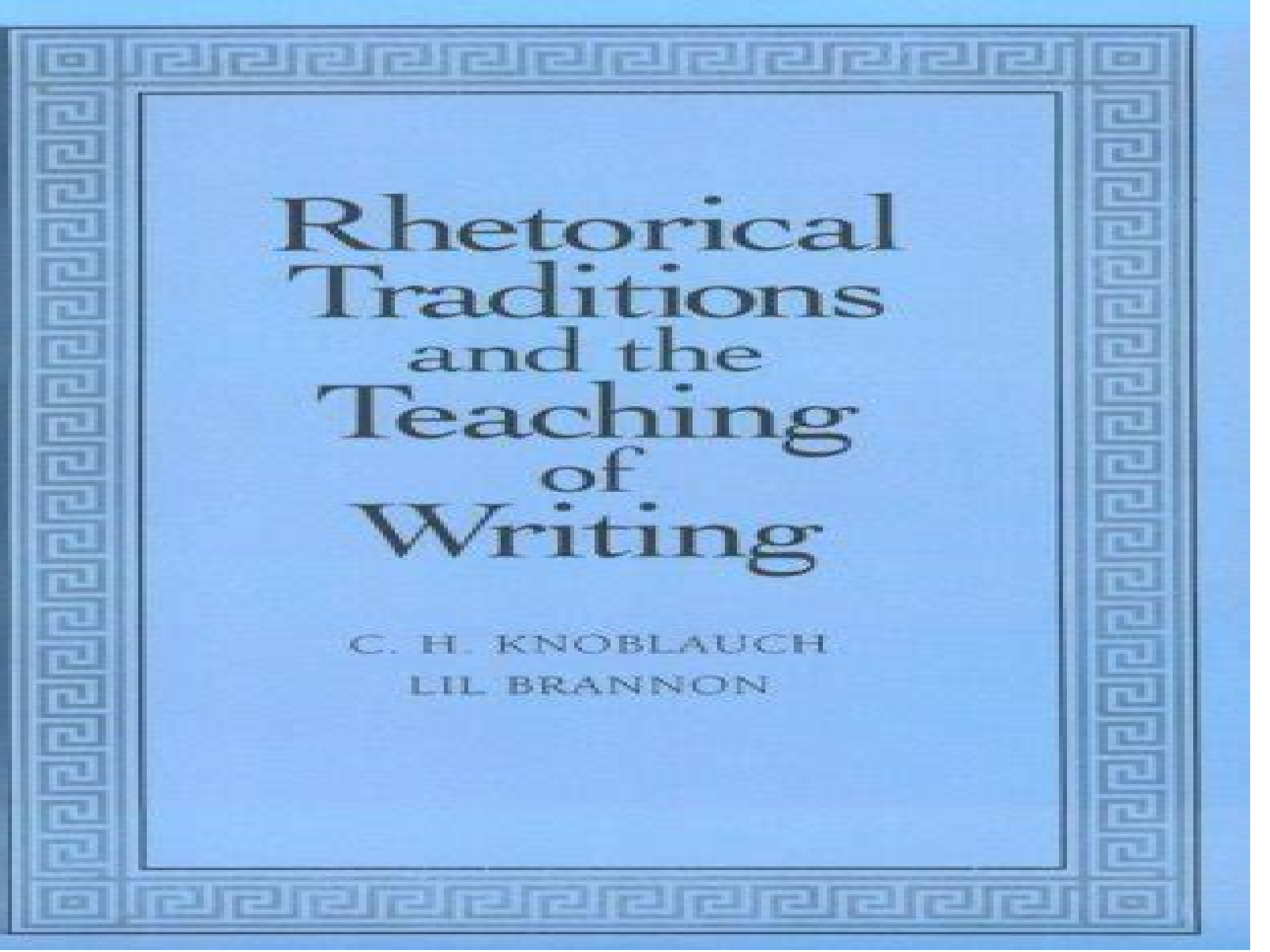




Rhetorical Traditions and the Teaching of Writing

C. H. KNOBLAUCH
LIL BRANNON

Rhetorical Traditions And The Teaching Of Writing

John Frederick Reynolds



Rhetorical Traditions And The Teaching Of Writing:

