

Cindy Johaneke

COMPOSING RESEARCH

*A Contextualist Paradigm for
Rhetoric and Composition*

Composing Research A Contextualist Research Paradigm For Rhetoric And Composition Cindy JohaneK

Melissa lanetta,Lauren Fitzgerald



Composing Research A Contextualist Research Paradigm For Rhetoric And Composition Cindy JohaneK:

Composing Research Cindy JohaneK,2000-04 Cindy JohaneK offers a new perspective on the ideological conflict between qualitative and quantitative research approaches and the theories of knowledge that inform them With a paradigm that is sensitive to the context of one s research questions she argues scholars can develop less dichotomous forms that invoke the strengths of both research traditions Context oriented approaches can lift the narrative from beneath the numbers in an experimental study for example or bring the useful clarity of numbers to an ethnographic study A pragmatic scholar JohaneK moves easily across the boundaries that divide the field and argues for contextualist theory as a lens through which to view composition research This approach brings with it a new focus she writes This new focus will call us to attend to the contexts in which rhetorical issues and research issues converge producing varied forms many voices and new knowledge indeed reconstructing a discipline that will be simultaneously focused on its tasks its knowledge makers and its students **Composing Research** is a work full of personal voice and professional commitment and will be a welcome addition to the research methods classroom and to the composition researcher s own bookshelf 2000 Outstanding Scholarship Award from the International Writing Centers Association

Bibliographic Research in Composition Studies Vicki Byard,2009-10-02 Bibliographic Research in Composition Studies is a student friendly guide to how knowledge is constructed and disseminated in composition studies as well as a thorough handbook on how to conduct bibliographic research in the discipline Student readers are taught Stephen North s taxonomy of scholarship empirical research and practice so that they can better contextualize the sources they read and they learn the unique ways that some genres of publication function in composition studies The book also leads students through the entire process of completing a bibliographic assignment

Distant Readings of Disciplinarity Benjamin Miller,2022-12-28 In Distant Readings of Disciplinarity Benjamin Miller brings a big data approach to the study of disciplinarity in rhetoric composition and writing studies RCWS by developing scalable maps of the methods and topics of several thousand RCWS dissertations from 2001 to 2015 Combining charts and figures with engaging and even playful prose Miller offers an accessible model of how large scale data driven research can advance disciplinary understanding both answering and amplifying the call to add replicable data analysis and visualization to the mix of methods regularly employed in the field Writing studies has long been marked by a multitude of methods and interlocking purposes partaking of not just humanities approaches but also social scientific ones with data drawn from interviews and surveys alongside historical and philosophical arguments and with corpus analytics in large scale collections jostling against small scale case studies of individuals These areas of study aren t always cleanly separable shifting modes mark the discipline as open and welcoming to many different angles of research The field needs to embrace that vantage point and generate new degrees of familiarity with methods beyond those of any individual scholar Not only a training genre and not only a knowledge making genre the dissertation is also a discipline producing genre Illustrating what the field has

been studying and how Distant Readings of Disciplinarity supports more fruitful collaborations within and across research areas and methods The Writing Center as Cultural and Interdisciplinary Contact Zone Randall W. Monty, 2016-05-05

Writing centers are complex. They are places of scholarly work spaces of interdisciplinary interaction and programs of service among other things. With this complexity in mind, this book theorizes writing center studies as a function of its own rhetorical and discursive practices. In other words, the things we do and make define who we are and what we value. Through a comprehensive methodological framework grounded in critical discourse analysis, this book takes a closer look at prominent writing center discourses by temporarily shifting attention away from the stakeholders' work locations and scholarship of the discipline and onto things, the artifacts and networks that make up the discipline. Through this approach, we can see the ways the discipline reinforces, challenges, reproduces, and subverts structures of institutional power. As a result, writing center studies can be seen as a vast ecosystem of interconnectivity and intertextuality. Writing Studies Research in Practice Lee Nickoson, Mary P. Sheridan, 2012-09-10

An essential reference for students and scholars exploring the methods and methodologies of writing research. What does it mean to research writing today? What are the practical and theoretical issues researchers face when approaching writing as they do? What are the gains or limitations of applying particular methods and what might researchers be overlooking? These questions and more are answered by the writing research field's leading scholars in *Writing Studies Research in Practice: Methods and Methodologies*. Editors Nickoson and Sheridan gather twenty chapters from leaders in writing research spanning topics from ethical considerations for researchers' quantitative methods and activity analysis to interviewing and community-based and Internet research. While each chapter addresses a different subject, the volume as a whole covers the range of methodologies, technologies, and approaches both old and new that writing researchers use and examines the ways in which contemporary writing research is understood, practiced, and represented. An essential reference for experienced researchers and an invaluable tool to help novices understand research methods and methodologies, *Writing Studies Research in Practice* includes established methods and knowledge while addressing the contemporary issues, interests, and concerns faced by writing researchers today. *The Oxford Guide for Writing Tutors* Melissa Ianetta, Lauren Fitzgerald, 2016

