

Rhetoric, identity, and presentation in the first year composition classroom and beyond

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Mutuality In The Rhetoric And Composition Classroom

Kelly Ritter



Mutuality In The Rhetoric And Composition Classroom:

Mutuality in the Rhetoric and Composition Classroom David L. Wallace, Helen Rothschild Ewald, 2000 Wallace rhetoric and composition Iowa State University and Rothschild rhetoric and professional communication Iowa State University highlight the central role of rhetoric in the university They argue that there is a clear connection between language and the construction of knowledge They re cast the roles of student and teacher advocating greater equality mutuality and a shared authority Chapters concentrate on issues of speech student writing interpretive agency and changes in the discipline Annotation copyrighted by Book News Inc Portland OR

Mutuality in the Rhetoric and Composition Classroom David Wallace, Helen Rothschild Ewald, 2000-09-15 In *Mutuality in the Rhetoric and Composition Classroom* David L Wallace and Helen Rothschild Ewald point out the centrality of rhetoric in the academy asserting the intimate connection between language and knowledge making They also stress the need for a change in the roles of teachers and students in today's classroom Their goal is mutuality a sharing of authority among teachers and students in the classroom that would allow everyone an equal voice in the communication of ideas Arguing that the impetus to empower students by engaging them in liberatory and emancipatory pedagogies is simply not enough Wallace and Ewald seek to help readers identify theorize and work through problems faced by teachers who already value alternative approaches but who are struggling to implement them in the classroom It is not the teacher's job merely to convey a received body of knowledge nor is knowledge a prepackaged commodity to be delivered by the teacher It is constituted in the classroom through the dialogic interaction between teachers and students alike Wallace and Ewald see mutuality as potentially transformative but they do not believe that the nature or that transformation can be designated in advance Rather it is located in the interaction between teachers and students Wallace and Ewald look at how the transformative notion of mutuality can be effected in classrooms in three important ways reconstituting classroom speech genres redesigning the architecture of rhetoric and writing courses and valuing students interpretive agency in classroom discourse Mutuality in alternative pedagogy they assert is neither a single approach nor a specific set of valued practices it is a continuous collaboration between teachers and students

A Communion of Friendship Beth Daniell, 2003-04-03 A moving account that reveals the healing power of literacy

Sexual Rhetorics Jonathan Alexander, Jacqueline Rhodes, 2015-10-16 Sexual rhetoric is the self conscious and critical engagement with discourses of sexuality that exposes both their naturalization and their queering their torquing to create different or counter discourses giving voice and agency to multiple and complex sexual experiences This volume explores the intersection of rhetoric and sexuality through the varieties of methods available in the fields of rhetoric and writing studies including case studies theoretical questioning ethnographies or close and distant readings of texts that help us think through the rhetorical force of sexuality and the sexual force of rhetoric

Agents of Integration Rebecca S. Nowacek, 2011-11-02 The question of how students transfer knowledge is an important one as it addresses the larger issue of the educational experience In

Agents of Integration Understanding Transfer as a Rhetorical Act Rebecca S Nowacek explores through a series of case studies the issue of transfer by asking what in an educational setting engages students to become agents of integration individuals actively working to perceive as well as to convey effectively to others the connections they make While many studies of transfer are longitudinal with data collected over several years Nowacek s is synchronous a rich cross section of the writing and classroom discussions produced by a team taught learning community three professors and eighteen students enrolled in a one semester general education interdisciplinary humanities seminar that consisted of three linked courses in history literature and religious studies With extensive field notes carefully selected student and teacher self reports in the form of interviews and focus groups and thorough examinations of recorded classroom discussions student papers with professor comments and student notebooks Nowacek presents a nuanced and engaging analysis that outlines how transfer is not simply a cognitive act but a rhetorical one that involves both seeing connections and presenting them to the instructors who are institutionally positioned to recognize and value them Considering the challenges facing instructors teaching for transfer and the transfer of writing related knowledge Nowacek develops and outlines a new theoretical framework and methodological model of transfer and illustrates the practical implications through case studies and other classroom examples She proposes transfer is best understood as an act of recontextualization and she builds on this premise throughout the book by drawing from previous work in cognitive psychology activity theory and rhetorical genre theory as well as her own analyses of student work This focused examination complements existing longitudinal studies and will help readers better understand not only the opportunities and challenges confronting students as they work to become agents of integration but also the challenges facing instructors as they seek to support that student work

