

An aerial photograph of a crowded beach. Numerous people are scattered across the sand, many with umbrellas open. The water is visible at the top of the frame, and the beach curves along the bottom and sides.

Bruce McComiskey

**TEACHING
COMPOSITION**
as a
SOCIAL PROCESS

Teaching Composition As A Social Process Bruce Mccomiskey

Mark Steyvers



Teaching Composition As A Social Process Bruce McComiskey:

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 technique 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 rhetoric and philosophy in English since 1900

The Function of Theory in Composition Studies Raul

Sanchez,2012-02-01 How can theory improve our knowledge of writing Raul Sanchez 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 J.

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 naive 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 rhetorics from the rhetoric and composition community.

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.

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 queer 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 Romesburg Edie Marie Roper Aubrey Schiavone Christie Toth Gail G Verdi

Microhistories of Composition

Bruce 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 studies **Reimagining Process** Kyle Jensen, 2015 *Reimagining Process* explores how process and attending concepts such as reflection care power and portfolios might play a more prominent role in emerging writing studies research *The 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

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Table of Contents Teaching Composition As A Social Process Bruce Mccomiskey

1. Understanding the eBook Teaching Composition As A Social Process Bruce Mccomiskey
 - The Rise of Digital Reading Teaching Composition As A Social Process Bruce Mccomiskey
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Composition As A Social Process Bruce Mccomiskey
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching Composition As A Social Process Bruce Mccomiskey
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Composition As A Social Process Bruce Mccomiskey
 - Personalized Recommendations
 - Teaching Composition As A Social Process Bruce Mccomiskey User Reviews and Ratings
 - Teaching Composition As A Social Process Bruce Mccomiskey and Bestseller Lists
5. Accessing Teaching Composition As A Social Process Bruce Mccomiskey Free and Paid eBooks
 - Teaching Composition As A Social Process Bruce Mccomiskey Public Domain eBooks
 - Teaching Composition As A Social Process Bruce Mccomiskey eBook Subscription Services
 - Teaching Composition As A Social Process Bruce Mccomiskey Budget-Friendly Options
6. Navigating Teaching Composition As A Social Process Bruce Mccomiskey eBook Formats

- ePub, PDF, MOBI, and More
 - Teaching Composition As A Social Process Bruce Mccomiskey Compatibility with Devices
 - Teaching Composition As A Social Process Bruce Mccomiskey Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching Composition As A Social Process Bruce Mccomiskey
 - Highlighting and Note-Taking Teaching Composition As A Social Process Bruce Mccomiskey
 - Interactive Elements Teaching Composition As A Social Process Bruce Mccomiskey
 8. Staying Engaged with Teaching Composition As A Social Process Bruce Mccomiskey
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching Composition As A Social Process Bruce Mccomiskey
 9. Balancing eBooks and Physical Books Teaching Composition As A Social Process Bruce Mccomiskey
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching Composition As A Social Process Bruce Mccomiskey
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Teaching Composition As A Social Process Bruce Mccomiskey
 - Setting Reading Goals Teaching Composition As A Social Process Bruce Mccomiskey
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Teaching Composition As A Social Process Bruce Mccomiskey
 - Fact-Checking eBook Content of Teaching Composition As A Social Process Bruce Mccomiskey
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

Teaching Composition As A Social Process Bruce Mccomiskey Introduction

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