

Teaching Composition As A Social Process Bruce Mccomiskey

Bruce Mccomiskey

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Teaching Composition As A Social Process Bruce Mccomiskey,2000-02 Bruce McComiskey is a strong advocate of social approaches to teaching writing However he opposes composition teaching that relies on cultural theory for content because it too often prejudges the ethical character of institutions and reverts unnecessarily to product centered practices in the classroom He opposes what he calls the read this essay and do what the author did method of writing instruction read Roland Barthes's essay Toys and write a similar essay read John Fiske's essay on TV and critique a show McComiskey argues for teaching writing as situated in discourse itself in the constant flow of texts produced within social relationships and institutions. He urges writing teachers not to neglect the linguistic and rhetorical levels of composing but rather to strengthen them with attention to the social contexts and ideological investments that pervade both the processes and products of writing A work with a sophisticated theory base and full of examples from McComiskey's own classrooms. Teaching Composition as a Social Process will be valued by experienced and beginning composition teachers alike

Writing Against the Curriculum Randi Gray Kristensen, Ryan M. Claycomb, 2010-01-01 Writing against the Curriculum responds to the popularity of Writing Across the Curriculum WAC and similar programs in U S higher education Essays by administrators faculty and librarians teaching introductory and advanced writing classes argue that such classrooms make excellent spaces to question disciplinarity through the study of rhetoric critical thinking and curricular flexibility This intervention in composition and cultural studies discourses enables the activist enactment of cultural studies theory and addresses the theoretical implications of composition practices **A Short History of Writing Instruction** James J. Murphy, Chris Thaiss, 2020-04-13 This newly revised Thirtieth Anniversary edition provides a robust scholarly introduction to the history of writing instruction in the West from Ancient Greece to the present day United States 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 orthography the rise of vernaculars writing as a force for democratization and the roles of women in rhetoric and writing instruction Each chapter provides pedagogical tools including a Glossary of Key Terms and a Bibliography for Further Study In this edition expanded coverage of twenty first century issues includes Writing Across the Curriculum pedagogy pedagogy for multilingual writers and social media A Short History of Writing Instruction is an ideal text for undergraduate and graduate courses in writing studies rhetoric and composition and the history of education Gorgias and the New Sophistic Rhetoric Bruce McComiskey, 2002-01-31 In Gorgias and the New Sophistic Rhetoric Bruce McComiskey achieves three rhetorical goals he treats a single sophist's rhetorical techn art in the context of the intellectual upheavals of fifth century bce Greece thus avoiding the problem of generalizing about a disparate group of individuals he argues that we must abandon Platonic assumptions regarding the sophists in general and Gorgias in particular opting instead for a holistic reading of the Gorgianic fragments and he reexamines the practice of appropriating sophistic doctrines particularly those of Gorgias in light of the new interpretation of Gorgianic rhetoric offered in this book In the first two chapters McComiskey deals with a misconception based on selective and Platonic readings of the extant fragments that Gorgias s rhetorical techn involves the deceptive practice of manipulating public opinion This popular and ultimately misleading interpretation of Gorgianic doctrines has been the basis for many neosophistic appropriations. The final three chapters deal with the nature and scope of neosophistic rhetoric in light of the non Platonic and holistic interpretation of Gorgianic rhetoric McComiskey postulates in his opening chapters He concludes by examining the future of communication studies to discover what roles neosophistic doctrines might play in the twenty first century McComiskey also provides a selective bibliography of scholarship on sophistic The Function of Theory in Composition Studies Raul rhetoric and philosophy in English since 1900 Sanchez, 2012-02-01 How can theory improve our knowledge of writing Ral S nchez answers this question by examining dominant theoretical trends in composition studies over the last fifteen years citing their common origins in a narrow representational metatheory of writing He argues that this adherence actually leads the field away from its objects of study writing and the writing subject Through this extended critique he elaborates an alternative metatheory one that restores writing to the conceptual center of composition studies by emphasizing its generative rather than its representational characteristics particularly in increasingly networked and textualized cultures **Concepts in Composition** Irene L. Clark, 2011-09 A textbook for composition pedagogy courses It focuses on scholarship in rhetoric and composition that has influenced classroom teaching in order to foster reflection on how theory impacts practice **Acts of Enjoyment** Thomas I. Rickert, 2007-05-20 Why are today s students not realizing their potential as critical thinkers Although educators have for two decades incorporated contemporary cultural studies into the teaching of composition and rhetoric many students lack the powers of self expression that are crucial for effecting social change Acts of Enjoyment presents a critique of current pedagogies and introduces a psychoanalytical approach in teaching composition and rhetoric Thomas Rickert builds upon the advances of cultural studies and its focus on societal trends and broadens this view by placing attention on the conscious and subconscious thought of the individual By introducing the cultural theory work of Slavoj Zizek Rickert seeks to encourage personal and social invention rather than simply following a course of unity equity or consensus that is so prevalent in current writing instruction He argues that writing should not be treated as a simple skill as a na ve self expression or as a tool for personal advancement but rather as a reflection of social and psychical forces such as jouissance enjoyment sensual pleasure desire and fantasy creating a more sophisticated panoptic form The goal of the psychoanalytical approach is to highlight the best pedagogical aspects of cultural studies to allow for well rounded individual expression ultimately providing the tools necessary to address larger issues of politics popular culture ideology and social transformation **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 Situating Composition Ede, Lisa, 2004 Responding to a growing rhetorics from the rhetoric and composition community 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 Literacy, Sexuality, **Pedagogy** Jonathan Alexander, 2008-03-15 Despite its centrality to much of contemporary personal and public discourse sexuality remains infrequently discussed in most composition courses and in our discipline at large Moreover its complicated relationship to discourse to the very languages we use to describe and define our worlds is woefully understudied in our discipline Discourse about sexuality and the discourse of sexuality surround us circulating in the news media on the Web in conversations and in the very languages we use to articulate our interactions with others and our understanding of ourselves It forms a core set of complex discourses through which we approach make sense of and construct a variety of meanings politics and identities In Literacy Sexuality Pedagogy Jonathan Alexander argues for the development of students sexual literacy Such a literacy is not just concerned with developing fluency with sexuality as a hot topic but with understanding the intimate interconnectedness of sexuality and literacy in Western culture Using the work of scholars in gueer theory sexuality studies and the New Literacy Studies Alexander unpacks what he sees as a crucial if often overlooked dimension of literacy the fundamental ways in which sexuality has become a key component of contemporary literate practice of the stories we tell about ourselves our communities and our political investments Alexander then demonstrates through a series of composition

