

CONTENDING WITH WORDS

Composition and Rhetoric in a Postmodern Age

EDITED BY PATRICIA HARKIN & JOHN SCHILB

Contending With Words Composition And Rhetoric In A Postmodern Age

**Damian Baca, Ellen Cushman, Jonathan
Osborne**



Contending With Words Composition And Rhetoric In A Postmodern Age:

Contending with Words Patricia Harkin, John Schilb, 1991-01 **Landmark Essays on Rhetorics of Difference** Damian Baca, Ellen Cushman, Jonathan Osborne, 2024-11-01 Landmark Essays on Rhetorics of Difference challenges the Eurocentric perspective from which the field of rhetoric is traditionally viewed Taking a step beyond the creation of alternative rhetorics that maintain the centrality of the European and Greco Roman tradition this volume argues on behalf of pluriversal rhetorics that coexist as equally important on their own terms A timely addition to the respected Landmark Essays series it will be invaluable to students of history of rhetoric literacy composition and writing studies **The Resistant Writer** Charles Paine, 1999-02-11 The Resistant Writer integrates two lively sub fields in rhetoric and composition nineteenth century composition history and contemporary issues about teaching cultural studies in composition Examining the broad cultural anxieties that nineteenth century intellectuals faced reveals that training in composition was envisioned as more than the means for producing competent writers The training also reacted to and tried to ameliorate the nineteenth century crisis in public discourse this one brought about not by television commodity capitalism or the World Wide Web but by the then dominant medium of public discussion the newspaper Paine carefully reveals that today s writing teachers are not the first to desire that the composition classroom have social import beyond the academy These thoughtful new insights from composition s origins form an intriguing critique of contemporary cultural studies and composition theories of student transformation **Post-process Theory** Thomas Kent, 1999 Breaking with the still dominant process tradition in composition studies post process theory or at least the different incarnations of post process theory discussed by the contributors represented in this collection of original essays endorses the fundamental idea that no codifiable or generalizable writing process exists or could exist Post process theorists hold that the practice of writing cannot be captured by a generalized process or a big theory Most post process theorists hold three assumptions about the act of writing writing is public writing is interpretive and writing is situated The first assumption is the commonsensical claim that writing constitutes a public interchange By interpretive act post process theorists generally mean something as broad as making sense of and not exclusively the ability to move from one code to another To interpret means more than merely to paraphrase it means to enter into a relationship of understanding with other language users And finally because writing is a public act that requires interpretive interaction with others writers always write from some position or some place Writers are never nowhere they are situated Leading theorists and widely published scholars in the field contributors are Nancy Blyler John Clifford Barbara Couture Nancy C DeJoy Sidney I Dobrin Elizabeth Ervin Helen Ewald David Foster Debra Journet Thomas Kent Gary A Olson Joseph Petraglia George Pullman David Russell and John Schilb Community Literacy and the Rhetoric of Public Engagement Linda Flower, 2008-07-24 Community Literacy and the Rhetoric of Public Engagement explores the critical practice of intercultural inquiry and rhetorical problem solving that encourages urban writers and college mentors

