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Refiguring Prose Style: Possibilities for Writing Pedagogy

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Refiguring Prose Style Possibilities For Writing Pedagogy

M Lipman



Refiguring Prose Style Possibilities For Writing Pedagogy:

Refiguring Prose Style T.R. Johnson, Tom Pace, 2005-10-30 For about two decades say Johnson and Pace the discussion of how to address prose style in teaching college writing has been stuck with style standing in as a proxy for other stakes in the theory wars The traditional argument is evidently still quite persuasive to some that teaching style is mostly a matter of teaching generic conventions through repetition and practice Such a position usually presumes the traditional view of composition as essentially a service course one without content of its own On the other side the shortcomings of this argument have been much discussed that it neglects invention revision context meaning even truth that it is not congruent with research that it ignores 100 years of scholarship establishing composition's intellectual territory beyond service The discussion is stuck there and all sides have been giving it a rest in recent scholarship Yet style remains of vital practical interest to the field because everyone has to teach it one way or another A consequence of the impasse is that a theory of style itself has not been well articulated Johnson and Pace suggest that moving the field toward a better consensus will require establishing style as a clearer subject of inquiry Accordingly this collection takes up a comprehensive study of the subject Part I explores the recent history of composition studies the ways it has figured and all but effaced the whole question of prose style Part II takes to heart Elbow's suggestion that composition and literature particularly as conceptualized in the context of creative writing courses have something to learn from each other Part III sketches practical classroom procedures for heightening students' abilities to engage style and part IV explores new theoretical frameworks for defining this vital and much neglected territory The hope of the essays here focusing as they do on historical aesthetic practical and theoretical issues is to awaken composition studies to the possibilities of style and in turn to rejuvenate a great many classrooms

The Routledge Handbook of Language and Creativity Rodney H. Jones, 2015-09-08 The Routledge Handbook of Language and Creativity provides an introduction to and survey of a wide range of perspectives on the relationship between language and creativity Defining this complex and multifaceted field this book introduces a conceptual framework through which the various definitions of language and creativity can be explored Divided into four parts it covers different aspects of language and creativity including dialogue metaphor and humour literary creativity including narrative and poetry multimodal and multimedia creativity in areas such as music graffiti and the internet creativity in language teaching and learning With over 30 chapters written by a group of leading academics from around the world The Routledge Handbook of Language and Creativity will serve as an important reference for students and scholars in the fields of English language studies applied linguistics education and communication studies

Developing Writers in Higher Education Anne Ruggles Gere, 2019-01-02 For undergraduates following any course of study it is essential to develop the ability to write effectively Yet the processes by which students become more capable and ready to meet the challenges of writing for employers the wider public and their own purposes remain largely invisible Developing Writers in Higher Education shows

how learning to write for various purposes in multiple disciplines leads college students to new levels of competence This volume draws on an in depth study of the writing and experiences of 169 University of Michigan undergraduates using statistical analysis of 322 surveys qualitative analysis of 131 interviews use of corpus linguistics on 94 electronic portfolios and 2 406 pieces of student writing and case studies of individual students to trace the multiple paths taken by student writers Topics include student writers interaction with feedback perceptions of genre the role of disciplinary writing generality and certainty in student writing students concepts of voice and style students understanding of multimodal and digital writing high school s influence on college writers and writing development after college The digital edition offers samples of student writing electronic portfolios produced by student writers transcripts of interviews with students and explanations of some of the analysis conducted by the contributors This is an important book for researchers and graduate students in multiple fields Those in writing studies get an overview of other longitudinal studies as well as key questions currently circulating For linguists it demonstrates how corpus linguistics can inform writing studies Scholars in higher education will gain a new perspective on college student development The book also adds to current understandings of sociocultural theories of literacy and offers prospective teachers insights into how students learn to write Finally for high school teachers this volume will answer questions about college writing Companion Website Click here to access the Developing Writers project and its findings at the interactive companion website Project Data Access the data from the project through this tutorial

Eloquent Design Lisa A. Baird, 2015-09-18 Humans first attempts to record their thoughts resulted in images painted in the decorated caves throughout Europe known as Upper Paleolithic Art As humans developed written alphabets to record their thoughts in words the images they painted and the words they wrote competed for attention As the Sister Arts tradition attests words and pictures have developed along distinct though related lines With the rise of New Media however the innovative inter animation of words and pictures in the screen space of the computer deserves and requires artists and designers and rhetoricians to take a fresh look at the complexities of human communication particularly the way in which words and pictures share commonalities The range of image texts from cave to computer from palimpsests to pixels demands critical attention from modern designers who create innovative image texts for New Media *Eloquent Design* Essays on the Rhetorics of Vision explores ancient image making as a basis for understanding the modern uses of image texts in New Media *Eloquent Design* also considers the current state of imaginative design from the Sister Arts tradition to Gestalt theories of vision to social semiotics of image texts Moreover *Eloquent Design* proposes a generative method for creating image texts a technique called Rhetorical Vision Applications of the generative mode of Rhetorical Vision give rise to the innovative designs of palimpsests and experimental modes of writing such as creative nonfiction Essays in *Eloquent Design* outline a method for teaching Rhetorical Vision as the inter animation of words and pictures

