

2016 International Writing Across the Curriculum Conference "Writing across Difference". Sweetland Center for Writing, University of Michigan, Ann Arbor, 2016.

WAC: A South American perspective.

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IWAC 2016

Ann Arbor, U. Michigan

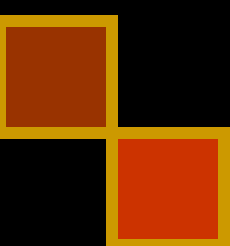

WAC: a South American perspective



Dr. Paula Carlino
(CONICET / University of Buenos Aires)



Plan

- 
1. The Argentine context
 2. How has WAC contributed to our research?
 3. Our lines of research
 4. What has WAC meant for me?
 5. How can our research contribute to WAC scholarship?
- 

Argentine universities

- Free access
- Most Social Science courses require writing for assessment purposes.
- Writing taken for granted.
- Teachers complain about students' writing.



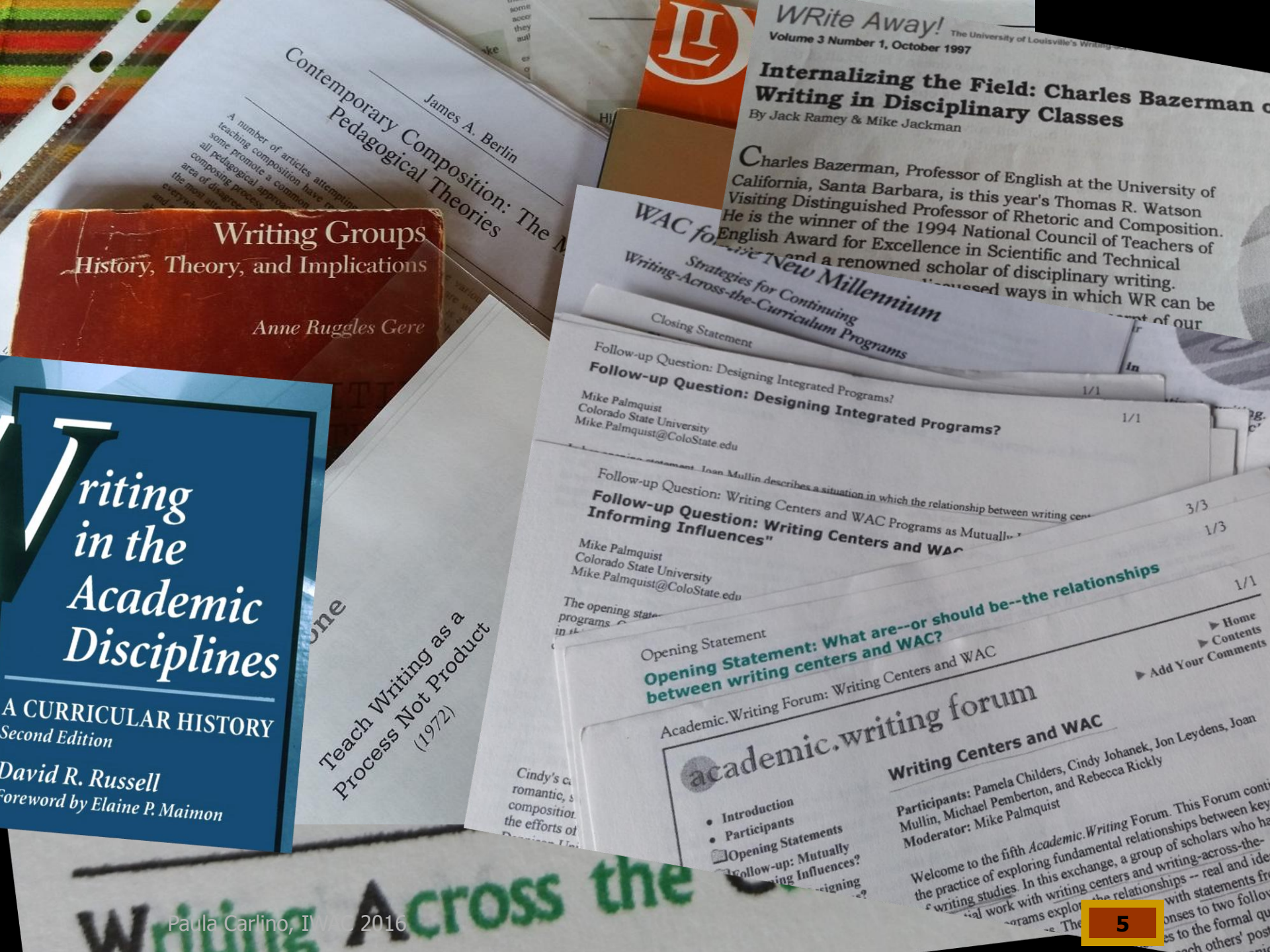
Writing in Argentine universities

■ 2000

- Research focused on students' literacy deficits.
- Remedial writing courses.
- Emergent debate: teaching writing at the university level?

■ **Current** debate: who, how, when, where should teach writing?

- Train partial aspects of language through gradual decontextualized drills.
- Help students take part in whole situated practices.
- Contrasting conceptions about reading, writing, learning and teaching.



Write Away!
The University of Louisville's Writing Center
Volume 3 Number 1, October 1997

Internalizing the Field: Charles Bazerman on Writing in Disciplinary Classes
By Jack Ramey & Mike Jackman

Charles Bazerman, Professor of English at the University of California, Santa Barbara, is this year's Thomas R. Watson Visiting Distinguished Professor of Rhetoric and Composition. He is the winner of the 1994 National Council of Teachers of English Award for Excellence in Scientific and Technical Writing and a renowned scholar of disciplinary writing. This issue discusses ways in which WR can be part of our

