



**MOVING BEYOND
ACADEMIC DISCOURSE**
Composition Studies and
the Public Sphere

Christian R. Weisser

Foreword by
Gary A. Olson

Moving Beyond Academic Discourse Composition Studies And The Public Sphere

Frank Farmer



Moving Beyond Academic Discourse Composition Studies And The Public Sphere:

Moving Beyond Academic Discourse Christian R. Weisser, 2002 Weisser English U of Hawaii Hilo addresses the issue of how to move writing instruction into the public sphere Coverage includes the historical background recent progressive theories in composition studies on writing as a site of political and social engagement existing theoretical conversations and how they are understood within contemporary social and cultural theory with a focus on the work of Jurgen Habermas the role of the intellectual in postmodern society and the degree to which the material conditions of academic life allow for public intellectualism For theorists teachers and writers at all levels Annotation copyrighted by Book News Inc Portland OR

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

Community Literacy and the Rhetoric of Public Engagement Linda Flower, 2008-07-24 Community Literacy and the Rhetoric of Public Engagement explores the critical practice of intercultural inquiry and rhetorical problem solving that encourages urban writers and college mentors alike to take literate action Author Linda Flower documents an innovative experiment in community literacy the Community Literacy Center in Pittsburgh and posits a powerful and distinctively rhetorical model of community engagement and pedagogy for both marginalized and privileged writers and speakers In addition she articulates a theory of local publics and explores the transformative potential of alternative discourses and counter public performances In presenting a comprehensive pedagogy for literate action the volume offers strategies for talking and collaborating across difference for conducting an intercultural inquiry that draws out situated knowledge and rival interpretations of shared problems and for writing and speaking to advocate for personal and public transformation Flower describes the competing scripts for social engagement empowerment public deliberation and agency that characterize the interdisciplinary debate over models of social engagement Extending the Community Literacy Center's initial vision of community literacy first published a decade ago Community Literacy and the Rhetoric of Public Engagement makes an important contribution to theoretical conversations about the nature of the public sphere while providing practical instruction in how all people can speak publicly for values and visions of change Winner 2009 Rhetoric Society of America Book Award

After the Public Turn Frank Farmer, 2013-04-15 In After the Public Turn author Frank Farmer argues that counterpublics and the people who make counterpublics citizen bricoleurs deserve a more prominent role in our scholarship and in our classrooms Encouraging students to understand and consider resistant or oppositional discourse is a viable route toward mature participation as

citizens in a democracy Farmer examines two very different kinds of public cultural and disciplinary and discusses two counterpublics within those broad categories zine discourses and certain academic discourses By juxtaposing these two significantly different kinds of public Farmer suggests that each discursive world can be seen in its own distinct way as a counterpublic an oppositional social formation that has a stake in widening or altering public life as we know it Drawing on major figures in rhetoric and cultural theory Farmer builds his argument about composition teaching and its relation to the public sphere leading to a more sophisticated understanding of public life and a deeper sense of what democratic citizenship means for our time

Rhetorical Democracy Gerard Hauser, Amy Grim, 2004-07-16 This collection presents theoretical critical applied and pedagogical questions and cases of public and public spheres examining these contexts as sources and sites of civic engagement Reflecting the current state of rhetorical theory and research the contributions arise from the 2002 conference proceedings of the Rhetoric Society of America RSA The collected essays bring together rhetoricians of different intellectual stripes in a multi traditional conversation about rhetoric s place in a democracy In addition to the wide variety of topics presented at the RSA conference the volume also includes the papers from the President s Panel which addressed the rhetoric surrounding September 11 2001 and its aftermath Other topics include the rhetorics of cyberpolitical culture race citizenship globalization the environment new media public memory and more This volume makes a singular contribution toward improving the understanding of rhetoric s role in civic engagement and public discourse and will serve scholars and students in rhetoric political studies and cultural studies

The Locations of Composition Christopher J. Keller, Christian R. Weisser, 2007-07-05 The Locations of Composition examines how spaces places and locations define problematize and shape composition studies From a wide variety of perspectives including critical theory rhetoric cultural geography genre theory postcolonial studies and media studies the contributors explore the disciplinary boundaries and authority of composition studies how teachers of writing can engage students in more place centered pedagogies and how compositionists can sort through the often hidden and intricate relationships between and among composition s places The book reveals the complex ways that places are central to the field s history identity and ability to move and change

