

CT grows out of CES

BERLIN

Now classical
(Transactional)

Objective / Current Traditional +
 o real → ^{external/} material world
 o inductive & sense data
 ① truth → ② language

CT eventually drops
 ethical in favor in
 the positivist

- Categories:
- epistemology
 - ① nature of real
 - ② interlocutor
 - ③ audience
 - ④ language

Current Traditional
 Positivist (Common Sense Realism)
 o inductive, not deductive, reasoning
 o new truth doesn't need to ~~refer~~ reference ~~world~~
 o language can be reproduced in the hearer's mind
 o there is stable truth
 o so (:), the emphasis becomes style & arrangement
 o sense experience
 o real in external world

Cognitive
 hear apparent to CT
 o writers make goals - problem-solving
 o objective understanding of unchanging structure of mind

Categories:

differing parts of composing process

- ① reality (truth & knowledge)
- ② audience
- ③ language
- ④ writer

Neo-Aristotelian Classicists
 o rational, objective truth
 o logic reasoning
 o everything is deduced & referenced to what is already known

Transactional

Classical
 o cognitive epistemic truth/interaction of elements
 o ~~is~~ is open to debate

Expressionist

individual ~~or~~ social is only in service to individual
 ideology: in its ability to criticize

Neo-Platonic Expressionist
 o individual apprehension of reality
 o interaction w/ others is not to get rid of inauthenticity
 o dialectic

Categories

- ideology - ^{what role ideology plays}
- ① what exists?
 - ② what is good?
 - ③ what is possible?

Psychological Epistemic

o dialectal version of expressionist
 o meaning is ~~from~~ generated through rhetoric but its still

New Rhetoricians

Epistemologists
 o truth is not pre-existent to language
 o truth is dynamic & created through language
 o interaction between audience, language, reality, reality

social epistemic
 loses part
 ideology at center

Subjective

o internal apprehension
 o influenced by cogn. psych. self-base
 o transaction, but primarily focused on individual

* more of a focus on genius (Romanticism) in this

Cognitive

↳ just starting to be published
 ppl turned against it quickly
 o self = historical + editorial moment
 o does critical state

FULKERSON

value-mode confusion: mode of assignment doesn't match value of evaluation
 ~ like expressionist prompt (opinion) evaluated on rhetorical values

Epistemology matters b/c (1) determines acceptable scholarly research & (2) suggests what counts as acceptable proof

the field
 no longer has consensus because of social turn?
 Critical/Cultural studies

Contemporary Expressivism

- fostering personal development & finding voice
- not interchangeable w/ process
- causes free writing, journals & small groups
- pedagogical: how does one teach writing (procedural things)
- epistemological: how do you know that?

metatheory: epistemology is most important (underlies answers to others)

Expressive

- emphasizes writer
- values honesty, self discovery & voice
- writing about personal subjects (using journals)
- finding the "real" self; inner equilibrium; therapeutic writing

Critical/Cultural Studies

- cultural, feminism
- students read about injustices inflicted by dominant groups
- ↳ they learn to identify & resist these, they are empowered
- goal is empowerment, not improved writing
- the focus is on reading the text, not writing skills
- what is valued when writing is evaluated

Formalist

- communicative transaction
- emphasizes traits internal to work
- evaluated based on whether it fits certain forms
- students study & replicate forms
- evaluated in a decontextualized manner

metatheory: Axiology is the most important for categorization

- axiological component: value theory about what constitutes good writing
- procedural component: how writers go about creating good texts
- pedagogical component: how teacher sets up class to facilitate good writing
- epistemological component: what counts as knowledge

we agree on where we need to go, but not how to get there
 we agree that writing is social, but not that collaboration is the best
 field endorses a rhetorical practice

evaluation should match pedagogical theory, but practices can cross pedagogical theories

axiology

- evidence of formalism, even though we don't support it
- memetic exists only when teachers evaluate written tests that are discipline specific
- no more expressionist publications

Memetic

- emphasizes correspondence with reality
- connects good writing & good thinking (well thought out)
- ↳ we should teach students to think &/or teach them a lot of topics so they have something to say
- formal logic & research are important

Rhetorical

- effect on audience
- audience analysis
- presumption that writing is a social act in a discourse community
- interest in WAC

Rhetorical

- emphasizes effect on reader
- good writing = having desired effect on desired audience
- texts to different audiences would have to be evaluated differently

Procedural Rhetoric (merge classical rhetoric, not social)

