

Remix Ep 93

[00:00:00] **Dan:** Hi everyone. Welcome to another episode of Writing Remix. I'm Dan Dissinger and today I have a really amazing guest here to talk about, you know, what we talk about here, writing and language and teaching, and all sorts of things languaging. And I'm here with Roseanne, Corey, Roseanne, thank you so much for joining me.

[00:00:17] **Roseann:** Thank you, Dan. This is super exciting. Honestly, I've been getting really into podcasts now all of a sudden. And to have the opportunity to be on one is rather exciting and to be on one about writing and literacy and everything that I love is even more amazing. So thank you very much for having me.

[00:00:40] **Dan:** It's my pleasure and I'm so glad that this is your first podcast experience, that it's our podcast. That's so great

[00:00:47] **Dan:** So yeah, why don't you let the audience know a little bit about yourself and then we'll just jump right.

[00:00:51] **Roseann:** Sounds good. So as Dan said, my name's Roseann Corey, I also go by Rosie. I am currently an assistant professor of [00:01:00] writing for the undergraduate department at Rosemont College, which is in the Philadelphia region of Pennsylvania.

[00:01:06] **Roseann:** I earned my MFA there actually back in 2016 and started adjuncting immediately afterwards and worked my way up the ranks into the full-time position. So I've been there about six years now. Prior to that, I earned a Bachelor's of Education at SUNY New Pulse in New York. Prior to that, I was growing up in the suburbs of Long Island.

[00:01:28] **Roseann:** And you get the idea. It, you know, time goes backwards from there. But that's a little bit about me. When I'm not teaching, I do, you know, my own creative writing work projects that I'm working on. I actually have a self-published book of poetry that's gonna be coming out soon, which I'm pretty excited about and yeah.

[00:01:47] **Dan:** That's awesome. . Wow, that's so great. Oh, so you're, you're a native Long Island there and from New York.

[00:01:54] **Roseann:** I am. If I don't have the accent, I'm sorry. .

[00:01:58] **Dan:** No, don't, don't be [00:02:00] sorry. I've been working on getting rid of mine all the, like, my whole life. But that's amazing. Where on Long Island where you So I was born originally in Wantagh. Lived there with my parents for a couple of years until I had siblings, and eventually they bought a house in Farmingdale. So I spent most of my time from about age eight or nine up through, you know, graduation of, of college. Mm-hmm. or just about graduation of college in Farmingdale.

[00:02:29] **Dan:** Oh, wow, that's amazing.

[00:02:30] **Dan:** Yeah, I'm from Williston Park near Minola. Okay. My cousins lived in Wantagh. I was there all the time. And my friend went to Farmingdale, he went to school in Farmingdale. So, and I taught at SUNY College at Old Westbury quite a bit, and that's where I went as well. Oh, that's awesome. Yeah. Wow. Okay, great.

[00:02:47] **Roseann:** Yeah .And it's funny that you mentioned this because the poetry collection, and I, I know that's not the focus of the podcast, but Oh yeah. The poetry collection is called Tootsie Land, and it's about. The few years that I spent [00:03:00] in Wantagh living at my great grandmother's house, Oh, and all the, interesting things that I got into, you know, in the early years of my life, so. Mm. It's funny that we have that connection.

[00:03:13] **Dan:** Yeah. I, I, That's what's so fun about podcasting. You meet people and then there's like all these surprises, but mm-hmm. I want to hear more about that, but like, I, I do, You said something really interesting to, I guess it's interesting to me because of the, right now usc, like we're always talking about.

[00:03:33] **Dan:** You know, contingent or, or, or part-time or adjunct faculty. And I was an adjunct for like seven years and that track to get into full-time. But it's really amazing to see how, you know, you were able to go from contingent to full-time at the school that you were a contingent faculty member. And for all the college and adjunct faculty out there listening and full-time president, we know how hard that could be and.

[00:03:59] **Dan:** You [00:04:00] know, not how did that happen, but what was it like to, what is it like to kind of be at a school that really gave you, that maybe that support to kind of move into that full time? Because I know a lot of people that have been waiting or they never get that, or are told right out, you're never gonna get a full time position here.

[00:04:17] **Dan:** You better look on the open market.

[00:04:20] **Roseann:** Yeah. Well, I, I'll back up just a little bit. I remember when I was. Still in the MFA program at Rosemont, and every year our, our program puts on this event usually sometime in early winter. That's just a, a panel discussion all about. Essentially adjuncting or, you know, teaching at the collegiate level.

[00:04:47] **Roseann:** And usually we'll get, you know, five or six people to come and talk about their various experiences. And a piece of advice I was given at that time when I attended one of these events was, [00:05:00] that as you know, a person looking to work in the field of higher ed, a big thing I was gonna have to determine is how far away am I willing to go for that?

[00:05:09] **Roseann:** What are my parameters? What are my boundaries, right? Am I willing to travel out of state? If so if so, how far do I wanna go? And I knew right away a couple things about. I knew that I probably didn't wanna go too far away from my parents who were in upstate New York, so I wanted to be within a reasonable distance for travel.

