MORRIS YOUNG

Minor Re/Visions

Asian American Literacy Narratives as a Rhetoric of Citizenship

L Darling-Hammond

Minor Re/Visions Morris Young, 2004-03-12 Through a blend of personal narrative cultural and literary analysis and discussions about teaching Minor Re Visions Asian American Literacy Narratives as a Rhetoric of Citizenship shows how people of color use reading and writing to develop and articulate notions of citizenship Morris Young begins with a narration of his own literacy experiences to illustrate the complicated relationship among literacy race and citizenship and to reveal the tensions that exist between competing beliefs and uses of literacy among those who are part of dominant American culture and those who are positioned as minorities Influenced by the literacy narratives of other writers of color Young theorizes an Asian American rhetoric by examining the rhetorical construction of American citizenship in works such as Richard Rodriguez s Hunger of Memory Victor Villanueva s Bootstraps From an American Academic of Color Carlos Bulosan s America Is in the Heart and Maxine Hong Kingston's Song for a Barbarian Reed Pipe from Woman Warrior These narratives Young shows tell stories of transformation through education the acquisition of literacy and cultural assimilation and resistance They also offer an important revision to the American story by inserting the minor and creating a tension amid dominant discourses about literacy race and citizenship Through a consideration of the literacy narratives of Hawai i Young also provides a context for reading literacy narratives as responses to racism linguistic discrimination and attempts at othering in a particular region As we are faced with dominant discourses that construct race and citizenship in problematic ways and as official institutions become even more powerful and prevalent in silencing minor voices Minor Re Visions reveals the critical need for revising minority and dominant discourses Young's observations and conclusions have important implications for the ways rhetoricians and compositionists read teach and assign literacy narratives

Self+Culture+Writing Rebecca Jackson, Jackie Grutsch McKinney, 2021-09-21 Literally translated as self culture writing autoethnography as both process and product holds great promise for scholars and researchers in writings studies who endeavor to describe understand analyze and critique the ways in which selves cultures writing and representation intersect Self Culture Writing foregrounds the possibility of autoethnography as a viable methodological approach and provides researchers and instructors with ways of understanding crafting and teaching autoethnography within writing studies Interest in autoethnography is growing among writing studies scholars who see clear connections to well known disciplinary conversations about personal narrative as well as to the narrative turn in general and social justice efforts in particular Contributions by authors from diverse backgrounds and institutional settings are organized into three parts a section of writing studies autoethnographies a section on how to teach autoethnography and a section on how ideas about autoethnography in writing studies are evolving Self Culture Writing discusses the use of autoethnography in the writing classroom as both a research method and a legitimate way of knowing providing examples of the genre and theoretical discussions that highlight the usefulness and limitations of these methods Contributors Leslie Akst Melissa Atienza Ross

