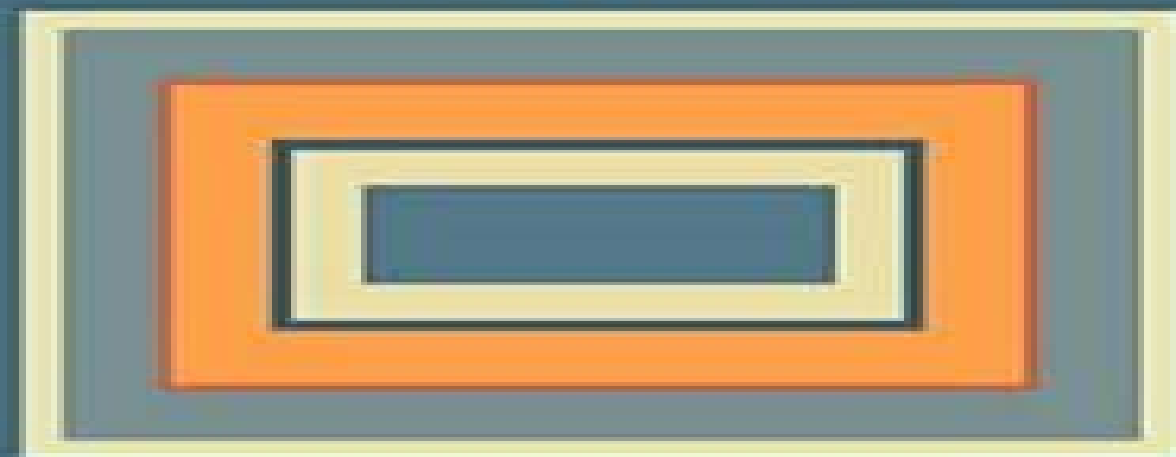


# THE CHANGING OF KNOWLEDGE IN COMPOSITION

Contemporary Perspectives



Edited by Lance Massey & Richard C. Gebhardt

# Changing Of Knowledge In Composition Contemporary Perspectives

**Bruce Horner, Elliot Tetreault**



## **Changing Of Knowledge In Composition Contemporary Perspectives:**

**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

**The Place and the Writer** Marshall Moore, Sam Meekings, 2021-04-08 The combined experience of authors throughout the ages offers a wealth of valuable information about the practice of creative writing However such lore can also be problematic for students and practitioners as it can be inherently additive making it difficult to abandon processes that do not work This adherence to lore also tends to be a US centric endeavor In order to take a nuanced approach to the uses and limitations of lore *The Place and the Writer* offers a global perspective on creative writing pedagogy that has yet to be fully explored Featuring a diverse array of cultural viewpoints from Brazil to Hong Kong Finland to South Africa this book explores the ongoing international debate about the best approaches for teaching and practicing creative writing Marshall Moore and Sam Meekings challenge areas of perceived wisdom that persist in the field of creative writing including aesthetics and politics in institutionalized creative writing the process of workshopping tuition and talent anxiety in the classroom unifying theory and lore and teaching creative writing in languages other than English

**Chinese Creative Writing Studies** Mo-Ling Rebecca Leung, 2023-07-22 This book introduces Chinese creative writing to the English speaking world considering various aspects of literary and creative theories in research in Chinese writing It covers recent trends such as cross media practices pedagogy in creative writing in China Taiwan and Hong Kong specifically and looks at how Chinese classical culture brings new interpretations to creative writing within a global context Consisting of 14 chapters by established scholars and experts

writers and poets working in various genres within the Chinese writing tradition the book presents data accrued from personal reflections classroom teaching video games museum studies radio dramas TV series and cyber literature The book includes leading Chinese leading scholars reflections on research and the field providing an omnibus perspective on theories of creative writing It focuses on the interconnection between Chinese creative writing and pedagogy and examines different writer training methods in Mainland China Hong Kong and Taiwan offering a comparative perspective that deepens the understanding of institutional effects on the development of creative writing It unpacks the interaction between Chinese creative writing and multimedia and ascertains the possibilities of incorporating media studies into writing practices It also presents new interpretations of Chinese classical culture assets to new creative or literary manuscripts such as TV series adaptation and Internet literature Relevant to researchers teachers and students working Chinese creative writing and Chinese literature it is also a landmark text in exposing English speaking creative writing scholars to the wealth of Chinese creative writing in English

