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**Disability Studies
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Disability studies (DS) research is in part a response to traditions of study that have dehumanized and medicalized disabled people for hundreds of years. While these traditions are perhaps easiest to discern in scientific disciplines, English studies has also participated, with articles such as the 1955 “A Method for Teaching Spelling to a Group of Seriously Retarded Students” in *College English*. One of the earliest calls for changed approaches to research came in 1992 from Mike Oliver, a sociologist who proposed “changing the social relations of research production” (102) so that disabled people would be the producers and evaluators, rather than always the objects, of academic inquiry. The shift toward DS is evident in English studies, and rhetoric/composition particularly, with groundbreaking anthologies such as *Embodied Rhetorics: Disability in Language and Culture* (Southern Illinois UP) and *Disability and the Teaching of Writing: A Critical Sourcebook* (Bedford/St.Martin’s), appearing in 2001 and 2008, respectively. Today, research in disability studies ranges from the theoretical to the pedagogical to the institutional. This bibliography emphasizes pedagogical research, aiming to offer work that will be of help to writing program administrators and professors of writing. It should be noted, however, that DS research does not offer tips on how to “fix” or “deal with” disabled students; indeed, such an agenda countermands the central philosophy of DS, which is that classrooms, contexts and settings are in need of “fixing,” rather than individual people.

A central characteristic of DS research is the assumption that disability is a social construct offering the opportunity to investigate important questions, rather than a biological fact or medical deficit. (This premise is elaborated more fully in the CCCC position statement on disability, available at <http://www.ncte.org/cccc/resources/positions/disabilitypolicy>.) Some researchers in DS focus on the analysis of dominant linguistic forms in their investigations of disability as social construct (Barton; Price; Rogers; Vidali) while others look to classroom studies that focus on contexts (e.g. technologies used, design of assignments) rather than individual students with disabilities (Albertini, Meath-Lang & Harris; Carmichael & Alden; Collins; Luna). In general, and particularly in rhetoric/composition, DS research tends to gravitate toward critical discourse analysis and ethnographic methods, in part as a response and resistance to the medical model’s privileging of empirical, objective, and biological approaches. At the same time, however, DS research is not monolithic. Some works do focus on individual students, occasionally going so far as to offer suggested diagnoses. Wherever possible, we have included responses to such works, in an effort to provide access to the lively and sometimes contentious conversation that takes places between researchers of DS rhetoric/composition.

Readers will note a particular interest in this bibliography in the intersection between DS and digital technologies. Many of the researchers included in this bibliography argue for treating

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technology as an opportunity rather than as a cure or fix. Attention to web accessibility should improve participation in classrooms and on campuses for students with disabilities (Slatin). WPAs should be aware of the assistive (or, better, “participatory”—see Palmeri) technologies available (or unavailable) to students with various disabilities (Li & Hamel) as this information could affect the design of classroom spaces as well as teachers’ choices about incorporating various media in their pedagogies. Even as DS scholars point to the opportunities that technologies such as electronic communication (Carmichael and Alden) provide students with disabilities, they are continually and critically analyzing the ways in which technology is mediated by cultural forces that may be laden with ableist ideologies (Palmeri).

Overall, this bibliography demonstrates the importance of de-emphasizing diagnoses of individual students and placing more emphasis on remediating classrooms and teaching approaches to improve access to all learners. Universal design for learning (Lewiecki-Wilson, Brueggemann, Dolmage), alternative assistance programs (Barber-Fendley and Hamel), and multimodal approaches (Dunn, Dunn & DeMers) all offer different avenues for reconstructing classrooms and pedagogies in ways that allow for such increased accessibility.

Albertini, John A.; Bonnie Meath-Lang; David P. Harris

Voice as muse, message, and medium: The views of deaf college students

In Yancey, Kathleen Blake (Ed.), *Voices on voice: Definitions, perspectives, inquiry*; Urbana, IL: National Council of Teachers of English (1994), 172-190

Albertini, Meath-Lang, and Harris conduct a study at the National Technical Institute for the Deaf in an attempt to better understand how metaphors of “voice” in writing are (or are not) meaningful to Deaf students. Using student responses to a prompt about voice, the authors identify three main themes: *voice-as-muse*, *voice-as-message*, and *voice-as-medium*. Voice-as-muse is understood as an inner voice functioning as a guide. Voice-as-message considers the internal voice as something the individual wants to communicate to others. Finally, voice-as-medium is reflective of individual personality or style. The authors ultimately concluded that research participants associated voice with dialogue, with their personalities, and considered it a crucial component of personal writing. This study not only provides WPAs with ways to understand Deaf students approaches to personal writing but also with ways in which dominant assumptions about personal voice might be enriched by looking to the writing of Deaf students.