Expel the Pretender Eve Wiederhold, 2015-04-01 Political fights are not waged over who is speaking the truth but over whether any

given claim seems to be authentic Expel the Pretender Rhetoric Renounced and the Politics of Style examines how rhetorical style influences judgments about how to communicate integrity and good will Eve Wiederhold argues that attitudes about style s significance to judgment are both undertheorized and over determined especially when style is regarded as an embellishment rather than as a constitutive aspect of language use Examining news reports covering controversial speakers including President Bill Clinton Linda Tripp and the Rev Jeremiah Wright she demonstrates how rhetorical style is both belittled and yet remains a focal point for assessing public figures who have been publicly rebuked and discredited Expel the Pretender claims style as a conflicted site of materiality critiquing contemporary rhetorical theories that configure style as a dependable resource for democratic inquiry Wiederhold argues that conceptions of style s significance to judgment must be reframed to understand how we make decisions about who and what to believe

MLA International Bibliography of Books and Articles on the Modern Languages and Literatures ,2006 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 *Genre Theory* Deborah Dean,2008 Contemporary genre theory is probably not what you learned in college Its dynamic focus on writing as a social activity in response to a particular situation makes it a powerful tool for teaching practical skills and preparing students to write beyond the classroom Although genre is often viewed as simply a method for labeling different types of writing Deborah Dean argues that exploring genre theory can help teachers energize their classroom practices Genre Theory synthesizes theory and research about genres and provides applications that help teachers artfully address the challenges of teaching high school writing Knowledge of genre theory

helps teachers challenge assumptions that good writing is always the same make important connections between reading and writing eliminate the writing product process dichotomy outline ways to write appropriately for any situation supply keys to understanding the unique requirements of testing situations and offer a sound foundation for multimedia instruction

Engaging Audience M. Elizabeth Weiser, Brian Fehler, Angela Marta González, 2009 This collection of essays about audience awareness from professionals in the English public relations and writing fields is based on the latest work of scholars Lisa Ede and Andrea Lunsford This collection builds upon Lisa Ede and Andrea Lunsford's groundbreaking work to examine the rhetorical concept of audience as it relates to twenty first century teaching and learning Editors M Elizabeth Weiser Brian M Fehler and Angela M González bring together compositionists from the departments of English communications public relations and writing to offer insights that serve as a guide for incorporating audience awareness into the contemporary classroom Contributors engage in a dialogue with Ede and Lunsford's previously published essays Audience Addressed Audience Invoked The Role of Audience in Composition Theory and Pedagogy and Representing Audience Successful Discourse and Disciplinary Critique as well as their new essay Among the Audience On Audience in an Age of New Literacies written especially for this collection Through these engagements contributors offer insights on audience from divergent perspectives composition pedagogy new media studies service learning and professional writing diversity and rhetorical and literary theory that establish a third category in the addressed invoked binary an audience updated that takes various professional and cultural forms but is most evidently audience interacting *Joyce in the Belly of the Big Truck; Workbook* Joyce A. Cascio, 2005-05 **American Book Publishing Record** R.R. Bowker Company, 1978 *Resources in Education*, 1996 **Current Index to Journals in Education**, 1995 *Subject Guide to Books in Print*, 1991 Subject Index to Periodicals, 2009 **Choice**, 1990 **Arts & Humanities Citation Index**, 1997 A multidisciplinary index covering the journal literature of the arts and humanities It fully covers 1 144 of the world's leading arts and humanities journals and it indexes individually selected relevant items from over 6 800 major science and social science journals *Forthcoming Books* Rose Arny, 1998-06 **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 **Can Creative Writing Really Be Taught?** Stephanie Vanderslice, Rebecca Manery, 2017-07-13 Revised and updated throughout this 10th anniversary edition of Can Creative Writing Really Be Taught is a significantly expanded guide to key issues and practices in creative writing teaching today Challenging the myths of creative writing teaching experienced and up and coming teachers explore what works in the classroom and workshop and what does not Now brought up to date with new issues that have emerged with the explosion of creative writing courses in higher education the new edition includes Guides to and case studies of workshop practice Discussions on grading and the myth of the easy A Explorations of the relationship between reading and writing A new chapter on creative writing research A new chapter on games fan fiction and genre writing New chapters on identity and activism

Immerse yourself in heartwarming tales of love and emotion with is touching creation, Experience Loveis Journey in **Refiguring Prose Style Possibilities For Writing Pedagogy** . This emotionally charged ebook, available for download in a PDF format (Download in PDF: *), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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Refiguring Prose Style Possibilities For Writing Pedagogy Introduction

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