Contemporary Composition: The Pedagogical Theories
James A. Berlin

A number of articles attempting to teach composition have tried to promote a common pedagogical approach to the composing process. The most common of these is the "writing process" model, which suggests that writing is a linear process that moves from prewriting to drafting to revising to editing to publishing.

Writing Groups: History, Theory, and Implications
Anne Ruggles Gere

WAC for the New Millennium
Strategies for Continuing Writing-Across-the-Curriculum Programs
Closing Statement

Follow-up Question: Designing Integrated Programs? 1/1

Follow-up Question: Designing Integrated Programs?
Mike Palmquist
Colorado State University
Mike.Palmquist@ColoState.edu

Follow-up Question: Writing Centers and WAC Programs as Mutually Informing Influences" 3/3

Follow-up Question: Writing Centers and WAC Informing Influences"
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Follow-up Question: What are--or should be--the relationships between writing centers and WAC? 1/3

Follow-up Question: What are--or should be--the relationships between writing centers and WAC?
The opening statement in the Academic Writing Forum: Writing Centers and WAC

academic.writing forum
Writing Centers and WAC


Participants: Pamela Childers, Cindy Johaneck, Jon Leydens, Joan Mullin, Michael Pemberton, and Rebecca Rickly
Moderator: Mike Palmquist

Welcome to the fifth *Academic Writing Forum*. This Forum continues the practice of exploring fundamental relationships between key writing studies. In this exchange, a group of scholars who have worked with writing centers and writing-across-the-curriculum programs explore the relationships -- real and ideal -- with statements from two follow-up responses to the formal question: "What are the relationships between writing centers and WAC?"

Writing Across the Curriculum
Paula Carlino, IWA 2016




How has WAC contributed to our thinking?