KEYWORDS: voice, deafness, student-opinion, hearing-impaired, personal, pedagogy

Barber-Fendley, Kimberly; Chris Hamel

A new visibility: An argument for alternative assistance writing programs for students with learning disabilities

College Composition and Communication 55.3 (2004), 504-535

Barber-Fendley and Hamel posit alternative assistance (housed in composition programs) for students with learning disabilities (LD) in an effort to purposefully resist the underlying metaphors of accommodations, namely “leveling the playing field.” Alternative assistance programs provide an alternative to the traditional support offered to LD students and instead function as a “supplementary program, complementing and enhancing first-year composition, one that offers assistance” year-round to LD students, rather than simply accommodating when their “disabilities overcome their abilities” (505). The authors first provide a literature review of LD presence in disciplinary journals for rhetoric/composition studies, arguing intently for increased scholarly attention to issues of LD awareness and LD teaching strategies. Describing the current debate over accommodations as a “stalemate battlefield” with both sides positioning “fairness” as their grounding motive, the authors go on to argue for a partnership between the fields of LD and Composition Studies. This partnership would work to create alternative assistance programs that operate through a liberal principle of distributive justice, or a needs-based approach that moves beyond accommodations. The authors argue that because these programs would resist product-based and top-down accommodations, process-based and grassroots methods of needs assessment could be encouraged. Furthermore, alternative assistance programs encourage customized design, and, most importantly, must be department- and/or program-initiated changes, rather than student-initiated changes.

KEYWORDS: classroom atmosphere, learning-disability, FYC, curriculum, pedagogy, accommodation, alternative assistance program, program, WPA

Barton, Ellen L.

Discourses of disability in the *Digest*

JAC: Journal of Advanced Composition 21.3 (2001), 555-581

In order to examine how disability has been socially constructed historically and rhetorically, Barton conducts a critical-discourse analysis of the first thirty years of *Reader's Digest* (1922-1952). Interrogating the ways in which disability is represented and referred, Barton discusses how *Digest* in the 1920's followed eugenics discourse and in the 1940s took a brief stance towards disability rights. Yet overall, Barton finds that *Digest* puts forth a “double-discourse” that presents the disabled as a group qualified by lack and necessary of concern. With these qualifications in mind, the *Digest* further calls for disabled people to be assimilated within society. The article argues that although the assimilationist rhetoric in *Digest* is limited in that it does not challenge the status quo of society, further analysis of these discursive changes over time does have the potential to reveal how positive contributions might be made in American culture. (Also see Lewiecki-Wilson 2001.)

KEYWORDS: discourse-analysis, eugenics, disability, historical-research

Brueggemann, Brenda Jo

Still-life: Representations and silences in the participant-observer role

In Mortensen, Peter; Gesa E. Kirsch (Eds.), *Ethics and representation in qualitative studies of literacy*; Urbana, IL: National Council of Teachers of English (1996), 17-39

Brueggemann explores the complexity of the participant-observer role in qualitative methodologies through reflecting on her dissertation research at Gallaudet University. In recounting the conflicts and *silences* that arose with her research subjects, her own subject position and agency over time, and various institutional apparatuses to which her work became subject, Brueggemann contributes to the leitmotif of discourse on qualitative research, namely the “crisis of representation.” She concludes the piece by offering a list of questions that might serve as a guide for those researchers interested in pursuing qualitative methodologies. Perhaps of most interest to WPAs, she suggests we ask, “Which of our representations are required or influenced by our various audiences?” and “Which of our representations intersect, parallel, conflict with those of the subjects we are representing?” (34).

