

Doctoral Reading List Rhetoric and Composition

The Comprehensive Examination in Rhetoric and Composition is intended to enable a student to develop an ability to pursue a historical inquiry in rhetoric, to formulate and explore problems in the teaching of writing, and to use rhetoric and/or composition and pedagogy to construct an inquiry into a problem that is of special interest to the student. The emphasis on history, theory, and the relation of rhetoric and composition to other fields is to prepare students to become inquirers into a set of fields that draw on a 2,500 year tradition of theory and practice and that seek to develop practices and understandings adequate to the continually shifting intellectual, cultural, and material conditions under which writing is produced and taught. In addition to allowing the student to gain the understanding and critical ability to work in the areas of rhetoric and composition, the examination is also intended to assist students in the practice of defining a field of inquiry. The ability to define a field of inquiry in order to pursue advanced research is a prerequisite to writing a doctoral thesis and to becoming a professional who is capable of organizing and pursuing original research projects. The exam is organized around 3 questions: one in the history of rhetoric; one in the practice and/or theory of composition or pedagogy; and one that allows students to explore the ways in which rhetoric or composition and pedagogy can become a resource with which to explore a special area of interest to the student.

Core List:

Rhetoric

Plato, *Gorgias*

Aristotle, *Rhetoric*

Cicero, *de Inventione*

Machiavelli, *The Prince*

Kenneth Burke, *Rhetoric of Motives*

Recommended: Thomas Conley, *Rhetoric in the European Tradition*—Conley's text provides a short, readable overview of the history of rhetoric.

Composition Studies

James Kinneavy, *A Theory of Discourse*

James Berlin, *Rhetoric and Reality*

Lev Vygotsky, *Thought and Language*

Robert Connors, *Composition Rhetoric*

Victor Villanueva, ed. *Cross-Talk in Composition Theory: A Reader* (2nd ed.)

In addition to these core texts in composition studies, a student should choose one text from one of the following important areas in the contemporary scholarship in composition studies:

Theory/practice

Thomas Newkirk, *The Performance of Self in Student Writing* (1997)

Gary Olson (ed.), *Rhetoric and Composition as Intellectual Work* (2002)

Anis Bawarshi, *Genre and the Invention of the Writer* (2003)

David Bartholomae, *Writing on the Margins* (2005)

History

Sharon Crowley, *Composition in the University* (1998)

Anne Ruggles Gere, *Intimate Practices: Literacy and Cultural Work in US Women's Clubs 1880-1920* (1997)

Thomas Masters, *Practicing Writing: The Postwar Discourse of Freshmen English* (2004)

James Murphy, *Short History of Writing Instruction* (2001)

Thomas Miller, *Formation of College English* (1997)

Stephen North, *Making of Knowledge in Composition* (1987)

Culture

Deborah Brandt, *Literacy in American Lives* (2001)

William DeGenaro, *Who Says? Working Class Rhetoric, Class Consciousness and Community* (2007)

Feminism:

Andrea Lunsford, ed., *Reclaiming Rhetorica* (1995)

Cheryl Glenn, *Rhetoric Retold* (1997)

Kirsch et al, *Feminism and Composition: A Critical Sourcebook* (2003)

Susan Jarratt and Lynn Worsham, *Feminism and Composition Studies* (1998)

Creative Writing:

Bishop, *Released into Language: Options for Teaching Creative Writing* (1990)

Anna Leahy, ed. *Power and Identity in the Creative Writing Classroom: The Authority Project* (2005)

Technology:

Gail Hawisher and Cynthia Selfe, eds., *Passions, Pedagogies, and 21st Century Technologies* (1999)

Pedagogy:

Mina Shaughnessy, *Errors and Expectations* (1977)

Kay Halasek, *Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies* (1999)

Student Selected Texts:

Students taking the rhetoric and composition exam must select an additional 20 texts to complete the reading list for the exam; the additional texts must be approved in advance by the faculty conducting the examination during the semester in which the student plans to take the exam. As part of their preparation for the exam, students will be asked to justify their choice of texts, arguing for the relevance to the history of rhetoric and/or the study of composition, or for their relevance to the student's special area of interest to be explored using rhetoric or composition studies as a resource. It is strongly recommended that in developing their list of additional texts students consult with the rhetoric and composition faculty well in advance of their examination. At the latest, the student must have the list approved three weeks prior to the exam; students who do not have their lists approved by that time will not be permitted to take the exam that semester.

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