Connecting Across Academic Literacies: Writing, Reading, and Researching

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Agenda

Writing
Researching
Reading

Problem
Promise
Prompt

Cultivating connections across academic literacies
Are inextricably woven, rather than sequential

Feature processes that are recursive and overlapping rather than parallel

Are best addressed together using shared pedagogies and outcomes

How do our current practices leverage that potential?
Writing: The Problem

Risks of considering writing separately from researching & reading:

- Composition remains a fractured, linear process; writing at the end
- Consultants cannot fully address concerns founded in problems with research & reading
- We cannot be learner-centered, integrative, authentic in our work

Studio-based Learning (SBL) in Our New Studio
Writing: The Problem

Example: Inquiry Questions

Good inquiry questions: this “most challenging research subskill” was particularly challenged by siloes.

- Students don’t see question-asking or curiosity as part of their role
- Students need to pose discipline-appropriate, significant questions that are pursuable at the undergraduate level
- Researching-Reading-Writing were pursued (and coached) as on parallel tracks
- We all (faculty, writing center, librarians) provided competing scaffolding for this skill through competing sets of services, e.g. consulting, workshops
Inquiry
Question: The Promise

- Studio-based Learning
- Integrated Research & Writing Workshops
- Our research on student learning outcomes
Writing: the Prompt

What new vistas are opened up by addressing writing with research and reading?
Research: A Problem

- Library is no longer the only portal
- Need to move beyond the desk
Research: The Promise

- Moving into the unknown
- Trial and error
- Pedagogy shift
Enacted (but more work to do)
Quick write

Who are some specific people you might partner with to break between academic literacy silos? What might you learn from those partners?
Reading: The Problem

Myths
- Skill, linear, passive (Tierney and Pearson)

Success
- 37% of incoming freshmen are “proficient” or better (NAEP 2015)

Evidence
- 67% of citations from first two pages (Jamieson)

Instruction
- Little RID instruction
Reading: The Promise

Instruction
- Key strategies for planning, drafting, revising
- RID, especially IMRD genre

Research Connection
- Evaluating relevance/credibility part of critical reading
- Avoiding over-reading fosters more focused inquiry

Writing Connection
- Summary and description turn to analysis and synthesis
- Conceptual transfer
Reading: The Prompt

What new vistas are opened up by addressing reading with research and writing?
Cultivating Change

Outcome: With an appreciation of your institutional context, propose one step you might take toward integrating research, reading, and writing academic literacies.

- Pair & share a brainstorm of ideas in twos or threes
- Connect with another small group and advise each other
- Brave souls share with everyone
- 6 month check-in option
Next steps

Questions for any of the presenters


