



# **Beyond Postprocess**

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# Beyond Postprocess

**Barbara Couture, Thomas Kent**



## **Beyond Postprocess:**

**Beyond Postprocess** Sidney I. Dobrin, J.A. Rice, Michael Vastola, 2011-06-30 *Beyond Postprocess* offers a vigorous provocative discussion of postprocess theory in its contemporary profile Fueled by something like a fundamental refusal to see writing as self evident reducible and easily explicable the contributors rethink postprocess suggesting that there is no easily defined moment or method that could be called postprocess Instead each contribution to this collection provides a unique and important example of what work beyond postprocess could be Since postprocess theory in writing studies first challenged traditional conceptions of writing and the subject who writes developments there have continued to push theorists of writing in a number of promising theoretical directions Spaces for writing have arisen that radically alter ideological notions of space rational thinking intellectual property and politics and epistemologies and new media digital and visual rhetorics have increasingly complicated the scene as well Contributors to *Beyond Postprocess* reconsider writing and writing studies through posthumanism ecology new media materiality multimodal and digital writing institutional critique and postpedagogy Through the lively and provocative character of these essays *Beyond Postprocess* aims to provide a critical site for nothing less than the broad reevaluation of what it means to study writing today Its polyvocal considerations and conclusions invest the volume with a unique potential to describe not what that field of study should be but what it has the capacity to create The central purpose of *Beyond Postprocess* is to unleash this creative potential *Beyond Postprocess and Postmodernism* Theresa Jarnagi Enos, Keith D. Miller, Jill McCracken, 2003-01-30 *Annotation* Volume illuminates many of the tensions present in the field of rhetoric and composition studies explaining the scope and role of rhetoric in contemporary scholarship For scholars and other individuals interested in rhetoric and composition studies P **Beyond Conversation** William Duffy, 2021-01-04 Collaboration was an important area of study in writing for many years but interest faded as scholars began to assume that those working within writing studies already got it In *Beyond Conversation* William Duffy revives the topic and connects it to the growing interest in collaboration within digital and materialist rhetoric to demonstrate that not only do the theory pedagogy and practice of collaboration need more study but there is also much to be learned from the doing of collaboration While interrogating the institutional politics that circulate around debates about collaboration this book offers a concise history of collaborative writing theory while proposing a new set of commonplaces for understanding the labor of coauthorship Specifically *Beyond Conversation* outlines an interactionist theory that explains collaboration as the rhetorical capacity that manifests in the discursive engagements coauthors enter into with the objects of their writing Drawing on new materialist philosophies post qualitative inquiry and interactionist rhetorical theory *Beyond Conversation* challenges writing and literacy educators to recognize the pedagogical benefits of collaborative writing in the work they do both as writers and as teachers of writing The book will reinvigorate how teachers scholars and administrators advocate for the importance of collaborative writing in their work *Strategies for Writing Center Research* Jackie Grutsch

