



*N*EGOTIATING
RELIGIOUS FAITH
in the composition classroom

EDITED BY
ELIZABETH VANDER LEI & BONNIE LENORE KYBURZ

Negotiating Religious Faith In The Composition Classroom

**M. Elizabeth Weiser, Brian
Fehler, Angela Marta González**



Negotiating Religious Faith In The Composition Classroom:

Negotiating Religious Faith in the Composition Classroom Elizabeth Vander Lei, Bonnie Lenore Kyburz, 2005 Resource added for the Communication 108011 courses

Evangelical Writing in a Secular Imaginary Emily Murphy Cope, 2024-02-13 Evangelical Writing in a Secular Imaginary addresses the question of how Christian undergraduates engage in academic writing and how best to teach them to participate in academic inquiry and prepare them for civic engagement Exploring how the secular both constrains and supports undergraduates academic writing the book pays special attention to how it shapes younger evangelicals social identities perceptions of academic genres and rhetorical practices The author draws on qualitative interviews with evangelical undergraduates at a public university and qualitative document analysis of their writing for college grounded in scholarship from social theory writing studies sociology of religion rhetorical theory and social psychology to describe the multiple ways these evangelicals participate in the secular imaginary that is the public university through their academic writing The conception of a secular imaginary provides an explanatory framework for examining the lived experiences and academic writing of religious students in American institutions of higher education By examining the power of the secular imaginary on academic writers this book offers rhetorical educators a more complex vocabulary that makes visible the complex social forces shaping our students experiences with writing This book will be of interest not just to scholars and educators in the area of rhetoric writing studies and communication but also those working on religious studies Christian discourse and sociology of religion

Mapping Christian Rhetorics Michael-John DePalma, Jeffrey M. Ringer, 2014-10-10 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

Rhetoric and Religion in the Twenty-First Century Michael-John DePalma, Paul Lynch, Jeff Ringer, 2023-11-10 Expanding the scope of religious rhetoric Over the past twenty five years the intersection of rhetoric and religion has become

one of the most dynamic areas of inquiry in rhetoric and writing studies One of few volumes to include multiple traditions in one conversation *Rhetoric and Religion in the Twenty First Century* engages with religious discourses and issues that continue to shape public life in the United States This collection of essays centralizes the study of religious persuasion and pluralism considers religion s place in U S society and expands the study of rhetoric and religion in generative ways The volume showcases a wide range of religious traditions and challenges the very concepts of rhetoric and religion The book s eight essays explore African American Buddhist Christian Indigenous Islamic and Jewish rhetoric and discuss the intersection of religion with feminism race and queer rhetoric along with offering reflections on how to approach religious traditions through research and teaching In addition the volume includes seven short interludes in which some of the field s most accomplished scholars recount their experiences exploring religious rhetorics and invite readers to engage these exigent lines of inquiry By featuring these diverse religious perspectives *Rhetoric and Religion in the Twenty First Century* complicates the field s emphasis on Western Hellenistic and Christian ideologies The collection also offers teachers of writing and rhetoric a range of valuable approaches for preparing today s students for public citizenship in our religiously diverse global context

Sexual Rhetorics Jonathan Alexander, Jacqueline Rhodes, 2015-10-16 Sexual rhetoric is the self conscious and critical engagement with discourses of sexuality that exposes both their naturalization and their queering their torquing to create different or counter discourses giving voice and agency to multiple and complex sexual experiences This volume explores the intersection of rhetoric and sexuality through the varieties of methods available in the fields of rhetoric and writing studies including case studies theoretical questioning ethnographies or close and distant readings of texts that help us think through the rhetorical force of sexuality and the sexual force of rhetoric

[Re/Orienting Writing Studies](#) William P. Banks, Matthew B. Cox, Caroline Dadas, 2019-04-15 *Re Orienting Writing Studies* is an exploration of the intersections among queer theory rhetoric and research methods in writing studies Focusing careful theoretical attention on common research practices this collection demonstrates how queer rhetorics of writing composing textual analysis history assessment and embodiment identity significantly alter both methods and methodologies in writing studies The chapters represent a diverse set of research locations and experiences from which to articulate a new set of innovative research practices While the humanities have engaged queer theory extensively research methods have often been hermeneutic or interpretive At the same time social science approaches in composition research have foregrounded inquiry on human participants but have often struggled to understand where lesbian gay bisexual transgender and queer people fit into empirical research projects *Re Orienting Writing Studies* works at the intersections of humanities and social science methodologies to offer new insight into using queer methods for data collection and queer practices for framing research Contributors Chanon Adsanatham Jean Bessette Nicole I Caswell Michael J Faris Hillery Glasby Deborah Kuzawa Maria Novotny G Patterson Stacey Waite Stephanie West Puckett

WPA, Writing Program Administration ,2007 *Engaging Audience* M. Elizabeth Weiser, Brian