The Oxford Guide for Writing Tutors introduces two conversations to the tutor's preparation: one about the creation of knowledge in writing programs, the other about tutor research. This approach to tutor training provides several benefits. First, it allows tutors to test their theories of what might work in a writing center session and helps them to move professional conversation towards why such things happen. They bridge the theory-practice divide that often frustrates both novices and experienced tutors. By conducting research to answer such questions, tutors can help themselves, the writers with whom they work, their fellow tutors, and the writers with whom they work. And further, this approach gives the reader new methods for appreciating and critiquing scholarly work, making it easier to understand the best ways to help writers and to move the field forward. As writing tutoring programs take on a variety of forms and pursue a

range of missions this book aims to create a flexible text whose contents can be easily rearranged to support a broad spectrum of reader needs Each chapter accordingly can be read independently the text does not rely on a sequential reading to create meaning The book also includes intra textual and extra textual references for the reader who wants to inquire further That is throughout the book are references to material in other chapters that might be of interest to the reader intrigued by the topic at hand So too in each chapter we include references to and citations of the scholarship that supports much of the common knowledge of the field including in the Handbook both previous tutor education textbooks and research from the field The aim is to aid the interested reader s inquiry into the scholarship of the field as well as to ground advice about practice in research that testifies to the effectiveness a range of tutoring practices Much of the scholarship cited throughout the book is authored by undergraduate tutor researchers as well as several former tutors who were graduate students when they published their articles This crucial aspect best models the ways in which tutors themselves can bring together practice and research in their day to day work and in their informed thinking about this work Including tutor voices is an important tradition of the tutor education textbook because these are voices that speak to the issues concerning tutors in a range of institutions and programs across the country

Exploring Composition Studies Kelly Ritter,Paul Kei Matsuda,2012-04-30 Kelly Ritter and Paul Kei Matsuda have created an essential introduction to the field of composition studies for graduate students and instructors new to the study of writing The book offers a careful exploration of this diverse field focusing specifically on scholarship of writing and composing Within this territory the authors draw the boundaries broadly to include allied sites of research such as professional and technical writing writing across the curriculum programs writing centers and writing program administration Importantly they represent composition as a dynamic eclectic field influenced by factors both within the academy and without The editors and their sixteen seasoned contributors have created a comprehensive and thoughtful exploration of composition studies as it stands in the early twenty first century Given the rapid growth of this field and the evolution of it research and pedagogical agendas over even the last ten years this multi vocal introduction is long overdue

[A Guide to Composition Pedagogies](#) Gary Tate,Amy Rupiper-Taggart,Kurt Schick,Brooke Hessler,2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration

How to Get Started in Arts and Humanities Research with Undergraduates Iain Crawford,Jenny Olin Shanahan,Sara E. Orel,Julie Langford,John N. Swift,Sheila T. Cavanagh,Lauren Fitzgerald,Maria T. Iacullo-Bird,Tulla Lightfoot,Bernadette McNary-Zak,Rebecca Todd Peters,Kevin A. Quarmby,Steven Roens,Alexa Sand,John Thomas Scott,Stephen Unwin,Wynne Wilbur,Gregory Young,2019-06-01 How to Get Started in Arts and Humanities Research with Undergraduates is designed for faculty members and administrators who wish to develop opportunities for undergraduate research scholarship and creative work in the arts and humanities Since the scholarly norms definitions of research and roles

of collaboration and individual study in the arts and humanities can differ from those in the sciences the book contributes new ideas for meaningful student participation in the scholarship of these disciplines and for connections to faculty work Written by faculty with substantial expertise in working with undergraduate researchers the book s 11 chapters offer models of successful practice in a wide range of disciplines and cross disciplinary programs and demonstrate the integral role of undergraduate research in these disciplines

The Writing Center Director's Resource Book Christina Murphy, Byron Stay, 2012-11-12 The Writing Center Director s Resource Book has been developed to serve as a guide to writing center professionals in carrying out their various roles duties and responsibilities It is a resource for those whose jobs not only encompass a wide range of tasks but also require a broad knowledge of multiple issues The volume provides information on the most significant areas of writing center work that writing center professionals both new and seasoned are likely to encounter It is structured for use in diverse institutional settings providing both current knowledge as well as case studies of specific settings that represent the types of challenges and possible outcomes writing center professionals may experience This blend of theory with actual practice provides a multi dimensional view of writing center work In the end this book serves not only as a resource but also as a guide to future directions for the writing center which will continue to evolve in response to a myriad of new challenges that will lie ahead

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Introduction

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