McKinney,2015-09-15 Strategies for Writing Center Research is a how to guide for conducting writing center research introducing newcomers to the field to the methods for data collection analysis and reporting appropriate for writing center studies Participatory Composition Sarah J. Arroyo,2013-07-25 Like Share Comment Subscribe Embed Upload Check in The commands of the modern online world relentlessly prompt participation and encourage collaboration connecting people in ways not possible even five years ago This connectedness no doubt influences college writing courses in both form and content creating possibilities for investigating new forms of writing and student participation In this innovative volume Sarah J Arroyo argues for a participatory composition inspired by the culture of online video sharing and framed by theorist Gregory Ulmer s concept of electracy Electracy according to Ulmer is to digital media what literacy is to alphabetic writing Although electracy can be compared to digital literacy it is not something shut on and off with the power buttons on computers or mobile devices Rather electracy encompasses the cultural institutional pedagogical and ideological implications inherent in the transition from a culture of print literacy to a culture saturated with electronic media regardless of the presence of actual machines Arroyo explores the apparatus of electracy in many of its manifestations while focusing on the participatory practices found in online video culture particularly on YouTube Chapters are devoted to questions of subjectivity definition authorship and pedagogy Utilizing theory and incorporating practical examples from YouTube classrooms and other social sites Arroyo presents accessible and practical approaches for writing instruction Additionally she outlines the concept of participatory composition by highlighting how it manifests in online video culture offers student examples of engagement with the concept and advocates participatory approaches throughout the book Arroyo presents accessible and practical possibilities for teaching and learning that will benefit scholars of rhetoric and composition media studies and anyone interested in the cultural and instructional implications of the digital age **Upsetting Composition Commonplaces** Ian Barnard,2014-07-15 In Upsetting Composition Commonplaces Ian Barnard argues that composition still retains the bulk of instructional practices that were used in the decades before poststructuralist theory discredited them While acknowledging that some of the foundational insights of poststructuralist theory can be difficult to translate to the classroom Barnard upends several especially intransigent tenets that continue to influence the teaching of writing and how students are encouraged to understand writing Using six major principles of writing classrooms and textbooks clarity intent voice ethnography audience and objectivity Barnard looks at the implications of poststructuralist theory for pedagogy While suggesting some evocative poststructuralist pedagogical practices the author focuses on diagnosing the fault lines of composition s refusal of poststructuralism rather than on providing solutions in the form of teaching templates Upsetting Composition Commonplaces addresses the need to more effectively engage in poststructuralist concepts in composition in an accessible and engaging voice that will advance the conversation about relations between the theory and teaching of writing **What is the New Rhetoric?** Susan E. Thomas,2009-03-26 The Age of Information has spawned a critical focus on

human communication in a multimedia world particularly on theories and practices of writing With the worldwide web impacting increasingly on academic and business communication the need has never been greater for advanced study in writing communication and critical thinking across all genres sectors and cultures In recent decades the definitions of new rhetoric have expanded to encompass a variety of theories and movements raising the question of how rhetoric is understood and employed in the twenty first century The essays collected here represent variations on these themes with each attempting to answer the title s deliberately provocative question addressing particularly How the classical art of rhetoric is still relevant today How it is directly related to modern technologies and the new modes of communication they have generated How rhetorical practice is informing research methodologies and teaching and learning practices in the contemporary academy

**Relations, Locations, Positions** Peter Vandenberg, Sue Hum, Jennifer Clary-Lemon, 2006 This anthology for beginning teachers and graduate students in composition studies and other related fields begins with the premise that writing is always social a dialogue between self and other This social turn not only underscores the value of the writing process by encouraging students to prewrite draft and revise together but more important it also focuses on postprocess by foregrounding approaches to teaching writing that highlight the importance of context Thus this anthology seeks to move beyond process by building on the valuable lessons from process pedagogy and by promoting the idea that writing stands for a radically complex network of phenomena From publisher s description

**Selected Essays of Jim W. Corder** Jim Wayne Corder, 2004 James Corder way ahead of his time in pursuing expressivism and the personal in composition This book is a collection of essays by Corder that span his teaching career roughly 1976 to 1997 it includes three previously unpublished pieces

**ADE Bulletin** Association of Departments of English, 2003

Grading in the Post-process Classroom Libby Allison, Lizbeth Bryant, Maureen M. Hourigan, 1997 Grading in the Post Process Classroom tackles that all important and difficult issue How do we fulfill our responsibilities to the traditional academy and still teach our students to become resistant critical thinkers While the question is not new new faces and voices in the field as well as the advent of virtual writing classrooms require different responses Currently most articles on the subject of grading end with the suggestion that teachers should not give grades an alternative that few instructors find viable especially in an era of increasing calls for teacher accountability Grading in the Post Process Classroom answers the question of what to do when theory and practice collide In addition to discussions of the ideology of grading it offers specific alternative theoretically informed grading schemes from narrative evaluation contract grading and new ways to configure portfolio grading to how to grade in cyberspace Included are pieces by both established scholars and new voices in the field Interspersed among the theory chapters are shorter personal self reflexive essays that consider how to negotiate political pressures within a department

