

1. Record Nr.	UNINA9910831877103321
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Titolo	Yoga Minds, Writing Bodies : : Contemplative Writing Pedagogy, Perspectives on Writing / / Christy I. Wenger, Don Donahue, Tara Reeser, Susan H. McLeod
Pubbl/distr/stampa	Fort Collins, CO and Anderson, SC : , : The WAC Clearinghouse and Parlor Press, , 2015
ISBN	9781602356610 1602356610
Descrizione fisica	1 online resource (206 p.)
Soggetti	Education / Teaching Methods & Materials / Arts & Humanities Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	In Yoga Minds, Writing Bodies, Christy Wenger argues for the inclusion of Eastern-influenced contemplative education within writing studies. She observes that, although we have "embodied" writing education in general by discussing the rhetorics of racialized, gendered and disabled bodies, we have done substantially less to address the particular bodies that occupy our classrooms. She proposes that we turn to contemplative education practices that engages student bodies through fusing a traditional curriculum with contemplative practices including yoga, meditation and the martial arts. Drawing strength from the recent "quiet revolution" (Zajonc) of contemplative pedagogy within postsecondary education and a legacy of field interest attributable to James Moffett, this project draws on case studies of first-year college writers to present contemplative pedagogy as a means of teaching students mindfulness of their writing and learning in ways that promote the academic, rhetorical work accomplished in first-year composition classes while at the same time remaining committed to a larger scope of a writer's physical and emotional well-being.