

Rewriting Success in Rhetoric & Composition Careers



*Edited by
Amy Goodburn, Donna LeCourt,
and Carrie Leverenz*

Rewriting Success In Rhetoric And Composition Careers

Jessica Enoch, Karen Nelson



Rewriting Success In Rhetoric And Composition Careers:

Rewriting Success in Rhetoric and Composition Careers Amy Goodburn, Donna LeCourt, 2012-09-15 *Rewriting Success in Rhetoric and Composition Careers* presents alternative narratives of what constitutes success in the field of rhetoric and composition from those who occupy traditionally undervalued positions in the academy tribal college community colleges postdoctoral tracks those who have used their PhDs outside of the academy a law firm a textbook publisher a community center and those who have engaged in professionalization opportunities not typical in the field research center a nonprofit humanities organization

Rewriting Success in Rhetoric and Composition Careers Amy Goodburn, Donna LeCourt, 2012-09-15 *Rewriting Success in Rhetoric and Composition Careers* presents alternative narratives of what constitutes success in the field of rhetoric and composition from those who occupy traditionally undervalued positions in the academy tribal college community colleges postdoctoral tracks those who have used their PhDs outside of the academy a law firm a textbook publisher a community center and those who have engaged in professionalization opportunities not typical in the field research center a nonprofit humanities organization

Writing Majors Greg Giberson, Jim Nugent, Lori Ostergaard, 2015-02-15 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

Mentorship/Methodology Leigh Gruwell, Charles Lesh, 2024-04-22 *Mentorship Methodology* brings together emerging and established scholars to consider the relationship between mentoring practices and research methodologies in writing studies and related fields Each essay in this edited collection produces a new intellectual space from which to theorize the dynamics of combining mentoring and research in institutions and communities of higher education The contributors consider how methodology informs mentorship how mentorship activates methodology and how to locate the future of the field in these moments of intersection *Mentorship* through the research and relationships it nourishes creates the future of writing studies or conversely reproduces the past At the juncture where this happens the contributors inquire Where have current arrangements of mentorship methodology taken writing studies Where do these points of intersection exist in

performance and practice in theory in research What images of the field do they produce How can scholars better articulate and write about these moments or spaces in which mentorship and methodology collide in productive disciplinary work By making the slash more visible Mentorship Methodology provides significant opportunities to support and cultivate diverse ways of knowing and being in rhetoric and composition both locally and globally The volume will appeal to students and scholars of rhetoric composition and technical and professional communication as well as readers interested in conversations about mentorship and methodology

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

Writing Program Architecture Bryna Siegel Finer, Jamie White-Farnham, 2017-11-01 Writing Program Architecture offers an unprecedented abundance of information concerning the significant material logistical and rhetorical features of writing programs Presenting the realities of thirty diverse and award-winning programs contributors to the volume describe reporting lines funding sources jurisdictions curricula and other critical programmatic matters and provide insight into their program histories politics and philosophies Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA program conception population served funding assessment technology curriculum and more The architecture of the book itself makes comparison across programs and contexts easy not only among the programs described in each chapter but also between the program in any given chapter and the reader's own program An online web companion to the book includes access to the primary documents that

have been of major importance to the development or sustainability of the program described in a Primary Document section of each chapter The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation beams posts scaffolding the institutional structures that alongside its people anchor a program to the ground and keep it standing The most extensive resource on program structure available to the field Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration Contributors Susan Naomi Bernstein Remica Bingham Risher Brent Chappelow Malkiel Choseed Angela Clark Oates Patrick Clauss Emily W Cosgrove Thomas Deans Bridget Draxler Leigh Ann Dunning Greg A Giberson Maggie Griffin Taylor Paula Harrington Sandra Jamieson Marshall Kitchens Michael Knievel Amy Lannin Christopher LeCluyse Sarah Liggett Deborah Marrott Mark McBeth Tim McCormack John McCormick Heather McGrew Heather McKay Heidi A McKee Julianne Newmark Lori Ostergaard Joannah Portman Daley Jacqueline Preston James P Purdy Ben Rafoth Dara Regaignon Nedra Reynolds Shirley Rose Bonnie Selting Stacey Sheriff Steve Simpson Patricia Sullivan Kathleen Tonry Sanford Tweedie Meg Van Baalen Wood Shevaun Watson Christy I Wenger Lisa Wilkinson Candace Zepeda

