Standard American English, so their absence in catalog description and course competencies in 0305 and INRW 0405 syllabi is not only understandable, but also expected. Students do not own these courses. To be accurate, not even institutions own these courses because in the state of Texas, their construction is the province of THECB. While institutional descriptions of Basic Writing do indeed vary based on mission statements or department locations, from the historical construction of Basic Writing specifically in Texas, institutions do not own these courses; they facilitate these courses.

While institutional learning goals and general description of subject matter for each lecture/discussion are significant sections with regard to establishing communion with the audience, dialogism, and persuasive discourse are problematic. Within institutional learning goals, there is no "students," no "student," and no explicit nor implicit "you" and "your" in this section, which means there is no tonal adjustment. Dialogism is implicit, but not explicit because this section does not appear to speak with or to potential or current students; there is no appearance of interaction. Institutional learning goals does not appear to be for "student" or "students," but rather for the institution. Institutional learning goals and general description of subject matter for each lecture/discussion in INRW 0405 syllabi both appear to be about Basic Writing, which explains their inclusion in Basic Writing syllabi, but audience is suspect; hence one possible reason why there are no "students," no "student," no "you," and no "your."

General description of subject matter is equally significant because this section spells out student learning objectives throughout INRW 0405 syllabi. However, again it appears that dialogism is implicit, but not explicit because this section does not appear to speak to nor with potential or current students. Considering general description of subject matter for each lecture/discussion is integral information for current or potential students because it specifically states what students will learn and apply throughout INRW 0405 syllabi; this section should speak to and with current and potential students. General description of subject matter for each lecture/discussion is what will happen in the course; this section is what students will learn in the course; this section specifically addresses the how, why, and what in INRW 0405 syllabi, but to whom such information is addressed is again suspect. Obviously and inherently, general description of subject matter for each lecture/discussion is meant for current or potential students, but it does not appear to bring potential or current students into a conversation; it does not seek to establish communion with the audience because there is no "student," no "students," no "you," and no "your."

Obviously issues abound in 0305 and INRW 0405 syllabi. Though 0305 syllabi are not without their issues, INRW 0405 syllabi unfortunately do nothing to assuage issues already present in 0305 syllabi. Specific sections in INRW 0405 syllabi, catalog description, course competencies, institutional learning goals, and general description of subject matter for each lecture/discussion, in their pronoun use, do not yet establish communion with the audience specifically for students. Additional sections not yet analyzed, program purpose statement, department purpose statement, and student learning outcomes are in **Power and Agency** because audience is not the same in these sections, so objectives are not the same.

Power and Agency

In these dialogic attempts to establish communion with the audience, most subtle are simultaneous renderings of discourses of power and illustrations of lack of agency. Such discourses inherent in Basic Writing syllabi are facets of dialogism that "transmits and produces power; it reinforces it, but also undermines and exposes it, renders it fragile and makes it possible to thwart" (Foucault, *The History of Sexuality Volume I* 340); they are dialogic. What must be understood here is that for Foucault, discourses contain both a *for* and an *against* in a single language, so this undermining and exposing can occur within discourses and even, as I argue, simultaneously within dialogic documents meant to reinforce community ideologies. Of course Foucault is not referring to Basic Writing syllabi, but such syllabi are indeed discourses. Basic Writing syllabi are also "multiplicity of discursive elements that can (and do) come into play in various strategies" (Foucault, *The History of Sexuality Volume I* 100). Furthermore, in referencing agency, I am referring to Burke's conception of agency in his pentad-act, scene, agent, agency, and purpose (*A Grammar of Motives* 65). Act is "what was done," scene is "when or where it was done," agent is "who did it," agency is "what means or instruments he used," and "how he did it," and purpose is "why" (Burke, *A Grammar of Motives* xv). Though Burke's and Foucault's theories are not predicated on Basic Writing syllabi, they are predicated on human interactions. Nether theory is far-fetched from Basic Writing syllabi because these syllabi are grounded on persuading human action, interaction, and reaction.

The connection to Burke's pentad in INRW 0405 syllabi is multifold: act is Student Learning Outcomes, scene is Basic Writing courses, agent is implicitly faculty, but not necessarily so, and purpose is both the Program Purpose Statement and

Department Purpose Statement. Here is the complexity in agent because these syllabi are multi-voiced, because there is no "I," there is no explicit instructor or faculty, but assumed to be faculty. The lack of "I" implies a lack of agency; however, this does not mean there is no attention to "how 'he' did it," since agency is ability to act, which the systems that govern Basic Writing to indeed possess, but the assumed agent may indeed have no agency.

Purpose-agency is both complicated and easy. Purposes of syllabi are simply understood and implicitly agreed upon in higher education; there is no disagreement about syllabi existence: millions are created and disseminated every semester or quarter. Purposes for specific syllabi vary by course and by discipline. The purpose-agency connection for NCTC Basic Writing syllabi is an exercise unrelenting subordination. Not only is a purpose of these syllabi to communicate what Basic Writing will do, but it also communicates what it cannot and will not do. Furthermore, the fact that faculty may have either no hand or little ability to create or even adjust the specific syllabi is yet another means to subtly reinforce a "not yet" narrative that is already stated and furthered by the lack of credit. What is more, lack of "I" removes faculty' explicit presence. Essentially, 0305 and INRW 0405 syllabi are disembodied fragments apart from the implied speaker of the instructor. While these documents do indeed have a speaker or rather speakers, those speakers are not inherently faculty. In an assumption of a "who," that is a speaker, even though that "who" may be partially inaccurate, there is a disruption in the position of power.

While 0305 and INRW 0405 syllabi are implicit of faculty's voice because their names are on such documents and they disseminate such documents, the missing "I" in 0305 and 0405 syllabi indicate something wholly different: they highlight a lack of

power, a lack of agency in courses that are already marginalized. In 0305 and INRW 0405 syllabi, only "instructor" appears in the attendance policy. No additional sections of syllabi contain "instructor," "professor," or "I." Neither "instructor" nor "professor" nor "I" is in catalog description or course competencies in 0305 nor in institutional learning goals, program purpose statement, student learning outcomes, and general description of subject matter for each lecture/discussion in INRW 0405 syllabi. No additional voices are explicit within these documents. Though faculty of Basic Writing may have no hand in creating syllabi, they are assumed speakers; they are voices of authority, yet they are not necessarily identified in these documents. When or if faculty are identified, it is sparingly within documents that are implicitly espoused to be from faculty.

The missing "I" is singular, as is "instructor" and "professor," so its appearance in Basic Writing syllabi does not reinforce the presence of two or more voices of ideological viewpoints in Bakhtin's heteroglossia. However, its absence implicitly serves a point of heteroglossia since it is a part of the "processes of centralization and decentralization, of unification and disunification . . ." (Bakhtin, *The Dialogic Imagination: Four Essays* 272) because assumed voices are faculty, no matter additional unseen voices present within these documents. An explicit "I" is neither necessary nor required because it is assumed. Such an assumption, though, is how the lack of power; the lack of agency is both strategic and insidious. For even as these documents may seek to establish communion with the audience, the missing "I" takes faculty voices, and at the same time, subordinates faculty in a more subtle illustration of power. What this means, then, is that faculty lack the capacity to act in these documents as they are initially presented. Now, this does not mean faculty lack the ability in classrooms. On the contrary, faculty's

capacity to act is more so in classrooms than in syllabi, but it does mean that in documents that come from faculty and are assumed to be faculty constructions, faculty lack agency they are expected to possess.

Many syllabi across departments and across disciplines do not offer faculty much room to adjust syllabi or incorporate their voices as authority in classrooms, but ponder for a moment that Basic Writing is defined by what students' lack, not by what students possess. Consider that Basic Writing emerged as a field of study and instruction not from what students could do but what was assumed they could not do. Ponder, moreover, that Basic Writing courses are still perceived as courses meant to "fix" what is seemingly broken in student academic writing and this inherent lack of power/agency is not unfounded, nor is it to be dismissed in Basic Writing syllabi.

In specific sections, that are persuasive in their necessity for these courses to exist, the assumed speakers of faculty is absent. Catalog description and course competencies initiate the absence of the "I" that is the "professor" or "instructor." The missing "I" in these two sections is understandable and even necessary; neither section is predicated on the instructor, yet they are dependent upon instruction. Both sections essentially communicate what and why of 0305 and INRW 0405 syllabi; they inform current and potential students what theses course are and why such courses exist in higher education. Such sections are implicitly persuasive for current and potential students to believe and even support the ideologies of these courses, and then strive for possible success in these courses.

"Identification and "Consubstantiality"

NCTC 0305 and INRW 0405 syllabi are problematic primarily for Basic Writing faculty. Though there is clear implicit and explicit Burke identification when it comes to

"the student" and "students" in 0305 and INRW 0405 syllabi, such is not the case for faculty. 0305 and INRW 0405 syllabi unfortunately do not facilitate a Burke identification for faculty because there is a lack of implication of transformation; there is no indication of a change. 0305 and INRW 0405 syllabi lack meaningful recognition of Basic Writing faculty, they are almost disembodied from these documents. Though they are physically present in Basic Writing courses, Basic Writing faculty essentially do not exist in pertinent sections specific to Basic Writing in 0305 and INRW 0405 syllabi. The lack of faculty existence portends to a lack of identification, which is problematic because faculty do change, there is transformation.

Basic Writing faculty know well of the transformation whilst teaching Basic Writing. Mike Rose details such transformation in his germinal text on Basic Writing and students placed into such courses. Rose discusses how teaching underprepared students, who are placed into courses similar to 0305 and INRW 0405 affect him as a Basic Writing instructor. Rose specifically states how he changed his assumptions about language and issues of grammar as a Basic Writing instructor. He had to step away from any "traditional" types of grammar focused instruction of "schoolbook grammar, mechanics, usage-would tremendously restrict the scope of what language use was all about" [to] "rely more on the feel of things" (Rose 141). Incidentally, some Basic Writing courses have changed to reflect more advanced teaching that does not focus on issues of grammar; however, according to 0305 syllabi's catalog description and course competencies and INRW 0405 syllabi general description of subject matter for each lecture/discussion, NCTC maintains a focus on grammar as a part of their student learning objectives. For Rose, there was and is a transformation for writing teachers that comes directly from teaching Basic Writing. I surmise Rose is arguing that who Basic

Writing teachers are before teaching Basic Writing cannot be who they are after teaching Basic Writing. While Rose is mostly discussing teaching transformation, I argue that it is more than that; I argue that there is always a personal transformation that comes from teaching underprepared students. Faculty are not the same from before they have taught Basic Writing as they are after teaching Basic Writing. I do not propose that such change is positive, but change or rather a transformation does indeed occur.

The lack of recognizing an instructor in pertinent sections specific to Basic Writing in 0305 and INRW 0405 syllabi denies the possibility of acknowledging transformation; it denies identification at least on the face of these documents that both implicitly and explicitly espouse that transformation must take place to become the implied college in "the student" or "students." Denying this transformation further denigrates Basic Writing and its students, and may be yet another foundational detriment in the historical connotation and facilitation of Basic Writing.

All is not lost for faculty in 0305 and INRW 0405 syllabi; these documents at least include "instructor," so faculty are not completely erased from these documents. Attendance policy in 0305 syllabi contains the solitary use of "instructor." INRW 0405 syllabi contains more than the solitary use in the attendance policy. INRW 0405 syllabi has an entire section to announce the instructor that not only has a place for a name, but also campus location, office hours, telephone number, and email address. Possibly, during the integration of developmental reading with developmental writing and subsequent syllabi construction, some recognition in the lack of effective instructor identification (not necessarily in Burke's explication of identification) in Basic Writing syllabi took place. Unfortunately, none of these sections are specific to Basic Writing. What is more, such information is left blank on the open website where these syllabi are

located. I assume that once these syllabi are disseminated to students during class, instructor information will be added.

The startling lack of identification does not bode well for consubstantiality for Basic Writing faculty. Naturally, the lack of recognition, thus acknowledgement that teaching Basic Writing results in transformation for students AND teachers, makes consubstantiality substantially more difficult. Because of the situatedness of Basic Writing, persuasion of shared principles (as in shared amongst students and teacher) that does not deny individual distinction is paramount for the effective facilitation of the course. 0305 and INRW 0405 syllabi effectively communicate how to identify, how to change, how to transform to become the implied college in "the student" or "students." However, joined interests or persuasion to believe interests are joined as a component in Burke's consubstantiality (*A Rhetoric of Motives* 20) is not clear. For the implied college in "the student" or "students," consubstantiality is almost a given; their transformation, their change is clear. For Basic Writing faculty there is no given. Basic Writing faculty's transformation, their change might be implicit because they are unnamed but assumed voices in 0305 and INRW 0405 syllabi sections specific to Basic Writing, but without such explicit identification, there are no assurances that these pedagogical documents effectively persuade "the student" or "students" to believe their interests and Basic Writing faculty interests are joined.