Rhetorical Traditions and the Teaching of Writing C. H. Knoblauch, Lil Brannon, 1984 The argument of this book is that the earliest tradition of Western rhetoric the classical perspective of Aristotle and Cicero continues to have the greatest impact on writing instruction albeit an unconscious impact This occurs despite the fact that modern rhetoric no longer accepts either the views of mind language and world underlying ancient theory or the concepts about discourse knowledge and communication presented in that theory As a result teachers are depending on ideas as outmoded as they are unreflectively accepted Knoblauch and Brannon maintain that the two traditions are fundamentally incompatible in their assumptions and concepts so that writing teachers must make choices between them if their teaching is to be purposeful and consistent They suggest that the modern tradition offers a richer basis for instruction and they show what teaching from that perspective looks like and how it differs from traditional teaching

Writing Histories of Rhetoric Victor J. Vitanza, 2013-11-01 This collection of essays edited by Victor J Vitanza is a historiography of rhetoric summarizing what has recently been accomplished in the revision of traditional histories of rhetoric and discussing what might be accomplished in the future Featuring a variety of approaches classical revisionary and avant garde it includes articles by Janet M Atwill James A Berlin William A Covino Sharon Crowley Hans Kellner John Poulakos Takis Poulakos John Schilb Jane Sutton Kathleen Ethel Welch Lynn Worsham and Victor J Vitanza In the first essay Sharon Crowley identifies the major players and primary issues in a chronological narrative of the debate about the writing of the history of rhetoric that has arisen between traditionalists essentialists and revisionists constructionists In recent years traditionalists have demanded a more complete and accurate history while revisionists have sought a critical understanding of the various epistemological ideological grounds upon which a history of rhetoric had been and could be constructed Revisionists in their search for multiple contestatory histories have begun to critique one another breaking into two general groups one favoring a political social program the other resisting and disrupting such an approach Vitanza echoes Crowley s review of this ongoing debate by asking a crucial question What exactly does it mean to be a revisionist historian By combining the disintegration of various revisionist and subversive positions into a communal we he asks an additional question Who is the we writing histories of rhetoric The essays that follow give a rich answer to Vitanza s questions They bring the writing of histories of rhetoric into the larger area of postmodern theory raising neglected issues of race gender and class Written with a variety of intentions some of the essays are expository and highly argumentative while others are manifestos innovative and far reaching in tone Still others are summaries and background studies providing useful information to both the novice student and the experienced scholar This book situated at a juncture between two disciplines composition studies and speech will be a landmark collection for many years

Textual Carnivals Susan Miller, 1993 In this study of the status of composition in English studies programs Miller English U of Utah notes the institutional marginalization of composition and its teachers and calls on her associates in

composition to engage in a broader political interpretation of composition by persistently critiquing the current agendas of their discipline and reinterpreting its misdirected social history

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Reference Guide for English Studies Michael J. Marcuse, 1990-01-01 This ambitious undertaking is designed to acquaint students teachers and researchers with reference sources in any branch of English studies which Marcuse defines as all those subjects and lines of critical and scholarly inquiry presently pursued by members of university departments of English language and literature Within each of 24 major sections Marcuse lists and annotates bibliographies guides reviews of research encyclopedias dictionaries journals and reference histories The annotations and various indexes are models of clarity and usefulness and cross references are liberally supplied where appropriate Although cost conscious librarians will probably consider the several other excellent literary bibliographies in print such as James L Harner's *Literary Research Guide* Modern Language Assn of America 1989 larger academic libraries will want Marcuse's volume Jack Bales Mary Washington Coll Lib Fredericksburg Va Library Journal

Teaching Composition Gary Tate, 1987 **Rhetorical Memory and Delivery** John Frederick Reynolds, 2013-11-05 Why has classical rhetoric been a subject of such growing interest for the past ten years Because the most exciting work in classical rhetoric has asked us to rethink classical concepts in modern terms What's been missing at least in book length form is a scholarly rethinking of rhetorical memory and delivery As many scholars have been noting in their work for some time now three of five classical issues invention arrangement and style have dominated rhetorical studies while the other two memory and delivery have largely been misunderstood or ignored Re examined in light of recent research on orality literacy and electronic technology rhetorical memory and delivery issues can become not only central to the field but also key to the continued interest in classical rhetoric Bringing together national scholars from a variety of related disciplines in which rhetorical memory and delivery issues matter this collection is the only volume that examines classical and contemporary interpretations of rhetorical memory and delivery in depth and detail