Rhetorical Strategies for Professional Development Elizabeth J. Keller, 2018-09-24 This book extends current research and scholarship around mentoring and learning theory illustrating how mentoring creates enacts and sustains multidisciplinary learning in a variety of school work and community contexts In so doing it examines the relationship between teaching and mentoring acknowledges the rhetorical invention of mentoring and recognizes the intersection of gender identity as a cultural and identity signifier or marker and mentoring It uses mentoring as a way to reimagine value added approaches to research and teaching practices in rhetoric and composition

Forging a Rewarding Career in the Humanities Karla P. Zepeda, Ellen Mayock, 2014-11-26 As has been abundantly documented in the popular and academic press the humanities are facing challenging times marked by national debate regarding the importance of the humanities in higher education program and budget cuts and an ever decreasing number of tenure track jobs In addition the humanities face quite literally a quantification of their value as the Academy adopts a more corporate mindset This volume provides advice to professionals in the humanities on how to forge a useful compelling and productive career The book's 13 chapters address professional approaches to developing and maintaining an active research agenda fomenting the ideals of the teacher scholar model managing the service demands within and outside the college or university and navigating institutional politics The collection offers practical and theoretical approaches to higher education personal anecdotes intelligent advice and interviews with colleagues in the humanities Specific themes addressed include the transition from graduate student to humanities professional diverging from prescribed paths the humanities professor as creative writer moving from secondary to post secondary education humanities in an international market based context and participation in governance structures Cover photograph Silent Flutes by Adilia D

Ortega **Contingency, Immanence, and the Subject of Rhetoric** Timothy Richardson, 2013-08-14 Contingency Immanence and the Subject of Rhetoric considers rhetoric as the historical counterpoint of philosophical and religious discourses via its correspondences with antique rabbinic exegetical practices and contemporary psychoanalytic insights into causation Timothy Richardson takes up the rabbinic position to demonstrate how traditional Greco Christian rhetoric might be insufficient to account for what we now mean by rhetoric as a discipline

First-Year Composition Deborah Coxwell-Teague, Ronald F. Lunsford, 2014-05-01 First Year Composition From Theory to Practice s combination of theory and practice provides readers an opportunity to hear twelve of the leading theorists in composition studies answer in their own voices the key question of what it is they hope to accomplish in a first year composition course In addition these chapters and the accompanying syllabi provide rich insights into the classroom practices of these theorists

Creole Composition Vivette Milson-Whyte, Raymond Oenbring, 2019-08-13 Creole Composition is a collection featuring essays by scholars and teachers researchers working with students in from the Anglophone Caribbean Arising from a need to define what writing instruction in the Caribbean means Creole Composition expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region To this end it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students It features chapters addressing language approaches to teaching assessing writing administration and research in postsecondary education as well as professionalization of writing instructors in the region Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction other chapters seek to reform these traditional practices Some chapters interventions emerge from discussions in writing studies while other chapters reflect their authors primary training in other fields such as applied linguistics education and literary studies Additionally the chapters use a variety of styles and methods ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format Creole Composition the first of its kind in the region provides much needed knowledge to the community of teacher researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition writing studies and academic literacies In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region the collection advances the broader field of writing studies beyond national boundaries Contributors include Tyrone Ali Annife Campbell Tresecka Campbell Dawes Valerie Combie Jacob Dyer Spiegel Brianne Jaquette Carmeneta Jones Clover Jones McKenzie Beverley Josephs Christine E Kozikowski Vivette Milson Whyte Kendra L Mitchell Raymond Oenbring Heather M Robinson Daidrah Smith and Michelle Stewart McKoy

