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My research examines the rhetorical achievements of disability activists, and my commitment to accessibility, inclusion, and justice inspires my work as a scholar and teacher. As a Graduate Student Instructor at UMD, I have taught English 101: Introduction to Academic Writing and English 293: Writing in the Wireless World. I am currently teaching English 395: Writing for Health Professions. For each class, I have been the instructor of record and have enjoyed creating syllabi, lesson plans, and assignments that engage and challenge students. For example, one assignment in my Writing in a Wireless

World course asked students to locate an accessibility issue on campus and craft a digital text in response. Students located various accessibility concerns, and one group's digital text was put into action: the group successfully convinced UMD's IT department to reformat the information page for its screenreading program, so that blind students could more easily download and use the software.

Perhaps my most significant contribution, however, is the formation of a new course: English 296: Reading and Writing Disability. I created the course, wrote the syllabus, and crafted the General Education proposal. The course has been approved by all required college and university committees and appears on the Fall 2016 course schedule. With the addition of this course to the catalog, I hope that my impact as a TA will last far after I have graduated. Most importantly, the course will introduce disability rhetoric to a wide-range of majors and push students to analyze their relationship to disability and language in personal, political, and professional contexts.