

DOING EMOTION

Rhetoric, Writing, Teaching

LAURA R. MICCICHE

Foreword by
RICHARD E. MILLER

Doing Emotion Rhetoric Writing Teaching

Maureen Daly Goggin, Peter N. Goggin



Doing Emotion Rhetoric Writing Teaching:

Doing Emotion Laura R. Micciche, 2007 That the emotional realities of teaching have changed significantly over the past decade is undeniable Doing Emotion provides much needed guidance both on understanding these changes and on imagining a responsive pedagogy for these emotionally fraught times a pedagogy grounded not in fear but in hope for better times Richard E Miller For Laura Micciche emotion is neither the enemy of reason nor an irrational response to actions and ideas Rather she argues in the provocative and groundbreaking Doing Emotion that emotion is integral to research discussion analysis and argument that is to the essential fabric of rhetoric and composition Doing Emotion argues for a rhetoric of emotion by foregrounding the idea that emotions are performative enacted and embodied in our social interactions produced between and among individuals and textual objects Emotion is something we do rather than something we have Micciche explores the implications of this claim in the context of writing classrooms administrative structures and the formation of disciplinary identity Drawing upon current research in emotion studies performance studies and feminist rhetorical studies Micciche argues that a shift in our thinking about emotion leads to productive possibilities for teaching and learning Rather than repressing and denying emotionality Micciche demands that we acknowledge its constitutive role in our professional and pedagogical lives as well as in our evolving understandings of textual and extralinguistic meanings **Serendipity in**

Rhetoric, Writing, and Literacy Research Maureen Daly Goggin, Peter N. Goggin, 2018-04-01 In the course of research most scholars have known moments of surprise catastrophe or good fortune though they seldom refer to these occurrences in reports or discuss them with students Serendipity in Rhetoric Writing and Literacy Research reveals the different kinds of work scholars particularly those in rhetoric writing and literacy need to do in order to recognize a serendipitous discovery or a missed opportunity In published scholarship and research the path toward discovery seems clean and direct The dead ends backtrackings start overs and stumbles that occur throughout the research process are elided and seems that the researchers started at point A and arrived safely and neatly at point B without incident as if by magic The path however is never truly clear and straight Research and writing is messy Serendipity in Rhetoric Writing and Literacy Research features chapters from twenty three writing scholars who have experienced moments of serendipity in their own work not by magic or pure chance but through openness and active waiting which offer an opportunity to prepare the mind Serendipity in Rhetoric Writing and Literacy Research illustrates the reality of doing research there is no reliable prescription or one size fits all manual but success can be found with focused dedication and an open mind Contributors Ellen Barton Zachary C Beare Lynn Z Bloom Jennifer Clary Lemon Caren Wakerman Converse Gale Coskan Johnson Kim Donehower Bill Endres Shirley E Faulkner Springfield Lyn e Lewis Gaillet Brad Gyori Judy Holiday Gesa E Kirsch Lori Ostergaard Doreen Piano Liz Rohan Ryan Skinnell Patricia Wilde Daniel Wuebben **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

Writing as a Way of Staying Human in a Time that Isn't Nate Mickelson, 2019-01-30 The human element of our work has never been more important As Robert Yagelski explains in *Writing as a Way of Being* 2011 the ideological and social pressures of our institutions put us under increasing pressure to sacrifice our humanity in the interest of efficiency These problems only grow when we artificially separate self world and mind body in our teaching and everyday experiences Following Yagelski and others *Writing as a Way of Staying Human in a Time that Isn't* proposes that intentional acts of writing can awaken us to our interconnectedness and to ways in which we as individuals and in writing communities might address the social and environmental challenges of our present and future world Featuring essays drawn from a range of contexts including college composition and developmental reading and writing professional and legal writing middle school English dissertation projects academic conferences and an online writing group the collection outlines three ways writing can help us stay human caring for ourselves and others honoring the times and spaces of writing and promoting justice Each essay describes specific strategies for using writing as a means for staying human in inhuman times The authors integrate personal stories descriptions of classroom assignments and activities and current research in writing studies Their work shows that writing can contribute to personal social and political transformation by nurturing vulnerability compassion and empathy among students and instructors alike