To be clear, this situation is not dire. However, the lack of identification highlights that change or rather required revision in these specific pedagogical documents does not always mean improved communication. What 0305 and INRW 0405 syllabi lack in communication for Basic Writing faculty, they effectively communicate for "the student" or "students." Actually, in revising or creating new

syllabi to accommodate required course integration bodes well for students, but not so well for faculty. I infer there are issues here with a state requirement of integration rather than a college issued mandate. Colleges had to integrate courses and syllabi or create new syllabi, but they are not the entities who mandated the integration. Though voices of those entities are inherently in these documents because they are the reason these documents exist. Now, this is not to say that both syllabi cannot be better in their communicative prowess; this is writing of course, so syllabi can and should be revised-as it was when developmental reading was integrated into developmental writing to create INRW 0405 syllabi, and syllabi revision is what faculty do every semester, and revision is a natural part in construction any text. Such revision will be addressed and illustrated in **Learning Outcomes.**

Tarrant County College District (TCCD)

Similar to NCTC Basic Writing syllabi, I received all requested TCCD syllabi as pdf attachments, which again made the subsequent LIWC2015 analysis easier. To reiterate, I use LIWC2015 identically to how I use it for TCCD Basic Writing syllabi, so the following analysis is similar. Because of the similar use the following explanation of use is exactly the same as in **NCTC**: I do not discuss LIWC2015 dimensions in this analysis of TCCD Basic Writing syllabi because these documents are exactly the same across campuses; there are no campus comparisons, and syllabi have not undergone any vast revisions to warrant more intricate LIWC2015 use. However, I do analyze and discuss pronoun use within sections specific to Basic Writing, and I do discuss possible pronoun meaning in those sections.

Names and Naming

Academic Foundations is the name for the department that houses all developmental courses at all TCCD campus, but words in the title are symbolic in Burke's extraverbal context (*Language as Symbolic Action: Essays on Life, Literature, and Method* 359). Similar to NCTC, the department title is more than mere dictionary definition. The situation remains Basic Writing because an academic perception remains that it is merely a foundational course. Both words in Academic Foundations together and apart are "symptomatic," and they are indeed "secretly infused with some "repressed" [but not necessarily] "forgotten" context of situation [but still] "in some way "traumatic" (Burke, *Language as Symbolic Action: Essays on Life, Literature, and Method* 359). My use of Burke's concept of trauma harkens back to Deborah Brandt's argument about shame and vulnerability in writing, which, I argue, is amplified, exacerbated in Basic Writing because of its situatedness or rather unsituatedness in the academy. Burke's context of situation with regard to TCCD Basic Writing is not forgotten, and it is not necessarily repressed. However, Basic Writing is "forgotten" within the academy or rather it is overlooked, and it is repressed by ideological constructions of value also within the academy.

However, TCCD's Basic Writing department name recognizes how such neglect and repression not only furthers the inherent marginalization of developmental courses, but it also attempts to partially rectify this situatedness. Particularly, "Academic" is significant and strategic as shored up by Angela Pettit, Chair of Academic Foundations at TCCD-Northeast campus. According to Pettit, "Academic Foundations was created in 2011; however, not every campus had a separate department for developmental reading and writing." Though every campus may not have had a separate department for

developmental reading and writing in 2011, currently they do, and each department has its own chair. Pettit further expounds that "the department was created in part by trying to anticipate the focus of the Texas Higher Education Coordinating Board on developmental courses and students." Pettit continues that "the name was chosen because we didn't want to have negative connotations to the courses that this population of students need to take. Remediation and developmental have a tendency to make students feel less qualified for college than a more positive title." Attention to meaning is quite clear here. TCCD, with the THECB and students in mind, clearly comprehend various negative perceptions of Basic Writing. Clearly, TCCD Academic Foundations is cognizant of the historical situatedness or rather unsituatedness of developmental courses including Basic Writing. Therefore, TCCD's department naming is an effort to mitigate compounding the already problematic history and nature of Basic Writing.

Pronouns and Meaning

Content in TCCD syllabi, similar to NCTC, have largely remained consistent. Unlike NCTC, there are multiple levels of Integrated Reading and Writing. But, for this analysis, I only analyze ENGL 0325 as the highest level of Basic Writing before course integration and INRW 0399 as the current highest level of Integrated Reading and Writing. ENGL 0325 syllabi contain stock material: course description, learning outcomes, course assessment and a scholastic dishonesty statement that points readers to the TCCD Handbook, but there is no disability statement, no attendance policy, and no resources. INRW 0399 syllabi contain similar stock material: course description, learning outcomes, course assessment and a scholastic dishonesty statement. Unlike ENGL 0325 syllabi, INRW 0399 syllabi contain an attendance policy, a disability services statement, and there is also a brief section on additional resources. Sections of

interests in ENGL 0325 and INRW 0399 syllabi are course description, learning outcomes, and course assessment because similar to NCTC Basic Writing syllabi, they are specific to Basic Writing.

Before course description in ENGL 0325 syllabi there is a three-sentence epigraph in italics:

> *At Tarrant County College, the District master syllabus documents the contents of a course. A District master syllabus is required for every course offered. District master syllabi are prepared by teams of faculty and approved by instructional administration.*

The epigraph clearly states the voices within these documents that include faculty who are likely to teach Basic Writing. What is more, explicit notifications of voices in these documents construction make heteroglossia ever more apparent and identifiable. As a matter of fact, this epigraph is a most simple presence of multiple voices in these texts because it says so. Equivocation of voices is essentially non-existent for faculty. As a matter of fact, and more than likely, faculty made the decision to include the epigraph. No such epigraph or information is included in INRW 0399 syllabi, which likely indicates that faculty are either not voices of textual curation or they have little agency in their creation.

Faculty well know of a perception that individual instructors control syllabi content, and some do; however, course description, course goals, and learning outcomes are not necessarily provinces of faculty in any discipline. As a matter of fact, faculty generally have more control in upper division courses within disciplines, not core courses and certainly not developmental courses that are not college credit courses. Nonetheless, faculty must inherently enforce language in course descriptions, since such

sections are comprised of authoritative discourse that faculty are assumed to possess by "the student" or "students." Incidentally, this discourse contains already created ideologies constructed well before some faculty members even ponder teaching Basic Writing. This is discourse that "demands that we acknowledge it, that we make it our own; it binds us, quite independent of any power it might have to persuade us internally, we encounter it with its already fused to it" (Bakhtin, *The Dialogic Imagination* 342). This is authoritative discourse and internally persuasive discourse joined. Language is explicit to become the implied college in "the student" or "students," and it is implicit that "the student" or "students" are already college students even when they are not. Such inclusion is affirmed through assimilation of language within these documents and throughout Basic Writing course to make college "students."

Within this discourse, in course description, course goals, and learning outcomes in ENGL 0325 syllabi are voices that have already acknowledged the "distanced zone, organically connected with a past that is felt to be hierarchically higher" (Bakhtin, *The Dialogic Imagination* 342). Thus, it is not "a question of choosing it from among other possible discourses that are its equal. It is given (it sounds) in lofty spheres, not those of familiar contact. Its language is a special (as it were, hieratic) language" (Bakhtin, *The Dialogic Imagination* 342). Here, the lofty spheres are TCCD Basic Writing syllabi sections that are instructive of what must be done to become the implied college in "the student." The language is indeed special because it is imbued with power or there is no completion; there is no moving on because this discourse is the authority, and it is not questioned, nor is it questionable if "the student" or "students" want to become the implied college in "the student" or "students."

While most section content in ENGL 0325 and INRW 0399 syllabi are unchanged from 2010 to 2015, there are subtle changes in pronoun antecedent use. Course description in ENGL 0325 and INRW 0399 syllabi lack "professor or "instructor," and this same section in ENGL 0325 syllabi also lacks "students" or "the student." INRW 0399 syllabi course description does contain a solitary use of "students." What is more intriguing is the addition of "students" in the course description of INRW 0399 syllabi that did not exist in ENGL 0325; it is this addition of a pronoun antecedent that signifies an inclusion that was not present in ENGL 0325 syllabi.

Similar to NCTC, course description is not about instructors. The lack of a pronoun for instructors is not necessarily cause for alarm; however, such content is implicitly meant for students. The inclusion of "students" where there was none previously, instantiates establishing communion with the audience in a way that is not similarly illustrated in NCTC Basic Writing syllabi. In this way, INRW 0399 syllabi make more obvious use of Perelman and Olbrechts-Tyteca's oratorical communication in establishing communion with the audience. Oratorical communication is when "the speaker asks his opponent, or the judge to think about the situation under discussion and invites them to take part in the deliberation which he appears to carry on in front of them" (Perelman and Olbrechts-Tyteca 178). Including "students" in course description in syllabi that also now includes an additional marginalized course, developmental reading, is the invitation to ponder what the integrated course now means. Course description in INRW 0399 syllabi even explicitly states that "the course integrates fundamental reading skills . . ." Since the course description no longer describes one course but now two courses, there must be more contemplation of how to

achieve a multiplicity of impending new course goals and learning outcomes, not just for "students," but also for Basic Writing faculty.

Basic Writing faculty are not included in INRW 0399 syllabi course description, which may signify they are opponents in oratorical communication; however, an invitation remains, and it is ongoing for "students" the conversation is for "students." No longer then are "students" adjacent to conversations about their learning. "Students" are part of the conversation, or at least "students" are invited to partake in such conversations, thereby attempting to gain an agreement for the necessity of such courses to exist and the necessity for "students" to take such courses. Such inclusion does extend an invitation, but it is also a change to possibly heed arguments by the very same "students," which will invariably impact establishing communion with audience. ENGL 0325 syllabi course description offers no such means to establish communion with the audience for its simple lack of inclusion for both "students" and Basic Writing faculty.

Course goals and learning outcomes; however, are the opposite for ENGL 0325 syllabi and INRW 0399 syllabi: this is where INRW 0399 syllabi fail and where ENGL 0325 syllabi succeed. ENGL 0325 syllabi course goals and learning outcomes contain multiple uses of "the student" in ENGL 0325 and the single, solitary use of "students" in INRW 0399. "The student" is, I argue, a synonym for "you," and "students," while not a synonym of "you," it is simply pluralizing student as part of the intended audience of syllabi (since these syllabi are HB 2504, Texas legislature is also part of the assumed audience). Replacing "the student" with "you" does not violate subject-verb agreement, and subject-verb agreement is a likely a point of instruction because the course description in ENGL 0325 syllabi specifically states that grammar is a focus, so my assumption of implicit pronoun antecedent replacement aligns with both explicit and

implicit course description content. What is more, arguing that "you" is an appropriate and even assumed pronoun interchange is not far-fetched because "the student" or rather "you" still functions in establishing communion with the audience, not simply because of its use, rather because of repeated use, which I argue is not an accident.

Repetition of "the student" in ENGL 0325 syllabi as opposed to the solitary use of "students" in INRW 0399 syllabi works towards identification. I also align it with constitutive rhetoric. Here, I am connecting White's argument about collective identity that audiences are not organically produced; rhetors here, multiple voices specifically in ENGL 0325 syllabi, seek to communicate construction of what I argue as an academic identification. Naturally, repetition of a word or phrase is a common device of memory. Though memory may be a province in repeating "the student," it is also a rhetorical device called anaphora, which is a "repetition of the same word or group of words at the beginning of successive clauses, sentences, or lines" (*Silva Rhetoricae: The Forest of Rhetoric*). Anaphora, as a rhetorical device in ENGL 0325 syllabi, functions as a form of personification, not in the sense of something nonhuman given human features, but more as an ontological metaphor communicating being and then becoming the implied college in "the student." Repeating "the student" amplifies what people placed into Basic Writing can become: they are to become the implied college in "the student," which furthers a way of looking at a person, a way of creating college "student."

Persuasive effects in "the student" and its repetition are joining of interests because of perceived voices in ENGL 0325 syllabi. Within this discourse, in course description, course goals, and learning outcomes in ENGL 0325 syllabi are voices that have already acknowledged the "distanced zone, organically connected with a past that is felt to be hierarchically higher" (Bakhtin, *The Dialogic Imagination* 342). Thus, it is

not “a question of choosing it from among other possible discourses that are its equal. It is given (it sounds) in lofty spheres, not those of familiar contact. Its language is a special (as it were, hieratic) language” (Bakhtin, *The Dialogic Imagination* 342). Here, the lofty spheres are TCCD Basic Writing syllabi sections that are instructive of what must be done to become the implied college in “the student.” The language is indeed special because it is imbued with power or there is no completion; there is no moving on because this discourse is the authority, and it is not questioned, nor is it questionable if “the student” or “students” want to become the implied college in “the student” or “students.”

Course assessment is the only additional section specific to Basic Writing and included in both ENGL 0325 and INRW 0399 syllabi, similarities do not end there. ENGL 0325 and INRW 0399 syllabi contain “faculty” and “instructor’s” and variations of “student,” “a student,” “the student,” and “students.” Course assessment in syllabi consist of two paragraphs explicating how work in the course will be assessed. However, in INRW 0399 course assessment both paragraphs have less content: they are shorter, yet they still summarize what was previously explicated in ENGL 0325 and both paragraphs in INRW 0399 still detail course assessment. For example, in INRW 0399 syllabi instead of specifically stating all grades that can be earned (excluding D because there is no D in developmental courses), they simply state that a C or better must be earned to pass the course. Essentially, acknowledgement of an implicit transformation that must come is specifically in course assessment. While course goals and learning outcomes state what must be to become, course assessment states who makes such determinations. In the first paragraph in course assessment and then continued in the next paragraph “faculty” members are gatekeepers for transformation and then implied

is “students” are also gatekeepers for their own transformation; while “faculty” assess grades, “students” must earn the C or higher to become.

