

First-Year Writing as *the* Critical Thinking Course: An Interactionist Approach

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This article introduces the field of rhetoric and composition to the interactionist approach to reason and examines how it might change writing pedagogy. Interactionists believe that reason is a social rather than an individual competency. I argue that from this perspective, critical thinking involves the ability to construct and maintain the socio-material structures that allow for productive reasoning. First-year writing is an ideal site to hone such construction skills. To help students do so, I propose a writing pedagogy which emphasizes three elements: problem-posing, mutuality and dissensus.

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