Resources in Education, 2001-04 Before Shaughnessy Kelly Ritter, 2009-08-06 In *Before Shaughnessy Basic Writing at Yale and Harvard 1920-1960* Kelly Ritter uses materials from the archives at Harvard and Yale and contemporary theories of writing instruction to reconsider the definition of basic writing and basic writers within a socio historical context Ritter challenges the association of basic writing with only poorly funded institutions and poorly prepared students Using Yale and Harvard as two sample case studies Ritter shows that basic writing courses were alive and well even in the Ivy League in the early twentieth century She argues not only that basic writers exist across institutional types and diverse student populations but that the prevalence of these writers has existed far more historically than we generally acknowledge Uncovering this forgotten history of basic writing at elite institutions Ritter contends that the politics and problems of the identification and the definition of basic writers and basic writing began long before the work of Mina Shaughnessy in *Errors and Expectations* and the rise of open admissions Indeed she illustrates how the problems and politics have been with us since the advent of English A at Harvard and the heightened consumer based policies that resulted in the new admissions criteria of the early twentieth century American university In order to recognize this long standing reality of basic writing we must now reconsider whether the

nearly standardized nationalized definition of basic is any longer a beneficial one for the positive growth and democratic development of our first year writing programs and students

A Taste for Language James Ray Watkins, 2009-11-02 This is a book about the American Dream as it has become embodied in the university in general and in the English department in particular writes James Ray Watkins at the start of A Taste for Language Literacy Class and English Studies In it Watkins argues that contemporary economic and political challenges require a clear understanding of the identity of English studies making elementary questions about literacy language literature education and class once again imperative A personal history of university level English studies in the twentieth century A Taste for Language combines biography autobiography and critical analysis to explore the central role of freshman English and literary studies in the creation and maintenance of the middle class It tells a multi generational story of the author and his father intertwined with close reading of texts and historical analysis The story moves from depression era Mississippi where the author s father was born to a contemporary English department where the author now teaches Watkins looks at not only textbooks scholars and the academy but also at families and other social institutions A rich combination of biography autobiography and critical analysis A Taste for Language questions what purpose an education in English language and literature serves in the lives of the educated in a class based society and whether English studies has become wholly irrelevant in the twenty first century

Digital Griots Adam J. Banks, 2011-03-16 Scholar Adam J Banks offers a mixtape of African American digital rhetoric in his innovative study Digital Griots African American Rhetoric in a Multimedia Age Presenting the DJ as a quintessential example of the digital griot high tech storyteller this book shows how African American storytelling traditions and their digital manifestations can help scholars and teachers shape composition studies thoroughly linking oral print and digital production in ways that centralize African American discursive practices as part of a multicultural set of ideas and pedagogical commitments DJs are models of rhetorical excellence canon makers time binders who link past present and future in the groove and mix and intellectuals continuously interpreting the history and current realities of their communities in real time Banks uses the DJ s practices of the mix remix and mixtape as tropes for reimagining writing instruction and the study of rhetoric He combines many of the debates and tensions that mark black rhetorical traditions and points to ways for scholars and students to embrace those tensions rather than minimize them This commitment to both honoring traditions and embracing futuristic visions makes this text unique as do the sites of study included in the examination mixtape culture black theology as an activist movement everyday narratives and discussions of community engagement Banks makes explicit these connections rarely found in African American rhetoric scholarship to illustrate how competing ideologies vernacular and academic writing sacred and secular texts and oral print and digital literacies all must be brought together in the study of African American rhetoric and in the teaching of culturally relevant writing A remarkable addition to the study of African American rhetorical theory and composition studies Digital Griots African American Rhetoric in a Multimedia Age will compel scholars and