- three emphases: argumentation, genre & intro to academia
- focus on suitability to context (situation & audience)
- writing is an extended set of teachable activities
- values reached through dialectic
- teacher model → student perform → critique → more practice
- Berlin's categories merges all components but procedural, says Fulkerston

Similarities

Objective Formalist CT

- focus on grammar, surface issues, form (templates)
- reality is in the material world
- language can be reproduced in hearer

Expressive Subjective Expressive Expressive

- focus on authenticity & voice
- focus on the individual
- writing can't be taught
- integrity, spontaneity & originality

Neo-Aristotelean/Classists Memetic

- focus on logic

Cognitive Cognitive

- location in science

Rhetorical

- epistemology of objective (stable truth)
- pedagogy of transactional (some things are truth, but other things are negotiable)

~~Cognitive~~ Procedural Rhet Cognitive

- writing is a series of teachable steps
- composing can be studied as a series of steps

Objective Memetic

- good writing is reproducing the writer's reality in the reader (connection between language & thought)
* maybe

Memetic

- Objective in its view of reality
- Classists in its focus on logic

Differences

~~Formalist doesn't look at the real~~

Fulkerson primarily looks at pedagogy; focus on evaluation

Berlin is about epistemology

Fairley is about theories of process

Fulkerson doesn't address the cognitive parts of comp. Flowers is mentioned in process.

OVERVIEWS OF COMPOSITION

CCS Rhetorical Social Transactional

o writing is social

Social (Post structuralist) Rhetorical (2)

- focus on discourse communities

Social (Sociology of science) Procedural Rhet

- introduction to academia
- social processes of writing in academia

Social (Marxist) CCS Transactional (some)

empowerment

- writing must be understood within a power structure

Fargley is interested in theories of process

↓

this is why he doesn't have a formalist/objective category

post structuralist vs. ethnographic

ethnographic is the immediate communities of family & classroom

post structuralist is the larger discourse community

Similarities

OVERVIEWS

Differences

Devitt

- genre can help us move beyond the field's dichotomies
 - ↳ particularly merging form & content
- knowing genre means knowing how to respond to the situation
- genre constructs the situation
 - ↳ we pick certain things in the situation, meaning we pick the genre.
 - ∴ we construct the situation (how we see it) by the genres we pick (genre is the maker of meaning)
- genres are not static
- genres constrain, but don't eliminate choice
- genre help us explain why & how students revise the way they do
- old conception of genre is filling in the form

Green & Lee

- genre is inescapable from politics of gender, identity, etc.
- ~~genre~~ genres may be aligned with specific subject positions

Miller

- Genre refers to a conventional category of discourse based in large-scale typification of rhetorical action; as action, it ~~acquires~~ acquires meaning from situation & from the social context in which that situation arose.
- A genre is a rhetorical ~~form~~ means for mediating private institutions & social exigence; it motivates by connecting the private with the public, the singular w/ the recurrent.

- Substance: content
- Form: genre conventions
- action: purpose

- social forces + technology: enabling new genre
kairotic moment
- Ancestral genre: genres that come before & lead to the new genre. "Ancestral genres help define the possibilities of the new genre."
- In order to evolve, genres must allow for the incorporation of novelty & the accommodation of changed constraints.
- They do not explore explicitly the concept of subgenre
 - ↳ pragmatic action (purpose) seems to lead to the different subgenres
 - self-expression & community development

Freedman

- explicit features: form & conventions (not so much the social)
- genre conventions/knowledge is equated w/ linguistics & discourse conventions
- Strong Hypothesis: you can't explicitly teach genre
- Restricted Hypothesis: some things can be taught, but much be taught in context; teacher must have genre knowledge
- Genre knowledge is learned tacitly
- grammar & writing strategies can be taught explicitly
 - ↳ this suggests that grammar & writing strategies are separated from genre

Williams & Colomb

- they are focused on ~~learning~~ learning to write & not learning discourse conventions
- effective teaching includes both explicit & implicit teaching
- form & social context can inform each other. ~~Learning~~ Learning one explicitly can help knowledge of the other
- avoiding explicit teaching can hide the ideologies & consequences of using particular genres

Berkenkotter

Naturalist paradigm:

language of passion, energy, authentic & trustworthy
uses fictive writing forms & strategies (as opposed to
scientific method)

It seems poststructuralist, constructivist & naturalist are
the same.

