

Rhetoric & Writing PhD Program
Preliminary Exam Reading List

Revised Spring 2009

Version 1 (May 2009)

The works on the following pages are the focus of the first part of the doctoral preliminary examination, the General Exam. Information about the Specialized Exam is available in a separate document (and in the program website), and details about the Preliminary Exam process as a whole are included in the program's *PhD Handbook*.

The Core Reading List beginning on the next page is the basis of your first Preliminary Examination. It also can help you think about topics you want to consider for emphasis in parts of the Specialized Portfolio Exam focused on your dissertation topic.

Here are a few books that the faculty recommends for your personal library. You can use these to find some of the items in the Core Reading List and as part of your early work toward the Specialized Portfolio Examination. (Note: Some of these books have been published in multiple editions with some variations in contents.)

Patricia Bizzell and Bruce Herzberg, eds. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed.

Edward P. J. Corbett, Nancy Myers, and Gary Tate, eds. *The Writing Teacher's Sourcebook*.

William A Covino and David A. Joliffe, eds. *Rhetoric: Concepts. Definitions, Boundaries*.

Lisa Ede, ed. *On Writing Research: The Braddock Essays, 1975-1998*.

Theresa Enos and Stuart Brown, eds. *Defining the New Rhetorics*. Also, *Professing the New Rhetorics: A Sourcebook*.

Richard Gebhardt and Barbara Genelle Smith Gebhardt, eds. *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure*.

Richard L. Graves, ed. *Rhetoric and Composition: A Sourcebook for Teachers*.

Susan Miller. *The Norton Book of Composition Studies*.

Duane Roen et al., eds. *Strategies for Teaching First-Year Composition*.

Shirley K. Rose and Irwin Weiser, eds. *The Writing Program Administrator as Researcher*, and *The Writing Program Administrator as Theorist*.

Gary Tate, Amy Rupiper, and Kurt Schick, eds. *A Guide to Composition Pedagogies*.

Victor Villanueva, ed. *Cross-Talk in Comp Theory*, 2nd ed.

Irene Ward and William J. Carpenter, eds. *The Longman Sourcebook for Writing Program Administrators*.

The *Landmark Essays* Series published under the Hermagoras Press imprint of Lawrence Erlbaum Associates. Useful collections on a wide range of topics.

The *Critical Sourcebook* Series published by Bedford Books/St. Martin's Press. Useful collections on a wide range of topics.

A Note About Working With the Core Reading List Beginning on the Next Page

Working with your Prelim Advisor and your Committee, you will develop a list of 65 to 70 sources that includes a good balance of sources from all the sections of the following list. This will serve as the specific General List upon which your committee will develop your General Preliminary Examination. See the note at the end of the following list.

Core Reading List for the General Preliminary Examination

(Revised May 2009)

1. Some Major Works--Section 1, Part A:

Study the selections for the following authors as they are included in Bizzell and Herzberg's *The Rhetorical Tradition* (2nd ed.), Ritchie and Ronald's *Available Means*, and Donawerth's *Rhetorical Theory by Women before 1900*.

Gorgias, *Encomium of Helen*

Anonymous, *Dissoi Logoi*

Aspasia

Isocrates

Plato

Aristotle

Cicero

Quintilian

Augustine, *On Christian Doctrine*, Book IV

Julian of Norwich

Christine de Pizan

Ramus

Queen Elizabeth I

Margaret Fell

Sor Juana Ines de la Cruz

Mary Astell

Campbell

Blair

Whately

Maria W. Stewart

Frederick Douglass

Sojourner Truth

Frances Willard, *Woman in the Pulpit*

Gertrude Buck

Mary Augusta Jordan

Bakhtin

Kenneth Burke

Chaim Perelman and Lucie Olbrechts-Tyteca

Foucault

Gloria Anzaldua

Section 1, Part B

Jay David Bolter. *Writing Space: The Computer, Hypertext, and the History of Writing*. 2nd Ed. Hillsdale, New Jersey: Lawrence Erlbaum, 2001.

James Britton, et al. *The Development of Writing Ability (11-18)*. Chapters 1 (1-18), 2 (19-49), and 4 (59-73), and 5 (74-87).

Francis Christensen. "A Generative Rhetoric of the Sentence." CCC 12 (1963): 155-61. (In Miller, *Norton Book of Composition Studies*)

Robert J. Connors. "The Erasure of the Sentence." CCC 52.1 (Sep 2000): 96-128.

Faigley, Lester. *Fragments of Rationality: Postmodernity and the Subject of Composition*. Pittsburgh: U of Pittsburgh P, 1992.