- “Writing is a complex process integrally related to thinking.
 - WAC means active learning across the curriculum.
 - Curriculum change depends on scholarly exchange among faculty members.
 - Writing helps students make connections.
 - WAC helps faculty members make connections, with students and with each other.
 - WAC leads to other reforms in pedagogy, curriculum, and administration.”
- 

Elaine Maimon (1997, cited by Russell, 1997 and 2000)

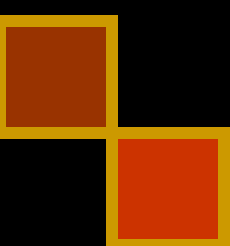



How has WAC contributed to our thinking?

- “writing is a means, not an end”
 - “student improvement in communication skills is certainly part of WAC, but is not its only goal.” (Susan McLeod, 2000)
 - “In most classes the primary method students have for communication is writing.” (Bazerman, 1997)
- 



Re-contextualizations needed

- 
- Address reading, not just writing.
 - Emphasize “Writing intensive courses”
 - more sustainable in public universities
 - clearer expression of writing for active learning and discipline-specific teaching.
 - Develop research.
- 

Our research informed by WAC, AcLits & Disciplinary Didactics

1


What can I do with reading and writing in my Psychology classes?

2

What do other teachers do with reading and writing in their disciplines?

3


What happens when a teacher integrates reading and writing in her discipline?