**Private, the Public, and the Published** Barbara Couture, Thomas Kent, 2004-05 At the 2003 Rock the Vote debate one of the questions posed by a student to the eight Democratic candidates for the presidential nomination was have

you ever used marijuana Amazingly all but one of the candidates voluntarily answered the question Add to this example the multiple ways in which we now see public intrusion into private lives security cameras electronic access to personal data scanning and wandering at the airport or private self exposure in public forums cell phones web cams confessional talk shows voyeuristic reality TV That matters so private could be treated as legitimate in some cases even vital for public discourse indicates how intertwined the realms of private and public have become in our era Reverse examples exist as well Around the world public authorities look the other way while individual rights are abused calling it a private matter or officials appeal to sectarian morals to justify discrimination in public policies The authors of *The Private the Public and the Published* feel that scholarship needs to explore and understand this phenomenon and needs to address it in the college classroom There are consequences of conflating public and private they argue consequences that have implications especially for what is known as the public good The changing distinctions between private and public and the various practices of private and public expression are explored in these essays with an eye toward what they teach us about those consequences and implications

Research Writing Revisited Pavel Zemliansky, Wendy Bishop, 2004 The time has come to brush the dust off research writing pedagogy and reimagine it into the twenty first century classroom with fresh approaches that breathe life into both the papers themselves and the instruction that supports them **Modern Writers, Modernist Problems** Matthew M. Heard, 2007 *Composing Other Spaces* Douglas Reichert Powell, John Paul Tassoni, 2009 From publisher's description These essays ask how place and space shape the conflicts challenges and opportunities of writing instruction What new tactics for writing and the teaching of writing are required to adequately account for and engage with the complexities of composition's spaces and places *Teaching Academic Writing* Patricia Friedrich, 2008-05-21 Teaching Academic Writing examines the issues that confront teachers of academic writing classes In a series of ten teacher focused chapters Friedrich offers practical advice and solutions in areas of teaching assessment and feedback JAC, 2007 *Efficient Beyond Imagining* Peter W. Moir, 1989 What We Are Becoming Greg Giberson, Thomas A. Moriarty, 2010 Greg Giberson and Tom Moriarty have collected a rich volume that offers a state of the field look at the question of the undergraduate writing major a vital issue for compositionists as the discipline continues to evolve What We Are Becoming provides an indispensable resource for departments and WPAs who are building undergraduate majors Contributors to the volume address a range of vital questions for undergraduate programs including such issues as the competition for majors within departments the job market for undergraduates varying focuses and curricula of such majors and the formation of them in departments separate from English Other chapters discuss the importance of flexibility consider arguments for a rhetorical or civic discourse core for the writing major address the relationship between rhetoric and composition majors and review the role of multiliteracies in the major The field of composition has not come to a consensus on the shape content or focus of the undergraduate major But as individual programs develop and refine their curricula one thing has become clear we must think about them in ways

that go beyond our particular circumstances theorize them in ways that secure their place on our campuses and in our discipline for years to come What We Are Becoming is an effort to do just that      **English Studies** Bruce McComiskey, 2006

Well known scholars in the field explore the important qualities and functions of English studies constituent disciplines Ellen Barton on linguistics and discourse analysis Janice Lauer on rhetoric and composition Katharine Haake on creative writing Richard Taylor on literature and literary criticism Amy Elias on critical theory and cultural studies and Robert Yagelski on English education and the productive differences and similarities among them that define English studies continuing importance Faculty and students in both undergraduate and graduate courses will find the volume an invaluable overview of an increasingly fragmented field as will department administrators who are responsible for evaluating the contributions of diverse faculty members but whose academic training may be specific to one discipline Each chapter of English Studies is an argument for the value the right to equal status of each individual discipline among all English studies disciplines yet the book is also an argument for disciplinary integration

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