Pedagogical Perspectives on Cognition and Writing J. Michael Rifenburg, Duane Roen, 2021-05-11 Pedagogical Perspectives on Cognition and Writing addresses a scholarly audience in writing studies specifically scholars and teachers of writing writing program administrators and writing center scholars and administrators Chapters focus on the place of

cognition in threshold concepts teaching for transfer rhetorical theory trauma theory genre writing centers community writing and applications of the Framework for Success in Postsecondary Writing The 1980s witnessed a growing interest in writing studies on cognitive approaches to studying and teaching college level writing While some would argue this interest was simply of a moment we argue that cognitive theories still have great influence in writing studies and have substantial potential to continue reinvigorating what we know about writing and writers By grounding this collection in ongoing interest in writing related transfer the role of metacognition in supporting successful transfer and the habits of mind within the Framework for Success in Postsecondary Writing Pedagogical Perspectives on Cognition and Writing highlights the robust but also problematic potential cognitive theories of writing hold for how we research writing how we teach and tutor writers and how we work with community writers Pedagogical Perspectives on Cognition and Writing includes a foreword by Susan Miller Cochran and an afterword by Asao Inoue Additional contributors include Melvin E Beavers Subrina Bogan Harold Brown Christine Cucciarre Barbara J D Angelo Gita DasBender Tonya Eick Gregg Fields Morgan Gross Jessica Harnisch David Hyman Caleb James Peter H Khost William J Macauley Jr Heather MacDonald Barry M Maid Courtney Patrick Weber Patricia Portanova Sherry Rankins Robertson J Michael Rifenburg Duane Roen Airlie Rose Wendy Ryden Thomas Skeen Michelle Stuckey Sean Tingle James Toweill Martha A Townsend Kelsie Walker and Bronwyn T Williams

Global Rhetorical Traditions Hui Wu, Tarez Samra Graban, 2022-09-07 GLOBAL RHETORICAL TRADITIONS is unique in design and scope It presents as accessibly as possible translated primary sources on global rhetorical instruction and practices of Asia Africa the Near East the Middle East Polynesia and precolonial Europe Each of the book's chapters represents a different rhetorical region and includes a prefatory introduction critical commentary translated primary sources a glossary of rhetorical terms and a comprehensive bibliography The general introduction helps contextualize the project justify its organization and coverage and draw attention to the various features characteristics and or philosophies of the rhetorics included in the book The book's significance lies in its contributions to both studying and teaching global rhetorical traditions by offering representative research methods and primary sources in a single volume It can be read as scholarship as reference and as textbook

BRIEF CONTENTS Foreword by Patricia Bizzell Renewing Comparative Methodologies by Tarez Samra Graban 1 Arabic and Islamic Rhetorics Early Islamic Medieval Islamic Arabic Islamic 2 Chinese Rhetorics Spring Autumn and Warring States Period Classical Han Dynasty Six Dynasties Early Medieval Tang Dynasty Song Dynasty and Ming Dynasty The Modern Period 20th Century 3 East African Rhetorics Nilotic 4 Indian and Nepali Rhetorics Indian Poetic Indian Logical Hindu 5 Indonesian Rhetorics Post National 6 Irish Rhetorics Medieval Irish Gaelic Non European 7 Mediterranean Rhetorics Byzantine Hebraic Mediterranean 8 Polynesian Hawaiian Rhetorics Post Colonial Hawaiian Non European 9 Russian Rhetorics Kievan Rus Traditions 10 Turkish Rhetorics Middle Turkish Central Asia

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

Feminist Circulations Jessica Enoch, Karen Nelson, 2021-06-04 The scholars in FEMINIST CIRCULATIONS RHETORICAL EXPLORATIONS ACROSS SPACE AND TIME work at the nexus of gender power and movement to explore the rhetorical nature of circulation especially considering how women from varying backgrounds and their rhetorics have moved and have been constrained across both space and time Among the central characters studied in this collection are early modern laborers letter writers petitioners and embroiderers African American elocutionists freedom singers and bloggers Muslim religious leaders Quaker suffragists South African filmmakers nineteenth century conduct book writers and twenty first century pop stars To generate their claims contributors draw from and make use of a breadth of archival and primary documents music videos tweets petitions letters embroidery work speeches memoirs diaries and made for television movies Authors read these texts with scrutiny and imagination adding distinction to their chapters arguments about circulation by zeroing in on specific rhetorical concepts that span from rhetorical agency cultivation of ethos and development of rhetorical education to capacities for social networking collective and collaborative authorship and kairotic interventions Contributors include Jane Donawerth Jessica Enoch Danielle Griffin Nabila Hijazi Shirley Logan Elizabeth Ellis Miller Karen Nelson Michele Osherow Ruth Osorio Erin Sadlack Adele Seeff and Lisa Zimmerelli