Fehler, Angela Marta González, 2009 This collection of essays about audience awareness from professionals in the English public relations and writing fields is based on the latest work of scholars Lisa Ede and Andrea Lunsford This collection builds upon Lisa Ede and Andrea Lunsford's groundbreaking work to examine the rhetorical concept of audience as it relates to twenty-first century teaching and learning Editors M Elizabeth Weiser Brian M Fehler and Angela M González bring together compositionists from the departments of English communications public relations and writing to offer insights that serve as a guide for incorporating audience awareness into the contemporary classroom Contributors engage in a dialogue with Ede and Lunsford's previously published essays Audience Addressed Audience Invoked The Role of Audience in Composition Theory and Pedagogy and Representing Audience Successful Discourse and Disciplinary Critique as well as their new essay Among the Audience On Audience in an Age of New Literacies written especially for this collection Through these engagements contributors offer insights on audience from divergent perspectives composition pedagogy new media studies service learning and professional writing diversity and rhetorical and literary theory that establish a third category in the addressed/invoked binary an audience updated that takes various professional and cultural forms but is most evidently audience interacting

Christian Scholar's Review, 2006

Judaic Perspectives in Rhetoric and Composition

Andrea Greenbaum, Deborah H. Holdstein, 2008 There has been virtually little discussion about how Judaism whether as a religious doctrine or cultural identity has influenced the field of composition studies This chasm in composition scholarship is surprising given that composition studies has been a discipline that has vigorously claimed to embrace and advocate a policy of diversity This book explores the myriad configurations of Judaic influences in composition studies that have yet to be articulated but that are made manifest in the theory and pedagogy of radical critical teaching service learning and narratives of literacy identity and politics Further the text explores how Judaic rhetorical texts can be used to reconstruct traditional rhetoric through its use of language style and symbolism

The Activist WPA Linda Adler-Kassner, 2008-03-15 Study of univ

writing programs

Writing on the Edge, 2009

Negotiating Faith Heather Wood Day, 2002

Pluralizing

Plagiarism Rebecca Moore Howard, Amy E. Robillard, 2008 The recent cases of Doris Kearns Goodwin and Kaavya Viswanathan demonstrate that plagiarism is a hot button issue It is also pervasive occurring in universities four-year colleges community colleges and secondary schools In graduate programs international classrooms and multicultural classrooms In writing centers and writing across the curriculum programs In scholarly publications and the popular media How do we understand a literacy practice that is simultaneously so abhorred and so present in the lives of both beginning and advanced writers students and Pulitzer Prize winners Pluralizing Plagiarism offers multiple answers to this question answers that insist on taking into account the rhetorical situations in which plagiarism occurs While most scholarly publications on plagiarism mirror mass media's attempts to reduce the issue to simple black and white statements the contributors to Pluralizing Plagiarism recognize that it takes place not in universalized realms of good and bad but in specific contexts in which students

cultural backgrounds often play a role Teachers concerned about plagiarism can best address the issue in the classroom especially the first year composition classroom as part of writing pedagogy and not just as a matter for punishment and prohibition Pluralizing Plagiarism opens a productive dialogue about what is at stake in plagiarism one that approaches the topic with students rather than for or about them Leading the way toward curricular reform its contributors take student work seriously and therefore encourage teachers to take student writing and learning seriously *More Ways to Handle the Paper Load* Jeffrey N. Golub,2005 Twenty three essays discuss secondary and post secondary writing instruction presenting tested ideas for classroom practices portfolios peer review evaluation and utilization of e mail and other electronic tools

American Book Publishing Record ,2004 *Don't Call it that* Sidney I. Dobrin,2005 This volume addresses the role of the English professor in teaching graduate students in the how to teach writing introductory courses The essays argue that far from a simple introduction about how to teach writing the courses often serve as an introduction to composition theory to research methodologies to pedagogical theory and to the histories of composition studies as a discipline *Illinois English Bulletin* ,1997 **Current Index to Journals in Education** ,2000 **Encountering Faith in the Classroom** Miriam R. Diamond,2023-07-03 When faculty unexpectedly encounter students religious ideologies in the classroom they may respond with apprehension frustration dread or concern Instructors may view this exchange as a confrontation that threatens the very heart of empirical study and worry that this will lead to a dead end in the learning process The purpose of this book is to explore what happens and what can happen in the higher education and even secondary school classroom when course content meets or collides with students religious beliefs It also considers the impact on learning in an environment where students may feel threatened angry misunderstood or in which they feel their convictions are being discredited This is a resource that offers ways of conceptualizing engaging with and responding to student beliefs This book is divided into three sections student views on the role of religion in the classroom general guidelines for responding to or actively engaging religious beliefs in courses such as legal and diversity considerations and specific examples from a number of disciplines including the sciences social sciences humanities and professional education Professors from public private and religious institutions share their findings and insights The resounding lessons of this book are the importance of creating a learning space in which students can express their beliefs dissonance and emotions constructively without fear of retribution and of establishing ground rules of respectful discussion for this process to be valuable and productive This is an inspirational and practical guide for faculty navigating the controversial sensitive yet illuminating lessons that can be learned when religion takes a seat in the classroom

The book delves into Negotiating Religious Faith In The Composition Classroom. Negotiating Religious Faith In The Composition Classroom is an essential topic that needs to be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Negotiating Religious Faith In The Composition Classroom, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Negotiating Religious Faith In The Composition Classroom
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 - Chapter 3: Negotiating Religious Faith In The Composition Classroom in Everyday Life
 - Chapter 4: Negotiating Religious Faith In The Composition Classroom in Specific Contexts
 - Chapter 5: Conclusion
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 6. In chapter 5, the author will draw a conclusion about Negotiating Religious Faith In The Composition Classroom. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Negotiating Religious Faith In The Composition Classroom.

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