[00:05:32] **Roseann:** I also know that I'm really not comfortable in a big city environment. I don't mind visiting, you know, cities like I live about 40 minutes from Philadelphia, so every so often we'll go in for a day trip. , but it would not be the kind of place that I could do a daily commute to. And that alone took away a lot of possibilities for me because there's a lot of amazing colleges in big cities across the United States.

[00:05:56] **Roseann:** I also knew at the time that [00:06:00] money for me was not a tremendous factor, and that is a rarity. I had a full time job, not in education at all, but I, I had a full-time job that I continued to work at, and so when I adjuncted, all I was looking to do was get a foot in the door and I ended up finding out that Rosemont needed an adjunct.

[00:06:19] **Roseann:** Now we're a really, really small liberal arts college. Our department just for English, is three people, including myself.

[00:06:27] **Dan:** Oh, wow. , Wow.

[00:06:29] **Roseann:** Yes. So we're really small. And with that said, you know, as an adjunct, I would come in and teach, you know, a usual one class a semester. Eventually I got two classes. One semester I had three, and I was still working full time when I had those three classes.

[00:06:44] **Roseann:** So I don't recommend that because that was probably the craziest semester I ever had . But after those couple of years went. I found out that one of the full-time faculty members was leaving. Mm. And I got an email [00:07:00] from my department chair over the summer explaining that to me, and she said, Do you want the position?

[00:07:06] **Roseann:** And I said, Yes, , yes I do. And so that's kind of how I ended up getting into the, the full-time side of things. It was a combination, I think, of right place at the right time. Mm-hmm. , you know, sticking it out with the adjunct work, knowing. It was what I was passionate about. It was what I wanted to do.

[00:07:24] **Roseann:** And, I had and have no spouse, although that's changing in a, a couple of years. I just got engaged on Tuesday, . But, you know, I had no, no children. So I, I didn't really have anything that was strapping me down or forcing me to. You know, desperately seek more and more work. I, I was just kind of cruising, you know, getting into things.

[00:07:44] **Roseann:** So I, I think it was a combination of the luck of that, but also being at an institution that small has its perks in that way because, you know, we're a little, we're like a, a family. Mm-hmm. . And as long as I'm still available to teach [00:08:00] I, I think, you know, the opportunities will continue. To come. So I know that's not everybody's situation.

[00:08:06] **Roseann:** You know, a lot of, a lot of schools are much bigger. You know, things are different everywhere you go, but yeah. Yeah, that's kind of my story of, of how I got here.

[00:08:15] **Dan:** That's amazing because it's also when you sent me in the e when you emailed me and like. In the email, you were talking about the, you know, this idea of talking about the studies around rhetoric and you, you know, quoted like the art theory and practice of ethical communication and kind of how you want to kind of, you're formulating these ideas in this space, like it seems like.

[00:08:38] **Dan:** At a university like Rosemont that you had the opportunity to really cultivate something that you can move forward like, And I would love to hear more about this idea of like how you bring this idea of being responsible and ethical communicators into your class and kind of how, you know, how you app, how that [00:09:00] approach, you know Yeah.

[00:09:01] **Dan:** What is in, in, in that approach.

[00:09:03] **Dan:** Absolutely. So it was a couple. Definitely a few years and, and a number of semesters before this idea really came to me. And it actually came to me during the going into 2021. So this was, you know, pandemic time. You know, a lot of things were different in education and I ended up that spring.

[00:09:27] **Roseann:** Having a class of only five students at the intro writing level. And I thought, Okay, this might be a good opportunity to test this out. I had this idea based off of our textbooks, so I've been using Textbooks through the company WW Norton for several years now. I'm, I'm sure you're familiar with it, even if you don't use those books yourself, but in one of their recent textbooks, they talk a great deal about rhetoric and I'm, I'm glad you brought it up and I'll reiterate it that just for [00:10:00] clarity and context, the definition of rhetoric that I use is theirs, which is the art theory and practice of ethical communication.

[00:10:09] **Roseann:** Mm-hmm. . Keeping all of that in mind, I thought it would be a fantastic idea to put rhetoric at the heart of my courses, especially given all the chaos around the world right now. And it, you know, seems to me as though there is a lot of tension. There is a lot of hate and a lot of it is this inability and really, not just an inability, but an unwillingness to communicate with people. So I thought that there would be no better time to introduce these concepts than the present, right? So I designed an exercise, an essay assignment with these students, [00:11:00] and I knew immediately what their reactions were gonna be. So the assignment was we, we spent time in class talking about rhetoric going over skills associated with rhetorical thinking, but also rhetorical speaking.

[00:11:14] **Dan:** Mm-hmm.

[00:11:14] **Roseann:** Rhetorical writing even, you know, all kinds of things. And after all of that was done, I told them, Okay, here's your assignment. I want you to go and have a conversation with somebody and it should be upon the topic that you disagree upon.

