

Teaching  
Composition:  
10 Bibliographical  
Essays

by DON LUTCH and WILLIAM J. LUTCH



# Teaching Composition Ten Bibliographical Essays

**Edith Babin, Kimberly Harrison**



## **Teaching Composition Ten Bibliographical Essays:**

*Teaching Composition* Gary Tate, 1987      Teaching Composition Gary Tate, 1976-01-01      **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      *Teaching Composition* Gary Tate, 1976      **Study of Academic Instruction for Disadvantaged Students:**

**Commissioned papers and literature review** Michael Sturgis Knapp, Patrick M. Shields, 1990      **Invention as a Social Act** Karen Burke LeFevre, 1987 Building on the work of rhetoricians philosophers linguists and theorists in other disciplines Karen Burke LeFevre challenges a widely held view of rhetorical invention as the act of an atomistic individual She proposes that invention be viewed as a social act in which individuals interact dialectically with society and culture in distinctive ways

**Speaking About Writing** Peter Smagorinsky, 1994-04-29 This is not a how to do book it is a why to do book What is powerful about these chapters is that they are theory driven and they thus allow us as researchers to understand when and why particular methodologies are appropriate for investigating particular problems in particular situations The book is therefore in an important sense a why you shouldn't book because the authors deliberate on how the motivating theory for research is tied to the theoretical grounds for choosing a methodology The authors grasp and reflect on the need for a researcher to fully understand a methodology's power and its limitations They urge researchers to consistently pose the questions Why should I use this method What does it yield What lens does it provide for the problem I am investigating What must I account for in employing it Speaking About Writing provides not only a range of methodologies to consider for the

investigation of writing but situating them in the context of one another enables the reader to consider the relative merits of each Above all the authors stress that research is driven by problems rather than methods and that premise helps researchers consider what is potentially available through the tools provided by different methodologies William Smith University of Pittsburgh Used as a comprehensive text and research tool *Speaking About Writing* focuses on the issues involved in the collection analysis and interpretation of data The approach goes beyond mere quantitative qualitative differences to examine and critique the very underpinnings and assumptions of the distinct methodologies Distinguished scholars discuss different writing methods stimulated recall think aloud analysis retrospective analysis and intervention analysis Contributors in discourse analysis look at the ways in which individuals interact with other members of the writing community during a more extended writing process problem discussion draft feedback and revision and teacher conferences Finally concluding chapters allow for responses from critics to earlier chapters in order to provide clarification and explanation *Speaking About Writing* is the perfect text for scholars and students in written communication composition and english communication research methods and psychology cognition

**Toward a Grammar of Passages** Richard M. Coe, Conference on College Composition and Communication (U.S.), 1988 Richard M Coe has developed such a grammar one which uses a simple graphic instrument to analyze the meaningful relationships between sentences in a passage and to clarify the function of structure in discourse Working in the tradition of Christensen's generative rhetoric Coe presents a two dimensional graphic matrix that effectively analyzes the logical relations between statements by mapping coordinate subordinate and superordinate relationships Coe demonstrates the power of his discourse matrix by applying it to a variety of significant problems such as how to demonstrate discourse differences between cultures especially between Chinese and English how to explain precisely what is bad about the structure of passages that do not work and how best to teach structure This new view of the structure of passages helps to articulate crucial questions about the relations between form and function language thought and culture cognitive and social processes

**Writing and Reading Differently** George Douglas Atkins, Michael L. Johnson, 1985

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

*Research on Written Composition* George Hillocks (Jr.), 1986      Beyond Outlining Betty Cain, 1992 This book is a unique

long needed comprehensive study of whole discourse form going beyond traditional prescriptions Ancient and contemporary innovations are combined with a new theory and practical application The author rescues the organization of persuasive explanatory prose from long neglect and unimaginative traditional formulas She demonstrates a new theory of form fluency in analyses of student texts and applies it in new form heuristics that go beyond outlining The main audience for this book will be professors and graduate students in the growing discipline of rhetoric composition or any teacher or writer interested in new ideas about organizing discourse     *Reorienting Rhetoric* John D. O'Banion,2010-11-01     **Composition As a**

**Human Science** Louise Wetherbee Phelps,1991-07-25 This groundbreaking collection of essays is one of the first works to reflect directly and systematically on the conceptual and ethical basis for composition studies as a new discipline of written language Phelps articulates a philosophy of composition generous enough to accommodate all the strands of current work without being overly eclectic an open framework subject to modification and addition as the field develops She draws on wide reading in the humanities and social sciences including cognitive science linguistics literary theory education philosophy hermeneutics rhetoric and psychology to define the contribution and place of composition studies within the larger intellectual and cultural community The book will therefore interest theorists and scholars in a wide variety of fields     **A**

*Program Development Handbook for the Holistic Assessment of Writing* Norbert Elliot,Maximino Plata,Paul F. Zelhart,1990 This book is a major breakthrough for developers of writing assessment programs who must certify the writing competency of undergraduate students Legislators and accreditation boards across the nation have called for and implemented large scale projects to measure educational outcomes This single source provides comprehensive information on the history underlying concepts and process of conducting a large scale writing assessment program at a specific institution of higher education The handbook opens with an analysis of the rationale for the assessment of writing during the junior year of the undergraduate curriculum The authors then turn to a case study of the success of their own institutional wide assessment program A history is provided of 20th century writing assessment practices as well attention is given to defining levels of literacy After describing an assessment process model discussion turns to the design of questions the administration of the assessment the rating of papers and the statistical analysis of data Attention is also given to the design of a course for those who are unsuccessful on the assessment The study closes with directions for further research and over 200 references in the bibliography     *Foundations for Sociorhetorical Exploration* Vernon K. Robbins,Robert H. von Thaden Jr.,Bart B.

Bruehler,2016-09-02 Engaging resources for understanding the importance of bodies and spaces in producing and interpreting persuasive language This volume collects essays that represent intellectual milestones that are informing sociorhetorical interpretation during the twenty first century The essays are arranged into five parts 1 Topos 2 Cultural Geography and Critical Spatiality 3 Rhetorolects and Conceptual Blending 4 Rhetography and 5 Rhetorical Force Features Tools for integrating multiple approaches to biblical interpretation Resources that emphasize the importance of language

that prompts mental pictures in effective rhetoric Essays from classicists rhetoricians and biblical scholars

**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

**Study of Academic Instruction for Disadvantaged Students: Commissioned papers and literature review** Brenda J. Turnbull, 1990

**Communication Matters** Jeremy Packer, Stephen B. Crofts Wiley, 2013-06-17 Communication has often been understood as a realm of immaterial insubstantial phenomena images messages thoughts languages cultures and ideologies mediating our embodied experience of the concrete world Communication Matters challenges this view assembling leading scholars in the fields of Communication Rhetoric and English to focus on the materiality of communication Building on the work of materialist theorists such as Gilles Deleuze Michel Foucault Friedrich Kittler and Henri Lefebvre the essays collected here examine the materiality of discourse itself and the constitutive force of communication in the production of the real Communication Matters presents original work that rethinks communication as material and situates materialist approaches to communication within the broader materiality turn emerging in the humanities and social sciences This collection will be of interest to researchers and postgraduate students in Media Communication Studies and Rhetoric The book includes images of the digital media installations of Francesca Talenti Professor Department of Communication Studies University of North Carolina at Chapel Hill

**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

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