KEYWORDS: ethical, literacy, ethnographic, representation, participant-observer, silence, representation, qualitative, self-reflexivity, disability, deafness

Brueggemann, Brenda Jo

Lend me your ear: Rhetorical constructions of deafness

Washington, DC: Gallaudet University Press (1999)

This book is an ethnographic case study of d/Deaf students in writing classes at Gallaudet University. Brueggemann argues that writing pedagogy tends to assume students can take on the role of the “good man speaking well” (Quintilian), but the students at Gallaudet, whose “first” languages may be English and/or American Sign Language, show that the process of literacy acquisition across lines of deafness and hearing is particularly complex. Brueggemann demonstrates that writing teachers can understand d/Deaf students as engaging “a more imaginative and flexible definition of ‘speaking well.’” In order for this to occur, Brueggemann argues, d/Deaf and hearing-impaired students should not be thought of as users of “broken” or otherwise deficient Englishes. Rather, their literacies should be understood as processes “within which they have some power, input and effect.”

KEYWORDS: learning-disability, deafness, hearing-impaired, rhetoric, literacy, case-study, ethnography, disability, ASL, FYC, proficiency, testing

Carmichael, Stephen; Peg Alden

The advantages of using electronic processes for commenting on and exchanging the written work of students with learning disabilities and/or AD/HD

Composition Studies 32.4 (2006), 43-58

Carmichael and Alden discuss the benefits that electronic media provide in assisting students with learning disabilities and/or ADHD with revision on academic essays. By evaluating the Microsoft Word Reviewing Toolbar and the electronic exchange of work (via email, via course management systems, via shared folders, etc.) the researchers argue that the legibility, increased amount of space, consolidation to one medium, record-keeping, and the ability to be read aloud (e.g. text-to-speech software) provided by the use of electronic processes make effective communication between the student and instructor more possible. Carmichael and Alden assert that the transition from outdated, hand-written comments on students' work to the utilization of electronic processes will better address the difficulties with memory, attention, reading, spelling and focus faced by many students with learning disabilities and/or AD/HD.

KEYWORDS: Learning disabilities, response, commenting, computer, AD/HD, word-processing, toolbar, change, comment file

Collins, Terence

The impact of microcomputer word processing on the performance of learning disabled students in a required first-year writing course

Computers and Composition 8.1 (1990), 49-67

This article reports on findings from a study on the impact of computer-aided writing classrooms for three groups of student-writers with learning disabilities (LD). The study analyzed changes in course completion rates, grades, attitudes toward writing, and fluency/control. Between LD and non-LD students, minimal differences for completion rates and/or grades were found. Attitudes were markedly improved for the LD students, and their fluency levels only slightly increased (and did not rise to the levels of their non-LD peers). Overall, the researchers conclude that the microcomputer offers a useful tool for negotiating the difficulties experienced by LD students in college writing classrooms.

KEYWORDS: computer, word-processing, learning-disability, FYC, requirement, gain, pre-post, data, essay-length, spelling, holistic, academic-success, contrast-group, word-processing, academic-success, standards

Dunn, Patricia A.

Learning re-abled: The learning disability controversy and composition studies

Portsmouth, NH: Heinemann (1995)

Dunn maps the vast territory of research on learning disabilities, drawing from disciplines including composition, education, and psychology. Refusing to take a stance on the “best” approach for understanding and teaching LD students, *Learning Re-Abled* suggests that we work at “[p]ooling our resources, discussing – even shouting about – our different methodological assumptions” in order to work “in the best interests of our mutual students” (33). Chapters 3 and 4 will be of particular interest to writing teachers and administrators, offering (respectively) a series of pedagogical suggestions and a report of interviews with LD college students. Overall, Dunn argues for a combination of multi-sensory and traditional linguistic methods in the classroom, arguing that this approach will be more useful for learning-disabled, and perhaps all, students.

KEYWORDS: pedagogy, learning-disabilities, practice, history, literacy, teaching-exercises, special-education

Dunn, Patricia A.

Talking, sketching, moving: Multiple literacies in the teaching of writing

Portsmouth, HN: Boynton/Cook and Heinemann (2001)

Dunn argues that all students come to the writing classroom with multiple literacies, and that writing teachers will better serve students by incorporating more diverse modalities in the classroom, especially those which incorporate oral speech, visualization, and movement. After reviewing literature in rhetoric/composition on multiple literacies, Dunn offers three substantive chapters of exercises, approaches, and ideas for diversifying modalities in the classroom. *Talking* also addresses important administrative question pertaining to assessment and buy-in. Dunn acknowledges that diversifying traditional print-based pedagogies may be “controversial” among some administrators, students, and faculty (as well as other stakeholders such as parents or legislators). In response, Dunn suggests that users of multi-sensory strategies might “proactive[ly] ... point to the limits of traditional approaches”; argue for a broadened definition of *writing*; and engage in public debates about literacy in order to challenge received ideas such as “standard English” or “correctness.”