[00:11:29] **Roseann:** So I let them pick the parameters of that. I didn't tell them, Oh, you have to talk about really heavy things like politics or religion or, you know, things that can be very dense and very terrifying. You know, very polarizing. I said You decide the limits of that, but the stronger the better the exercise is going to be.

[00:11:52] **Roseann:** So those were the parameters I gave them. And then I told them for their essay, I wanted them to share in a narrative how that [00:12:00]

conversation went. Was it a success, was it a failure? And I said, It's okay if it doesn't go well. Because the idea here is to think about, you know, can I implement some of these skills we've been talking about in class?

[00:12:15] **Roseann:** Will they work? You know, maybe I catch myself. Diverting, you know, back to old habits or something like that. So I, I just said tell it like it is and, you know, don't, don't worry so much about the outcome on paper, just, you know, go out and, and try it. So naturally they were a little hesitant. But the results I got from that first grouping with the five students were absolutely incredible.

[00:12:42] **Roseann:** I don't have. Excerpts to share and, and I didn't get student permission, but I can tell you a little bit about some of the ones that I've gotten. Yeah, I tried it with that group first. I took that same assignment then into the fall semester of this past year with similar results. So [00:13:00] some of the outcomes were as follows.

[00:13:01] **Roseann:** I had one student in that spring who had a very lengthy conversation with her neighbor about the Covid vaccine. Hmm. My student. Was someone who was very, for the vaccine, for personal reasons, medical reasons, and her neighbor was not, and this was one of the heavier subject matters of, of that grouping, But she was nervous about it and then said that as she talked to her neighbor at the end of it, even though she didn't agree with her neighbor's viewpoints, she at least better understood where her neighbor was coming from.

[00:13:39] **Roseann:** And in the back of my head I'm thinking that's what this is all about. Because it's not about this idea of, you know, totally making peace or being right, but it's just learning to understand people from a deeper perspective. I also had a student who ended up having a similar conversation. With his [00:14:00] sister and wrote to me in the paper that this was the first time he and his sister had had a civil conversation in a really long time.

[00:14:10] **Roseann:** And I, I can only imagine what, what that must feel like. So those were just some examples and I, I got a whole slew of things. I had someone start a debate at lunch over whether a hot dog is a sandwich.

[00:14:25] **Dan:** Oh God. Okay. Yeah, , I've heard that.

[00:14:27] **Roseann:** So, you know, again, I got stuff all over the place. You know, students taking on goat debates, right?

[00:14:34] **Roseann:** Like, who is the goat in basketball or baseball or things like that. But, you know, I, I said, do anything, right? Any kind of conversation. More often than not, they, they yielded these incredible results, right? Where obviously things had changed in a significant kind of way. Some of the papers revealed to me that maybe [00:15:00] things hadn't changed so much.

[00:15:01] **Roseann:** You know, students on occasion would drop lines in there, like it felt good knowing I was right, or things like that. So they, they were not all total successes. Mm-hmm. , but the point is they were trying. And this was really a big breakthrough assignment for me because I feel like it gave them and myself you know, an opportunity to practice the idea of, of speaking and conversing with someone in an ethical way that involves not only your word choices, but it involves listening, it involves curiosity, it involves asking questions you know, just really trying to enhance understanding. So that was where this all started was with, with that assignment, and I've kept it going and ever since. Hmm.

[00:15:46] **Dan:** It really, That's really great. I, I love that because one of the things that we do, one of the texts that, that we read in my class is His *Pedagogy of the Oppressed*, the Apollo for air, and I probably brought that text [00:16:00] up like a million times on his podcast, along with bell hooks, is teaching a transgress, which is just like kind of the, at the core of, of everything that I, I do in my class.

[00:16:10] **Dan:** I. But he says, he talks about dialogue in the third chapter and how, you know, authentic dialogue happens between people who also have a pro who they need to have like a profound love for each other. And even if it, and, and that's a hard concept for. You know, when we talk about it in my class where they're like, love, like, I'm not, I don't really love, I'm not gonna be in love with this person's not, not that, but it's like he talks about humanity and humanizing and dehumanization in earlier in the text.

[00:16:43] **Dan:** So maybe it's along those lines. You look at the, you, you're speaking to another person who you is must be at, you must humanize them at the same level that you want to be humanized like that. You can't, if you dehumanize the person you're speaking with, then. [00:17:00] That dialogue is gonna go nowhere because you're not gonna hear them.

[00:17:03] **Dan:** So when I'm listening to how you're kind of talking about this and this idea of the, of ethical communication and how the students who had very profound moments really kind of kept in that wow, like we're in this

moment is two human beings conversing. We might disagree, but there might be some, But I, and I hear what they're saying.

[00:17:23] **Dan:** I can, I understand. Do you feel that like. What do you feel at the core of that, of ethical being an ethical communicator? Like what is it, Right? Like we, we say these words, you know, as professors, like we talk about pedagogy and ethics and things like that. When it comes to like practice, like what do you feel like is in the practice of that ethical communication?

