

TOWARD A COMPOSITION MADE WHOLE



JODY SHIPKA

Toward A Composition Made Whole Pitt Comp Literacy Culture

Christopher McGunnigle



Toward A Composition Made Whole Pitt Comp Literacy Culture:

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

Forum-Based Role Playing Games as Digital Storytelling Csenge Virág Zalka, 2019-03-11 When people hear the term role playing games they tend to think of two things a group of friends sitting around a table playing *Dungeons Dragons* or video games with exciting graphics Between those two however exists a third style of gaming Hundreds of online forums offer gathering places for thousands of players people who come together to role play through writing They create stories by taking turns describing events through their characters eyes Whether it is the arena of the *Hunger Games* the epic battles of the *Marvel Universe* or love stories in a fantasy version of *New York* people build their own spaces of words and inhabit them day after day But what makes thousands of players many teenagers among them voluntarily type up novel length stories How do they use the resources of the Internet gather images sounds and video clips to weave them into one coherent narrative How do they create together through improvisation and negotiation in ways that connect them to older forms of storytelling Through observing more than a hundred websites and participating in five of them for a year the author has created a pilot study that delves into a subculture of unbounded creativity *Professionalizing Multimodal Composition* Santosh Khadka, Shyam B. Pandey, 2023-06-15 Multimodal composition is becoming increasingly popular in university classrooms as faculty students and institutions come to recognize that old and new technologies have enabled and even demanded the use of more than one composing mode for communicating solving problems and keeping up with the latest discourse

Professionalizing Multimodal Composition embraces and enacts multimodal composition in various writing courses and programs by exploring institutional programmatic and individual faculty initiatives for capacity building and human resource development across institutions Academic leaders scholars and faculty who have successfully designed and launched academic programs or faculty development initiatives discuss the theoretical and logistical questions considered in their design the outcomes they achieved and how others can emulate them This exchange of knowledge insight experiences and lessons learned among community members is critical for enabling or inspiring other programs departments and institutions to conceive design and launch academic programs or faculty development initiatives for their own faculty The larger goal of professionalizing is to work with teaching faculty to increase their interactional expertise with multimodal composition and this collection offers a set of models for how faculty can do that at their own institutions and in their own programs

(Re)Considering What We Know Linda Adler-Kassner, Elizabeth Wardle, 2020-01-10 Naming What We Know Threshold Concepts of Writing Studies published in 2015 contributed to a discussion about the relevance of identifying key concepts and ideas of writing studies Re Considering What We Know continues that conversation while simultaneously raising questions about the ideas around threshold concepts Contributions introduce new concepts investigate threshold concepts as a framework and explore their use within and beyond writing Part 1 raises questions about the ideologies of consensus that are associated with naming threshold concepts of a discipline Contributions challenge the idea of consensus and seek to expand both the threshold concepts framework and the concepts themselves Part 2 focuses on threshold concepts in action and practice demonstrating the innovative ways threshold concepts and a threshold concepts framework have been used in writing courses and programs Part 3 shows how a threshold concepts framework can help us engage in conversations beyond writing studies Re Considering What We Know raises new questions and offers new ideas that can help to advance the discussion and use of threshold concepts in the field of writing studies It will be of great interest to scholars and graduate students in writing studies especially those who have previously engaged with Naming What We Know Contributors Marianne Ahokas Jonathan Alexander Chris M Anson Ian G Anson Sarah Ben Zvi Jami Blaauw Hara Mark Blaauw Hara Maggie Black Dominic Borowiak Chris Castillo Chen Chen Sandra Descourtis Norbert Elliot Heidi Estrem Alison Farrell Matthew Fogarty Joanne Baird Giordano James Hammond Holly Hassel Lauren Heap Jennifer Heinert Doug Hesse Jonathan Isaac Katie Kalish P raic Kerrigan Ann Meejung Kim Kassia Krzus Shaw Saul Lopez Jennifer Helane Maher Aishah Mahmood Aimee Mapes Kerry Marsden Susan Miller Cochran Deborah Mutnick Rebecca Nowacek Sarah O'Brien Ildip Peggy O'Neill Cassandra Phillips Mya Poe Patricia Ratanapraphart Jacqueline Rhodes Samitha Senanayake Susan E Shadle Dawn Shepherd Katherine Stein Patrick Sullivan Brenna Swift Carrie Strand Tebeau Matt Thul Nikhil Tiwari Lisa Tremain Lisa Velarde Kate Vieira Gordon Blaine West Anne Marie Womack Kathleen Blake Yancey Xiaopei Yang Madylan Yarc

