

Situating Composition

COMPOSITION

Composition
Studies
and the
Politics of
Location

Lisa Ede

Situating Composition Composition Studies And The Politics Of Location

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Situating Composition Composition Studies And The Politics Of Location:

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

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

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

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

Composition Studies in the New Millennium Lynn Z. Bloom, Donald A. Daiker, Edward Michael White, 2003 **First Semester** Jessica Restaino, 2012-02 Using a three part theoretical construct labor action and work as defined in Hannah Arendt's work of political and social theory The Human Condition and rich qualitative data gathered from course observations interviews and correspondence Jessica Restaino looks at the experiences of four new graduate students who are first year writing teachers at Public U a large state university

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

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

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 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.

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.

[Working through Surveillance and Technical Communication](#) Sarah Young, 2023-04-01. What is surveillance, and why should we care? Why are those who use technology susceptible to being both agents and targets of contemporary surveillance practices? *Working Through Surveillance and Technical Communication* addresses these questions, discussing what it means to engage in surveillance, examining why this participation may be problematic, and offering entry points into assessing one's ethical and socially just involvement with surveillance. Further, the book suggests ways to resist both individually and collectively, and it offers pedagogical entry points for those looking to talk about surveillance with others. Led by the central questions, "How are technical communicators also surveillance workers?" and "Why does this matter for technical communication and surveillance scholarship?" the text uses the example of Edward Snowden to illustrate how technical communicators and surveillance workers exist on an often overlapping range. Sarah Young highlights the potentially discriminatory nature of surveillance and argues that recognizing and evaluating surveillance is increasingly important in a data-driven world. Open Access, funded by Erasmus University Rotterdam Library in support of open science initiatives. It can be found in the SUNY Open Access Repository at <https://soar.suny.edu/handle/20.500.12648/8546>.

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

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

Keywords in Writing Studies Paul Heilker, John

Vandenbergh, 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

Changing of Knowledge in Composition Lance Massey, Richard C. Gephardt, 2011-07-16

Lance Massey and Richard Gephardt offer in this collection many signs that composition again faces a moment of precariousness even as it did in the 1980s the years of the great divorce from literary studies The contours of writing in the university again are rapidly changing making the objects of scholarship in composition again unstable Composition is poised to move not from modern to postmodern but from process to postprocess from a service oriented field to a research driven discipline Some would say we are already there Momentum is building to replace composition and the pedagogical imperative long implied in that term with a writing studies model devoted to the study of composition as a fundamental tool of and force within all areas of human activity Appropriately contributors here use Stephen M North's 1987 book *The Making of Knowledge in Composition* to frame and background their discussion as they look at both the present state of the field and its potential futures As in North's volume *The Changing of Knowledge in Composition* describes a body of research and pedagogy brimming with conflicting claims methodologies and politics and with little consensus regarding the proper subjects and modes of inquiry The deep ambivalence within the field itself is evident in this collection Contributors here envision composition both as retaining its commitment to broad based generalized writing instruction and as heading toward content based vertical writing programs in departments and programs of writing studies They both challenge and affirm composition's pedagogical heritage And they sound both sanguine and pessimistic notes about composition's future

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 Itchuaqiyag John Jones M Bawar Khan Bree McGregor Sean Morey Ryan Omizo Andrew Pilsch David Rieder David Sheridan Wendi Sierra Nicholas Van Horn

Doctoral Education: Research-Based Strategies for Doctoral Students, Supervisors and Administrators Lynn McAlpine, Cheryl Amundsen, 2011-02-16 The quality of the academics who undertake the work of teaching and research is critical to the significance status and relevance of our universities There is widespread evidence that doctoral students are not being properly prepared for the changing face of higher education and that once they take up academic positions they often experience many frustrations and tensions This book based on a four year long research program conducted by four academics and four graduate students investigates the experiences of doctoral students new academics and senior academics as they engage in their work related to doctoral education Doctoral Education Research Based Strategies for Doctoral Students Supervisors and Administrators offers research based strategies for improving doctoral education in a non technical and conversational way Those strategies include learning to be a new supervisor alongside other academic work developing an intellectual network during the doctoral journey giving and receiving feedback on scholarly writing and preparing for the oral defence Also based on research evidence the book challenges taken for granted practices and policies surrounding doctoral education including the gendered nature of disciplinary practices the paradox of writing in doctoral education and the public oversight of more and more aspects of academic work Intended for doctoral students academics staff and administrators this book provides several perspectives on the topic of doctoral education and contains the actual voices of doctoral students and new academics to illustrate its discussion

Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches Faulkner, Julie, 2011-12-31 This book examines a range of disruptive approaches exploring how challenge dissonance and discomfort might be mobilized in educational contexts in order to shift taken for granted attitudes and beliefs held by both educators and learners Provided by publisher

[Reimagining Popular Notions of American Intellectualism](#) Kelly Bradbury, 2016-03-02 In Reimagining Popular Notions of American Intellectualism Kelly Susan Bradbury challenges the image of the lazy media obsessed American by examining and reimagining widespread conceptions of American intellectualism that assume intellectual activity is situated solely in elite institutions of higher education

Stories of Becoming Claire Lutkewitte, Juliette C. Kitchens, Molly J. Scanlon, 2022-01-03 Based on findings from a multiyear nationwide study of new faculty in the field of rhetoric and composition Stories of Becoming provides graduate students and those who train them with specific strategies for preparing for a career in the professoriate Through the use of stories the authors invite readers to experience their collaborative research processes for conducting a nationwide survey qualitative interviews and textual analysis of professional documents Using data from the study the authors offer six specific strategies including how to manage time how to create a work life balance and how to collaborate with others that readers can use to prepare for the composition and rhetoric job market and to begin their careers as full time faculty members Readers will learn about the

possible responsibilities they may take on as new faculty particularly those that go beyond teaching research service and administration to include navigating the politics of higher education and negotiating professional identity construction And they will also engage in activities and answer questions designed to deepen their understanding of the field and help them identify their own values and desired career trajectory Stories of Becoming demystifies the professoriate compares what current new faculty have to say of their job expectations with the realities that students might face when on the job and brings to light the invisible behind the scenes work done by new faculty It will be invaluable to graduate students those who teach graduate students new faculty and hiring administrators in composition and rhetoric

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