Major Approach to the Study of Language: Rhetoric and Composition

Part One: Composition Studies—History, Theory, Pedagogy, and Politics
Part Two: Writing in the Disciplines
Part Three: Cultural studies and composition

Part One: Composition Studies—History, Theory, Pedagogy, and Politics
This section focuses on the background and theoretical underpinnings of composition studies. Emphasis is placed on the effectiveness and future of writing programs and the transferability of writing instruction into the disciplines.


- “Composition in the University.” 1-18.
- “A Personal Essay on Freshman English.” 228-249.


- Crowley, Sharon. “Reimagining the Writing Scene: Curmudgeonly Remarks about *Contending with Words*.” 189-197.


- Jarratt, Susan C. “As We Were Saying.” 1-21.


- Geisler, Cheryl. “Writing and Learning at Cross Purposes in the Academy.” 101-120.
Part Two: Writing in the Disciplines
This section addresses rhetoric, genre theory and disciplinarity. It focuses on disciplinary writing and includes pedagogical works that emphasize the study of writing and teaching through genre.


Berkenkotter, Carol and Thomas N. Huckin. “Rethinking Genre from a Sociocognitive Perspective.”  


- Lewontin, R. C. “Facts and the Factitious in Natural Sciences.” 478-491  


• Gilbert, Pat. “Stoning the Romance: Girls as Resistant Readers and Writers.” 173-191.

• Berkenkotter, Carol. “Scientific Writing and Scientific Thinking: Writing the Scientific Habit of Mind.” 270-284.


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Part Three: Cultural Studies and Rhetoric/Composition
This section contains works that link composition and writing instruction to cultural studies. It also contains a pedagogical emphasis on teaching cultural studies through writing.


- Tate, Gary. “Empty Pedagogical Space and Silent Students.” 269-73.

- Berlin, James. “Composition Studies and Cultural Studies: Collapsing Boundaries.”
- Dillon, George. “Argumentation and Critique: College Composition and Enlightenment Ideals.”


This section focuses on alternative epistemologies that include affect, narrative, imagination, experience, and practical knowledge. This is a look at knowing that goes beyond cognition and Enlightenment empiricism or rationalism; it includes a range of epistemic viewpoints—be they sensual, emotional, imagistic, holistic, or spiritual—that oppose reason as the sole foundation of knowledge. There are also
connections here both to pedagogy (i.e. teaching to other learning modes) and to cultural studies as well (Grossberg notes that one of the “moments” of cultural studies is the “postmodern-conjuncturalist” moment that includes the affective work of the popular).


- Bishop, Wendy. “Preaching What We Practice as Professionals in Writing.” 3-16


- Scott, Joan W. “A Rejoinder to Thomas C. Holt.” 397-400.


• Gates, Rosemary. “Creativity and Insight: Toward a Poetics of Composition.” 147-158.


**Textual Focus: Ethnographies/Ethnography of Literacy**

**Part One: Ethnographies**

**Part Two: Literacy/Literacies**

**Part Three: Methodology and theory of ethnography**

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**Part One: Ethnographies**

The works in this section are ethnographies relevant to the ethnography of literacy.


**Part Two: Literacy/Literacies**

This section addresses literacy/literacies as plural practices—oral, literate, and social—that start with reading and writing but extend to ways of interpreting texts as semiotic communications. The works in this section encompass modes of perceiving, thinking, speaking, evaluating, and interacting. Because literacy includes learning through language and because education has instrumental/political ramifications regarding myths surrounding literacy, readings in this section also take up pedagogical questions.


Branch, Kirk. “Review: Literacy Beyond the Contact Zone.” *College English*. 64.3 (2002).


- Brandt, Deborah. “Sponsors of Literacy.” 555-571.


- Szwed, John F. “The Ethnography of Literacy.” 303-311.


Sosnosli, James. “Hyper-readers and their Reading Engines.”


Street, B.V. Literacy in Theory and Practice. Cambridge: Cambridge UP, 1984


Part Three: Methodology and theory of ethnography
This section looks at ethnography as a qualitative research method. It focuses on ethnography of communication and therefore deals with written and oral discourses.


  - Guba, Egon G. and Yvonna S. Lincoln. “Competing Paradigms in Qualitative Research.” 195-211.


