

DOING EMOTION

Rhetoric, Writing, Teaching

LAURA R. MICCICHE

Foreword by
RICHARD E. MILLER

Doing Emotion Rhetoric Writing Teaching

Maureen Daly Goggin, Peter N. Goggin



Doing Emotion Rhetoric Writing Teaching:

Doing Emotion Laura R. Micciche, 2007 That the emotional realities of teaching have changed significantly over the past decade is undeniable Doing Emotion provides much needed guidance both on understanding these changes and on imagining a responsive pedagogy for these emotionally fraught times a pedagogy grounded not in fear but in hope for better times Richard E Miller For Laura Micciche emotion is neither the enemy of reason nor an irrational response to actions and ideas Rather she argues in the provocative and groundbreaking Doing Emotion that emotion is integral to research discussion analysis and argument that is to the essential fabric of rhetoric and composition Doing Emotion argues for a rhetoric of emotion by foregrounding the idea that emotions are performative enacted and embodied in our social interactions produced between and among individuals and textual objects Emotion is something we do rather than something we have Micciche explores the implications of this claim in the context of writing classrooms administrative structures and the formation of disciplinary identity Drawing upon current research in emotion studies performance studies and feminist rhetorical studies Micciche argues that a shift in our thinking about emotion leads to productive possibilities for teaching and learning Rather than repressing and denying emotionality Micciche demands that we acknowledge its constitutive role in our professional and pedagogical lives as well as in our evolving understandings of textual and extralinguistic meanings **Serendipity in**

Rhetoric, Writing, and Literacy Research Maureen Daly Goggin, Peter N. Goggin, 2018-04-01 In the course of research most scholars have known moments of surprise catastrophe or good fortune though they seldom refer to these occurrences in reports or discuss them with students Serendipity in Rhetoric Writing and Literacy Research reveals the different kinds of work scholars particularly those in rhetoric writing and literacy need to do in order to recognize a serendipitous discovery or a missed opportunity In published scholarship and research the path toward discovery seems clean and direct The dead ends backtrackings start overs and stumbles that occur throughout the research process are elided and seems that the researchers started at point A and arrived safely and neatly at point B without incident as if by magic The path however is never truly clear and straight Research and writing is messy Serendipity in Rhetoric Writing and Literacy Research features chapters from twenty three writing scholars who have experienced moments of serendipity in their own work not by magic or pure chance but through openness and active waiting which offer an opportunity to prepare the mind Serendipity in Rhetoric Writing and Literacy Research illustrates the reality of doing research there is no reliable prescription or one size fits all manual but success can be found with focused dedication and an open mind Contributors Ellen Barton Zachary C Beare Lynn Z Bloom Jennifer Clary Lemon Caren Wakerman Converse Gale Coskan Johnson Kim Donehower Bill Endres Shirley E Faulkner Springfield Lyn e Lewis Gaillet Brad Gyori Judy Holiday Gesa E Kirsch Lori Ostergaard Doreen Piano Liz Rohan Ryan Skinnell Patricia Wilde Daniel Wuebben **Reinventing (with) Theory in Rhetoric and Writing Studies** Andrea Alden, Kendall Gerdes, Judy Holiday, Ryan Skinnell, 2019-10-21 Reinventing with Theory in Rhetoric and Writing Studies

