

Simple And Direct A Rhetoric For Writers

Simple & DirectCritical SituationsThe Art of PersuasionRhetorical Traditions and the Teaching of WritingRhetoric for Legal WritersWriting and Rhetoric Book 1: FableThe Art of Rhetoric, Or The Elements of OratoryTwenty Questions for the WriterMapping Christian RhetoricsA Meeting of the MindsEcologies of Writing ProgramsWriting Futures: Collaborative, Algorithmic, AutonomousRethinking Post-Communist RhetoricEveryday UseExploring the Cross-Language Transfer of L1 Rhetorical Knowledge in L2 WritingThe Writer's StyleWriting Programs WorldwideElements of RhetoricWriting Like An EngineerA Short History of Writing Instruction Jacques Barzun Sharon Crowley Linda Bridges C. H. Knoblauch Kristen Konrad Tiscione Fable Stu Ed John Holmes (master of Holt grammar school.) Jacqueline Berke Michael-John DePalma Patsy Callaghan Mary Jo Reiff Ann Hill Duin Kirk St. Amant Hepzibah Roskelly Xing Wei Paul Butler Chris Thaiss Richard Whately Dorothy A. Winsor James J. Murphy

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After a lifetime of writing and editing prose jacques barzun has set down his view of the best ways to improve one's style his discussions of diction syntax tone meaning composition and revision guide the reader through the technique of making the written word clear and agreeable to read exercises model passages both literary and casual and hundreds of amusing examples of usage gone wrong show how to choose the right path to self expression in forceful and distinctive words

critical situations encourages students to identify critical situations in their communities to develop rhetorical strategies for taking action in those situations and to produce community based writing projects critical situations is an inquiry driven brief rhetoric that introduces students to ancient

rhetorical methods for inventing and arranging texts these ancient methods are integrated into contemporary public writing advocacy and cultural studies approaches to composition as students write in response to situations in their communities producing meaningful texts that motivate them to write historical and contemporary case studies are integrated into writing instruction to provide a strong introduction to rhetoric a series of workshops offers students the opportunities to explore practical theoretical and ethical aspects of composition students the opportunities to explore practical theoretical and ethical aspects of composition

here's the cure for the common style an engaging witty blunt and readable guide to good writing that's better than strunk and white more urbane than the new york times and great fun all the way wise and spirited george f will foreword by william f buckley jr

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

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the writing rhetoric series method employs fluent reading careful listening models for imitation and progressive steps it assumes that students learn the best by reading excellent whole story examples of literature and by growing their skills through imitation each exercise is intended to impart a skill or tool that can be employed in all kinds of writing and speaking the exercises are arranged from simple to more complex what's more the exercises are cumulative meaning that later exercises incorporate the skills acquired preceding exercises this series is a step by step apprenticeship in the art of writing and rhetoric fable the first book in the writing rhetoric series teaches students the practice of close reading and comprehension summarizing a story aloud and in writing and amplification of a story through description and dialogue students learn how to identify different kinds of stories determine the beginning middle and end of stories recognize point of view and see analogous situations among other essential tools the writing rhetoric series recovers a proven method of teaching writing using fables to teach beginning writers the craft of writing well

twenty questions for a writer is structured around twenty questions most often used by writers for finding and developing their topics this basic structure creates a versatility that sheds light ion the writing process

the continued importance of christian rhetorics in political social pedagogical and civic affairs suggests that such rhetorics not only belong on the map of rhetorical studies but are indeed essential to the geography of rhetorical studies in the twenty first century this collection argues that concerning ourselves with religious rhetorics in general and christian rhetorics in particular tells us something about rhetoric itself its boundaries its characteristics its functionings in assembling original research on the intersections of rhetoric and christianity from prominent and emerging scholars mapping christian rhetorics seeks to locate religion more centrally within the geography of rhetorical studies in the twenty first century it does so by acknowledging work on christian rhetorics that has been overlooked or ignored connecting domains of knowledge and research areas pertaining to christian rhetorics that may remain disconnected or under connected and charting new avenues of inquiry about christian rhetorics that might invigorate theory building teaching research and civic engagement in dividing the terrain of christian rhetorics into four categories theory education methodology and civic engagement mapping christian rhetorics aims to foster connections among these areas of inquiry and spur future future collaboration between scholars of religious rhetoric in a range of research areas

this book shows would be writers and serious readers how to open up a dialogue between writer and audience the book includes coverage of how to write for college academic purposes as well as how to write for the job or in service to the community rhetoric writing reading writing practice english courses english composition courses all potential writers

ecologies of writing programs profiles of writing programs in context features profiles of exemplary and innovative writing programs across varied institutions situated within an ecological framework the book explores the dynamic inter relationships as well as the complex rhetorical and material conditions that writing programs inhabit conditions and relationships that are constantly in flux as writing program administrators negotiate constraint and innovation

