

An aerial photograph showing a massive crowd of people gathered in a large open space, likely a park or a city square. The people are densely packed, and the scene is captured from a high angle, emphasizing the scale of the gathering. The colors are somewhat muted, with a blueish tint.

Bruce McComiskey

**TEACHING
COMPOSITION
as a
SOCIAL PROCESS**

Teaching Composition As Social Process

David Hyman



Teaching Composition As Social Process:

Teaching Composition As A Social Process Bruce McComiskey, 2000-02 Bruce McComiskey is a strong advocate of social approaches to teaching writing. However, he opposes composition teaching that relies on cultural theory for content because it too often prejudices the ethical character of institutions and reverts unnecessarily to product-centered practices in the classroom. He opposes what he calls the "read this essay and do what the author did" method of writing instruction. Read Roland Barthes's essay "Toys" and write a similar essay. Read John Fiske's essay on TV and critique a show. McComiskey argues for teaching writing as situated in discourse itself in the constant flow of texts produced within social relationships and institutions. He urges writing teachers not to neglect the linguistic and rhetorical levels of composing but rather to strengthen them with attention to the social contexts and ideological investments that pervade both the processes and products of writing. A work with a sophisticated theory base and full of examples from McComiskey's own classrooms, *Teaching Composition as a Social Process* will be valued by experienced and beginning composition teachers alike.

Teaching Composition Around the Pacific Rim Mark Newell Brock, Larry Walters, 1992 Considers both political and pedagogical issues related to the teaching of English composition to Asian Pacific students. The possible consequences of imposing Western rhetoric are analyzed and use of current approaches to the teaching of composition are examined in the context of the Pacific Rim. Teaching Writing in the Twenty-First Century Beth L. Hewett, Tiffany Bouelle, Scott Warnock, 2021-12-30 A comprehensive guide for students and instructors of composition. Includes an overview of the field and discussion of composition purposes and genres, digital education modalities, instructional environments, and instructional media. Topics include teaching online, composing processes and approaches, designing and scaffolding assignments, portfolio assignments, multimodal assignments, and response feedback and evaluation. Composing Our Future Michele Kaschub, Janice Smith, 2013-02-14 In order to prepare pre-service teachers and meet the needs of practitioners in the field, music teacher educators need resources to guide the development of curriculum-specific courses, professional development workshops, and other environments where composition education can begin to grow and flourish. With chapters ranging from practical information to solid theory to useful best practice examples, *Composing Our Future* offers fresh insight into composition in music education from authors who are directly engaged in this work. **Writing Against the Curriculum** Randi Gray Kristensen, Ryan M. Claycomb, 2010-01-01 *Writing against the Curriculum* responds to the popularity of *Writing Across the Curriculum* (WAC) and similar programs in U.S. higher education. Essays by administrators, faculty, and librarians teaching introductory and advanced writing classes argue that such classrooms make excellent spaces to question disciplinarity through the study of rhetoric, critical thinking, and curricular flexibility. This intervention in composition and cultural studies discourses enables the activist enactment of cultural studies theory and addresses the theoretical implications of composition practices. **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 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.

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.

A Short History of Writing Instruction James J. Murphy, Chris Thaiss, 2020-04-13. This newly revised Thirtieth Anniversary edition provides a robust scholarly introduction to the history of writing instruction in the West from Ancient Greece to the present-day United States. It preserves the legacy of writing instruction from antiquity to contemporary times with a unique focus on the material, educational, and institutional context of the Western rhetorical tradition. Its longitudinal approach enables students to track the recurrence over time of not only specific teaching methods but also major issues such as social purpose, writing as power, the effect of technologies, orthography, the rise of vernaculars, writing as a force for democratization, and the roles of women in rhetoric and writing instruction. Each chapter provides pedagogical tools, including a Glossary of Key Terms and a Bibliography for Further Study. In this edition, expanded coverage of twenty-first-century issues includes Writing Across the Curriculum, pedagogy for multilingual writers, and social media. *A Short History of Writing Instruction* is an ideal text for undergraduate and graduate courses in writing studies, rhetoric, and composition, and the history of education.

