

Commons - Elbow - Pearl

- Composition Studies — 1982 — 1st use of "Comp Studies"
- mod. of our PhD progrs. less than 2 decs.
- name of dec goes back 12-15 yrs.

" Questions of what it means to be a discipline — "

History

— names a field

{	Porter Perrins	1933
	W. Gutherie	1940
	Kitzhaber	53

1st composition history = Kitz.

our awareness of our history —
began late 70's

writing history creates discipline

— intellectual task of history is to bring us together }
to

" still feel powerful pull of doing good in the world "

now, we in
era of disciplinarity?

new series
Herzog Press —

Editing

Commons

also
book
for
Pitts. Press

series of 40's speech

heart

breaky
remances"

common

50's linguistics

60's beginning of something new

- post-63: new rhetoric

→ "Birth of Comp. Studies" at that 4c's

70's

· ^{more} journals

asc of

"hero editors"

· 1st PhD's in rhetoric

- ability to reproduce

without that ^{ability} we did not have

a discipline

1980's - full blown discip

{ love feast of marginalized minority
replaced
by more serious business

→ now have only blind reviews

→

Many good results of our disciplinarity

- serious scholarship in respectable journals

- subject our work to critical analyses

- grad studs to mentor

- place in

- access to diverse interest /

- better salaries

- intellectual vitality

Alg. aspects of deicing

- * - rise of intellectual hatreds + egotism
- * - conflicting discourse communities
- * - people have "enemies" in field
- * - jargon-code words
- * - ideological purity tests: some of our
- * - communities enforce certain conformities
- * - "let's somebody else do it" - BW

- Theoretical side of field coming more to fore -
- Whom does Theory serve?

- Out of service to whom grows today's Theories?

→ [Disciplinary devalues practitioners knowledge]

Journals advance Theory not merely use it

M. could ^{partly} → "too quaint + too Murray-esque"

* rise of certain kind of elite

* mandarinism w/in field

comp teaching also has served other
needs -

Watch The demographics

1977- 8 PhD props.

1995 75 PhD props

8/625 were for comp.

- will our disciplinary be shaken

→ whom we will serve?

Students + society

Sandra Perl - Writing Process

- NYC writing project

-

-

evaluation of research on composing { ^{past}
or
fut

1971 - ^{Emis} How do 12th graders write

75 - Graves -

- Sommers

- Perl

- Rose - w block

- Flower & Hayes

o all modeled on tenets of Experi. research -
tried to control for many variables

o researchers were to be
distant - faceless - voiceless

writers tried to be as
objective } as methods they used
informed }
distant }

M. H. called ^{effect of} this research a paradigm shift

audiotapes
videotapes
protocols

1983 - Carol Berke voiced a concern

- writing arises out of context
 - controlling for variables can strip context
- marked a change in



1986 -

who is writer
to whom

Research on comp. no longer "objective"

Plurivocal
political act

Ways - attention to setting

writing no longer indiv. act
context

scene of writing
room of many
voices

mediums no longer even

wr. in cultural act - studied
this sid.

Studies of computers -

Where do central and. of computer work?

① users + what they do in at center of inquiry
grant human action central importance

Research findings are also compared
how to take research into account

- take researchers' shopping role into account

Red. enter into setting -

Call on capacity for

intimacy }
empathy }

This in contrast to distance we use once
wished to establish

Enter space
of subject

①

two
moves
"gestures"

② Start back, gain perspective

(we cannot understand without moving
in close

(Must then move away, sit, sort to make sense

- No one version of explanation will ever
say it all

- What we discover is "provisional" =

- writer is present

Looking for
- nuts & bolts of lab science
but how we

act of imagination

- how we make meaning still eludes us

What is composing

- That enables us
to reshape

what shaped us

Moving in close
and subsequently moving away

- That enables

us to move to
new
spaces

- That enables

us to see
outline -
fill in

recompose or
recompose

Elbow - Voice and Writing

Voice is a lightning rod for dangerous thinking

- Non dangerous

- ~~sound~~ audible voice
- implied author dramatic voice
- distinctive voice
- authoritative voice
- ^{relations} language + real self

Bakhtin: "Our mouths are full of other people's tongues + voices"

Voice need not {
romanticism
expressionism
individualism

= Dangerous =

- ① - free comp. ^{sition} from reflecting writer's p-v
- ② - "the red me" - not just constructed the
listen to link between
voice + self

process of strong interaction -
at least like notes for culture

- Blust
- Blust

most trust + support for students when they set down their own ground

places where realm of body drives

realm of body
realm of law

Kristeva



creates between culture and the self

the most bodily part of language -
American

Wolcott < interaction

Body - not shaped

language = map of culture

culture doesn't control us?

- where are points of leverage where

- culture takes control

Language thought 3

listen for it

children are of weight of oppressed groups

Angela

"I am my language"

Use -
Name {
index.
} {
expt.
}
"Devil terms"

pleasure of producing things
to readers want to read

Anyone can make contact w/ readers
Each student is capable

Anger
#4- anyone can do it

consequences - Enormous study

2. Lack of exposure

can't process
- method
- knowledge

training student to respond to research
rather than produce

1. many critics

Earlier
concern that his history
was being rep. by criticism

* Our study not being trained in historiography

Apr 77 Quarterly journal special
Packerwyle: "Must ~~be~~ all be Historical Critic?"

1st obligation } to provide new info
new evidence
new data

→ interpretation without research

Emerging in historical
= quasi = papers
Research

R. ENOS
papers
by context

1. Study history of period
2. material evidence of culture
3. learn techniques
4. " how to argue for interprets
- 5.

- cites these as good
- Brimaldi ^{essay}
 - Glenn - "Rhet + M.K."
 - W. Harner
 - M. Curry
 - Zappan
 -

Don't confuse criticism with historical research

Open Issues

- Teaching history of Meth. to grad student

-

- Those in comp studies in interpret texts through own concerns

-

① { we examine historical texts to see how salient issues
in our field are addressed
"consequential" studies

② we are heavily infl. by
pshr.) theories
prnd

we avoid new critical

"heterogeneous & contextual interpretive practices"^{five}

Instructional challenges -

"

1. Consequential nature

our stud. read historical texts through

salient issues in our field

read
historical
texts
through
these
issues

- thru issues of epistemology
- ideology
- ethics
- contested boundaries & genres
- what were pol. & social implications of

these issues are moot when our studs. do
rhetorical history in other disciplines

~
- heteroglossic interpretive practices

- position text in social, political, cultural ^{text}
- Then read thru issues
- Then have studs callab. on reading of one arged
- Then JIL: complicate by bring'g in other secondary reading

reading
historical
texts
through
these
issues

Michael Jeff

supervisor

taught course in one

De oratore

Jan Swearingen

Culicum

attacks - Classical rhetorical studies are elitist

- historical studies are populist

Cynthia - new area of historical reclamation

BCE

markings - gender
~~gender~~ genre

PLATO - said A + Disting

accomplished speakers + teachers