collects original scholarship that takes up and extends the practices of inventive theorizing that characterize Sharon Crowley's body of work. Including sixteen chapters by established and emerging scholars and an interview with Crowley, the book shows that doing theory is a contingent and continual rhetorical process that is indispensable for understanding situations and their potential significance and for discovering the available means of persuasion. For Crowley, theory is a basic building block of rhetoric produced by and within specific times and locations as a means of opening other ways of believing or acting. Doing theory in this sense is the practice of surveying the common sense of the community doxa and discovering the available means of persuasion. The ultimate goal of doing theory is not to prescribe certain actions but to ascertain what options exist for rhetors to see the world differently, to discover new possibilities for thought and action, and thereby to effect change in the world. The scholarship collected in *Reinventing with Theory in Rhetoric and Writing Studies* takes Crowley's notion of theory as an invitation to develop new avenues for believing and acting. By reinventing the understanding of theory and its role in the field, this collection makes an important contribution to scholarship in rhetorical studies and writing studies. It will be valuable to scholars, teachers, and students interested in diverse theoretical directions in rhetoric and writing studies, as well as in race, gender, and disability theories, religious rhetorics, digital rhetoric, and the history of rhetoric. Publication supported in part by the Texas Tech University Humanities Center. Contributors: Jason Barrett, Fox Geoffrey, Clegg Kirsti, Cole Joshua, Daniel Wariya, Diane Davis, Rebecca Disrud, Bre Garrett, Catherine C. Gouge, Debra Hawhee, Matthew Heard, Joshua C. Hilst, David G. Holmes, Bruce Horner, William B. Lalicker, Jennifer Lin, LeMesurier James C., McDonald Timothy, Oleksiak Dawn, Penich Thacker J. Blake, Scott Victor J., Vitanza Susan, Wyche. **Teaching Writing, Rhetoric, and Reason at the Globalizing University** Robert Samuels, 2020-11-25. This timely intervention into composition studies presents a case for the need to teach all students a shared system of communication and logic based on the modern globalizing ideals of universality, neutrality, and empiricism. Based on a series of close readings of contemporary writing by Stanley Fish, Asao Inoue, Doug Downs, and Elizabeth Wardle, Richard Rorty, Slavoj Žižek, and Steven Pinker, this book critiques recent arguments that traditional approaches to teaching writing, grammar, and argumentation foster marginalization, oppression, and the restriction of student agency. Instead, it argues that the best way to educate and empower a diverse global student body is to promote a mode of academic discourse dedicated to the impartial judgment of empirical facts, communicated in an open and clear manner. It provides a critical analysis of core topics in composition studies, including the teaching of grammar, notions of objectivity and neutrality, empiricism, and pragmatism, identity, politics, and postmodernism. Aimed at graduate students and junior instructors in rhetoric and composition, as well as more seasoned scholars and program administrators, this polemical book provides an accessible staging of key debates that all writing instructors must grapple with. [Connections Between Neuroscience, Rhetoric, and Writing](#) Edward J. Comstock, 2018-04-17. This book argues that contemporary neuroscience complements, extends, and challenges recent and influential posthuman and new

materialist accounts of the relations between rhetoric affect and writing pedagogy Drawing on cutting edge neuro philosophy Comstock re thinks both historical and current relations between writing and power around questions of affect attention and plasticity In considering the uses and limits of exciting new findings from the neurobiology this volume both theorizes and offers pedagogical strategies for teaching writing in a digital age characterized by the erosion of wonder and pervasive disaffection Ultimately in response to recent critiques transcendental reason and subjectivity and related calls for the increased inclusion of multi modal and digital writing and rhetoric Comstock argues for an embodied pedagogy that values the substantial relations between writing and pedagogical care

Writing as a Way of Staying Human in a Time that Isn't Nate Mickelson, 2019-01-30 The human element of our work has never been more important As Robert Yagelski explains in *Writing as a Way of Being* 2011 the ideological and social pressures of our institutions put us under increasing pressure to sacrifice our humanity in the interest of efficiency These problems only grow when we artificially separate self world and mind body in our teaching and everyday experiences Following Yagelski and others *Writing as a Way of Staying Human in a Time that Isn't* proposes that intentional acts of writing can awaken us to our interconnectedness and to ways in which we as individuals and in writing communities might address the social and environmental challenges of our present and future world Featuring essays drawn from a range of contexts including college composition and developmental reading and writing professional and legal writing middle school English dissertation projects academic conferences and an online writing group the collection outlines three ways writing can help us stay human caring for ourselves and others honoring the times and spaces of writing and promoting justice Each essay describes specific strategies for using writing as a means for staying human in inhuman times The authors integrate personal stories descriptions of classroom assignments and activities and current research in writing studies Their work shows that writing can contribute to personal social and political transformation by nurturing vulnerability compassion and empathy among students and instructors alike

The Practice of Rhetoric Debra Hawhee, Vessela Valiavitcharska, 2022-10-18 Rhetoric broadly conceived as the art of making things matter is both a practice and theory about that practice In recent decades scholars of rhetoric have turned to approaches that braid together poetics performance and philosophy into a practical art By practical art they mean methods tested in practice by trial and error with a goal of offering something useful and teachable This volume presents just such an account of rhetoric The account here does not turn away from theory but rather presumes and incorporates theoretical approaches offering a collection of principles assembled in the heat and trials of public practice The approaches ventured in this volume are inspired by the capacious conception of rhetoric put forth by historian of rhetoric Jeffrey Walker who is perhaps best known for stressing rhetoric's educational mission and its contributions to civic life *The Practice of Rhetoric* is organized into three sections designed to spotlight in turn the importance of poetics performance and philosophy in rhetorical practice The volume begins with poetics stressing the world making properties of that word in contexts ranging from mouse infested

