

Patricia Suzanne Sullivan

Experimental Writing in Composition Patricia Suzanne Sullivan, 2012 A critical history of experimental writing theory its aesthetic foundations and their application to current multimodal writing Patricia Sullivan sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines She further articulates the ways that multimedia is and isn t changing composition pedagogies and provides insights into resolving these **Experimental Writing in Composition** Patricia Suzanne Sullivan, 2012-12-15 From the outset experimental writing has been viewed as a means to afford a more creative space for students to express individuality underrepresented social realities and criticisms of dominant socio political discourses and their institutions Yet the recent trend toward multimedia texts has left many composition instructors with little basis from which to assess these new forms and to formulate pedagogies In this original study Patricia Suzanne Sullivan provides a critical history of experimental writing theory and its aesthetic foundations and demonstrates their application to current multimodal writing Sullivan unpacks the work of major scholars in composition and rhetoric and their theories on aesthetics particularly avant gardism She also relates the dialectics that shape these aesthetics and sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines Additionally she shows how current debates over the value of multimedia texts echo earlier arguments that pitted experimental writing against traditional models Sullivan further articulates the ways that multimedia is and isn t changing composition pedagogies and provides insights into resolving these American Doctoral Dissertations ,2002 **Resources in Education** ,1981 **Comprehensive Dissertation** tensions Index ,1989 Arts & Humanities Citation Index ,1976 (**Re)Writing Craft** Tim Mayers, 2005 In the Archives of Composition Lori Ostergaard, Henrietta Rix Wood, 2015-10-23 In the Archives of Composition offers new and revisionary narratives of composition and rhetoric s history It examines composition instruction and practice at secondary schools and normal colleges the two institutions that trained the majority of U S composition teachers and students during the nineteenth and twentieth centuries Drawing from a broad array of archival and documentary sources the contributors provide accounts of writing instruction within contexts often overlooked by current historical scholarship Topics range from the efforts of young women to attain rhetorical skills in an antebellum academy to the self reflections of Harvard University students on their writing skills in the 1890s to a close reading of a high school girl s diary in the 1960s that offers a new perspective on curriculum debates of this period Taken together the chapters begin to recover how high school students composition teachers and English education programs responded to institutional and local influences political movements and pedagogical innovations over a one hundred and thirty year span Writing Students Marguerite H. Helmers, 1994-11-22 This is a book about the usual teacher student relationship in composition courses It disrupts and rewrites the commonplace conception of the relationship by revealing the uneven ways in which power is deployed in and around the classroom And it

offers a responsible alternative The author not only offers teachers a way of learning about power relations at their own specific sites but also works towards a more equitable redistribution Drawing from testimonials about teaching practice published in the journal College Composition and Communication Helmers explores conventions in this form of writing that portray students in a negative light and show the teacher to be powerfully triumphant in his or her creative pedagogy Several prevalent modes of representation are discussed in the book all of which define the students as distinctly different from the teachers in other words as an other The texture of the work is rich because Helmers takes an enormous amount of post structuralist theory and recasts it in the sphere of the teacher student relationship itself an underexplored realm

<u>Fragments of Rationality</u> Lester Faigley,2014-07-12 In an insightful assessment of the study and teaching of writing against the larger theoretical political and technological upheavals of the past thirty years Fragments of Rationality questions why composition studies has been less affected by postmodern theory than other humanities and social science disciplines

Academic Discourse and Critical Consciousness Patricia Bizzell,1992-12-18 This collection of essays traces the attempts of one writing teacher to understand theoretically and to respond pedagogically to what happens when students from diverse backgrounds learn to use language in college Bizzell begins from the assumption that democratic education requires us to attempt to educate all students including those whose social or ethnic backgrounds may have offered them little experience with academic discourse Over the ten year period chronicled in these essays she has seen herself primarily as an advocate for such students sometimes called basic writers Bizzell s views on education for critical consciousness widely discussed in the writing field are represented in most of the essays in this volume But in the last few chapters and in the intellectual autobiography written as the introduction to the volume she calls her previous work into question on the grounds that her self appointment as an advocate for basic writers may have been presumptous and her hopes for the politically liberating effects of academic discourse misplaced She concludes by calling for a theory of discourse that acknowledges the need to argue for values and pedagogy that can assist these arguements to proceed more inclusively than ever before The essays in this volume constitute the main body of work in which Bizzell developed her influential and often cited ideas Organized chronologically they present a picture of how she has grappled with major issues in composition studies over the past decade In the process she sketches a trajectory for the development of composition studies as an academic discipline