Length and minor points in simplicity are not the only changes among ENGL 0325 and INRW 0399 syllabi course assessment. ENGL 0325 employs “student,” “a student,” and “students.” INRW 0399 employs “student” and “the student,” which are small differences in the lack of pluralizing “student.” As a matter of fact, the following three sentences in ENGL 0325 syllabi with “students” are omitted from INRW 0399: “Students earning a C or higher in ENGL 0324 but not passing a TCC-approved placement test will progress to ENGL 0325. Students earning a passing score on a TCC-approved placement test will progress to ENGL 1301.” This is a necessary and monumental change borne out of necessity. Because of the integration of developmental reading with developmental writing, ENGL 0325 no longer exists; it was replaced by INRW 0399. Obviously, when change is necessary or rather compelled, it will happen. This bodes well for the likelihood of future, necessary change.

I have purposely spent more time on ENGL 0325 syllabi because, though its structure is problematic, its language use is more situated and strategic than its successor INRW 0399 syllabi. I have also spent more time on course goals and learning outcomes simply because that section has more content and again its discourse is more strategic, so it provides more fodder for explication. Linguistically and visually, though, where ENGL 0325 syllabi succeed, INRW 0399 syllabi fail and vice versa. While linguistic issues are explicated here, explication of visual issues comes in **Learning Outcomes**.

Power and Agency

TCCD Basic Writing syllabi offer unique opportunities to analyze linguistic power

dynamics. ENGL 0325 and INRW 0399 syllabi provide the textual means to analyze how "individuals are the vehicles of power, not its point of application" (Foucault, *Knowledge/Power: Selected Interviews and Other Writings 1972-1977* 98). Foucault's arguments about power and discourse are apt here because ENGL 0325 syllabi are more explicit and implicit in multiple sections, in multiple ways in its discourse than INRW 0399 syllabi. Furthermore, ENGL 0325 and INRW 0399 syllabi are illustrative of how power is employed through organizations both within these documents and in larger organizations that curate their content. In both the presence of faculty and their absence within ENGL 0325 and INRW 0399 syllabi, readers are witness to the latitude and limitations of certain voices with these documents. Though faculty are explicitly included in ENGL 0325 syllabi, they are not their point of application. ENGL 0325 syllabi are not about faculty, they are not for faculty, and often their voices are not even included in them; their power is limited even when they are announced as purveyors of power.

The required THECB integration of developmental reading with developmental writing has direct impact on language within INRW 0399 syllabi because ENGL 0324 syllabi, the course right before what used to be ENGL 0325, still has the epigraph. What is more information about a TCC-approved placement test is also removed from ENGL 0325 and INRW 0399 syllabi. Not only, then, have faculty been removed, but also TCCD as whole, which implies larger more domineering organizations at work here, or a Foucault "net-like organization" where "the individual is not to be conceived as a sort of elementary nucleus, a primitive atom, a multiple and inert material on which power comes to fasten or against which it happens to strike, and in so doing subdues or crushes individuals" (*Knowledge/Power: Selected Interviews and Other Writings 1972-1977*

98). Faculty are "the individual" here because they may be perceived as one and they are given some power in determining course assessment as specifically stated in ENGL 0325 and INRW 0399 syllabi.

In this way, what has linguistically occurred in ENGL 0325 and INRW 0399 syllabi is Foucault's domination-repression. In subtractions of language in TCC Basic Writing syllabi ". . . the pertinent opposition is not between the legitimate and illegitimate . . ., but between struggle and submission" (Foucault, *Knowledge/Power: Selected Interviews and Other Writings 1972-1977* 92). Considering Basic Writing is seemingly in a constant state of struggle, it is not far-fetched to argue content removal that signals inclusion, agency and yes, power, is also illustrative of struggle and eventual submission to hierarchical power even beyond faculty control in ENGL 0325 and INRW 0399 syllabi. What is more, the fact that content specific to the extent of faculty power is not in INRW 0399 is not to be dismissed; in its existence and absence it is still relevant to Bakhtin's authoritative discourse because it remains unquestioned. Besides, this content still exists in ENGL 0325 and INRW 0399 syllabi: "individual faculty members are responsible for designing evaluation instruments to measure student mastery of course goals and learning outcomes and for indicating the nature of such instruments in the instructor's class requirements." Faculty power and their agency remains at least this section of course assessment that likely ranks higher for student comprehension than even course goals and learning outcomes. Even if faculty are linguistically removed in syllabi, this does not mean power dissipates; it only means agents have changed, and the discourse remains persuasive. Domination-repression is about the relationship; it is about the continuation of a relationship, and in these syllabi what remains after course integration is what exists before integration.

"Identification and "Consubstantiality"

In this section, I focus on ontological identification and possibilities of consubstantiality. For this reason, some content in this section of analysis is repetitive, and INRW 0399 is sporadically analyzed. INRW 0399 syllabi, though not completely devoid of identification, is not as persuasive as ENGL 0325 syllabi. INRW 0399; however, denies or rather thwarts consubstantiality.

ENGL 0325 syllabi content ardently communicate transformation partially in their use of anaphora. Anaphora functions as an ontological metaphor of what literally is not, what follows after each use of "the student" is information on how to become that implied college in "the student," which is linguistic signification of Burke identification (*A Rhetoric of Motives*). As Burke explains properties in identification, transformation into the implied college in "the student" will take place; this is the changing of something, this is what becomes of people placed into Basic Writing after accomplishing the multiplicity of goals and outcomes listed in ENGL 0325 syllabi. How this identification happens clearly explicated in fifteen sentences that comprise course goals and learning outcomes in ENGL 0325 syllabi. Each sentence even has multiple goals and learning outcomes after "the students" "will be able to . . ." A key phrase here is also "will be able to," which implies inability to previously do so and it is action. Such information, such action, is indicative of a transformation: what was not before will now become to then be the implied college in "the student." "The student" is the statement of being after accomplishing all goals and learning outcomes in ENGL 0325 syllabi; this is change; this is transformation; this is identification. Obviously, I am belaboring a point in my argument here, but this is similarly done in the explicit and repeated use of "the

student," and I do it similarly to reinforce a point in the necessity of transformation inherent in course goals and learning outcomes.

Identification is much more difficult to ascertain in INRW 0399 syllabi because it removes key strategic linguistic moves. I am referring here to course goals and learning outcomes where repetitive, reinforced language is removed. The removal of this strategic discourse affects the likelihood of transformation/change necessary in identification. Of course this does not mean that becoming the implied college in "the student" in successful completion of INRW 0399 will not still occur, but removing language that insists upon its necessity does not bode well for transformation. As a matter of fact, the insistence is dulled; it seems less significant and less urgent. This is similarly so in course assessment, which similarly remove strategic discourse.

The urgency and truly the significance in and of strategic discourse is a crux here for consubstantiality because persuasion is essentially dulled in INRW 0399 syllabi. Symbolic structures in acting-together are no longer linguistically explicit, and they are not implicitly powerful because they are simply gone. The acting-together part within INRW 0399 syllabi no longer holds as much sway. Quite simply, the acting-together in consubstantiality was more explicit, more urgent, and more persuasive in ENGL 0324 syllabi, which is quite fascinating since INRW 0399 syllabi are texts that bring together two courses. Now, it may be an issue that bringing together two marginalized courses effected the strategic, thus persuasive prowess of INRW 0399 syllabi or simply a matter of word count, but considering developmental reading and developmental writing are indeed marginalized courses and there is ardent effort in naming the department to mitigate such marginalization, there should also be attentiveness to strategic discourse.

Missing from INRW 0399 syllabi are linguistic symbols to create a collective identity as indicative of constitutive rhetoric. Symbols that have been removed would also reinforce communion with the audience which are not so evident in INRW 0399 syllabi. Symbols removed are linguistically powerful and strategic as they are persuasive. Such symbols are addressed and explicated in **Learning Outcomes**.

Dallas County Community College District (DCCCD)

DCCCD is similar to a university. Each college--Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, Northlake, and Richland--is almost a completely separate entity. Each college is separately accredited by SACS, each college has its own president, and each college has its own website (each website does connect to the main DCCCD website). Functioning as separate entities may partly be why their Basic Writing departments have different names across colleges and why their Basic Writing syllabi are vastly diverse from one another.

I apply data from LIWC2015 differently for DCCCD because it is one district with numerous different colleges. All DCCCD colleges offer the same Basic Writing courses with the same number. All DCCCD colleges integrated Developmental Reading with Basic Writing. Students are able to take courses across colleges once admitted within the district. DCCCD colleges also provide their full syllabi and not simply the HB2504 syllabi on their district website. For these reasons, this section of analysis is different from NCTC and TCCD analysis, even the presentation of analysis is different: *Pronouns and Meaning, Power and Agency*, *"Identification and "Consubstantiality"* are not subsections here as they are in **NCTC** and **TCCD**. Changing different department names across colleges is not an act I foresee occurring and names are authoritative

linguistic symbols that warrant individual analysis, so *Names and Naming* remains a subsection.

Names and Naming

Developmental Disciplines, Developmental Integrated Reading & Writing, Developmental Studies, Developmental Writing, and Learning Enrichment and Academic Development are all department names that house Basic Writing at DCCCD. Unfortunately, I am unable to obtain any history on the naming of these departments. However, I can still infer meaning.

The word developmental is in almost all department titles for each college in DCCCD, which is not surprising. Developmental is an improvement from Remedial as a moniker for Basic Writing, and its name implies that writing skill is taking shape rather than being re-done from what supposedly was not previously done. Incidentally, remedial sounds like a remedy or cure, which then implies an ailment or a sickness. The ailment or sickness motif implies that faculty provides means to "cure" this sickness, which is offensive to both faculty and students, and it is superior. Developmental does not assume knowledge that was not learned or what was not taught in the same way that remedial does. Developmental is a more agreeable term because of the signification of developing skill rather than re-learning or re-teaching.

The only college within DCCCD to diverge from a common naming for its department is Richland, which is worthy of note. Learning Enrichment and Academic Development is rather long-winded name, but it is more than mere name. Each word in the department title is symbolic for what is to ostensibly occur in Basic Writing, but there is more here: the entire department title is extraverbal context that is more than

the sum of its parts. The title implies more than what is happening or is going to happen in any course housed within the department.

Learning Enrichment and Academic Development brings with it a type of learning and development. Within those types of learning and development are social contexts of what developmental education is and what it is supposed to do. For example, according to a response article from Thomas Bailey et. al., researchers with the Community College Research Center (CCRC) in Teachers College at Columbia University,

> the traditional system of developmental education has negative side effects (at the very least, developmental coursework takes time and resources and may discourage students) which, when considering *the developmental population as a whole*, tend to balance out its positive effects." (2)

Bailey et. al. are responding to critiques of their previous CCRC research studies about developmental education; however, their assertion speaks to the past, present, and even future of developmental education. Their comment also frames the context of developmental education that the department title, to some extent, addresses.

Learning Enrichment and Academic Development, as a department title, attempts to inherently address negative connotations of developmental education while instilling an idea of augmenting already possessed writing skills. There is a clear implication or inference in the department title that the type of learning in the department is within the specific context of the academy, so it does not replace nor negate already possessed knowledge. While the word development is not without its issues, the entire department title likely mitigates at least some negative associations to what development or developing may indicate in the context of developmental

education. Essentially, Learning Enrichment and Academic Development is not simply a department title; there is confidence, there is acknowledgement, and there is an attempt to situate the unsituated.

Pronouns and Meaning

As with NCTC and TCCD Basic Writing syllabi analysis, I used LIWC2015 to search for "I," "we," "you" and synonyms for those pronouns such as "I" such as "professor" and "instructor," and synonyms for "you" such as "student," and "students" in DCCCD Basic Writing syllabi. LIWC2015 clearly identified the existence of most pronouns and pronoun synonyms in various syllabi. Some DCCCD colleges Basic Writing syllabi, similar to NCTC and TCCD Basic Writing syllabi, lack "we," but this issue is more extensively analyzed in **Learning Outcomes**. What I discuss here are specific LICW2015 dimensions because some dimensions reveal compelling information about DCCCD Basic Writing syllabi. To be clear, I focus only on four specific dimensions measured by LIWC2015 to analyze the communicative efficacy in DCCCD Basic Writing syllabi. Now, I do offer specific DCCCD Basic Writing syllabi as examples to shore up assertions, but some college's syllabi and LIWC2015 dimensions are not extensively discussed because they are not as significant for further discussion.

