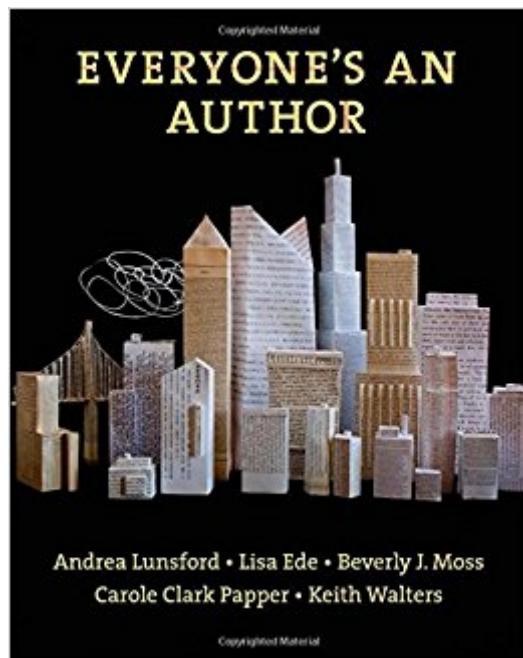


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Everyone's An Author



Synopsis

An inspiring new rhetoric that takes some of the best ideas animating the field of composition and makes them teachable. Everyone's an Author focuses on writing as it really is today—with words, images, and sounds, in print and online—and encourages students to see the connections between their everyday writing and academic writing. It covers the genres college students need to learn to write—and teaches them to do so across media. It bridges the gap between Facebook and academic writing, showing how the strategies students use instinctively in social media can inform their academic writing. And it provides a strong rhetorical framework that guides students in the decisions they need to make as authors today.

Book Information

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Customer Reviews

“Everyone's an Author is about writing as it really is today—writing with words and images and sounds, writing for print and cyberspace, writing for all the venues where it's happening right now. Right off the bat, that makes it different from the majority of rhetorics out there.” - Clyde Moneyhun, Boise State University
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“Everyone's an Author remains faithful to a rhetorically informed approach to writing instruction, and, as its title suggests, it

understands that both rhetoric and writing are undergoing profound changes as a result of new technologies. Because it is sharply attuned to such changes, it offers writing teachers new ways to think about old concerns—audience and genre, argument and style, research and rhetoric. — Frank Farmer, University of Kansas
The level of guidance is spot on for students, and I'm especially impressed by the attention to writing across academic fields, across cultures and communities, across media, and across genres. This book encourages rhetorical savvy. — Rolf Norgaard, University of Colorado
Everyone's an Author is a fresh, original, and innovative writing textbook that sets a new standard in the field. Students and instructors alike will love its contemporary, multimodal approach. — Gary A. Olson, Idaho State University

Andrea Lunsford is Emerita Professor of English at Stanford University and is on the faculty at the Bread Loaf School of English. Her scholarly interests include contemporary rhetorical theory, women and the history of rhetoric, collaboration, style, and technologies of writing. She's received the Braddock and Shaughnessy Awards, and in 1994 she received the CCCC Exemplar Award. She is currently at work on *The Norton Anthology of Rhetoric and Writing*. Lisa Ede is Emerita Professor of English at Oregon State University, where she directed the Center for Writing and Learning and taught courses in composition, rhetoric, and literacy studies. She's received the Braddock and Shaughnessy Awards for her research on audience and classical rhetoric. Her recent books include *Situating Composition: Composition Studies and the Politics of Location* and (with Andrea Lunsford) *Writing Together: Essays on Collaboration in Theory and Practice*. Beverly Moss is Associate Professor of English at The Ohio State University, where she teaches in the Rhetoric, Composition, and Literacy program, and is on the faculty at the Bread Loaf School of English. Her research and teaching interests focus on community literacy, composition theory and pedagogy, and writing center theories and practices. Her books include *Literacy across Communities and A Community Text Arises: A Literate Text and a Literacy Tradition in African American Churches*. Carole Clark Papper recently retired from the Department of Writing Studies and Composition at Hofstra University, where she directed the University Writing Center. Previously, she served for many years as the Director of the Ball State University Writing Program (winner of the CCCC Certificate of Excellence for 2006-2007). Her scholarly interests include visual literacy, composition theory and pedagogy, and writing center theories and practices. Keith Walters is Professor of Applied Linguistics at Portland State University, where he teaches sociolinguistics and discourse analysis. Previously, he taught in the Linguistics Department at the University of Texas at Austin and in the English Department at Ohio State. Much of his research has focused on issues of

language and identity in Tunisia, where he served as a Peace Corps volunteer, and in the Arab world more broadly. He's the coauthor of two other textbooks, *Everything's an Argument* with Readings and *What's Language Got to Do with It?*

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