

TOWARD A COMPOSITION MADE WHOLE



JODY SHIPKA

Toward A Composition Made Whole

Richard Beach, David Bloome



Toward A Composition Made Whole:

Toward a Composition Made Whole Jody L. Shipka, 2011-04-30 To many academics composition still represents typewritten texts on 8 5 x 11 pages that follow rote argumentative guidelines In *Toward a Composition Made Whole* Jody Shipka views composition as an act of communication that can be expressed through any number of media and as a path to meaning making Her study offers an in depth examination of multimodality via the processes values structures and semiotic practices people employ every day to compose and communicate their thoughts Shipka counters current associations that equate multimodality only with computer digitized or screen mediated texts which are often self limiting She stretches the boundaries of composition to include a hybridization of aural visual and written forms Shipka analyzes the work of current scholars in multimodality and combines this with recent writing theory to create her own teaching framework Among her methods Shipka employs process oriented reflection and a statement of goals and choices to prepare students to compose using various media in ways that spur their rhetorical and material awareness They are encouraged to produce unusual text forms while also learning to understand the composition process as a whole Shipka presents several case studies of students working in multimodal composition and explains the strategies tools and spaces they employ She then offers methods to critically assess multimodal writing projects *Toward a Composition Made Whole* challenges theorists and compositionists to further investigate communication practices and broaden the scope of writing to include all composing methods While Shipka views writing as crucial to discourse she challenges us to always consider the various purposes that writing serves **The Routledge Handbook of Digital Writing and Rhetoric** Jonathan Alexander, Jacqueline Rhodes, 2018-04-27 This handbook brings together scholars from around the globe who here contribute to our understanding of how digital rhetoric is changing the landscape of writing Increasingly all of us must navigate networks of information compose not just with computers but an array of mobile devices increase our technological literacy and understand the changing dynamics of authoring writing reading and publishing in a world of rich and complex texts Given such changes and given the diverse ways in which younger generations of college students are writing communicating and designing texts in multimediated electronic environments we need to consider how the very act of writing itself is undergoing potentially fundamental changes These changes are being addressed increasingly by the emerging field of digital rhetoric a field that attempts to understand the rhetorical possibilities and affordances of writing broadly defined in a wide array of digital environments Of interest to both researchers and students this volume provides insights about the fields of rhetoric writing composition digital media literature and multimodal studies *Making Progress* Logan Bearden, 2022-04-01 *Making Progress* is an empirical investigation into the strategies and processes first year composition programs can use to center multimodal work in their curricula Logan Bearden makes a unique contribution to the field presenting a series of flexible strategies evolving considerations and best practices that can be taken up adapted and implemented by programs and directors that want to achieve what Bearden

brands multimodal curricular transformation or MCT at their own institutions MCT can be achieved at the intersection of program documents and practices Bearden details ten composition programs that have undergone MCT offering interview data from the directors who oversaw and or participated within the processes He analyzes a corpus of outcomes statements to discover ways we can make space for multimodality and gives instructors and programs a broader understanding of the programmatic values for which they should strive if they wish to make space for multimodal composition in curricula Making Progress also presents how other program documents like syllabi and program websites can bring those outcomes to life and make multimodal composing a meaningful part of first year composition curricula First year composition programs that do not help their students learn to compose multimodal texts are limiting their rhetorical possibilities The strategies in Making Progress will assist writing program directors and faculty who are interested in using multimodality to align programs with current trends in disciplinary scholarship and deal with resistance to curricular revision to ultimately help students become more effective communicators in a digital global age

Traveling Bodies Nicole Maruo-Schröder, Sarah Schäfer-Althaus, Uta Schaffers, 2023-09-29 Traveling Bodies Interdisciplinary Perspectives on Traveling as an Embodied Practice explores the central role the body has in and for traveling and thus complements and expands upon existing research in travel studies with new perspectives on and insights in the entanglement of bodies and traveling The case studies assembled in this volume discuss a variety of traveling practices experiences and media with chapters featuring Asian American and European historical and contemporary perspectives Truly interdisciplinary in its approach the volume identifies and examines diverse literary historical and cultural texts contexts and modes in which traveling and the body intersect including classic travelogues new media e g film digital travel apps surf culture and travel inspired tattoos The contributions offer various avenues for further research not only for scholars working with body theory and travel writing but also for anyone interested in the intersections of literature culture media and embodied practices of traveling