LIWC2015 dimensions are word families. For example, words like ambition, climb, ambitious, eager, and education are included in the Drives dimension. Those words are synonyms or more obvious descriptors; i.e. the drive to succeed, and they represent types of acts or actions, ways of being, and intentions. I focus on the LIWC2015 dimensions of Tone, Authentic, Drives, and Social. To be clear, these words represent LIWC2015 dimensions, not dimensions of my own creation. The four

dimensions aid in discussions about how Basic Writing syllabi may and should communicate information to assist in situating students and Basic Writing teachers.

LIWC2015 Dimensions

In this section, I discuss the dimensions of Tone, Authentic *(*authenticity is the adjective/adverb I use throughout this section, but the LIWC2015 dimension is authentic*)*, Drives, and Social. Even though there are additional dimensions that I could discuss here, I chose Tone, Authentic, Drives, and Social because each of these dimensions include either pronouns in my study or their definitions include characteristics that should be similar characteristics in all Basic Writing syllabi. Unlike other categories like Cognitive Processes or Perceptual Processes, LIWC2015 does not provide word dictionaries for Tone, Authentic, Social, and Drives. These categories represent summary variables, and are the only non-transparent dimensions of LIWC2015. However, from the LIWC2015 data set and from individual review of syllabi, I can make interpretations of meaning. It is important to note that these scores are reported on a 100-point scale, unlike the transparent dimensions, which are reported as a percentage of the total words founds in a text.

Tone

According to the Linguistic Inquiry and Word Count: LIWC2015 Operator's Manual, "a high number [for Tone] is associated with a more positive, upbeat style; a low number reveals greater anxiety, sadness, or hostility." Further, "a number around 50 [for Tone] suggests either a lack of emotionality or different levels of ambivalence" (Pennebaker, et. al, "Linguistic Inquiry and Word Count: LIWC2015 Operator's Manual"). Naturally, a high number is desired for all syllabi, but considering there is a likelihood that anxiety, sadness, or hostility already exists in Basic Writing classrooms because of its

situatedness in the academy, a higher number is particularly desired in Basic Writing syllabi.

Unfortunately, there is no consistency for Tone in DCCCD Basic Writing syllabi. DWRI 0093 syllabi and DIRW 0310 syllabi fluctuate above and below 50, but Brookhaven and Richland DWRI 0093 from fall 2012 to fall 2014 with scattered 2012 Mountain View DWRI 0093 syllabi are mostly above 50 (click for fig. 3). Conversely, DIRW 0310 syllabi across almost all colleges from fall 2013 to spring 2015 decrease for Tone with scattered Brookhaven and Richland syllabi fluctuating between 50 and below (click for fig. 3). All other syllabi are well below 50 with some in the twenties and teens. As a matter of fact, Eastfield DWRI 0093 syllabi numbers for Tone went from 30s and 40s to 20s and teens in DIRW 0310; that is a significant drop. A 10 to 20 percent drop is intriguing because the LICW2015 dictionary does state that lower numbers may indicate hostility.

Tone is an essential component in Basic Writing syllabi. If there is a perception of hostility towards the audience, then there can be no persuasion to think that interests are joined, which is an essential factor in consubstantiality. Such low numbers in DCCCD Basic Writing syllabi are even more critical in establishing communion with the audience because communities are not built on inherent hostility within groups; they are built on some type of common goal or shared principle. Identification may be more feasible because of the transformation from hostility, but pedagogical documents should be modeling a way to be/have to become, so hostility is not acceptable nor welcome. Higher numbers for Tone are acceptable and welcome because being reflective of positivity is a necessary piece to create a “buy-in” for Basic Writing because there is no inherent “buy-in” of college credit.

Tone is an integral factor in text meaning; it can even make or break arguments. Tone is also an essential component in Basic Writing instruction and really all of academic writing because it can be a decisive factor in persuasion. A mocking tone for serious matter can lose audiences. It significant to not only ascertain Tone in pedagogical documents as instructionals of how and what students are learn, but also how teachers of writing model such learning and writing, and indeed how teachers are communicate such learning and writing. Obviously, this cursory discussion on Tone is lacking, but it does provide insight into text meaning and interpretation, so as teachers of Basic Writing, we should pay closer attention to Tone in the pronouns as we effectively communicate vital information about course success.

Authentic

Since there are characteristics in Authentic that should be similar characteristics in Basic Writing syllabi, I discuss this dimension's dataset. Higher numbers for Authentic "are associated with more honest, personal and disclosing text; lower numbers suggest a more guarded, distance form of discourse" (Pennebaker et. al, *The Development and Psychometiric Properties of LIWC* 2015 22). Though not every single DCCCD Basic Writing syllabus is highly reflective of Authentic, variances in reflecting Authentic do exist.

Not one out of all DCCCD Basic Writing syllabi culled for this study have a score of 50 or above for Authentic. The highest result for Authentic is are two fall 2012 Brookhaven DWRI 0093 syllabi 46.27 (click for fig. 3); these syllabi are identical and they have the same instructor, and even then not all Brookhaven DWRI 0093 syllabi are similarly reflective of that number; they fluctuate but none of the DCCCD syllabi are above 46.27. Even more intriguing is that all numbers drop for all DIRW 0310 syllabi. More honest and personal syllabi means the use of more personal words including

pronouns such as “I” and even “we.” Brookhaven is the only college that offers Basic Writing faculty a space on syllabi to specifically introduce themselves. Obviously, a personal introduction is quite difficult without using “I” and even “we.” Using “we” is an inherent part of acting-together in consubstantiality because “we” is a joining with the audience, which is necessary in Basic Writing syllabi because Basic Writing is already situated as a course that is outside of college-credit. “We” implies sharing; “we” implies shared values and principles; “we” is simply a powerful pronoun and this is part of why Perelman and Olbrechts-Tyteca likely use it in change in the number of persons as a part of establishing communion with the audience. Using “we” is an integral component in establishing communion with the audience; therefore, its use is desirable in Basic Writing syllabi.

Authenticity is similarly a desirable characteristic in Basic Writing syllabi. Basic Writing syllabi should be highly suggestive of honesty and are personable because such characteristics are invariably persuasive. Take, for example, Brookhaven syllabi that provide space for faculty to introduction themselves to students. Naturally, the introduction is personable because instructors likely use “I” and “we;” it personalizes documents and looks like a true attempt to join interests in faculty helping students pass these courses. Further, Basic Writing syllabi content can be intimidating because of what it asks of students, so documents that are highly suggestive for authentic in explaining what will happen in the course is desirable. Authenticity can also make content in Basic Writing syllabi less intimidating. For students in Basic Writing, honing academic writing can be an intimidating task with very high stakes. Making sure that content in instructional documents on how to be/have in Basic Writing is authentic is a must if syllabi are to persuade students to do the work to “become” college level writers.

Drives

Drives is subjective. Though drives may be considered a positive trait, it can also be a negative attribute. This LIWC2015 dimension includes the following pronouns and pronoun synonyms included in this study: “we,” “student,” “students,” and “professor” (click for fig. 1), but this dimension does not include “I” nor “you.” Drives is also one of the largest LIWC2015 dimensions since it has the largest vocabulary (click for fig. 1).

According to Pennebaker et. al. in the Linguistic Inquiry and Word Count: LIWC2015 Operator's Manual, Drives captures the expression of numerous needs and motives (22), but the most notable motives for my research purposes are affiliation, achievement, reward and risk (22). Each motive in Drives is essential in all theories for this study, particularly, affiliation because it inherently requires shared goals. Affiliation generally means shared values or goals because there is an alignment of ideals. For Basic Writing, that alignment for students is the desire to pass and for faculty it is a desire to assist students pass the course. Passing Basic Writing is perceived as an achievement; it is a reward to “become” the implied college student. This is a re-situation of being once unsituated, and this is a type of reward in changing from an outsider to an insider. However, risk is part of Drives because taking Basic Writing is a risk. The possibility of not passing, therefore, not “becoming” can be devastating, because then students have not changed, they have not transformed, and they have not been resituated.

Drives is an implicit factor in the transformation necessary to “become” the implied and valued “college” student. Furthermore, without drive in Basic Writing syllabi, there may not be an impetus for students to share values in becoming more adept with academic writing, specifically considering how academic writing can be

perceived assimilation rather than incorporation. Though drive is a subjective descriptor, it is generally a more positive attribute, specifically among and for students in marginalized courses, so it should be inherent in documents that are informative of how to be/have to then become.

All DCCCD Basic Writing syllabi are revealing in some way with regard to Drives. The highest number for any DCCCD Basic Writing syllabus is a fall 2012 Richland DWRI 0093 and the lowest are two spring 2012 Northlake DWRI 0093 syllabi. Both Northlake syllabi are exactly the same. Interestingly enough, all numbers for Drives for DIRW 0310 drop by a minimum of 1 and a maximum of 2 (click to see fig. 3). This is intriguing and alarming because after course integration, all syllabi across all colleges are less indicative of words that are likely to effectively communicate what is necessary to "become" the implied college in students. All DIRW 0310 syllabi across all colleges are less indicative of Drives. This is even more intriguing considering DCCCD colleges are separate entities, but, in this case, they are one.

Social

Social is clearly a dimension that implies "we." According to Pennebaker et. al. in Linguistic Inquiry and Word Count: LIWC2015, Social is a dimension that includes actions to to be social, such as talk and a collective pronoun that implies a group, such as they (3). Social processes "[includes] all non-first-person-singular personal pronouns as well as verbs that suggest human interaction (talking, sharing)" (Pennebaker et. al, Linguistic Inquiry Word Count: LIWC2015 55). What is more, words more aligned with groups or gatherings, words based on organizations, words based on teams and teamwork, and words based on informal and formal connections are included in Social dimension (click to see fig. 1), and that is exactly why I chose it to further analyze and discuss.

Essentially, Social dimension is based on a preponderance of what establishes, constitutes, and communicates community. As such, Social is an underlying basis for what I do here in ascertaining how pronouns and pronoun synonyms function in Basic Writing syllabi.

At least two pronouns, "you" and "we," I search for are in Social dimension. Two Richland DWRI 0093 syllabi have high numbers for Social (click to see fig. 3), and a Northlake DWRI 0093 syllabus is the lowest number for Social (click to see fig. 3). The two Richland DWRI 0093 syllabi are exactly the same: they are identical except for the course section numbers, meeting dates, and meeting times. Both Richland DWRI 0093 syllabi and the Northlake DWRI 0093 syllabus use "you" in abundance. Most notably, though, is that the Northlake syllabus does not contain "we," both Richland syllabi use "we." Both Richland syllabi have an epigraph at the top on the first page, that epigraph uses "we." The presence of "we" in both Richland syllabi and the lack of "we" in the Northlake syllabus are significant for the exact same reason I explicated in Authentic, so I do not reiterate that here, but I will comment on the placement of "we" in the Richland syllabi. Even though "we" is a most significant pronoun, the placement of "we" is a quandary because it is only in the epigraph, but the instructor placed that epigraph in the syllabus, so I argue this is a more strategic attempt to establish communion with audience, and even consubstantiality because of what epigraphs are and what they do. To explain, epigraphs suggests themes, they can be prefaces, examples, or even summaries, so in this sense the instructor could be setting a theme for building shared principles and values throughout the course. But I digress, because I cannot make definitive statements about the intentionality of any instructors of these courses. Though, this commentary is suggestion for content because an epigraph that uses more specific personal pronouns will likely produce higher numbers for Social. Epigraphs are

personal notes that do indeed set themes. I argue epigraphs, that include personal pronouns, are rhetorical devices for persuasion because they humanize syllabi: including epigraphs as are often purposeful and deliberate, as syllabi content should also be. I offer this insight to explicate how pronouns and even the lack of specific pronouns can be interpreted. I also offer this insight to explain why such interpretation not only matters, but also why pronouns use must be taken more seriously in Basic Writing syllabi because they are documents that must build community not already present in courses situated outside of college-credit.

Incidentally, the professor for Northlake DWRI 0093 course places his image on the first page of all his syllabi, which I presume is done to humanize syllabi, to associate his courses with a person, to at least begin establishing some sort of recognition in the community he will soon establish with the actual class. Of course, what I presume in this professor placing his image on his syllabi is mere conjecture, but it does bear noting because this could be his attempt at Social. Social is essential for what needs to happen specifically in Basic Writing classrooms where issues of building community abound. Being social or the appearance of social is part of persuading to share goals in the facilitation of these courses.

Explicating the impact of "we," "student," "students," "you," and specific LIWC2015 dimensions in DCCCD Basic Writing syllabi is noteworthy. While all dimensions are contextually subjective, they are attributes often necessary to communicate to students in marginalized courses. DCCCD Basic Writing syllabi are as unique as they are diverse similar to how each college in the district is diverse. Even though this research on DCCCD Basic Writing syllabi is shored up with textual analysis, what I present is a peek into a part of DCCCD Basic Writing pedagogy. More could be

deduced from LIWC2015 dimensions, such how gendered pronouns in assignment sheets affect the type of writing students produces, how pronouns in student writing might affect honing their academic writing skill, how emotional words in an argument essay affect arguments, or illustrating the communicative efficacy in student emails for an assignment on how to construct emails to diverse audiences. Essentially, there are more academic uses for LIWC2015 than what I used it to do and more than I have discussed. These are issues I hope to address in future studies. I would also like to interview the authors and architects of syllabi (teachers, administrators, etc.) regarding the authorial and/or pedagogical intents behind various impactful choices revealed this analysis thus far.

