This class is not about becoming experts in the field of disability studies, or about acquiring a mode of distant, stylized writing that only exists in the confines of an undergraduate classroom. Together we will be cultivating metacognitive understanding of genre and purpose, building information literacy, exploring the conventions and norms of various rhetorical modes, and cultivating individual voices as writers. Whether we identify as disabled or not, or have family and friends who do, this class is intended to help us improve our understanding of issues important to the disability community, and determine how we can contribute as writers while upholding values of inclusivity, accessibility. In our work, we will center the experiences and perspectives of people with disabilities, resisting the urge to exceptionalize, sensationalize, or focus on the work of caregivers. My hope is you will leave this class more informed of dynamics at work in public and scholarly discussions of disability rights, policy, and activism, and better equipped to engage in them rhetorically. Disability Studies Goals ● Detect and dismantle ableist language, become an advocate to challenge its use elsewhere ● Become aware of common misconceptions about disability ● Identify intersections of disability studies with multiple academic fields ● Learn about the contributions of activists with disabilities and disability rights activism.