Assessing the Teaching of Writing Amy E. Dayton, 2015-03-15 Although fraught with politics and other perils teacher evaluation can contribute in important positive ways to faculty development at both the individual and the departmental levels Yet the logistics of creating a valid assessment are complicated Inconsistent methods rater bias and overreliance on student evaluation forms have proven problematic The essays in Assessing the Teaching of Writing demonstrate constructive ways of evaluating teacher performance taking into consideration the immense number of variables involved Contributors to the volume examine a range of fundamental issues including the political context of declining state funds in education growing public critique of the professoriate and demands for accountability resulting from federal policy initiatives like No Child Left Behind the increasing sophistication of assessment methods and technologies and the continuing interest in the scholarship of teaching The first section addresses concerns and advances in assessment methodologies and the second takes a closer look at unique individual sites and models of assessment Chapters collectively argue for viewing teacher assessment as a rhetorical practice Fostering new ways of thinking about teacher evaluation Assessing the Teaching of Writing will be of great interest not only to writing program administrators but also to those concerned with faculty development and teacher assessment outside the writing program

Retellings Jessica Enoch, Jordynn Jack, 2019-06-19 Retellings Opportunities for Feminist Research in Rhetoric and Composition Studies In Retellings Opportunities for Feminist Research in Rhetoric and Composition Studies the contributors use the anniversary of the publication of Cheryl Glenn's Rhetoric Retold Regendering the Tradition from Antiquity Through the Renaissance the first book to examine women's contributions to rhetoric across history as an

opportune moment to assess feminist rhetorical research and test out new possibilities Together the essays ask what does it or should it mean to engage rhetoric from a feminist perspective Each chapter addresses one of four aspects of this question including the place of feminist rhetoric in contemporary real world and transnational politics the relationship between feminist rhetorical studies and identity studies the prospects for feminist research methods and methodologies or the feminist rhetorical commitment to paying it forward through teaching and mentoring Collectively the essays push scholars to expand the national boundaries of rhetorical inquiry to include women s roles in global politics Contributors also engage in intersectional analyses of gender and other vectors of power including here religious affiliation and sexuality considering identities as epistemic resources for rhetors To develop richer methods and methodologies contributors highlight the ethical challenges of research practices ranging from IRB submissions to archival research critically interrogating the positionality of the researcher with relation to her subjects and materials Finally contributors address the needs and interests of diverse readers when they highlight how feminist perspectives challenge traditional models of teaching and mentorship Contributors include Heather Brook Adams Jean Bessette Michelle F Eble Jessica Enoch Rosalyn Collings Eves Karen A Foss Sonja K Foss Lyn e Lewis Gaillet Cheryl Glenn Anita Helle Jordynn Jack A Abby Knoblauch Shirley Wilson Logan Briggite Mral Krista Ratcliffe Cristina D Ram rez Elaine Richardson Wendy B Sharer and Berit von der Lippe

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

Ages and Stages: Glimpses into the Lives of Women in the Academy Terry Novak, 2025-06-24 *Ages and Stages A Glimpse into the Lives of Women in the Academy* offers the perspectives of ten women academics mostly but not exclusively from the United States who share both their struggles and their successes in the world of higher education Ranging from graduate students to those nearing retirement the essay authors aim to write in conversation with one another and to bring readers into the conversation Readers will find various perspectives on issues unique to women academics including motherhood societal expectations and institutional assumptions and will discover various methods of navigating the unique challenges of women academics

Facing the Sky Roy F.

Fox, 2015-12-10 Through extensive interviews correspondence and close analysis of their public and personal writing Roy F Fox details why and how writing helped people make sense out of their physical and emotional upheavals trauma caused by the loss of loved ones and terminal illness exploring such issues as their motivation fluency awareness of audience rhetorical decision making focused collaborations and uses of secondary source material

Reviewing **Rewriting Success In Rhetoric And Composition Careers**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Rewriting Success In Rhetoric And Composition Careers**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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