

notes . 97 C's

Wed pm -

Del Ann
red ink

Susan Garratt's paper on
Pragmatic attention to Experience

Lisa Edle's ch re : on-line writing

" e - literacy "

- renders concentration obsolete
- creates fragments

to time at computer "Experience"?

des

domain of Experience = source of agency for Students
experience is Enabling agency

DeLauretis

Wm. James don't split exp. from object / other subjects
· exp experience is singular
· combines real w/ pragmatism

Adapt 9 Thinking
Exp. belong to personal experience

Use technology
separate personal from

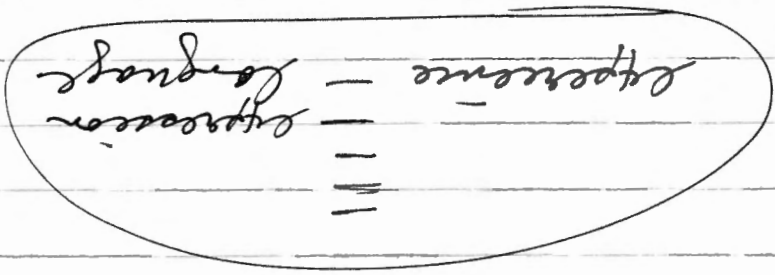
Info take to think
experience belong to individual

disturb 9 story + exp.
come from isolation 9 personal information

limits of
language
limits
of
world

Thinking Fragment

embodied
experience

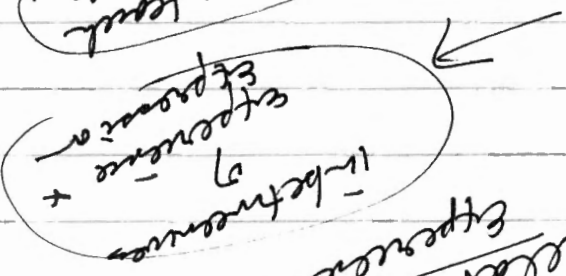


Experience vs. Sens. Experiencing

Embodied
experience

reconstructing
experience as
categorical

Use + Teach
on language



body - mind
Experience - experience
(reality)
"subjective"

relation of
experience to language

from the

living with
within the binaries

what
pedagogy of Experience look like?

Experience
is lived...
+ expressed...

(1) dialogism is key principle
complexity of dialogue as char. by B'tin
statement
response
restatement

points of contact
of conflict

any text is interanimated by discourses of others

Studs. are co-authors of our pedagogy

voices that animate our own thinking
" " writing

purposeful resistance

Winnicott:
in interanimation of
Experience &
expression

institutional voices that speak through us
(teachers)

in dialogic classroom
Experience + expression are conjoined

Kant Sp.

Life begins not in words
but in break...

event } conceptual
after

- Story he told himself about himself
- become what he wanted to be

Experience cannot tell us what to do or experience

Lang + culture always higher of a person
Experience



Lang + culture to explore & perceive
rather than against it

to accept our Lang + culture
and everything is to take side

Allegory = cognitive routine
set of instr. about how to think

Packaging of thought

act out roles in context
to their own experience
split in subjectivity

vs

reading to develop
a li on
from
us
our
experience

reading
to
sample
as
theoretical
frame

reader becomes
instrumented

in
cognitive
routine

and

is separated from

his own

experience

Giacometti
Sculptor

Tim Fournaine

- cult stud. not int. in "I"
- locating indiv. in discourse... + culture that shape them

mistake to id. as intimate private — Then we judge writers rather than writing

see

M. Personal resonates in Acad. voice

define personal more broadly
— that which is idiosyncratic

view indiv. as social
w/ personal history

wants to renovate
definition
of personal

want to
displace
dom.
def.

"pedagogy of personal"

states social individuals
are

st. + t. pursue political impulses of subject positions

Judith Butler

- repetition
- performance

interpersonal

subject position

subject position
agency

identity formation

subjectivities
produced
not
given

— in step with those cadences

Nancy Welch

in

Stories of human relationship

women in academy:

Be taken
in hand (or) be outside
authority

Formation of identity

dominant stories of academic socialization
of academic becoming

side shadowing -

write as if they are that future place.....

Richard Miller:

Long. Not look as if it's telling truth about d.r.
also produces d.r.

please is being car not been paid
not body not experience the pain

Students never forget where they are

Domination + Art of Resistance

Scott

public transcript of classroom
Every classroom has its limits

vs.

hidden transcript

those student achieve
their mingling about
the classroom

Nupture of
boundary can occur
taboo of public
legitimizing structure
relation

looking
more
nuancing
intentions

Teacher's job
is to
grow to student
in the process

hidden transcript
must stay out of
classroom

begin to
trouble ~~the~~ assumption that no
reflect on codes of silence + consent

allow hidden transcript
to come into classroom

virtues of discursive remanence

deliberative work
that troubles the boundary
betw. public + hidden transcript

to see public what sth. say in private...

god-term

* Places where we haven't
could bring in another voice

* How hard to follow....