students alike to think about what they know of African American rhetoric in fresh and useful ways **Rural Literacies** Kim Donehower, Charlotte Hogg, Eileen E Schell, 2007 *Rural Literacies* identifies the problems inherent in trying to understand rural literacy addresses the lack of substantive research on literacy in rural areas and reviews traditional misrepresentations of rural literacy This innovative volume frames debates over literacy in relation to larger social political and economic forces such as the impact of the No Child Left Behind Act on rural schools and the effects of out migration globalization and the loss of small family farms on rural communities Drawing upon traditional literacy and composition research and employing theory from education and sociology the text engages compositionists in broader conversations regarding rural literacies The authors share strategies that will help compositionists participate in pedagogies that are rooted in a richer understanding of rural literacies and work toward sustainability for all communities in a globalized age **Everyday Genres** Mary

Soliday, 2011-02-07 In *Everyday Genres Writing Assignments across the Disciplines* Mary Soliday calls on genre theory which proposes that writing cannot be separated from social situation to analyze the common assignments given to writing students in the college classroom and to investigate how new writers and expert readers respond to a variety of types of coursework in different fields This in depth study of writing pedagogy looks at many challenges facing both instructors and students in college composition classes and offers a thorough and refreshing exploration of writing experience ability and rhetorical situation Soliday provides an overview of the contemporary theory and research in Writing across the Curriculum programs focusing specifically on the implementation of the Writing Fellows Program at the City College of New York Drawing on her direct observations of colleagues and students at the school she addresses the everyday challenges that novice writers face such as developing an appropriate stance in one's writing and the intricacies of choosing and developing content The volume then goes on to address some of the most pressing questions being asked by teachers of composition To what extent can writing be separated from its situation How can rhetorical expertise be shared across fields And to what degree is writing ability local rather than general Soliday argues that while writing is closely connected to situation general rhetorical principles can still be capably applied if those situations are known The key to improving writing instruction she maintains is to construct contexts that expose writers to the social actions that genres perform for readers Supplementing the author's case study are six appendixes complete with concrete examples and helpful teaching tools to establish effective classroom practices and exercises in Writing across the Curriculum programs Packed with useful information and insight *Everyday Genres* is an essential volume for both students and teachers seeking to expand their understanding of the nature of writing

Creative Writing Pedagogies for the Twenty-First Century Alexandria Peary, Tom C Hunley, 2015-05-22 The creative writing workshop has long been entrenched as the primary pedagogy of creative writing classes This book offers twelve different approaches to the teaching of creative writing to supplement or replace traditional workshop pedagogy Contributors are from both creative writing and composition studies a discipline rich with a wide range of established

pedagogies

Young Adult Literature in the Composition Classroom Tamara Girardi, Abigail G. Scheg, 2018-08-27

Young adult literature holds an exceptional place in modern American popular culture. Accessible to readers of all levels, it captures a diverse audience and tends to adapt to the big screen in an exciting way. With its wide readership, YAL sparks interesting discussions inside and outside of the classroom. This collection of new essays examines how YAL has impacted college composition courses, primarily focusing on the first year. Contributors discuss popular YA stories, their educational potential, and possibilities for classroom discussion and exercise.

Writer's Block Mike Rose, 2009-06-30. Writer's block is more than a mere matter of discomfort and missed deadlines; sustained experiences of writer's block may influence academic success and career choices. Writers in the business world, professional writers, and students all have known this most common and least studied problem with the composing process. Mike Rose, however, sees it as a limitable problem that can be precisely analyzed and remedied through instruction and tutorial programs. Rose defines writer's block as an inability to begin or continue writing for reasons other than a lack of skill or commitment, which is measured by passage of time with limited productive involvement in the writing task. He applies insights of cognitive psychology to reveal dimensions of the problem never before examined. In his three-faceted approach, Rose develops and administers a questionnaire to identify writers experiencing both high and low degrees of blocking. Through stimulated recall, he examines the composing processes of these writers, and he proposes a cognitive conceptualization of writer's block and of the composing process. In drawing up his model, Rose delineates many cognitive errors that cause blocking, such as inflexible rules or conflicting planning strategies. He also discusses the practices and strategies that promote effective composition. The reissue of this classic study of writer's block includes a new preface by the author that advocates more mixed methods research in rhetoric and composition, details how he conducted his writer's block study, and discusses how his approach to a study like this would be different if conducted today.