Paulo Freire. *Pedagogy of the Oppressed*.

James Kinneavy. *A Theory of Discourse*, chs 1 and 2 (1-72) and ch 6 (393-449).

James Moffett. *Teaching the Universe of Discourse*. Ch 2 "Kinds and Orders of Discourse" (14-59) and Ch 6 "Learning to Write by Writing" (188-210).
Stephen North. *The Making of Knowledge in Composition*. []
Walter J. Ong. *Orality and Literacy*, London: Routledge, 2002, pp.204, ISBN 0415281294
Mike Rose, *Lives on the Boundary*. Penguin, 2005.
Shaughnessy, Mina P. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford UP, 1977.
Young, Becker, and Pike. *Rhetoric: Discovery and Change*. Excerpts from Ch 2, "The "Writer as Interpreter of Experience" (25-30), Ch 3, "Toward Understanding and Sharing Experience" (53-60), and Ch 6, "Preparation" (119-36).

2. Some Approaches For Viewing and Studying the Field

Charles Bazerman and Paul Prior, eds. *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. Mahwah: Erlbaum, 2004.
Richard Beach. "Experimental and Descriptive Research Methods." Kirsch and Sullivan [below], 217-43.
Robert Brooke and Amy Goodburn. "The Ethics of Research and the CCCC Ethical Guidelines: An Electronic Interview with Ellen Cushman and Peter Mortensen." *Writing on the Edge*. 13.2 (Spring 2003): 7-20.
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1018&context=englishfacpubs>
Council of Writing Program Administrators. *Evaluating the Intellectual Work of Writing Administration*. 1998. <http://www.wpacouncil.org/positions/intellectualwork.html>.
Reprinted in *The Longman Sourcebook for Writing Administrators*, 366-378.
Douglas Downs and Elizabeth Wardle. "Teaching About Writing, Righting Misconceptions: (Re)Envisioning 'First Year Composition' as 'Introduction to Writing Studies.'" *CCC* 58 (2007): 552-84.
Linda Flower, "Cognition, Context, and Theory Building." *CCC* 40 (Oct. 1989), particularly 282-95 [part 1 "Toward Interactive Theory"]. (In Villanueva, *Cross-Talk*)
Richard Fulkerson, "Composition at the Turn of the Twenty-First Century." *CCC* 56.4 (June 2004): 654-87.
Richard Gebhardt. "Evolving Approaches to Scholarship, Promotion, and Tenure in Composition Studies" Ch 1 (1-18) in *Academic Advancement in Composition Studies*.
Gesa Kirsch, Faye Maor, Lance Massey, Lee Nickoson-Massey, Mary Sheridan-Rabideau, eds. *Feminism and Composition: A Critical Sourcebook*. NCTE and Bedford/St. Martin's: 2003.
Gesa Kirsch and Patricia A. Sullivan, eds. *Methods and Methodology in Composition Research*. Carbondale: Southern Illinois UP, 1992.
Karen Kopelson. "Sp(1)itting Images; or, Back to the Future of (Rhetoric and?) Composition." *CCC* 59 (2008): 750-80.
Janice Lauer. "Rhetoric and Composition Studies: A Multimodal Discipline." Enos and Brown, *Defining the New Rhetorics*, 44-54.
Janice Lauer and William Asher. *Composition Research: Empirical Designs*. New York: Oxford UP, 1988.
Andrea Lunsford, "The Nature of Composition Studies," *An Introduction to Composition Studies*, ed. Erica Lindemann and Gary Tate, 1-1
Heidi A. McKee and Danielle DeVoss, eds. *Digital Writing Research: Technologies, Methodologies, and Ethical Issues*. Cresskill: Hampton, 2007.
Susan Miller. *Textual Carnivals: The Politics of Composition*. Carbondale: Southern Illinois UP, 1991.
Peter Mortensen and Gesa Kirsch. *Ethics and Representation in Qualitative Studies of Literacy*. NCTE. 1996.
Stuart Selber. *Multiliteracies for a digital age*. Carbondale: Southern Illinois UP, 2004.