KEYWORDS: multivocal, multiple literacies, literacy, pedagogy, exercise, assessment, universal-design, multi-modal, design, disability, accommodation, access, web-design, learning-disability

Dunn, Patricia A.; Kathleen Dunn De Mers

Reversing notions of disability and accommodation: Embracing universal design in writing pedagogy and Web space

Kairos 7.1 (2002) <http://kairos.technorhetoric.net/issueArchive.html>

This article discusses the possibilities and benefits for utilizing multimodal approaches to the writing process in the classroom. The authors argue for “universal design,” a system of teaching/learning that presumes all persons learn differently and that classroom spaces should be designed to be as multi-modal and flexible as possible. Universal design assumes that spaces and contexts, rather than individuals, are “disabled.” The article then provides examples and explanations of how to utilize the Web and the spatial, kinesthetic, visual, and aural intellectual aspects of the writing process to better serve the needs of all writers.

KEYWORDS: disability, accommodation, pedagogy, internet, change, universal-design, multiliteracies, multi-modal, pedagogy, design, learning-disability, accommodation, access, web-design

Flower, Linda

Going public in a disabling discourse

In Ackerman, John M.; David J. Cougan (Eds.), *The public word of rhetoric: Citizen-scholars and civic engagement*; Columbia, SC: University of South Carolina Press (2010), 137-156

This article explores how students with learning disabilities (LD) create and negotiate their identities in public discourse. Flower analyzes a community-based classroom project, the Community Think Tank on Learning Disability, which involved college students in a collaboration with local high school students with LD. The goal of this project was “Naming the LD Difference,” and the students explored the conditions, costs, and consequences of “going public about learning disabilities.” Flower asserts that deliberative discourse in the public sphere offers a potential alternative to disabling discourses that mediatize, medicalize, and institutionalize persons with LD. By participating in deliberative discourse, persons with LD create social change through becoming rhetorical agents.

KEYWORDS: community literacy, public sphere, collaborative, research-method, learning-disability, rhetoric, agency, self-advocacy, classroom, project

Hawkes, Lory

When compassion isn't enough: Providing fair and equivalent access to writing help for students with disabilities

In Murphy, Christina; Byron L. Stay (Eds.), *The writing center director's resource book*; Mahwah, NJ: Lawrence Erlbaum (2006), 371-378

Hawkes provides a description of the ways in which students with disabilities come to the college environment with expectations for accommodations. Writing for an audience of writing center directors, she offers a brief outline of the impact of key federal acts that shaped the landscape of accommodations and access for persons with disabilities. She follows this brief discussion with practical advice to better enable writing center tutors to provide "fair and equivalent access to writing help for students with disabilities." Among her practice-based advice, she suggests making use of assistive technologies, initiating online writing center programs, spending extra time explaining word differences, and providing "strategies for improvement that are few in number" (375).

KEYWORDS: wcenter, access, empathy, fairness, learning-disability, disability-rights, accommodation, assistive technology devices, online, distance, tutoring, access

Heilker, Paul; Jason King

The rhetorics of online autism advocacy: A case for rhetorical listening

In Selber, Stuart (Ed.), *Rhetorics and technologies: New directions in writing and communication*; Columbia, SC: University of South Carolina Press (2010), 113-133

Performing a rhetorical analysis of the "vexed and static discourse" surrounding rhetorics of autism, Heilker and King offer Krista Ratcliffe's concept of rhetorical listening as a potential mediating force to open up dialogue between *autism* communities and *autistic* communities. The authors analyze several examples from public and online spheres of autism rhetoric, highlighting the debate regarding who has the right to speak for persons with autism-spectrum disorders (ASDs). Drawing on concepts such as eavesdropping (also from Ratcliffe) and rendering (from Peter Elbow), Heilker and King propose that rhetoricians such as themselves might serve as intermediaries between the two opposing groups. The end goal of this mediating work is to help improve the lives of persons with ASDs through advancing the discourse surrounding autism. (Also see Heilker 2008; Leweicki-Wilson and Dolmage 2008.)