[00:17:48] **Roseann:** It's a great question. I think.

[00:17:50] **Roseann:** It's hard to say. I think, you know, for me, every time that I engage in, in these practices, cuz I, I'm by no [00:18:00] means going to call myself an expert on rhetoric. Mm-hmm. , I think like everybody else, you know, I'm still learning how to hone a lot of the skills that I'm teaching, but I do. Considerable effort every time.

[00:18:16] **Roseann:** Mm-hmm. to practice what I preach. And so I think for me, you know, the center of all of this is, is just this idea of, you know, to mimic a little bit of what you were saying, ideas of consideration of curiosity, of understanding. I am the kind of person who does very strongly believe that rhetoric can have immense.

[00:18:44] **Roseann:** When used in the right kind of way. And that it can make a tremendous difference in things. You know, words themselves are power. I, I think many of us have come to learn that over the years. Mm-hmm. . And so I just, I have [00:19:00] this. This belief, you know, on a personal level, that rhetoric can make a difference in people's lives.

[00:19:06] **Roseann:** And I think that's a big part of why I continue to press it in my classes. My thought process at the time, you know, when I was first experimenting with this was if I could teach some of these young people. These skills and help them to hone them. You know, I can't control what they do outside of the classroom.

[00:19:27] **Roseann:** They might never use them again, but if I can teach it to them, there's a chance that they can further that education. You know, pass it on to somebody else and the next thing you know, things might start to shift. in a good way. You know, door doors for communication and dialogue will open that are currently closed and, and so I think that's the vision i, I have with that.

[00:19:51] **Roseann:** Not sure if that answers your question, but No,

[00:19:54] **Dan:** I mean, I, to me it like, It, it's right in there where you, because I, [00:20:00] what's interesting is like when I think on my educational experience, this idea of rhetoric and, and things like that, I was, I, I took a writing one on one as a college student, and then it was like, you learn to write an essay, then you wanna, you wanna two it, then you go into English, and if you don't take speech, then you know the idea of oral communication.

[00:20:18] **Dan:** You're only getting that done if like your professor wants you to participate in a class discussion. What I find interesting now, How much of communication or like languaging in different modes is so much more now part of even the writing courses or the writer in the courses because. You were saying in the beginning how like you're getting into podcasting and now podcasting is becoming this huge modality and, you know, being able to formulate thoughts speaking is becoming so much more important to how we exchange ideas.

[00:20:59] **Dan:** [00:21:00] Do you feel like that, there's something very particular about teaching this generation that we are teaching to kind of communicate in that way, to hone those skills? Like do you feel that they, there is something that they need that like, or something that we need as well?

[00:21:17] **Dan:** Like, because I feel like always when I'm teaching this kind of, these types of tools that. Learning a lot more because the modalities continue to change.

[00:21:26] **Roseann:** Yeah. I I think there's two things that come to mind with this. So, first and foremost, something that we all need is the ability to communicate with each other.

[00:21:40] **Roseann:** And I'll, I'll bring up a very typical trope that gets used. Which is older generations, no matter how much older, looking down at younger generations and making comparisons or really contrast by way of saying things [00:22:00] such as, Oh, you kids have it easy. Oh, you didn't go through the things that I went through.

[00:22:06] **Roseann:** Oh, your generation is screwing everything up like these kinds of claims. Very arguable, number one. But they're also, I think, incredibly damaging. I can compare just a little bit because I was always that kid who acted and. Just thought on a, a more mature level than a lot of my friends did. And I'm not saying that to boast.

[00:22:33] **Roseann:** What happened though was because of my age, you know, if I was 14 and all my other friends were 14, I was considered a teenager. Right? And there's all these. Again, standard tropes about teenagers being, you know, rebels, delinquent troublemakers, like all those kinds of things that you see in, you know, movies and, and whatever.

[00:22:54] **Roseann:** And I hated being grouped into that simply because of my age. [00:23:00] And I think that's why I always appreciated behaving as though I was older and, you know, proving people wrong. In, in a lot of that ways. You know, by no means do I think that young people have it easier. In fact, I think they have an incredible amount of challenges, you know, especially, and I'm sure you would agree, our students.

[00:23:23] **Roseann:** So I, I think a lot of it is people from all ages need to understand that whether you're talking to somebody older, younger, or about the same age as you, we need to be able to communicate with them and do it in a way that does not leave room for a lot of that judgment and a lot of that hostility.

[00:23:43] **Roseann:** You know, for example, We were to put together, let's say, a discussion forum on climate change. I, I actually just attended something like this in that room. There was a combination of faculty, there was a combination of staff and [00:24:00] students, you know, people of, of all ages and of all disciplines talking about a problem together.

[00:24:05] **Roseann:** The ability to do that I think is tremendous. So that's part of it. And as far. You know, introducing students to the, the various modalities, like you talked about, podcasting. I actually have my students right now making podcasts as their final projects. I'm very anxious in a good way, or eager I should say, to see the results of this because I know what their topics are.

