

Raised in a working-class family full of physical laborers, I've always been interested in the literacies used by people outside of traditional educational spaces and how such literacies relate to those used in the writing classroom. I am intrigued by the intersection of literacies learned from everyday life and discourses that circulate in academic spaces. As a teacher, my hope is to emphasize that our personal histories are informed by social histories and should be brought into dialogue with academic and public ways of writing. My classroom is premised on encouraging students to see their various identities (gendered, raced, classed, generational, linguistic, etc.) as informing their engagement with writing. To do this, I believe we must broaden our understandings of what it means to be an *active citizen* responsible to the university we attend and the local and global communities we inhabit. Indeed, I see composition and rhetoric as a way to help create classes that open up possibilities with students' home cultures, as they manage expectations for academic and professional writing, in the immediate moment, and the larger culture, as they leave school.

To do this work, I have purposefully worked and taught in a variety of classrooms. I've worked with non-profit organizations for adolescent literacy (826 *Boston*) and community publishing (*New City Community Press*), co-taught a service-learning and civic engagement summer course for high school students through Northwestern University's *Civic Education Project*, and taught summer ESL courses at Phillips Academy, Andover. More recently, in Syracuse, New York, I formed a writing group for youth in the Westside of the city. I see these opportunities as complementary to my college level teaching because they have given me the space to think through what's at stake with writing and literacy across educational systems. This has also helped me to see how writing functions across learning spaces with multiple purposes.

All of these experiences have informed my work in the writing classroom. In my first-year writing courses, *Introduction to College Writing* and *Practices of Academic Writing*, I encourage students to analyze how they understand terms such as "literacy," "academic writing," and "discourse" in their daily lives. To do so, I co-developed a curriculum that utilizes a *Writing About Writing* approach in which students study writing as both the subject of inquiry and the primary practice of the course. This class began with a unit that asked for students to inquire about 21st Century literacies and construct a well crafted, multimodal, blog post. Here, students explored literacy in a digital age, practiced rhetorical strategies and skills, and developed a rhetorical awareness about writing in this context. Next, we discussed the significance of discourses and identity, particularly thinking about the tensions between some communities and the power dynamics that surround language. Students developed their analysis skills by locating a particular tension in a discourse community and interrogating this through its stakeholders, argument, effectiveness, etc. In the final unit, students collected "artifacts" of their own academic writing and made claims about what *incoming* student writers should know in order to be successful writers in "academic" spaces. The goal of this assignment was to help students develop a sense of rhetorical awareness by taking their own primary research and extending this to reach additional audiences. Together, these assignments are geared toward exploring what constitutes writing and literacy today, discovering rhetorical techniques to engage with multiple genres and audiences, and situating primary and secondary research as integral critical work.

While studying our own personal and local understandings of literacy, identity, and writing is significant, I am also committed to connecting my courses to a broader globalized environment. One such course that exemplifies this framework is my undergraduate sophomore level *Critical Research* course, *Working Lives and Literacies from a Global Perspective*. The work in this course is grounded in interrogating how identity and literacy are rhetorically constructed and situated within a globalized world. We start out with primary archival texts created by community-members in England who were part of a self-sponsored writing group called the *Federation of Worker Writers and Community Publishers*. We use these texts, in the form of chapbooks, memoirs, oral histories, pamphlets, and life stories, to identify and analyze tensions within the various discourse communities and make claims from these moments. Just as the FWWCP writers simultaneously discuss working-class life and negotiate multiple identities (immigrant, gendered, linguistic, regional, racial, etc.), this work requires students and myself to think of how positionalities differ and intersect within the physical work that we do and the literacies we use in our own current moment. This course focuses on how writing operates and circulates in contexts and genres beyond the university and can be used for civic purposes, additionally requiring students to: rethink what literacy means within a globalized context, engage in primary research skills, rhetorically construct an audience, and understand themselves within multiple discourse communities by creating their own texts.

To extend the idea of writing in globalized environments, I also developed an upper division Study Abroad Civic Writing course in Summer 2015, which was renewed last year as well. I taught this course in London, England, in connection with Syracuse University London, London Metropolitan University, and the *Federation of Worker Writers and Community Publishers*. Students engaged in a transnational archival project and learned about writing from these self-sponsored community writing groups, attended their workshops, and participated in a collaborative writing publication with community members. Through this course, students wrote in transnational contexts, practiced the methods of archival work and learned about primary documents from 20th century working-class writers, and analyzed how writing was used (and continues to function) in civic contexts across generations and geopolitical boundaries.

I believe that understanding both the local and global impacts of writing and literacy is important as we continue to see ourselves as citizens responsible to the communities around us. Central to this idea is that communities are neither stable nor homogenous; rather, they are constantly changing and contingent upon social and political contexts. Communities construct themselves (and are constructed) through rhetoric with our identification with the people around us. Therefore, my goal as a teacher is to actively encourage students to discover how our own lived experience is a form of research and how these moments provide a new context for understanding ourselves in relation to others.