KEYWORDS: autism spectrum disorders, rhetorical listening, online, rhetoric, Asperger syndrome, 'Autism Speaks', public, discourse, disability

Jung, Julie

Textual mainstreaming and rhetorics of accommodation

Rhetoric Review 26.2 (2007), 160-178

Jung analyzes four personal narratives involving disability found in mainstream composition anthologies in order to discuss the implications for the rhetoric of individualized accommodation. Using feminist disability theory and articulation theory, she argues that the mainstreaming of disability narratives supports the problematic idea that accommodation is an individual choice and that “fitting in” is the responsibility of the differently-abled person. As an alternative, Jung asserts that change must occur on the institutional level, and that together, groups must challenge current ideologies and share a concern in accommodation.

KEYWORDS: accommodation, anthology, composition-studies, disability-rhetoric, feminist, disability-theory, articulation-theory, narrative, teacher-research, ideology

Jurecic, Ann

Neurodiversity

College English 69.5 (2007), 421-442

In this article, Jurecic discusses the implications of the forthcoming, probable rise in Aspergers and autistic students in higher education for teachers and existing pedagogical techniques. Jurecic reflects upon her own experience with a student who possibly had Aspergers, surveys the scholarly conversation about students with disabilities, and analyzes writing by and about writers with autism. Jurecic calls for critical acceptance of neuroscience and its ability to inform students’ needs and their reasons for having difficulty in English composition. However, the article also cautions against the tendency in writing program administration, admissions practices, and placement practices to use scientific categorization to determine potential. Instead, Jurecic argues for recognition of both the unique strengths of neurodiverse students along with their trouble in the classroom.

KEYWORDS: autism, neurological, determinism, pedagogy, cognitive, learning-disability, Aspergers, singularity, individual

Lewiecki-Wilson, Cynthia

“Doing the right thing” vs. disability rights: A response to Ellen Barton

JAC: Journal of Advanced Composition 21.4 (2011), 870-881

Lewiecki-Wilson critiques Barton's argument that the assimilationist rhetoric in *Reader's Digest* can be progressive by noting that the highlighted aspects of the narratives maintain the conservative ideology of the time. Lewiecki-Wilson argues that in reality, assimilationist rhetoric reinforces the hegemony of the norm by failing to focus on the rights of people with disabilities or present diversity and depth in representation.

KEYWORDS: disability-rights, Reader's Digest, assimilationist, narrative, ideology, conservatism, diversity, representation

Lewiecki-Wilson, Cynthia; Brenda Jo Brueggemann (Eds.)

Disability and the teaching of writing: A critical sourcebook

New York: Bedford/St. Martin's (2007)

This edited collection offers instructors of writing an abundance of ways to better understand and incorporate disability through pedagogical suggestions such as disability as content and disability as identity (of both teacher and student). In suggesting disability as content in composition classrooms, the editors provide excerpts from benchmark DS scholars as Simi Linton, Lennard Davis, and Nancy Mairs. Following the excerpts, the authors provide suggestions for incorporating this DS content into writing classrooms, offering assignments, writing prompts, and lines of inquiry. In suggesting pedagogical approaches attuned to disability identity, the editors dedicate an entire section to perspectives from teachers with who identify as disabled, and there are several pieces throughout the collection that investigate the classroom experiences of students who identify (or are identified) as disabled. In addition to the many standout selections compiled, one of the most appealing and useful aspects of this collection is the heavy emphasis on practice. The book offers teacher resources such as "suggestions for student activities" following most selections, annotated bibliography for Universal Design for Learning, as well as a bibliography of composition and rhetoric and disability studies sources.

KEYWORDS: disability, pedagogy, identity, multiple literacies, embodied, learning-theory

Lewiecki-Wilson, Cynthia; Jay Dolmage; Paul Heilker

Two comments on "Neurodiversity"

College English 70.3 (2008), 314-321

Heilker's comment on Jurecic's "Neurodiversity" calls for the inclusion of more voices (especially those of people on the autism spectrum) into the debate on how to approach teaching them in higher education, as it is more than a disability issue. Lewiecki-Wilson and Dolmage's comment on Jurecic's "Neurodiversity" suggests that it is "rooted in a normative stance." Among its problems, Lewiecki-Wilson and Dolmage suggest, is its

“assuming the central (invisible and normal) position that enables “us” to diagnose others and make judgments about “them.” Rather than focusing on individual students, the authors suggest designing dynamic curricula and flexible pedagogical methods that respond to the experiences of a broad range of students, regardless of whether those experiences are deemed normative.