Chapter V

LEARNING OUTCOMES

In this section, I offer insight into additional reasons why NCTC, TCCD, and DCCCD Basic Writing syllabi are problematic. I argue for the necessity of revision in not only what to revise, but also visual examples of how to possibly revise NCTC, TCCD, and DCCCD Basic Writing syllabi. For such an undertaking, it is easier to perceive Basic Writing syllabi as not only genre, but also human centered technology. Basic Writing syllabi as a particular genre is not a stretch since syllabi are the very definition of a writing genre: they are a category of composition, but technology, even a human-centered technology is more arguable, so I offer Robert R. Johnson's conception of the user-centered rhetorical triangle in *User-Centered Technology: A Rhetorical Theory for Computer and Other Mundane Artifacts* to make my case (see fig. 5). Johnson's book is grounded in historical discussions of rhetorical theory that elaborates on user-centered theory.

In particular, I focus on Johnson's adaptation of James Kinneavy's rhetorical triangle because it places readers, in this case students, as primary in the construction of texts, which is vital in user-centered theory. Using Johnson's user-centered rhetorical triangle means reinforcing the notion of users, humans, at the forefront of heuristics. I adapt Johnson's triangle for Basic Writing syllabi because it re-situates students in Basic Writing. Furthermore, using Johnson's triangle aids in paying closer attention to power structures that marginalize Basic Writing and subsequently students in Basic Writing.

Because of the inherent multiplicity of voices and because of the rigidity of the genre, faculty are often left with documents that do not effectively represent their own pedagogy and are not in the best interest of students, especially in Basic Writing when there is more at stake for students in such courses and less external structure in place for support. I offer suggested revisions to syllabi gathered in my research in order to further critique existing NCTC, TCCD, and DCCCD syllabi. I do not provide a syllabus revision for DCCCD; I explicate why in *Change*.

Rhetorical Analysis

Unfortunately, it is evident in NCTC, TCCD, and DCCCD Basic Writing syllabi that students are not always centered. Some syllabi are also simply aesthetically displeasing, which impacts usability. For example, TCCD ENGL 0325 syllabi look like an exam (see fig. 4). Specifically the course goals and learning outcomes section is numbered with multiple subsections as lower case alphabet "choices," and it is overwhelming. There are fourteen of these course goals and learning outcomes and each one has a subsection consisting of at least three alphabetic "choices" that further explicate what "the student will" either demonstrate or complete. The sections looks almost exactly like a grammar test that at least one of these community college districts

uses in their Basic Writing courses. The section is not only visually unappealing, but it is also jarring because the first invitation into these courses looks like a test, which is jarring considering students may already feel like they have failed a test by being placed in Basic Writing. In contrast, INRW 0399 syllabi, syllabi after course integration, does not look like a test, its content is still not user-centered. Information student's likely want, such as assignments and grading are not even on the first page of these documents. What is usually on the first page of syllabi are course goals, learning outcomes, and course description. Such information is pertinent to regard syllabi as legal documents likely by institutional administration and even the creators of HB2504.

Wording in all Basic Writing syllabi is indicative of both identification and establishing communion with the audience. However, for students, even though they are included in wording, consubstantiality is sporadic or simply elusive. Faculty are similarly included, but identification is vague or worse non-existent. I argue that without identification consubstantiality is quite nearly impossible. Considering students do indeed transform or at least are expected to transform to become college level students in Basic Writing, it follows that faculty would similarly transform, at a minimum pedagogically and at a maximum personally. Perelman and Olbrechts-Tyteca's establishing communion with the audience requires persuasion, as does Burke's consubstantiality, but this does not happen when users are not centered in texts purported to be for them and about their learning.

NCTC, TCCD, and DCCCD Basic Writing syllabi are also aesthetically displeasing. Analysis within this dissertation has already explicated how specific pronouns and specific pronoun synonyms and phrases within sections specific to Basic Writing syllabi

are ontologically effective or ineffective in establishing communion with the audience and identification and consubstantiality. Furthermore, I have made overarching judgments about NCTC, TCCD, and DCCCD Basic Writing syllabi: they are problematic and they require more intensive scrutiny. Considering the communicative acumen and persuasive dexterity that some faculty, institutions, THECB, and Texas Legislature place upon all syllabi, and the unique situatedness of Basic Writing syllabi, such analysis and judgments are warranted.

As pedagogical documents, syllabi are vital to the effective facilitation of any course, but even more so in Basic Writing. Basic Writing is fraught with danger because of its unique situatedness in the academy, because of its constant battle for relevance, and because it populated by students who might not otherwise have access to higher education without the existence of Basic Writing. Basic Writing syllabi are then indeed narratives for survival. Not only are they for existence, essentially how to be in Basic Writing, but also how to become, essentially how to deal with the marginalization inherent in these courses that are sometimes perpetuated in course content. Basic Writing syllabi are documents of instruction for formative, formal education for path to becoming the implied "college students;" they are rhetorical and even psychological in how they communicate this being and becoming in change. Thus, it is essential to explore, research, and analyze this caveat of pedagogy of Basic Writing syllabi.

User-centered theory means texts are created specifically for users, but it does not dismiss the implicit collaboration in constructing texts for users to use. In Johnson's triangle, "user" is the middle, "artisan(s)/designer(s)" are the left point, "artifact/system" at the top point, and "user tasks/system actions" at the right point (36). In my adaptation of Johnson's user-centered rhetorical triangle "artifact/system"

is Basic Writing syllabi, "artisan(s)/designer(s)" are Basic Writing syllabi creators, and "user tasks/system actions" is Basic Writing syllabi content, and "users" are students in Basic Writing courses. Johnson does make a point that situation and constraint must also be considered in his user-centered theory because technology is not created in isolation from context. Johnson's point is not to be ignored because as I apply his triangle to Basic Writing syllabi, it is vital for me and for Basic Writing faculty to ponder context for their creations and the additional context of integrating two already marginalized courses. Such an endeavor is vital to ensuring content does not obscure intention, to ensuring effective communication of student learning, and to ensuring faculty have voices in pedagogical documents, so these documents are not more reflective of political maneuvering than educational success.

Multiple voices within Basic Writing syllabi are "artisan(s)/designer(s)," but most importantly they should implicitly and explicitly be faculty. However, as noted in the historical situatedness of Basic Writing and examining NCTC, TCCD, and DCCCD Basic Writing syllabi, there is no guarantee that faculty are "Artisans/Designers." Since the integration of developmental reading with Basic Writing, there is even less assurance of faculty voices in Basic Writing syllabi construction. Naturally, there are learning outcomes, course assessments, and additional necessary (read: legally required) information included in all syllabi, and such content is not the province of faculty, though their input should be sought. How this necessary information is communicated in syllabi must include input from faculty because they are in classrooms with Basic Writing syllabi "users" every week, thus faculty have unique insight into how or if syllabi should function within classrooms. According to Johnson "artisan(s)/designer(s)" both represent the maker and construction of technologies (36). Essentially, my argument

here in assigning faculty as "artisan(s)/designer(s)" is that even in the complicated multi-voiced situatedness of their presence in Basic Writing syllabi, faculty best know how to communicate vital information in these pedagogical documents because they are best familiar with who should be primary audiences of such documents.

Basic Writing syllabi as "artifact/system" is complexity with simplicity. For Johnson "*artifact* [Johnson's emphasis] denotes technological constructs of lesser complexity and *system* [Johnson's emphasis] denotes the more modern sense of technologies that intersect as a normal part of their "end" (36-37). Syllabi are indeed constructs of lesser complexity because they must be. Because anyone is a potential student in any course, syllabi must be easy for anyone to comprehend, so they must also be linguistically and visually unassuming. Basic Writing syllabi must be even more plainly written because specific knowledge cannot be assumed (even though a lack of knowledge is already assumed in developmental courses), so technical or jargon language is not necessary nor welcome, which is quite difficult considering the already explicated fact that Basic Writing syllabi are multi-voiced documents. Naturally, in constructing and a part of disseminating syllabi is using technology including the Internet: computers are used to create and print syllabi and copy machines to make copies for physical dissemination.

Using more complicated systems with both a simple yet complex artifact requires attentiveness to purpose and that comes in comprehending "user tasks/system actions." "Users" are students in Basic Writing courses. Because syllabi are for continued "user" use, "user" should be first in heuristics for Basic Writing syllabi. Though, there is no basis for any argument that "user" is not the primary audience for syllabi content and arrangement, likewise no argument can be sufficiently made that they are indeed the

primary audience. This is compounded by the fact that according to Johnson user tasks do not always align with systems actions because artisans or designers have a different conception of tool use (37). For example, syllabi creators may not have the same ideas of necessary content or arrangement for student use; they may know information pertinent for classroom facilitation or they may have a perception of necessary content, but content and arrangement of information is contrary to user use or vice versa. Even specific language might be diverse; what users call something might be completely different from what artisans or designers call something, so when users look for specific information it may not be in the place the think, thus, they either stop looking or believe information does not exist. Succinctly, system actions, how artisans or designers perceive or expect use, needs to align with how users are able to complete their tasks.

Variables in Johnson's user-centered rhetorical triangle are why NCTC, TCCD, and DCCCD Basic Writing syllabi are problematic. In too many instances, it is clear that syllabi are not directed to students; they have information for students, but students are not the primary audience. Considering many syllabi in this study are indeed HB 2504 syllabi, this is not surprising. I also realize that many of these syllabi do not present the entirety of syllabi given to students; however, they are the entirety of syllabi readily available to potential students since they are available to anyone with a computer and Internet connection. Furthermore, while I also realize that HB 2504 does not designate audience, audience is ostensibly students and potential students who may need or want to take courses. As such, students are users, so they should be centered in documents for their educational use. I also realize that faculty use syllabi as well; however, we are partial creators of content, so we know what syllabi should say, and what syllabi must say, but how we say what must be said needs revision. That said, writing a syllabus could

an opportunity for to make choices about how we will enact our pedagogy, and build our ethos. It involves reflective, praxis (balancing practice and theory) thinking, so we should pay even closer and more thoughtful attention, even more than we already to do syllabi content, not only their linguistic content, but also content arrangement.

Change

Heuristics in Johnson's user-centered rhetorical triangle is the most apt rhetorical theory to ensure that Basic Writing syllabi do not dismiss multiple voices inherent in these texts but rather incorporates them in such a way that furthers identification implied in establishing communion with the audience, thereby fostering consubstantiality. Putting all these points in Johnson's rhetorical triangle is the recognition that Basic Writing syllabi should be considered more powerful in what they say and what they can do. I also take Donald A. Norman's *The Design of Everyday Things* into consideration. Norman argues that when tools are misused or misapplied, it is not necessarily the fault of the user: it is more often faulty design. When Basic Writing faculty are not primary designers for primary users, when users do not use tools as designers would have users use those tools, it may be design flaw. Therefore, who constructs these pedagogical documents is just as significant as who uses them. Johnson's rhetorical triangle and my adaptation provide grounding for the necessity of ordering or re-ordering or creating heuristics in constructing Basic Writing syllabi.

My adaptation is a how-to for syllabi construction, and I argue for a re-arrangement of existing Basic Writing syllabi and in the creation of new Basic Writing syllabi. Naturally, the integration of reading into the Basic Writing curriculum led to changes in Basic Writing syllabi. Of course, this also meant adding and revising content, which made for even longer syllabi, but this should not mean a lack of attentiveness to

audience. While higher education cannot completely control for multiple voices in syllabi construction, using my adaptation of Johnson's rhetorical triangle may mitigate potential further marginalization of Basic Writing syllabi that implicitly and explicitly do not have students in Basic Writing as their primary audience.

Basic Writing has historically been marginalized and this unsituatedness does not appear to be coming to an end anytime soon. Unfortunately, the unsituatedness of Basic Writing has a too long history, rather sordid history that advances a dislocation within the discipline of English. The dislocation is one of many reasons why students in Basic Writing often possess a negative perception of themselves as writers and their overall scholastic prowess (Hickey). Similarly, Donna Alden in *Preparing the Developmental English Student: Their Perceptions of their Writing Skills* notes that students placed into Basic Writing often have very little confidence in their writing abilities. Students are also fearful of being unable to meet institutional standards of academic writing thereby hindering their future success, which is evident when students do not earn the requisite grade to enroll in college level English or take Basic Writing several times (Alden). The negative perception and re-enrollment several times after not passing Basic Writing is becoming more suspect, as recognized in an article in *Inside Higher Ed*. According to the article, "up to a third of students who placed into remedial courses due to their Compass or Accuplacer scores could have passed college-level classes with a grade of B or better" (Fain). Comments in the article are based on two studies from the Community College Research Center at Columbia University Teachers College. As the article suggests and these studies shore up, many students, who are placed into basic writing, not only can succeed in college-level English, but they can also excel. Obviously, the dislocation of Basic Writing is reminiscent of Ira Shor's "Harvard Line."