**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

Researching Writing Joyce Kinkead, 2015-07-21 *Researching Writing* is an accessible informative textbook that teaches undergraduates how to conduct ethical authentic research in writing studies The book introduces students to the research approaches used most often and offers a course framework for professors creating or teaching research courses themselves Author Joyce Kinkead lays out the research process including finding and defining questions planning and starting the research Expository content introduces the language and methods of writing research

and specific methods are demonstrated in published examples illustrating student work using student work and showing that it is possible for students to join the scholarly conversation in writing studies Other features include student activities instructor resources student resources and links to external content on journal websites digital publications YouTube and similar work The first ever textbook for research methods in writing studies for undergraduates *Researching Writing* takes a hands on approach that excites and engages students in the depth and complexities of research and will influence the creation of courses in new writing majors as the field continues to grow

**Theories and Methods of Writing Center Studies** Jo Mackiewicz, Rebecca Babcock, 2019-11-01 This collection helps students and researchers understand the foundations of writing center studies in order to make sound decisions about the types of methods and theoretical lenses that will help them formulate and answer their research questions In the collection accomplished writing center researchers discuss the theories and methods that have enabled their work providing readers with a useful and accessible guide to developing research projects that interest them and make a positive contribution It introduces an array of theories including genre theory second language acquisition theory transfer theory and disability theory and guides novice and experienced researchers through the finer points of methods such as ethnography corpus analysis and mixed methods research Ideal for courses on writing center studies and pedagogy it is essential reading for researchers and administrators in writing centers and writing across the curriculum or writing in the disciplines programs

**Circulation, Writing, and Rhetoric** Laurie Gries, Collin Gifford Brooke, 2018-04-15 While it has long been understood that the circulation of discourse bodies artifacts and ideas plays an important constitutive force in our cultures and communities circulation as a concept and a phenomenon has been underexamined in studies of rhetoric and writing In an effort to give circulation its rhetorical due *Circulation Writing and Rhetoric* introduces a wide range of studies that foreground circulation in both theory and practice Contributors to the volume specifically explore the connections between circulation and public rhetorics urban studies feminist rhetorics digital communication new materialism and digital research Circulation is a cultural rhetorical process that impacts various ecologies communities and subjectivities in an ever increasing globally networked environment As made evident in this collection circulation occurs in all forms of discursive production from academic arguments to neoliberal policies to graffiti to tweets and bitcoins Even in the case of tombstones borrowed text achieves only partial stability before it is recirculated and transformed again This communicative process is even more evident in the digital realm the underlying infrastructures of which we have yet to fully understand As public spaces become more and more saturated with circulating texts and images and as networked relations come to the center of rhetorical focus *Circulation Writing and Rhetoric* will be a vital interdisciplinary resource for approaching the contemporary dynamics of rhetoric and writing Contributors Aaron Beveridge Casey Boyle Jim Brown Naomi Clark D nielle Nicole DeVoss Rebecca Dingo Sidney I Dobrin Jay Dolmage Dustin Edwards Jessica Enoch Tarez Samra Graban Byron Hawk Gerald Jackson Gesa E Kirsch Heather Lang Sean Morey Jenny Rice Thomas

Rickert Jim Ridolfo Nathaniel A Rivers Jacqueline Jones Royster Donnie Johnson Sackey Michele Simmons Dale M Smith Patricia Sullivan John Tinnell Kathleen Blake Yancey      Composition and Big Data Amanda Licastro, Benjamin M. Miller, 2021-11-02 In a data driven world anything can be data As the techniques and scale of data analysis advance the need for a response from rhetoric and composition grows ever more pronounced It is increasingly possible to examine thousands of documents and peer review comments labor hours and citation networks in composition courses and beyond Composition and Big Data brings together a range of scholars teachers and administrators already working with big data methods and datasets to kickstart a collective reckoning with the role that algorithmic and computational approaches can or should play in research and teaching in the field Their work takes place in various contexts including programmatic assessment first year pedagogy stylistics and learning transfer across the curriculum From ethical reflections to database design from corpus linguistics to quantitative autoethnography these chapters implement and interpret the drive toward data in diverse ways

