



Successful Writing

• SECOND EDITION •

MAXINE C.
HAIRSTON

Successful Writing A Rhetoric For Advanced Composition

Minjie Lin



Successful Writing A Rhetoric For Advanced Composition:

Successful Writing Maxine Hairston, 1981 **Successful Writing** Maxine Cousins Hairston, 1992-01 **Essays on Classical Rhetoric and Modern Discourse** Robert J. Connors, Lisa S. Ede, Andrea A. Lunsford, 1984 Eighteen essays by leading scholars in English speech communication education and philosophy explore the vitality of the classical rhetorical tradition and its influence on both contemporary discourse studies and the teaching of writing Some of the essays investigate the rhetorical and historical issues Others show the bearing of classical rhetoric on contemporary problems in composition thus blending theory and practice Common to the varied approaches and viewpoints expressed in this volume is one central theme the 20th century revival of rhetoric entails a recovery of the classical tradition with its marriage of a rich and fully articulated theory with an equally efficacious practice A preface demonstrates the contribution of Edward P J Corbett to the 20th century revival and a last chapter includes a bibliography of his works **Very Like a Whale** Edward M. White, Norbert Elliot, Irvin Peckham, 2015-03-04 Written for those who design redesign and assess writing programs *Very Like a Whale* is an intensive discussion of writing program assessment issues Taking its title from Hamlet the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education Given the new era of assessment in higher education writing programs must provide valid evidence that they are serving students instructors administrators alumni accreditors and policymakers This book introduces new conceptualizations associated with assessment making them clear and available to those in the profession of rhetoric and composition writing studies It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals Philosophically and historically aligned with quantitative approaches White Elliot and Peckham use case study and best practice scholarship to demonstrate the applicability of their innovative approach termed Design for Assessment DFA Well grounded in assessment theory *Very Like a Whale* will be of practical use to new and seasoned writing program administrators alike as well as to any educator involved with the accreditation process

Hedging and Discourse Raija Markkanen, Hartmut Schröder, 2010-10-06 No detailed description available for *Hedging and Discourse* **Ecocomposition** Christian R. Weissner, Sidney I. Dobrin, 2001-03-01 Explores the intersections between writing and ecological studies **Hedging in Scientific Research Articles** Ken Hyland, 1998-03-15 This book provides a comprehensive study of hedging in academic research papers relating a systematic analysis of forms to a pragmatic explanation for their use Based on a detailed examination of journal articles and interviews with research scientists the study shows that the extensive use of possibility and tentativeness in research writing is intimately connected to the social and institutional practices of academic communities and is at the heart of how knowledge comes to be socially accredited through texts The study identifies the major forms functions and distribution of hedges and explores the research article genre in detail to present an explanatory framework based on a complex social and ideological interpretive environment The results

show that hedging is central to Scientific argument individual scientists and ultimately to science itself The importance of hedging to student writers is also recognised and a chapter devoted to teaching implications

Writing in the Devil's Tongue Xiaoye You, 2010-01-29 Winner CCCC Outstanding Book Award Until recently American composition scholars have studied writing instruction mainly within the borders of their own nation rarely considering English composition in the global context in which writing in English is increasingly taught *Writing in the Devil's Tongue* challenges this anachronistic approach by examining the history of English composition instruction in an East Asian country Author Xiaoye You offers scholars a chance to observe how a nation changed from monolingual writing practices to bilingual writing instruction in a school setting You makes extensive use of archival sources to help trace bilingual writing instruction in China back to 1862 when English was first taught in government schools Treating the Chinese pursuit of modernity as the overarching theme he explores how the entry of Anglo American rhetoric and composition challenged and altered the traditional monolithic practice of teaching Chinese writing in the Confucian spirit The author focuses on four aspects of this history the Chinese negotiation with Anglo American rhetoric their search for innovative approaches to instruction students situated use of English writing and local scholarship in English composition Unlike previous composition histories which have tended to focus on institutional disciplinary and pedagogical issues *Writing in the Devil's Tongue* brings students back to center stage by featuring several passages written by them in each chapter These passages not only showcase rhetorical and linguistic features of their writings but also serve as representative anecdotes that reveal the complex ways in which students responding to their situations performed multivalent intercultural discourses In addition You moves out of the classroom and into the historical cultural and political contexts that shaped both Chinese writing and composing practices and the pedagogies that were adopted to teach English to Chinese in China Teachers students and scholars reading this book will learn a great deal about the political and cultural impact that teaching English composition has had in China and about the ways in which Chinese writing and composition continues to be shaped by rich and diverse cultural traditions and political discourses In showcasing the Chinese struggle with teaching and practicing bilingual composition *Writing in the Devil's Tongue* alerts American writing scholars and teachers to an outdated English monolingual mentality and urges them to modify their rhetorical assumptions pedagogical approaches and writing practices in the age of globalization

Scholarly Publication in a Changing Academic Landscape: Models for Success Lynée Lewis Gaillet, Letizia Guglielmo, 2014-06-23 More publication by contingent faculty Guglielmo and Gaillet contend enriches and deepens both the scholarly conversation and individual faculty's work as teacher scholars They provide a guide for scholars off the tenure track addressing the publication process step by step and showing its compatibility with teaching focused scholarship