Atkinson Alison Cardinal Sue Doe Will Duffy John Gagnon Elena Garcia Guadalupe Garcia Caleb Gonzalez Lilly Halboth Rebecca Hallman Martini Kirsten Higgins Shereen Inayatulla Aliyah Jones Autumn Laws Soyeon Lee Louis M Maraj Kira Marshall McKelvey Jennifer Owen Tiffany Rainey Marcie Sims Amanda Sladek Trixie Smith Anthony Warnke Palgrave Handbook of Literature and Aging Valerie Barnes Lipscomb, Aagje Swinnen, 2024-04-16 This handbook offers a comprehensive survey of the growing field of literary age studies and points to new directions in scholarly research Divided into four sections the volume reflects the current conversations in the field intersections and intersectionalities traveling concepts methodological innovations and archival inquiries It encompasses the spectrum of critical approaches that literary age studies scholars employ from environmental studies and postcolonial theory to critical race theory and gueer studies While close reading continues to be a mainstay of literary criticism the handbook highlights alternative tools and routes in both data elicitation and analysis The final part of the book shows the burgeoning interest in the field from literary scholars across historical periods extending the scope of literary age studies beyond contemporary texts This is an essential reference work for advanced students and scholars of literary studies gerontology age aging studies interdisciplinary studies and **Above the Well** Asao B. Inoue, 2021-09-01 Above the Well explores race language and literacy education cultural studies through a combination of scholarship personal history and even a bit of fiction Inoue comes to terms with his own languaging practices in his upbring and schooling while also arguing that there are racist aspects to English language standards promoted in schools and civic life His discussion includes the ways students and everyone in society are judged by and through tacit racialized languaging which he labels White language supremacy and contributes to racialized violence in the world today Inoue's exploration ranges a wide array of topics His experiences as a child playing Dungeons and Dragons with his twin brother considerations of Taoist and Western dialectic logics the economics of race and place tacit language race wars waged in classrooms with style guides like Strunk and White s The Elements of Style and the damaging Horatio Alger Writing against Racial Injury Haivan V. Hoang, 2015-07-10 Writing against Racial Injury narratives for people of color recalls the story of Asian American student rhetoric at the site of language and literacy education in post 1960s California What emerged in the Asian American movement was a recurrent theme in U S history conflicts over language and literacy difference masked wider racial tensions Bringing together language and literacy studies Asian American history and rhetoric and critical race theory Hoang uses historiography and ethnography to explore the politics of Asian American language and literacy education the growth of Asian American student organizations and self sponsored writing the ways language served as thinly veiled trope for race in the influential Lau v Nichols the inheritance of a rhetoric of injury on college campuses and activist rhetorical strategies that rearticulate Asian American racial identity These fragments depict a troubling yet hopeful account of the ways language and literacy education alternately racialized Asian Americans while also enabling rearticulations of Asian American identity culture and history This project more broadly seeks to offer educators a new

perspective on racial accountability in language and literacy education Keywords in Writing Studies Paul Heilker, Peter Vandenberg, 2015-02-15 Keywords in Writing Studies is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary A seguel to the 1996 work Keywords in Composition Studies this new volume traces the evolution of the field's lexicon taking into account the wide variety of theoretical educational professional and institutional developments that have redefined it over the past two decades Contributors address the development transformation and interconnections among thirty six of the most critical terms that make up writing studies Looking beyond basic definitions or explanations they explore the multiple layers of meaning within the terms that writing scholars currently use exchange and question Each term featured is a part of the general disciplinary parlance and each is a highly contested focal point of significant debates about matters of power identity and values Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex Keywords in Writing Studies reveals how the key concepts in the field are used and even challenged rather than advocating particular usages and the particular vision of the field that they imply The volume will be of great interest to both graduate students and established scholars Best of the Journals in Rhetoric and Composition 2015-2016 Steven Parks, Brian Bailie, 2017-09-30 Features the best articles published in rhetoric and composition journals in the previous year Archives of Instruction Jean Ferguson Carr, Stephen L. Carr, Lucille M Schultz, 2005-02-21 Both a historical recovery and a critical rethinking of the functions and practices of textbooks Archives of Instruction Nineteenth Century Rhetorics Readers and Composition Books in the United States argues for an alternative understanding of our rhetorical traditions The authors describe how the pervasive influence of nineteenth century literacy textbooks demonstrate the early emergence of substantive instruction in reading and writing Tracing the histories of widespread educational practices the authors treat the textbooks as an important means of cultural formation that restores a sense of their distinguished and unique contributions At the beginning of the nineteenth century few people in the United States had access to significant school education or to the materials of instruction By century s end education was a mass though not universal experience and literacy textbooks were ubiquitous artifacts used both in home and in school by a growing number of learners from diverse backgrounds Many of the books have been forgotten their contributions slighted or dismissed or they are remembered through a haze of nostalgia as tokens of an idyllic form of schooling Archives of Instruction suggests strategies for re reading the texts and details the watersheds in the genre providing a new perspective on the material conditions of schooling book publication and emerging practices of literacy instruction The volume includes a substantial bibliography of primary and secondary works related to literacy instruction at all levels of education in the United States during the nineteenth century Relocatina Authority Mira Shimabukuro, 2016-01-15 Relocating Authority examines the ways Japanese Americans have continually used writing to respond to the circumstances of their community s mass imprisonment during World War II Using both Nikkei