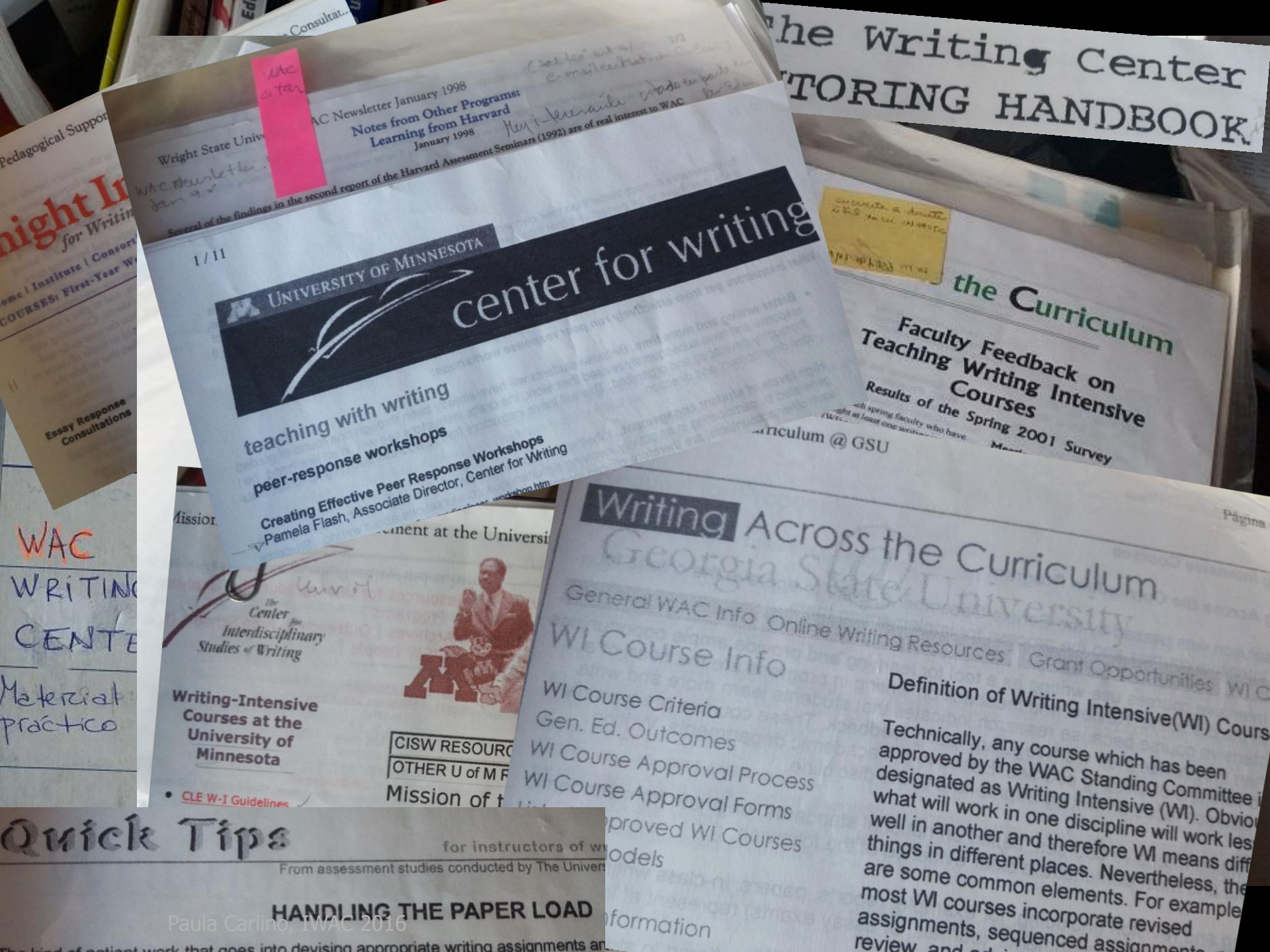


Academic Literacies & Disciplinary Didactics

- Theoretical models
- Research methodologies
 - Ethnography
 - Design-based intervention studies

Distinctive features of WAC

- Practical resources for teachers
 - Movement towards action and curricular change.
- 



The Writing Center Tutoring Handbook

the Curriculum

Faculty Feedback on Teaching Writing Intensive Courses

Results of the Spring 2001 Survey

Curriculum @ GSU

Writing Across the Curriculum Georgia State University

General WAC Info Online Writing Resources Grant Opportunities WI C

WI Course Info

- WI Course Criteria
- Gen. Ed. Outcomes
- WI Course Approval Process
- WI Course Approval Forms
- Approved WI Courses
- Models
- Information

Definition of Writing Intensive(WI) Courses

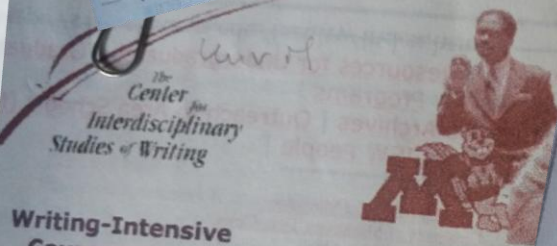
Technically, any course which has been approved by the WAC Standing Committee is designated as Writing Intensive (WI). Obviously, what will work in one discipline will work less well in another and therefore WI means different things in different places. Nevertheless, there are some common elements. For example, most WI courses incorporate revised assignments, sequenced assignments, review, and...

Wright State University WAC Newsletter January 1998
Notes from Other Programs: Learning from Harvard January 1998
Several of the findings in the second report of the Harvard Assessment Seminars (1992) are of real interest to WAC

UNIVERSITY OF MINNESOTA center for writing

teaching with writing peer-response workshops

Creating Effective Peer Response Workshops
Pamela Flash, Associate Director, Center for Writing



Writing-Intensive Courses at the University of Minnesota

CLE W-I Guidelines

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OTHER U of M F
Mission of t

Quick Tips

for instructors of w
From assessment studies conducted by The Univer

HANDLING THE PAPER LOAD

Paula Carlino, IWAC 2016

The kind of patient work that goes into devising appropriate writing assignments ar

Our research informed by WAC

Action research

1

What can I do with reading and writing in my Psychology classes / in teacher development workshops?

Paula Carlino
Escribir, leer y aprender en la universidad
Una introducción a la alfabetización académica



LECTURA Y ESCRITURA

Un problema de todos/as
asunto

COORDINADORAS:
PAULA CARLINO
SILVIA MARTÍNEZ

Our research informed by WAC & AcLits

2

What do other teachers say they do with reading and writing in their disciplines?

