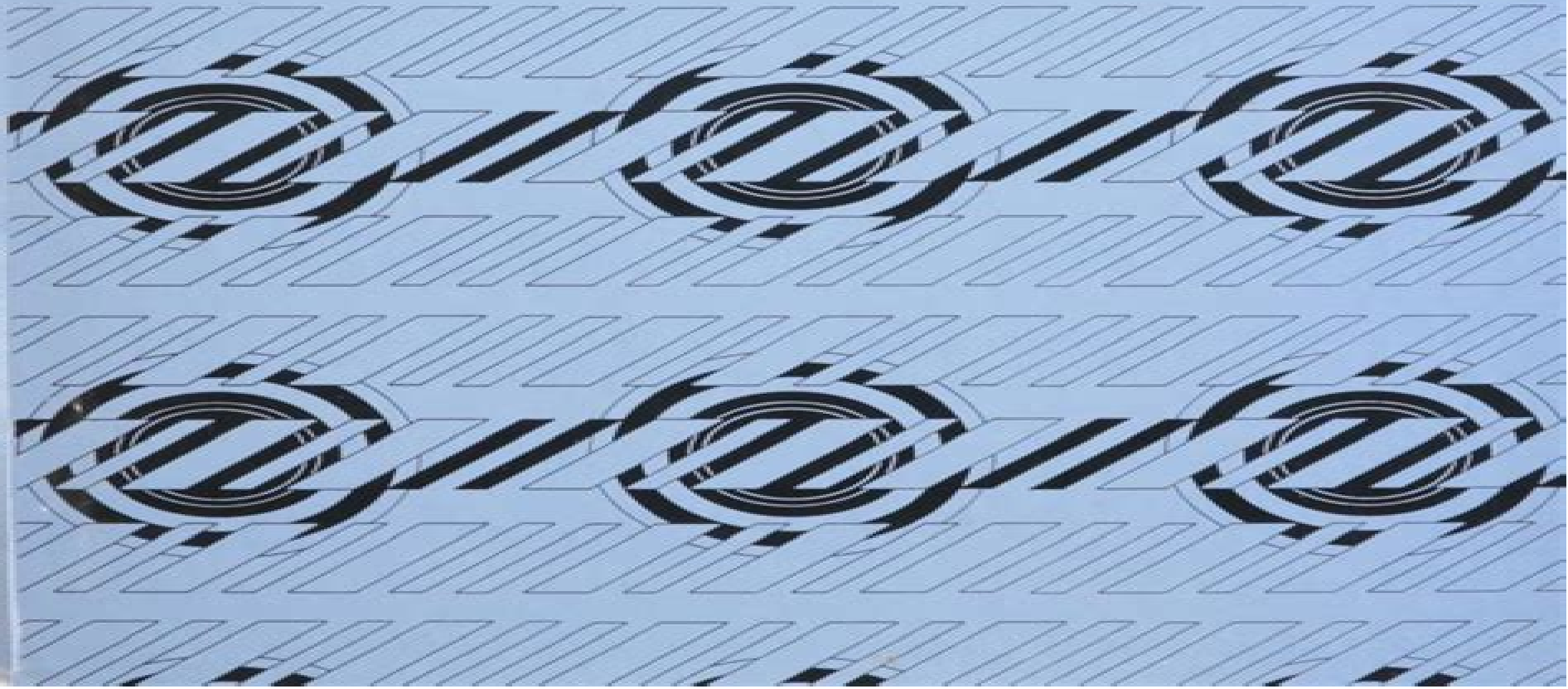


# **Paralogic Rhetoric**

**A Theory of  
Communicative Interaction**

**Thomas Kent**



# Paralogic Rhetoric A Theory Of Communicative Interaction

**Gary A. Olson, Todd W. Taylor**



## **Paralogic Rhetoric A Theory Of Communicative Interaction:**

Paralogic Rhetoric Thomas Kent, 1993 Building on the ideas of philosophers and literary theorists such as Donald Davidson Richard Rorty Jacques Derrida Jean Francois Lyotard and Mikhail Bakhtin Thomas Kent investigates in Paralogic Rhetoric the role that interpretation plays in the acts of writing and reading Kent argues that both writing and reading as kinds of communicative interaction constitute thoroughly hermeneutic activities that cannot be reduced to discreet conceptual frameworks or to systemic processes of one kind or another Kent calls his view of communicative interaction paralogic hermeneutics and he employs this notion to critique some of our most influential contemporary approaches to the study of writing and reading Kent develops his argument in two general stages In the first stage chapters one through four he discusses the meaning of the term paralogy and defines the concept of paralogic hermeneutics In addition he attacks in these chapters the claim endorsed by many rhetoricians and literary theorists that language conventions control the meaning of utterances and in place of the conventionalist formulation of communicative interaction Kent advocates an externalist account of meaning that attempts to move beyond the old Cartesian opposition of mind and world In stage two of his argument chapters five through seven Kent draws out some of the practical implications of a paralogic hermeneutics for the disciplines of rhetoric and literary criticism One of Kent's most provocative and important claims in these chapters concerns his assertion that the traditional disciplinary boundary existing between composition studies and literary studies evaporates once writing and reading are regarded as hermeneutic endeavors Finally Paralogic Rhetoric represents a frontal assault on some of the fundamental assumptions about writing and reading held by many of our most important contemporary rhetoricians and literary theorists Kent argues persuasively that the time has arrived for a reconsideration of our current conceptions concerning both the production and the reception of discourse and in these pages he proposes a description of communicative interaction that serves as a large first step toward a radical redescription of writing and reading

BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved      Publishing in Rhetoric and Composition Gary A. Olson, Todd W. Taylor, 1997-03-13 Publishing in Rhetoric and Composition is a collection of essays about the politics and practices of generating scholarship in rhetoric and composition The contributors to this book many of whom are current or past editors of the discipline's most prestigious scholarly journals undoubtedly have their finger on the pulse of composition's most current scholarship and offer invaluable insight into the production and publication of original research They discuss publishing articles and reviews as well as book length projects including scholarly monographs edited collections and textbooks They also address such topics as how composition research is valued in English departments recent developments in electronic publishing the work habits of successful academic writers and the complications of mentoring graduate students in a publish or perish profession An inviting and helpful tone makes this an ideal textbook for research methodology and professional writing courses      Techne, from Neoclassicism to Postmodernism Kelly Pender, 2011-05-21

Techne from Neoclassicism to Postmodernism offers a deconstructive reading of the debates that have surrounded the term techne in rhetoric and composition explaining how we can affirm its value as a theory and pedagogy of writing without denying the legitimacy of the postmodern critiques that have been leveled against it *Rhetoric in the Twenty-First Century* Nicholas J. Crowe, David A. Frank, 2016-04-26 This book arises from a symposium held in Oxford to consider the most fruitful trajectories of rhetoric in the 21st century The gathering comprised an international delegation of leading scholars convened to assess from an array of perspectives the various possible futures of the ancient discipline of rhetoric as it responds vitally to the evolving contexts of the new millennium This collection commemorates that event by extending its scrutiny into a number of specific fields of inquiry It includes a foreword by Prof James J Murphy an introductory article by the editors and six further articles commissioned from among the participants The introduction provides a detailed account of the symposium and foregrounds the delegates articles with a r sum of their arguments and consequent relevance to the overarching theme Each contribution is a freshly minted and original piece of scholarship true to the generative and interactive spirit of the enterprise and speaking pertinently to the field of international rhetoric studies at the present time *Rhetoric in the Twenty First Century* addresses a spectrum of concerns Scholars and students of rhetoric and language use will naturally find much of interest here and the inclusive ambit of the work will also appeal to students of ethics religion comparative literature intercultural studies and the growing field of communication studies *Communicative Interaction in the Dialogic Classroom* Allan R. Cook, 2002 *Toward a Phenomenological Rhetoric* Barbara Couture, 1998 Current rhetorical and critical theory for the most part separates writing from consciousness and presumes relative truth to be the only possible expressive goal for rhetoric These presumptions are reflected in our tradition of persuasive rhetoric which values writing that successfully argues one person s belief at the expense of another s Barbara Couture presents a case for a phenomenological rhetoric one that values and respects consciousness and selfhood and that restores to rhetoric the possibility of seeking an all embracing truth through pacific and cooperative interaction Couture discusses the premises on which current interpretive theory has supported relative truth as the philosophical grounding for rhetoric premises she argues that have led to constraints on our notion of truth that divorce it from human experience She then shows how phenomenological philosophy might guide the theory and practice of rhetoric reanimating its role in the human enterprise of seeking a shared truth She proposes profession and altruism as two guiding metaphors for the phenomenological activity of truth seeking through interaction Among the contemporary rhetoricians and philosophers who influence Couture are Pierre Teilhard de Chardin Martin Buber Charles Altieri Charles Taylor Alasdair MacIntyre and J rgen Habermas **Introduction to Scholarship in Modern Languages and Literatures** David G. Nicholls, 2015-01-01 The third edition of the MLA s widely used *Introduction to Scholarship in Modern Languages and Literatures* features sixteen new essays by leading scholars Designed to highlight relations among languages and forms of discourse the volume is organized into three sections