Personally Speaking Candace Spigelman, 2004-10-07 Responding to contemporary discussion about using personal accounts in academic writing Personally Speaking Experience as Evidence in Academic Discourse draws on classical and current rhetorical theory feminist theory and relevant examples from both published writers and first year writing students to illustrate the advantages of blending experiential and academic perspectives Candace Spigelman examines how merging personal and scholarly worldviews produces useful contradictions and contributes to a more a complex understanding in academic writing This rhetorical move allows for greater insights than the reading or writing of experiential or academic modes separately does Personally Speaking foregrounds the semi fictitious nature of personal stories and the rhetorical possibilities of evidence as Spigelman provides strategies for writing instructors who want to teach personal academic argument while supplying practical

mechanisms for evaluating experiential claims The volume seeks to complicate and intensify disciplinary debates about how compositionists should write for publication and what kinds of writing should be taught to composition students Spigelman not only supplies evidence as to why the personal can count as evidence but also relates how to use it effectively by including student samples that reflect particular features of personal writing Finally she lays the groundwork to move narrative from its current site as confessional writing to the domain of academic discourse

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 Key Features Brings together scholars from across the disciplines of Speech Communication English and Writing Studies While rhetoric is by definition interdisciplinary self identified scholars in the field are most often institutionally separated from one another This Handbook bridges this divide by providing a refreshing range of transdisciplinary views on the nature status definition and scope of rhetoric today Offers a thorough going overview of rhetorical studies today Organized in four sections Historical Studies in Rhetoric Rhetoric Across the Disciplines Rhetoric and Pedagogy and Rhetoric and Public Discourse the volume provides a single resource for engaging rhetorical studies Underscores the importance of rhetoric to education across a wide range of disciplines as well as to effective participation in public arenas Thus the volume connects rhetoric's long teaching tradition to an activist agenda for informed civic engagement Addresses methodological and theoretical difficulties and offers means of negotiating them Provides one of the first introductions to rhetorical studies across cultures and to the related debates concerning comparative and contrastive rhetorics

Writing Across Difference James Rushing Daniel, Katherine Helen Malcolm, Candice Rai, 2022-03-01 As the nation becomes increasingly divided by economic inequality racial injustice xenophobic violence and authoritarian governance scholars in writing studies have strived to develop responsive theories and practices to engage students teachers administrators and citizens in the crisis of division and to begin the complicated work of radically transforming our inequitable institutions and society *Writing Across Difference* is one of the first collections to gather scholars from across the field engaged in offering theoretical methodological and pedagogical resources for understanding interrogating negotiating and writing across difference No text in composition has made such a sweeping attempt to place the multiple areas of translanguaging anti racism anticolonialism interdisciplinarity and disability into conversation or to represent the field as broadly unified around the concept of difference The chapters in this book specifically explore how monolingual ideology is maintained in institutions and how translanguaging strategies can re include difference how narrative based interventions can promote writing across difference in classrooms and institutions by complicating dominant

discourses and how challenging dominant logics of class race ability and disciplinarity can present opportunities for countering divisiveness Writing Across Difference offers writing scholars a sustained intellectual encounter with the crisis of difference and foregrounds the possibilities such an encounter offers for collective action toward a more inclusive and equitable society It presents a variety of approaches for intervening in classrooms and institutions in the interest of focalizing understanding negotiating and bridging difference The book will be a valuable resource to those disturbed by the bigotry violence and fanaticism that mark our political culture and who are seeking inspiration models and methods for collective response Contributors Anis Bawarshi Jonathan Benda Megan Callow James Rushing Daniel Cherice Escobar Jones Laura Gonzales Juan Guerra Stephanie Kerschbaum Katie Malcolm Nadya Pittendrigh Mya Poe Candice Rai Iris Ruiz Ann Shivers McNair Neil Simpkins Alison Y L Stephens Sumyat Thu Katherine Xue Shui yin Sharon Yam