Reprogrammable Rhetoric Michael J. Faris, Steve Holmes, 2022-09-01 Reprogrammable Rhetoric offers new inroads for rhetoric and

composition scholars past and present engagements with critical making Moving beyond arguments of inclusion and justifications for scholarly legitimacy and past historicizations of the material turn in the field this volume explores what these practices look like with both a theoretical and hands on how to approach Chapters function not only as critical illustrations or arguments for the use of reprogrammable circuits but also as pedagogical instructions that enable readers to easily use or modify these compositions for their own ends This collection offers nuanced theoretical perspectives on material and cultural rhetorics alongside practical tutorials for students researchers and teachers to explore critical making across traditional areas such as wearable sensors Arduinos Twitter bots multimodal pedagogy Raspberry Pis and paper circuitry as well as underexplored areas like play gaming text mining bots and electronic monuments Designed to be taught in upper division undergraduate and graduate classrooms these tutorials will benefit non expert and expert critical makers alike All contributed codes and scripts are also available on Utah State University Press s companion website to encourage downloading cloning and repurposing Contributors Aaron Beveridge Kendall Gerdes Kellie Gray Matthew Halm Steven Hammer Cana Uluak Itchuaqiyag John Jones M Bawar Khan Bree McGregor Sean Morey Ryan Omizo Andrew Pilsch David Rieder David Sheridan Wendi Sierra Nicholas Van Horn

University Writing: Selves and Texts in Academic Societies

Montserrat Castelló, Christiane Donahue, 2012-02-03 University Writing Selves and Texts in Academic Societies examines new trends in the different theoretical perspectives cognitive social and cultural and derived practices in the activity of writing in higher education These perspectives are analyzed on the basis of their conceptualization of the object academic and scientific writing of the writers their identities attitudes and perspectives be it students teachers or researchers and of the derived instructional practices the ways in which the teaching learning situations may be organized The volume samples writing research traditions and perspectives both in Europe and the United States working on their situated nature and avoiding easy or superficial comparisons in order to enlarge our understanding of common problems and some emerging possibilities

Rhetorical Code Studies Kevin Brock, 2019-03-18 Winner of the 2017 Sweetland Digital Rhetoric Collaborative Book Prize Software developers work rhetorically to make meaning through the code they write In some ways writing code is like any other form of communication in others it proves to be new exciting and unique In Rhetorical Code Studies Kevin Brock explores how software code serves as meaningful communication through which software developers construct arguments that are made up of logical procedures and express both implicit and explicit claims as to how a given program operates Building on current scholarly work in digital rhetoric software studies and technical communication Brock connects and continues ongoing conversations among rhetoricians technical communicators software studies scholars and programming practitioners to demonstrate how software code and its surrounding discourse are highly rhetorical forms of communication He considers examples ranging from large well known projects like Mozilla Firefox to small scale programs like the FizzBuzz test common in many programming job interviews Undertaking specific examinations of code texts as well as the contexts

surrounding their composition Brock illuminates the variety and depth of rhetorical activity taking place in and around code from individual differences in style to changes in large scale organizational and community norms Rhetorical Code Studies holds significant implications for digital communication multimodal composition and the cultural analysis of software and its creation It will interest academics and students of writing rhetoric and software engineering as well as technical communicators and developers of all types of software

Gamification in the RhetComp Curriculum Christopher McGunnigle, 2023-01-17 Gamification is an up and coming popular trend in all levels and types of education including public and private schools higher education the military the private sector and elsewhere Gamification introduces aspects of game design like teamwork competition rewards and prizes storytelling and more into lesson plan units In many cases actual games whether it be Scrabble Hangman Candy Crush Dungeons Dragons and many others are adapted into educational tools This chapter collection will specifically look at the use of gamification techniques in Freshmen Writing courses and related Composition Writing and Rhetoric classes Each chapter will provide sample gamified lessons supported by relevant scholarship in both Gamification Theory and Writing Studies

Writing Futures: Collaborative, Algorithmic, Autonomous Ann Hill Duin, Isabel Pedersen, 2021-06-18 This book is useful to understand and write alongside non human agents examine the impact of algorithms and AI on writing and accommodate relationships with autonomous agents This ground breaking future driven framework prepares scholars and practitioners to investigate and plan for the social digital literacy and civic implications arising from emerging technologies This book prepares researchers students practitioners and citizens to work with AI writers virtual humans and social robots This book explores prompts to envision how fields and professions will change The book s unique integration with Fabric of Digital Life a database and structured content repository for conducting social and cultural analysis of emerging technologies provides concrete examples throughout Readers gain imperative direction for collaborative algorithmic and autonomous writing futures

