

INGL 6030: Theory and Practice of Composition

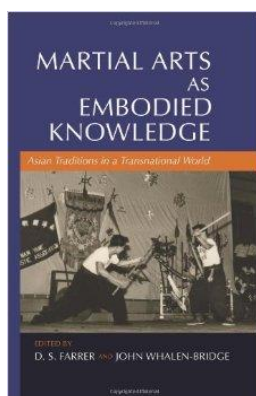
Spring 2016, taught by Dr. Gregory Stephens

Theme: “Embodied Writing and Rhetoric”

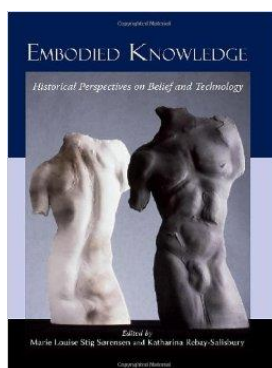


This seminar uses *embodied rhetoric* as entry point to the field of rhetoric and composition, and as a tool to do research and writing in several fields. The course gives students a grounding in rhet-comp theories which have potential for inter-disciplinary “travel.” Put in practice, these theories can be applied in many domains, including:

- 1) Ethnographic research (in the classroom, and elsewhere);
- 2) Incorporation of personal voice, and lived experience, into academic writing;
- 3) Bilingualism as “embodied knowledge” requiring reform and innovation;
- 4) Rhetorical Genre Studies (RGS): the school-to-workplace transition, etc.;
- 5) Cultural studies and literature



Embodied Writing emerges from an argument that all knowledge is *embodied*—i.e., housed in/ shaped by human bodies, cultures, institutional bodies, bodies of discourse, etc. Understanding and representing embodied knowledge requires situated forms of reading and writing.



Embodied rhetoric synthesizes lessons from ethnography, post-colonialism, feminism, and other “turns” which argue that our *positionality*, or *situatedness*, shapes how we produce and express knowledge. This is rooted in inter-subjectivity in psychology; Kuhn’s “paradigms” of scientific revolutions, and ethnography’s “self-reflective turn.”

Embodied rhetoric is thus part of a critique of the pretense that “the scientific method” produces “superior” knowledge, since all researchers are culturally positioned within one form or another of embodied knowledge.