

# Situating Composition

COMPOSITION

Composition  
Studies  
and the  
Politics of  
Location

Lisa Ede

# Situating Composition Composition Studies And The

**Mike Jess**



## **Situating Composition Composition Studies And The:**

**Situating Composition** Ede, Lisa, 2004 Responding to a growing pedagogical paralysis in debates over the nature and status of composition studies as an academic discipline Lisa Ede offers a provocative inquiry into the politics of composition's place in the academy The result is a timely and engaging reflection on the rhetoric ideology and ethics of scholarship and instruction in composition studies today *Situating Writing Processes* Hannah J. Rule, 2019 *Situating Writing Processes* adds a physical and material dimension to the writing process histories theory and pedagogy in composition studies Shifting contemporary process teaching away from routine sameness and strategy and toward responsivity difference and improvisation this book helps writing teachers reimagine a critical pedagogical concept and position student writers to locate composing within dynamic and unforeseen contexts **Composition Studies in the New Millennium** Lynn Z. Bloom, Donald A. Daiker, Edward Michael White, 2003 **Exploring Composition Studies** Kelly Ritter, Paul Kei Matsuda, 2012-04-30 Kelly Ritter and Paul Kei Matsuda have created an essential introduction to the field of composition studies for graduate students and instructors new to the study of writing The book offers a careful exploration of this diverse field focusing specifically on scholarship of writing and composing Within this territory the authors draw the boundaries broadly to include allied sites of research such as professional and technical writing writing across the curriculum programs writing centers and writing program administration Importantly they represent composition as a dynamic eclectic field influenced by factors both within the academy and without The editors and their sixteen seasoned contributors have created a comprehensive and thoughtful exploration of composition studies as it stands in the early twenty first century Given the rapid growth of this field and the evolution of its research and pedagogical agendas over even the last ten years this multi vocal introduction is long overdue *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 **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 *Microhistories of Composition* Bruce McComiskey, 2016-04-01 Writing studies has been dominated throughout its history by grand narratives of the discipline but

in this volume Bruce McComiskey begins to explore microhistory as a way to understand and enrich and complicate how the field relates to its past. Microhistory investigates the dialectical interaction of social history and cultural history, enabling historians to examine uncommon sites, objects, and agents of historical significance overlooked by social history and restricted to local effects by cultural history. This approach to historical scholarship is ideally suited for exploring the complexities of a discipline like composition. Through an introduction and eleven chapters, McComiskey and his contributors, including major figures in the historical research of writing studies such as Louise Wetherbee Phelps Kelly, Ritter, and Neal Lerner, develop focused narratives of particular significant moments or themes in disciplinary history. They introduce microhistorical methodologies and illustrate their application and value for composition historians, contributing to the complexity and adding momentum to the emerging trend within writing studies toward a richer reading of the field's past and future. Scholars and historians of both composition and rhetoric will appreciate the fresh perspectives on institutional and disciplinary histories and larger issues of rhetorical agency and engagement enacted in writing classrooms that are found in *Microhistories of Composition*. Other contributors include Cheryl E. Ball, Suzanne Bordelon, Jacob Craig, Matt Davis, Douglas Eyman, Brian Gogan, David Gold, Christine Martorana, Bruce McComiskey, Josh Mehler, Annie S. Mendenhall, Kendra Mitchell, Antony N. Ricks, David Stock, Kathleen Blake Yancey, Bret Zawilski, and James T. Zebroski.

Research on Composition Peter Smagorinsky, 2006

Covering the period between 1984 and 2003, this authoritative sequel picks up where the earlier volumes Braddock et al. 1963 and Hillocks 1986, now classics in the field, left off. It features a broader focus that goes beyond the classroom teaching of writing to include teacher research, second language writing, rhetoric, home and community literacy, workplace literacy, and histories of writing. Each chapter is written by an expert in the area, reviewed, and covers both conventional written composition and multimodal forms of composition, including drawing, digital forms, and other relevant media. *Research on Composition* is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about composition today.