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

Play/Write Douglas Eyman, Andréa D. Davis, 2016-04-06 lay Write Digital Rhetoric Writing Games is an edited collection of essays that examines the relationship between games and writing examining how writing functions both within games and the networks of activity that surround games and gameplay The collection is organized based on the primary location and function of the game writing relationship examining writing about games games as objects of critique and sites of rhetorical action ancillary and instructional writing that takes place around games the writing that takes place within the game using games as persuasive forms of communication writing through games and writing that goes into the production of games While not every chapter focuses exclusively on pedagogy the collection includes many selections that consider the possibilities of using computer games in writing instruction However it also provides a bridge between academic views of games as contexts for writing and industry approaches to the writing process in game design as well as an examination of a variety of game related genres that could be used in composition courses

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

Writing(s) at the Crossroads Georgeta Cislariu, 2015-08-05 This volume aims at contributing to an interpretive approach to writing and its dynamics It offers a general scope on the process product interface by multiplying the points of view on both the process and the product and their links The book presents new findings and perspectives in the study of language and writing both theoretical and methodological e g dual process models of writing pragmatics of writing linguistic analysis of psycholinguistic units such as bursts of production It also presents new tools for a longitudinal approach to the writing steps key stroke logging with integrated linguistic modules and textometric analysis of written texts The volume is composed of five sections that highlight different approaches to writing from the viewpoint of multiple disciplines Anthropology Cognitive Psycholinguistics Communication Studies Didactics Applied Linguistics Discourse Analysis Literacy Sociolinguistics and Text Genetics This book will be relevant for scholars and students interested in writing text analysis

literacy learning and teaching As of January 2019 this e book is freely available thanks to the support of libraries working with Knowledge Unlatched

To Know Her Own History Kelly Ritter, 2012-02-20 *To Know Her Own History* chronicles the evolution of writing programs at a landmark Southern women's college during the postwar period Kelly Ritter finds that despite its conservative Southern culture and vocational roots the Woman's College of the University of North Carolina was a unique setting where advanced writing programs and creativity flourished long before these trends emerged nationally Ritter profiles the history of the Woman's College first as a normal school where women trained as teachers with an emphasis on composition and analytical writing then as a liberal arts college She compares the burgeoning writing program here to those of the Seven Sisters Wellesley Smith Radcliffe Barnard Vassar Bryn Mawr and Mount Holyoke and to elite all male universities to show the singular progressivism of the Woman's College Ritter presents lively student writing samples from the early postwar period to reveal a blurring of the boundaries between creative and expository styles By midcentury a quantum shift toward creative writing changed administrators' valuation of composition courses and staff at the Woman's College An intensive process of curricular revisions modeled after Harvard's Redbook plan was proposed and rejected in 1951 as the college stood by its unique curricula and singular values Ritter follows the plight of individual instructors of creative writing and composition showing how their compensation and standing were made disproportionate by the shifting position of expository writing in relation to creative writing Despite this unsettled period the Woman's College continued to gain in stature and by 1964 it became a prize acquisition of the University of North Carolina system Ritter's study demonstrates the value of local histories to uncover undocumented advancements in writing education offering insights into the political cultural and social conditions that influenced learning and methodologies at marginalized schools such as the Woman's College

External Research United States. Department of State. External Research Division, **External Research. ER List** United States. Department of State. External Research Division, 1967 **Research on the American Republics**, 1963 **Research on the American Republics, Excluding the United States, Completed and in Progress** United States. Department of State. External Research Division, 1967 Unpublished Research on American Republics, Excluding the United States, Completed and in Progress United States Department of State. External Research Division, Beginning in 1954 Apr issue lists studies in progress Oct issue completed studies **From Form to Meaning** David Fleming, 2011-06-12 In the spring of 1968 the English faculty at the University of Wisconsin Madison UW voted to remedialize the first semester of its required freshman composition course English 101 The following year it eliminated outright the second semester course English 102 For the next quarter century UW had no real campus wide writing requirement putting it out of step with its peer institutions and preventing it from fully joining the composition revolution of the 1970s In *From Form to Meaning* David Fleming chronicles these events situating them against the backdrop of late 1960s student radicalism and within the wider changes taking place in U S higher education at the time Fleming begins with the

founding of UW in 1848 He examines the rhetorical education provided in the university's first half century the birth of a required two semester composition course in 1898 faculty experimentation with that course in the 1920s and 1930s and the rise of a massive current traditional writing program staffed primarily by graduate teaching assistants TAs after World War II He then reveals how starting around 1965 tensions between faculty and TAs concerning English 101 102 began to mount By 1969 as the TAs were trying to take over the committee that supervised the course the English faculty simply abandoned its long standing commitment to freshman writing In telling the story of composition's demise at UW Fleming shows how contributing factors the growing reliance on TAs the questioning of traditional curricula by young instructors and their students the disinterest of faculty in teaching and administering general education courses were part of a larger shift affecting universities nationally He also connects the events of this period to the long embattled history of freshman composition in the United States And he offers his own thoughts on the qualities of the course that have allowed it to survive and regenerate for over 125 years

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