

The Origins of
Composition Studies in
the American College,
1875–1925

A DOCUMENTARY HISTORY



John C. Brereton, Editor

Origins Of Composition Studies In The American College 1875 1925

Lynn Z. Bloom



Origins Of Composition Studies In The American College 1875 1925:

The Origins of Composition Studies in the American College, 1875-1925 John C. Brereton, 1996-01-15 This volume describes the formative years of English composition courses in college through a study of the most prominent documents of the time magazine articles scholarly reports early textbooks teachers testimonies and some of the actual student papers that provoked discussion Includes writings by leading scholars of the era such as Adams Sherman Hill Gertrude Buck William Edward Mead Lane Cooper William Lyon Phelps and Fred Newton Scott

The Origins of Composition Studies in the American College, 1875-1925 John C. Brereton, 1995 This volume describes the formative years of English composition courses in college through a study of the most prominent documents of the time magazine articles scholarly reports early textbooks teachers testimonies and some of the actual student papers that provoked discussion Includes writings by leading scholars of the era such as Adams Sherman Hill Gertrude Buck William Edward Mead Lane Cooper William Lyon Phelps and Fred Newton Scott Winner 1997 CCCC Outstanding Book Award

The Managerial Unconscious in the History of Composition Studies Donna Strickland, 2011-07-11 In this pointed appraisal of composition studies Donna Strickland contends the rise of writing program administration is crucial to understanding the history of the field Noting existing histories of composition studies that offer little to no exploration of administration Strickland argues the field suffers from a managerial unconscious that ignores or denies the dependence of the teaching of writing on administrative structures The Managerial Unconscious in the History of Composition Studies is the first book to address the history of composition studies as a profession rather than focusing on its pedagogical theories and systems Strickland questions why writing and the teaching of writing have been the major areas of scholarly inquiry in the field when specialists often work primarily as writing program administrators not teachers Strickland traces the emergence of writing programs in the early twentieth century the founding of two professional organizations by and for writing program administrators and the managerial overtones of the social turn of the field during the 1990s She illustrates how these managerial imperatives not only have provided much of the impetus for the growth of composition studies over the past three decades but also have contributed to the stratified workplaces and managed writing practices the field's pedagogical research often decries The Managerial Unconscious in the History of Composition Studies makes the case that administrative work should not be separated from intellectual work calling attention to the interplay between these two kinds of work in academia at large and to the pronounced hierarchies of contingent faculty and tenure track administrators endemic to college writing programs The result is a reasoned plea for an alternative understanding of the very mission of the field itself

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 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.

Historical Studies of Writing Program Administration Barbara L'Eplattenier, Lisa Mastrangelo, 2004. *Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline* collects essays that shine new light on the early history of writing program administration. Broad in scope the book illuminates the development of the profession in the narratives of the individuals who helped form the discipline prior to the emergence of the Council of Writing Program Administrators in 1976 including those narratives of Gertrude Buck and Laura J. Wylie, Edwin Hopkins, Regina Crandall, Rose Colby, George Jardine, Clara Stevens, Stith Thompson, and George Wykoff. Drawing from deep archival work these narratives offer rare glimpses into writing program administration and the development of composition as a college requirement. In addition to eleven chapters from contributors *Historical Studies of Writing Program Administration* includes a preface by Edward M. White, a concluding essay by Jeanne Gunner, interviews with Erika Lindemann and Kenneth Bruffee, and a detailed introduction by the editors Barbara L'Eplattenier and Lisa Mastrangelo.

Writing Programs Worldwide Chris Thaiss, Gerd Bräuer, 2012-07-30. *WRITING PROGRAMS WORLDWIDE* offers an important global perspective to the growing research literature in the shaping of writing programs. The authors of its program profiles show how innovators at a diverse range of universities on six continents have dealt creatively over many years with day-to-day and long-range issues affecting how students across disciplines and languages grow as communicators and learners.

Writers Without Borders Lynn Z. Bloom, 2008-07-02. In *Writers Without Borders: Writing and Teaching Writing in Troubled Times* Lynn Z. Bloom presents groundbreaking research on the nature of essays and on the political, philosophical, ethical, and pragmatic considerations that influence how we read, write, and teach them in times troubled by terrorism, transgressive students, and uses and abuses of the Internet. *Writers Without Borders* reinforces Bloom's reputation for presenting innovative and sophisticated research with a writer's art and a teacher's heart. Each of the eleven essays addresses in its own way the essay itself as one way to live and learn with others.