Universities in U.S. and Australia

In Argentine universities

ENSEÑAR A ESCRIBIR EN LA UNIVERSIDAD:
CÓMO LO HACEN EN ESTADOS UNIDOS Y POR QUÉ

ESCRIBIR, PENSAR Y CONOCER

La representación más extendida acerca de la escritura es aquella que la concibe como un medio de expresar lo que se piensa y de transmitir conocimiento. De acuerdo con esta concepción, cualquier texto basta con estar alfabetizado y tener algo que decir. Sin embargo, las representaciones —en antropología, didáctica, historia, lingüística y psicología— vienen mostrando, por ejemplo, Goody, 1996; Olson, 1996 y 1998; Ong, 1967; Scardamalia y Bereiter, 1994; ejemplo, Goody, 1996; Olson, 1996 y 1998; Ong, 1967; Scardamalia y Bereiter, 1994; la escritura alberga un potencial epistémico, es decir, no es sólo un medio de comunicación, sino que puede ser un instrumento para revisar, transformar y acrecentar el conocimiento. La alfabetización ha dejado de ser considerada una habilidad básica, que es propia de la cultura, para ser entendida como un dilatado proceso de construcción social que puede ser un instrumento para revisar, transformar y acrecentar el conocimiento. La alfabetización ha dejado de ser considerada una habilidad básica, que es propia de la cultura, para ser entendida como un dilatado proceso de construcción social que puede ser un instrumento para revisar, transformar y acrecentar el conocimiento.

Universities
in U.S. and
Australia

Internet
search

ESCRIBIR A TRAVÉS DEL CURRÍCULUM: TRES MODELOS PARA HACERLO EN LA UNIVERSIDAD

Investigadora del CONICET en el Instituto de Lingüística de la Universidad de Buenos Aires, Argentina.
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2

What do
other
teachers say
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disciplines?

PRESENTACIONES SOBRE LA ESCRITURA Y FORMAS DE ENSEÑARLA EN UNIVERSIDADES DE AMÉRICA DEL NORTE
PAULA CARLINO(*)

SUMEN. Para explorar las formas de enseñanza de la escritura académica en las universidades de América del Norte, se consultaron los sitios web de 103 universidades canadienses y norteamericanas y se analizó un conjunto extenso de documentos puestos *on line* por sus unidades académicas de composición. Además de ofrecer cursos introductorios de escritura que tienen como objetivo alentar el aprendizaje de la «escritura a través del currículum», las universidades examinadas han desarrollado programas de escritura que tienen como objetivo alentar el aprendizaje de la «escritura a través del currículum», las universidades examinadas han desarrollado programas de escritura que tienen como objetivo alentar el aprendizaje de la «escritura a través del currículum», las universidades examinadas han desarrollado programas de escritura que tienen como objetivo alentar el aprendizaje de la «escritura a través del currículum».

ALFABETIZACIÓN ACADÉMICA:
UN CAMBIO NECESARIO, ALGUNAS ALTERNATIVAS POSIBLES
COMUNICACIÓN LIBRE EN EL TERCER ENCUENTRO LA UNIVERSIDAD COMO OBJETO DE INVESTIGACIÓN,
DPTO. DE SOCIOLOGÍA, UNIVERSIDAD NACIONAL DE LA PLATA, OCTUBRE DE 2002

PAULA CARLINO - paulacarlino@yahoo.com
CONICET - UNSAM (Argentina)

La mayoría de los cambios sobre el lugar de la escritura en [la Universidad de] Cornell se relacionan con la mayor convicción de que aprender a escribir no significa simplemente estudiar gramática y centrarse en la forma sino desarrollar las ideas e indagar a través de la escritura. (Gottschalk, 1997, p. 22)