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.

**The Lure of Literacy** Michael Harker, 2014-12-03  
 readers of LiCS will find a strong argument for how understandings of literacy are fundamental to the work that compositionists do, making this book useful not only to those doing similar work but also to be shared with colleagues who have less familiarity with literacy studies. *The Lure of Literacy* presents a model of how theories of literacy can be applied to the debates that beset compositionists again and again, offering a way out of their unproductive cycles. *Literacy in Composition: The Lure of Literacy* promises to transcend the stale and unproductive debate on freshman composition that has gripped English studies for more than a century. It is the first book to chart the origin of the discussion from the early twentieth century to the advent of the New Literacy Studies. Michael Harker recontextualizes proposals to abolish compulsory composition and reimagines pedagogical conditions in English studies in order to present a different model for first year writing. This new model for compulsory composition programs focuses on students' attitudes about composition and interrogates the very idea of literacy itself.

The Present State of Scholarship in the History of Rhetoric Lynée Lewis Gaillet, Winifred Bryan Horner, 2010-03-15  
 Through two previous editions, *The Present State of Scholarship in Historical and Contemporary Rhetoric* has not only introduced new scholars to interdisciplinary research but also become a standard research tool in a number of fields and pointed the way toward future study. Adopting research methodologies of revision and recovery, this latest edition includes all new material while still following the format of the original and is constructed around bibliographical surveys of both primary and secondary works addressing the Classical, Medieval, Renaissance, and eighteenth through twentieth century periods within the history of rhetoric. *The Present State of Scholarship in the History of Rhetoric* doesn't simply update but rather recasts study in the history of rhetoric. The authors, experienced and well-known scholars in their respective fields, redefine existing strands of rhetorical study within the periods, expand the scope of rhetorical engagement, and include additional figures and their works. The globalization and expansion of rhetoric are demonstrated in each of these parts and seen clearly in the inclusion of more female rhetors, discussions of historical and contemporary electronic resources, and examinations of rhetorical practices falling outside the academy and the traditional canon. New to this edition is a cumulative review of twentieth century rhetoric along with a thematic index designed to facilitate interdisciplinary or specialized study and scholarly research across the traditional historical periods. As programs incorporating rhetorical studies continue to expand at the university level, students and researchers are in need of up-to-date bibliographical resources. No other work matches the scope and approach of *The Present State of Scholarship in the History of Rhetoric*, which carries scholarship on rhetoric into the twenty-first century.

*Remixing Composition* Jason Palmeri, 2012-03-19  
 Jason Palmeri's *Remixing Composition: A*

History of Multimodal Writing Pedagogy challenges the longheld notion that the study and practice of composition has historically focused on words alone Palmeri revisits many of the classic texts of composition theory from the 1960s 1970s and 1980s closely examining how past compositionists responded to new media He reveals that long before the rise of personal computers and the graphic web compositionists employed analog multimedia technologies in the teaching of composition Palmeri discovers these early scholars anticipated many of our current interests in composing with visual audio and video texts Using the concept of the remix Palmeri outlines practical pedagogical suggestions for how writing teachers can build upon this heritage with digital activities assignments and curricula that meet the needs of contemporary students He details a pluralist vision of composition pedagogy that explains the ways that writing teachers can synthesize expressivist cognitive and social epistemic approaches Palmeri reveals an expansive history of now forgotten multimodal approaches to composing moving images and sounds and demonstrates how current compositionists can productively remix these past pedagogies to address the challenges and possibilities of the contemporary digital era A strikingly original take on the recent history of composition **Remixing Composition** is an important work for the future of writing instruction in a digital age

**Resounding the Rhetorical** Byron Hawk, 2018-07-31 **Resounding the Rhetorical** offers an original critical and theoretical examination of composition as a quasi object As composition flourishes in multiple media digital sonic visual etc Byron Hawk seeks to connect new materialism with current composition scholarship and critical theory Using sound and music as his examples he demonstrates how a quasi object can and does materialize for communicative and affective expression and becomes a useful mechanism for the study and execution of composition as a discipline Through careful readings of Serres Latour Deleuze Heidegger and others Hawk reconstructs key concepts in the field including composition process research collaboration publics and rhetoric His work delivers a cutting edge response to the state of the field where it is headed and the possibilities for postprocess and postwriting composition and rhetoric