Reinventing (with) Theory in Rhetoric and Writing Studies Andrea Alden, Kendall Gerdes, Judy Holiday, Ryan Skinnell, 2019-10-21 *Reinventing with Theory in Rhetoric and Writing Studies* collects original scholarship that takes up and extends the practices of inventive theorizing that characterize Sharon Crowley's body of work Including sixteen chapters by established and emerging scholars and an interview with Crowley the book shows that doing theory is a contingent and continual rhetorical process that is indispensable for understanding situations and their potential significance and for discovering the available means of persuasion For Crowley theory is a basic building block of rhetoric produced by and within specific times and locations as a means of opening other ways of believing or acting Doing theory in this sense is the practice of surveying the common sense of the community doxa and discovering the available means of persuasion invention The ultimate goal of doing theory is not to prescribe certain actions but to ascertain what options exist for rhetors to see the world differently to discover new possibilities for thought and action and thereby to effect change in the

world The scholarship collected in *Reinventing with Theory in Rhetoric and Writing Studies* takes Crowley's notion of theory as an invitation to develop new avenues for believing and acting By reinventing the understanding of theory and its role in the field this collection makes an important contribution to scholarship in rhetorical studies and writing studies It will be valuable to scholars teachers and students interested in diverse theoretical directions in rhetoric and writing studies as well as in race gender and disability theories religious rhetorics digital rhetoric and the history of rhetoric Publication supported in part by the Texas Tech University Humanities Center Contributors Jason Barrett Fox Geoffrey Clegg Kirsti Cole Joshua Daniel Wariya Diane Davis Rebecca Disrud Bre Garrett Catherine C Gouge Debra Hawhee Matthew Heard Joshua C Hilst David G Holmes Bruce Horner William B Lalicker Jennifer Lin LeMesurier James C McDonald Timothy Oleksiak Dawn Penich Thacker J Blake Scott Victor J Vitanza Susan Wyche *Yoga Minds, Writing Bodies* Christy I. Wenger, 2015-05-01 This book argues for the inclusion of Eastern influenced contemplative education in writing studies as a means of exploring the active engagement writers maintain with their bodies throughout the composing process It explores how this engagement can be navigated by integrating yoga and mediation into the instruction and practice of writing **The Things We Carry** Courtney Adams Wooten, Jacob Babb, Kristi Murray Costello, Kate Navickas, 2020-10-01 Emotional labor is not adequately talked about or addressed by writing program administrators *The Things We Carry* makes this often invisible labor visible demonstrates a variety of practical strategies to navigate it reflectively and opens a path for further research Particularly timely this collection considers how writing program administrators work when their schools or regions experience crisis situations The book is broken into three sections one emphasizing the WPA's own work identity one on fostering community in writing programs and one on balancing the professional and personal Chapters written by a diverse range of authors in different institutional and WPA contexts examine the roles of WPAs in traumatic events such as mass shootings and natural disasters as well as the emotional labor WPAs perform on a daily basis such as working with students who have been sexually assaulted or endured racist sexist homophobic and otherwise disenfranchising interactions on campus The central thread in this collection focuses on preserving by acknowledging that emotions are neither good nor bad and that they must be continually reflected upon as WPAs consider what to do with emotional labor and how to respond Ultimately this book argues for more visibility of the emotional labor WPAs perform and for WPAs to care for themselves even as they care for others *The Things We Carry* extends conversations about WPA emotional labor and offers concrete and useful strategies for administrators working in both a large range of traumatic events as well as daily situations that require tactical work to preserve their sense of self and balance It will be invaluable to writing program administrators specifically and of interest to other types of administrators as well as scholars in rhetoric and composition who are interested in emotion more broadly *Writing on the Edge*, 2011 *Wisconsin Journal of Education*, 1917 **Rhetorical Traditions and the Teaching of Writing** C. H. Knoblauch, Lil Brannon, 1984 The argument of this book is that the earliest tradition of Western rhetoric the