Renewing Rhetoric's Relation to Composition Shane Borrowman, Stuart Brown, Thomas Miller, 2010-02-25. Examining the development of rhetoric and composition using the writings of Theresa Jarnagin Enos as a basis for studies of broader trends, this book explores topics

including the historical relations of rhetoric and composition their evolution within programs of study and Enos's research on gender

Revision and the Superhero Genre David Hyman, 2017-09-06 This book argues that superhero revision offers new perspectives on the theory and practice of revision in broader contexts in particular composition studies Key developments in the history of superhero and composition revision reveal that both are deeply embedded in questions of narrative temporality The book looks at three unorthodox revision strategies sideshadowing in which traditional tropes of superhero narratives are told with new characters that clearly evoke traditional ones excavation the reintegration and reinterpretation of elements and influences from earlier texts that have been de-emphasized or written out of continuity and homodoxy the narrative coexistence of inconsistent elements culled from different versions of a character's textual history The ensuing cross-disciplinary exploration helps correct a distorted stereotype of revision as a neutral mechanical process revealing it instead as a potent force operating across a spectrum that ranges from restrictive adherence to orthodoxies to radical resistance against the primacy of tradition

Becoming A Reflective English Teacher Green, Andrew, 2011-06-01 This book builds firm bridges between theory and practice through exploring evidence-based practice and pursues what this means for new English teachers

Rethinking Writing Education in the Age of Generative AI Chaoran Wang, Zhongfeng Tian, 2025-05-23 Bringing together leading scholars and practitioners Rethinking Writing Education in the Age of Generative AI offers a timely exploration of pressing issues in writing pedagogies within an increasingly AI-mediated educational landscape From conceptual and empirical work to theory-guided praxis the book situates the challenges we face today within the historical evolution of writing education and our evolving relationship with AI technologies Covering a range of contexts such as L2 multilingual writing first-year writing writing centers and writing program administration and faculty development the book examines various AI-informed writing pedagogies and practices Drawing on interdisciplinary perspectives from writing studies education and applied linguistics the book bridges theory and practice to address critical questions of innovation ethics and equity in AI-supported teaching This book is essential for writing educators and researchers looking to leverage AIs to facilitate the teaching and learning of writing in critical and transformative ways

Engaging 21st Century Writers with Social Media Bryant, Kendra N., 2016-08-23 Basic composition courses have become a fundamental requirement for the major of university degrees available today These classes allow students to enhance their critical thinking writing and reading skills however frequent use of technology and online activity can be detrimental to students' comprehension Engaging 21st Century Writers with Social Media is a pivotal reference source for the latest research on the integration of social media platforms into academic writing classes focusing on how such technology encourages writing and enables students to grasp basic composition skills in classroom settings Highlighting emerging theoretical foundations and pedagogical practices this book is ideally designed for educators upper-level students researchers and academic professionals

Ethnography Unbound Stephen Gilbert Brown, Sidney I. Dobrin, 2012-02-01

These provocative new essays redefine the goals methods and assumptions of qualitative and ethnographic research in composition studies making evident not only the crucial importance of ethnographic research but also its resilience As Ethnography Unbound makes evident critical ethnographers are retheorizing their methodologies in ways that both redefine ethnographic practices and values and at the same time have begun to liberate ethnographic practices from the often disabling stronghold of postmodern critique Showing how ethnography works through dialogic processes and moves toward political ends this collection opens the doors to rethinking ethnographic research in composition studies Equity, Equality, and Reform in Contemporary Public Education Grant, Marquis C.,2018-03-30 Equality and equity are often mischaracterized as interchangeable terms in public education This may explain why efforts towards reform and restructure are often not met with any real measure of success Equity Equality and Reform in Contemporary Public Education provides emerging research on the reformation of education curriculum to provide proportionate opportunities for marginalized students and support for student achievement in public education While highlighting topics such as achievement gaps gender biases and multicultural responsiveness this book explores the theories and applications of different measures of reform to promote fairness among individual students This book is an important resource for educators professionals school administrators researchers and practitioners in the field of education *On Teacher Neutrality* Daniel P. Richards,2020-11-06 On Teacher Neutrality explores the consequences of ideological arguments about teacher neutrality in the context of higher education It is the first edited collection to focus exclusively on this contentious concept emphasizing the practical possibilities and impossibilities of neutrality in the teaching of writing the deployment of neutrality as a political motif in the public discourse shaping policy in higher education and the performativity of individual instructors in a variety of institutional contexts The collection provides clarity on the contours around defining neutrality depth in understanding how neutrality operates differently in various institutional settings and nuance in the levels and degrees of neutrality or what is meant by it in the teaching of writing Higher education itself and its stakeholders are continually exploring the role of teachers in the classroom and the extent to which it is possible or ethical to engage in neutrality Amplifying voices from teachers in underrepresented positions and institutions in discussions of teacher ideology On Teacher Neutrality shapes the discourse around these topics both within the writing classroom and throughout higher education The book offers a rich array of practices pedagogies and theories that will help ground instructors and posits a way forward toward better dialogue and connections with the various stakeholders of higher education in the United States Contributors Tristan Abbott Kelly Blewett Meaghan Brewer Christopher Michael Brown Chad Chisholm Jessica Clements Jason C Evans Heather Fester Romeo Garc a Yndalecio Isaac Hinojosa Mara Holt Erika Johnson Tawny LeBouef Tullia Lauren F Lichty Adam Pacton Daniel P Richards Patricia Roberts Miller Karen Rosenberg Allison L Rowland Robert Samuels David P Stubblefield Jennifer Thomas John Trimbur *Genre* Anis S. Bawarshi,Mary Jo Reiff,2010-03-08 GENRE AN INTRODUCTION TO HISTORY THEORY RESEARCH AND PEDAGOGY