Resumen

¿Alfabetización académica? ¿Un proceso tan básico en la educación superior? ¿Acaso una necesidad remedial de paliar lo que no han alcanzado los niveles escolares previos? ¿De nuevo alguien que propone un taller de lectura y escritura para los ingresantes? Con el fin de aclarar la audiencia, el autor, en primer lugar, que en mi exposición voy a presentar los presupuestos de estas preguntas sino que los cuestiono. Para ello, reviso las investigaciones sobre alfabetización académica señalando su poder explicativo para dar cuenta de los dilemas de los estudiosos. Para ello, reviso las investigaciones sobre alfabetización académica señalando su poder explicativo para dar cuenta de los dilemas de los estudiosos. Para ello, reviso las investigaciones sobre alfabetización académica señalando su poder explicativo para dar cuenta de los dilemas de los estudiosos.

Abstract Academic Literacy: A Necessary Change, Some possible Alternatives

Academy reading? So basic a process in higher education? A remedial need to palliate that which has not been done in the previous school levels? Once again, some body that propose a reading and writing workshop to the freshmen? To translate the audience, I will make myself clear, in the first place that I do not assume, in this exposition, the assumptions of these anticipated questions, but debate them. For this, I review the literature on the context in which student would write for learning. I synthesize the results of observations in 30 Australian universities, that do not offer the context in which student would write for learning. I synthesize the results of observations in 30 Australian universities, that do not offer the context in which student would write for learning. I synthesize the results of observations in 30 Australian universities, that do not offer the context in which student would write for learning.

21 Reading and writing in the social sciences in Argentine universities¹

Paula Carlino

CONICET – University of Buenos Aires, Argentina

In Argentine universities

2

Teacher and student interviews

What do other teachers say they do with reading and writing in their disciplines?

National survey

CHARLES BAZERMAN

ROBERT KRUT

KAREN LUNSFORD

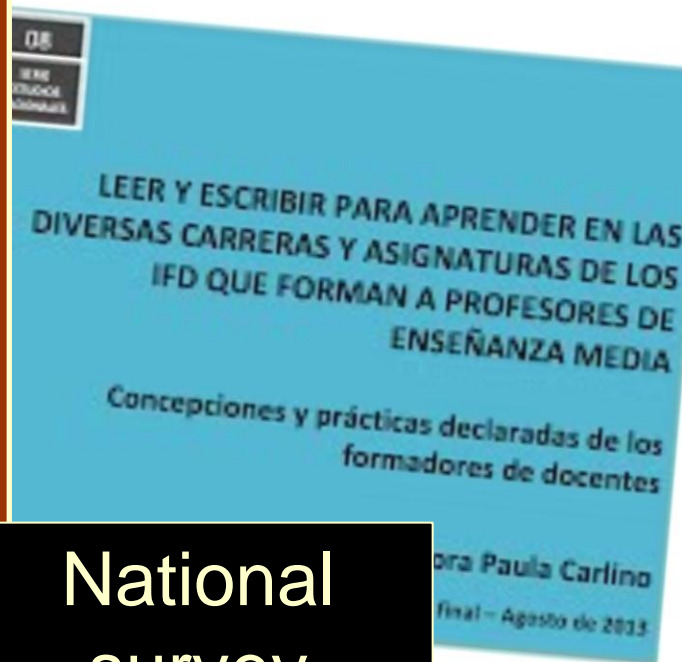
SUSAN MCLEOD

SUZIE NULL

PAUL ROGERS

AMANDA STANSELL

Paula Carlino, IWAC 2016



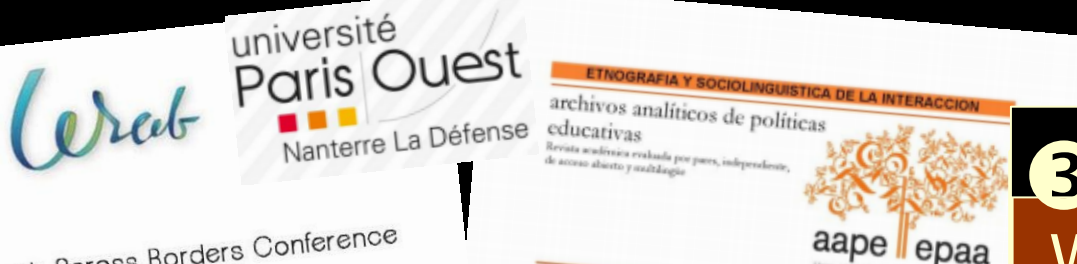
Our research informed by WAC, AcLits & Disciplinary didactics