medieval fields to the threat of toxin ridden streams in the mid twentieth century Susan C Jarratt for instance probes the art of ekphrasis or vivid description and its capacity for rendering alternative futures Michele Kennerly explores a little studied linguistic predecessor to prose logos psilos or naked speech exposing the early rumblings of a separation between poetic and rhetorical texts even as it historicizes the idea of clothed or ornamented speech In an essay on the almost magical properties of writing Debra Hawhee considers the curious practice of people writing letters to animals in order to banish or punish them thereby casting the epistolary arts in a new light Part 2 moves to performance Vessela Valiavitcharska examines the intertwining of poetic rhythm and performance in Byzantine rhetorical education and how such practices underlie the very foundations of oratory Dale Martin Smith draws on the ancient stylistic theory of Dionysius of Halicarnassus along with the activist work of contemporary poets Amiri Baraka and Harmony Holiday to show how performance and persuasion unify rhetoric and poetics Most treatments of philosophy and rhetoric begin within a philosophical framework and remain there focusing on old tools like stasis and disputation Essays in part 3 break out of that mold by focusing on the utility and teachability of rhetorical principles in education Jeanne Fahnestock and Marie Secor update stasis a classical framework that encourages aspiring rhetors to ask after the nature of things their facts and their qualities as a way of locating an argument s position Mark Garrett Longaker probes the medieval practice of disputation in order to marshal a new argument about why exactly John Locke detested rhetoric and the longstanding opposition between science and rhetoric as modes of proof that has lasting implications for the way argument works today Ranging across centuries and contexts the essays collected here demonstrate the continued need to attend carefully to the co operation of descriptive language and normative reality conceptual vocabulary and material practice public speech and moral self shaping The volume promises to rekindle long standing conversations about the public world making practice of rhetoric thereby enlivening anew its civic mission

Considering Emotions in Critical English Language Teaching Sarah Benesch, 2013-03-01 Groundbreaking in the ways it makes new connections among emotion critical theory and pedagogy this book explores the role of students and teachers emotions in college instruction illuminating key literacy and identity issues faced by immigrant students learning English in postsecondary institutions Offering a rich blend of and interplay between theory and practice it asks How have emotions and affect been theorized from a critical perspective and how might these theories be applied to English language teaching and learning What do complex and shifting emotions such as hope disappointment indignation and compassion have to do with English language teaching and learning in the neoliberal context in public universities How might attention to emotions lead to deeper understanding of classroom interactions and more satisfying educational experiences for English language teachers and students These questions are addressed not just theoretically but also practically with examples from college classes of assigned readings student writing and classroom talk in which various emotions came into play Thought provoking accessible and useful this is a must read book for scholars students and teachers in the field of English language teaching

Changing the Subject Lisa Blankenship, 2019-11-08 Changing the Subject explores ways of engaging across difference In this first book length study of the concept of empathy from a rhetorical perspective Lisa Blankenship frames the classical concept of pathos in new ways and makes a case for rhetorical empathy as a means of ethical rhetorical engagement The book considers how empathy can be a deliberate conscious choice to try to understand others through deep listening and how language and other symbol systems play a role in this process that is both cognitive and affective Departing from agonistic win or lose rhetoric in the classical Greek tradition that has so strongly influenced Western thinking Blankenship proposes that we ourselves are changed changing the subject or the self when we focus on trying to understand rather than simply changing an Other This work is informed by her experiences growing up in the conservative South and now working as a professor in New York City as well as the stories and examples of three people working across profound social political class and gender differences Jane Addams s activist work on behalf of immigrants and domestic workers in Gilded Age Chicago the social media advocacy of Brazilian rap star and former maid Joyce Fernandes for domestic worker labor reform and the online activist work of Justin Lee a queer Christian who advocates for greater understanding and inclusion of LGBTQ people in conservative Christian churches A much needed book in the current political climate Changing the Subject charts new theoretical ground and proposes ways of integrating principles of rhetorical empathy in our everyday lives to help fight the temptations of despair and disengagement The book will appeal to students scholars and teachers of rhetoric and composition as well as people outside the academy in search of new ways of engaging across differences

Promoting Inclusive Education Through the Integration of LGBTIQ+ Issues in the Classroom Palacios-Hidalgo, Francisco Javier, Huertas-Abril, Cristina A., 2023-07-20 As diversity based on gender identity and sexual orientation remains a target for discrimination exclusion and violence in multiple contexts it is necessary to advocate for comprehensive and quality sexuality and gender education to achieve equity and equality This co edited book provides a comprehensive reflection on how education professionals can foster inclusive education in terms of diversity based on gender identity and sexual orientation that impacts positively both LGBTIQ and non LGBTIQ students Promoting Inclusive Education Through the Integration of LGBTIQ Issues in the Classroom offers theoretical considerations and practical examples of how LGBTIQ issues can be addressed in education including instances of curriculum responses teacher training and recommendations for supporting LGBTIQ students Its target audience includes international teachers of all areas and educational stages educators curriculum developers instructional designers principals school boards academicians researchers administrators and policymakers The chapters cover theoretical background practical examples and guidelines and recommendations for LGBTIQ inclusive education policymaking This book serves as a reference for anyone interested in making education more inclusive in terms of diversity based on gender identity and sexual orientation