[00:24:30] **Roseann:** But a lot of them are gonna take a, a casual, conversational approach. So I'm looking forward to hearing them. Yeah. But I know. Something that they struggle with, but I really think a lot of people do is just the idea of talking. Mm. We've over time, I think, gotten used to communicating in so many different ways.

[00:24:54] **Roseann:** Not just speaking, but texting or writing emails. And I'm not at [00:25:00] all saying these are bad things. They're part of, you know, our lives now and they're part of the different modes that we have to communicate with someone. But I think that, you know, verbal communication still very much has a place and it has value.

[00:25:19] **Roseann:** And I think the more I can get my students talking, even if we're just talking about how their day is going or about their pet dog or whatever. to me that that kind of thing is meaningful. So, yeah, I definitely like to have a lot of discussion in my classes. I, I'd rather listen to them talk than have them listen to me.

[00:25:41] **Dan:** Yeah right.

[00:25:42] **Roseann:** I'm sure they feel the same way at this point.

[00:25:46] **Dan:** That is something that I, you know, everything you said I resonate with because there's. There's just some sort of amazing energy when, when like students actually also see that you [00:26:00] genuinely want them to speak and have a perspective and to share ideas and that their ideas are gonna be honored and also gonna be, you know, acknowledged.

[00:26:11] **Dan:** Cuz even when I do that in class, there's a lot of hesitance because a lot of students even talk about how well you. I've had professors tell me they wanna hear what I have, what I'm thinking, what I'm thinking about an idea, and then, but then when I give it, when I say it, they, they just shoot it down.

[00:26:27] **Dan:** I'm wrong. I'm, you know, that doesn't make sense, or blah, blah, blah. And I'm just like, Well, you know, it, it's really sad to think that you have a generation. Every younger gen, every young generation wants to be heard and how much they're trained to be told that they're wrong over and over and over again.

[00:26:47] **Dan:** And, and kind of socialize into this idea that their, their ideas don't matter. And then of course, you're gonna get that kind of tension in that generational gap because it's you, [00:27:00] it's been created. And over time, like kind of accepted that there's always gonna be that tense energy in that generation gap, you know?

[00:27:08] **Roseann:** Yeah. I, I know the folks at home can't see this, but I, I just, I get so sad, maybe even a little angry, you know, thinking about these things because it is very much a problem that younger people are either silenced. or corrected or critiqued for their ideas or even just for the way that they speak.

[00:27:37] **Roseann:** And my philosophy from the beginning has always been show me that you can communicate with me. I don't care if you have an accent.

I don't care if you can't think of the right word for something. You know we're talking from one person to another and what you have to. Is just as valuable, if not more so than maybe [00:28:00] what I have to say or what somebody else has to say.

[00:28:02] **Roseann:** So I've, I've been very cognizant of that and I try to create opportunities for my students to say things whether it's through their writing or through through their voice their, their verbal voice. I want them to, to express themselves and. . I think unfortunately a lot of damage that gets done before they even get to a, a place like college is very, very hard to overcome.

[00:28:35] **Roseann:** And I, I would go so far as to say it's up to people like Gus, you know, especially as writing instructors, you know, teaching in theory, communication to find ways to open the door for those students and tell them, look. We, we do wanna hear what you have to say, and we're not gonna shoot you down, we're not going to argue with you.

[00:28:56] **Roseann:** We might offer a, a counterpoint for [00:29:00] exploration, but I, I just think it's such a shame that It's a common experience that a lot of young individuals face, and I do see the results of that, unfortunately in a lot of the classes that I teach. So I try, I try to not be part of that problem. I try to be the one who can open the door and, and say, you know, Come on in, let's talk about stuff.

[00:29:24] **Roseann:** Tell me, Yeah, tell me what you, you got,

[00:29:27] **Dan:** Do you feel that? Like it's interest, like any time I have a writing instructor on. And I just was talking to someone recently about this and their episode will probably be out while, you know, before as this episode comes out, but do you feel that the writing, writing instructors or writing programs or the, you know, the teacher, you know, teaching teachers who talk about red rhetoric and writing, that there is this extra like, How am I, how am I gonna say?

[00:29:58] **Dan:** It's like [00:30:00] unspoken burden to kind of be that, be that kind of person on campus to kind of go to, to tell students like, No, your ideas matter. While, like, sometimes in other courses, they're being kind of molded very specifically in a, like, discipline specific. I, I always like felt like as a, as a writing instructor, There is that thing that I was never told I was going to be doing on as part of my job.

[00:30:27] **Dan:** Which I'm glad to take on because that's what my curriculum is also based around. But it is something I feel like that it never gets discussed, you know, prior to like entering the class. Like it's like you're gonna teach writing, but on top of that, there's all these other things that are gonna secretly happen.

[00:30:44] **Dan:** as you're, as you're going along.