Teaching Gradually Kacie L. Armstrong, Lauren A. Genova, John Wyatt Greenlee, Derina S. Samuel, 2023-07-03 Teaching Gradually is a guide for anyone new to teaching and learning in higher education Written for graduate student instructors by graduate students with substantive teaching experience this resource is among the first of its kind to speak to graduate students as comrades in arms with voices from alongside them in the trenches rather than from far behind the lines Each author featured in this book was a graduate student at the time they wrote their contribution Consequently the following chapters give scope to a newer diverse generation of educators who are closer in experience and professional age to the book's intended audience The tools methods and ideas discussed here are ones that the authors have found most useful in teaching today's students Each chapter offers a variety of strategies for successful classroom practices that are often not explicitly covered in graduate training Overall this book consists of 42 chapters written by 51 authors who speak from a vast array of backgrounds and viewpoints and who represent a broad spectrum of experience spanning small large public and private institutions of

higher education Each chapter offers targeted advice that speaks to the learning curve inherent to early career teaching while presenting tangible strategies that readers can leverage to address the dynamic professional landscape they inhabit The contributors stories and reflections provide the context to build the reader s confidence in trying new approaches in their his or her teaching This book covers a wide range of topics designed to appeal to graduate student instructors across disciplines from those teaching discussion sections to those managing studio classes and lab sessions to those serving as the instructor of record for their own course Despite the medley of content two common threads run throughout this volume a strong focus on diversity and inclusion and an acknowledgment of the increasing shift to online teaching As a result of engaging with Teaching Gradually readers will be able to Identify best teaching practices to enhance student learning Develop a plan to implement these strategies in their teaching Expand their conception of contexts in which teaching and learning can take place Evaluate and refine their approaches to fostering inclusion in and out of the classroom Assess student learning and the efficacy of their own teaching practices Practice professional self reflection Designing and Implementing Multimodal Curricula and Programs J. C. Lee,Santosh Khadka,2018-01-19 This volume presents a comprehensive overview of multimodal approaches to curriculum and programmatic implementation across a diverse range of teaching environments and across geographic and cultural boundaries Featuring contributions from scholars within and across both disciplines the book examines the ways in which new technologies link to expanding definitions of literacy and building on this how multimodal approaches might most effectively address the unique opportunities and challenges instructors face in contemporary classrooms and professional development programs Chapters draw on case studies from both existing scholarship and findings from the authors own experiences in practice including examples from writing rhetoric and composition courses open online learning courses and interdisciplinary faculty training programs The final section of the book showcases how the conversation might be further extended to address increasingly multilingual classrooms by exploring how multimodality has been implemented in transnational settings Engaging with key questions at the intersection of programmatic and curricular development and multimodal studies this book is a fundamental resource for graduate students and scholars in multimodality rhetoric studies language education applied linguistics and communication studies

Getting Personal Laura Gray-Rosendale,2018-01-29 Silver Medalist 2019 Independent Publisher Book Awards in the Education Commentary Theory Category At a time when Twitter Facebook blogs Instagram and other social media dominate our interactions with one another and with our world the teaching of writing also necessarily involves the employment of multimodal approaches visual literacies and online learning Given this new digital landscape how do we most effectively teach and create various forms of personal writing within our rhetoric and composition classes our creative writing classes and our community groups Contributors to Getting Personal offer their thoughts about some of the positives and negatives of teaching and using personal writing within digital contexts They also reveal intriguing teaching activities that they have

designed to engage their students and other writers In addition they share some of the innovative responses they have received to these assignments Getting Personal is about finding ways to teach and use personal writing in the digital age that can truly empower writing teachers writing students as well as other community members