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 *A Multidisciplinary Exploration into Flow in Writing* Deborah F. Rossen-Knill, Katherine L. Schaefer, Matthew W. Bayne, Whitney Gegg-Harrison, Dev Crasta, Alessandra DiMauro, 2024-04-05 Offering a multidisciplinary exploration of flow and the often nebulous ways it is conceptualized and operationalized in writing pedagogy this book addresses a critical gap in writing studies Bringing together practice based and scholarly perceptions it outlines the key features and definitions of flow and identifies pedagogical approaches and opportunities for classroom instruction Incorporating perspectives from disciplines including classical rhetoric composition studies cognitive science and linguistics this book provides a diverse overview of the literature on flow in writing pedagogy It includes two instructional voice based and rhetorical grammar based activities that outline how to recognize and improve flow in writing In doing so the book also provides clear examples of how to create an inclusive writing pedagogy that incorporates sensory and analytical perspectives to help readers and writers experience flow and meet their writing goals As an exploration of flow instruction as it currently stands and might stand in the future this book will be of interest to students and instructors in the field of academic professional and creative writing studies The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license *Reconceiving Writing, Rethinking Writing Instruction* Joseph Petraglia, 2013-11-05 To a degree unknown in practically any other discipline the pedagogical space afforded composition is the institutional engine that makes possible all other theoretical and research efforts in the field of rhetoric and writing But composition has recently come under attack from many within the field as fundamentally misguided Some of these critics have been labelled New Abolitionists for their insistence that compulsory first year writing should be abandoned Not limiting itself to first year writing courses this book extends and modifies calls for abolition by taking a closer look at current theoretical and empirical understandings of what contributors call general writing skills instruction GWSI the curriculum which an overwhelming majority of writing instructors is paid to teach that practically every composition textbook

is written to support and the instruction for which English departments are given resources to deliver The vulnerability of GWSI is hardly a secret among writing professionals and its intellectual fragility has been felt for years and manifested in several ways in persistently low status of composition as a study both within and outside of English departments in professional journal articles and conference presentations that are growing both in theoretical sophistication and irrelevance to the composition classroom and in the rhetoric and writing field s ever increasing attention to nontraditional sites of writing behavior But to date there has been relatively little concerted discussion within the writing field that focuses specifically on the fundamentally awkward relationship of writing theory and writing instruction This volume is the first to explicitly focus on the gap in the theory and practice that has emerged as a result of the field s growing professionalization The essays anthologized offer critiques of GWSI in light of the discipline s growing understanding of the contexts for writing and their rhetorical nature Writing from a wide range of cognitivist critical theoretical historical linguistic and philosophical perspectives contributors call into serious question basic tenets of contemporary writing instruction and provide a forum for articulating a sort of zeitgeist that seems to permeate many writing conferences but which has until recently not found a voice or a name

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

Writing in the Academic Disciplines David R. Russell, 2002 To understand the ways students learn to write we must go beyond the small and all too often marginalized component of the curriculum that treats writing explicitly and look at the broader though largely tacit traditions students encounter in the whole curriculum explains David R Russell in the introduction to this singular study The updated edition provides a comprehensive history of writing instruction outside general composition courses in American secondary and higher education from the founding public secondary schools and research universities in the 1870s through the spread of the writing across the curriculum movement in the 1980s through