cultural frameworks and community specific history for methodological inspiration and guidance Mira Shimabukuro shows how writing was used privately and publicly to individually survive and collectively resist the conditions of incarceration Examining a wide range of diverse texts and literacy practices such as diary entries note taking manifestos and multiple drafts of single documents Relocating Authority draws upon community archives visual histories and Asian American history and theory to reveal the ways writing has served as a critical tool for incarcerees and their descendants Incarcerees not only used writing to redress the internment in the moment but also created pieces of text that enabled and inspired further redress long after the camps had closed Relocating Authority highlights literacy s enduring potential to participate in social change and assist an imprisoned people in relocating authority away from their captors and back to their community and themselves It will be of great interest to students and scholars of ethnic and Asian American rhetorics American studies and anyone interested in the relationship between literacy and social justice Sexuality and the Politics of Ethos in the Writing Classroom Zan Meyer Goncalves, 2006-01-04 Applying the complexities of literacy development and personal ethos to the teaching of composition Zan Meyer Goncalves challenges writing teachers to consider ethos as a series of identity performances shaped by the often inequitable social contexts of their classrooms and communities Using the rhetorical experiences of students who identify as lesbian gay bisexual and or transgender she proposes a new way of thinking about ethos that addresses the challenges of social justice identity and transfer issues in the classroom Goncalves offers an innovative approach to teaching identity performance theory bound by social contexts She applies this new approach to theories of specificity and intersectionality illustrating how teachers can help students redefine the relationship between their social identities and their writing She also addresses bringing social activism and identity politics into the classroom helping writers make transfers across rhetorical contexts and linking students interests to public conversations Theoretical and practical Sexuality and the Politics of Ethos in the Writing Classroom provides teachers of first year and advanced composition studies with useful detailed assignments based in specific identity performance Goncalves offers techniques to subvert oppressive language practices while encouraging students to recognize themselves as writers citizens and active participants in their own educations and communities **Experiences of Japanese American Women during and after** World War II Precious Vida Yamaguchi, 2014-12-23 Experiences of Japanese American Women during and after World War II Living in Internment Camps and Rebuilding Life Afterwards examines the experiences of Japanese American women who were in internment camps during World War II and after Precious Yamaguchi follows these women after they were released and shows how they tried to rebuild their lives after losing everything Using evidence from primary sources as well as over seven years of interviews with sixteen women Yamaguchi provides a feminist intergenerational and historical study of how unequal the justice system has been to this group of people and how it has affected their quality of life sense of identity and relationship with future generations **Self-Development and College Writing** Nick Tingle, 2004-09 Nick Tingle

investigates the psychoanalytic dimensions of composition instruction in Self Development and College Writing to boldly illustrate that mastering academic prose requires students to develop psychologically as well as cognitively Asserting that writing instruction should be an engaging developmental process for both teachers and students he urges reaching for new levels of consciousness in the classroom to aid students in realigning their subjective relationships with knowledge and truth Drawing on psychoanalytic theory and twenty years of experience as a teacher Tingle outlines the importance of moving beyond usual ways of thinking abandoning the common sense of everyday reality and coming to understand beliefs as beliefs and not absolutes These developmental moves must be accompanied Tingle says by a new attitude towards language not as something that points to things but as a series of concepts that arrange the very things one points to And this development is necessary not just in order to perform well in the writing class but also to fully participate in and reap the academic rewards of structured university life Self Development and College Writing calls attention to the psychological destabilization this method may produce for students Tingle explains that if writing instructors are to respond to this destabilization they must conceive of the classroom as a transitional space or a kind of holding environment They must also become aware of their psychological allegiances to particular theories of writing if they are to construct such environments But the goal of the transitional environment is worth pursuing Tingle argues contending that university education fails to address students developmental needs With purposeful writing and deft analyses Tingle shows that this goal also affords a means by which to place writing courses at the center of the educational curriculum Conceived as a transitional space the writing class may support and stabilize students in their developmental passage thereby fostering an improved understanding of their academic work and more importantly an increased intellectual understanding of themselves and the complex world in which Personally Speaking Candace Spigelman, 2004-10-07 Responding to contemporary discussion about using they live personal accounts in academic writing Personally Speaking Experience as Evidence in Academic Discourse draws on classical and current rhetorical theory feminist theory and relevant examples from both published writers and first year writing students to illustrate the advantages of blending experiential and academic perspectives Candace Spigelman examines how merging personal and scholarly worldviews produces useful contradictions and contributes to a more a complex understanding in academic writing This rhetorical move allows for greater insights than the reading or writing of experiential or academic modes separately does Personally Speaking foregrounds the semi fictitious nature of personal stories and the rhetorical possibilities of evidence as Spigelman provides strategies for writing instructors who want to teach personal academic argument while supplying practical mechanisms for evaluating experiential claims The volume seeks to complicate and intensify disciplinary debates about how compositionists should write for publication and what kinds of writing should be taught to composition students Spigelman not only supplies evidence as to why the personal can count as evidence but also relates how to use it effectively by including student samples that reflect particular features of personal writing Finally she