**Keywords in Writing Studies** Paul Heilker, John Vandenberg, 2015-02-15 **Keywords in Writing Studies** is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary A sequel to the 1996 work **Keywords in Composition Studies** this new volume traces the evolution of the field's lexicon taking into account the wide variety of theoretical educational professional and institutional developments that have redefined it over the past two decades Contributors address the development transformation and interconnections among thirty six of the most critical terms that make up writing studies Looking beyond basic definitions or explanations they explore the multiple layers of meaning within the terms that writing scholars currently use exchange and question Each term featured is a part of the general disciplinary parlance and each is a highly contested focal point of significant debates about matters of power identity and values Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex **Keywords in Writing Studies** reveals how the key concepts in the field are used and even challenged rather than advocating particular

usages and the particular vision of the field that they imply The volume will be of great interest to both graduate students and established scholars

**The Battles of Texas** Nate Kreuter, Mark Garrett Longaker, 2025-01-07 The 1980s were a consequential decade for universities The marketization of higher education the adjunctification of labor and culture wars over curriculum transformed the landscape in a short period of time The Battles of Texas traces the lived consequences of this upheaval by focusing on one influential institution the writing program at the University of Texas at Austin Drawing from university records newspaper archives and present day interviews Nate Kreuter and Mark Garrett Longaker provide an on the ground perspective of the radical creation of UT Austin s writing program and the subsequent events that made national headlines the mass firing of lecturers in 1985 the national debate over multicultural content in the first year curriculum and the divorce of the writing program from the English Department in 1992 Despite these pressures however the authors also reveal how writing program administrators at UT Austin exerted their own agency to resist economic and political forces in service of their students and adjunct lecturers By highlighting the parallels between the 1980s and current labor and political pressures in higher education The Battles of Texas offers a strategic perspective for academics and administrators today Combining a narrative institutional history with a public digital archive searchable and arranged in exhibits and in chronological annals The Battles of Texas provides academics with the resources they need to survive in times of rapid transition

**The Writing Center as Cultural and Interdisciplinary Contact Zone** Randall W. Monty, 2016-05-05 Writing centers are complex They are places of scholarly work spaces of interdisciplinary interaction and programs of service among other things With this complexity in mind this book theorizes writing center studies as a function of its own rhetorical and discursive practices In other words the things we do and make define who we are and what we value Through a comprehensive methodological framework grounded in critical discourse analysis this book takes a closer look at prominent writing center discourses by temporarily shifting attention away from the stakeholders work locations and scholarship of the discipline and onto things the artifacts and networks that make up the discipline Through this approach we can see the ways the discipline reinforces challenges reproduces and subverts structures of institutional power As a result writing center studies can be seen a vast ecosystem of interconnectivity and intertextuality

**Before Shaughnessy** Kelly Ritter, 2009-08-06 In Before Shaughnessy Basic Writing at Yale and Harvard 1920 1960 Kelly Ritter uses materials from the archives at Harvard and Yale and contemporary theories of writing instruction to reconsider the definition of basic writing and basic writers within a socio historical context Ritter challenges the association of basic writing with only poorly funded institutions and poorly prepared students Using Yale and Harvard as two sample case studies Ritter shows that basic writing courses were alive and well even in the Ivy League in the early twentieth century She argues not only that basic writers exist across institutional types and diverse student populations but that the prevalence of these writers has existed far more historically than we generally acknowledge Uncovering this forgotten history of basic writing at elite institutions Ritter contends that the

politics and problems of the identification and the definition of basic writers and basic writing began long before the work of Mina Shaughnessy in *Errors and Expectations* and the rise of open admissions. Indeed she illustrates how the problems and politics have been with us since the advent of English A at Harvard and the heightened consumer based policies that resulted in the new admissions criteria of the early twentieth century American university. In order to recognize this long standing reality of basic writing we must now reconsider whether the nearly standardized nationalized definition of basic is any longer a beneficial one for the positive growth and democratic development of our first year writing programs and students.

