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Romancing RHETORICS

THEORY AND PRACTICE OF
ROMANCE AND RHYTHM
IN THE AMERICAN WEST
JAMES M. HARRIS

Romancing Rhetorics Social Expressivist Perspectives On The Teaching Of Writing

G Orfield



Romancing Rhetorics Social Expressivist Perspectives On The Teaching Of Writing:

Romancing Rhetorics Sherrie L. Gradin, 1995 *Romancing Rhetorics* shows how expressivism is historically related to romanticism and interprets this connection in a positive light *Critical Expressivism* Tara Roeder, Roseanne Gatto, 2015-04-15 *Critical Expressivism* is an ambitious attempt to re appropriate intellectual territory that has more often been charted by its detractors than by its proponents Indeed as Peter Elbow observes in his contribution to this volume As far as I can tell the term expressivist was coined and used only by people who wanted a word for people they disapproved of and wanted to discredit The editors and contributors to this collection invite readers to join them in a new conversation one informed by a belief that the term expressivism continues to have a vitally important function in our field **Ecologies of Writing Programs** Mary Jo Reiff, Anis Bawarshi, 2015-04-15 *Ecologies of Writing Programs* Profiles of Writing Programs in Context features profiles of exemplary and innovative writing programs across varied institutions Situated within an ecological framework the book explores the dynamic inter relationships as well as the complex rhetorical and material conditions that writing programs inhabit conditions and relationships that are constantly in flux as writing program administrators negotiate constraint and innovation **Inviting Understanding** Sonja K. Foss, Cindy L. Griffin, 2020-08-20 *Inviting Understanding* A Portrait of Invitational Rhetoric is an authoritative reference work designed to provide a comprehensive overview of the theory of invitational rhetoric developed twenty five years ago by Sonja K Foss and Cindy L Griffin This theory challenges the conventional conception of rhetoric as persuasion and defines rhetoric as an invitation to understanding as a means to create a relationship rooted in equality immanent value and self determination Rather than celebrating argumentation division and winning invitational rhetoric encourages rhetors to listen across differences to engage in dialogue and to try to understand positions different from their own Organized into the three categories of foundations extensions and applications *Inviting Understanding* is a compilation of published articles and new essays that explore and expand the theory The book provides readers with access to a wide range of resources about this revolutionary theory in areas such as community organizing social justice activism social media film graffiti institutional and team decision making communication and composition pedagogy and interview protocols **The English Department** W. Ross Winterowd, 1998 To understand the history of English Ross Winterowd insists one must understand how literary studies composition rhetoric studies and influential textbooks interrelate Stressing the interrelationship among these three forces Winterowd presents a history of English studies in the university since the Enlightenment *A Pedagogy of Possibility* Kay Halasek, 1999 In a book that itself exemplifies the dialogic scholarship it proposes Kay Halasek reconceives composition studies from a Bakhtinian perspective focusing on both the discipline s theoretical assumptions and its pedagogies Framing her discussions at every level of the discipline theoretical historical pedagogical Halasek provides an overview of portions of the Bakhtinian canon relevant to composition studies explores the implications of Mikhail Bakhtin s work in the teaching of

writing and for current debates about the role of theory in composition studies and provides a model of scholarship that strives to maintain dialogic balance between practice and theory between composition studies and Bakhtinian thought Halasek's study ranges broadly across the field of composition painting in wide strokes a new picture of the discipline focusing on the finer details of the rhetorical situation and teasing out the implications of Bakhtinian thought for classroom practice by examining the nature of critical reading and writing the efficacy and ethics of academic discourse student resistance and critical and conflict pedagogy The book ends by setting out a pedagogy of possibility what Halasek terms elsewhere a post critical pedagogy that redefines and redirects current discussions of home versus academic literacies and discourses

Non-discursive Rhetoric Joddy Murray, 2009-01-14 Technological advances have the potential to create new languages unlike printed or spoken words The increased textual complexity generated by sophisticated graphics photos hypermedia film typography and other modes of expression requires a theory of language and symbolization that accommodates emotion ambiguity simultaneity and layers of dynamic meaning In *Non discursive Rhetoric* Joddy Murray uses concepts from philosophy rhetorical theory and recent advances in neuroscience to develop a model of composing that connects contemporary writing practices technology and image functions within the mind The theory and classroom practices presented here provide tools for writing teachers to help students compose various hybridized multimodal texts Murray highlights the significance for student composition of the relationships among emotions images and argumentation and demonstrates the importance of considering the rhetorical dimensions of design choices in multimodal composition

