Abstract

**DISertation:** “Good Fences Make Good Neighbors:” An Ethnographic Study of First-Year Composition and Introductory Creative Writing Classrooms

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Within recent years there have been numerous scholarly discussions describing the tendency to erect various binaries between the fields of composition and creative writing. In order to investigate some of these binaries, I used an ethnographic methodology and the Engestrom model of activity systems to examine one first-year composition and one introductory creative writing classroom. Doing so, I came to understand how several factors, such as mediated artifacts, rules, and division of labor affected how the instructors taught writing, how these factors affected the writing process of students, and what was produced in the classroom. Ultimately, the methodological lens of ethnography, where the perspective of instructors and students was at the forefront of inquiry, integrated with an exploration into the structure of activities, allowed me to interrogate previous non-empirical, lore-based scholarship.