

FIELD XIV: WRITING STUDIES

Revised: December 2018

Effective: January 2020

STATEMENT OF EXPECTATIONS

The Field XIV candidacy exam in Writing Studies envisions the field to include composition theory, history of composition, composition pedagogy, writing across the disciplines, and digital composition and new media. Successful candidates will demonstrate the ability to describe accurately, synthesize, and critique the works on the reading list. Successful candidates will write coherent essays that respond directly to questions posed, argue a point, place readings in dialogue with one another, and demonstrate a deep understanding of the theoretical, practical, and pedagogical issues within the field of writing studies, broadly conceived.

History of Composition Studies

Berlin, James. *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*. Southern Illinois University Press, 1987.

Bloom, Lynn, Donald Daiker, and Edward White. *Composition in the Twenty-First Century: Crisis and Change*. IL: SIU P, 1996.

Connors, Robert J. *Composition-rhetoric: Backgrounds, Theory, and Pedagogy*. Pittsburgh University Press, 1997.

Crowley, Sharon. *Composition in the University: Historical and Polemical Essays*. Pittsburgh University Press, 1998.

Ede, Lisa. *Situating Composition: Composition Studies and the Politics of Location*. Southern Illinois University Press, 2004.

Fulkerson, Richard. "Composition at the Turn of the Twenty-First Century." *College Composition and Communication* 56.4 (2005): 654-87.

George, Diana, and John Trimbur. "The 'Communication Battle,' or Whatever Happened to the 4th C?" *College Composition and Communication* 50.4 (1999): 682-98.

Miller, Susan. *Textual Carnivals: The Politics of Composition*. Southern Illinois University Press, 1993.

Murphy, James. *A Short History of Writing Instruction: From Ancient Greece to Twentieth-*

Century America, 3rd ed. Routledge, 2012.

Rose, Mike. *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared.* Penguin, 2005.

Russell, David. *Writing in the Academic Disciplines: A Curricular History, 2nd ed.* IL: SIU P, 2002.

Composition Theory and Praxis

Adler-Kassner, Linda, and Elizabeth Wardle. *Naming What We Know: Threshold Concepts of Writing Studies.* Logan, UT: Utah State University Press, 2015.

Anson, Chris, and Jessie Moore. *Critical Transitions: Writing and the Question of Transfer.* Boulder, CO: CO UP of Boulder, 2017.

Banks, William, Cox, Matthew, and Caroline Dadas. *Re/Orienting Writing Studies: Queer Methods, Queer Projects.* Utah State University Press, 2018.

Bazerman, Charles, Joseph Little, Lisa Bethel, Teri Chavkin, Danielle Fouquette, and Janet Garufis. *Reference Guide to Writing Across the Curriculum.* Boulder, CO: WAC Clearing House, 2005.

Devitt, Amy J., Bawarshi, Anis, & Reiff, Mary Jo. "Materiality and Genre in the Study of Discourse Communities." *College English* 65.5 (2003): 541-558.

Downs, Douglas and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)Envisioning 'First-Year Composition' as 'Introduction to Writing Studies.'" *CCC* 58.4 (2007): 552-84.

Elbow, Peter. *Vernacular Eloquence: What Speech Can Bring to Writing.* Oxford University Press, 2012.

Enos, Theresa and Shane Borrowman. *The Promise and Perils of Writing Program Administration.* Clemson: Parlor Press, 2008.

Hesse, Douglas. "2005 CCCC Chair's Address: Who Owns Writing?" *College Composition and Communication* 57.2 (2005): 335-357.

Horner, Bruce, and Min-Zahn Lu. *Representing the "Other": Basic Writers and the Teaching of Basic Writing.* National Council of Teachers of English, 1999.

Howard, Rebecca Moore. *Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators.* Stamford, CT: Ablex, 1999.

Johnson, Johndan-Eilila and Stuart Selber. *Central Works in Technical Communication.* NY:

Oxford UP, 2004.

McComiskey, Bruce. *Teaching Composition as a Social Process*. Utah State University Press, 2000.

Miller, Carolyn. "Genre as Social Action." *Quarterly Journal of Speech* 70 (1984): 151-167.

Murphy, Christina, and Byron Stay. *The Writing Center Director's Resource Book*. NY: Routledge, 2006.