the WAC efforts in contemporary curriculums Resources in Education ,1994 **National Healing** Claude Hurlbert,2013-02-01 In National Healing author Claude Hurlbert persuasively relates nationalism to institutional racism and contends that these are both symptoms of a national ill health afflicting American higher education and found even in the field of writing studies Teachers and scholars even in progressive fields like composition are unwittingly at odds with their own most liberatory purposes he says and he advocates consciously broadening our understanding of rhetoric and writing instruction to include rhetorical traditions of non Western cultures Threading a personal narrative of his own experiences as a student professor and citizen through a wide ranging discussion of theory pedagogy and philosophy in the writing classroom Hurlbert weaves a vision that moves beyond simple polemic and simplistic multiculturalism National Healing offers a compelling new aesthetic epistemological and rhetorical configuration **Habitual Rhetoric** Alex Mueller,2023-09-19 Writing has always been digital Just as digits scribble with the quill or tap the typewriter digits compose binary code and produce text on a screen Over time however digital writing has come to be defined by numbers and chips not fingers and parchment We therefore assume that digital writing began with the invention of the computer and created new writing habits such as copying pasting and sharing Habitual Rhetoric Digital Writing before Digital Technology makes the counterargument that these digital writing practices were established by the handwritten cultures of early medieval universities which codified rhetorical habits from translation to compilation to disputation to amplification to appropriation to salutation through repetitive classroom practices and within annotatable manuscript environments These embodied habits have persisted across time and space to develop durable dispositions or habitus which have the potential to challenge computational cultures of disinformation and surveillance that pervade the social media of today Demythologizing Language Difference in the Academy Mark Waldo,2004-02-04 In this volume Mark Waldo argues that writing across the curriculum WAC programs should be housed in writing centers and explains an innovative approach to enhancing their effectiveness focus WAC on the writing agendas of the disciplines He asserts that WAC operation should reflect an academy characterized by multiple language communities each with contextualized values purposes and forms for writing and no single community s values superior to another s Starting off with an examination of the core issue that WAC should be promoting learning to write in the disciplines instead of writing to learn Waldo proposes housing WAC in comprehensive writing centers independent of any other department using dialogue and inquiry rather than prescriptive techniques in the WAC program s interaction with faculty in other disciplines and phasing out writing assessment that depends on one test measuring the writing abilities of students from all disciplines In the process of making his case Waldo discusses tutor training faculty consultancy and multilayered assessment programs In addition to presenting the theoretical and practical advantages of discipline based WAC programs he also offers clear and compelling evidence from his own institution that supports the success of this approach to writing instruction Demythologizing Language Difference in the Academy

Establishing Discipline Based Writing Programs will be of interest to writing program and WAC administrators writing center administrators graduate students studying composition and educators and graduate students involved in WAC initiatives research and study

Publishing in Rhetoric and Composition Gary A. Olson, Todd W. Taylor, 1997-03-13 Eminent scholars discuss the politics and practices of generating scholarship in rhetoric and composition studies 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

Global Rhetorical Traditions Hui Wu, Tarez Samra Graban, 2022-09-07 GLOBAL RHETORICAL TRADITIONS is unique in design and scope It presents as accessibly as possible translated primary sources on global rhetorical instruction and practices of Asia Africa the Near East the Middle East Polynesia and precolonial Europe Each of the book s chapters represents a different rhetorical region and includes a prefatory introduction critical commentary translated primary sources a glossary of rhetorical terms and a comprehensive bibliography The general introduction helps contextualize the project justify its organization and coverage and draw attention to the various features characteristics and or philosophies of the rhetorics included in the book The book s significance lies in its contributions to both studying and teaching global rhetorical traditions by offering representative research methods and primary sources in a single volume It can be read as scholarship as reference and as textbook

BRIEF CONTENTS Foreword by Patricia Bizzell Renewing Comparative Methodologies by Tarez Samra Graban 1 Arabic and Islamic Rhetorics Early Islamic Medieval Islamic Arabic Islamic 2 Chinese Rhetorics Spring Autumn and Warring States Period Classical Han Dynasty Six Dynasties Early Medieval Tang Dynasty Song Dynasty and Ming Dynasty The Modern Period 20th Century 3 East African Rhetorics Nilotic 4 Indian and Nepali Rhetorics Indian Poetic Indian Logical Hindu 5 Indonesian Rhetorics Post National 6 Irish Rhetorics Medieval Irish Gaelic Non European 7 Mediterranean Rhetorics Byzantine Hebraic Mediterranean 8 Polynesian Hawaiian Rhetorics Post Colonial Hawaiian Non European 9 Russian Rhetorics Kievan Rus Traditions 10 Turkish Rhetorics Middle Turkish Central Asia

Teaching ESL Composition Dana R. Ferris, John Hedgcock, John S. Hedgcock, 2004-09-15 Presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes practises and writers

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 **Writing and Power** Candace Mitchell, 2015-12-03 This book offers a much needed alternative to the more traditional texts used to teach writing instruction Grounded in history the book clarifies changing theoretical and practical approaches to teaching writing critically assessing each approach in relation to the social and political movements of the day both within and beyond the university The author takes us inside the real world of writing instruction not only from the viewpoint of instructor but as seen through the eyes of students struggling to make sense of the expectations of writing class Mitchell emphasizes that writing entails far more than putting words to paper and delves into contextually variable culturally defined expectations that include multiple linguistic forms both oral and written highlighting the complexity of writing s while engaging the reader in lively academic debates about language and society

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