**Composition, Rhetoric, and Disciplinarity** Rita Malenczyk, Susan Miller-Cochran, Elizabeth Wardle, Kathleen Yancey, 2018-04-02 Edited by four nationally recognized leaders of composition scholarship Composition Rhetoric and Disciplinarity asks a fundamental question can Composition and Rhetoric as a discipline continue its historical commitment to pedagogy without sacrificing equal attention to other areas such as research and theory In response contributors to the volume address disagreements about what it means to be called a discipline rather than a profession or a field elucidate tensions over the defined breadth of Composition and Rhetoric and consider the roles of research and responsibility as Composition and Rhetoric shifts from field to discipline Outlining a field with a complex and unusual formation story Composition Rhetoric and Disciplinarity employs several lenses for understanding disciplinarity theory history labor and pedagogy and for teasing out the implications of disciplinarity for students faculty institutions and Composition and Rhetoric itself Collectively the chapters speak to the intellectual and embodied history leading to this point to questions about how disciplinarity is and might be understood especially with regard to Composition and Rhetoric to the curricular conceptual labor and other sites of tension inherent in thinking about Composition and Rhetoric as a discipline and to the implications of Composition and Rhetoric s disciplinarity for the future Contributors Linda Adler Kassner Elizabeth H Boquet Christiane Donahue Whitney Douglas Doug Downs Heidi Estrem Kristine Hansen Doug Hesse Sandra Jamieson Neal Lerner Jennifer Helene Maher Barry Maid Jaime Armin Mej a Carolyn R Miller Kelly Myers Gwendolynne Reid Liane Robertson Rochelle Rodrigo Dawn Shepherd Kara Taczak      **Disrupting the Center** Rebecca Hallman Martini, 2022-04-15 Strategic partnership offers writing centers a framework for responding to disruptive innovations in higher education Through partnership writing centers can simultaneously secure resources and support the practice of tutoring writing in ways that enable moments of resistance where writing consultants and students can tactically challenge the corporate university through their methods of practice Disrupting the Center explicates analyzes and critiques one particular writing center s

partnership approach to collaboration with disciplinary faculty and upper administrators across the curriculum Using on site research and critical ethnographic study from one university writing center Rebecca Hallman Martini establishes an innovative cross disciplinary partnership approach to writing instruction in which peer tutoring plays an integral curricular role Case studies detail three partnerships that respond directly to existing or potential disruptive innovations in higher education and showcase important concepts mapping mutual benefit and stakeholder engagement in an online studio hybrid first year writing program partnership in response to online education creating negotiated space to work through ethical issues involved when working with a public private partnership to develop a required extracurricular portfolio project in a business school and building transformational partnerships through establishing a writing in the professions curriculum in the College of Engineering in response to career readiness initiatives Disrupting the Center uses interviews observations focus groups analysis of consultations meetings and shared documents such as annual reports budgets assessment data assignments and syllabi to generate a wide view of how systems work Writing centers are flexible university wide service spaces where students go for one on one and group writing support that can become dynamic spaces for writing pedagogy by disrupting revitalizing and reinventing the epistemic foundations of current rhetoric and composition landscapes and traditional approaches to writing

**Distant Readings of Disciplinarity** Benjamin Miller, 2022-12-28 In Distant Readings of Disciplinarity Benjamin Miller brings a big data approach to the study of disciplinarity in rhetoric composition and writing studies RCWS by developing scalable maps of the methods and topics of several thousand RCWS dissertations from 2001 to 2015 Combining charts and figures with engaging and even playful prose Miller offers an accessible model of how large scale data driven research can advance disciplinary understanding both answering and amplifying the call to add replicable data analysis and visualization to the mix of methods regularly employed in the field Writing studies has long been marked by a multitude of methods and interlocking purposes partaking of not just humanities approaches but also social scientific ones with data drawn from interviews and surveys alongside historical and philosophical arguments and with corpus analytics in large scale collections jostling against small scale case studies of individuals These areas of study aren't always cleanly separable shifting modes mark the discipline as open and welcoming to many different angles of research The field needs to embrace that vantage point and generate new degrees of familiarity with methods beyond those of any individual scholar Not only a training genre and not only a knowledge making genre the dissertation is also a discipline producing genre Illustrating what the field has been studying and how Distant Readings of Disciplinarity supports more fruitful collaborations within and across research areas and methods