[00:30:46] **Roseann:** Yeah. It's interesting to think about it. . I don't know if I would say that there's, for all, you know, writing instructors that that's part of the package. But I think for me [00:31:00] one of the blessings that I have in my position is I get to be the one to blow students minds a little bit.

[00:31:08] **Roseann:** Mm. Because for example, we talk about this a lot in, in class. Students come of course, you know, from all different places, all different educational backgrounds, but a lot of them have been taught some of the, the classic rules of writing. For example, so many of them tell me that they were told never to use I in, in an essay or an academic paper, or on occasion.

[00:31:42] **Roseann:** Some of them have been told, Don't use contractions. You know, some of these, some of these things that our teachers instruct us, you know, what, what to do and what not to do growing up. And we, we just say, Okay, you know, don't use I or okay. You know, don't use contractions. Mm-hmm. And [00:32:00] we do it. And then we get to a place like college.

[00:32:02] **Roseann:** And because I come from a creative writing background, Yes. I like to look at all those students and say, Guess what? break every rule that you have been told. Let's have some fun with this. Hmm. You know, so when we do, for instance, the narrative essay that has to come from a personal place, there should be eyes in there.

[00:32:24] **Roseann:** Maybe if they do a research paper, you know, for some of them that have had this kind of training, they might be able to get away. You know, taking eye out of that and, and keeping it in like a. Hm, traditional, standard academic language, but it's not what I coach my students on it. It's not what I tell them I'm expecting.

[00:32:47] **Roseann:** And so I think part of what I take on in my job is being the one who shows them that it's okay to break the rules, and it's [00:33:00] okay to experiment, and it's okay to be authentic because at the end of the day, I'm looking more so for that. But I know it's a challenge, you know, there's a lot

of expectations when it comes to writing and especially at the collegiate level you know, with, with the rubrics and assessment and all of that stuff.

[00:33:20] **Roseann:** So you know, it brings up a lot of questions about what do we expect from our students? And how, how can we as writing instructors not only help propel them forward in their writing and, you know, even prepare them for the other classes, they might have to do a history paper or a lab write up or something like that.

[00:33:41] **Roseann:** So there's that pressure too, you know, knowing, like, like I think about this sometimes, knowing that what I'm teaching my students or what I'm not teaching, my students will have an impact on every other class that they take. Mm. And sometimes that's a little bit of a scary notion. Yeah. But for the most part, you know, I, I just think [00:34:00] that what I can do where I am and with who I am is be an ally.

[00:34:05] **Roseann:** You know, if they get that nowhere else, I can't control that. But I can control how I approach things, and I try to do it in a way that's welcoming, that's relaxing you know, letting students experiment and explore a little bit because it's a good opportunity for them to do so.

[00:34:27] **Dan:** Hmm. Wow. Wow.

[00:34:31] **Dan:** There's just so much there. I I'm so glad, I'm so glad that, like you brought up your, the, your background as a creative writer too, and your MFA. Do you feel like your. That plays like a really significant role in how you approach the, you know, your pedagogy in the classroom. Yeah,

[00:34:49] **Roseann:** yeah, definitely. You just, you brought this memory back to me.

[00:34:55] **Roseann:** I had early in my career when I was still adjuncting, I used [00:35:00] to give out, A lot more papers than I do now, because now I'm a lot older and wiser . But one of the assignments back then was to write, I think it was an early version of a narrative essay, but it, it was not the rhetoric prompt. It was something different.

[00:35:18] **Roseann:** And I had a student who was actually studying abroad from I believe, China, although it may have been Japan, it it's been a number of years, so forgive me for forgetting, but studying abroad from one of those countries. And when I got his paper, I was in absolute awe because he told this story about learning to ride a bicycle and some of the lines that he.

[00:35:52] **Roseann:** In this essay were so poetic. There was one in particular that was very simple, but it was in [00:36:00] its construction or the way it was constructed. That really struck me. He just said crickets singing. Hmm. And these are not the kinds of lines that you might typically see in what we classify as an academic essay.

[00:36:15] **Roseann:** Right. And I think that alone is a whole other argument that I won't get into, but. I remember reading pieces like this from not just him, but some of my other students and thinking, wow, you know, so many of them have good grips on imagery, sensory imagery, and it's beautiful. And I do think that there is something wonderful that happens when the academic.

[00:36:46] **Roseann:** Collides with the creative. I, I think there is room for both in one. I don't know if there's a ratio, but it, it's just sort of whatever, whatever you decide to do with it. So those were, were [00:37:00] some really profound readings for me and taught me that, yeah, there, there is something great about when those two worlds collide and I know that a lot of my students are.

[00:37:13] **Roseann:** Creative writers by nature, some of them do possess an interest in that. They often ask me if we can do poetry in class or if we can do short stories or something like that. And I, I try to work those things in when I can. I, I wish I could do more Yeah. With them, but I, I do try to honor those requests when I can.

[00:37:34] **Roseann:** Yeah, so I, I, I love bringing that side of things. When I'm able to do so. But I also understand that, you know, a lot of these students are passing through , just, you know, looking to get through it, not necessarily looking to embrace their inner poet or, you know, their inner Jodi Picoult. You know, I have to understand that there are limits.