Process This Nancy Dejoy,2004-10 In Process This Nancy DeJoy argues that even recent revisions to composition studies cultural studies service learning and social process movements continue to repress the subjects and methodologies that should be central especially at the level of classroom practice Designed to move student discourses beyond the classroom these approaches nonetheless continue to position composition students and teachers as mere consumers of the discipline This means that the subjects methodologies and theory practice relationships that define the field are often absent in composition classrooms Arguing that the world inside and outside of the academy cannot be any different if the profession

stays the same DeJoy creates a pedagogy and a plan for faculty development that revisions the prewrite write rewrite triad to open spaces for participation and contribution to all members of first year writing classrooms Talking, Sketching, Moving Patricia A. Dunn, 2001 Patricia Dunn makes the case for a writing pedagogy that draws upon multiple literacies and then gives numerous detailed examples of how that theory can be translated into classroom practice A Counter-History of **Composition** Byron Hawk, 2007-11-25 A Counter History of Composition contests the foundational disciplinary assumption that vitalism and contemporary rhetoric represent opposing disconnected poles in the writing tradition Vitalism has been historically linked to expressivism and concurrently dismissed as innate intuitive and unteachable whereas rhetoric is seen as a rational teachable method for producing argumentative texts Counter to this Byron Hawk identifies vitalism as the ground for producing rhetorical texts the product of complex material relations rather than the product of chance Through insightful historical analysis ranging from classical Greek rhetoric to contemporary complexity theory Hawk defines three forms of vitalism oppositional investigative and complex and argues for their application in the environments where students write and think today Hawk proposes that complex vitalism will prove a useful tool in formulating post dialectical pedagogies most notably in the context of emerging digital media He relates two specific examples of applying complex vitalism in the classroom and calls for the reexamination and reinvention of current self limiting pedagogies to incorporate vitalism and complexity theory Creative Writing Pedagogies for the Twenty-First Century Alexandria Peary, Tom C Hunley, 2015-05-22 The creative writing workshop has long been entrenched as the primary pedagogy of creative writing classes This book offers twelve different approaches to the teaching of creative writing to supplement or replace traditional workshop pedagogy Contributors are from both creative writing and composition studies a discipline rich with a wide range of established pedagogies Changing of Knowledge in Composition Lance Massey, Richard C. Gephardt, 2011-07-16 Lance Massey and Richard Gebhardt offer in this collection many signs that composition again faces a moment of precariousness even as it did in the 1980s the years of the great divorce from literary studies. The contours of writing in the university again are rapidly changing making the objects of scholarship in composition again unstable Composition is poised to move not from modern to postmodern but from process to postprocess from a service oriented field to a research driven discipline Some would say we are already there Momentum is building to replace composition and the pedagogical imperative long implied in that term with a writing studies model devoted to the study of composition as a fundamental tool of and force within all areas of human activity Appropriately contributors here use Stephen M North s 1987 book The Making of Knowledge in Composition to frame and background their discussion as they look at both the present state of the field and its potential futures As in North s volume The Changing of Knowledge in Composition describes a body of research and pedagogy brimming with conflicting claims methodologies and politics and with little consensus regarding the proper subjects and modes of inquiry The deep ambivalence within the field itself is evident in this collection Contributors here envision composition both as retaining its

commitment to broad based generalized writing instruction and as heading toward content based vertical writing programs in departments and programs of writing studies They both challenge and affirm composition s pedagogical heritage And they sound both sanguine and pessimistic notes about composition s future Research on Composition Peter Smagorinsky, 2006 Covering the period between 1984 and 2003 this authoritative seguel picks up where the earlier volumes Braddock et al 1963 and Hillocks 1986 now classics in the field left off It features a broader focus that goes beyond the classroom teaching of writing to include teacher research second language writing rhetoric home and community literacy workplace literacy and histories of writing Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition including drawing digital forms and other relevant media Research on Composition is an invaluable road map of composition research for the next decade and required reading for anyone teaching The Animal Who Writes Marilyn M Cooper, 2025-08-05 Writing as a Social Practice or writing about composition today and Embodied Behavior Stories from First-year Composition Jo-Anne Kerr, Ann N. Amicucci, 2020 Stories from First Year Composition Pedagogies that Foster Student Agency and Writing Identity counters perceptions of first year composition FYC as a service course that prepares students for college writing The collection identifies a new FYC service one that accommodates the realities of writing both within and outside of the academy The collection also offers insights into effective FYC pedagogies and opportunities for readers to consider and think about their own teaching and their identities as FYC instructors Reflect Before Reading prompts and guestions and after reading activities including Questions for Discussion and Reflection writing activities that ask readers to apply ideas shared in chapters to their own FYC courses suggestions for further reading and multimedia components accessible to readers through links within the collection itself and as resources available on the book s website invite readers to interact with chapters and to develop deeper and more enriched understandings of their FYC teaching and an accompanying sense of agency so that they not only can teach FYC effectively but also advocate for its value and relevance

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