KEYWORDS: neurodiversity, autism, disability-studies, pedagogy, normative, pedagogy, curriculum

Li, Huijun; Christine M. Hamel

Writing issues in college students with learning disabilities: A synthesis of the literature from 1900-2000

Learning Disabilities Quarterly 26.1 (2003), 29-46

This piece synthesizes all scholarship focused on college writers with learning disabilities and/or writing disabilities (LD/WD) from 1990 to 2000. Analyzing a total of 38 articles, Li and Hamel delineate reoccurring topics from their literature review: assistive technology efficacy, identifiable error patterns, and instructional support. Based on their findings, the authors conclude by offering ten directions for future research on college writers with LD/WD, most of which call for empirical study.

KEYWORDS: learning-disability, assistive technology, error, pattern, pedagogy, teacher-strategy, review-of-research, empirical, research-method, research-agenda

Luna, Catherine

Learning from diverse learners: (Re)writing academic literacies and learning disabilities in college

Journal of Adolescent and Adult Literacy 45.7 (2002), 596-605

Luna discusses the implications and challenges of mismatch between the diverse abilities of students with learning disabilities and the rigid notion of academic literacy. The researcher employs participant-observation and document-collection at a disability awareness group at an Ivy League university, and group and individual interviews with students, faculty, and staff. Luna argues that the hierarchical nature of relationships between professors and students, standardization of assignments, and constraining time limits in the classroom assume that student bodies are homogenous, thus excluding students who learn differently. As such, Luna calls for dynamic, participatory, and reactive teaching methods which allow diverse learners to showcase and communicate their strengths.

KEYWORDS: learning-disability, academic, conflict literacy, pedagogy, ethnographic, participant-observer, interview, assignment, teacher-student, accommodation, access, change

McLeod, Susan; Kathy Jane Garretson

The disabled student and the writing program: A guide for administrators

WPA: Writing Program Administration 13.1-2 (1989), 45-51

McLeod and Garretson suggest implementing guidelines that strive to maximize the learning potential of students with disabilities (SWD) through adhering to the legal mandates for nondiscrimination. McLeod and Garretson recommend working closely with campus disability resource centers, providing training for TAs to successfully construct accommodations, and creating programmatic awareness of issues that affect SWD, such as alternatives to written composition and the use of assistive technologies.

KEYWORDS: WPA, guidelines, legality, disability-centers, accommodation, TA-training, assistive, learning-disability

Payne, Michelle

Bodily discourses: When students write about abuse and eating disorders

Plymouth, NH: Boynton/Cook Publishers (2000)

This book examines the ways in which student-writers disclose personal narratives of abuse and/or eating disorders. Payne insists on moving beyond asking *how* to grade a disclosure narrative and encourages teachers, scholars, and administrators to instead inquire as to “*why* that is a question we would ask” (xix). After providing a thorough review of composition and rhetoric literature on the subjects of disclosure, personal writing, and emotion, the author moves into analyzing three students essays about sexual abuse. She follows this analysis with an extended case study of a student writing about abuse, focusing specifically on the performance, reception, and knowledge-building potential of anger. In her conclusion, Payne tentatively suggests how to respond to such student writing. In doing so, she encourages teachers to practice listening in an effort to “understand our own fears about these subjects [and] work not to transfer them onto the student” (120).

KEYWORDS:) disorder, sexual abuse, body, bulimia, anorexia, psychology, pedagogy, pedagogy, student-story, teacher-story, narrative, personal, grading, student-writing, text-analysis

Price, Margaret

Accessing disability: A nondisabled student works the hyphen

College Composition and Communication 59.1 (2007), 53-76

Drawing on a teacher-researcher case study of a class that incorporated disability studies discourse, Price argues that critical thinking can be taught more effectively through multi-modal methods and a de-emphasis on the linear progress narrative. This conclusion challenges current assumptions about the teaching and assessment of critical thinking in the composition classroom, particularly the practice of measuring critical thinking through individual written texts. Price's article also challenges the assumption that DS pedagogies and topics should consistently be "about" disabled students.