lays the groundwork to move narrative from its current site as confessional writing to the domain of academic discourse Multiliteracies for a Digital Age Stuart A. Selber, 2004-01-23 Multiliteracies for a Digital Age serves as a guide for composition teachers to develop effective full scale computer literacy programs that are also professionally responsible by emphasizing different kinds of literacies Stuart A Selber also proposes methods for helping students move among these literacies in strategic ways Defining computer literacy as a domain of writing and communication Selber addresses the questions that few other computer literacy texts consider What should a computer literate student be able to do What is required of literacy teachers to educate such a student How can functional computer literacy fit within the values of teaching writing and communication as a profession Reimagining functional literacy in ways that speak to teachers of writing and communication he builds a framework for computer literacy instruction that blends functional critical and rhetorical concerns in the interest of social action and change Multiliteracies for a Digital Age reviews the extensive literature on computer literacy and critiques it from a humanistic perspective This approach which will remain useful as new versions of Representations of Language Learning and Literacy Elena West, 2024-06-28 computer hardware and software inevitab Representations of language learning and literacy also known as literacy narratives are a staple of literature They tell stories of conflict that illuminate the sociocultural dynamics whereby we learn to speak read and write Yet they tend to be read as stories about the powers of language and literacy the power to make someone human to form identity and improve one s social status This book introduces the literacy narrative approach a methodology for the study of literacy narratives that accounts for the conflict that pervades them It achieves this by focussing on how the texts represent the interactions between writing and other semiotic modes multimodality Sitting at the interface between theory and practice it provides three practical applications of the literacy narrative approach and in the process develops a theoretical perspective for thinking about language learning literacy and communication as they are practised in the real world Rereadina Appalachia Sara Webb-Sunderhaus, Kim Donehower, 2015-12-18 Appalachia faces overwhelming challenges that plague many rural areas across the country including poorly funded schools stagnant economic development corrupt political systems poverty and drug abuse Its citizens in turn have often been the target of unkind characterizations depicting them as illiterate or backward Despite entrenched social and economic disadvantages the region is also known for its strong sense of culture language and community In this innovative volume a multidisciplinary team of both established and rising scholars challenge Appalachian stereotypes through an examination of language and rhetoric Together the contributors offer a new perspective on Appalachia and its literacy hoping to counteract essentialist or class based arguments about the region s people and reexamine past research in the context of researcher bias Featuring a mix of traditional scholarship and personal narratives Rereading Appalachia assesses a number of pressing topics including the struggles of first generation college students and the pressure to leave the area in search of higher quality jobs prejudice toward the LGBT community and the emergence of

