

# 2019-2020 Humanities Center Brown Bag Series

## Using an Ecologic Pedagogy to Frame a Classroom Study of Rhetorical Awareness

Students in my F19 ENG 1020 class, “Rhetoric and Responsibility,” explored working definitions of “rhetorical responsibility” as applicable to their academic research and writing. We drew on the definition of “responsibility” in The Framework for Success in Postsecondary Writing, “the ability to take ownership of one’s actions and understand the consequences of those actions for one’s self and others,” and worked to understand learning and writing as a shared process (CWPA 2010). Because the health and success of our rhetorical relationships impacts our health and success in school, the workplace, our social organizations, and our intimate lives, learning to write with these relationships in mind seems an essential focus of the writing classroom. Composition scholars like Patrick Sullivan (2015) and Shari Stenberg (2014) have emphasized responsibility, listening, empathy, and related concepts in the writing classroom, showcasing their own classrooms as evidence of pedagogical possibilities. How to study this pedagogy beyond the context of one classroom, however, remains a puzzle. I describe my explicit attention to responsibility in first-year writing, review pilot study results from F19, describe curricular revisions for W20, and raise questions about the scalability of such a study, and the feasibility of scaling pedagogical studies at large.

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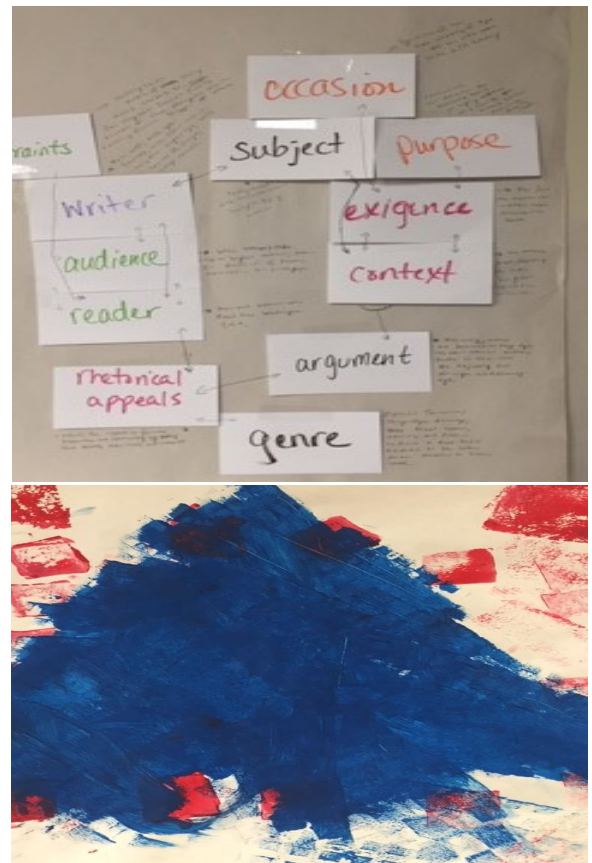


Tuesday, January 28, 2020

12:30PM—1:30PM

Rm. 2339

Faculty Administration Building



Adrienne Jankens  
English  
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**Dr. Adrienne Jankens** is an Assistant Professor of Rhetoric and Composition in the English Department. She studies reflective writing, first-year writing, teacher development, and mentoring. She has taught ENG 1020 at WSU since 2011.