Hayes

Discovery & ~~empirical~~^{non-} experimentalist, interventionalist
methodologies were both present in the period
that Guba calls positivist. (Guba says discovery &
non-E-I methodologies are post positivist.)

Take away: Parts of a paradigm will (likely) exist in other
paradigms, temporalities, etc.

positivist is an imaginary foe in order to distance ourselves
from empirical methods. (which, he says, we should keep).

*Note: Hayes pulls from a wide range of sciences, but Guba
is dealing w/ social sciences.

Stolsken

(Research) Paradigm

paradigms allow us to reflect, but they should be connected to the everyday world (so we should use lore as research methodology - multivocality encourages reflection)

post structuralism: knowledge & meaning are (1) socially constructed, (2) historical, (3) partial, (4) multiple, & (5) political.

↳ this might differ from critical theory b/c of methodology

(channeling Johannek: the research question - "intentions" for Stolsken - should guide the research, not the paradigm)

Larson

~~Hairston is hyperbolic.~~

paradigm (according to Guba & Lincoln): assumptions about the structure of the world & ways of knowing. Includes ontology, epistemology & methodology.

Advocates for constructivist paradigm → relativist ontology, subjectivist epistemology & hereneutic, dialectic methodology

↳ this paradigm expands the # of stakeholders, makes enlarged knowledge the goal of inquiry, & encourages dialogue which brings more information & knowledge to the research process.

The research paradigm didn't change, but the focus of that research did. Ergo, Hairston is hyperbolic.

RESEARCH METHODS

Johannek

We should have the binary between qual. & quant. methods; instead, we should use a Contextualist Research Paradigm that starts w/ the research questions & uses a variety of research methods from there.

Comp values personal over scientific.

If each study is individualized, we won't find commonalities. This means the field will continue to divide & be confusing.

Number ppl distrust narrative ppl & vice versa, but one can be used to explain the other

Demonstrable evidence allows researchs to test each, ^(working toward) removing error & info that's applicable to the most number of contexts.

CRP: The ~~other~~ rhetorical issues are audience, researcher & evidence. The research issues are publication, methods, purpose & question.
↳ used to help us choose a set of methods.

*she seems to be disconnecting methodologies from the ideologies & epistemologies that created them

So now, we should (i) eliminate the emphasis on MLA (present tense doesn't indicate how beliefs change); understanding that only powerful voices get to tell stories; teach quant. methods alongside ~~qual.~~ qual.; incorporating our research into our classes

North

Comp is w/o a center; no cohesion in deciding what the problems are or how to solve them

↳ this is created by us foraging methods from a variety of disciplines

modes of inquiry - series of steps (starting w/ ~~defining~~ defining the problem through disseminating info)

methodological community - united by allegiance to one mode

Comp created things like the literacy crisis b/c once ~~they~~ ^{we} had a problem, we could start searching for solutions & legitimize ourselves as a field

discusses the modes to show that we don't have a center. He feels that this lack of center will break the field apart. & comp will be devalued.

Practitioners needs to be a formal methodology & not belittled.

① need to be shown the light

② ~~they~~ their job is to implement the findings of the researchers & scholars

① & ②
is how we belittle them

Practice is only inquiry if it creates new knowledge.

Practice (pedagogical) shouldn't be the guiding factor for what counts as relevant knowledge. The ~~the~~ findings are valuable in themselves.

The canon you choose influences the validity of what you conclude.

Fleckenstein

A new research metaphor \Rightarrow ecology (which align w/ how we now see writing - i.e. ecologically)

3 characteristics:

① Interdependence: research is a web of social, material & semiotic practices; the researcher is immersed in this web
the ~~components~~ components of the research process are not static & independent

② Feedback:

the potential interactions between organism & environment
we need to draw different circumferences around different feedback loops

③ Diversity:

diversity in the approaches the field accepts
diversity in the researcher's methodologies

Research should be guided by:

- possibility: the idea that we can change our environments

- kairos: research is prompted by the need to change a particular area/situation

- decorum: research methods match the research contexts, needs & questions

- rigor: internally consistent, ~~conviction~~ contextually appropriate & methodologically persuasive^{ve}

