

Teaching Beyond Writing

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How will this session flow?

- Brief presenters' instructions.
- How did we come up with the idea?
- Sharing our experiences of educating first year students into college and some student perspectives.
- Feel free to jump in to share your own experiences.
- 5-10 minutes Q and A. If you are shy, we will start asking you first:)

WHAT ARE WE TEACHING?

ENG 101: Composition as Critical Inquiry.

Description: Rhetorical approach to writing, taught through extensive collaborative drafting, revising, and editing. Emphasis on critical reading and analysis. Computer-assisted.

ENG 145: Writing in the Academic Disciplines.

Description: Introduction to research-based writing for multiple academic audiences. Computer-assisted.

IS THAT ALL THOUGH???

WE TEACH THEM TO BE College Students

What does that mean???

COOL STUFF FOR COOL KIDS

- **COMMUNICATION**
- **RESPONSIBILITY** for work and well-being
- **ACTIVE LISTENING**
- **PARTICIPATION**
- **TAKING NOTES**
- **RESEARCHING**
- **COMPUTER LITERACY**
- **TEACHING THE TEACHER:)**
- **ENGAGEMENT WITH AND THROUGH READINGS**
- **WHAT WOULD YOU ADD?**

How do we do that?

- Setting the tone. Sending good vibes:)
- Helping them feel comfortable but at the same time provoking them to think critically and help them be active listeners.
- Engaging through activities, specific tasks, small and big group discussions.
- Helping them establish common jargon of the discipline so it is easier to navigate the material.
- Encourage questioning their reading assignments.
- Teaching them how to do research using the library.
- Time management.
- Accountability. Self-care.
- Provide opportunities to teach the Teach:)
- Teaching them the tricks of professional communication and how to avoid going to 6 grandmas' funerals in one semester:)

HOW DO YOU DO THAT?

This little survey of mine:)

1. What have you learned in this class besides CHAT and writing related material?
1. What have you learned about being a college student and interactions with professors?
1. How is being a college student different from being a highschool student?
1. What have you started doing differently as a student and as a writer after this class?

Some interesting findings:

1. What have you learned in this class besides CHAT and writing related material?

Q1: I have learned...new things about other cultures and how buildings are different in other countries;
about other languages and how people across the globe are different from Americans;
that genre is an activity system;
application of genres in life; writing has a lot of ways of use;
how to be an active listener and actively analyze;
that library is a really good place to utilize;
expressing yourself through writing is a strong skill;
to have my own opinions;
how to relax when it gets to writing;
other's life experiences can teach me more about who I want to be and what I want my life to look like;
learned stuff about the world and where CHAT can be applied whether writing or not;
I need to keep up with my work if I cannot make it to class;
about AI crisis;
how I can learn from my mistakes, and that I need to fail in order to succeed;
how independency can help you in many ways;
double/ triple check my work

Question 2

What have you learned about being a college student and interactions with professors?

Professional communication with professors is important;

Some students you can talk to and make friends with but with some you cannot;

Professors are here to help you! But with some I would never talk to;

Procrastination is bad, time management is important;

Be more responsible for yourself;

Not everyone will like you;

Professor-student relationship is much more casual and is rooted in respect but you have to earn it;

Shocking to see how many students do not show up for class and do not participate;

Be proactive and advocate for yourself; professors will not seek you out, they have hundreds of students and will not meet unless you meet with them;

Putting your wellbeing first is very important; learning more about professors and students helps to adjust.

Question 3

How is being a college student different from being a highschool student?

College is VERY DIFFERENT from high school!

You are more independent and need to learn how to live on your own, manage your time, and get along with people.

Being a college student SUCKS! and it is not for me.

No one checks if your homework is done, you have to do everything yourself and find your own motivation.

My parents pay for college so I work hard and am surprised at those who are less responsible.

Less time consuming, I have time for extracurriculars.

I am relying on myself more and advocating for myself.

Nothing is given in college, you have to earn things.