In an effort to mitigate how the continued marginalization of Basic Writing, I offer this dissertation on Basic Writing syllabi. Basic Writing syllabi are the crux of my study because they are pedagogy, and pedagogy matters because it is not just what we do, it is part of who we are as faculty and effects who we want students to be and become. Even though Basic Writing syllabi are part of a larger whole, they are not merely starting points for larger discussions; they are discussions about various goals, purposes and intentions of Basic Writing syllabi. What I have done here, in using techniques of discourse analysis on and theories that help me account for heteroglossia, establishing communion with the audience, identification, and consubstantiality in Basic Writing syllabi from NCTC, TCCD, and DCCCD, is a step towards comprehending how language within texts that are informative of "being" and "becoming" facilitate the creation of academic identity for students, instructors, and even institutions.

My study furthers critical dialogue about courses that (as I infer from the Community College Research Center at Columbia University Teachers College studies) appear to stifle the necessary learning that takes place in Basic Writing. My work here is not an end. My work is a call for increased attention to the lack of scrutiny in a commonly overlooked area of Basic Writing research-the genre, the form, and function of Basic Writing syllabi.

NCTC and TCCD

User-centered theory means users as students are first, which means information essential to the effective facilitation of any course is primary and information not essential for their effective use is ancillary. Considering HB2504 clearly identifies syllabi content and not information arrangement, there is more room to arrange information

for primary user repeated use. As practical application of my adaptation of Johnson's rhetorical theory, I have revised an example syllabus for NCTC and TCCD Basic Writing.

To curate both NCTC and TCCD Basic Writing syllabi, I used Piktochart. According to the Piktochart website, Piktochart is an infographic maker app that touts itself as able "to take your visual communication to the next level." I use Piktochart create these syllabi because syllabi are pedagogical informational documents, thus, they provide essential information. Additionally, incorporating graphics is simply for ease of comprehension and ease of readability in text heavy documents.

In each infographic example syllabus, I removed what I saw as redundant content, added community college specific information, added color (color can be removed to save ink or simply printed in black and white or not printed at all), and revised the order of user specific content: I moved grades, grading, and assignment content to the first page of both documents, and I have added specific wording to align with more pedagogically agreeable LIWC2015 dimension discussed in the DCCCD chapter. I have purposely left information about instructor information blank as it looks on existing syllabi for each respective community college district.

NORTH CENTRAL TEXAS COLLEGE

Your Success Is Our Success

Integrated Reading and Writing (INRW) 0405 Syllabus

Semester Credit Hours: 4
Lecture Hours: 3
Lab Hours: 1

This class does not count toward graduation at NCTC.

Required or Recommended Course Materials:

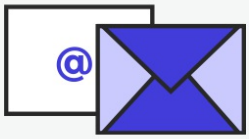
Biays & Wershoven, Along These Lines: Writing Paragraphs and Essays, Pearson, 6th edition, 2012.

(book bundle includes MyLabsPlus access code)

And access to:

OR

Instructor:



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Graded Assignments:

Grade Scale

90 – 100% = A; 80 – 89% = B; 70 – 79% = C; Below 70% = F

Assignment Due Dates:

Disability Services:

The Office for Students with Disabilities (OSD) provides accommodations for students who have a documented disability. On the Corinth Campus, go to room 170 or call 940-498-6207. On the Gainesville Campus, go to room 110 or call 940-668-4209. Students on the Bowie, Graham, Flower Mound, and online campuses should call 940-668-4209. North Central Texas College is on record as being committed to both the spirit and letter of federal equal opportunity legislation, including the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act of 2009, and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112).

Student Success Center:

The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. The center links students to FREE tutoring, including a Writing Center, a Math Lab, and free online tutoring in the evening. The program helps students acclimate to college by providing students free interactive workshops. For more information, please visit your nearest Student Success Center.

Attendance Policy:

Regular and punctual attendance is expected. There are NO excused absences. The Department of College Preparatory Studies will notify students of absences reported by instructors, and one courtesy warning email notification (Lion Pride email) will be sent to the student's current NCTC student email address (Lion Pride) when the student accrues 3 hours of absence in a course. Three tardies will be considered one absence. Coming in late disrupts the class. Occasions do occur that you will need to be tardy, but not on a consistent basis. It is the student's responsibility to maintain correct and current e-mail and local and permanent addresses with the college. After a student has been absent from class 6 hours, the student may be dropped. If the student is dropped from the only College Prep class in which he/she is enrolled and is TSI liable, the student will be DROPPED from all remaining courses for that semester.

Inform the instructor in writing during the first week of class of any religious holidays observed this semester. Documentation must be given to the instructor at the class following the holiday.

No excuses for not complying with the Attendance Policy.

Student Rights & Responsibilities:

NCTC Board policy FLB (Local) Student Rights and Responsibilities states that each student shall be charged with notice and knowledge of the contents and provisions of the rules and regulations concerning student conduct. These rules and regulations are published in the Student Handbook published in conjunction with the College Catalog.

Scholastic Integrity:

Scholastic dishonesty shall constitute a violation of college rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion. See the Student Handbook for more information.

Course Description (NCTC) Catalog:

This is a combined lecture/lab, performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates preparation in basic academic reading skills with basic skills in writing a variety of academic essays. The course fulfills TSI requirements for reading and writing.

Course Prerequisite(s):

Pass READ/ENGL 0300 with a "C" or better or earn satisfactory TSI Assessment placement score or earn satisfactory placement score on another approved assessment.

Student Learning Outcomes:

At the successful completion of this course, students will be able to:

Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

Comprehend and use vocabulary effectively in oral communication, reading, and writing

Identify and analyze the audience, purpose, and message across a variety of texts.

Describe and apply insights gained from reading and writing a variety of texts.

Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.

Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

Recognize and apply the conventions of standard English in reading and writing.into paragraphs to help your reader digest it all.

TSI Compliance:

At North Central Texas College, students who test but do not meet the passing scores in ALL sections of the TSI Assessment or any other THECB approved testing measurements are required by state law to obtain TSI advising and continuously enroll in a formal college preparatory studies (developmental) program every semester until all TSI requirements are satisfied. TSI program attendance is MANDATORY. Non-compliance with the rules of attendance will result in a student being WITHDRAWN from the college preparatory course and possibly from North Central Texas College.

Withdrawals are subject to college policies as set forth in the college catalog.

Sources:

NCTC INRW 0405 Spring 2015 syllabus

Google Images

www.piktochart.com/blog

INRW-0399 Integrated Reading and Writing

Tarrant County College District Master Syllabus

SUCCESS WITHIN REACH.

Academic Non-Core

Introduction

Tarrant County College District is committed to student success. We want all students to succeed in all their academic, personal, and professional endeavors. Even though this class is academic non-core, it is a course for learning, and it will assist students in honing their academic writing skills in preparation for success in college-level English.

COURSE ASSESSMENT

Student success is measured by a variety of assessment techniques aligned with course goals and learning outcomes. Individual faculty members are responsible for designing evaluation instruments to measure student mastery of course goals and learning outcomes and indicating the nature of such evaluation instruments in the instructor's class requirements.

To earn a passing grade in this course, the student must have a C average or better on graded work and final evaluation. Performance will be considered satisfactory when the student can demonstrate mastery (70% accuracy) of the five major goals using college level reading and writing material under class and/or test conditions and when the responses are consistent with course text(s), references, and/or lecture presentations.

Course Description

This is an individualized lecture/lab based course designed to prepare students for college credit level English and Reading Intensive classes by providing exposure and practice in reading and writing expository, narrative, and persuasive texts.

Topics include applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment.

The course integrates fundamental reading skills - comprehension, vocabulary, and rate with foundational skills in writing a variety of academic essays. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Prerequisites

RDNG-0361 or ENGL-0324 with a minimum grade of C, or equivalent scores on an approved placement test.

Course Goals and Learning Outcomes

Upon successful completion of this course, students will:

Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

Comprehend and use vocabulary effectively in oral communication, reading, and writing.

Identify and analyze the audience, purpose, and message across a variety of texts.

Describe and apply insights gained from reading and writing a variety of texts.

Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.

Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college level writing assignments.

Recognize and apply the conventions of standard English in reading and writing.

SCHOLASTIC DISHONESTY

Students are responsible for adhering to the TCCD policy on scholastic dishonesty as stated in the online student handbook at www.tccd.edu.

Attendance Policy

Students at TCCD are required to attend class and keep up with course assignments. Attendance will be taken each class day and recorded in Web Advisor. Since attendance and participation are essential for student success, the following guidelines apply:

Students in an on-campus course missing a cumulative 15% of the class meetings and not keeping up with course assignments will be dropped at the discretion of their instructor. If you choose to withdraw from this class, it is your responsibility to contact Financial Aid and Counseling to see what the consequences of dropping a course might be.

RESOURCES

For additional information regarding the student handbook, academic calendar, course evaluations, attendance policy, SCANS skills, Core Competencies, etc., see www.tccd.edu.

SOURCE

TCCD INRW 0399 Master Syllabus

www.piktochart.com/blog

DCCCD

In my attempt to curate a solitary DCCCD Basic Writing syllabus, I came to the realization that DCCCD Basic Writing syllabi are far too diverse to bring together into one complete syllabus. Since DCCCD colleges are independently accredited by SACS, since Basic Writing is housed in different departments on different colleges, and since many colleges have different student learning outcomes, thus instructional focus, a single syllabus would likely not be inclusive of LICW2015 dimensions I have deemed necessary for establishing communion with the audience, identification, and consubstantiality. Additionally, a single DCCCD Basic Writing syllabus would be much too long since it must contain HB2504 essential information and content specific for each college. Furthermore, a too long syllabus may affect some of the more desirable LIWC2015 dimensions such as authenticity and social as illustrated in NLC Basic Writing syllabi, which are the longest of all syllabi at either 30 or over 30 pages before and after course integration. Even though too long syllabi are negatively correlated to authenticity and social and not necessarily causation, it bears noting that the longer the syllabus the lower the authenticity and social numbers.

Essentially, curating a single DCCCD Basic Writing syllabus is not yet feasible. However, this does not mean revision is not a worthy undertaking; it is, and it should be taken seriously because DCCCD Basic Writing syllabi are splintered discourses within the same district. Considering how risk and failure can be so much more devastating in Basic Writing because then there is no becoming college students, there must be conversations about why Basic Writing syllabi are so diverse or rather why they remain so diverse when they are all under the same district, and students can take courses at any of the seven colleges. DCCCD Basic Writing departments may find LIWC2015 useful

in communicate shared goals and principles across all colleges since they are within the same district.

With the exception of DCCCD Basic Writing, in each example syllabus, how users use syllabi not only affects content, but also arrangement of information. I pondered how faculty may want users to use syllabi, including how students and faculty transform throughout the semester to inform on my arrangement of information and some content. To be clear, I have indeed deleted information that was either not required by HB2504 or was redundant. I have also added information, such as images, and I have re-arranged content. Each syllabus, though, reimagines what could be when students are both the primary audience and primary users.

In adding information, I must make a specific note and argument about "we." "We," according to LIWC2015 is a function word, as are all pronouns in the textual analysis system. "We" is not included in NCTC, TCCD, nor El Centro College Basic Writing syllabi and all but one Basic Writing syllabus from Richland College, DWRI 0093. However, "we" appears at least once in all other DCCCD Basic Writing syllabi. The lack of "we" is intriguing, alarming, and pensive because obviously there is a dialogism quandary here. "We," in the case of Basic Writing syllabi, underlies "the constant interaction between meanings, all of which have the potential of conditioning others" (Bakhtin, *The Dialogic Imagination: Four Essays* 426). Bakhtin is most assuredly not discussing one single word, but there is clear intended interaction in Basic Writing syllabi and "we" can indeed condition others in the context of those syllabi. This conditioning via persuasion to think that interests are joined connects to Burke's consubstantiality because it is the very essence of his theory. Furthermore, this "we" implies unity that is reflective of heteroglossia because there are distinct ideologies of

value in these documents. The lack of "we" then exacerbates an already tenuous relationship for Basic Writing in the academy because there is no inherent persuasion of earning college level credit for a degree plan. As a function word, "we" has the capacity to bring together diverse viewpoints; it can be inclusive, thus it means much more in specific use within the context of syllabi for already marginalized courses.

Chapter VI

FUTURE

Part of my hope in taking this research, including using LIWC2015, further is to effectively and deliberately change the way teachers of writing and on the larger scale teachers in all disciplines conceptualize syllabi. The significance and power of syllabi are inherent to people both inside and outside of higher education; this is likely one of many reasons why HB2504 was drafted so potential student will know essentially know what type of instruction and learning they might sign up for. Syllabi are also perceived as legal contracts containing guidelines, rules, and regulations to abide by for both faculty. There are even penalties for both faculty and students for violating those rules, regulations, and guidelines, yet there is an almost lackadaisical approach to syllabus construction. Because there are templates for repeated use, because they have existed for so long, and for those of us who teach in higher education, they are second nature in pedagogy, they are sometimes perceived as ancillary parts of pedagogy. Some parts of syllabi are no longer even constructed; they are simply copied and pasted from a past syllabus from a department website or even from a colleague's syllabus.