3. Audience/Context

- David Bartholomae. "Inventing the University," *When a Writer Can't Write*, ed. Mike Rose. (In Miller, *Norton Book of Composition Studies*)
- Lloyd F. Bitzer. "The Rhetorical Situation," *Philosophy and Rhetoric* (Winter 1968): 1-14. (In Covino and Jolliffe, *Rhetoric*)
- Scott Consigny. "Rhetoric and Its Situations." *Philosophy & Rhetoric*, 7 (1974): 175.
- Lisa Ede and Andrea Lunsford. "Audience Addressed/Audience Invoked." CCC 35 (May 1984). (In Villanueva, *Cross-Talk*; Ede, *On Writing Research*; Corbett *Sourcebook*)
- Peter Elbow. "Closing My Eyes as I Speak: An Argument for Ignoring Audience" CE 49 (Jan 1987): 50–69. (In 4th ed. *Corbett's Writing Teacher's Sourcebook*)
- Michel Foucault. "What is An Author?" (See Major Works)
- James Kinneavy. Kairos: A Neglected Concept in Classical Rhetoric." *Rhetoric and Praxis*, ed. Jean Dietz Moss, 79-105.
- Roxanne Mountford. "On Gender and Rhetorical Space." *RSQ* 31.1 (2001): 41–71.
- Walter J. Ong. S.J. "The Writer's Audience Is Always a Fiction." *PMLA* 90 (Jan 1975): 9–21.
- Richard E Vatz. "The Myth of the Rhetorical Situation." *Philosophy & Rhetoric* 6.3 (1973): 154. (In Covino and Jolliffe, *Rhetoric*)

4. History Of Rhetoric/Composition

- Charles Bazerman and David Russell, eds. *Landmark Essays on Writing Across the Curriculum*. Lawrence Erlbaum, 1994. Early chapters providing historical context
- James Berlin. *Rhetoric & Reality*. Southern Illinois UP, 1987.
- Patricia Bizzell. "Feminist Methods of Research in the History of Rhetoric: What Difference Do They Make?" *RSQ* 30 (2000): 5-17; rpt. *Feminism and Composition: A Critical Sourcebook*, ed. Gesa Kirsch et al.
- John Brereton, ed. *The Origins of Composition Studies in the American College, 1875-1925*. U of Pittsburgh P, 1995.
- Jean Ferguson Carr, Stephen L. Carr, and Lucille Schultz, eds. *Archives of Instruction: Nineteenth-Century Rhetorics, Readers, and Composition Books in the United States*. Carbondale: Southern Illinois University Press, 2005.
- Cheryl Glenn. *Rhetoric Retold*. Southern Illinois P, 1997.
- Gail Hawisher, et al. *Computers and the Teaching of Writing in American Higher Education: 1979-1994*. Ablex Publishing Corporation, Norwood, NJ 1996.
- Thomas Miller. *The Formation of College English*. U of Pittsburgh P, 1997.
- James J. Murphy. ed. *A Short History of Writing Instruction: From Ancient Greece to Modern America*. 2nd ed. Mahwah, NJ: Erlbaum and Hermagoras Press, 2001.
- Jacqueline Jones Royster and Jean C. Williams. "History in the Spaces Left: African American Presence and Narratives of Composition Studies." CCC 50.4 (June 1999): 563–84.
- David Russell. "The Myth of Transcience," *Writing in the Academic Disciplines: 1870-1990*. (This chapter is in both the 2002 and 1991 editions)

5. Composing Processes

- Patricia Bizzell. "Cognition, Convention and Certainty: What We Need to Know about Writing." PRE/TEXT 3.3 (1982):213-43. (In Villanueva, *Cross-Talk*)
- Brech, Lee-Ann M. Kastman. "Post Process 'Pedagogy': A Philosophical Exercise. *JAC* 22.1 (2002). (In Villanueva, *Cross-Talk*)
- James Britton. "The Processes of Writing" (see the Major Works list).
- Janet Emig. "Writing as a Mode of Learning" (In Villanueva, *Cross-Talk*), and *The Composing Process of Twelfth Graders*.

- Lester Faigley. "Competing Theories of Process: A Critique and a Proposal." *CE* 48 (Oct. 1986), 427-40.
- Linda Flower. "Writer Based Prose: A Cognitive Basis for Problems in Writing." *CE* 41.1 (1979): 19-37.
- Linda Flower, and John R. Hayes. "A Cognitive Process Theory of Writing." (In Villanueva, *Cross-Talk*)
- Karen LeFevre. *Invention As a Social Act*. Southern Illinois UP, 1997.
- D. Gordon Rohman. "Pre-Writing: The Stage of Discovery in the Writing Process." *College Composition and Communication* 16 (May 1965): 106-112.
- Nancy Sommers. "Revision Strategies of Student Writers and Experienced Adult Writers." (In Villanueva, *Cross-Talk*)