I made friends and can do things that are not controlled by my parents

I had freedom to write in this class, when in highschool I did not get a chance

Classes are more interesting bu harder, I need to put more effort into them.

Question 4

How is being a college student different from being a highschool student?

Got better at planning how to work on the assignment;

Found ways to expand my vocab;

Started finding places to study and manage my time better;

Stopped procrastinating; This class helped me to establish my school routine.

Eating properly by keeping a healthy diet; working out;

Studied a lot more and put more thought into projects I do;

Started using time more wisely when he had work time in class.

Started looking at writing from different perspective, considering it as something more enjoyable as I had more freedom of self-expression.


Started thinking more critically about what I read and write;

Started connecting with the text better when I read.



Observations and Experiences on Student Engagement with and Through Reading in Composition Classrooms

- Eng-145-Writing in the Academic Disciplines
- Diverse student population -
- My approach to teaching writing - Translingual - Dialogic/co-learning/negotiating language and cultural differences in the academic writing
- Reading- a great way to help in their writing and shape their thoughts/ideas for writing through discussions/engagements with/about the texts in the class
- This engagement enhances Critical Thinking Skills
- Improves Writing Proficiency
- Encourages Active Participation
- Prepares Students for Academic and Professional Success



The Conference on College Composition and Communication (CCCC) Position Statement on the Role of Reading in College Writing Classrooms

- Horning et al. define college-level reading as “a complex, recursive process in which **readers actively and critically understand and create meaning through connections to texts**” (7).
- This statement assumes that, like instruction in writing, instruction in **reading is most ethical and effective when it engages students’ diverse experiences, needs, and capacities** and when it works from **an asset-based (rather than a deficit -based) theory of learning.**

Why do students do the act of reading/ why do we assign readings?"

- College-level reading **varies depending on the reader's primary purpose**, and different reading approaches each have their own emphasis
- Eng-145 required **Grassroots articles** though we may use articles from outside sources
- When asked to some of my fellow instructors "why do you assign readings"- Here are some replies-
- **"I want students to appreciate good writing/ My students will write better essays when they read good writing."**
- **Selection of texts** is important but it is more important to understand what a text is and how any text might be used in the composition classroom
- When we assign reading texts, it should not be just to find a **"controlling idea"** in a text- which is "linear, acontextual, monological" (William Coles's, 1974, 56) that **emphasizes the reader's mastery and control over the text.**
- Instead, reading should be **seen as a transformative and constructive process.** Rather than asking students to find a "controlling idea" in a text, we need to ask them to **"assign significance" to it.**

Theories/models of Reading I use for the Writing Classroom

- Our students need to understand that as readers they are always actively constituting meaning, not just receiving information .
- We begin to see that each text inscribes the roles of reader and audience and provides clues to ways in which the social context of reading and writing can be used to construct meaning
- The reader's primary concern in the act of reading is what he will carry away from the reading, and successfully use it in writing
- Reading and writing are, quite simply, different, albeit complementary, ways of knowing the world. By reading, we enter into a social conversation that enables us to shape our own thoughts and give voice to our own readings of the world through writing.
- I tend to use **Critical reading** that involves more than just understanding a text, though clearly **basic comprehension must precede critical reading.**
- McCormick's model, the "**social-cultural model**" of reading , moves beyond the printed text and sees reading as a process that occurs all the time and in all kinds of contexts. The goal of reading is thus to produce a "**negotiated version** " of the text. As teachers, we hope to cultivate students who can "**develop more historicized self -reflective and resistant readings of texts, and thus become more active producers of texts**" (52).

Interconnectedness of reading and writing

- This relationship between reading and writing is not a new concept. Many students now a days read about the texts instead of reading the text. **We read to understand, and we write to reflect that understanding.**
- **Write to read and read to write (Ferris and Hedgcock, 2014)**
- Robert Scholes describes the connections between reading and writing as a "**textual economy**, in which pleasure and power are exchanged between producers and consumers of texts." As he says, "writers must consume in order to produce and readers ... must produce in order to consume" (Protocols 90). J.
- Hillis Miller has said, "**Writing is a reflection and testimony to the habits of reading in the writer... reading is itself a kind of writing, or writing is a trope for the act of reading**" (quoted by Olson 325).



