

Refiguring Prose Style

Possibilities for
Writing
Pedagogy

Edited by
T. R. Johnson
and Tom Pace

Refiguring Prose Style Possibilities For Writing Pedagogy

Eve Wiederhold



Refiguring Prose Style Possibilities For Writing Pedagogy:

Refiguring Prose Style T. R. Johnson, Tom Pace, 2009 For about two decades say Johnson and Pace the discussion of how to address prose style in teaching college writing has been stuck with style standing in as a proxy for other stakes in the theory wars The traditional argument is evidently still quite persuasive to some that teaching style is mostly a matter of teaching generic conventions through repetition and practice Such a position usually presumes the traditional view of composition as essentially a service course one without content of its own On the other side the shortcomings of this argument have been much discussed that it neglects invention revision context meaning even truth that it is not congruent with research that it ignores 100 years of scholarship establishing composition's intellectual territory beyond service The discussion is stuck there and all sides have been giving it a rest in recent scholarship Yet style remains of vital practical interest to the field because everyone has to teach it one way or another A consequence of the impasse is that a theory of style itself has not been well articulated Johnson and Pace suggest that moving the field toward a better consensus will require establishing style as a clearer subject of inquiry Accordingly this collection takes up a comprehensive study of the subject Part I explores the recent history of composition studies the ways it has figured and all but effaced the whole question of prose style Part II takes to heart Elbow's suggestion that composition and literature particularly as conceptualized in the context of creative writing courses have something to learn from each other Part III sketches practical classroom procedures for heightening students' abilities to engage style and part IV explores new theoretical frameworks for defining this vital and much neglected territory The hope of the essays here focusing as they do on historical aesthetic practical and theoretical issues is to awaken composition studies to the possibilities of style and in turn to rejuvenate a great many classrooms

Refiguring Prose Style T.R. Johnson, Tom Pace, 2005-10-30 For about two decades say Johnson and Pace the discussion of how to address prose style in teaching college writing has been stuck with style standing in as a proxy for other stakes in the theory wars The traditional argument is evidently still quite persuasive to some that teaching style is mostly a matter of teaching generic conventions through repetition and practice Such a position usually presumes the traditional view of composition as essentially a service course one without content of its own On the other side the shortcomings of this argument have been much discussed that it neglects invention revision context meaning even truth that it is not congruent with research that it ignores 100 years of scholarship establishing composition's intellectual territory beyond service The discussion is stuck there and all sides have been giving it a rest in recent scholarship Yet style remains of vital practical interest to the field because everyone has to teach it one way or another A consequence of the impasse is that a theory of style itself has not been well articulated Johnson and Pace suggest that moving the field toward a better consensus will require establishing style as a clearer subject of inquiry Accordingly this collection takes up a comprehensive study of the subject Part I explores the recent history of composition studies the ways it has figured and all but effaced the

whole question of prose style Part II takes to heart Elbow's suggestion that composition and literature particularly as conceptualized in the context of creative writing courses have something to learn from each other Part III sketches practical classroom procedures for heightening students' abilities to engage style and part IV explores new theoretical frameworks for defining this vital and much neglected territory The hope of the essays here focusing as they do on historical aesthetic practical and theoretical issues is to awaken composition studies to the possibilities of style and in turn to rejuvenate a great many classrooms

The Routledge Handbook of Language and Creativity Rodney H. Jones, 2015-09-08 The Routledge Handbook of Language and Creativity provides an introduction to and survey of a wide range of perspectives on the relationship between language and creativity Defining this complex and multifaceted field this book introduces a conceptual framework through which the various definitions of language and creativity can be explored Divided into four parts it covers different aspects of language and creativity including dialogue metaphor and humour literary creativity including narrative and poetry multimodal and multimedia creativity in areas such as music graffiti and the internet creativity in language teaching and learning With over 30 chapters written by a group of leading academics from around the world The Routledge Handbook of Language and Creativity will serve as an important reference for students and scholars in the fields of English language studies applied linguistics education and communication studies

The Centrality of Style Mike Duncan, Star Medzerian Vanguri, 2013-04-07 In *The Centrality of Style* editors Mike Duncan and Star Medzerian Vanguri argue that style is a central concern of composition studies even as they demonstrate that some of the most compelling work in the area has emerged from the margins of the field