Syllabi are often simple conglomerations of information rather than original, innovative pedagogically-intentional constructions. I do not say this as an indictment of faculty who construct syllabi, nor to lambast institutions who must contend with HB

2504 restrictions in content, but this is more a genre critique. Therefore, what I have done here is a part of engaged pedagogy to re-situate Basic Writing. I am referring to bell hooks's engaged pedagogy that places more emphasis on student-centered teaching that further extends Johnson's user-centered theory because both place students in a primary rather than ancillary or even tertiary position. My Basic Writing theory curated from theories of argument and persuasion does not automatically mean students will actively take part in their own education simply because syllabi will be centered on their transformative and educational success in classrooms. However, this Basic Writing pedagogy theory does mean increased attentiveness to communicative efficacy in pedagogical documents that call for active involvement of that education, specifically at and for community colleges where community does not always mean building, establishing, nor maintaining.

Though I have narrowed my focus to only community college Basic Writing syllabi and only three community college districts in North Texas, my choice of artifacts, tools, and analysis leaves the door open for future research. Some public universities in Texas did not offer developmental reading before the required course integration and must do so now, so analysis on university Basic Writing syllabi might prove quite eye-opening. Additionally, what I have done here and what I propose is not just applicable for Basic Writing. My study is cross-discipline applicable because syllabi are cross discipline pedagogical documents.

My use of LIWC2015 is cursory. I only touched the surface of possibilities for using LIWC2015 in analyzing and interpreting textual results. I have curated a Basic Writing pedagogy theory in part by using LIWC2015, but there are more areas of application for LIWC2015 and more avenues to apply this theory. I used the LIWC2015

data set for DCCCD to more extensively for interpret meaning, and it facilitated comparisons of syllabi amongst colleges. My use of LIWC2015 for NCTC and TCCD was negligible, but only because those syllabi were identical across all campuses for all syllabi before and after course integration. Nonetheless, LIWC2015 textually analyzing 1,129 syllabi from NCTC, TCCD, and DCCCD facilitates what I am arguing for here in this curation of theories in applying techniques of discourse analysis on Basic Writing syllabi, which is an honoring of the persuasive and ontological prowess of Basic Writing syllabi. In conducting this study, my hope is to also increase "understanding [of] the form and flow of texts in genre and activity systems [that] can help [me] understand how to disrupt of change the systems by the deletion, addition, or modification of a document type" (Bazerman 311). Moreover, this undertaking of applying techniques of discourse analysis on Basic Writing syllabi from three community college systems in North Texas simply needs doing. This dissertation uniquely positions Basic Writing syllabi as significant for pedagogy, thus it re-positions the transformative prowess of all syllabi since Basic Writing is still not yet considered as significant as college credit bearing courses. Such re-positioning must continue because Basic Writing syllabi needs to encourage habits of being and becoming from students and faculty.

Basic Writing syllabi are worthy of more attention. Basic Writing syllabi are essential pedagogical documents. Basic Writing syllabi are worthy of extensive revision and not simply revision of dates each semester or even to make state mandated content guidelines. What is more, considering there inherent multiple voices in Basic Writing syllabi those of faculty, department chairs, and even state governments many of whom do not teach Basic Writing, this is why we need to pay closer attention to the communicative efficacy of these syllabi. We could be communicating the exact opposite

of what we want out of classrooms when we want to build community in establishing communion with the audience to persuade students of shared values and goals, when we want transformation without assimilation, and when we want to students to become.

Marginalized courses, such as Basic Writing are fraught with academic and even psychological danger, and syllabi are documents that may, in some way, mitigate the that danger by communicating what we hope to establish in these courses in an inviting, more informative way. Syllabi are a first line of pedagogical communication for students, so teachers of Basic Writing should be primary voices for primary users. I realize that this study is arguing for a type of authoritative discourse because I am arguing to already make this practice, to make this *a priori*, to, in a sense, make this Basic Writing theory of pedagogy already our own specifically for teachers of Basic Writing. But, this is what needs to happen; as both once a primary user of a Basic Writing syllabus and a creator of Basic Writing syllabi, what I do here is to aggressively suggest a necessary act and necessary action for a more effective facilitation and communication of and in Basic Writing. I have curated a method that further enables us to do what we do as teachers of Basic Writing because what we do is valuable, not just for our students, but for those of us who are privileged to teach Basic Writing and for students who populate these courses.

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Appendices A

Figures

NORTH CENTRAL TEXAS COLLEGE
COURSE SYLLABUS

Course Title: Fundamentals of English II		
Course Prefix & Number: ENGL 0305	Section Number:	Term Code: 142s
Semester Credit Hours: 3	Lecture Hours: 3	Lab Hours: 0
Course Description (NCTC Catalog): *In this course, students will learn to compose unified, well-developed essays with an introduction, a body, and a conclusion. The thesis statement and topic sentences will be emphasized. Students will also review and practice the basic grammar skills taught in ENGL 0300 and then move to more advanced topics, including modifiers and parallelism. This course does not count toward graduation at NCTC.*		
Course Prerequisite(s): Pass ENGL 0300 with a "C" or better, or earn satisfactory TSI Assessment placement scores, or earn satisfactory placement scores on another approved assessment.		
Course Type: ☒ - **Academic General Education Course** (from Academic Course Guide Manual but not in NCTC Core) ☐- **Academic NCTC Core Curriculum Course** ☐ - **WECM Course**		

Name of Instructor:	
Campus/Office Location:	
Telephone Number:	
E-mail Address:	

REQUIRED OR RECOMMENDED COURSE MATERIALS

Biays: Along These Lines: Writing Paragraphs & Essays, 6th edition, Pearson, 2012. (book bundle includes MyLabsPlus access code)

GRADING CRITERIA

# of Graded Course Elements	Graded Course Elements	Percentage or Points Values

Grade Scale: 90 – 100% = A; 80 – 89% = B; 70 – 79% = C; Below 70% = F

<< Change grade scale from percentages to points if using points. Add in any notes here regarding late work, makeup tests, etc.>>

STUDENT LEARNING OUTCOMES

	Student Learning Outcome
	At the successful completion of this course the student will be able to:
1.	Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
2.	Determine and use effective approaches and rhetorical strategies for given writing situations.
3.	Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4.	Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5.	Develop and use effective revision strategies to strengthen the writer's ability to compose college-level writing assignments.
6.	Edit writing to conform to the conventions of standard English.

TSI COMPLIANCE

At North Central Texas College, students who test but do not meet the passing scores in ALL sections of the TSI Assessment or any other THECB approved testing measurements are required by state law to obtain TSI advising and continuously enroll in a formal college preparatory studies (developmental) program every semester until all TSI requirements are satisfied. TSI program attendance is MANDATORY. Non-compliance with the rules of attendance will result in a student being WITHDRAWN from the college preparatory course and possibly from North Central Texas College. Withdrawals are subject to college policies as set forth in the college catalog.

ATTENDANCE POLICY

Regular and punctual attendance is expected of all students in all College Prep classes for which they have registered. **There are NO excused absences**. The Department of College Preparatory Studies will notify students of absences reported by instructors and one courtesy warning e-mail notification (Lion Pride email) will be sent to the students' current NCTC student e-mail address (Lion Pride) when the student accrues 3 hours absence in a course. Failure to read and/or receive NCTC e-mail (Lion Pride) is no excuse for not complying with the Attendance Policy. It is the student's responsibility to maintain correct and current e-mail and local and permanent addresses with the college.

After a student has been absent from class **6 hours**, the student may be **dropped**. If the student is dropped from the only College Prep class in which he/she is enrolled and is TSI liable, the student will be **DROPPED** from all remaining courses for that semester.

Inform the instructor in writing during the first week of class of any religious holidays observed this semester. Documentation must be given to the instructor at the class following the holiday.

Also, since punctuality has become a problem in recent semesters, **three tardies** will be considered **one absence**. Coming in late disrupts the class. Occasions do occur that you will need to be tardy, but not on a consistent basis.

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Telephone Number:	Gainesville 940.668.4221 & Corinth 940.498.6208
E-mail Address:	lfuqua@nctc.edu (lowercase Q, not G)

CORE CURRICULUM FOUNDATIONAL COMPONENT AREA

- ☐ Communication
- ☐ Mathematics
- ☐ Life and Physical Science
- ☐ Language, Philosophy & Culture
- ☐ Creative Arts
- ☐ American History
- ☐ Government/Political Science
- ☐ Social and Behavioral Sciences
- ☐ Component Area Option

REQUIRED CORE OBJECTIVES

- ☐ Critical Thinking
- ☐ Communication
- ☐ Empirical and Quantitative
- ☐ Teamwork
- ☐ Personal Responsibility
- ☐ Social Responsibility

Last day to Withdraw The last day to withdraw from a course with a "W" is April 9, 2015.

GENERAL DESCRIPTION AND TENTATIVE SCHEDULE
GENERAL DESCRIPTION OF SUBJECT MATTER FOR EACH LECTURE/DISCUSSION

Topic	General Description of Subject Matter
The Writing Process	Writing the thesis statement, generating ideas, selecting and dropping ideas, arranging ideas in an outline, writing and revising the essay; analyzing essays for grammar and content; practicing different types of writing (SLO 1, 2, 3, 4, 5)
Coordination and Subordination	Reviewing independent and dependent clauses and learning how to join them together properly (SLO 6)
Sentence Variety	Varying the length and structure of sentences (SLO 6)
Major Sentence Errors	Identifying and correcting run-ons, comma splices, and fragments (SLO 6)
Present Tense	Learning and applying the rules of subject-verb agreement (SLO 6)
Pronouns	Learning and applying the rules of pronoun-antecedent agreement, pronoun reference, and pronoun case; avoiding shifts in person (SLO 6)
Modifiers	Identifying and correcting misplaced, limiting, and dangling modifier errors (SLO 6)
Parallelism	Identifying and correcting sentences with nonparallel structure (SLO 6)

Spelling	Reviewing spelling rules and commonly confused words (SLO 6)

Student Rights & Responsibilities
NCTC Board policy *FLB (Local) Student Rights and Responsibilities* states that each student shall be charged with notice and knowledge of the contents and provisions of the rules and regulations concerning student conduct. These rules and regulations are published in the Student Handbook published in conjunction with the College Catalog.

Scholastic Integrity
Scholastic dishonesty shall constitute a violation of college rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to cheating on a test, plagiarism, and collusion. See the Student Handbook for more information.

STUDENT SUPPORT SERVICES

Disability Services (OSD)
The Office for Students with Disabilities (OSD) provides accommodations for students who have a documented disability. On the Corinth Campus, go to room 170 or call 940-498-6207. On the Gainesville Campus, go to room 110 or call 940-668-4209. Students on the Bowie, Graham, Flower Mound, and online campuses should call 940-668-4209.
North Central Texas College is on record as being committed to both the spirit and letter of federal equal opportunity legislation, including the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act of 2009, and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). http://www.nctc.edu/StudentServices/SupportServices/Disabilityservices.aspx

Student Success Center
The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. The center links students to FREE tutoring, including a Writing Center, a Math Lab, and free online tutoring in the evening. The program helps students acclimate to college by providing students free interactive workshops. For more information, please visit your nearest Student Success Center.

Tobacco-Free Campus NCTC restricts the use of all tobacco products including cigarettes, cigars, pipes and smokeless tobacco on campus property.

NORTH CENTRAL TEXAS COLLEGE

COURSE SYLLABUS

Course Title: Integrated Reading and Writing		
Course Prefix & Number: INRW 0405	Section Number:	Term Code: 142s
Semester Credit Hours: 4	Lecture Hours: 3	Lab Hours: 1
Course Description (NCTC Catalog): This is a combined lecture/lab, performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates preparation in basic academic reading skills with basic skills in writing a variety of academic essays. The course fulfills TSI requirements for reading and writing. This class does not count toward graduation at NCTC.		
Course Prerequisite(s): Pass READ/ENGL 0300 with a "C" or better or earn satisfactory TSI Assessment placement score or earn satisfactory placement score on another approved assessment		
Course Type:		
☒ - **Academic General Education Course** (from Academic Course Guide Manual but not in NCTC Core) ☐- **Academic NCTC Core Curriculum Course** ☐ - **WECM Course**		

Name of Instructor:	
Campus/Office Location:	
Telephone Number:	
Email Address:	

REQUIRED OR RECOMMENDED COURSE MATERIALS

Biays & Wershoven, Along These Lines: Writing Paragraphs and Essays, Pearson, 6th edition, 2012. (book bundle includes MyLabsPlus access code)

GRADING CRITERIA

# of Graded Course Elements	Graded Course Elements	Point Values

Grade Scale: 90 – 100% = A; 80 – 89% = B; 70 – 79% = C; Below 70% = F

<<Add in any notes here regarding late work, makeup tests, etc.>>

STUDENT LEARNING OUTCOMES

	Student Learning Outcome
	At the successful completion of this course, the student will be able to:
1.	Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2.	Comprehend and use vocabulary effectively in oral communication, reading, and writing
3.	Identify and analyze the audience, purpose, and message across a variety of texts.
4.	Describe and apply insights gained from reading and writing a variety of texts.
5.	Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6.	Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7.	Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8.	Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9.	Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10.	Recognize and apply the conventions of standard English in reading and writing.

