

ABSTRACT

DISSERTATION: Dealing with Difference: A Rhetorical Analysis of First-Year Composition

Textbooks

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ABSTRACT: The purpose of this research was to examine how a corpus of twenty first-year composition readers and rhetorics with readings address marginalization of groups because of race, class, sex, gender, disability, sexuality, religion, language, or immigrant status. In addition, the study questions whether or not articles that focus on race, sexuality, and disability present the topics one-dimensionally, in a tokenized way, or in an intersectional, problematized way. The study found that the topics examined were absent from 53% of the articles included in the corpus. Within articles of the corpus, 16% (228 articles) were coded for race; 14% (199 articles) were coded gender/sex; 8% (112 articles) were coded class; 4% (61 articles) were coded religion; 4% (57 articles) were sexuality; 4% (52 articles) were coded language; 3% (34 articles) were coded disability; and 2% (27 articles) were coded immigration status. Investigation of race, sexuality, and disability found that largely, articles on race and sexuality were positive, while articles on disability were often problematic. In addition, articles from the sexuality category were largely focused on heterosexuality, leaving 1% of the corpus on non-heteronormative sexuality.