alike to take literate action Author Linda Flower documents an innovative experiment in community literacy the Community Literacy Center in Pittsburgh and posits a powerful and distinctively rhetorical model of community engagement and pedagogy for both marginalized and privileged writers and speakers In addition she articulates a theory of local publics and explores the transformative potential of alternative discourses and counter public performances In presenting a comprehensive pedagogy for literate action the volume offers strategies for talking and collaborating across difference for conducting an intercultural inquiry that draws out situated knowledge and rival interpretations of shared problems and for writing and speaking to advocate for personal and public transformation Flower describes the competing scripts for social engagement empowerment public deliberation and agency that characterize the interdisciplinary debate over models of social engagement Extending the Community Literacy Center's initial vision of community literacy first published a decade ago *Community Literacy and the Rhetoric of Public Engagement* makes an important contribution to theoretical conversations about the nature of the public sphere while providing practical instruction in how all people can speak publicly for values and visions of change Winner 2009 Rhetoric Society of America Book Award **Responsible Pedagogy** Eric Detweiler, 2022-10-25 In recent decades public higher education has faced perpetual crises As states slash investment in postsecondary education and for-profit entities seek to supplant public colleges and universities these public institutions have tried to compete by maximizing efficiency namely by downplaying and outsourcing the labor of teachers *Responsible Pedagogy* makes a fresh case for the importance and value of public higher education and the work of teaching In making this case Eric Detweiler surveys the history of rhetoric and writing in postsecondary education looking in particular at the teacher-student relationship He finds that from the Socratic method to medieval exercises from MOOCs to remote asynchronous learning the balance of authority and agency in the classroom is often precarious But the problem goes deeper Underlying both authority and agency is the value of mastery which the teacher is to impart to the student It is this emphasis on mastery Detweiler argues that distorts the proper relation between the student and teacher a relationship in which they are responsible for and vulnerable to each other Drawing on contemporary ethics rhetorical theory and critiques of practices in the online classroom Detweiler develops a pedagogy of responsibility and shows how it can be applied in writing and communication curricula assignments and teacher-student interactions Rehabilitating the proper role of the teacher *Responsible Pedagogy* calls into question our newfound trust in educational technology and points the way to a better more effective pedagogy *Rhetorical Bodies* Jack Selzer, Sharon Crowley, 1999 What significance does the physical material body still have in a world of virtual reality and genetic cloning How do technology and postmodern rhetoric influence our understanding of the body And how can our discussion of the body affect the way we handle crises in public policy the politics of race and ethnicity issues of family values that revolve around sexual and gender identities the choices revolving around reproduction and genome projects and the spread of disease Leading scholars in rhetoric and communication as well

as literary and cultural studies address some of the most important topics currently being discussed in the human sciences The essays collected here suggest the wide range of public arenas in which rhetoric is operative from abortion clinics and the World Wide Web to the media's depiction of illiteracy and the Donner Party These studies demonstrate how the discourse of AIDS prevention or Demi Moore's beautiful pregnancy call to mind the physical nature of being human and the ways in which language and other symbols reflect and create the physical world *Writing a Progressive Past* Lisa

Mastrangelo, 2012-01-23 *Writing a Progressive Past* Women Teaching and Writing in the Progressive Era traces the lineage of writing instruction during the Progressive Era from the influences of John Dewey to the graduate program designed and run by Fred Newton Scott Finally it explores two sites of writing instruction run by Scott's graduates one at Wellesley College and one at Mount Holyoke College *Sound-Bite Saboteurs*, **Meaning, Language, and Time** Kevin J.

Porter, 2006-03-11 Given the history of concepts like meaning time language and discourse any serious attempt to understand them must be interdisciplinary so **MEANING LANGUAGE AND TIME** draws on a wide range of important work in the history of philosophy rhetoric and composition In this groundbreaking work Porter joins these conversations with the aim of breaching the traditional disciplinary walls and opening new areas of inquiry **The Rebirth of Dialogue** James P.

Zappen, 2012-02-01 Dialogue has suffered a long eclipse in the history of philosophy and the history of rhetoric but has enjoyed a rebirth in the work of Hans Georg Gadamer Martin Buber and Mikhail Bakhtin Among twentieth century figures Bakhtin took a special interest in the history of the dialogue form This book explores Bakhtin's understanding of Socratic dialogue and the notion that dialogue is not simply a way of persuading others to accept our ideas but a way of holding ourselves and others accountable for all of our thoughts words and actions In supporting this premise Bakhtin challenges the traditions of argument and persuasion handed down from Plato and Aristotle and he offers as an alternative a dialogical rhetoric that restructures the traditional relationship between speakers and listeners writers and readers as a mutual testing contesting and creating of ideas The author suggests that Bakhtin's dialogical rhetoric is not restricted to oral discourse but is possible in any medium including written graphic and digital **Writing Center Research** Paula Gillespie, Alice