[00:37:59] **Roseann:** [00:38:00] Yeah. But I talk about my creative stuff a lot. I read some of the poems for my upcoming collection to my classes. They loved them. And, you know, I encourage anybody who does have a passion for creative writing You know, to, to continue with it. And a lot of them have asked me, you know, Professor, could you look over a story I wrote?

[00:38:18] **Roseann:** They send me things and, and I say, Yes, , yes, please send me things. Share them with me. So, yeah, I, I love it when those two worlds collide. It's great.

[00:38:29] **Dan:** That's great. Wow. Yeah, because I just love bringing in essays written by poet. Like have them read like we just read Theory and Play of Duende by Federico Garcia Lorca.

[00:38:41] **Dan:** And then we talked about the this essay about projective verse by Charles Olson. And I'm like trying to talk about style, choice, and, you know, Choices in their essays. Like how, you know, where do these things come from and, you know, doing it in a more abstract way and trying to show them that it doesn't always have to [00:39:00] be, you know, molded in this way that like, you know, is so.

[00:39:06] **Dan:** In line with that academic voice I make, these essays are saying something. There are ideas in in these essays, and they're just like making different style choices. And I think those style choices are relevant to the content that they've create, that they're putting out there. And I think like students get really kind of nervous to kind of take that leap.

[00:39:26] **Dan:** And I think also it has to do with a lot of like the trust issues that they might have with past professors that when they make. You know, style choices that they get, you know, really like hammered for that, you know, so, Yeah. But that sounds great. I'm, there's so much here and it's so, I mean, we're kind of running out of time, which I feel bad about.

[00:39:48] **Dan:** Like this conversation has been so great and went by so quickly. it did it. But is there anything else? Is there any last thing that you'd like to say you feel like that hasn't been said or anything you feel [00:40:00] like, Well, yeah, there's

[00:40:00] **Roseann:** one idea that that's been weighing on my mind and it, it probably does, it undoubtedly requires a lot of time to think about, you know, more than what we have.

[00:40:11] **Roseann:** But I'll pitch it to you cuz I'm curious to get your thoughts on this. Sure. For context recently I was showing a Ted talk. In one of my classes and the video features two women who were close friends and faced challenges in their friendship during the 2016 presidential elections. Mm-hmm. because of politics, and initially I found the video to be quite inspiring because these two women talk about how.

[00:40:40] **Roseann:** They were able to use dialogue to overcome the challenges that were placed before them. So many people that I know and probably a lot more that I don't, were impacted by that election year to the point

where relationships were broken. I even had that [00:41:00] happen to my own family, unfortunately. And.

[00:41:03] **Roseann:** I realized that, you know, coming from that so many people just refused to talk to someone else. I heard so many say, Oh, I can't talk to anyone who voted for Trump. And I thought to myself, Well then this is a great example of two people who had this problem, but were able to overcome it through dialogue.

[00:41:23] **Roseann:** So I shared the video in one of my classes, and one student in particular had a very interesting. And I think important response to it. She talked about how in the video it, it just seems as though it's not realistic for everyone. These are two cisgender white women who are married, have children who are friends with each other, and so great for them.

[00:41:48] **Roseann:** They were able to make it work. But what about people from marginalized communities, people of color, people who belong to LGBTQ plus people who are in both of those categories? Yeah. [00:42:00] How does this impact them? And so this got me thinking about a very important question, which is, what are the limits or limitations of rhetoric?

[00:42:13] **Roseann:** Is it something that can work for everybody or are there times, are there people for which it, it cannot, Not to an all encompassing level. So it's a, it's a big question that I've been turning over in my mind and I'm not sure I have an answer to it, but I thought I'd pose it to you and get your thoughts.

[00:42:37] **Dan:** Yeah, this

[00:42:38] **Dan:** is no pressure . No. You know, and I've had quite a lot of the same experiences that you were kind of, you were kind of alluding to as well, like in family and friends and heard friends that have had a similar experiences with friendships that are very long and then all of a sudden fractured. And I think like the, I.

[00:42:59] **Dan:** I [00:43:00] don't know if there are limits to rhetoric. I do think though that certain power dynamics like that and the dynamics of privilege have to be considered and then that I think also will dictate the role that someone plays in that rhetorical exchange. I think a lot of, a lot of times, like we forget, The listening part of the rhetoric, and I think a lot of people really wanna be.

[00:43:33] **Dan:** And that's, we, we, you know, that's fine, but I think a lot of times some people really need to hear and listen actively. And I think that's the skill that is the hardest part, because I think a, we, we, we talk about speaking a lot of the times or you know, and how that, in that dial, but the, when you dialogue, when you dialogue, There's, it's in, there's a, there's a part of dialogue that [00:44:00] is also listening and empathetically actively listening and even in a disagreement to go to, to hear what it is as someone is trying to kind of express.