Class observation

- Naturalistic studies
- Design-based intervention studies

3

What happens when a teacher integrates reading and writing in her discipline?



Writing Research Across Borders Conference

MEMORIA DE TRABAJOS



Co

Qué hacen los d
aprender ciencias

Ensayo

MEMORIA

El libro, generalmente
se lo concede un o
campo de la enseñanza
puede organizarse la
enseñanza que para
Problemas no solo a d
bajo. Así, en los p
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en el campo de la
de (Innovación) qu
la base, regulador
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decretos, ordena a la
de recursos a los
regula o establece
quer autónoma en
la enseñanza de
a instituciones

Paula Carlino, IWAC 2016



3

What happens when a teacher integrates reading and writing in her discipline?



- 2 types of inquiry:
 - Naturalistic research (ethnographic methodologies)
 - Collaborative design-based intervention studies: Together with a disciplinary teacher, we design a teaching sequence about specific subject contents, which is then implemented in her classes.
- Video or audio recordings of class interactions are afterwards analyzed.
- In Engineering, Linguistics, History, and Biology classes at university, and in Biology and Social Science classes at High-school.

3

Findings I. What happens when a teacher integrates reading and writing in her discipline?



- Integrating writing in two Biology courses at college yielded very different results:
- In one of the courses, we observed that writing served its purpose as a learning tool.
- In the other Biology course, disciplinary content teaching was eclipsed by the teaching of writing.
- We can compare these findings by saying that in the first case students wrote to learn Biology. However, in the second case Biology was just a topic to learn writing.

3

Findings **II**. What happens when a teacher integrates reading and writing in her discipline?



- The first time an Engineering professor implemented a co-designed teaching sequence, writing did not serve as a tool for learning disciplinary content but became an object of instruction *per se*: he lectured about how to write a Numeric Methods' Manual.
- We discussed this situation with the teacher through analyzing the video-recording.
- A second version of the sequence was implemented. This refinement process will be repeated once more, and we will analyze not only class interactions but the teacher's professional development process as well.

3

Findings **III**. What happens when a teacher integrates reading and writing in her discipline?

- Regarding secondary classes, we helped two Biology teachers to design a teaching sequence about Protein Synthesis.
- As part of the sequence, students watched an animation about the two stages of Protein Synthesis process, during which they took notes and discussed their interpretations.
- A few lessons later, students were required to write explanatory figure legends of images taken from the animation. They had to consult class notes and texts from a reading dossier



3

Findings **III** (cont.). What happens when a teacher integrates reading and writing in her discipline?



- After a first attempt to promote reading for writing about these molecular processes, students wrote the figure legends without resorting to the reading dossier. They said that during class discussions they had developed enough knowledge to do the task. Reading was superfluous for them.
- Together with the Biology teachers, we slightly changed the sequence to encourage reading.
- Our observations showed that students resorted to reading only when the teachers were able to involve them in a clear reading purpose *from their point of view*, and gave them situated guidance on how to use the texts to solve the writing task.

What does WAC mean for an international academic like me?

- A body of collective scholarship to shelter my incipient and isolated experiences
 - Theoretical and practical support

How can our research contribute to WAC scholarship?

- Reading
- Analysis of classroom interactions: gap between intentions and outcomes

Thank you!

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<https://sites.google.com/site/giceolem/>