The SAGE Handbook of Rhetorical Studies Andrea A. Lunsford, Kirt H. Wilson, Rosa A. Eberly, 2008-10-29 The *SAGE Handbook of Rhetorical Studies* surveys the latest advances in rhetorical scholarship synthesizing theories and practices across major areas of study in the

field and pointing the way for future studies Edited by Andrea A Lunsford and Associate Editors Kirt H Wilson and Rosa A Eberly the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field

Audience and Rhetoric James E. Porter, 1992 Offering a new approach to the concept of audience this volume critiques the prevalent audience theories and practices in the field of rhetoric and composition using the archaeological methodology of Michel Foucault The author traces major audience treatments from Aristotle and George Campbell to the present and shows how the dominant approaches are founded on a managerial composing model which assumes that invention is the exclusive activity of the writer Porter argues for the ethical necessity of a social constructionist approach to audience developing out of reader response and poststructuralist theory For anyone involved in the creation of public policy

Academic Advancement in Composition Studies Richard C. Gebhardt, Barbara Genelle Smith Gebhardt, 2023-04-28 This volume deals with a number of related issues that are becoming increasingly crucial for English studies during this time when most faculty in the field are assistant professors approaching tenure review or associate professors seeking promotion These critical issues focus on The diversity of research and scholarly publication in composition studies The fact that composition studies faculty are often evaluated by personnel committee members department chairs and deans unfamiliar with the nature and demands of the field The way that American higher education is rethinking scholarship and the role it plays in the work and evaluation of faculty members and The role composition studies faculty can play in this review of scholarship and professional advancement This book seeks to address the entire spectrum of composition studies expository and argumentative writing personal essay literary nonfiction technical and business writing historical rhetoric empirical research and more by understanding the nature of and evaluating the work of faculty members in this broad field Scholarship and advancement issues are discussed in a variety of situations including basic and regular first year composition classes at four year and two year institutions or writing centers advanced writing courses ESL and skills development programs and writing classes and programs for teachers administrators and researchers The chapters focus on a variety of subjects including the importance of mentoring and faculty development in all departments and institutions and how young scholar teachers and assistant professors can prepare for a successful personnel or tenure review

Resources in Education , 1998 Methodologies for Effective Writing Instruction in EFL and ESL Classrooms Al-Mahrooqi, Rahma, 2014-10-31 Educators continue to strive for advanced teaching methods to bridge the gap between native and non native English speaking students Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively Methodologies for Effective Writing Instruction in EFL and ESL Classrooms brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds With technological advancements and resources educators are able to implement new tools into their lesson plans for the benefit

of their students This publication is an essential reference source for professionals educators and researchers interested in techniques and practices for written communication in English language teaching geared towards non native English speaking students The Toulmin Method Stephen Toulmin,1991 **The Framework for Success in Postsecondary Writing** Nicholas N. Behm,Sherry Rankins-Robertson,2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but also in four arenas of life academic professional civic and personal **Academic and Professional Writing in an Age of Accountability** Shirley Wilson Logan,Wayne H. Slater,2018-12-27 What current theoretical frameworks inform academic and professional writing What does research tell us about the effectiveness of academic and professional writing programs What do we know about existing best practices What are the current guidelines and procedures in evaluating a program s effectiveness What are the possibilities in regard to future research and changes to best practices in these programs in an age of accountability Editors Shirley Wilson Logan and Wayne H Slater bring together leading scholars in rhetoric and composition to consider the history trends and future of academic and professional writing in higher education through the lens of these five central questions The first two essays in the book provide a history of the academic and professional writing program at the University of Maryland Subsequent essays explore successes and challenges in the establishment and development of writing programs at four other major institutions identify the features of language that facilitate academic and professional communication look at the ways digital practices in academic and professional writing have shaped how writers compose and respond to texts and examine the role of assessment in curriculum and pedagogy An afterword by distinguished rhetoric and composition scholars Jessica Enoch and Scott Wible offers perspectives on the future of academic and professional writing This collection takes stock of the historical rhetorical linguistic digital and evaluative aspects of the teaching of writing in higher education Among the critical issues addressed are how university writing programs were first established and what early challenges they faced where writing programs were housed and who administered them how the language backgrounds of composition students inform the way writing is taught the ways in which current writing technologies create new digital environments and how student learning and programmatic outcomes should be assessed **Remembering Women Differently** Lynée Lewis Gaillet,Helen Gaillet Bailey,2019-05-23 An examination of women s work rhetorical agency and the construction of female reputation Before the full and honest tale of humanity can be told it will be necessary to uncover the hidden roles of women in it and recover their voices from the forces that have diminished their contributions or even at times deliberately eclipsed them The past half century has seen women rise to claim their equal portion of recognition and Remembering Women Differently addresses not only some of those neglected it examines why they were deliberately erased from history The contributors in this collection study the contributions of fourteen nearly forgotten women from around the globe working in fields that range from art to

philosophy from teaching to social welfare from science to the military and how and why those individuals became either marginalized or discounted in a mostly patriarchal world These sterling contributors scholars from a variety of disciplines rhetoricians historians compositionists and literary critics employ feminist research methods in examining women s work rhetorical agency and the construction of female reputation By recovering these voices and remembering the women whose contributions have made our civilization better and more whole this work seeks to ensure that women s voices are never silenced again *Rhetoric and Praxis* Jean Dietz Moss,1986 Summer School Number Kansas State College,1920

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