

## ABSTRACT

### TOWARD A GENETIC PEDAGOGY: EXPLORING THE USES OF TEXTS IN FIRST-YEAR COMPOSITION

The purpose of this project is to draw attention to social, political, and material forces as they have historically shaped the teaching of English, but have been absent in the curriculum they shape. Ultimately, I will propose a curriculum that acknowledges those forces and argue that a curriculum like the one I propose will have two immediate results and another result that is much broader reaching. More specifically, I will argue that acknowledging the social, political, and material forces that shape the teaching of English necessarily calls for a change in the uses of texts and the invitation popular texts into the First-Year Composition classroom.

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