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# Teaching Composition Twelve Bibliographical Essays

**Yi-Tong Ma**



## **Teaching Composition Twelve Bibliographical Essays:**

**Teaching Composition** Gary Tate, 1987     *Teaching Composition* Gary Tate, 1976     **A Reference Guide for English Studies** Michael J. Marcuse, 2023-11-15     *Bibliographic Research in Composition Studies* Vicki Byard, 2009-10-02

Bibliographic Research in Composition Studies is a student friendly guide to how knowledge is constructed and disseminated in composition studies as well as a thorough handbook on how to conduct bibliographic research in the discipline Student readers are taught Stephen North's taxonomy of scholarship empirical research and practice so that they can better contextualize the sources they read and they learn the unique ways that some genres of publication function in composition studies The book also leads students through the entire process of completing a bibliographic assignment     **Teaching Composition** Gary Tate, 1976-01-01     **A Rhetoric of Doing** Stephen Paul Witte, Neil Nakadate, Roger Dennis Cherry, 1992

Concerned with both the nature and the practice of discourse the eighteen essays collected here treat rhetoric as a dynamic enterprise of inquiry exploration and application and in doing so reflect James L Kinneavy's firm belief in the vital relationship between theory and practice his commitment to a spirit of accommodation and assimilation that promotes the development of ever more powerful theories and ever more useful practices A thorough introduction provides the reader with clear summaries of the essays by leading edge theorists researchers and teachers of writing and rhetoric A field context for the ideas presented in this book is provided through the division of the various chapters into four major sections that focus on classical rhetoric and rhetorical theory in historical contexts on dimensions of discourse theory aspects of discourse communities and the sorts of knowledge people access and use in producing written texts on writing in school related contexts and on several dimensions of nonacademic writing A fifth section contains a bibliographic survey and an appreciation of James Kinneavy's work The exceptional range of these essays makes *A Rhetoric of Doing* an ecumenical examination of the current state of mind in rhetoric and written communication a survey and description of what discourse and those in the field of discourse are in fact doing     **Handbook of Research on Writing** Charles Bazerman, 2009-03-04

The *Handbook of Research on Writing* ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology

archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

### **The English**

**Department** W. Ross Winterowd, 1998 To understand the history of English W Ross Winterowd insists one must understand how literary studies composition rhetoric studies and influential textbooks interrelate Stressing the interrelationship among these three forces Winterowd presents a history of English studies in the university since the Enlightenment Winterowd s history is unique in three ways First it tells the whole story of English studies it does not separate the history of literary studies from that of composition rhetoric studies nor can it if it is going to be an authentic history Second it traces the massive influence on English studies exerted by textbooks such as Adventures in Literature Understanding Poetry English in Action and the Harbrace College Handbook Finally Winterowd himself is very much a part of the story a partisan with more than forty years of service to the discipline not simply a disinterested scholar searching for the truth After demonstrating that literary studies and literary scholars are products of Romantic epistemology and values Winterowd further invites controversy by reinterpreting the Romantic legacy inherited by English departments His reinterpretation of major literary figures and theory too invites discussion possibly argument And by directly contradicting current histories of composition rhetoric that allow for no points of contact with literature Winterowd intensifies the argument by explaining the development of composition rhetoric from the standpoint of literature and literary theory Winterowd has produced a work of belles lettres that is both scholarly and autobiographical a work unique in English department literature

### **Research in Basic Writing**

Martin Jacobi, Michael G. Moran, 1990-02-15 This reference handbook surveys research on the central issue associated with the teaching of unprepared writers Though basic writing has only been recognized as a distinct area of teaching and research since 1975 the existing bibliographic texts already seem limited due to their age or lack of annotation This volume provides current and extensive bibliographic essays and will help to define this new field of study for teachers and researchers Following an introduction that summarizes the origins and significant texts in basic writing the book is divided into three sections Social Science Perspectives Linguistic Perspectives and Pedagogical Perspectives The first section which contains three essays views the field through the lens of social psychological and political issues The second section also containing three essays examines contributions made from studies of grammar dialects and second language acquisition The third section in its four essays focuses on the design development administration and evaluation of basic writing courses the use of computers in basic writing classrooms the role of the writing lab and the preparation of basic writing teachers An

appendix that reviews current textbooks for basic writing courses is also included as well as an index This book will be a valuable resource for teachers of basic writing in education courses and workshops that train teachers and tutors and in fields such as linguistics technical writing and Teaching English as a Second Language It will also be an important addition to public and university libraries and many education programs *Rethinking Basic Writing* Laura