Rhetoric and Composition Steven Lynn, 2010-09-30. *Rhetoric and Composition* is an academic discipline that informs all other fields in teaching students how to communicate their ideas and construct their arguments. It has grown dramatically to become a cornerstone of many undergraduate courses and curricula and it is a particularly dynamic field for scholarly research. This book offers an accessible introduction to teaching and studying rhetoric and composition. By combining the history of rhetoric, explorations of its underlying theories, and a survey of current research with practical examples and advice, Steven Lynn

offers a solid foundation for further study in the field Readers will find useful information on how students have been taught to invent and organize materials to express themselves correctly and effectively and how the ancient study of memory and delivery illuminates discourse and pedagogy today This concise book thus provides a starting point for learning about the discipline that engages writing thinking and argument [Rhetoric and the Digital Humanities](#) Jim Ridolfo, William Hart-Davidson, 2015-01-19 Within the digital humanities rhetoric has emerged as a nexus of incredible innovation and Rhetoric and the Digital Humanities provides extensive and much needed guidance on how the theories and methodologies of rhetorical studies can be marshaled in highly successful ways to enhance all work in digital humanities In addition to an insightful introduction from the editors the book offers essays from leading scholars in a variety of disciplines organized into three tightly focused sections The first consists of seven chapters that define field connections between rhetoric and the digital humanities The second section offers six chapters focused on research methodology And the third presents ten chapters offering forward looking recommendations on pathways for exploring interdisciplinary trajectories between rhetorical studies and the digital humanities This timely edited collection will do much to promote and strengthen interdisciplinary collaborations in the digital humanities **A Companion to the History of the English Language** Haruko Momma, Michael Matto, 2011-05-06 A Companion to the History of the English Language addresses the linguistic cultural social and literary approaches to language study The first text to offer a complete survey of the field this volume provides the most up to date insights of leading international scholars An accessible reference to the history of the English language Comprises more than sixty essays written by leading international scholars Aids literature students in incorporating language study into their work Includes an historical survey of the English language from its Germanic and Indo European beginnings to modern British and American English Enriched with maps diagrams and illustrations from historical publications Introduces the latest scholarship in the field [Writing Program Administration at Small Liberal Arts Colleges](#) Jill M. Gladstein, Dara Rossman Regaignon, 2012-03-19 WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research [Teaching through the Archives](#) Tarez Samra Graban, Wendy Hayden, 2022-06-09 Disruptive pedagogies for archival research In a cultural moment when institutional repositories carry valuable secrets to the present and past this collection argues for the critical intellectual and social value of archival instruction Graban and Hayden and 37 other contributors examine how undergraduate and graduate courses in rhetoric history community literacy and professional writing can successfully engage students in archival research in its many forms and successfully model mutually beneficial relationships between archivists instructors and community organizations Combining new and established voices from related fields each of the book's three sections includes a range of

form disrupting pedagogies Section I focuses on how approaching the archive primarily as text fosters habits of mind essential for creating and using archives for critiquing or inventing knowledge making practices and for being good stewards of private and public collections Section II argues for conducting archival projects as collaboration through experiential learning and for developing a preservationist consciousness through disciplined research Section III details praxis for revealing critiquing and intervening in historic racial omissions and gaps in the archives in which we all work Ultimately contributors explore archives as sites of activism while also raising important questions that persist in rhetoric and composition scholarship such as how to decolonize research methodologies how to conduct teaching and research that promote social justice and how to shift archival consciousness toward more engaged notions of democracy This collection highlights innovative classroom and curricular course models for teaching with and through the archives in rhetoric and composition and beyond

On the Blunt Edge Shane Borrowman, 2011-12-22 *On the Blunt Edge* Technology in Composition's History and Pedagogy tells the stories of composition's techno history from the roads of the ancient world which allowed students to travel to school to the audio visual aids that populate the classrooms of the modern world Computers are only a small part of this discussion a technological Johnny come lately in a long running pedagogical palaver