Circulation, Writing, and Rhetoric Laurie Gries, Collin Gifford Brooke, 2018-04-15 While it has long been understood that the circulation of discourse bodies artifacts and ideas plays an important constitutive force in our cultures and communities circulation as a concept and a phenomenon has been underexamined in studies of rhetoric and writing In an effort to give circulation its rhetorical due Circulation Writing and Rhetoric introduces a wide range of studies that foreground circulation in both theory and practice Contributors to the volume specifically explore the connections between circulation and public rhetorics urban studies feminist rhetorics digital communication new materialism and digital research Circulation is a cultural rhetorical process that impacts various ecologies communities and subjectivities in an ever increasing globally networked environment As made evident in this collection circulation occurs in all forms of discursive production from academic arguments to neoliberal policies to graffiti to tweets and bitcoins Even in the case of tombstones borrowed text achieves only partial stability before it is recirculated and transformed again This communicative process is even more evident in the digital realm the underlying infrastructures of which we have yet to fully understand As public spaces become more and more saturated with circulating texts and images and as networked relations come to the center of rhetorical focus Circulation Writing and Rhetoric will be a vital interdisciplinary resource for approaching the contemporary dynamics of rhetoric and writing Contributors Aaron Beveridge Casey Boyle Jim Brown Naomi Clark D nielle Nicole DeVoss Rebecca Dingo Sidney I Dobrin Jay Dolmage Dustin Edwards Jessica Enoch Tarez Samra Graban Byron Hawk Gerald Jackson Gesa E Kirsch Heather Lang Sean Morey Jenny Rice Thomas Rickert Jim Ridolfo Nathaniel A Rivers Jacqueline Jones Royster Donnie Johnson Sackey Michele Simmons Dale M Smith Patricia Sullivan John Tinnell Kathleen Blake Yancey

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

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.

Public and Professional Writing A. Surma, 2005-02-09. This book offers something quite new: an advanced textbook that considers professional writing as a negotiated process between writer and reader. Arguing that ethics, imagination, and rhetoric are integral to professional writing praxis, the book encourages students to look critically at various writing practices in a range of contexts. A textbook for advanced undergraduates and postgraduates in Linguistics, Communication, Journalism, and Media Studies.

Language, Culture, Identity and Citizenship in College Classrooms and Communities Juan C. Guerra, 2015-10-05. *Language, Culture, Identity and Citizenship in College Classrooms and Communities* examines what takes place in writing classrooms beyond academic, analytical, and argumentative writing to include forms that engage students in navigating the civic, political, social, and cultural spheres they inhabit. It presents a conceptual framework for imagining how writing instructors can institute campus-wide initiatives such as *Writing Across Communities* that attempt to connect the classroom and the campus to the students' various communities of belonging, especially students who have been historically underserved. This framework reflects an emerging perspective: writing across difference challenges the argument that the best writing instructors can do is develop the skills and knowledge students need to make a successful transition from their home discourses to academic discourses. Instead, the value inherent in the full repertoire of linguistic, cultural, and semiotic resources students use in their varied communities of belonging needs to be acknowledged, and students need to be encouraged to call on these to the fullest extent possible in the course of learning what they are being taught in the writing classroom. Pedagogically, this book provides educators with the rhetorical, discursive

and literacy tools needed to implement this approach Community Literacy and the Rhetoric of Local Publics Elenore Long,2008-03-22 Offering a comparative analysis of community literacy studies Community Literacy and the Rhetoric of Local Publics traces common values in diverse accounts of ordinary people going public Elenore Long offers a five point theoretical framework Used to review major community literacy projects that have emerged in recent years this local public framework uncovers profound differences with significant consequence within five formative perspectives 1 the guiding metaphor behind such projects 2 the context that defines a local public shaping what is an effective even possible performance 3 the tenor and affective register of the discourse 4 the literate practices that shape the discourse and most significantly 5 the nature of rhetorical invention or the generative process by which people in these accounts respond to exigencies such as getting around gatekeepers affirming identities and speaking out with others across difference

Rhetoric and the Global Turn in Higher Education Christopher Minnix,2018-03-09 This book studies the role of rhetoric in the expansive movement for global higher education in U S colleges and universities Drawing on an analysis of how discourses of security economy and ethics shape the rhetoric of global higher education as well as that of its populist and nationalist critics the author argues for an understanding of global higher education as a site of rhetorical conflict over visions of students as citizens In doing so the work advances the project of transnational rhetorical education a theoretical and pedagogical project that can foster forms of rhetorical inquiry performance and ethics that equip students to pursue transnational forms of civic engagement belonging and resistance This book will be of interest to scholars and students in the fields of rhetoric and composition studies communication and education as well as to faculty and administrators working in global higher education or internationalization programs *Rhetorics for Community Action* Phyllis Mentzell Ryder,2012-07-10 *Rhetorics for Community Action* Public Writing and Writing Publics by Phyllis Mentzell Ryder offers theory and pedagogy to introduce public writing as a complex political and creative action To write public texts we have to invent the public we wish to address Such invention is a complex task with many components to consider exigency that brings people together a sense of agency and capacity a sense of how the world is and what it can become All these components constantly compete against texts that put forward other public ideals opposing ideas about who really has power and who really can create change Teachers of public writing must adopt a generous response to those who venture into this arena Some scholars believe that to prepare students for public life university classes should partner with grassroots community organizations rather than nonprofits that serve food or tutor students They worry that a service related focus will create more passive citizens who do not rally and resist or grab the attention of government leaders or corporations With carefully contextualized study of an after school arts program an area soup kitchen and parks organizations among others Ryder shows that many so called service organizations are not passive places at all and she argues that the main challenge of public work is precisely that it has to take place among all of these compelling definitions of democracy Ryder proposes teaching