**Abducting Writing Studies** Sidney I Dobrin, Kyle Jensen, 2016-11-28 This collection is organized around the concept of abduction a logical operation introduced by Charles Sanders Peirce that explains how new ideas are formed in response to an uncertain future Responding to this uncertain future with rigor and insight each essay imagines new methods concepts and perspectives that extend writing studies research into startling new terrain To appeal to

a wide range of audiences the essays work within foundational areas in rhetoric and composition research such as space time archive networks inscription and life Some of the essays take familiar concepts such as historiography the writing subject and tone and use abduction to chart new paths forward Others use abduction to identify areas within writing studies such as futural writing the calling of place and risk that require more sustained attention Taken together these essays expose the manifold pathways that writing studies research may pursue Each of the twelve essays that comprise this collection sparks new insights about the phenomenon of writing A must read for rhetoric and composition scholars and students *Abducting Writing Studies* is sure to foster vibrant discussions about what is possible in writing research and instruction

*Reclaiming Composition for Chicano/as and Other Ethnic Minorities* Iris D. Ruiz, 2016-06-15 Winner of Honorable Mention for the 2018 Conference on College Composition and Communication Outstanding Book Award This book examines the history of ethnic minorities particularly Chicano as and Latino as in the field of composition and rhetoric the connections between composition and major US historical movements toward inclusiveness in education the ways our histories of that inclusiveness have overlooked Chicano as and how this history can inform the teaching of composition and writing to Chicano a and Latino a students in the present day Bridging the gap between Ethnic Studies Critical History and Composition Studies Ruiz creates a new model of the practice of critical historiography and shows how that can be developed into a critical writing pedagogy for students who live in an increasingly multicultural multilingual society

***Institutional Literacies*** Stuart A. Selber, 2020-09-04 Information technologies have become an integral part of writing and communication courses shaping the ways students and teachers think about and do their work But too often teachers and other educational stakeholders take a passive or simply reactive role in institutional approaches to technologies and this means they are missing out on the chance to make positive changes in their departments and on campus *Institutional Literacies* argues that writing and communication teachers and program directors should collaborate more closely and engage more deeply with IT staff as technology projects are planned implemented and expanded Teachers need to both analyze how their institutions approach information technologies and intervene in productive ways as active university citizens with relevant expertise To help them do so the book offers a three part heuristic reflecting the reality that academic IT units are complex and multilayered with historical spatial and textual dimensions It discusses six ways teachers can intervene in the academic IT work of their own institutions maintaining awareness using systems and services mediating for audiences participating as user advocates working as designers and partnering as researchers With these strategies in hand educators can be proactive in helping institutional IT approaches align with the professional values and practices of writing and communication programs

*Crossing Divides* Bruce Horner, Elliot Tetreault, 2017-06-01 Translingualism perceives the boundaries between languages as unstable and permeable this creates a complex challenge for writing pedagogy Writers shift actively among rhetorical strategies from multiple languages sometimes importing lexical or discoursal tropes from one language into another to introduce an effect



solve a problem or construct an identity How to accommodate this reality while answering the charge to teach the conventions of one language can be a vexing problem for teachers Crossing Divides offers diverse perspectives from leading scholars on the design and implementation of translingual writing pedagogies and programs The volume is divided into four parts Part 1 outlines methods of theorizing translinguality in writing and teaching Part 2 offers three accounts of translingual approaches to the teaching of writing in private and public colleges and universities in China Korea and the United States In Part 3 contributors from four US institutions describe the challenges and strategies involved in designing and implementing a writing curriculum with a translingual approach Finally in Part 4 three scholars respond to the case studies and arguments of the preceding chapters and suggest ways in which writing teachers scholars and program administrators can develop translingual approaches within their own pedagogical settings Illustrated with concrete examples of teachers and program directors efforts in a variety of settings as well as nuanced responses to these initiatives from eminent scholars of language difference in writing Crossing Divides offers groundbreaking insight into translingual writing theory practice and reflection Contributors Sara Alvarez Patricia Bizzell Suresh Canagarajah Dylan Dryer Chris Gallagher Juan Guerra Asao B Inoue William Lalicker Thomas Lavelle Eunjeong Lee Jerry Lee Katie Malcolm Kate Mangelsdorf Paige Mitchell Matt Noonan Shakil Rabbi Ann Shivers McNair Christine M Tardy