KEYWORDS: access, composing, critical consciousness, critical pedagogy, critical-thinking, disability, discourse, discursive, first-year writing, hyphenation, normalcy, process, pronoun

Price, Margaret

Access imagined: The construction of disability in conference policy documents

Disability Studies Quarterly 29.1 (2009) <http://dsq-sds.org/article/view/174>

In order to explore the ways in which conference policy documents reveal assumptions about disability, Price conducts a critical discourse analysis (CDA) of 17 accessibility policy documents from 8 professional organizations. This article asserts that focusing on how these documents imagine those with disabilities and their needs is telling of the understudied inherent politics of professional spaces like academic conferences. Price presents generative questions, or points of consideration, for authors of conference policy documents to improve accessibility. These include: What discourses does the document draw upon in imagining disability and the disabled subject? How does it invoke or imagine its audience? What structures does it create (if any) for feedback on, communication about, and/or enactment of the document's policies?

KEYWORDS: mental-disability, learning-disability, kairos, kairotic-space, topos, space, presence, participation, productivity, pedagogy, accommodation, access, critical discourse-analysis, school-shooting, mapping, pedagogy

Price, Margaret

Mad at school: Rhetorics of mental disability and academic life

Ann Arbor, MI: University of Michigan Press (2011)

This book argues that settings in higher education, ranging from classrooms to conferences to job interviews, present unique and often unacknowledged barriers for people with mental disability. Using critical discourse analysis, Price examines a series of topoi, including presence, participation, productivity, and independence, arguing that higher education should be redesigned in both micro and macro ways to become more accessible for all its inhabitants. Chapters 2 and 3 will be of particular interest to writing teachers and administrators, as these chapters focus on and give concrete suggestions for modifying spaces to make them more accessible. For instance, Price suggests mapping more explicitly the unscripted parts of classroom interactions (such as discussions) so that students have a clearer sense of how the instructor is defining and assessing “participation.” Price further suggests that such mapping could help demystify many kinds of professional spaces, such as faculty meetings or job interviews.

KEYWORDS: critical discourse-analysis, special-education, disability, accessibility, accommodation, ethnography, anthropology, case-study, longitudinal, Committee on Special Education, group-dynamics, ethnographic, conversation-analysis, data

Rogers, Rebecca

Through the eyes of the institution: A critical discourse analysis of decision making in two special education meetings

Anthropology and Education Quarterly 33.2 (2002), 213-237

From a two-year ethnographic study focusing on an adolescent student and her mother’s experience with special education programs, Rogers offers discourse analyses of two Committee on Special Education (CSE) meetings. She highlights three main discursive contradictions during the second CSE meeting which, she argues, impacted the decision made to keep the student in special education for another year. She ultimately calls for further anthropological research in disability studies across time to better understand the affect of social structure, individual experience, and discourse practices.

KEYWORDS: Discourse-analysis, special-education, disability, access, accommodation, ethnography, anthropology

Slatin, John M.

The art of ALT: Toward a more accessible Web

Computers and Composition 18.1 (2001), 73-81

This article argues for continued and increased efforts to make Web sites more accessible for persons with disabilities. Focusing primarily on the educational context, Slatin argues that web site accessibility should “enable participation in the learning community” (74). He explains the *Web Content Accessibility Guidelines* (1999) and argues that “accessibility is not a property of the Web site, but is distributed among many interacting

constituents” (74). Using the computer’s “alt” key as a metaphoric approach to theorizing web accessibility, he describes the ”art of ALT” as a method of web design that is access-first; it enables participation, strives for navigability, and resists the “separate but equal” sentiment of text-only variants of web content.

KEYWORDS: internet, pedagogy, literacy, multimedia, visual rhetoric, text-picture, accessibility, disability, webpage-design, navigation, Web Content Accessibility Guidelines, Texas 2000 Living Museum, Web Content Accessibility Guidelines, civil-rights, disability-rights

Troia, Gary A.

Writing instruction for students with learning disabilities

In MacArthur, Charles A.; Steve Graham; Jill Fitzgerald (Eds.), *Handbook of writing research*; New York: Guilford (2006), 324-336

The article presents research on the “writing difficulties” of students with learning disabilities (LD). Troia begins by outlining the characteristics of LD students’ written products, with the following section devoted to summarizing the metacognitive and motivational foundations of these “writing difficulties.” The purpose of this article is to offer teachers a synthesis of research aimed at improving the LD student’s performance on desired writing outcomes.