Gillam, Lady Falls Brown, Byron Stay, 2001-12-01 There are writing centers at almost every college and university in the United States and there is an emerging body of professional discourse research and writing about them The goal of this book is to open formalize and further the dialogue about research in and about writing centers The original essays in this volume all written by writing center researchers directly address current concerns in several ways they encourage studies data collection and publication by offering detailed reflective accounts of research they encourage a diversity of approaches by demonstrating a range of methodologies e.g. ethnography longitudinal case study rhetorical analysis teacher research available to both veteran and novice writing center professionals they advance an ongoing conversation about writing center research by explicitly addressing epistemological and ethical issues The book aims to encourage and guide other researchers

while at the same time offering new knowledge that has resulted from the studies it analyzes *Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches* Faulkner, Julie, 2011-12-31 This book examines a range of disruptive approaches exploring how challenge dissonance and discomfort might be mobilized in educational contexts in order to shift taken for granted attitudes and beliefs held by both educators and learners Provided by publisher *The Theory and Practice of Grading Writing* Frances Zak, Christopher C. Weaver, 1998-01-01 Explores grading strategies for English composition teachers that are consistent with modern discourse and pedagogical theories

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 *Natural Discourse* Sidney I. Dobrin, Christian R. Weissner, 2012-02-01 The first full length book to address the relationships between environment and discourse Natural Discourse explains why and how ecocomposition has become such a critical part of composition studies Beginning by exploring the roots of ecocomposition including a history of the use of the term ecocomposition the book then examines ecological aspects of composition studies and looks at how ecocomposition is informed by ecocriticism cultural studies ecofeminism environmental rhetoric and composition studies The authors draw on their own experiences as teachers of writing and outdoor enthusiasts to describe how ecocomposition can address issues of language and nature public intellectualism and pedagogy **Teaching in the 21st Century** Alice Robertson, Barbara Smith, 2002-05-03 The essays in this book argue that the active learning strategies that teachers trained in composition use for their literature courses can be exported to other disciplines to enhance both teacher performance and student learning The book provides and explains examples of those strategies and illustrates how they have been effectively used in other disciplines *The Knowledge Contract* David B. Downing, 2005-01-01 The Knowledge Contract intervenes in the ongoing debates about the changing conditions of higher education in America with a special focus on English studies and the humanities This highly original study integrates three crucial concerns the economic restructuring of higher education the transformation of disciplinary models of teaching and research and the rise of the academic labor movement Whereas most contemporary critiques of higher education have focused on the impact of global economic forces The Knowledge Contract adds a new dimension to the discussion by addressing the tensions between disciplinary and nondisciplinary forms of academic work David B Downing draws on several traditions of scholarship histories of the university sociological studies of education critiques of disciplinary and interdisciplinary forms of work histories of academic capitalism and the labor movement and field specific analyses of the history of English studies Building on his analysis Downing develops alternative possibilities to the dominance of disciplinary forms of labor and offers scenarios for creating more equitable working and learning conditions for faculty and students *Alternative Rhetorics* Laura Gray-Rosendale, Sibylle Gruber, 2001-04-19 Challenges the traditional rhetorical canon **Teaching and Advocating to Prepare Student Leaders for a Diverse**

Workplace Mary Alice Trent, Peggy Stevenson Ratliff, 2024-10-11 Each contributing author offers a unique perspective from their specific college discipline Some of the scholarly essays focus on issues of health and wellbeing during the COVID crisis and what college educators can learn from those experiences to better equip them for handling such disruptions in the future Other contributing authors focus on diversity of race and gender by exploring injustices as revealed in ethnic and minority literature and gender focused literature Some scholarly essays reveal how teaching foreign languages can foster a diversity consciousness in students and expose them to cultural experiences and cross cultural communication of diverse people around the world Some of the contributing authors use their agency to advocate for access for students who have experienced underrepresentation and to promote building an inclusive multicultural campus Students with developed critical thinking skills collaborative skills and cultural intelligence will be prepared for leadership stateside and abroad

Contending With Words Composition And Rhetoric In A Postmodern Age Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Contending With Words Composition And Rhetoric In A Postmodern Age**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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