provides a critical overview of the rich body of scholarship that has informed a genre turn in Rhetoric and Composition including a range of interdisciplinary perspectives from rhetorical theory applied linguistics sociology philosophy cognitive psychology and literary theory

City Comp Bruce McComiskey, Cynthia Ryan, 2012-02-01 This is the first full length collection in composition studies to tell the story of teaching and writing in urban universities in cities such as Birmingham Pittsburgh Chicago San Francisco Las Vegas Atlanta and Detroit Bruce McComiskey and Cynthia Ryan visit the fascinating history of various urban universities to illustrate how specific writing programs and instructors have engaged in the changing missions and priorities of their institutions The authors address the complex interwoven components of city comp the identities of individuals and institutions that contribute to the writing of verbal visual and spatial texts the spaces that serve as resources for student writing analysis and critique and the curriculum practices implemented in programs that attempt to help students recognize and in some cases transform their understandings of the cities in which they live learn and compose

The Available Means of Persuasion David M. Sheridan, Jim Ridolfo, 2012-03-19 From the beginning rhetoric has been a productive and practical art aimed at preparing citizens to participate in communal life Possibilities for this participation are continually evolving in light of cultural and technological changes The Available Means of Persuasion Mapping a Theory and Pedagogy of Multimodal Public Rhetoric explores the ways that public rhetoric has changed due to emerging technologies that enable us to produce reproduce and distribute compositions that integrate visual aural and alphabetic elements David M Sheridan Jim Ridolfo and Anthony J Michel argue that to exploit such options fully rhetorical theory and pedagogy need to be reconfigured

Invention in Rhetoric and Composition Janice M. Lauer, 2004 Invention in Rhetoric and Composition examines issues that have surrounded historical and contemporary theories and pedagogies of rhetorical invention citing a wide array of positions on these issues in both primary rhetorical texts and secondary interpretations It presents theoretical disagreements over the nature purpose and epistemology of invention and pedagogical debates over such issues as the relative importance of art talent imitation and practice in teaching discourse After a discussion of treatments of invention from the Sophists to the nineteenth century Invention in Rhetoric and Composition introduces a range of early twentieth century multidisciplinary theories and calls for invention s awakening in the field of English studies It then showcases inventional theories and pedagogies that have emerged in the field of Rhetoric and Composition over the last four decades including the ensuing research critiques and implementations of this inventional work As a reference guide the text offers a glossary of terms an annotated bibliography of selected texts and an extensive bibliography Janice M Lauer is Professor of English Emerita at Purdue University where she was the Reece McGee Distinguished Professor of English In 1998 she received the College Composition and Communication Conference s Exemplar Award Her publications include Four Worlds of Writing Inquiry and Action in Context Composition Research Empirical Designs and New Perspectives on Rhetorical Invention as well as essays on rhetorical invention disciplinarity writing as inquiry composition pedagogy historical rhetoric

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