exercises and writing assignments how we might develop students understanding of sexual literacy Examining discourses of gender heterosexuality and marriage allows students and instructors a critical opportunity to see how the languages we use to describe ourselves and our communities are saturated with ideologies of sexuality Understanding how sexuality is constructed and deployed as a way to make meaning in our culture gives us a critical tool both to understand some of the fundamental ways in which we know ourselves and to challenge some of the norms that govern our lives In the process we become more fluent with the stories that we tell about ourselves and discover how normative notions of sexuality enable and constrain narrations of identity culture and politics Such develops not only our understanding of sexuality but of literacy as we explore how sexuality is a vital if vexing part of the story of who we are **Class in the Composition Classroom** Genesea M. Carter, William H. Thelin, 2017-12-01 Class in the Composition Classroom considers what college writing instructors should know about their working class students their backgrounds experiences identities learning styles and skills in order to support them in the classroom across campus and beyond In this volume contributors explore the nuanced and complex meaning of working class and the particular values these college writers bring to the classroom The real college experiences of veterans rural Midwesterners and trade unionists show that what it means to be working class is not obvious or easily definable Resisting outdated characterizations of these students as underprepared and dispensing with a one size fits all pedagogical approach contributors address how region and education impact students explore working class pedagogy and the ways in which it can reify social class in teaching settings and give voice to students lived experiences As community colleges and universities seek more effective ways to serve working class students and as educators parents and politicians continue to emphasize the value of higher education for students of all financial and social backgrounds conversations must take place among writing instructors and administrators about how best to serve and support working class college writers Class in the Composition Classroom will help writing instructors inside and outside the classroom prepare all their students for personal academic and professional communication Contributors Aaron Barlow Cori Brewster Patrick Corbett Harry Denny Cassandra Dulin Miriam Eisenstein Ebsworth Mike Edwards Rebecca Fraser Brett Griffiths Anna Knutson Liberty Kohn Nancy Mack Holly Middleton Robert Mundy Missy Nieveen Phegley Jacqueline Preston James E Microhistories of Composition Bruce Romesburg Edie Marie Roper Aubrey Schiavone Christie Toth Gail G Verdi Mccomiskey, 2016-04-01 Writing studies has been dominated throughout its history by grand narratives of the discipline but in this volume Bruce McComiskey begins to explore microhistory as a way to understand enrich and complicate how the field relates to its past Microhistory investigates the dialectical interaction of social history and cultural history enabling historians to examine uncommon sites objects and agents of historical significance overlooked by social history and restricted to local effects by cultural history This approach to historical scholarship is ideally suited for exploring the complexities of a discipline like composition Through an introduction and eleven chapters McComiskey and his contributors including major