Working with Faculty Writers Anne Ellen Geller, Michele Eodice, 2013-06-15. The imperative to write and to publish is a relatively new development in the history of academia; yet it is now a significant factor in the culture of higher education. *Working with Faculty Writers* takes a broad view of faculty writing support, advocating its value for tenure-track professors, adjuncts, senior scholars, and graduate students. The authors in the volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes, as well as the development of fresh ideas about student writing. Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future, reveal the range of locations and models of support for faculty writers, explore the ways these might be delivered and assessed, and consider the theoretical, philosophical, political, and pedagogical approaches to faculty writing support, as well as its relationship to student writing support. With the pressure on faculty to be productive researchers and writers greater than ever, this is a must-read volume for administrators, faculty, and others involved in developing and assessing models of faculty writing support.

The Routledge Handbook of Queer

Rhetoric Jacqueline Rhodes, Jonathan Alexander, 2022-04-25 The Routledge Handbook of Queer Rhetoric maps the ongoing becoming of queer rhetoric in the late twentieth and early twenty first centuries offering a dynamic overview of the history of and scholarly research in this field The handbook features rhetorical scholarship that explicitly uses and extends insights from work in queer and trans theories to understand and critique intersections of rhetoric gender class and sexuality More important chapters also attend to the intersections of constructs of queerness with race class ability and neurodiversity In so doing the book acknowledges the many debts contemporary queer theory has to work by scholars of color feminists and activists inside and outside the academy The first book of its kind the handbook traces and documents the emergence of this subfield within rhetorical studies while also pointing the way toward new lines of inquiry new trajectories in scholarship and new modalities and methods of analysis critique intervention and speculation This handbook is an invaluable resource for scholars graduate students and advanced undergraduate students studying rhetoric communication cultural studies and queer studies

Reforming Teacher Education for Online Pedagogy Development Scheg, Abigail G., 2014-01-31 This book creates the argument for more sufficient online teacher preparation in higher education and is geared toward all members of higher education including faculty administrators and educational affiliates Provided by publisher

Whistlin' and Crowin' Women of Appalachia Katherine Kelleher Sohn, 2006-03 Whistlin and Crowin Women of Appalachia turns what everybody knows and takes for granted into explicit facts of the experiences and lives of these women The discourse of the everyday person is transformed changed by being written into self aware discourse both empowered and empowering Katherine Kelleher Sohn's descriptions of the difficulties of balancing work job classes and marriage ring true and will resonate with women in many different environments

Situating Composition Ede, Lisa, 2004 Responding to a growing pedagogical paralysis in debates over the nature and status of composition studies as an academic discipline Lisa Ede offers a provocative inquiry into the politics of composition's place in the academy The result is a timely and engaging reflection on the rhetoric ideology and ethics of scholarship and instruction in composition studies today

Global and Transformative Approaches Toward Linguistic Diversity DeCapua, Sarah E., Hancı-Azizoglu, Eda Başak, 2022-06-24 A world of diversity brings along the necessity for multilingual perspectives People must unite and understand each other more than ever before to overcome the challenges of miscommunication across borders Today's educators aim to value linguistic diversity in their daily curriculums to encourage emotional intelligence and empathy for new generations to alter the world into a more civilized and peaceful setting Global and Transformative Approaches Toward Linguistic Diversity discusses pedagogical approaches to including linguistic diversity in a classroom setting This book also explores questions and critiques on linguistic diversity as well as themes and thematic questions Covering topics such as grammatical diversity multilingualism and semantic transfer it serves as an essential resource for pre service teachers policymakers faculty and administration of both K 12 and higher education TESOL scholars multilingual writers activists linguists educators researchers and

academicians

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