

ABSTRACT

THE EMANCIPATION OF COMPOSITION: (RE)STRUCTURING THE UNIVERSITY TO PROMOTE STUDENT SUCCESS

I begin this project with my own journey and how it led me to question the coupling of English and Composition. Throughout my graduate work I found a growing sense of being out of place in the English department as my appreciation for and application of writing and rhetoric became prominent in my studies. Therefore I argue for the creation/adoption of a Composition department separate from English.

By detailing the history of our field in chapter 2, I was able to determine what leads students and teachers to be conflicted in their assumptions about writing. In addition, I found that many of the “theoretical” conflicts between traditional English and Composition actually negatively affect the learning process. In order to establish this claim I use local examples in chapter 3 to illustrate how much current traditional (CT) ideals disrupt learning in the Composition classroom.

After carefully examining classroom practices I discovered a need to amend Composition theory. Therefore, in the last chapter I returned to theory in order to push for a Conductive model in Composition, which inevitably moves Composition further away from traditional English. All this only strengthened my conviction that Composition needs to be emancipated.

Nicole Chantelle Howell
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