Understanding Language provides an overview of the field of linguistics with special attention to language acquisition and the social life of languages Forming Texts offers tools for understanding how speakers and writers shape language it examines scholarship in the distinct but interrelated fields of rhetoric composition and poetics Reading Literature and Culture continues the work of the first two sections by introducing major areas of critical study The nine essays in this section cover textual and historical scholarship interpretation comparative cultural and translation studies and the interdisciplinary topics of gender sexuality race and migrations among others As in previous volumes an epilogue examines the role of the scholar in contemporary society Each essay discusses the significance underlying assumptions and limits of an important field of inquiry traces the historical development of its subject introduces key terms outlines modes of research now being pursued postulates future developments and provides a list of suggestions for further reading This book will interest any member of the academic community seeking a review of recent scholarship while it provides an indispensable resource for undergraduate and graduate students of modern languages and literatures

Microhistories of Communication Studies Pat Gehrke, 2018-04-19 The story of an academic discipline is usually conveyed in grand movements and long spans but it can also be told through the lives of individual scholars through the development of specialties through the creation and change of departments and through the formation and transformation of organizations Using twelve histories of micro dimensions of communication studies this volume shows how sometimes small decisions single scholars individual departments and marginalized voices can have dramatic roles in the history and future of an academic discipline As a compilation of micro histories with macro lessons this volume stands alone in communication studies Read as a companion to A Century of Communication Studies the National Communication Association's centennial volume it offers rich detail missing links and local narratives that fully flesh out the discipline In either case no education in communication studies is complete without an understanding of the themes challenges and triumphs embodied by the twelve micro histories offered in this book This book was originally published as two special issues of Review of Communication

*Meaning, Language, and Time* Kevin J. Porter, 2006-03-11 Given the history of concepts like meaning time language and discourse any serious attempt to understand them must be interdisciplinary so MEANING LANGUAGE AND TIME draws on a wide range of important work in the history of philosophy rhetoric and composition In this groundbreaking work Porter joins these conversations with the aim of breaching the traditional disciplinary walls and opening new areas of inquiry

**The Future of Invention** John Muckelbauer, 2009-01-08 Examines the concept of rhetorical invention from an affirmative nondialectical perspective

Writing Environments Sidney I. Dobrin, Christopher J. Keller, 2012-02-01 Writing Environments addresses the intersections between writing and nature through interviews with some of America's leading environmental writers Those interviewed include Rick Bass Cheryll Glotfelty Annette Kolodny Max Oelschlaeger Simon J Ortiz David Quammen Janisse Ray Scott Russell Sanders Edward O Wilson and Ann H Zwinger From the standpoints of activists scientists naturalists

teachers and highly visible writers the interviewees consider how different environments have influenced them how their writing affects environments and the ways readers experience environments The interviews are followed by critical responses from writing scholars This diverse range of voices speaks lucidly and captivantly about topics such as place writing teaching politics race and culture and how these overlap in many complex ways *Post-process Theory* Thomas Kent,1999 Breaking with the still dominant process tradition in composition studies post process theory or at least the different incarnations of post process theory discussed by the contributors represented in this collection of original essays endorses the fundamental idea that no codifiable or generalizable writing process exists or could exist Post process theorists hold that the practice of writing cannot be captured by a generalized process or a big theory Most post process theorists hold three assumptions about the act of writing writing is public writing is interpretive and writing is situated The first assumption is the commonsensical claim that writing constitutes a public interchange By interpretive act post process theorists generally mean something as broad as making sense of and not exclusively the ability to move from one code to another To interpret means more than merely to paraphrase it means to enter into a relationship of understanding with other language users And finally because writing is a public act that requires interpretive interaction with others writers always write from some position or some place Writers are never nowhere they are situated Leading theorists and widely published scholars in the field contributors are Nancy Blyler John Clifford Barbara Couture Nancy C DeJoy Sidney I Dobrin Elizabeth Ervin Helen Ewald David Foster Debra Journet Thomas Kent Gary A Olson Joseph Petraglia George Pullman David Russell and John Schilb **Handbook of Cultural Intelligence** Soon Ang,Linn Van Dyne,2015-01-28 Cultural intelligence is defined as an individual s ability to function effectively in situations characterized by cultural diversity With contributions from eminent scholars worldwide the Handbook of Cultural Intelligence is a state of the science summary of the body of knowledge about cultural intelligence and its relevance for managing diversity both within and across cultures Because cultural intelligence capabilities can be enhanced through education and experience this handbook emphasizes individual capabilities specific characteristics that allow people to function effectively in culturally diverse settings rather than the approach used by more traditional books of describing and comparing cultures based on national cultural norms beliefs habits and practices The Handbook covers conceptional and definitional issues assessment approaches and application of cultural intelligence in the domains of international and cross cultural management as well as management of domestic activity It is an invaluable resource that will stimulate and guide future research on this important topic and its application across a broad range of disciplines including management organizational behavior industrial and organizational psychology intercultural communication and more *Participatory Composition* Sarah J. Arroyo,2013-07-25 Like Share Comment Subscribe Embed Upload Check in The commands of the modern online world relentlessly prompt participation and encourage collaboration connecting people in ways not possible even five years ago This connectedness no doubt influences