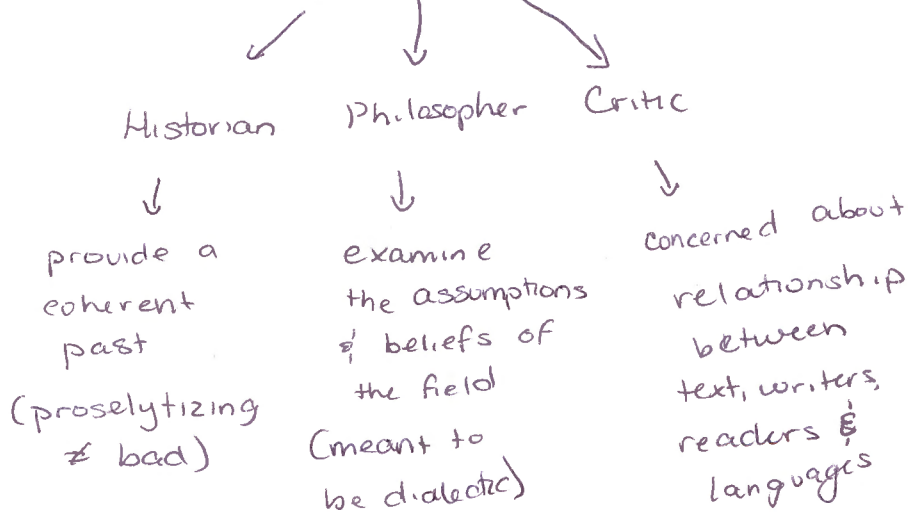
\hookrightarrow rigor = sustainability of comp studies **RESEARCH METHODOLOGIES**

North

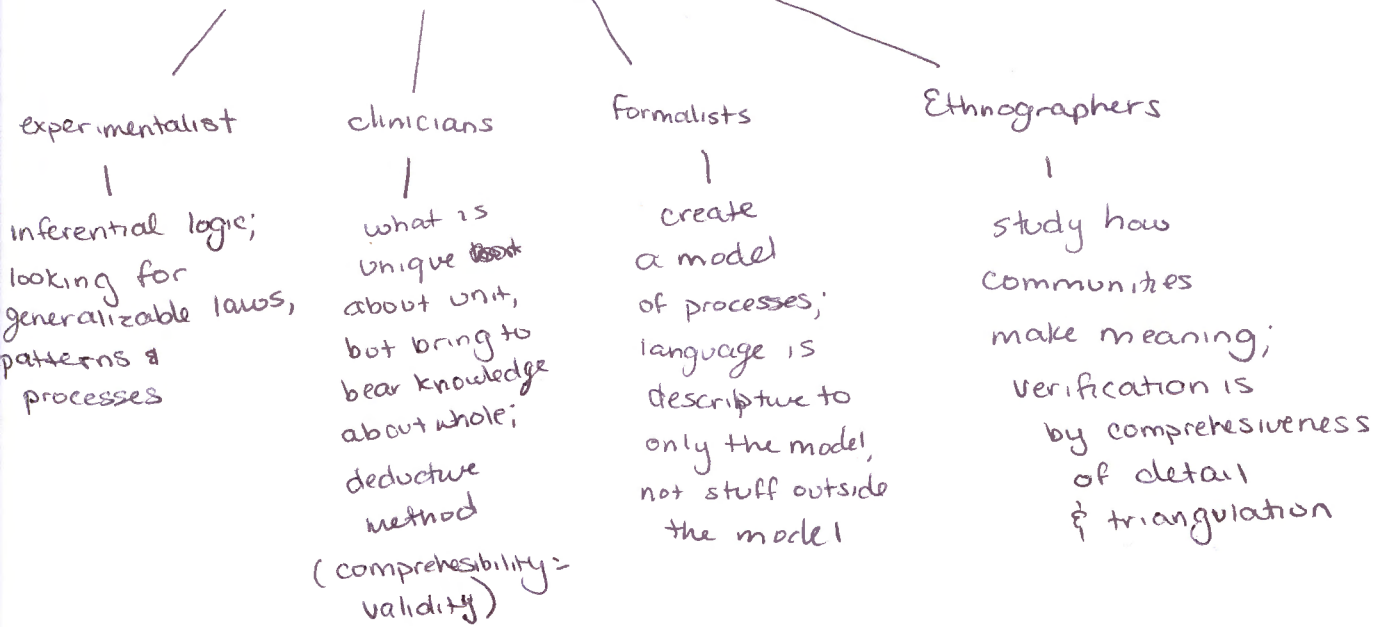
Practitioner

↓
lore
(nothing is dropped)
(based in field's ritual)