[00:44:14] **Dan:** And I think that skill, that active listening skill set is probably the hardest. The hardest one to kind of hone. But I do think it's one that within that might not, it, it might not ever like remedy, but at least it keeps things civil. But I, and I think that's the hard part, is like the, the hearing of someone's experience when you literally don't live it and being like, and, and, and, and don't see it and are almost.

[00:44:48] **Dan:** Trying to discount it, but I think people need to, I think the listening part is the most important. We talk a lot about that too in some of my classes, because a lot of times it's like it [00:45:00] you, you see the opinions and perspectives of white cisgender men in my class, and then it's just like some people don't wanna talk.

[00:45:07] **Dan:** And then it's just like, how do we re, how do we get people to listen And then all of a sudden, like we have to hone that and we have to talk about that. So there's a. Discussion on listening. Don't know if that's the answer, but I I maybe that's something that is in consideration to that. Sure. Absolutely.

[00:45:25] **Dan:** Mm. Podcasting helps with that. I think .

[00:45:29] **Roseann:** Oh, yeah. Well, any, any kind of conversation I, I think, has, has its value, whether it's, is a hotdog, a sandwich? What were some of the others? Is baseball harder than softball? Who's the greatest basketball player of all time? I mean, just anything, anything really. Any, any kind of talking can very much help.

[00:45:52] **Roseann:** Absolutely. Yeah. Cause I think, and I, I would quickly add another one of the steps that often gets overlooked because it's [00:46:00] usually not available to us in the moment, is doing your home. So, for example, if, if we have this conversation right on rhetoric and all kinds of things, and if you bring up let's say a, a new.

[00:46:13] **Roseann:** Rule for writing that I've never heard of. You know, in the moment I, I kind of have to react to it, but what in theory I would love to do is step away, do some homework, and then come back with different understanding. Mm-hmm. , because that can make a huge difference if the time is allotted. So that's another tough, tough part of it too.

[00:46:32] **Roseann:** For.

[00:46:34] **Dan:** Yeah. Yeah. And I, and you know, I think this election and then the pandemic and, you know, all the things that like really have exposed and unveiled a lot of things that like that, that a good portion of the population has been ignoring while a good portion of the population has been experiencing.

[00:46:55] **Dan:** And I think we. There are mo, there's a moment now to kind of [00:47:00] like really dig into that and are we going to do that? And I, I, you know, I'm like with, when we have these conversations in class, my students are, I don't know if it's optimistic or pessimistic, they're in this like gray area being like, I don't know yet.

[00:47:15] **Dan:** And I think, and I think it could be a good place to be, but like a, you know, and. And I think when we read Freire, they think it's very idealistic and they're like, This is impossible. I don't think there, there are any examples of this and it it, and they might be right, but I think it's just like he doesn't offer solutions because he's offering a practice.

[00:47:38] **Dan:** And I think the thing that it is like even within rhetoric is it's like a lifelong practice and let every. You know, that's the thing. It's like, how do you get everyone to see that? That's, that I think is the, is the main key. But wow. I mean this is like, this could be going into a whole part two of this, of this episode.

[00:47:57] **Dan:** This is so great. I'll be happy to do it if you [00:48:00] want. Yeah, absolutely. I would love to have you back on. But this, this has been so fun and so great. I'm. I'm so happy that you've been able to, you were able to come on and share your ideas and your class, and it really sounds like you're impacting your students so positively.

[00:48:14] **Dan:** I love that. And just to acknowledge all the work you're doing and and yeah. And you have a, you said early, you have a book that do have a book that people can get. Is there a way that they can get it?

[00:48:26] **Roseann:** It, it will be available. So I, I completed a writing challenge. Through a book Leaf Publishing. That's the company that I'm going through, so it's not available yet.

[00:48:38] **Roseann:** I don't honestly have a deadline, so I don't wanna pitch something and then disappoint America when it doesn't come out in time. But the book will be called to Sea Land it's being published under Rosie Corey. And it will be ultimately available for purchase on Amazon. And there will be an ebook version of it as well.

[00:48:58] **Roseann:** I can also, [00:49:00] if, if that's something you wanna pass around word wise I can maybe keep in contact with you through email Yeah. And send you an update, you know, once I know when it's actually hitting the shelves. Absolutely. Yeah. So to to be determined. Awesome.

[00:49:15] **Dan:** And can you just say the title one more time because it skipped like that bit. A nice little internet skip as that happened. Just like

[00:49:21] **Dan:** It's okay. It's called Tootsie land.

[00:49:23] **Dan:** Oh, right, Okay. Awesome. Wow. Well thank you so much for being here. Thank you so much for sharing your ideas and everyone please like, Leave your comments and questions and down below the episode. You know, hit us up on Twitter at writing Remix Pod.

[00:49:39] **Dan:** Let us know what you think of the episode, and yeah. And then we'll be back with another episode soon. Thank you so much for listening, and thank you so much for being here.

[00:49:49] **Dan:** Thank you, Dan.