The Things We Carry Courtney Adams Wooten, Jacob Babb, Kristi Murray Costello, Kate Navickas, 2020-10-01 Emotional labor is not adequately talked about or addressed by

writing program administrators *The Things We Carry* makes this often invisible labor visible demonstrates a variety of practical strategies to navigate it reflectively and opens a path for further research Particularly timely this collection considers how writing program administrators work when their schools or regions experience crisis situations The book is broken into three sections one emphasizing the WPA's own work identity one on fostering community in writing programs and one on balancing the professional and personal Chapters written by a diverse range of authors in different institutional and WPA contexts examine the roles of WPAs in traumatic events such as mass shootings and natural disasters as well as the emotional labor WPAs perform on a daily basis such as working with students who have been sexually assaulted or endured racist sexist homophobic and otherwise disenfranchising interactions on campus The central thread in this collection focuses on preserving by acknowledging that emotions are neither good nor bad and that they must be continually reflected upon as WPAs consider what to do with emotional labor and how to respond Ultimately this book argues for more visibility of the emotional labor WPAs perform and for WPAs to care for themselves even as they care for others *The Things We Carry* extends conversations about WPA emotional labor and offers concrete and useful strategies for administrators working in both a large range of traumatic events as well as daily situations that require tactical work to preserve their sense of self and balance It will be invaluable to writing program administrators specifically and of interest to other types of administrators as well as scholars in rhetoric and composition who are interested in emotion more broadly

Air & Light & Time & Space Helen Sword, 2017-04-17 From the author of *Stylish Academic Writing* comes an essential new guide for writers aspiring to become more productive and take greater pleasure in their craft Helen Sword interviewed 100 academics worldwide about their writing background and practices and shows how they find or create the conditions to get their writing done

Critical Expressivism Tara Roeder, Roseanne Gatto, 2015-04-15 Critical Expressivism is an ambitious attempt to reappropriate 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

The Corruption of Ethos in Fortress America Christopher

Carter, 2020-10-05 This book argues that authoritarian strains of U.S. governance violate the idea of ethos in its ancient collectivist sense corrupting the cultural dwelling place through public relations strategies policies on race and immigration and a general disregard for ecological concerns

Revising Moves Christina LaVecchia, Allison Carr, Laura Micciche, Hannah Rule, Jayne Stone, 2024-04-22 Revision sometimes seems more metaphor than real having been variously described as a stage an act of goal setting a method of correction a process of discovery a form of resistance *Revising Moves* makes a significant contribution to writing theory by collecting stories of revision that honor revision's vitality and immerse readers in rooms life

circumstances and scenes where revision comes to life In these narrative driven essays written by a wide range of writing professionals *Revising Moves* describes revision as a messy generative and often collaborative act These meditations reveal how revision is both a micro practice tracked by textual change and a macro phenomenon rooted in family life institutional culture identity commitments and political and social upheaval Contributors depict revision as a holistic undertaking and a radically contextualized distributed practice that showcases its relationality to everything else Authors share their revision processes when creating scholarly works institutional and self promoting documents and creative projects Through narrative the volume opens a window to what is often unseen in a finished text months or years of work life events that disrupt or alter writing plans multiple draft changes questions about writerly identity and positionality layers of sometimes contradictory feedback and much more