*

- Conversation:

W.I.N

- Wo's writing group - Fall 95 - Writers' Inf. Network

"talk"

• Force of conversation - way it shapes....

•

•

J.B. Pennybaker -

"in general we would rather
talk than listen"

Talk is learning experience

simple exchange of stories + thoughtful prompts change

• our stories are ourselves

• we use talk to modify each other's experience

* quote from Britton on Buber

" Identities are always in dialogue "

H. L. Gates

Profession

— narrative theory = bridge among

Conversation —

{ hear yr. own story — &

{ in the interchange revision becomes a possibility

Cope Verdean
anxiety?

having separate conversations
even though using some words

all
mean
diff.
things

boundary
leader

3rd - 40's - 20 yrs.

• EdC 1971

• Win

• Theresa

• Ann 1993

• Chuck B

• Dave B. 1988

Corbett -

Chicago. 1949 -

1951-1996 - attended all C's

2-3000 attendees

Win -

< raises ?

How long will we all be coming here?

Shd. we stay at smaller conferences?

Do we still serve a purpose?

Do we want to become 2nd NLA

Theresa

• prag chain

• too many groups of people

• too much separateness

"Professional Writing"

① Disciplinary Knowledge -

② Possession of ~~tricks~~ specialized ~~tricks~~ ~~tricks~~

③ Valuing of Experience
~~Classroom Exp~~

④ Political
Working cond.
diff. outcomes

Professional's Role
Dissent mean ev. in field is prog.

42 Sp-int. groups/conferences

40% of coll. instr.
are in non-~~instr.~~ ~~instr.~~

prog. to
create
university

Bazerman

Does research/
what kids

Research. composed of our profession

- classroom
- Admin. office
- Engls. Dept.

- printing

* = cheap printing

size

1949 15 papers

	1950	5 p / 60	
	1960	10 p / 168	
BIG growth	1970	26 p / 264	
	1980	147 p /	
Chicago	1990		3000 proposals - / proposals review of proposals

We id'd area of no. people interested in
We were committed to diversity

* Culture of Literacy

desire to professionalize writing instruction

Barth

① Spread work of teaching writi across disc

② make meeting smaller

· limit # of concurrent sessions

③ argue ag. blind submission

Amelia Cobb

Literary Ed. at Bloomfield Acad.
for Chickasaw females

founded by Chickasaw Tribe

Chickasaw Museum
at U. of N. Ala.
founded by Chickasaw Tribe

Chia Miss → Olla → "Indian Tern"

School had 3 admin. in its history

[Literary tied to someone's purpose always]

South 5 can - grad. in Mt. Holyoke - tried to

4 strands under each can
rel. like

academic literary
cultural literary
domestic lit

Presidential
named for first
of female
Chickasaw
women
by the
tribe

RELIG.
LITERATURE

- 1857 - Letter by students showing prog. of course.
- emphasis on religion -
- "Love of Jesus"
- study of missionaries -

Domestic work

cultural lit
- include art that would
teaching
parently etc

after CW -

- School exclusively under control of tribe
- "Golden Age of Bloomfield"
- "Bryn Mawr of West"
- the Bloomfield Blossoms

Bloomfield
Seminary

- acad. curr. is more prominent
- * cultural curr is first emphasized
- 1904 Commencement Program

- 1st B. Ball team in Okla.

