

Part I. Problematizing Today's Notions of First-Year Composition

The authors in the first part of the book turn a critical eye on practices we may take for granted in FYC. Doug Downs introduces us to Professor Plum, a fictional faculty member whose writing and collaborative practices demonstrate how professional academics write and highlight the double standards that exist between writing expectations we place on our students and those we place on ourselves.

Howa Furrow demonstrates for readers how seemingly innocuous features of FYC courses, such as students' lack of anonymity in a small-class setting, can create unsafe spaces for LGBTQIA individuals. Furrow describes ten ways teachers can be allies—including by actively demonstrating allyship and confronting homophobia in the classroom.

Finally, Ann N. Amicucci questions how technology can be used in FYC courses and includes how a few students report benefitting from such use in their own courses. She also draws attention to the drawbacks of constraining students' technology use and calls for readers to take student perspectives into consideration when making classroom technology decisions.

Extras

- Listen to a podcast conversation among Part 1 authors Doug Downs and Ann Amicucci and editor Jo-Anne Kerr for ideas on how to disrupt the status quo in FYC: [🔊 Listen to the Part 1 Podcast](#)
- Watch a short video of Ann Amicucci discussing how to overcome the challenges inherent in promoting student agency in classroom technology use: [📺 View the Video](#)