classical perspective of Aristotle and Cicero continues to have the greatest impact on writing instruction albeit an unconscious impact. This occurs despite the fact that modern rhetoric no longer accepts either the views of mind, language and world underlying ancient theory or the concepts about discourse, knowledge and communication presented in that theory. As a result, teachers are depending on ideas as outmoded as they are unreflectively accepted. Knoblauch and Brannon maintain that the two traditions are fundamentally incompatible in their assumptions and concepts so that writing teachers must make choices between them if their teaching is to be purposeful and consistent. They suggest that the modern tradition offers a richer basis for instruction and they show what teaching from that perspective looks like and how it differs from traditional teaching.

JAC, 2006 **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.

WPA, Writing Program Administration, 2003 **Thomson Handbook-Instructor Flexfiles** David Blakesley, Jeffrey Hoogeveen, 2006-06

Journal of the Association of Legal Writing Directors, 2006 Brief Wadsworth Handbook 5e-Instructor Flexfiles Kirsznar, Mandell, 2006-02

Designed to give instructors maximum flexibility in planning and customizing their courses, FLEX FILES provide an abundance of instructor materials including sample syllabi and activities. Questions for Teachers, which raises a variety of pedagogical questions with solutions for instructors to consider in teaching with the handbook, an ESL insert aimed at helping instructors teach writing effectively to ESL students and an insert on disability issues as they relate to teaching first-year composition.

American Book Publishing Record, 2003 **Everything You Need to Know About College Writing** Lynne Lerych, Allison DeBoer Criswell, 2016-01-07

In their teaching community college instructors Lynne Lerych and Allison DeBoer Criswell have discovered that a unique combination of humor and coaching helps overwhelmed students successfully master the conventions of academic writing. Now they have translated their experience into an engaging text to reach even the most wary students. *Everything You Need to Know About College Writing* is anchored by a

sequenced hands on approach to teaching rhetorical skills that help students face their fears of writing This practical method starts by modeling each concept in action then asks students to discuss and explore the concept together and ends with an opportunity to practice The authors compelling tone and presence as illustrated characters throughout the book keep students returning to the text for more on the page instruction Filled with relevant student examples at every stage of the writing process illustrated student writers whose progress and thought process the text follows and engaging activities at when they re needed most the text offers a unique way of untangling the toughest writing tasks while helping students to learn from mistakes Plenty of grammar and mechanics coverage plus tips throughout help even the most reluctant writers stay on track A mini reader a brief section on writing across the curriculum and another on citation conventions appear at the end of the book to round out its robust support for all elements of a writing course in a small package

The Study and practice of writing English Gerhard Richard Lomer,1914 Teaching North American Environmental Literature Laird Christensen,Mark C. Long,Frederick O. Waage,2008 From stories about Los Angeles freeways to slave narratives to science fiction environmental literature encompasses more than nature writing The study of environmental narrative has flourished since the MLA published *Teaching Environmental Literature* in 1985 Today writers evince a self consciousness about writing in the genre teachers have incorporated field study into courses technology has opened up classroom possibilities and institutions have developed to support study of this vital body of writing The challenge for instructors is to identify core texts while maintaining the field s dynamic open qualities The essays in this volume focus on North American environmental writing presenting teachers with background on environmental justice issues ecocriticism and ecofeminism Contributors consider the various disciplines that have shaped the field including African American American Indian Canadian and Chicana o literature The interdisciplinary approaches recommended treat the theme of predators in literature ecology and ethics conservation and film A focus on place based literature explores how students can physically engage with the environment as they study literature The volume closes with an annotated resource guide organized by subject matter

Immerse yourself in heartwarming tales of love and emotion with Explore Love with is touching creation, **Doing Emotion Rhetoric Writing Teaching** . This emotionally charged ebook, available for download in a PDF format (*), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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