Dialogue on Writing Geraldine DeLuca, Len Fox, Mark -Ameen Johnson, Myra Kogen, Geri DeLuca, 2013-06-17 This primary textbook for courses on theories methods of teaching at the college writing level brings together seminal articles followed by questions for reflection writing and discussion

The Kinneavy Papers Lynn Worsham, Sidney I. Dobrin, Gary A. Olson, 2000-04-20 Award winning essays in the field of rhetoric and composition

A Counter-History of Composition Byron Hawk, 2007-11-25 *A Counter History of Composition* contests the foundational disciplinary assumption that vitalism and contemporary rhetoric represent opposing disconnected poles in the writing tradition Vitalism has been historically linked to expressivism and concurrently dismissed as innate intuitive and unteachable whereas rhetoric is seen as a rational teachable method for producing argumentative texts Counter to this Byron Hawk identifies vitalism as the ground for producing rhetorical texts the product of complex material relations rather than the product of chance Through insightful historical analysis ranging from classical Greek rhetoric to contemporary complexity theory Hawk defines three forms of vitalism oppositional investigative and complex and argues for their application in the environments where students write and think today Hawk proposes that complex vitalism will prove a useful tool in formulating post dialectical pedagogies most notably in the context of emerging digital media He relates two specific examples of applying complex vitalism in the classroom and calls for the reexamination and reinvention of current self limiting pedagogies to incorporate vitalism and

complexity theory *Dialectical Rhetoric* Bruce McComiskey, 2015-06-26 In *Dialectical Rhetoric* Bruce McComiskey argues that the historical conflict between rhetoric and dialectic can be overcome in ways useful to both composition theory and the composition classroom. Historically, dialectic has taken two forms in relation to rhetoric. First, it has been the logical development of linear propositions leading to necessary conclusions, a one-dimensional form that was the counterpart of rhetorics in which philosophical, metaphysical, and scientific truths were conveyed with as little cognitive interference from language as possible. Second, dialectic has been the topical development of opposed arguments on controversial issues and the judgment of their relative strengths and weaknesses, usually in political and legal contexts, a two-dimensional form that was the counterpart of rhetorics in which verbal battles over competing probabilities in public institutions revealed distinct winners and losers. The discipline of writing studies is on the brink of developing a new relationship between dialectic and rhetoric, one in which dialectics and rhetorics mediate and negotiate different arguments and orientations that are engaged in any rhetorical situation. This new relationship consists of a three-dimensional hybrid art called dialectical rhetoric, whose method is based on five topoi: deconstruction, dialogue, identification, critique, and juxtaposition. Three-dimensional dialectical rhetorics function effectively in a wide variety of discursive contexts, including digital environments, since they can invoke contrasts in stagnant contexts and promote associations in chaotic contexts. *Dialectical Rhetoric* focuses more attention on three-dimensional rhetorics from the rhetoric and composition community.

International Perspectives on Creative Writing in Second Language Education Bee Chamcharatsri, Atsushi Iida, 2022-02-10 This volume explores the instructional use of creative writing in secondary and post-secondary contexts to enhance students' language proficiency and expression in English as a second or foreign language (ESL/EFL). Offering a diverse range of perspectives from scholars and practitioners involved in English language teaching (ELT) globally, *International Perspectives on Creative Writing in Second Language Education* tackles foundational questions around why fiction and creative writing have been traditionally omitted from ESL and EFL curricula. By drawing on empirical research and first-hand experience, contributors showcase a range of creative genres, including autobiography, scriptwriting, poetry, and e-portfolios, and provide new insight into the benefits of second language creative writing for learners' language proficiency, emotional expression, and identity development. The volume makes a unique contribution to the field of second language writing by highlighting the breadth of second language users throughout the world and foregrounding links between identity learning and ESL/EFL writing. This insightful volume will be of particular interest to postgraduate students, researchers, and academics in the fields of ESL/EFL learning, composition studies, and second language acquisition (SLA). Those with a focus on the use of creative writing in classrooms more broadly will also find the book of interest.