Scholar
Create textually based knowledge



Researchers empirically based



Britton

PROCESS

- learning starts w/ speaking (~~learning~~ ^{internalizing} structures, etc.). Learning the conventions of writing ~~systems~~ occurs as we read. Writing combines the two - early drafts sound like speaking & later drafts move toward more written conventions.
- teacher provides an audience for the student
- poetic language ⇒ language as art; language for the sake of language
- transactional language ⇒ language to do something
- expressive language ⇒ used to make sense of experience
- ★ expressive is how the sense (meaning) gets made & not on what the meaning actually is (the means, not the end)

Elbow

It's okay to have multiple understandings of voice; one shows us what the other can't

~~There are two ways to understand voice as (physical)~~

- ① the real/physical/self
- ② the constructed/textual

when we talk about voice as physical, we implicate the body in writing & the body is associated w/ the self. So, there are issues of the self implicated in writing

when we talk about voice as constructed, we see the reader projecting a voice into/onto the writing. We separate the author from the text

Elbow says that resonant voice (or presence) is the sound of the person behind the words. He likes this term

better than authentic & sincere.

PROCESS cont

↳ gets us away from nailing down a single subjectivity and from asking whether the writer believes what he/she is writing

★ considers voice in terms of its parts - identifying its features & how its created

Flower & Hayes

juxtaposition of stage process model and the cognitive model
- stage process model focuses on product, not the actual process

the process is hierarchical yet embedded (i.e. it's recursive)
the process is guided by the writer's goals - high level & sub-goals

Cognitive Process:

- ① Task Environment: includes everything outside the writer, including the rhetorical problem & the growing text
- ② Long Term Memory: stored knowledge of topic, audience & writing plans
- ③ Writing Process: planning, translating (putting ideas into visible language) & reviewing, which are under the control of the monitor (determines when the writer moves from one stage to another)

★ recursive process yet postivist preoccupation of parts & boxes

Flower & Haas

PROCESS

- Reading is a ~~an~~ discursive (meaning-making) act, not a receptive act.
- Good readers read on multiple levels. Weak readers focus on only one or two.

3 Kinds of Reading Strategies

① Content (the what)

② Function/feature (conventions & formal features of the text)

③ Rhetorical (accounting for author's purpose, context & effect on audiences)

* Content & function/features strategies work alongside the rhetorical; rhetorical doesn't exist on its own *

★ The how of people reading

Hairston "The Winds of Change"

Kuhn: paradigms break down when problems occur that the paradigm can't solve → adhoc problem solving → scholars research new solutions → paradigm shift

Hairston says process is a paradigm shift from CT

Process is born from Dartmouth conference & the "why can't Johnny read movement"

CT: writers know what they're going to say before they start; writing is linear; teaching writing is teaching editing

Not all writing teachers have embraced process b/c there are Lit people & adjuncts

★ The writing process of the individual

PROCESS

Hairston

Comp shouldn't be about anything but writing & how one uses writing to think & communicate

Reacts against comp classes on ideology & politics b/c the instructors use it to forward their own political ~~agenda~~ agenda

Comp should focus on diversity, students' educational needs & students' voices, values, preferences & ~~not~~ interests & their experiences

↳ Hairston argues that political/ideological teachers are contemptuous to these & to any ideology (& pedagogy) that is not their own

Our classes should be low risk (ideology-driven is high risk)

* Irony: Hairston is forwarding her own expressionist ideology.

Comp needs to detach from English (read: lit) departments. ~~at least~~

↳ power & prestige

Our area of expertise is writing, not other areas of cultural criticism

~~Our~~ Our classrooms shouldn't just have expressive writing, but also argumentation & exposition.

Responses to Hairston

Trimbur: difference doesn't have to be adversarial; it can be a place to start conversation

Wood: no pedagogy is neutral of ideology; the best way to avoid the trappings is to acknowledge the ideology

Raustey ~~Wood~~: being able to criticize is critical

Thelin: there isn't an apolitical classroom

Process = ① away from formalism; ② toward discrete parts; ③ individual, not social/collective

Key Perspectives

Aristotle

Rhetoric = using the available means of persuasion

Dialectic = concerned w/ logical argumentation & general questions;
doesn't consider audience b/c it deals w/ universal truths; tends to be Q & A

Enthymeme = syllogism where the major premise is unstated

Persuasion → ethos, logos, pathos
→ enthymeme or example

Divisions of orator → political/deliberative (future)
→ forensic (past)
→ ceremonial (present)

* in order to be an effective orator, one must understand, for instance, what make people happy & the audience's customs, attitudes & belief

↳ a discussion of motives (Burke)

Poetic = literary, flowery language

Artistic proofs → statistic & such

Inartistic proofs → proofs one creates

Canons

Invention, style & arrangement are ~~essentially~~ essential

Delivery = volume, pitch & rhythm

= necessary b/c rhetoric concerns appearances,
but it'd be better if we didn't need it

Bakhtin

① Form & ~~discourse~~ content in discourse are one b/c verbal discourse is social, ideological & heteroglotic.