public writing by partnering with multiple community nonprofits She develops a framework to help students analyze how their community partners inspire people to action and offers a course design that support them as they convey those public ideals in community texts But composing public texts is only part of the challenge Traditional newspapers and magazines through their business models and writing styles reinforce a dominant role for citizens as thinking and reading but not necessarily acting This civic role is also professed

The SAGE Encyclopedia of Action Research David Coghlan, Mary Brydon-Miller, 2014-08-11 Action research is a term used to describe a family of related approaches that integrate theory and action with a goal of addressing important organizational community and social issues together with those who experience them It focuses on the creation of areas for collaborative learning and the design enactment and evaluation of liberating actions through combining action and research reflection and action in an ongoing cycle of cogenerative knowledge While the roots of these methodologies go back to the 1940s there has been a dramatic increase in research output and adoption in university curricula over the past decade This is now an area of high popularity among academics and researchers from various fields especially business and organization studies education health care nursing development studies and social and community work The SAGE Encyclopedia of Action Research brings together the many strands of action research and addresses the interplay between these disciplines by presenting a state of the art overview and comprehensive breakdown of the key tenets and methods of action research as well as detailing the work of key theorists and contributors to action research

Writing in Context(s) Triantafillia Kostouli, 2006-01-20 The premise that writing is a socially situated act of interaction between readers and writers is well established This volume first corroborates this premise by citing pertinent evidence through the analysis of written texts and interactive writing contexts and from educational settings across different cultures from which we have scant evidence Secondly all chapters though addressing the social nature of writing propose a variety of perspectives making the volume multidisciplinary in nature Finally this volume accounts for the diversity of the research perspectives each chapter proposes by situating the plurality of terminological issues and methodologies into a more integrative framework Thus a coherent overall framework is created within which different research strands i e the sociocognitive sociolinguistic research composition work genre analysis and pedagogical practices developed on L1 and L2 writing can be situated and acquire meaning This volume will be of particular interest to researchers in the areas of language and literacy education in L1 and L2 applied linguists interested in school and academic contexts of writing teacher educators and graduate students working in the fields of L1 and L2 writing

Composing Place Jacob Greene, 2023-04-01 Composing Place takes an innovative approach to engaging with the compositional affordances of mobile technologies Mobile wearable and spatial computing technologies are more than the latest marketing gimmick from a perpetually proximate future they are rather an emerging composing platform through which digital writers will increasingly create and distribute place based multimodal texts Jacob Greene utilizes and develops a rhetorical framework through which writers can leverage the

affordances of these technologies by drawing on theoretical approaches within rhetorical studies multimodal composition and spatial theory as well as emerging maker practices within digital humanities and critical media studies to show how emerging mobile technologies are poised to transform theories practices and pedagogies of digital writing Greene identifies three emerging modalities through which mobile technologies are being used by digital writers First to counter dominant discourses in contested spaces second to historicize entrenched narratives in iconic spaces and third to amplify marginalized voices in mundane spaces Through these modalities Greene employs Indigenous philosophies and theories that upend the ways that the discipline has centered placed based rhetorics offering digital writers better strategies for using mobile media as a platform for civic deliberation social advocacy and political action Composing Place offers close analyses of mobile media experiences created by various artists and digital media practitioners as well as detailed overviews of Greene s own projects also accessible through the companion website www.composingplace.com These projects include a digital countertour of SeaWorld that demonstrates the ways in which the attraction is driven by capitalism an augmented reality tour of Detroit s Woodward Avenue and a mobile advocacy project in Jacksonville Florida that demonstrates the inequitable effects of car centric public infrastructure Ultimately by engaging with these theoretical frameworks rhetorical design principles and pedagogical practices of mobile writing readers can utilize the unique affordances of mobile media in various teaching and research contexts

Ignite the flame of optimism with its motivational masterpiece, **Moving Beyond Academic Discourse Composition Studies And The Public Sphere** . In a downloadable PDF format (*), this ebook is a beacon of encouragement. Download now and let the words propel you towards a brighter, more motivated tomorrow.

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