Appalachian and Affrilachian art in urban communities The volume also offers rich historical perspectives on issues such as the intended and unintended consequences of education activist Cora Wilson Stewart's campaign to promote literacy at the Kentucky Moonlight Schools A call to arms for those studying the heritage and culture of Appalachia this timely collection provides fresh perspectives on the region its people and their literacy beliefs and practices **Imagining Our Americas** Sandhya Shukla, Heidi Tinsman, 2007-07-20 Challenges the disciplinary boundaries and the assumptions underlying the fields of Latin American Studies and American U S Studies demonstrating that the Americas is a concept that transcends Poetry and Pedagogy J. Retallack, J. Spahr, 2016-04-30 This anthology is a new reading of the geographical place contemporary poetries The collection gathers together the work of a number of scholars poets and teachers on the challenges and productive possibilities that arise when teaching contemporary writing today **Refiguring Rhetorical** Education Jessica Enoch, 2008-05-16 Refiguring Rhetorical Education Women Teaching African American Native American and Chicano a Students 1865 1911 examines the work of five female teachers who challenged gendered and cultural expectations to create teaching practices that met the civic and cultural needs of their students The volume analyzes Lydia Maria Child's The Freedmen's Book a post Civil War educational textbook for newly freed slaves Zitkala a s autobiographical essays published in the Atlantic Monthly in 1900 that guestioned the work of off reservation boarding schools for Native American students and Jovita Idar Marta Pe a and Leonor Villegas de Magn n s contributions to the Spanish language newspaper La Cr nica in 1910 and 1911 contributions that offered language and cultural instruction their readers could not receive in Texas public schools Author Jessica Enoch explores the possibilities and limitations of rhetorical education by focusing on the challenges that Child Zitkala a Idar Pe a and Villegas made to dominant educational practices Each of these teachers transformed their seemingly apolitical occupation into a site of resistance revising debilitating educational methods to advance culture based and politicized teachings that empowered their students to rise above their subjugated positions Refiguring Rhetorical Education considers how race culture power and language are both implicit and explicit in discussions of rhetorical education for marginalized students and includes six major tenets to guide present day pedagogies for civic Digital Griots Adam J. Banks, 2011-03-16 Scholar Adam J Banks offers a mixtape of African American digital engagement rhetoric in his innovative study Digital Griots African American Rhetoric in a Multimedia Age Presenting the DJ as a quintessential example of the digital griot high tech storyteller this book shows how African American storytelling traditions and their digital manifestations can help scholars and teachers shape composition studies thoroughly linking oral print and digital production in ways that centralize African American discursive practices as part of a multicultural set of ideas and pedagogical commitments DJs are models of rhetorical excellence canon makers time binders who link past present and future in the groove and mix and intellectuals continuously interpreting the history and current realities of their communities in real time Banks uses the DJ s practices of the mix remix and mixtape as tropes for reimagining writing instruction and the

study of rhetoric He combines many of the debates and tensions that mark black rhetorical traditions and points to ways for scholars and students to embrace those tensions rather than minimize them This commitment to both honoring traditions and embracing futuristic visions makes this text unique as do the sites of study included in the examination mixtape culture black theology as an activist movement everyday narratives and discussions of community engagement Banks makes explicit these connections rarely found in African American rhetoric scholarship to illustrate how competing ideologies vernacular and academic writing sacred and secular texts and oral print and digital literacies all must be brought together in the study of African American rhetoric and in the teaching of culturally relevant writing A remarkable addition to the study of African American rhetorical theory and composition studies Digital Griots African American Rhetoric in a Multimedia Age will compel scholars and students alike to think about what they know of African American rhetoric in fresh and useful ways

Whispering the Secrets of Language: An Emotional Journey through **Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship**

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Table of Contents Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship

- 1. Understanding the eBook Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - o The Rise of Digital Reading Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of

Citizenship

- Personalized Recommendations
- Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship User Reviews and Ratings
- Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship and Bestseller Lists
- 5. Accessing Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship Free and Paid eBooks
 - Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship Public Domain eBooks
 - Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship eBook Subscription Services
 - Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship Budget-Friendly Options
- 6. Navigating Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship eBook Formats
 - ∘ ePub, PDF, MOBI, and More
 - Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship Compatibility with Devices
 - Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Highlighting and Note-Taking Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - o Interactive Elements Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
- 8. Staying Engaged with Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
- 9. Balancing eBooks and Physical Books Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions

- Managing Screen Time
- 11. Cultivating a Reading Routine Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Setting Reading Goals Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Fact-Checking eBook Content of Minor Re Visions Asian American Literacy Narratives As A Rhetoric Of Citizenship
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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