Some genuine fears

To focus too much on reading may be **to sacrifice student writing**; to focus too much on student writing may be to short-change the process aimed at making students more adept at critical reading of complex texts

Compositionists are afraid that teachers might spend too much time discussing the readings and too little time having students **free write or share drafts- the real work of the composition classroom.**

Strategies for engagement through reading

- **Fostering Mindful Reading to Encourage Students to Think metacognitively** through survey (the text or reading), questioning (engage in inquiry), responding (think about the text and the initial questions)
- Giving them prompts.. **Prompts** for written responses need to be flexible enough that a student can find something to say, and yet precise enough that students are guided toward a useful response to the text.
- **Small group discussion** generate effective responses to texts, if a task has been defined clearly, and if groups share their responses with the rest of the class.
- **Encouraging reflection through reader response journals, discussion board postings,** or similar approaches.
- Focusing on the **generic elements of a text to foster discussion of genre conventions and how those conventions can influence reading.**
- In short, we want to use reading and responses to reading to make students **active participants in a larger conversation.** And conversation, as Charles Bazerman explains, "requires absorption of what prior speakers have said, consideration of how earlier comments relate to the responder's thoughts, and a response framed to the situation and the responder's purposes" (48-49). To **seize such "conversational opportunities"** poses greater challenges but offers more profound rewards than does merely mastering a certain number of texts (53).

Strategies for engagement through reading

- **Encourage students to annotate the text**
- Show students **how to underline key ideas and concepts and write them in the margins or on paper**. Then, have students connect this information with lecture material by writing a few questions on key ideas and concepts.
- **Use graphic organizers**
- Demonstrate how students can **summarize readings with graphic organizers, concept maps, charts, or lists**. While doing this, students can also scan chapter readings and make a list of headings, images, bolded words, and graphics. They can then write questions that ask about the most important aspects of the chapter or how the chapter is organized.
- **facilitate classroom discussions based on the key concept maps, and ideas.**
- Often, instructors **offer “incentives” to encourage students to read** such as giving **pop quizzes**, and **assign some grade points** upon attempting the quizzes

• Move Beyond Basic Comprehension

- **Make students responsible for getting main ideas and details through creating their own reading guides** that outline the main ideas, define key terms, and note connections
- We must explore **precisely how we ask students to respond to texts**. In my own classroom and in observing the classrooms of others, I have seen this approach when there an approach to "discussion" **that moves beyond by putting students in a circle and asking them what they thought or felt about what they read**
- **Student resistance is too easy to overlook; too many voices remain silent**. Open-ended and narrow questions alike often lead to passivity or puzzlement.
- **But in the end, many students avoid what they consider to be the tedious and time-consuming task of reading.**

- **Why they remain silent and still not engaged in reading**
- The professor **lectures on the reading in class, so students do not see the benefit of taking time to complete the assigned reading-** this is what my **Internship advisor commented** when she visited my class last semester
- Students are bored with the reading or cannot concentrate on **longer readings**
- Students have trouble managing deadlines for multiple classes and hard deadlines (i.e. graded work) takes priority over soft deadlines (ungraded work like reading)
- Students today skim for information, similar to how they process information **they read online**
- Students often multitask while reading (**surf the internet, listen to music, text friends, use social media**)
- **Students may not know how to organize their reading based on the structure of textbooks and scholarly articles**
- Students might have **difficulty understanding the content, language, and vocabulary in college textbooks and research articles**

Silence —————

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- *Silence in the class*
- *only some known faces talk/engage in discussion*
- *Is silence always negative?*
- *Is Silence an indication that students are not learning?*

Any
Questions, comments, anecdotes?

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Thank you