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*Revisionary Rhetoric,  
Feminist Pedagogy, and  
Multigenre Texts*

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# Revisionary Rhetoric Feminist Pedagogy And Multigenre Texts Studies In Writing And Rhetoric

**M Tight**



## **Revisionary Rhetoric Feminist Pedagogy And Multigenre Texts Studies In Writing And Rhetoric:**

**Revisionary Rhetoric, Feminist Pedagogy, and Multigenre Texts** Julie Jung, 2005-07-15 In this precise and provocative treatise Julie Jung augments the understanding and teaching of revision by arguing that the process should entail changing attitudes rather than simply changing texts *Revisionary Rhetoric Feminist Pedagogy and Multigenre Texts* proposes and demonstrates alternative ways of reading writing and teaching that hear silences in such a way as to generate personal pedagogical and professional revisions As both a challenge to prevailing revision pedagogies and an elaboration of contemporary feminist rhetorics the volume encourages students and instructors to examine their identities as scholars of rhetoric and composition and to question how and why revision is taught Jung analyzes feminist texts to identify a revisionary rhetoric that is at its core most concerned with creating a space in which to engage productively with issues of difference This synthesis of feminist theory and revision studies yields a pedagogically useful definition of feminist rhetoric through which Jung examines the insights afforded by multigenre texts in various related contexts the academic essay the discipline of rhetoric and composition studies feminist composition and the subfields of English studies including rhetoric and composition literature and creative writing Jung illustrates how multigenre texts demand innovative methods of inquiry because they do not fit the conventions of any single genre Because genre is inextricably tied to the construction of social identity she explains multigenre texts also offer a means for understanding and revising disciplinary identity Boldly making a case for the revisionary power of multigenre texts Jung retheorizes revision as a process of disrupting textual clarity so that differences can be identified contended with and perhaps understood *Revisionary Rhetoric Feminist Pedagogy and Multigenre Texts* makes great strides towards defining feminist rhetoric and ascertaining how revision can be theorized not just practiced Jung also provides a multigenre epilogue that explores the usefulness of reconceiving revision as a progression towards wholeness rather than perfection

**Revisionary Rhetoric, Feminist Pedagogy, and Multigenre Texts** Julie Jung, 2005 In this precise and provocative treatise Julie Jung augments the understanding and teaching of revision by arguing that the process should entail changing attitudes rather than simply changing texts *Revisionary Rhetoric Feminist Pedagogy and Multigenre Texts* proposes and demonstrates alternative ways of reading writing and teaching that hear silences in such a way as to generate personal pedagogical and professional revisions As both a challenge to prevailing revision pedagogies and an elaboration of contemporary feminist rhetorics the volume encourages students and instructors to examine their identities as scholars of rhetoric and composition and to question how and why revision is taught Jung analyzes feminist texts to identify a revisionary rhetoric that is at its core most concerned with creating a space in which to engage productively with issues of difference This synthesis of feminist theory and revision studies yields a pedagogically useful definition of feminist rhetoric through which Jung examines the insights afforded by multigenre texts in various related contexts the academic essay the discipline of rhetoric and composition studies feminist composition and the subfields of English studies

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**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

*Feminist Rhetorical Science Studies* Julie Jung, Amanda Booher, 2018-01-30 This edited collection disrupts tendencies in feminist science studies to dismiss rhetoric as having concern only for language and it counters posthumanist theories that ignore human materialities and asymmetries of power as co constituted with and through distinctions such as gender sex race and ability The eight essays of *Feminist Rhetorical Science Studies* Human Bodies Posthumanist Worlds model methodologies for doing feminist research in the rhetoric of science Collectively they build innovative interdisciplinary bridges across the related but divergent fields of feminism posthumanism new materialism and the rhetoric of science Each essay addresses a question How can

feminist rhetoricians of science engage responsibly with emerging theories of the posthuman Some contributors respond with case studies in medical practice fetal ultrasound patient noncompliance medical science the neuroscience of sex differences and health policy drug trials of the U S Food and Drug Administration others respond with a critical review of object oriented ontology and a framework for researching women technical writers in the workplace The contributed essays are in turn framed by a comprehensive introduction and a final chapter from the editors who argue that a key contribution of feminist posthumanist rhetoric is that it rethinks the agencies of people things and practices in ways that can bring about more ethical human relations Individually the contributions offer as much variety as consensus on matters of methodology Together they demonstrate how feminist posthumanist and materialist approaches to science expand our notions of what rhetoric is and does yet they manage to do so without sacrificing what makes their inquiries distinctively rhetorical

**Remixing Composition** Jason Palmeri, 2012-03-19 In *Remixing Composition* Jason Palmeri challenges the notion that composition has historically been focused on words alone Looking closely at how past compositionists responded to new media Palmeri shows a substantial history of teachers engaging analog technologies in the teaching of composition long before the rise of personal computers or the graphical web