6. Assessment

- Bob Broad. *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing*. Logan, Utah State University Press, 2003.
- Norbert Elliot. *On a Scale: A Social History of Writing Assessment in America*. Studies in Composition and Rhetoric 3. New York: Peter Lang, 2005.
- Susanmarie Harrington, et al., eds. *The Outcomes Book: Debate and Consensus After the WPA Outcomes Statement*. Utah State University Press, 2005.
- Brian Huot. *(RE)Articulating Writing Assessment for Teaching and Learning*. Utah State University Press, 2002.
- Brian Huot and Peggy O'Neill, eds. *Assessing Writing: A Critical Sourcebook*. NCTE/Bedford's St. Martin's, 2009.
- NCTE-WPA *White Paper on Writing Assessment in Colleges and Universities*. July 7, 2008. <<http://wpacouncil.org/book/export/html/1252>>.
- Diane Penrod, *Composition in Convergence: The Impact of New Media on Writing Assessment*. Erlbaum, 2005.
- Nancy Sommers, "Responding to Student Writing." *College Composition and Communication* 33.2 (May 1982): 148-56. (In *St. Martin's Guide to Teaching Writing*)
- Edward White, *Assigning, Responding and Assessing: A Writing Teacher's Guide*. 4th ed. Bedford St. Martin's Press. 2008.
- Carl Whithaus., *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing*. Erlbaum, 2005.
- Kathleen Blake Yancey, "Looking Back as We Look Forward: Historicizing Writing Assessment." *CCC* 50.3 (1999). Also, *Reflection in the Writing Classroom*. Utah State University Press, 1998.

7. Technology

- Jay David Bolter and Richard Grusin, *Remediation: Understanding New Media*. MIT, 2000.
- James Inman, *Computers and Writing: The Cyborg Era*. Mahwah, NJ: Erlbaum, 2004.
- Cynthia Selfe. *Multimodal Composition*. Cresskill, NJ: Hampton, 2007.
- Michelle Sidler, et al. *Computers in the Composition Classroom: A Critical Sourcebook*. Bedford, 2007.
- Pamela Takayoshi and Brian Huot, eds., *Teaching Writing with Computers: An Introduction*. Houghton Mifflin, 2002.
- Anne Wysocki, et al., *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Utah State University Press, 2004.

8. Composition Studies and Engagement

Ellen Cushman, "The Rhetorician as an Agent of Social Change." *College Composition and Communication* 47.1 (Feb 1996): 7-28. (In Ede, *On Writing Research*)

Thomas Deans, *Writing Partnerships: Service Learning in Composition* (NCTE, 2000)

Linda Flower, *Community Literacy and the Rhetoric of Public Engagement*. Southern Illinois UP, 2008.

Jeffrey Grabill, *Writing Community Change: Designing Technologies for Citizen Action*. Hampton Press, 2007.

Christian Weisser, *Moving Beyond Academic Discourse: Composition Studies and the Public Sphere*. Carbondale: Southern Illinois UP, 2002.

Nancy Welch, *Living Room: Teaching Public Writing in a Privatized World*. Boynton/Cook, 2008.

A Note About Working With the Core Reading List

Working with your Prelim Advisor and your Committee, you will develop a list of 65 to 70 sources that includes a good balance of items from all the sections of the following list. Since the Specialized Portfolio Examination (see below) includes an initial dissertation bibliography, you should emphasize *other* topics when you develop your core list for the General Exam. See the *PhD Handbook* for details about the General Exam and the Preliminary Examination process as a whole.

A Note on the Specialized Portfolio Exam (See the *PhD Handbook* for more details.)

The specialized element of the preliminary examination is a portfolio including four sections:

- *Initial Dissertation Reading List*. With an eye toward future dissertation research, the student will work with the Committee Chair to develop an Initial Reading List or 30-40 works, not duplicating any works on the General Prelim List. (30 books, of course is a lot more than 30 articles.)
- *Bibliographic Essay*. Working with the Initial Reading List, the student will develop a bibliographic essay showing understanding of individual works, key relationships and differences among works, and important issues, questions, and needed research in the area of the future dissertation.
- *Professional Revising Project*. This section will include (1) the original of a R&W Program seminar paper; (2) a revision of that paper intended for conference delivery or for submission to a journal or book editor, and (3) an Afterword that discusses and illustrates the nature of the revision--and the reasons for changes during revision.
- *Professional Curriculum Project*. This section will include the syllabus for a writing course (either taught or anticipated) and a compact but specific Afterword that discusses (in light of General Prelim List readings and other sources) the principles that ground and shape the syllabus.