Connections Between Neuroscience, Rhetoric, and Writing Edward J. Comstock,2018-04-17 This book argues that contemporary neuroscience compliments extends and challenges recent and influential posthuman and new materialist accounts of the relations between rhetoric affect and writing pedagogy Drawing on cutting edge neuro philosophy Comstock re thinks both historical and current relations between writing and power around questions of affect attention and plasticity In considering the uses and limits of exciting new findings from the neurobiology this volume both theorizes and offers pedagogical strategies for teaching writing in a digital age characterized by the erosion of wonder and pervasive disaffection Ultimately in response to recent critiques transcendental reason and subjectivity and related calls for the increased inclusion of multi modal and digital writing and rhetoric Comstock argues for an embodied pedagogy that values the substantial relations between writing and pedagogical care

Key Texts on Interdisciplinary Higher Education Iris van der Tuin,2025-07-29 Higher education is changing rapidly in response to the global challenges of the twenty first century but for disciplinarily trained lecturers interdisciplinary curriculum and course design is a time consuming process fraught with difficult pedagogical choices This reader is the first book to bring together key texts on interdisciplinary teaching and learning all drawn from a growing literature of peer reviewed academic books and journals As well as presenting extracts from these foundational texts commentaries provide essential guidance on the relevant themes helping lecturers to reflect on this fast moving landscape This is an essential resource for those designing and teaching interdisciplinary courses

Languaging Relations for Transforming the Literacy and Language Arts Classroom Richard Beach,David Bloome,2019-03-05 Applying a languaging perspective this volume frames the teaching and learning of literacy literature language and the language arts as social and linguistic actions that generate new questions to make visible social cultural psychological linguistic and educational processes Chapter authors explore diverse aspects of a languaging framework the perspective of language as a series of ongoing and evolving interactional social actions and processes over time Based on their research the authors suggest directions for addressing substantive engagement as well as the marginalization superficiality and violence symbolic and otherwise that characterize the educational experience of so many students Responding to the need to foster and support students intellectual social and affective worlds this book showcases how languaging relations among teachers and students can deepen interactions and engagement with texts enhance understandings of agency personhood and power relations in order to transform literacy literature and language arts classrooms and improve the lives of teachers and students in educational settings

Multimodal Composing and Writing Transfer Kara Poe Alexander,Matthew Davis,Lilian W. Mina,Ryan P. Shepherd,2024-02-15 Multimodal Composing and Writing Transfer explores transfer across various contexts of

multimodal composing extending the early conversations connecting multimodality to writing Contributors address how writing transfer theories intersect with multimodal composing and present methods for facilitating transfer across modes and media offering insight into how writers can learn to compose when they encounter familiar modes in new contexts Over the past two decades the concepts of multimodal composing and writing transfer have grown and reshaped the nature of writing studies but rarely have the ways in which these areas overlap been studied This collection shows how this shift in writing studies has been mutually informative covering a wider range of contexts for multimodality and writing transfer than just in first year composition courses It places composition teaching practices and multimodal research in conversation with learning transfer theory to provide an in depth examination of how they influence one another Multimodal Composing and Writing Transfer develops these intersections to connect multimodal composition and writing practices across a wide array of fields and contexts Scholars across disciplines postsecondary writing teachers writing program administrators writing center directors and graduate students will find this collection indispensable

Engaging 21st Century Writers with Social Media
 Bryant, Kendra N., 2016-08-23 Basic composition courses have become a fundamental requirement for the major of university degrees available today These classes allow students to enhance their critical thinking writing and reading skills however frequent use of technology and online activity can be detrimental to students comprehension *Engaging 21st Century Writers with Social Media* is a pivotal reference source for the latest research on the integration of social media platforms into academic writing classes focusing on how such technology encourages writing and enables students to grasp basic composition skills in classroom settings Highlighting emerging theoretical foundations and pedagogical practices this book is ideally designed for educators upper level students researchers and academic professionals