Women's Ways of Making Maureen Daly Goggin, Shirley K Rose, 2021-04-21 *Women's Ways of Making* draws attention to material practices those that the hands perform as three epistemologies an episteme a techne and a phronesis that together give pointed consideration to making as a rhetorical embodied endeavor Combined these epistemologies show that making is a form of knowing that episteme knowing how techne and wisdom making phronesis Since the Enlightenment embodied knowledge creation has been overlooked ignored or disparaged as inferior to other forms of expression or thinking that seem to leave the material world behind Privileging the hand over the eye as the work in this collection does thus problematizes the way in which the eye has been co opted by thinkers as the mind's tool of investigation Contributors to this volume argue that other senses touch taste smell hearing are keys to knowing one's materials Only when all these ways of knowing are engaged can making be understood as a rhetorical practice In *Women's Ways of Making* contributors explore ideas of making that run the gamut from videos produced by beauty vloggers to zine production and art programs at women's correctional facilities Bringing together senior scholars new voices and a fresh take on material rhetoric this book will be of interest to a broad range of readers in composition and rhetoric Contributors Angela Clark Oates Jane L Donawerth Amanda Ellis Theresa M Evans Holly Fulton Babicke Bre Garrett Melissa Greene Magdelyn Hammon Helwig Linda Hanson Jackie Hoermann Christine Martorana Aurora Matzke Jill McCracken Karen S Neubauer Daneryl Nier Weber Sherry Rankins Roberson Kathleen J Ryan Rachael Ryerson Andrea Severson Lorin Shellenberger Carey Smitherman Clark Emily Standridge Charlese Trower Christy I Wenger Hui Wu Kathleen Blake Yancey

Methodological Advances in Research on Emotion and Education Michalinos Zembylas, Paul A. Schutz, 2016-03-10 This volume presents different conceptual and theoretical frameworks as well as research methods that have helped educational researchers to study emotions It includes innovative approaches that push the methodological boundaries that have served educational researchers until now and proposes new ways of researching emotions in educational contexts In particular this edited volume provides a historical frame for studying emotions It connects theoretical epistemological views with choice of research methods and describes specific methods helpful in doing research on emotions as they are grounded in different

theoretical and disciplinary traditions such as psychology philosophy sociology history political science cultural studies and feminist studies Finally it appreciates the contextual and international dimensions of studying emotions in education and contributes to ongoing debates about the implications of our methodological choices for understanding emotion in education This combination of variety timeliness potential for transformation of the field and uniqueness make this a very valuable resource to introduce new scholars in the field alongside established scholars

Rhetorics of Whiteness Tammie M Kennedy, Joyce Irene Middleton, Krista Ratcliffe, 2017 Contributors analyze how whiteness haunts popular culture social media education and pedagogy as well as theories of race themselves Provided by publisher

Prolific Moment Alexandria Peary, 2018-06-14 Prolific Moment Theory and Practice of Mindfulness for Writing foregrounds the present in all activities of composing offering a new perspective on the rhetorical situation and the writing process A focus on the present casts light on standard writing components audience invention and revision while bringing forth often overlooked nuances of the writing experience intrapersonal rhetoric the preverbal and preconception This pedagogy of mindful writing can alleviate the suffering of writing blocks that comes from mindless future oriented rhetorics Much is lost with a misplaced present moment because students forfeit rewarding writing experiences for stress frustration boredom fear and shortchanged invention Writing becomes a very different experience if students think of it more consistently as part of a discrete now Peary examines mindfulness as a metacognitive practice and turns to foundational Buddhist concepts of no self emptiness impermanence and detachment for methods for observing the moment in the writing classroom This volume is a fantastic resource for future and current instructors and scholars of composition rhetoric and writing studies

Loving Fanfiction Brit Kelley, 2021-05-30 Loving Fanfiction explores emotion within the context of fandoms specifically online fanfiction Through exploring fans narratives about themselves and the fanwork they produce and consume the author theorizes how identity cognition emotion the body and embodiment come together in literacy development and practices Drawing on affect theory to explore the complex roles of emotions literacy identity and the digital both in their own position and in the worlds of engaged fans Brit Kelley systematically analyses work from a six year ethnographic study across fandoms from Harry Potter and WWE to Gotham and Twilight Their analysis expands upon current understandings of fandom by more thoroughly theorizing the deeply emotional element of fanfiction practices and connects to the academic fan community to draw connections and implications for the role of emotion in teaching and research This unique perspective on emotions love and fandoms will be of significant interest to scholars and students of media and communication studies fan studies literature creative writing cultural studies digital humanities and literacy studies

Adopting the Song of Expression: An Emotional Symphony within **Doing Emotion Rhetoric Writing Teaching**

In some sort of used by screens and the ceaseless chatter of instant communication, the melodic splendor and emotional symphony produced by the published word often diminish into the back ground, eclipsed by the relentless sound and disturbances that permeate our lives. Nevertheless, set within the pages of **Doing Emotion Rhetoric Writing Teaching** an enchanting literary prize brimming with raw thoughts, lies an immersive symphony waiting to be embraced. Constructed by a wonderful composer of language, this fascinating masterpiece conducts viewers on a psychological trip, skillfully unraveling the concealed melodies and profound impact resonating within each cautiously constructed phrase. Within the depths of this moving analysis, we shall investigate the book is key harmonies, analyze their enthralling writing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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