college writing courses in both form and content creating possibilities for investigating new forms of writing and student participation In this innovative volume Sarah J Arroyo argues for a participatory composition inspired by the culture of online video sharing and framed by theorist Gregory Ulmer s concept of electracy Electracy according to Ulmer is to digital media what literacy is to alphabetic writing Although electracy can be compared to digital literacy it is not something shut on and off with the power buttons on computers or mobile devices Rather electracy encompasses the cultural institutional pedagogical and ideological implications inherent in the transition from a culture of print literacy to a culture saturated with electronic media regardless of the presence of actual machines Arroyo explores the apparatus of electracy in many of its manifestations while focusing on the participatory practices found in online video culture particularly on YouTube Chapters are devoted to questions of subjectivity definition authorship and pedagogy Utilizing theory and incorporating practical examples from YouTube classrooms and other social sites Arroyo presents accessible and practical approaches for writing instruction Additionally she outlines the concept of participatory composition by highlighting how it manifests in online video culture offers student examples of engagement with the concept and advocates participatory approaches throughout the book Arroyo presents accessible and practical possibilities for teaching and learning that will benefit scholars of rhetoric and composition media studies and anyone interested in the cultural and instructional implications of the digital age

The Routledge Handbook of Language and Professional Communication Vijay Bhatia, Stephen Bremner, 2014-02-24 The Routledge Handbook of Language and Professional Communication provides a broad coverage of the key areas where language and professional communication intersect and gives a comprehensive account of the field The four main sections of the Handbook cover Approaches to Professional Communication Practice Acquisition of Professional Competence Views from the Professions This invaluable reference book incorporates not only an historical view of the field but also looks to possible future developments Contributions from international scholars and practitioners focusing on specific issues explore the major approaches to professional communication and bring into focus recent research This is the first handbook of language and professional communication to account for both pedagogic and practitioner perspectives and as such is an essential reference for postgraduate students and those researching and working in the areas of applied linguistics and professional communication

Prolific Moment Alexandria Peary, 2018-06-14 Prolific Moment Theory and Practice of Mindfulness for Writing foregrounds the present in all activities of composing offering a new perspective on the rhetorical situation and the writing process A focus on the present casts light on standard writing components audience invention and revision while bringing forth often overlooked nuances of the writing experience intrapersonal rhetoric the preverbal and preconception This pedagogy of mindful writing can alleviate the suffering of writing blocks that comes from mindless future oriented rhetorics Much is lost with a misplaced present moment because students forfeit rewarding writing experiences for stress frustration boredom fear and shortchanged invention Writing becomes a very different experience if students think of it more

consistently as part of a discrete now Peary examines mindfulness as a metacognitive practice and turns to foundational Buddhist concepts of no self emptiness impermanence and detachment for methods for observing the moment in the writing classroom This volume is a fantastic resource for future and current instructors and scholars of composition rhetoric and writing studies      *Composition Theory for the Postmodern Classroom* Gary A. Olson, Sidney I. Dobrin, 1994-01-01

*Composition Theory for the Postmodern Classroom* is a collection of the most outstanding articles published in the *Journal of Advanced Composition* over the last decade Together these essays represent the breadth and strength of composition scholarship that has fruitfully engaged with critical theory in its many manifestations In drawing on the critical discourses of philosophers feminists literary theorists African Americanists cultural theorists and others these compositionists have enriched discourse in the field broadened intellectual conceptions of the multiple roles and functions of discourse and opened up an infinite number of questions and new possibilities for composition theory and pedagogy      **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      **Teaching Academic Writing in UK Higher Education** Lisa Ganobcsik-Williams, 2017-09-16

*Academic Writing* is emerging as a distinct subject for teaching and research in higher education in the UK and elsewhere *Teaching Academic Writing in UK Higher Education* introduces this growing field and provides a resource for university teachers researchers and administrators interested in developing students writing      **Online Education** Kelli Cargile Cook, Keith Grant-Davis, 2020-04-27

*In Online Education Global Questions Local Answers* 24 college educators focus on the most important questions to be addressed by all scholar teachers and administrators committed to developing high quality online education programs We describe these questions as global because they transcend the particular situations of



individual institutions They are questions that everyone involved in online education needs to address What are the issues to consider when first developing and then sustaining an online education program How do we create interactive pedagogically sound online courses and classroom communities How should we monitor and assess the quality of online courses and programs And how should recent developments and innovations in online education cause us to reexamine our roles and responsibilities as educators in technical communication While these global questions affect all of us in one way or another they demand different local answers such as those presented by the contributors to this text Readers will need to consider which of these local answers might apply to their own situations and how these answers might need to be adapted to reflect the particular needs of their own institutions

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