Style and the Future of Composition Studies Paul Butler, Brian Ray, Star Medzerian Vanguri, 2020-11-02 *Style and the Future of Composition Studies* explores style's potential for informing how students are taught to write well and its power as a tool for analyzing the language and discourse practices of writers and speakers in a range of contexts Many college writing teachers operate under the belief that style still refers primarily to the kinds of issues discussed in Strunk and White's popular but outdated book *The Elements of Style* This work not only challenges this view but also offers theories and pedagogies from diverse perspectives that help teachers and students develop strategic habits and mindsets to negotiate languages genres and discourse conventions The chapters explore the ways in which style directly affects and is affected by multiple sources of shifting disciplinary inquiry contributing new insights by drawing on research in cultural studies sociolinguistics discourse studies translanguaging and writing across the curriculum as well as new approaches to classical rhetorical theory The reemergence of stylistic inquiry can be used dynamically to produce new insights not only about emerging disciplinary interests but also about the study of style as a kind of language in and of itself *Style and the Future of Composition Studies* demonstrates that style deserves to be a central focus of writing teaching More than just the next style collection the book advocates for style's larger prominence in composition discussions generally It will be of interest to a broad range of students and scholars of writing studies as well as a wider set of readers in academe

Contributors Cydney Alexis Laura Aull Anthony Box Jimmy Butts Mike Duncan William FitzGerald Melissa Goldthwaite Eric House TR Johnson Almas Khan Zak Lancaster Eric Leake Andrea Olinger Thomas Pace Jarron Slater Jonathan Udelson

Writing Changes: Alphabetic Text and Multimodal Composition Pegeen Reichert Powell, 2020-04-01 Writing Changes moves beyond restrictive thinking about composition to examine writing as a material and social practice rich with contradictions It analyzes the assumed dichotomy between writing and multimodal composition which incorporates sounds images and gestures as well as the truism that all texts are multimodal Organized in four sections the essays explore alphabetic text and multimodal composition in writing studies specific pedagogies that place writing in productive conversation with multimodal forms current representations of writing and multimodality in textbooks of instructors attitudes toward social media and of writing programs ideas about writing studies as a discipline in the light of new communication practices Bookending the essays are an introduction that frames the collection and establishes key terms and concepts and an epilogue that both sums up and complicates the ideas in the essays

A Short History of Writing Instruction James Jerome Murphy, 2012 A Short History of Writing Instruction 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

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

Eloquent Design Lisa A. Baird, 2015-09-18 Humans first attempts to record their thoughts resulted in images painted in the decorated caves throughout Europe known as Upper Paleolithic Art As humans developed written alphabets to record their thoughts in words the images they painted and the words they wrote competed for attention As the Sister Arts tradition attests words and pictures have developed along distinct though related lines With the rise of New Media however the

innovative inter animation of words and pictures in the screen space of the computer deserves and requires artists and designers and rhetoricians to take a fresh look at the complexities of human communication particularly the way in which words and pictures share commonalities The range of image texts from cave to computer from palimpsests to pixels demands critical attention from modern designers who create innovative image texts for New Media Eloquent Design Essays on the Rhetorics of Vision explores ancient image making as a basis for understanding the modern uses of image texts in New Media Eloquent Design also considers the current state of imaginative design from the Sister Arts tradition to Gestalt theories of vision to social semiotics of image texts Moreover Eloquent Design proposes a generative method for creating image texts a technique called Rhetorical Vision Applications of the generative mode of Rhetorical Vision give rise to the innovative designs of palimpsests and experimental modes of writing such as creative nonfiction Essays in Eloquent Design outline a method for teaching Rhetorical Vision as the inter animation of words and pictures **Expel the Pretender** Eve

Wiederhold,2015-04-01 Political fights are not waged over who is speaking the truth but over whether any given claim seems to be authentic Expel the Pretender Rhetoric Renounced and the Politics of Style examines how rhetorical style influences judgments about how to communicate integrity and good will Eve Wiederhold argues that attitudes about style s significance to judgment are both undertheorized and over determined especially when style is regarded as an embellishment rather than as a constitutive aspect of language use Examining news reports covering controversial speakers including President Bill Clinton Linda Tripp and the Rev Jeremiah Wright she demonstrates how rhetorical style is both belittled and yet remains a focal point for assessing public figures who have been publicly rebuked and discredited Expel the Pretender claims style as a conflicted site of materiality critiquing contemporary rhetorical theories that configure style as a dependable resource for democratic inquiry Wiederhold argues that conceptions of style s significance to judgment must be reframed to understand how we make decisions about who and what to believe **Style** Brian Ray,2014-11-01 Style An Introduction to History