1907 - Okla. Statehood

brought state schools

Essay "A Rough Surface, Polished, Shines
Forth in Brilliance"
Myrtle Connor

"History Making of the Present Age"
Ramona Byrum

"Hellen Keller" Jane Newberry

whillard@acpub.duke.
edu

- Amanda Cobb

amandajcobb@ou.edu - Oklahoma

New Mexico State

Bloomfield

Arday

Best of
Enemies

1889 -

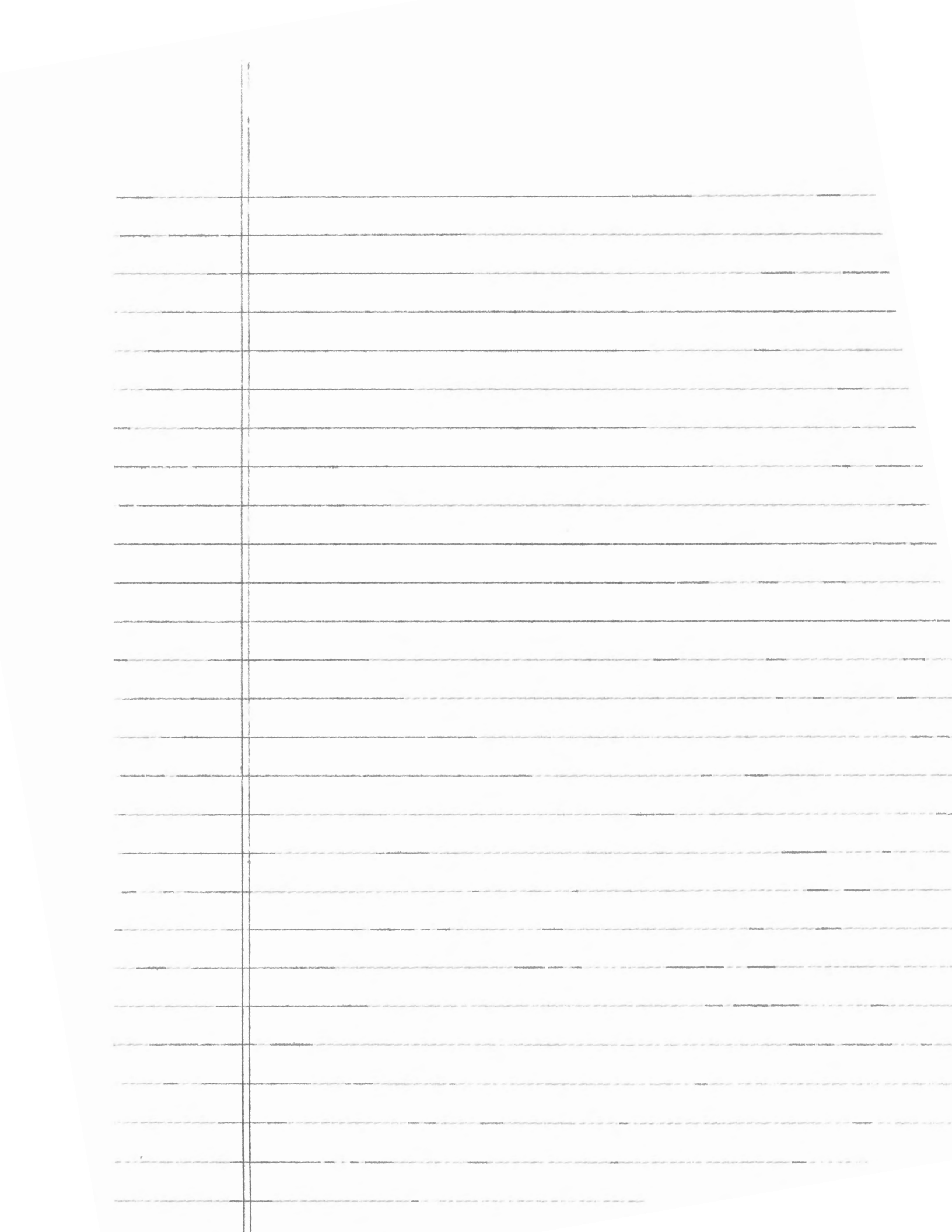
Genoa Indian

Genoa, Nebraska

One of 26

Wallace, David

~~Prairie~~ Prairie light;



geographically limited

Louise McDonald

1870	270,000	immigrants to increase of pop. in Boston
1900	560,000	

lawless

disorganizing results of

longing for
order
hierarchy

among those who dreaded
upset in social order

became
interested

industry

mining

management

[superiority of English language
of Anglo Saxon heritage
of male prog over sec'dy female

U Minn - filing Themes in "theme room"

Shurber

- topic based on observation
- " should engage the teacher

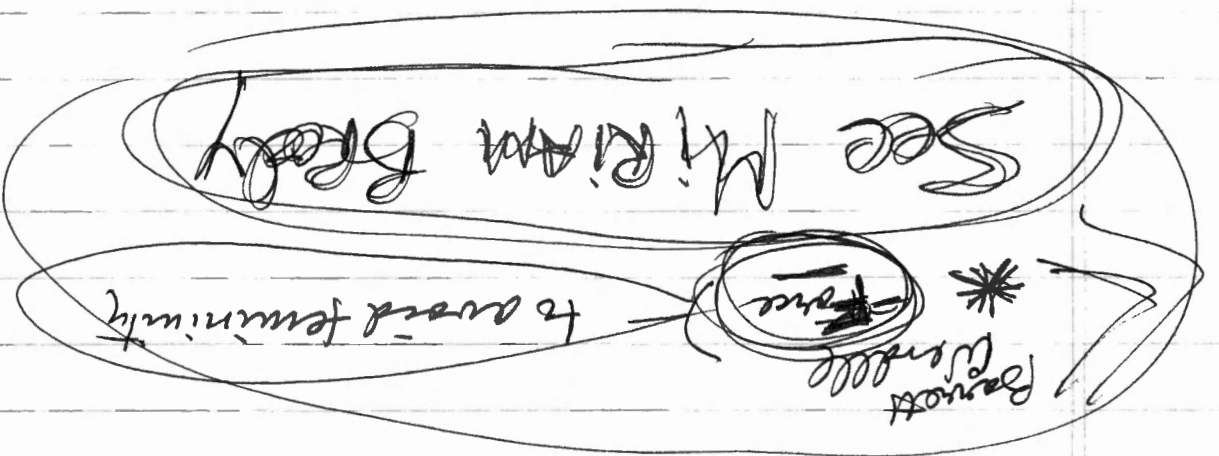
topics

- genteel
- mildly domestic

Richard Bond

- printer

Instrumentation considered private



} measure of lang = lower class
penicillitic