② Style is narrowly defined. Novelistic as compared to poetic

③ Privileging of everyday ~~words~~ discourse

~~unitary language~~

• unitary language: common understanding that undergirds the heteroglotic languages; illusion of a firm stable language

↳ helps us operate between multiple discourses/languages (heteroglotic)

• languages don't exclude each other but rather intersect w/ each other

• we learn ideologies & behaviors imbued in language by assimilating & interpreting others' language

• languages change through hybridization

★ continuum between ^(unstable) everyday & ^(stable) novelistic → determines how heteroglossic it is

Bakhtin - Speech Genres

Key Perspectives

① relationships between utterances:

- Immediate Context
- the utterance before it
 - what the speaker believes the listener will utter after him/her
 - all other utterances that have come before

② utterances end: change in speakers, generic concluding conventions, when the speaker exhausts the subject

③ listener is not passive

Genre → similar to Miller's understandings

Foucault - Panopticon & Docile Bodies

• For accumulating capital, → organizing & disciplining bodies

panopticon - being always visible

bodies - objects under power

↑ utility & production ↓ resistance to discipline & cost

1. Confined to specified spaces

↳ every individual has a place

↳ each unit is interchangeable → it is about the rank } space + rank

2. Control of activity through time

↳ connection of body & object is given specific temporal assignments

3. Each body knows its command by only a signal given

4. All bodies bound together create the machine.

Foucault - History of Sexuality

Key

Perspectives

• Sexuality is transformed into discourse & then discourse can be controlled

1. Confession - all details required. Controlling ~~down~~ everything down to the first impulse

science - sex is something to be analyzed

2. once you have discourse, you can name things as (ab)normal

↳ the abnormality is now part of the individual rather than just an activity (homosexual vs. sodomy)

Foucault - Discourse on Language

Discourse is controlled (organized & redistributed)

① principles of exclusion

- what is prohibited
- reason vs. folly
- true vs. false

② internal rules (classification rules)

- commentary
- author as unified concept (identity to be retraced)
- disciple (construction of new statements)

③ conditions of employment

- ritual: constraints on speaker (bodily language, meaning of words)
- fellowship of discourse: closed community's discourse (discourse's speaker doesn't lose ownership as the discourse is circulated)
- ~~discourse~~ doctrine: adherence = speaker + spoken

(In discipline, ppl adhere to the same truths, but only the discourse is controlled. in doctrine, the speaker is controlled too.)

- the means through which discourse is appropriated (educational system)

Key Perspectives

Haraway - Cyborg Manifesto

3 boundary breakdowns:

1. human & animal
2. physical & nonphysical
3. organism & machine

~~cyborg~~ cyborg: ubiquitous & invisible

~ an argument for the pleasure in the confusion of boundaries & for responsibility for their construction

There is nothing essentially "female" that brings women together. Being female is a highly complex category constructed in contested sexual scientific discourses & other social practices

↳ unity through affinity, not identity

↳ oppositional consciousness: refusal of a stable membership based on in social categories of race, sex or class

informatics of domination - the new networks, an ~~information~~ polymorphous information system (getting us away ~~from~~ from hierarchical binaries)

reorienting oneself through literacy acts

Haraway - Companion Species Manifesto

~ taking responsibility for the boundaries we create

↳ one cannot completely experience or understand the experience of another

↳ co-evolving, learning to communicate & respect each other

↳ respecting individual histories (it is harmful to deny these histories)

significant otherness: the boundaries between that are important (not to be ignored)

Companion ^{species} ~~species~~ alludes to the idea that there is no ~~pre~~
pre-constituted ~~to~~ subject

nature culture: shared histories; impossibility of of pure nature that is
Isn't constructed by observing & speaking about it

Haraway - Situated Knowledges

vision is embodied & partial

↳ requires accountability & responsibility

Situated knowledges allows for making connections
among & between knowledges

objects = actor & agent

↓
bodies & things in the world

Situated knowledges
can be used as
a theory for
objectivity
(feminist)