*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

**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 iscourse 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

**African American Literacies Unleashed** Arnetha F. Ball,Ted Lardner,2005-12-13 This pioneering study of African American students in the composition classroom lays the groundwork for reversing the cycle of underachievement that plagues linguistically diverse students African American Literacies Unleashed Vernacular English and the Composition Classroom approaches the issue of African American Vernacular English AAVE in terms of teacher knowledge and prevailing attitudes and it attempts to change current pedagogical approaches with a highly readable combination of traditional academic discourse and personal narratives Realizing that composition is a particular form of social practice that validates some students and excludes others Arnetha Ball and Ted Lardner acknowledge that many African American students come to writing and composition classrooms with talents that are not appreciated To empower and inform practitioners administrators teacher educators and researchers Ball and Lardner provide knowledge and strategies that will help unleash the potential of African American students and help them imagine new possibilities for their successes as writers African American Literacies Unleashed asserts that necessary changes in theory and practice can be addressed by refocusing attention from teachers knowledge deficits to the processes through which teachers engage information relevant to culturally informed pedagogy Providing strategies for unlearning racism in the classroom and changing the status quo this volume stresses the development and maintenance of a real sense of teaching efficacy teachers beliefs in their abilities to connect with and work effectively with all students and reflective optimism teachers informed expectations that all students have the potential to succeed

*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

**First Semester** Jessica Restaino, 2012-02 Using a three part theoretical construct labor action and work as defined in Hannah Arendt's work of political and social theory *The Human Condition* and rich qualitative data gathered from course observations interviews and correspondence Jessica Restaino looks at the experiences of four new graduate students who are first year writing teachers at Public U a large state university

Everyday Genres Mary Soliday, 2011-02-07 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

*Rural Literacies* Kim Donehower, Charlotte Hogg, Eileen E Schell, 2007-06-19 *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

*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      **Rhetorical Agendas** Patricia Bizzell, 2006-04-21

This volume represents current theory and research in rhetoric across disciplines and is of interest to scholars and students in rhetoric studies in speech communication English and related disciplines      *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

Writing with Authority David Foster, 2006 *Writing with Authority* Students Roles as Writers in Cross National Perspective offers a comparison of student writers in two university cultures one German and one American as the students learn to connect their writing to academic content David Foster demonstrates the effectiveness of using cross cultural comparisons to assess differences in literacy activities and suggests teaching approaches that will help American students better develop their roles as writers in knowledge based communities He proposes that American universities make stronger efforts to nurture the autonomy of American undergraduates as learner writers and to create apprenticeship experiences that more closely reflect the realities of working in the academic community This comparative analysis identifies crucial differences in the ways German and American students learn to become academic writers emphasizing two significant issues the importance of self directed long term planning and goal setting in developing knowledge based projects and the impact of time structures on students writing practices Foster suggests that students learn to write as knowledge makers using



cumulative recursive task development as reflexive writing practices He argues for the full integration of extended self managed knowledge based writing tasks into the American undergraduate curriculum from the onset of college study A cross national perspective offers important insights into the conditions that influence novice writers Foster says including secondary preparations and transitions to postsecondary study Foster proposes that students be challenged to write transformatively to master new forms of authorship and authority based on self directed planning researching and writing in specific academic communities The text also addresses contested issues of power relations in students roles as academic writers and their perception of personal authority and freedom as writers A course model incorporates significant self directed writing projects to help students build sustainable roles as transformative writers outlines change goals to help teachers develop curricular structures that support cumulative writing projects across the undergraduate curriculum and shows how teachers can develop self directed writing projects in a variety of program environments **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 Key Features Brings together scholars from across the disciplines of Speech Communication English and Writing Studies While rhetoric is by definition interdisciplinary self identified scholars in the field are most often institutionally separated from one another This Handbook bridges this divide by providing a refreshing range of transdisciplinary views on the nature status definition and scope of rhetoric today Offers a thorough going overview of rhetorical studies today Organized in four sections Historical Studies in Rhetoric Rhetoric Across the Disciplines Rhetoric and Pedagogy and Rhetoric and Public Discourse the volume provides a single resource for engaging rhetorical studies Underscores the importance of rhetoric to education across a wide range of disciplines as well as to effective participation in public arenas Thus the volume connects rhetoric's long teaching tradition to an activist agenda for informed civic engagement Addresses methodological and theoretical difficulties and offers means of negotiating them Provides one of the first introductions to rhetorical studies across cultures and to the related debates concerning comparative and contrastive rhetorics 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

**The Community College Writer** Howard Tinberg, Jean-Paul Nadeau, 2010-02-18 While there have been several studies of writing programs at larger baccalaureate institutions the community college classroom has often been overlooked Authors Howard Tinberg and Jean Paul Nadeau fill this gap with *The Community College Writer* a systematic and unique case study of first semester writing students at a community college Drawing on surveys interviews and samples of classroom assignments Tinberg and Nadeau use their research at one community college to reach out to instructors throughout the nation fostering communication between community college faculty members in the effort to establish full fledged writing programs geared toward student success At the heart of the book are the voices of the students themselves as they discuss both their teachers expectations and their own Through a series of case studies the authors reveal the challenges students face as budding writers and their firsthand experiences with writing programs at the community college level With this informative study Tinberg and Nadeau seek not only to encourage dialogue between student and teacher or community college instructors but to expand the conversation about program improvement to include both two and four year colleges bringing composition faculty together in an effort to improve writing programs in all schools Included in the volume are seven appendices including surveys and interviews with faculty and students making *The Community College Writer* a comprehensive and practical guide to tackling the issues facing writing programs and instructors

**Writing the Classroom** Stephen E. Neaderhiser, 2022-11-21 *Writing the Classroom* explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching *Writing the Classroom* shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the

classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth

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