TSI COMPLIANCE

At North Central Texas College, students who test but do not meet the passing scores in ALL sections of the TSI Assessment or any other THECB approved testing measurements are required by state law to obtain TSI advising and continuously enroll in a formal college preparatory studies (developmental) program every semester until all TSI requirements are satisfied. TSI program attendance is MANDATORY. Non-compliance with the rules of attendance will result in a student being WITHDRAWN from the college preparatory course and possibly from North Central Texas College. Withdrawals are subject to college policies as set forth in the college catalog.

ATTENDANCE POLICY

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Pride) is no excuse for not complying with the Attendance Policy. It is the student's responsibility to maintain correct and current e-mail and local and permanent addresses with the college. After a student has been absent from class **6 hours**, the student may be **dropped**. If the student is dropped from the only College Prep class in which he/she is enrolled and is TSI liable, the student will be **DROPPED** from all remaining courses for that semester. Inform the instructor in writing during the first week of class of any religious holidays observed this semester. Documentation must be given to the instructor at the class following the holiday. Also, since punctuality has become a problem in recent semesters, **three tardies** will be considered **one absence**. Coming in late disrupts the class. Occasions do occur that you will need to be tardy, but not on a consistent basis.

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GENERAL DESCRIPTION AND TENTATIVE SCHEDULE

GENERAL DESCRIPTION OF SUBJECT MATTER FOR EACH LECTURE/DISCUSSION

Topic	General Description of Subject Matter
Writing Process	Utilize the writing process to produce multiple drafts of an essay. (SLO 5, 6, 7, 8, 9)
Reading and Writing Narrative Texts	Identify and analyze elements of narrative text. Compose and revise narrative essays. (SLO 1-4, 5, 6, 9, 10)
Academic Content Reading and Summary Writing	Apply the active reading strategy, SQ3R, to academic readings. Identify patterns of organization and construct concept maps. Annotate and outline content text and compose summaries for review. (SLO 1-3, 5, 6, 7, 9, 10)
Reading and Writing Informative Texts	Identify and analyze elements of informative text. Distinguish between fact and opinion. Identify an author's purpose and

	tone. Compose and revise informative essays using cited research. (SLO 1-7, 9, 10)
Reading and Writing Persuasive Texts	Identify and analyze elements of persuasive text. Analyze arguments for flaws. Identify excessive bias. Compose and revise persuasive essays using cited research. (SLO 1-10)
Grammar Study	Identify and edit common grammatical errors, including sentence fragments, run-ons and comma splices, pronoun agreement issues, subject-verb agreement issues, and misplaced modifiers. (SLO 10)
Vocabulary Study	Expand vocabulary through word study. (SLO 2)
Reading Level	Increase reading level through repeated weekly practice readings in My Skills Lab. (SLO 1-4)

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http://www.nctc.edu/StudentServices/SupportServices/Disabilityservices.aspx

Student Success Center

The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. The center links students to FREE tutoring, including a Writing Center, a Math Lab, and free online tutoring in the evening. The program helps students acclimate to college by providing

students free interactive workshops. For more information, please visit your nearest Student Success Center.

Tobacco-Free Campus
NCTC restricts the use of all tobacco products, including cigarettes, cigars, pipes, and smokeless tobacco, on campus property.

Figure 4

TARRANT COUNTY COLLEGE DISTRICT
DISTRICT MASTER SYLLABUS

At Tarrant County College, the District master syllabus documents the contents of a course. A District master syllabus is required for every course offered. District master syllabi are prepared by teams of faculty and approved by instructional administration.

COURSE RUBRIC, NUMBER, TITLE, AND DESCRIPTION

ENGL 0325 Writing Techniques II
Writing review course focusing on unity, organization, development, and appropriateness in the essay. Placement is based on scores on a TCC-approved placement test. A grade of C or higher shall constitute satisfactory completion of the course. This course cannot be used to fulfill degree requirements. The course emphasizes unity, organization, development, and appropriateness in the paragraph and essay and principles of usage, sentence structure, and grammar in order to prepare the student for ENGL 1301.

COURSE TYPE Academic Non-Core

COURSE GOALS AND LEARNING OUTCOMES

1. The student will conform to Standard Edited American English conventions in writing. The student will be able to
    a. use parts of speech to write clear sentences;
    b. demonstrate appropriate punctuation;
    c. use correct spelling;
    d. apply proper grammar and mechanics.

2. The student will demonstrate the ability to select and create writing topics. The student will be able to
    a. select a topic appropriate for a specific purpose;
    b. select a topic appropriate for a specific audience;
    c. distinguish between a broad and narrow topic;
    d. integrate a topic into a thesis statement.

3. The student will demonstrate an understanding of purpose and audience in writing. The student will be able to
    a. identify one's reason for writing;
    b. create thesis statements that reflect writer's intention;
    c. modify language so that it is suitable for a target audience.

4. The student will write various types of essays. The student will be able to
    a. write a unified and coherent essay using various patterns of essay development;
    b. use strategies such as exemplification, narration, description, process, cause and effect, comparison and contrast, classification, definition, and argument.

5. The student will demonstrate an understanding of how to organize and structure an essay. The student will be able to
    a. write an introduction which employs appropriate strategies, such as attention-getting statements and a thesis statement;
    b. formulate body paragraphs that support the thesis statement;
    c. write topic sentences for each body paragraph that are linked to the thesis statement;
    d. develop each body paragraph using details, facts, and examples;
    e. create a concluding paragraph that summarizes an essay's main ideas.

6. The student will practice steps in the writing process. The student will be able to
    a. use a prewriting strategy such as freewriting, clustering, listing, journaling, brainstorming, and outlining to formulate ideas;
    b. write an outline to organize ideas;
    c. compose a rough draft;
    d. edit for errors such as run-ons, fragments, punctuation, and spelling errors
    e. revise for unity and coherence;
    f. peer edit;
    g. type a final copy following the appropriate guidelines set by the instructor;
    h. proofread for typographical errors.

7. The student will formulate effective thesis statements. The student will be able to
    a. write a complete sentence that states the main idea and gives the writing its focus;
    b. identify where to properly place a thesis statement within a body of work.

8. The student will use appropriate transitional words and phrases. The student will be able to
    a. create coherence by indicating the relationships among sentences and paragraphs;
    b. distinguish connections between ideas by using words or phrases that signal time order, spatial order, or logical order.

9. The student will demonstrate appropriate and varied word choice. The student will be able to
    a. use specific rather than vague words;
    b. exhibit concise language;
    c. avoid slang;
    d. use language appropriate for a specific audience;
    e. distinguish among commonly confused words.

10. The student will develop at least one argument essay. The student will be able to
    a. write an introductory paragraph;
    b. compose a thesis statement;
    c. use patterns of paragraph development to construct at least three body

paragraphs that support the thesis statement;
d. summarize key points made in a concluding paragraph;
e. demonstrate appropriate persuasive tone and language.

11. The student will complete timed in-class writings. The student will be able to
    a. respond appropriately to a writing prompt;
    b. demonstrate the ability to use various paragraph structures;
    c. demonstrate the ability to use argumentation essay structure;
    d. demonstrate an understanding of the importance of writing under time constraints.

12. The student will demonstrate good test-taking skills. The student will be able to
    a. use reading and annotation strategies while reading an exam;
    b. budget time;
    c. reread the question(s);
    d. identify key words;
    e. use the writing process in a testing situation.

13. The student will complete a final essay. The student will be able to
    a. write a timed argument essay on a given prompt;
    b. demonstrate understanding of essay structure;
    c. display correct grammar and spelling.

14. The student will demonstrate basic computer competency. The student will be able to
    a. use computer files for class assignments;
    b. use electronic mail according to instructor direction;
    c. use the Internet and/or Learning Resources/library databases.

COURSE ASSESSMENT

Student success is measured by assessment techniques aligned to course goals and learning outcomes. A variety of techniques may be used, including but not limited to objective exams, written reports, performance charts, portfolios, oral presentations or demonstrations, and group projects. Individual faculty members are responsible for designing evaluation instruments to measure student mastery of course goals and learning outcomes and for indicating the nature of such instruments in the instructor's class requirements.

A student will be assigned a final letter grade of A, B, C, or F. A grade of C or higher will constitute satisfactory completion of the course. In order to earn a passing grade, a student must either (a) earn a final numerical average of 70% in the course and complete the final essay or (b) pass a TCC-approved placement test. Students earning a C or higher in ENGL 0325, or students earning a passing score on a TCC-approved placement test will progress to ENGL 1301.

SCHOLASTIC DISHONESTY

Students are responsible for adhering to the TCCD policy on scholastic dishonesty as stated in the online Student Handbook at the address below.

<http://www.tccd.edu/district/handbook/student/sthandbook_frame.htm>

Figure 4.1

INRW-0399 Integrated Reading and Writing

TARRANT COUNTY COLLEGE DISTRICT MASTER SYLLABUS

COURSE DESCRIPTION

This is an individualized lecture/lab based course designed to prepare students for college credit level English and Reading Intensive classes by providing exposure and practice in reading and writing expository, narrative, and persuasive texts. Topics include applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates fundamental reading skills - comprehension, vocabulary, and rate with foundational skills in writing a variety of academic essays. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

COURSE TYPE

Academic Non-Core

COURSE GOALS AND LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.

3. Identify and analyze the audience, purpose, and message across a variety of texts.

4. Describe and apply insights gained from reading and writing a variety of texts.

5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.

8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college level writing assignments.

10. Recognize and apply the conventions of standard English in reading and writing.

COURSE ASSESSMENT

Student success is measured by a variety of assessment techniques aligned with course goals and learning outcomes. Individual faculty members are responsible for designing evaluation instruments to measure student mastery of course goals and learning outcomes and indicating the nature of such evaluation instruments in the instructor's class requirements.

To earn a passing grade in this course, the student must have a C average or better on graded work and final evaluation. Performance will be considered satisfactory when the student can demonstrate mastery (70% accuracy) of the five major goals using college level reading and writing material under class and/or test conditions and when the responses are consistent with course text(s), references, and/or lecture presentations.

Attendance Policy

Students at TCCD are required to attend class and keep up with course assignments. Attendance will be taken each class day and recorded in Web Advisor. Since attendance and participation are essential for student success, the following guidelines apply:

Students in an on-campus course missing a cumulative 15% of the class meetings and not keeping up with course assignments will be dropped at the discretion of their instructor. If you choose to withdraw from this class, it is your responsibility to contact Financial Aid and Counseling to see what the consequences of dropping a course might be.

SCHOLASTIC DISHONESTY

Students are responsible for adhering to the TCCD policy on scholastic dishonesty as stated in the online student handbook at www.tccd.edu.

RESOURCES

For additional information regarding the student handbook, academic calendar, course evaluations, attendance policy, SCANS skills, Core Competencies, etc., see www.tccd.edu.

Figure 5

another way, unlike a square, pentagon, hexagon, and so on, each point on the triangle is always immediately in contact with the other two points: no point can change without having a direct effect on the others. Metaphorically speaking, then, the triangle represents an intimate connection between the various components in a way that would be virtually impossible with any other two-dimensional geometric construct.

The use of the rhetorical triangle in the user-centered theory takes considerable adjustment to the terminology itself and the placement of the terminology on the triangle. Figure 2.6 is a representation of the triangle to depict a user-centered rhetoric.

The writer of the Kinneavyean version is replaced by the *artisan(s)/designer(s)*. This, of course, puts the "creators" of technology into a terminology compatible with technological development. *Artisan*, for the most part, represents the maker of tools, or less complex (premodern?) technologies, while *designer* defines the more modern sense of the engineer or maybe even scientist (at least in a limited sense of scientist as a participant in the construction of technologies). At the same time that I have made these distinctions, I feel compelled to say that artisans often work with complex technologies, just as designers often work with simpler forms of artifacts. Later in this book, however, the distinction between these terms, either as a historical or cultural phenomenon, will be helpful.[22]

The text is changed to *artifact/system* and moves to the perimeter of the triangle. *Artifact* denotes technological constructs of lesser complexity[23]

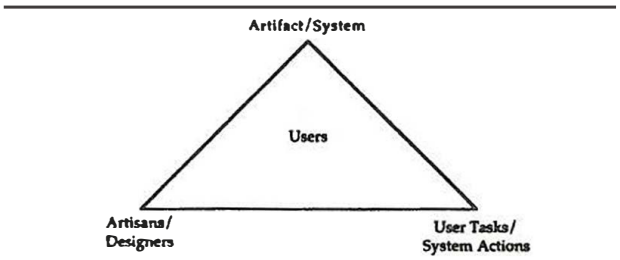

Fig. 2.6.
The User-Centered Rhetorical Triangle

22. Artisans and designers also include technical communicators, as technical communicators create technologies of language and other related products, such as computer interfaces. The technical communicator as artisan/designer will be broached in chapter 6, where issues of developing print and on-line computer documentation are discussed.

23. I hesitate to use the distinction "simple/complex" or "artifact/system" in some ways because I do not want to present artifacts (or artisans for that matter) as