Theory Research and Pedagogy conducts an in depth investigation into the long and complex evolution of style in the study of rhetoric and writing The theories research methods and pedagogies covered here offer a conception of style as more than decoration or correctness views that are still prevalent in many college settings as well as in public discourse *Developing Writers in Higher Education* Anne Ruggles Gere,2019-01-02 For undergraduates following any course of study it is essential to develop the ability to write effectively Yet the processes by which students become more capable and ready to meet the challenges of writing for employers the wider public and their own purposes remain largely invisible Developing Writers in Higher Education shows how learning to write for various purposes in multiple disciplines leads college students to new levels of competence This volume draws on an in depth study of the writing and experiences of 169 University of Michigan undergraduates using statistical analysis of 322 surveys qualitative analysis of 131 interviews use of corpus linguistics on 94 electronic portfolios and 2 406 pieces of student writing and case studies of individual students to trace the multiple paths

taken by student writers Topics include student writers interaction with feedback perceptions of genre the role of disciplinary writing generality and certainty in student writing students concepts of voice and style students understanding of multimodal and digital writing high school s influence on college writers and writing development after college The digital edition offers samples of student writing electronic portfolios produced by student writers transcripts of interviews with students and explanations of some of the analysis conducted by the contributors This is an important book for researchers and graduate students in multiple fields Those in writing studies get an overview of other longitudinal studies as well as key questions currently circulating For linguists it demonstrates how corpus linguistics can inform writing studies Scholars in higher education will gain a new perspective on college student development The book also adds to current understandings of sociocultural theories of literacy and offers prospective teachers insights into how students learn to write Finally for high school teachers this volume will answer questions about college writing Companion Website Click here to access the Developing Writers project and its findings at the interactive companion website Project Data Access the data from the project through this tutorial

Traditions of Eloquence Cinthia Gannett, John Brereton, 2016-05-25 This groundbreaking collection explores the important ways Jesuits have employed rhetoric the ancient art of persuasion and the current art of communications from the sixteenth century to the present Much of the history of how Jesuit traditions contributed to the development of rhetorical theory and pedagogy has been lost effaced or dispersed As a result those interested in Jesuit education and higher education in the United States as well as scholars and teachers of rhetoric are often unaware of this living 450 year old tradition Written by highly regarded scholars of rhetoric composition education philosophy and history many based at Jesuit colleges and universities the essays in this volume explore the tradition of Jesuit rhetorical education that is constructing a more usable past and a viable future for eloquentia perfecta the Jesuits chief aim for the liberal arts Intended to foster eloquence across the curriculum and into the world beyond Jesuit rhetoric integrates intellectual rigor broad knowledge civic action and spiritual discernment as the chief goals of the educational experience Consummate scholars and rhetors the early Jesuits employed all the intellectual and language arts as contemplatives in action preaching and undertaking missionary educational and charitable works in the world The study pedagogy and practice of classical grammar and rhetoric adapted to Christian humanism naturally provided a central focus of this powerful educational system as part of the Jesuit commitment to the Ministries of the Word This book traces the development of Jesuit rhetoric in Renaissance Europe follows its expansion to the United States and documents its reemergence on campuses and in scholarly discussions across America in the twenty first century Traditions of Eloquence provides a wellspring of insight into the past present and future of Jesuit rhetorical traditions In a period of ongoing reformulations and applications of Jesuit educational mission and identity this collection of compelling essays helps provide historical context a sense of continuity in current practice and a platform for creating future curricula and pedagogy Moreover it is a valuable resource for anyone interested