Neel, Jasper. *Aristotle's Voice: Rhetoric, Theory, and Writing in America*. Southern Illinois University Press, 2013.

Ritter, Kelly and Paul Kei Matsuda. *Exploring Composition Studies: Sites, Issues, and Perspectives*. Utah State University Press, 2012.

Royster, Jacqueline Jones, and Gesa Kirsch, *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies*. Southern Illinois University Press, 2012.

Selber, Stuart, *Multiliteracies for a Digital Age*. Southern Illinois University Press, 2004.

Shaughnessy, Mina P., *Errors and Expectations: A Guide for the Teacher of Basic Writing*. Oxford University Press, 1979.

Smitherman, Geneva. "'Students' Right to Their Own Language': A Retrospective." *The English Journal*. 84.1 (1995): 21-27.

Villanueva, Victor and Kristen Arola, Eds. *Cross-Talk in Comp Theory: A Reader*. 3rd edition. NCTE, 2011.

Weiser, M. Elizabeth, Brian Fehler, and Angela Gonzalez, Eds. *Engaging Audience: Writing in an Age of New Literacies*. NCTE, 2009.

White, Edward E., Norbert Elliot, and Irvin Peckham. *Very Like a Whale: The Assessment of Writing Programs*. Utah University Press, 2015.

Digital Composition and New Media

Alexander, Jonathan, and Jacqueline Rhodes. *On Multimodality: New Media in Composition Studies*. NCTE, 2014.

Clark, J. Elizabeth. "The Digital Imperative: Making the Case for a 21st Century Pedagogy." *Computers and Composition* 27.1 (2010): 27-35.

DeVoss, Danielle, and James Porter. "Why Napster Matters to Writing: Filesharing as a New Ethic of Digital Delivery." *Computers and Composition* 23 (2006): 178-210.

Palmeri, Jason. *Remixing Composition: A History of Multimodal Writing Pedagogy*. Southern Illinois University Press, 2012.

Rice, Rich, and Kirk St. Amant. *Thinking Globally, Composing Locally: Rethinking Online Writing in the Age of the Global Internet*. Utah State University Press, 2018.

Ridolfo, Jim, and Danielle DeVoss. "Composing for Recomposition: Rhetorical Velocity and Delivery." *Kairos* 13.2 (2009):
<http://kairos.technorhetoric.net/13.2/topoi/ridolfo_devoss/index.html>.

Sheridan, David M., Jim Ridolfo, and Anthony Michel. *The Available Means of Persuasion: Mapping a Theory and Pedagogy of Multimodal Public Rhetoric*. Parlor Press, 2012.

Shipka, Judy. *Toward a Composition Made Whole*. University of Pittsburgh Press, 2011.

Sirc, Geoffrey. "Serial Composition." *Rhetorics and Technologies: New Directions in Communication*. Ed. Stuart A. Selber. University of South Carolina Press, 2010. 56-76.

WIDE Research Center Collective. "Why teach digital writing?" *Kairos* 10.1 (2005):
<<http://english.ttu.edu/kairos/10.1/binder2.html?coverweb/wide/index.html>>.

Yancey, Kathleen Blake. "Made Not Only in Words: Composition in a New Key." *College Composition and Communication*. 56.2 (2004). 297-328.

Research Methods in Writing Studies

Bazerman, Charles, and Paul Prior, Eds. *What Writing Does and How It Does It: An Introduction to Analysis of Text and Textual Practice*. Mahwah, NJ: Lawrence Erlbaum, 2004.

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Kirsch, Gesa, and Liz Rohan. *Beyond the Archives: Research as a Lived Process*. IL: SIUP, 2008.

McKee, Heidi, and Danielle DeVoss, Eds. *Digital Writing Research: Technologies, Methodologies, and Ethical Issues*. Hampton Press, 2007.

Nickoson, Lee, and Mary Sheridan, Eds. *Writing Studies Research in Practice: Methods and Methodologies*. Southern Illinois University Press, 2012.

Schell, Eileen, Ed. *Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies*. University of Pittsburgh Press, 2010.

Schendel, Ellen, and William Macauley, Jr. *Building Writing Center Assessments that Matter*. UT: Utah SU P, 2012.