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

this collection examines the forces and factors affecting rhetoric writing and communication expectations in the nations of the former soviet union and the eastern bloc the entries in this collection focus on four interconnected topics or contexts influencing rhetorical expectations and writing practices in these countries the four contexts are 1 the dynamics of the educational settings in which students learn about the relationships between rhetoric and writing 2 the professional environments in which students will apply their knowledge of rhetoric and writing upon completing their formal studies 3 the greater global context that affects the teaching of rhetoric and writing as connected to educational institutions becoming part of a larger and more integrated global community and 4 the factors and perceptions that affect how students apply and or expand their foundations in rhetoric and writing to communicate effectively across different forms of media by approaching ideas of rhetoric writing and communication from the perspective of these four areas this collection provides readers with a broad foundation for understanding the various overarching and interlocking contexts that affect perceptions of and practices involving communication practices and expectations in the former eastern bloc additionally this approach provides researchers teachers and students with ideas and approaches that can be used to more effectively engage both with this topic area and with individuals from these nations

brief and accessible this rhetoric teaches students to read closely critically and rhetorically and to write effectively to achieve their rhetorical goals p gt the five traditional canons of rhetoric ndash invention arrangement style memory and delivery are introduced in a particularly accessible chapter showing students that rhetoric has roots in antiquity but essential applications in our own time ch 2

this book addresses the transfer of rhetorical knowledge from a first language l1 to a second language l1 to l2 rhetorical transfer a common cognitive phenomenon in the l2 writing of students in foreign language learning environments it investigates l1 to l2 rhetorical transfer from a cognitive perspective and examines a specific component of l2 writers agency in this transfer namely metacognition the book s ultimate goal is to enhance our understanding of the cognitive mechanism of rhetorical transfer across languages this goal is in turn connected to the need to determine how l1 rhetorical knowledge can be steered and oriented toward successful l2 writing to this end this book proposes a theoretical framework for transfer studies encompassing the dimensions of text transfer agency and l2 essay raters it facilitates an in depth exploration of the intricacies involved in l1 to l2 rhetorical transfer it then presents empirical studies on this transfer embracing a dynamic perspective this book furthers our understanding of interlingual rhetorical transfer as a conscious or intuitive process for making meaning one that can be monitored and steered moreover it discusses the

pedagogical implications for l2 writing instruction that guides students to use metacognition to transfer l1 rhetorical knowledge during l2 writing

designed to help all writers learn to use style as a rhetorical tool taking into account audience purpose context and occasion the writer s style is not only a style guide for a new generation but a new generation of style guide the book helps writers learn new strategies inductively by looking at firsthand examples of how they operate rhetorically as well as deductively through careful explanations in the text the work focuses on invention allowing writers to develop their own style as they analyze writing from varied genres in a departure from the deficiency model associated with other commonly used style guides author paul butler encourages writers to see style as a malleable device to use for their own purposes rather than a domain of rules or privilege he encourages writing instructors to present style as a practical accessible and rhetorical tool working with models that connect to a broad range of writing situations including traditional texts like essays newspaper articles and creative nonfiction as well as digital texts in the form of tweets facebook postings texts email visual rhetoric youtube and others though designed for use in first year composition courses in which students are learning to write for various audiences purposes and contexts the writer s style is a richly layered work that will serve anyone considering how style applies to their professional personal creative or academic writing

writing programs worldwide offers an important global perspective to the growing research literature in the shaping of writing programs the authors of its program profiles show how innovators at a diverse range of universities on six continents have dealt creatively over many years with day to day and long range issues affecting how students across disciplines and languages grow as communicators and learners

comprised of a study spanning over five years this text looks at four engineering co op students as they write at work since the contributors have a foot in both worlds work and school the book should appeal to people who are interested in how students learn to write as well as people who are interested in what writing at work is like primarily concerned with whether engineers see their writing as rhetorical or persuasive the study attempts to describe the students changing understanding of what it is they do when they write two features of engineering practice that have particular impact on the extent to which engineers recognize persuasion are identified a reverence for data and the hierarchical structure of the organizations in which engineering is most commonly done both of these features discourage an open recognition of persuasion finally the study shows that the four co op students learned most of what they knew about writing at work by engaging in situated practice in the workplace rather than by attending formal classes

short enough to be synoptic yet long enough to be usefully detailed a short history of writing

instruction is the ideal text for undergraduate courses and graduate seminars in rhetoric and composition it preserves the legacy of writing instruction from antiquity to contemporary times with a unique focus on the material educational and institutional context of the western rhetorical tradition its longitudinal approach enables students to track the recurrence over time of not only specific teaching methods but also major issues such as social purpose writing as power the effect of technologies the rise of vernaculars and writing as a force for democratization the collection is rich in scholarship and critical perspectives which is made accessible through the robust list of pedagogical tools included such as the key concepts listed at the beginning of each chapter and the glossary of key terms and bibliography for further study provided at the end of the text further additions include increased attention to orthography or the physical aspects of the writing process new material on high school instruction sections on writing in the electronic age and increased coverage of women rhetoricians and writing instruction of women a new chapter on writing instruction in late medieval europe was also added to augment coverage of the middle ages fill the gap in students knowledge of the period and present instructional methods that can be easily reproduced in the modern classroom

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