A Short History of Writing Instruction James J. Murphy, 2012-05-04 Short enough to be synoptic yet long enough to be usefully detailed *A Short History of Writing Instruction* is the ideal text for undergraduate courses and graduate seminars in rhetoric and composition It preserves the legacy of writing instruction from antiquity to contemporary times with a unique focus on the material educational and institutional context of the Western rhetorical tradition Its longitudinal approach enables students to track the recurrence over time of not only specific teaching methods but also major issues such as social purpose writing as power the effect of technologies the rise of vernaculars and writing as a force for democratization The collection is rich in scholarship and critical perspectives which is made accessible through the robust list of pedagogical tools included such as the Key Concepts listed at the beginning of each chapter and the Glossary of Key Terms and Bibliography for Further Study provided at the end of the text Further additions include increased attention to orthography or the physical aspects of the writing process new material on high school instruction sections on writing in the electronic age and increased coverage of women rhetoricians and writing instruction of women A new chapter on writing instruction in Late Medieval Europe was also added to augment coverage of the Middle Ages fill the gap in students knowledge of the period and present instructional methods that can be easily reproduced in the modern classroom

The Routledge Handbook of English for Academic Purposes Ken Hyland, Philip Shaw, 2016-01-29 *The Routledge Handbook of English for Academic Purposes* provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic

genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL

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

Writing Program Administration Susan H. McLeod, 2007-03-16 This reference guide provides a comprehensive review of the literature on all the issues responsibilities and opportunities that writing program administrators need to understand manage and enact including budgets personnel curriculum assessment teacher training and supervision and more Writing Program Administration also provides the first comprehensive history of writing program administration in U S higher education Writing Program Administration includes a helpful glossary of terms and an annotated bibliography for further reading

Blended Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2016-08-18 Traditional classroom learning environments are quickly becoming a thing of the past as research continues to support the integration of learning outside of a structured school environment Blended learning in particular offers the best of both worlds combining classroom learning with mobile and web based learning environments Blended Learning Concepts Methodologies Tools and Applications explores emerging trends case studies and digital tools for hybrid learning in modern educational settings Focusing on the latest technological innovations as well as effective pedagogical

practice this critical multi volume set is a comprehensive resource for instructional designers educators administrators and graduate level students in the field of education The Rhetoric of Remediation Jane Stanley,2010-01-31 American universities have long professed dismay at the writing proficiency levels of entrants and the volume of this complaint has been directly correlated to social political or economic currents Many universities in their rhetoric have defined high need for remediation as a crisis point in order to garner state funding or to manage admissions In The Rhetoric of Remediation Jane Stanley examines the statements and actions made regarding remediation at the University of California Berkeley Cal Since its inception in 1868 university rhetoric has served to negotiate the tensions between an ethic of access and the assertion of elite status Great care has been taken to promote the politics of public accessibility yet in its competition for standing among other institutions Cal has been publicly critical of the underpreparedness of many entrants Early on Cal developed programs to teach Subject A Composition to the vast number of students who lacked basic writing skills Stanley documents the evolution of the university s rhetoric of remediation at key moments in its history such as the early years of open gate admissions the economic panic of the late 1800s and its effect on enrollment Depression era battles over funding and the creation of a rival system of regional state colleges the GI Bill and ensuing post WWII glut in enrollments the Red Scare and its attacks on faculty administrators and students the Civil Rights Movement and the resultant changes to campus politics sexist admission policies and a de facto male quota system accusations of racism in the instruction of Asian Americans during the 1970s the effects of an increasing number of students beginning in the 1980s for whom English was a second language and the recent development of the College Writing Program which combined freshmen composition with Subject A instruction in an effort to remove the concept of remediation altogether Setting her discussion within the framework of American higher education Stanley finds that the rhetorical phenomenon of embrace and disgrace is not unique to Cal and her study encourages compositionists to evaluate their own institutional practices and rhetoric of remediation for the benefit of both students and educators *Handbook of Writing and Text Production* Eva-Maria Jakobs,Daniel Perrin,2014-08-19 Writing matters and so does research into real life writing The shift from an industrial to an information society has increased the importance of writing and text production in education in everyday life and in more and more professions in the fields of economics and politics science and technology culture and media Through writing we build up organizations and social networks develop projects inform colleagues and customers and generate the basis for decisions The quality of writing is decisive for social resonance and professional success This ubiquitous real life writing is what the present handbook is about The de Gruyter Handbook of Writing and Text Production brings together and systematizes state of the art research The volume contains five sections focussing on I the theory and methodology of writing and text production research as well as on problem oriented and problem solving approaches related to II authors III modes and media IV genres and V domains of writing and text production Throughout the 21 chapters exemplary research projects illustrate the theoretical perspectives

from globally relevant research spaces and traditions Both established and future scholars can benefit from the handbook s
fresh approach to writing in the context of multimodal multi semiotic text production

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