Remixing Composition Jason Palmeri, 2012-03-19 Jason Palmeri's *Remixing Composition: A History of Multimodal Writing Pedagogy* challenges the long-held notion that the study and practice of composition has historically focused on words alone. Palmeri revisits many of the classic texts of composition theory from the

1960s 1970s and 1980s closely examining how past compositionists responded to new media He reveals that long before the rise of personal computers and the graphic web compositionists employed analog multimedia technologies in the teaching of composition Palmeri discovers these early scholars anticipated many of our current interests in composing with visual audio and video texts Using the concept of the remix Palmeri outlines practical pedagogical suggestions for how writing teachers can build upon this heritage with digital activities assignments and curricula that meet the needs of contemporary students He details a pluralist vision of composition pedagogy that explains the ways that writing teachers can synthesize expressivist cognitive and social epistemic approaches Palmeri reveals an expansive history of now forgotten multimodal approaches to composing moving images and sounds and demonstrates how current compositionists can productively remix these past pedagogies to address the challenges and possibilities of the contemporary digital era A strikingly original take on the recent history of composition *Remixing Composition* is an important work for the future of writing instruction in a digital age

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 *English Teaching Forum*, 2009 *Genre And The Invention Of The Writer* Anis Bawarshi, 2003-12-01 In a focused and compelling discussion Anis Bawarshi looks to genre theory for what it can contribute to a refined understanding of invention In describing what he calls the genre function he explores what is at stake for the study and teaching of writing to imagine invention as a way that writers locate themselves via genres within various positions and activities He argues in fact that invention is a process in which writers are acted upon by genres as much as they act themselves Such an approach naturally requires the composition scholar to re place invention from the writer to the sites of

action the genres in which the writer participates This move calls for a thoroughly rhetorical view of invention roughly in the tradition of Richard Young Janice Lauer and those who have followed them Instead of mastering notions of good writing Bawarshi feels that students gain more from learning how to adapt socially and rhetorically as they move from one genred site of action to the next

Theorizing Composition Mary Kennedy, 1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory's critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important works

Rhetoric, Uncertainty, and the University as Text Andrew Stubbs, 2007

Beyond Postprocess and Postmodernism Theresa Jarnagi Enos, Keith D. Miller, Jill McCracken, 2003-01-30 In this collection of original essays editors Theresa Enos and Keith D Miller join their contributors a veritable who's who in composition scholarship in seeking to illuminate and complicate many of the tensions present in the field of rhetoric and composition The contributions included here emphasize key issues in past and present work setting the stage for future thought and study The book also honors the late Jim Corder a major figure in the development of the rhetoric and composition discipline In the spirit of Corder's unfinished work the contributors to this volume absorb probe stretch redefine and interrogate classical modern and postmodern rhetorics and challenge their limitations

Beyond Postprocess and Postmodernism Essays on the Spaciousness of Rhetoric will be of interest to scholars teachers and students in rhetoric and composition English and communication studies Offering a provocative discussion of postprocess composition theories and pedagogies and postmodern rhetorics as well as the first thorough consideration of Jim Corder's contributions this work is certain to influence the course of future study and research

Haiku Across Borders Atsushi Iida, 2025-02-14 Drawing on a total of 8308 haiku poems written by 834 English as a foreign language EFL university students in Japan this book explores the value

possibility and potential of teaching and researching English language haiku in second and foreign language SFL contexts The book showcases how haiku is used and taught in the SFL classroom and discusses how the task of reading and writing English language haiku promotes SFL learning More specifically it addresses these questions What are the textual features of English language haiku produced by EFL students How do EFL students read and interpret English language haiku What knowledge and skills do EFL students gain through the task of reading and writing English language haiku What are the perceptions and attitudes of EFL students in relation to the task of reading and writing haiku in the English classroom How can English language haiku be used as a research methodology With empirical evidence from both quantitative and qualitative data this book moves the field forward by addressing the methodological and pedagogical issues in relation to the use of poetry writing in SFL teaching and learning The uniqueness of this book lies in its applicability and practicality both in methodological and pedagogical approaches to haiku writing that students researchers and teachers in applied linguistics can replicate in diverse teaching contexts

Ignite the flame of optimism with Crafted by is motivational masterpiece, **Romancing Rhetorics Social Expressivist Perspectives On The Teaching Of Writing** . 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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