Lives, Letters, and Quilts
 Vanessa Kraemer Sohan, 2019-12-10 How writers activists and artists without power resist dominant social cultural and political structures through the deployment of unconventional means and materials In *Lives Letters and Quilts Women and Everyday Rhetorics of Resistance* Vanessa Kraemer Sohan applies a translingual and transmodal framework informed by feminist rhetorical practice to three distinct case studies that demonstrate women using unique and effective rhetorical strategies in political religious and artistic contexts These case studies highlight a diverse set of actors uniquely situated by their race gender class or religion but who are nevertheless connected by their capacity to envision and recontextualize the seemingly ordinary means and materials available to them in order to effectively persuade others The Great Depression provides the backdrop for the first case study a movement whereby thousands of elderly citizens proselytized and fundraised for a monthly pension plan dreamt up by a California doctor in the hopes of lifting themselves out of poverty Sohan investigates how the Townsend Plan s elderly supporters the Townsendites worked within and across language genre mode and media to enable them for the first time to be recognized by others and themselves as a viable political constituency Next Sohan recounts the story of Quaker minister Eliza P Kirkbride Gurney who met President Abraham Lincoln in 1862 Their

subsequent epistolary exchanges concerning conscientious objectors made such an impression on him that one of her letters was rumored to be in his pocket the night of his assassination Their exchanges and Gurney's own accounts of her transnational ministry in her memoir provide useful examples of how throughout history women rhetors have adopted and transformed typically underappreciated forms of rhetoric such as the epideictic for their particular purposes The final example focuses on the Gee's Bend quiltmakers a group of African American women living in rural Alabama who repurpose discarded work clothes and other cast off fabrics into the extraordinary quilts for which they are known By drawing on the means and materials at hand to create celebrated works of art in conditions of extreme poverty these women show how marginalized artisans can operate both within and outside the bounds of established aesthetic traditions and communicate the particulars of their experience across cultural and economic divides

Making Matters Leigh Gruwell, 2022-04-15 Craft is a process oriented practice that takes seriously the relationships between bodies both human and nonhuman and makes apparent how these relationships are mired in and informed by power structures *Making Matters* introduces craft agency a feminist vision of new materialist rhetorics that enables scholars to identify how power circulates and sometimes stagnates within assemblages of actors and provides tools to rectify that uneven distribution To recast new materialist rhetorics as inherently crafty Leigh Gruwell historicizes and locates the concept of craft both within rhetorical history as well as in the disciplinary history of writing studies Her investigation centers on three specific case studies craftivism the fibercraft website Ravelry and the 2017 Women's March These instances all highlight how a material ecological understanding of rhetorical agency can enact political change Craft agency models how we humans might work with and alongside things nonhuman sometimes digital sometimes material to create more equitable relationships *Making Matters* argues that craft is a useful starting point for addressing criticisms of new materialist rhetorics not only because doing so places rhetorical action as a product of complex relationships between a network of human and nonhuman actors but also because it does so with an explicitly activist agenda that positions the body itself as a material interface

Listening to the Lomax Archive Jonathan W. Stone, 2021-11-29 In 1933 John A Lomax and his son Alan set out as emissaries for the Library of Congress to record the folksong of the American Negro in several southern African American prisons *Listening to the Lomax Archive* The Sonic Rhetorics of African American Folksong in the 1930s asks how the Lomaxes' field recordings including their prison recordings and a long form oral history of jazz musician Jelly Roll Morton contributed to a new mythology of Americana for a nation in the midst of financial social and identity crises Jonathan W Stone argues that folksongs communicate complex historical experiences in a seemingly simple package and can thus be a key element a sonic rhetoric for interpreting the ebb and flow of cultural ideals within contemporary historical moments He contends that the Lomaxes aware of the power folk music used the folksongs they collected to increase national understanding of and agency for the subjects of their recordings including the reconstitution of prevailing stereotypes about African American identity even as they used the recordings to advance

their own careers Listening to the Lomax Archive gives readers the opportunity to listen in on these seemingly contradictory dualities demonstrating that they are crucial to the ways that we remember and write about the subjects of the Lomaxes archive and other repositories of historicized sound Writing the Classroom Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth

