

## ABSTRACT

### COMPOSITION PEDAGOGY REFORM AT THE TWO-YEAR COLLEGE

This thesis defines problems in composition classrooms at two-year colleges and provides a solution for pedagogical reform grounded in the ideological model of literacy set forth in the Great Divide Theory. A historical summary and analysis of literacy education in the United States is implemented to show the persistence of the autonomous model of literacy and how misguided reform efforts have resulted from our conceptions of the autonomous model, viewing literacy solely as a set of skills to be mastered. In addition, this thesis analyzes current innovations in education at the two-year college and how these programs are positive effects of a critical pedagogy and an ideological approach to literacy.

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