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*.
- Richard Gebhardt and Barbara Genelle Smith Gebhardt, eds. *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure*.
- 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*.
- The *Landmark Essays* Series published under the Hermagoras Press imprint of Lawrence Erlbaum Associates. 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
   and 4 (59-73), and 5 (74-87).
   Miller, *Norton Book of Composition Studies*)
Faigley, Lester. *Fragments of Rationality: Postmodernity and the Subject of Composition.*
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).


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).

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2. Some Approaches For Viewing and Studying the Field


http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1018&context=englishfacpubs


Andrea Lunsford, "The Nature of Composition Studies," *An Introduction to Composition Studies*, ed. Erica Lindemann and Gary Tate, 1-1


3. Audience/Context
Michel Foucault. "What is An Author?"  (See Major Works)

4. History Of Rhetoric/Composition

5. Composing Processes
James Britton. “The Processes of Writing” (see the Major Works list).
Nancy Sommers. “Revision Strategies of Student Writers and Experienced Adult Writers.” (In Villanueva, Cross-Talk)

6. Assessment
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)

7. Technology
8. Composition Studies and Engagement


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


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.