Gray-Rosendale,1999-12-01 This book surveys the history of basic writing scholarship suggesting that we cannot adequately theorize the situations of basic writers unless we examine how they construct their own conceptions of their identities their constructions of their relationships to social forces and their representations of their relationships to written work Using a cross disciplinary analytic model Gray Rosendale offers a detailed examination of the oral conversations that take place within one basic writing peer revision group She explains the ways in which the students own conversational structures impact and shape their written products Gray Rosendale then draws out the potentials of her work for basic writing administrators curricula builders and teachers **Resources in Education** ,1993 **Theorizing Composition** Mary

Kennedy,1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory s critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important works **Style** ,1989 *Landmark Essays*

*on Aristotelian Rhetoric* Richard L. Enos,Lois P. Agnew,2020-11-25 There is little doubt that Aristotle s Rhetoric has made a major impact on rhetoric and composition studies This impact has not only been chronicled throughout the history of rhetoric but has more recently been contested as contemporary rhetoricians reexamine Aristotelian rhetoric and its potential for facilitating contemporary oral and written expression This volume contains the full text of Father William Grimaldi s monograph studies in the philosophy of Aristotle s Rhetoric The eight essays presented here are divided into three rubrics

history and philosophical orientation theoretical perspectives and historical impact This collection provides teachers and students with major works on Aristotelian rhetoric that are difficult to acquire and offers readers an opportunity to become active participants in today's deliberations about the merits of Aristotelian rhetoric for contemporary teaching and research

**The Kinneavy Papers** Lynn Worsham, Sidney I. Dobrin, Gary A. Olson, 2000-04-20 Award winning essays in the field of rhetoric and composition  
*Writing Students* Marguerite H. Helmers, 1994-11-22 This is a book about the usual teacher student relationship in composition courses It disrupts and rewrites the commonplace conception of the relationship by revealing the uneven ways in which power is deployed in and around the classroom And it offers a responsible alternative The author not only offers teachers a way of learning about power relations at their own specific sites but also works towards a more equitable redistribution Drawing from testimonials about teaching practice published in the journal *College Composition and Communication* Helmers explores conventions in this form of writing that portray students in a negative light and show the teacher to be powerfully triumphant in his or her creative pedagogy Several prevalent modes of representation are discussed in the book all of which define the students as distinctly different from the teachers in other words as an other The texture of the work is rich because Helmers takes an enormous amount of post structuralist theory and recasts it in the sphere of the teacher student relationship itself an underexplored realm

**Contemporary Composition Studies** Edith Babin, Kimberly Harrison, 1999-12-30 Composition studies is a rapidly growing and constantly changing field At present however graduate students new to the field and writing teachers who want to make new connections between theory and practice have little choice of current reference works that define key terms in composition studies and provide information about the scholars and researchers who have shaped and are shaping the discipline This book supplies this information in an easily accessible format and places both scholars and terms in the context of the field's development Included are alphabetically arranged entries for 108 individuals who have developed the field and 128 terms central to the discipline The first part of the book provides entries for leaders in composition studies Each entry identifies the areas in which the scholar has contributed most influentially to the field and provides both a chronological overview of the person's contributions and a bibliography of representative works The second part includes entries for terms that are problematic both for newcomers and for those already familiar with the discipline The entries for the terms show how the disciplinary context has shaped the ways in which they have been used The entries also indicate how established thinkers in composition studies and other disciplines have explained or defined the terms provide examples of the terms in context and list scholars often associated with them An appendix includes entries for scholars from other disciplines who have contributed to the field

**Encyclopedia of Rhetoric and Composition** Theresa Enos, 2013-10-08 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company  
*Techne, from Neoclassicism to Postmodernism* Kelly Pender, 2011-05-21 *Techne from Neoclassicism to Postmodernism* offers a deconstructive reading of the debates that have

surrounded the term *techne* in rhetoric and composition explaining how we can affirm its value as a theory and pedagogy of writing without denying the legitimacy of the postmodern critiques that have been leveled against it

**Encyclopedia of Rhetoric and Composition** Theresa Jarnagin Enos, 2011-04-06 This reference guide surveys the field covering rhetoric's principles, concepts, applications, practical tools, and major thinkers. Drawing on the scholarship and expertise of 288 contributors, the Encyclopedia presents a long-needed overview of rhetoric and its role in contemporary education and communications, discusses rhetoric's contributions to various fields, surveys the applications of this versatile discipline to the teaching of English and language arts, and illustrates its usefulness in all kinds of discourse, argument, and exchange of ideas.

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