

Dis/Functionalizing First-Year Writing: A Lived Experience Approach to Understanding Transfer

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The extent to which skills and knowledge acquired through first-year writing (FYW) transfer to disciplinary coursework has long been a key metric for gauging the success of FYW pedagogy, but attempts to foster such transfer are often hampered by a minimal focus on the lived experience of writing. This diminished focus represents a significant intersection with disability studies, particularly critical resistance to narratives of overcoming. Thus, I consider depictions of FYW through the framework of disability studies in order to undo these depictions and thereby emphasize the value of threshold concepts for engaging the lived experience of writing and encouraging transfer of learning to the disciplines.

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