Key Perspectives

Plato - Gorgias

Rhetoric cannot account for the nature of its own application

Rhetoric \neq art $\hat{=}$ it is flattery

Plato - Phaedrus

definition of terms matters

clear beginning, middle $\hat{=}$ end

intimate knowledge of topic $\hat{=}$ of rhetoric is required

writing hinders memory $\hat{=}$ cannot respond to the reader

Rhetoric = art of deception

Perelman

Arguments are always addressed $\hat{=}$ must be built ~~to~~ from propositions the audience finds reasonable $\hat{=}$ acceptable

Presence

Ambiguity is unavoidable b/c language has more than a ~~any~~ single interpretation

Generally accepted principles - dialectic - need to be argued through rhetoric, so this breaks down the binary of rhetoric $\hat{=}$ dialectic

Old / vs / New Rhetoric

- unspecialized public square vs. any kind of audience
- formal rules vs. informal $\hat{=}$ contextual
- practice only vs. practice + theory

Argumentation \Rightarrow increase audience's adherence to rhetor's claims

Rhetoric \Rightarrow theory of persuasive communication

Audience \Rightarrow those the rhetor wants to ~~influence~~ influence

Richards

Key Perspectives

Rhetoric \Rightarrow study of misunderstandings $\hat{=}$ its remedies

Proper meaning of context Superstition \Rightarrow words have a (single) meaning regardless of context

- words take their meaning from other words $\hat{=}$ their contexts
even unuttered

Old Rhetoric

rhetoric = battle

rhetoric = persuasion

ambiguity = fault in language

metaphor = embellishment of language
used only by skilled rhetors

usages = good or bad

we move from specific \rightarrow abstract meanings

New Rhetoric

rhetoric = sorting out meanings

rhetoric = ^{all} functions of language
(persuasion included)

meaning is abstract so ambiguity is unavoidable

all discourse is metaphor

\hookrightarrow a word takes the place of parts of a context

so, "cat" is a metaphor

for all possible instantiations of cat


\hookrightarrow metaphor: tenor $\hat{=}$ vehicle

interanimation \Rightarrow meanings =

interplay of possibilities of the whole utterance

we guess \rightarrow test the guess \rightarrow adjust the guess (which is guessing again)

abstract \rightarrow specific

 It is through comparisons of abstracts that we find the overlaps, \odot which are the specifics

Minh-ha

◦ minority using majority language

◦ anthropology

◦ story $\hat{=}$ truth :

Russell & Yanez

Post Process (Bazerman)

Teachers are experts & expect their students to write like that } makes students
Universities see writing through transmission & genius model } feel alienated

Activity theory gets students & teachers to see the why, what (motives)
& how of academic writing.

Double bind

Gilthrow

Inter subjective consciousness: speakers & listeners not only recognize typical situations but also recognize one another's awareness

Agents ~~choose~~ choose a self based on the roles & motives they take up

↳ this is agency & is how activity systems change

standard, center, system

Bankin → we choose from existing words/usage, but ~~we~~ they can change too

linguistic consciousness brings our attention to the fact that these systems are open to correction

linguistic consciousness: speakers awareness of their own speech in relation to others & to the operationalizing system

Evans

Transmission model: meaning can be transmitted from speakers & listener; if there is a ~~form~~ mismeaning ^{is fault} with the listener, isn't context dependent

Post transmission model: context dependent, meaning is open to alternative interpretations

Training & reflection could help teachers be more aware of their models of communication

Transmission & ^{deficit} ~~deficit~~ models ~~also~~ reinforce each other

Geisler:

definitions of text change with new text technologies

text: an arrangement of discursive symbols which was read, written or transformed by the operation

Prior & Shipka:

Environment selecting & structuring practices (ESSPs): intentional deployment of external aids & actors to stabilize, shape & direct consciousness in service of a task (furnishing of space, bodily practices, controlling ambient environments & production & use of ~~artifacts~~ artifacts)

any experience at any time & place might become salient in some writing process

writing = managing a body in space

Flower

- Difference = expansion of knowledge
- Rival stance: seek out local knowledge, find the conflicts & use ~~those~~ those to collaboratively expanded understanding

Powell

- we should teach genre so students have agency over their self-representations
- self-representation = performance of an identity
performance through genre conventions



Ketter & Hunter

individual agency + social, historical & cultural context
 different communities define ~~success~~ successful writing differently
 ↑ studying these things in class leads to self reflexivity about identity & power relations

Bazerman

Post Process (Bazerman)