Reimagining Advocacy Elizabeth C. Britt, 2018-04-09 Domestic violence accounts for approximately one fifth of all violent crime in the United States and is among the most difficult issues confronting professionals in the legal and criminal justice systems In this volume Elizabeth Britt argues that learning embodied advocacy a practice that results from an expanded understanding of expertise based on lived experience and adopting it in legal settings can directly and tangibly help victims of abuse Focusing on clinical legal education at the Domestic Violence Institute at the Northeastern University School of Law Britt takes a case study approach to illuminate how challenging the context aims and forms of advocacy traditionally embraced in the U S legal system produces better support for victims of domestic violence She analyzes a wide range of materials and practices including the pedagogy of law school training programs interviews with advocates and narratives written by students in the emergency department and looks closely at the forms of rhetorical education through which students assimilate advocacy practices By examining how students learn to listen actively to clients and to recognize that clients have the right and ability to make decisions for themselves Britt shows that rhetorical education can succeed in

producing legal professionals with the inclination and capacity to engage others whose values and experiences diverge from their own By investigating the deep relationship between legal education and rhetorical education Reimagining Advocacy calls for conversations and action that will improve advocacy for others especially for victims of domestic violence seeking assistance from legal professionals

Points of Departure Tricia Serviss, Sandra Jamieson, 2018-01-08 Points of Departure encourages a return to empirical research about writing presenting a wealth of transparent reproducible studies of student sources The volume shows how to develop methods for coding and characterizing student texts their choice of source material and the resources used to teach information literacy In so doing the volume advances our understanding of how students actually write The contributors offer methodologies techniques and suggestions for research that move beyond decontextualized guides to grapple with the messiness of research in process as well as design development and expansion Serviss and Jamieson's model of RAD writing studies research is transcontextual and based on hybridized or mixed methods Among these methods are citation context analysis research aloud protocols textual and genre analysis surveys interviews and focus groups with an emphasis on process and knowledge as contingent Chapters report on research projects at different stages and across institution types from pilot to multi site from community college to research university focusing on the methods and artifacts employed A rich mosaic of research about research Points of Departure advances knowledge about student writing and serves as a guide for both new and experienced researchers in writing studies Contributors Crystal Benedicks Katt Blackwell Starnes Lee Ann Kastman Breuch Kristi Murray Costello Anne Diekema Rebecca Moore Howard Sandra Jamieson Elizabeth Kleinfeld Brian N Larson Karen J Lunsford M Whitney Olsen Tricia Serviss Janice R Walker

Studio-Based Approaches for Multimodal Projects Russell Carpenter, 2019-05-10 Studio Based Approaches for Multimodal Projects examines a cross section of strategies for studio approaches and models that enable process oriented multimodal projects and promote student learning This collection features seven chapters authored or coauthored by leaders and innovators in studio based approaches These scholars explore studio models and provide vivid examples of ways in which they are realized as students pursue design and create multimodal projects including ePortfolios research posters websites and other engaging artifacts that integrate oral written visual and electronic communication Studio based approaches enhance creativity interaction and learning among students The models designed and employed to support these activities would benefit from a more focused look This collection assembles perspectives from scholar practitioners who know and use studio based models They are experts in this area and have helped to shape current understandings of approaches that work well to enhance learning through multimodal projects those that integrate oral visual written or electronic modes of communication

Handbook of Writing and Text Production Eva-Maria Jakobs, Daniel Perrin, 2014-02-27 Writing matters and so does research into real life writing The shift from an industrial to an information society has increased the importance of writing and text production in education in everyday life and in more and more professions in the fields of economics and

politics science and technology culture and media Through writing we build up organizations and social networks develop projects inform colleagues and customers and generate the basis for decisions The quality of writing is decisive for social resonance and professional success This ubiquitous real life writing is what the present handbook is about The de Gruyter Handbook of Writing and Text Production brings together and systematizes state of the art research The volume contains five sections focussing on I the theory and methodology of writing and text production research as well as on problem oriented and problem solving approaches related to II authors III modes and media IV genres and V domains of writing and text production Throughout the 21 chapters exemplary research projects illustrate the theoretical perspectives from globally relevant research spaces and traditions Both established and future scholars can benefit from the handbook s fresh approach to writing in the context of multimodal multi semiotic text production

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