**Arts-Based Research Methods in Writing Studies** Kate Hanzalik, 2021-02-09 As the arts become an increasingly popular pedagogical tool in writing studies Arts Based Research Methods in Writing Studies offers scholars and educators in the field ways to leverage the arts for their own scholarship through the practice of arts based research ABR Tailored to the needs of writing studies scholars this concise guide presents ways of exploring and addressing unresolved research questions from the past as well as new pressing questions that are emerging in light of increasingly fraught and complicated current contexts It explores motives and methods for taking up ABR sheds light on the processes of representing research and the ethical imperative of methodological disclosure and looks critically at the complexities of fully realizing ABR in writing studies while offering some pedagogical applications Connecting theory to practice this book also performs ABR through a co created mixed media text about the everyday and extraordinary stories woven into the fabric of new American artists composing processes Arts Based Research Methods in Writing Studies lends itself to insight that is at once personal for writing studies researchers useful for research communities and a catalyst for social change beyond institutional walls as such it will be an important resource for scholars educators and graduate students in writing studies and those interested in multimodal multilingual and translingual learning equitable pedagogies and administrative practices online writing instruction transnational literacies research methods community based research and disability studies in composition

**Writing Majors** Greg Giberson, Jim Nugent, Lori Ostergaard, 2015-02-01 The writing major is among the most exciting scenes in the evolving American university Writing Majors is a collection of firsthand descriptions of the origins growth and transformations of eighteen different programs The chapters provide useful

administrative insight benchmark information and even inspiration for new curricular configurations from a range of institutions A practical sourcebook for those who are building revising or administering their own writing majors this volume also serves as a historical archive of a particular instance of growth and transformation in American higher education Revealing bureaucratic practical and institutional matters as well as academic ideals and ideologies each profile includes sections providing a detailed program review and rationale an implementation narrative and reflection and prospection about the program Documenting eighteen stories of writing major programs in various stages of formation preservation and reform and exposing the contingencies of their local and material constitution Writing Majors speaks as much to the how to of building writing major programs as to the larger what why and how of institutional growth and change

**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 Hammong 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

*Viva Nuestro Caucus* Romeo García, Iris Ruiz, 2019-10-13 Viva Nuestro Caucus celebrates the history of the Latinx Caucus of the National Council of Teachers of English and of the College Composition and Communication Conference since its inception in 1968 as the Chicano Teachers of English The Caucus emerged because of a lack of representation and support and today maintains its vision and agenda of advocating for Latino peoples The impetus for Viva Nuestro Caucus began both from a lack of recognition amongst NCTE and CCCC and an acknowledgment that no written history exists of the Caucus Its editors provide a partial history of the agendas activities and achievements of the Caucus from its formation to the present set against the backdrop of changing times It includes

interviews with founding and current Caucus members an annotated Caucus archive and a working bibliography of publications by Caucus members     Composition and Rhetoric in Contentious Times Rachel McCabe, Jennifer Juskiewicz, 2023-11-01 Composition and Rhetoric in Contentious Times poses critical questions of representation accessibility social justice affect and labor to better understand the entwined future of composition and rhetoric This collection of essays offers innovative approaches for socially attuned learning and best practices to support administrators and instructors In doing so these essays guide educators in empowering students to write effectively and prepare for their role as global citizens Editors Rachel McCabe and Jennifer Juskiewicz consider how educators can respond to multiple current crises relating to composition and rhetoric with generosity and cautious optimism in the process they address the current concerns about the longevity of the humanities By engaging with social constructivist critical race socioeconomic and activist pedagogies each chapter provides an answer to the question How can our courses help students become stronger writers while contending with current social environmental and ethical questions posed by the world around them The contributors consider this question from numerous perspectives recognizing the important ways that power and privilege affect our varying means of addressing this question Relying on both theory and practice Composition and Rhetoric in Contentious Times engages the future of composition and rhetoric as a discipline shaped by recent and current global events This text appeals to early career writing program administrators writing center directors and professional specialists as well as Advanced Placement high school instructors graduate students and faculty teaching graduate level pedagogy courses

## Embracing the Melody of Expression: An Psychological Symphony within **Changing Of Knowledge In Composition Contemporary Perspectives**

In some sort of eaten by screens and the ceaseless chatter of fast transmission, the melodic splendor and psychological symphony developed by the written term usually fade into the background, eclipsed by the persistent noise and disruptions that permeate our lives. However, nestled within the pages of **Changing Of Knowledge In Composition Contemporary Perspectives** a marvelous literary treasure full of raw thoughts, lies an immersive symphony waiting to be embraced. Crafted by a masterful musician of language, that interesting masterpiece conducts readers on a psychological trip, well unraveling the hidden tunes and profound influence resonating within each carefully crafted phrase. Within the depths with this emotional examination, we can explore the book is key harmonies, analyze their enthralling publishing style, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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