figures in the historical research of writing studies such as Louise Wetherbee Phelps Kelly Ritter and Neal Lerner develop focused narratives of particular significant moments or themes in disciplinary history They introduce microhistorical methodologies and illustrate their application and value for composition historians contributing to the complexity and adding momentum to the emerging trend within writing studies toward a richer reading of the field s past and future Scholars and historians of both composition and rhetoric will appreciate the fresh perspectives on institutional and disciplinary histories and larger issues of rhetorical agency and engagement enacted in writing classrooms that are found in Microhistories of Composition Other contributors include Cheryl E Ball Suzanne Bordelon Jacob Craig Matt Davis Douglas Eyman Brian Gogan David Gold Christine Martorana Bruce McComiskey Josh Mehler Annie S Mendenhall Kendra Mitchell Antony N Ricks David Stock Kathleen Blake Yancey Bret Zawilski and James T Zebroski Networked Process Helen Foster, 2007-08-01 Helen Foster problematizes one of the dominant metaphors in rhetoric and composition the notion of writing process and in turn offers an important and engaging new approach for the future of the discipline one that directly addresses the complexities challenges and opportunities for writing research in a postmodern world Language Of Experience Gwen Gorzelsky, 2017-03-13 The Language of Experience examines the relationship between literacy and change both personal and social Gorzelsky studies three cases two historical and one contemporary that speak to key issues on the national education agenda Struggle is a community literacy program for urban teens and parents It encourages them to reflect on articulate and revise their life goals and design and implement strategies for reaching them To provide historical context for this and other contemporary efforts in using literacy to promote social change Gorzelsky analyzes two radical religious and political movements of the English Civil Wars and the 1930s unionizing movement in the Pittsburgh region Charting the similarities and differences in the function of literate practices in each case shows how different situations and contexts can foster very different outcomes Gorzelsky s analytic frame is drawn from Gestalt theory which emphasizes the holistic nature of perception communication and learning Through it she views how discourse and language structures interact with experience and how this interaction changes awareness and perception The book is methodologically innovative in its integration of a macro social view of cultural social and discursive structures with a micro social view of the potential for change embodied in them Through her analysis and in her use of the voices of the people she studies Gorzelsky offers a tool for analyzing individual instances of literate practices and their potential for fostering change Renewing Rhetoric's **Relation to Composition** Shane Borrowman, Stuart Brown, Thomas Miller, 2010-02-25 Renewing Rhetoric's Relation to Composition comprehensively examines the development of rhetoric and composition using the writings of Theresa Jarnagin Enos as points of departure for studies of broader trends Chapters explore such topics as the historical relations of rhetoric and composition their evolution within programs of study and Enos's research on gender The volume presents the growing disjunction between rhetoric and composition and paints a compelling picture of the current state of both disciplines as well

as their origins This volume acknowledges the influential role that Theresa Enos has had in the writing and rhetoric disciplines Her career provides benchmarks for plotting developments in rhetoric and composition including the evolving relations between the two This collection offers a tribute to her work and to the new directions in the discipline stemming from her research With an all star line up of contributors it also represents the state of the art in rhetoric and composition scholarship and it will serve current and future scholars in both disciplines Ethnography Unbound Stephen Gilbert Brown, Sidney I. Dobrin, 2012-02-01 These provocative new essays redefine the goals methods and assumptions of qualitative and ethnographic research in composition studies making evident not only the crucial importance of ethnographic research but also its resilience As Ethnography Unbound makes evident critical ethnographers are retheorizing their methodologies in ways that both redefine ethnographic practices and values and at the same time have begun to liberate ethnographic practices from the often disabling stronghold of postmodern critique Showing how ethnography works through dialogic processes and moves toward political ends this collection opens the doors to rethinking ethnographic research in composition **Reimagining Process** Kyle Jensen, 2015 Reimagining Process explores how process and attending concepts such studies as reflection care power and portfolios might play a more prominent role in emerging writing studies research Rhetoric of Appalachian Identity Todd Snyder, 2014-07-08 In this work the various ways that social economic and cultural factors influence the identities and educational aspirations of rural working class Appalachian learners are explored The objectives are to highlight the cultural obstacles that impact the intellectual development of such students and to address how these cultural roadblocks make transitioning into college difficult Throughout the book the author draws upon his personal experiences as a first generation college student from a small coalmining town in rural West Virginia Both scholarly and personal the book blends critical theory ethnographic research and personal narrative to demonstrate how family work histories and community expectations both shape and limit the academic goals of potential Appalachian college students

Integrating Hypertextual Subjects Robert Samuels,2006 This book examines how one can teach composition with computers while reflecting critically on the ways technology affects student literacies faculty labor issues and the educational environment at contemporary universities It develops an economic political and cultural account of the field of computers and composition Of special importance is the analysis of how the employment of new technologies in writing classes affects student writing faculty research pedagogical innovations and the employment practices of research universities Rhetoric Across Borders Anne Teresa Demo,2015-07-15 Rhetoric Across Borders features a select representation of 27 essays and excerpts from the In Conversation panels at the Rhetoric Society of America's 2014 conference on Border Rhetorics

Reviewing **Teaching Composition As A Social Process Bruce Mccomiskey**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Teaching Composition As A Social Process Bruce Mccomiskey**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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