

Freshman Composition – Intro Assignment

The purpose of this assignment is twofold:

- To provide readings to give you a historical context of how and why writing is taught the way it is: the good, the bad, and the ugly. This context should help you understand the challenges you have faced in your writing courses and will face in this course.
- To give you an introduction on how to creatively brainstorm and research based on a reading.

For each of the four readings in the Intro folder, produce 3 bullet points of information and a visual image that illustrates further internet research about the reading. Copy and paste the URLs for each item. Don't worry about whether the information comes from legitimate or academic/scholarly sources or is copyright protected (we'll deal with those issues later). Also, don't worry about proper in-text citation for the web sites, just use quotation marks when you copy and paste text from the web site. Use the Intro Biblio to cite the readings (you can copy and paste). Hint: you could explore a term, concept, issue, or event discussed within the reading. Exploring the term, concept, issue, or event could lead you in a slightly different direction. The information you find should be somewhat related to the reading or an expansion of information already present in the reading. Do not regurgitate information already present in the reading. Collect your research in a Word .doc, then upload as an attachment (the button next to "Attach File").

For example, for the Murphy excerpt reading, which includes the introduction and chapter 1:

Enos, Richard Leo. "Ancient Greek Writing Instruction and Its Oral Antecedents." *A Short History of Writing Instruction: From Ancient Greece to Contemporary America*. Ed. James J. Murphy. 3rd ed. New York: Routledge, 2012. 1-18. *Routledge.com*. Web. 4 Jan. 2016.

Murphy, James J. "Ways to Read This Book: An Introduction." *A Short History of Writing Instruction: From Ancient Greece to Contemporary America*. Ed. James J. Murphy. 3rd ed. New York: Routledge, 2012. ix-xiv. *Routledge.com*. Web. 4 Jan. 2016.

- "The Etruscan language has never been conclusively shown to be related to any other language in the world" <http://www.ancientscripts.com/etruscan.html>
- Writing Democracy workshop, sponsored by Syracuse University. "Seventy-five years ago during the Great Depression, a division of the Works Progress Administration called the Federal Writers' Project (FWP) employed writers and researchers to create "a new roadmap for the cultural rediscovery of America" via local guidebooks, oral histories, and folklore." <https://writingdemocracy.wordpress.com/archives/this-we-believe-a-project-of-fwp-2-0/>

- Technical writing today seems like a combination of a craft-skill and a rhetorical tool: “Technical writing is a type of writing where the author is writing about a particular subject that requires direction, instruction, or explanation. This style of writing has a very different purpose and different characteristics than other writing styles such as creative writing, academic writing or business writing.” <http://grammar.yourdictionary.com/word-definitions/definition-of-technical-writing.html>



<http://genius.com/1882845>

Do something like this for all four readings in the Intro folder.

Don't sweat over this assignment. The purpose is to get you in the practice of creatively brainstorming and researching by way of reading. Also, the experience that is (or should be) Assignment 1, should illustrate how brainstorming and researching inform each other. The assignment is also a gauge for me; I want to know how you approach creative brainstorming and researching from what you read.

Have fun!

Bibliography

**This list uses the MLA citation format for a Works Cited page.
The items in this list are in four subfolders (sets) within the Intro
folder. The Enos and Murphy readings are in one subfolder.**

Bodenhamer, David J. "Narrating Space and Place." *Deep Maps and Spatial Narratives*. Ed. David J. Bodenhamer, John Corrigan, and Trevor M. Harris. Bloomington: Indiana University Press, 2015. 7-27. Print.

Enos, Richard Leo. "Ancient Greek Writing Instruction and Its Oral Antecedents." *A Short History of Writing Instruction: From Ancient Greece to Contemporary America*. Ed. James J. Murphy. 3rd ed. New York: Routledge, 2012. 1-18. *Routledge.com*. Web. 4 Jan. 2016.

Klinkenborg, Verlyn. *Several Short Sentences About Writing*. New York: Vintage Books, 2013. 29-47. Print.

Murphy, James J. "Ways to Read This Book: An Introduction." *A Short History of Writing Instruction: From Ancient Greece to Contemporary America*. Ed. James J. Murphy. 3rd ed. New York: Routledge, 2012. ix-xiv. *Routledge.com*. Web. 4 Jan. 2016.

Tyre, Peg. "The Writing Revolution." *The Atlantic*. The Atlantic, Oct. 2012. Web. 06 Jan. 2016.

Terms and Concepts List

The following are terms and concepts you need to know for this course. You will come across these terms and concepts in the readings of this course, starting with the Ching reading. You will also come across them in your research. Sometimes terms are defined within the readings, sometimes not. Sometimes academic/scholarly terms like these will make your eyes roll. Mine do, at times. But these terms and concepts are important to know, they help us make sense of our life and ourselves as humans. If you study any concept or term you will notice that definitions have been morphed and expanded by scholars/academics through time. The terms and concepts in this list come from fields within the humanities and social sciences.

This is not an exhaustive list; you will come across terms and concepts in the readings and your research that you will have to look up. This is where Google and Wikipedia come in handy. Also useful is <http://www.merriam-webster.com/>. A quick look-up, and your reading and writing will be much, much easier.

Abject, abjection
Acculturation
Agency
Agenda-setting theory
Articulation
Assimilation
Authenticity
Burlesque (original definition)
Colonialism, postcolonialism
Consumption
Content analysis –
<http://writing.colostate.edu/guides/page.cfm?pageid=1305&guideid=61>
Corpus, body of work
Critics, scholars, academics
Cultural capital
Cultural imagination
Cultural production
Cultural theory
Deconstruct
Dialectic
Dialogue
Discourse
Dispossession
Dominant culture, media
Enculturation
Epic
Fetish, fetishize
Framing theory

Gender
Genre
Hegemony
Heuristic
Hierarchy
Historical context
Homogeneous
Iconography
Ideology
Imagery
Industrial, postindustrial
Literary criticism
Lyric
Marginalized
Mass production
Media stacking
Metanarrative
Metaphor
Metonymic
Objectification
Other, the other (often seen in quotation marks)
Paradigm
Patriarchal
Polemic
Postmodern, postmodernism
Representation
Rhetoric, rhetorical criticism
Self-categorization
Semiotics, signs, signifying
Social construct, constructions
Socialization
Sociocultural context
Somatic
Stereotype
Subordination
Symbol, symbolism
Textual analysis –
http://www1.cs.columbia.edu/~sbenus/Teaching/APTD/McKee_Ch1.pdf
Thesis
Transculturation
Trope
Vernacular
Victimization
Worldview, world view