KEYWORDS: review-of-research, learning-disability, pedagogy, discourse-analysis, motivation, metacognition

Vidali, Amy

Performing the rhetorical freak show: Disability, student writing, and college admissions

College English 69.6 (2007), 615-641

Using freak-show theory as a critical lens, Vidali analyzes the admissions essays of three students with learning disabilities. She investigates the ways in which these students both reproduce and transgress the narrative of ‘overcoming’ this genre seems to demand. Performing rhetorical analyses of the essays as well as of her interviews with their authors, Vidali explores disability disclosure as a rich, risky terrain of embodied rhetorical performance. She concludes by demanding increased attention to disability as a method of critical analysis, and she speculates enthusiastically about the impact of such work on the discipline of rhetoric and composition.

KEYWORDS: personal, personal essay, admissions, application-essay, ritual, learning-disability, data, assessment, freak-show-theory

Vidali, Amy

Rhetorical hiccups: Disability disclosure in letters of recommendation

Rhetoric Review 28.2 (2009), 185-204

Using discourse analysis, the author conducted a case study of the letters of recommendation (LRs) written on behalf of a disabled graduate student. The study finds that all five of the participant's letters disclosed her disability and that, taken as a corpus, the multiple references to disability create an "intertextual din" which may have worked against the letters' intent to recommend the student. Vidali concludes with specific suggestions for writers of LRs who wish to "explain difference" in their letters without compromising candidates' chances for success. She asks letter-writers to "print out the LRs we have written over the years, spread them on the desk, and determine just where our priorities and politics lie" (201), essentially calling for self-reflective analysis in this high stakes rhetorical situation.

KEYWORDS: letter-of-recommendation, disability, disclosure, forecasting, access, stigmatization, letter-analysis, discourse-analysis

Vidali, Amy

Embodying/disabling plagiarism

JAC: Journal of Advanced Composition 31.1 (2011), 248-266

This article, written as a response to Amy Robillard's article "Pass It On: Revising the *Plagiarism is Theft* Metaphor," approaches embodiment and plagiarism from a disability studies perspective. Vidali works to illuminate connections between plagiarism and disability such as passing, ownership, and policy. In doing so, she deftly presents the need for scholars, teachers, and administrators to re-think the processes by which these policies are developed and the problematic diagnostics of plagiarism.

KEYWORDS: Amy Robillard, 'Pass it on: Revising the plagiarism is theft metaphor', metaphor, plagiarism, disability, disability-studies, embodiment, George Lakoff, Mark Johnson, policy, passing, embodiment

Weaver, Margaret E.

Transcending 'conversing': A deaf student in the writing center

JAC: Journal of Advanced Composition 16.2 (1996), 241-251

This article offers a narrative account of Weaver's experience tutoring a Deaf student ("Anissa") in a writing center. Weaver analyzes the discourse of the student's professors to demonstrate the audist practices of assessment as well as the broader audism sadly

typical of many classroom environments. Through relying on Deafness and ASL as the epistemological basis of the tutoring sessions, Weaver and the Deaf student are able to identify “the hidden audist assumption in the reading/writing process” (250) as well as better enable Anissa to write in English.

KEYWORDS: disability, deafness, wcenter, tutor-student, body-language, communication, audism, ASL

Wilson, James C.; Cynthia Lewiecki-Wilson (Eds.)

Embodied rhetorics: Disability in language and culture

Carbondale, IL: Southern Illinois University Press (2001)

This edited collection works to interweave the disciplinary contributions of Disability Studies and Rhetoric/Composition Studies. Wilson and Lewiecki-Wilson introduce the book from a postmodern perspective, arguing for attention to social and political construction of the body--especially the (dis)abled body. The book is then divided into three sections. The authors featured in Part One interrogate subjectivity and identity, looking to sites such as Victorian England, the global economy, and the experience of schizophrenia. Part Two explores the dissonance between the needs and experiences of persons with disabilities and the standards typical to dominant Western systems of education. The final section takes up “Cultural and Spatial Rhetorics of Disability,” performing cultural and rhetorical analyses of the United Way, AIDS, public space(s), and Grimms’ fairy tales.

KEYWORDS: disability, embodied rhetoric, narrative, language, cultural, literacy, spatial rhetoric, subjectivity, identity, disability representation, education