**Reprogrammable Rhetoric** Michael J. Faris, Steve Holmes, 2022-09-01 *Reprogrammable Rhetoric* offers new inroads for rhetoric and composition scholars past and present engagements with critical making. Moving beyond arguments of inclusion and justifications for scholarly legitimacy and past historicizations of the material turn in the field, this volume explores what these practices look like with both a theoretical and hands on how to approach. Chapters function not only as critical illustrations or arguments for the use of reprogrammable circuits but also as pedagogical instructions that enable readers to easily use or modify these compositions for their own ends. This collection offers nuanced theoretical perspectives on material and cultural rhetorics alongside practical tutorials for students, researchers and teachers to explore critical making across traditional areas such as wearable sensors, Arduinos, Twitter bots, multimodal pedagogy, Raspberry Pi and paper circuitry as well as underexplored areas like play, gaming, text mining, bots and electronic monuments. Designed to be taught in upper division undergraduate and graduate classrooms, these tutorials will benefit non expert and expert critical makers alike. All contributed codes and scripts are also available on Utah State University Press's companion website to encourage downloading, cloning and repurposing. Contributors: Aaron Beveridge, Kendall Gerdes, Kellie Gray, Matthew Halm, Steven Hammer, Cana Uluak, Itchuaqiyaq John Jones, M. Bawar Khan, Bree McGregor, Sean Morey, Ryan Omizo, Andrew Pilsch, David Rieder, David Sheridan, Wendi Sierra, Nicholas Van Horn.

**Mapping Christian Rhetorics** Michael-John DePalma, Jeffrey M. Ringer, 2014-10-10 The continued importance of Christian rhetorics in political, social, pedagogical and civic affairs suggests that such rhetorics not only belong on the map of rhetorical studies but are indeed essential to the geography of rhetorical studies in the twenty first century. This collection argues that concerning ourselves with religious rhetorics in general and Christian rhetorics in particular tells us something about rhetoric itself: its boundaries, its characteristics, its functionings. In assembling original research on the intersections of rhetoric and Christianity from prominent and emerging scholars, *Mapping Christian Rhetorics* seeks to locate religion more centrally within the geography of rhetorical studies in the twenty first century. It does so by acknowledging work on Christian rhetorics that has been overlooked or ignored, connecting domains of knowledge and research areas pertaining to Christian rhetorics that may remain disconnected or under connected and charting new avenues of inquiry about Christian rhetorics that might invigorate theory building, teaching, research and civic engagement. In dividing the terrain of Christian rhetorics into four categories: theory, education,



methodology and civic engagement Mapping Christian Rhetorics aims to foster connections among these areas of inquiry and spur future future collaboration between scholars of religious rhetoric in a range of research areas

**Conceptions of Literacy** Meaghan Brewer, 2020-05-01 Addressing the often fraught and truncated nature of educating new writing instructors Conceptions of Literacy proposes a theoretical framework for examining new graduate student instructors preexisting attitudes and beliefs about literacy Based on an empirical study author Meaghan Brewer conducted with graduate students teaching first year composition for the first time Conceptions of Literacy draws on narratives interviews and classroom observations to describe the conceptions of literacy they have already unknowingly established and how these conceptions impact the way they teach in their own classrooms Brewer argues that conceptions of literacy undergird the work of writing instructors and that many of the anxieties around composition studies disciplinary status are related to the differences perceived between the field s conceptions of literacy and those of the graduate instructors and adjuncts who teach the majority of composition courses Conceptions of Literacy makes practical recommendations for how new graduate instructors can begin to perceive and interrogate their conceptions of literacy which while influential are often too personal to recognize

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