

Join an interdisciplinary discussion featuring research in progress by faculty members and students in the Center for Writing's **Literacy and Rhetorical Studies** graduate minor:

Communities of Knowing and Learning on the Farm, in School, and Elsewhere

Friday, February 21, 2020, 12:00–1:30 pm, 12 Nicholson Hall, East Bank

Lunch provided to registrants; please register at writing.umn.edu/lrs/researchseries



Nick Kleese (PhD student, Curriculum & Instruction, UMN–Twin Cities, LRS 2019 Travel Award winner)

“I Said ‘I Know’”: Language, Knowledge, and Self-Deprecation on the Farm

Input costs are on the rise. Markets fluctuate wildly. Technology outpaces ability to afford it, and “best practices” slip ever more toward maximizing profit. In face of these economic barriers, how can small farmers stand for themselves against larger, more affluent operators? Borrowing stories from two Southeast Iowa farmers, this project critically analyzes the potential for self-deprecating discourse to claim knowledgeable agrarian identities and work towards solidifying their social standing within their communities.



Thomas Reynolds (Associate Professor, Writing Studies, UMN–Twin Cities)

Multimodal Writing Instruction and New Material Entanglements

Drawing from an ongoing study of multimodal writing instruction, this presentation will address the possibilities and challenges of student engagement through recent theories in multimodality and new materialism. Much work in the latter area has been conceptualized through feminist principles committed to working for justice. Opening up writing instruction to include and value the role of affect and emotion, for example, may encourage students to work in more complex, if unconventional, ways.



Samantha Quade (English, Linguistics, and Writing Studies, UMN–Duluth, LRS 2019 Travel Award winner)

Syllabi: Accessible Education Tools in Non-Academic Settings

With the resurgence of social justice and activism in America today, we can also see a lack of accessibility through such protests in travel, work, and even in education. Education, a crucial aspect of activist involvement, has become an expensive, nearly unreachable feat, requiring time, energy, and familiarity with research practices. This presentation explores the newly adapted syllabus genre (akin to the *Lemonade* and *Wakanda Forever* syllabi) and discusses the potential that these syllabi have for accessible education for those both inside and outside of academia.