Problem of assessment: ~~most~~ institutions need standardized assessment, but these collapse higher order thinking skills

Assessment reflects what is valued by the assessor

↳ constrains & directs particular lines of development & who students can become

Using activity theory & genre theory, we can find the kinds of practices & tasks that meet learning outcomes (as opposed to the "spontaneous moments" of learning)

Lundell & Beach

double bind ~~to~~ encourage students to create new activities to deal w/ & navigate the double bind (competing activity systems)

Dissertations create a double bind:

- conform to conventions that aren't easily transferable to job market, articles & presentations
- teaching & writing (time)
- deal w/ committee member

students need to be explicitly taught practices for navigating double bind & see themselves as agents in the system

Genres

POST PROCESS (Bazerman)

Smart:

genre system - full range of discourse genres used by 2 or more social groups to interact w/ each other

genre set - spoken & written genres that interact to prompt, shape, coordinate & apply the organization's work
↳ linked to intersubjectivities
↳ requires genre knowledge

Schryer et al.:

genres provide writers with a range of strategic ^(relatively stable) choices & facilitate improvisation; these are where a writer negotiates agency.

genres have ideological consequences b/c they encourage a particular world view

Spinuzzi:

genre ecology - community specific

learning genre is accomplished by finding examples & adapting the example to one's current situation (bricoleur strategy)

Russell & Yanez:

Genres & their systems help us make sense of what's happening. They help us do work that would otherwise be impossible (ex. a hospital w/o records)

Genres are always stabilized for now

Wallace:

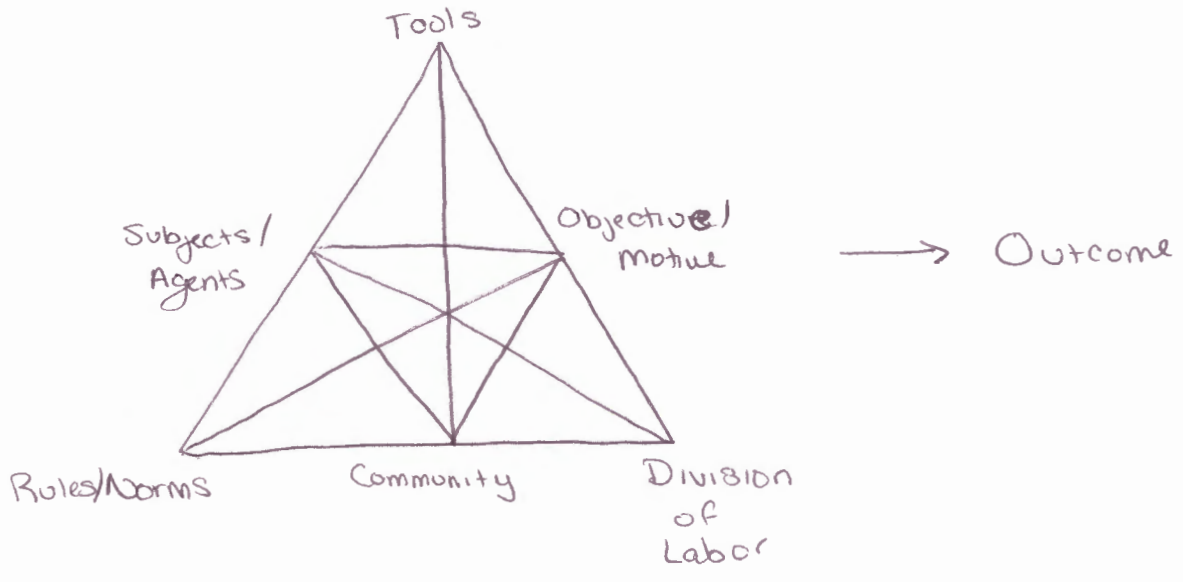
Genre division can be used to exclude or limit participation.

Powell:

Self-representation is a subtool of genre; the writers situate themselves in genres & thereby in activity systems

Activity Theory

- tools / genre as mediating socially organized activities
- agents using tools to accomplish goal directed activities
 - by using tools, agents internalize values, practices & beliefs
- social, historical, cultural & material contexts



- constantly shifting
- involves distributed cognition
- tools are both physical/material & cultural (language)
- conflict & contradiction → where learning & change occur, new activities created
 - w/in & between systems
- self representation → writers situate their self in activity systems; they can reproduce the discourse, resist or negotiate
- Activity systems are often ~~linked~~ linked by genres that mediate them