in understanding a core aspect of the Jesuit educational heritage **The Extended Mind** Annie Murphy Paul, 2021 A bold new book reveals how we can tap the intelligence that exists beyond our brains in our bodies our surroundings and our relationships Rhetorical Style and Bourgeois Virtue Mark Garrett Longaker, 2015-09-29 During the British Enlightenment the correlation between effective communication and moral excellence was undisputed so much so that rhetoric was taught as a means of instilling desirable values in students In *Rhetorical Style and Bourgeois Virtue* Mark Garrett Longaker explores the connections between rhetoric and ethics in the context of the history of capitalism Longaker's study lingers on four British intellectuals from the late seventeenth to the mid nineteenth century philosopher John Locke political economist Adam Smith rhetorical theorist Hugh Blair and sociologist Herbert Spencer Across one hundred and fifty years these influential men sought to mold British students into good bourgeois citizens by teaching them the discursive habits of clarity sincerity moderation and economy all with one incontrovertible truth in mind the free market requires virtuous participants in order to thrive Through these four case studies written as biographically focused yet socially attentive intellectual histories Longaker portrays the British rhetorical tradition as beholden to the dual masters of ethics and economics and he sheds new light on the deliberate intellectual engineering implicit in Enlightenment pedagogy *Performing Prose* Chris Holcomb, M. Jimmie Killingsworth, 2010-05-06 In *Performing Prose* authors Chris Holcomb and M Jimmie Killingsworth breathe new life into traditional concepts of style Drawing on numerous examples from a wide range of authors and genres Holcomb and Killingsworth demonstrate the use of style as a vehicle for performance a way for writers to project themselves onto the page while managing their engagement with the reader By addressing style and rhetoric not as an editorial afterthought but as a means of social interaction they equip students with the vocabulary and tools to analyze the styles of others in fresh ways as well as create their own Whereas most writing texts focus exclusively on analysis or techniques to improve writing Holcomb and Killingsworth blend these two schools of thought to provide a singular process of thinking about writing They discuss not only the benefits of conventional methods but also the use of deviation from tradition the strategies authors use to vary their style and the use of such vehicles as images tropes and schemes The goal of the authors is to provide writers with stylistic footing an understanding of the ways writers use style to orchestrate their relationships with readers subject matter and rhetorical situations Packed with useful tips and insights this comprehensive volume investigates every aspect of style and its use to present an indispensable resource for both students and scholars *Performing Prose* moves beyond customary studies to provide a refreshing and informative approach to the concepts and strategies of writing **Rhetorical Exposures** Christopher Carter, 2015-04-30 In *Rhetorical Exposures* Christopher Carter explores social documentary photography from the nineteenth century to the present in order to illuminate the political dimensions and consequences of photographs taken and selected to highlight social injustice *HBO's Girls and the Awkward Politics of Gender, Race, and Privilege* Elwood Watson, Jennifer Mitchell, Marc Edward Shaw, 2015-08-27 HBO's *Girls* and the Awkward Politics of Gender Race and Privilege

is a collection of essays that examines the HBO program *Girls*. Since its premiere in 2012 the series has garnered the attention of individuals from various walks of life. The show has been described in many terms: insightful, out of touch, brash, sexist, racist, perverse, complex, edgy, daring, provocative, just to name a few. Overall there is no doubt that *Girls* has firmly etched itself in the fabric of early twenty first century popular culture. The essays in this book examine the show from various angles including white privilege, body image, gender, culture, race, sexuality, parental and generational attitudes, third wave feminism, male emasculation and immaturity, hipster, indie and urban music as it relates to Generation Y and Generation X. By examining these perspectives this book uncovers many of the most pressing issues that have surfaced in the show while considering the broader societal implications therein.

Weird Al Lily E. Hirsch, 2022-04-15. From his love of accordions and Hawaiian print shirts to his popular puns and trademark dance moves, Weird Al Yankovic has made a career out of making us laugh. Funny music is often dismissed as light and irrelevant, but Yankovic's fourteen successful studio albums prove there is more going on than comedic music's reputation suggests. In this book, for the first time, the parodies, original compositions and polka medleys of the Weird Al universe finally receive their due respect. Lily Hirsch weaves together original interviews with the prince of parody, himself creating a fresh take on comedy and music's complicated romance. She reveals that Yankovic's jests have always had a deeper meaning, addressing such topics as bullying, celebrity and racial and gender stereotypes. Weird Al is undeterred by those who say funny music is nothing but a low brow pastime. And thank goodness. With his good guy grace still intact, Yankovic remains unapologetically and unmistakably himself. Reveling in the mischief and wisdom of Yankovic's forty year career, this book is an Al expense paid tour of a true comedic and musical genius.

MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, 2006

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