

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

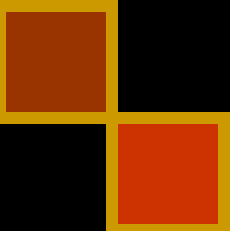
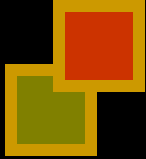


Dr. Paula Carlino

(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.



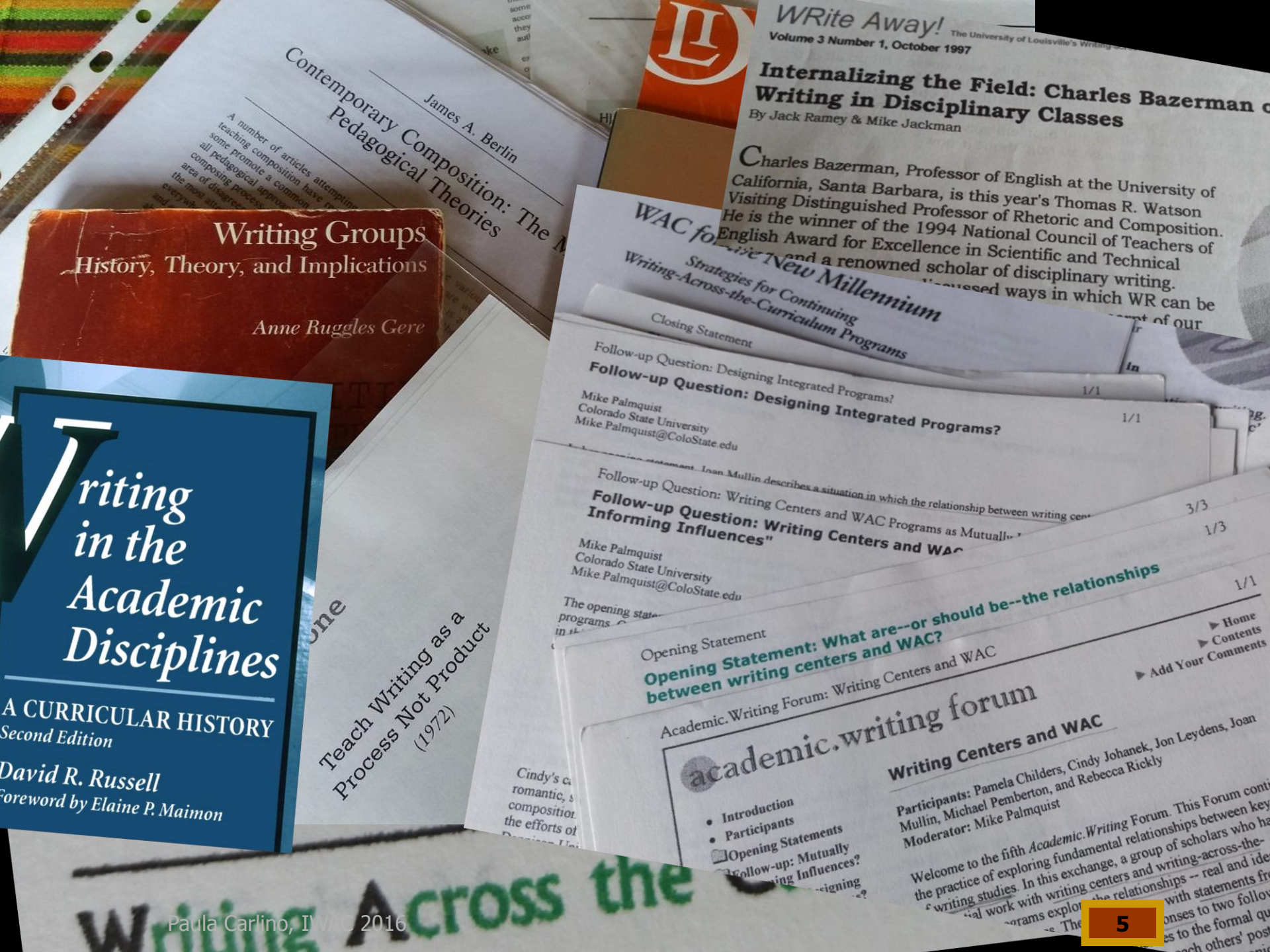
# Writing in Argentine universities

## ■ 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.





**Writing in the Academic Disciplines**  
 A CURRICULAR HISTORY  
 Second Edition  
 David R. Russell  
 Foreword by Elaine P. Maimon

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

Contemporary Composition: The Pedagogical Theories  
 James A. Berlin

**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...

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

Follow-up Question: Designing Integrated Programs?  
**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?  
**Follow-up Question: Writing Centers and WAC Informing Influences"**  
 Mike Palmquist  
 Colorado State University  
 Mike.Palmquist@ColoState.edu

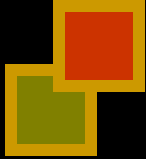
**Opening Statement: What are--or should be--the relationships between writing centers and WAC?**  
 Academic Writing Forum: Writing Centers and WAC

**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 the past. The forum is open to two follow-up questions to the formal post. Please share your thoughts with others' posts.

**Writing Across the Curriculum**



# 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)



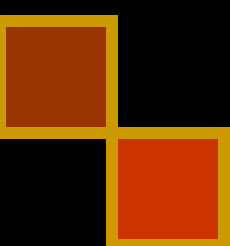

# How has WAC contributed to our thinking?

- “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

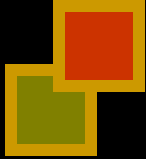
What happens when a teacher integrates reading and writing in her discipline?

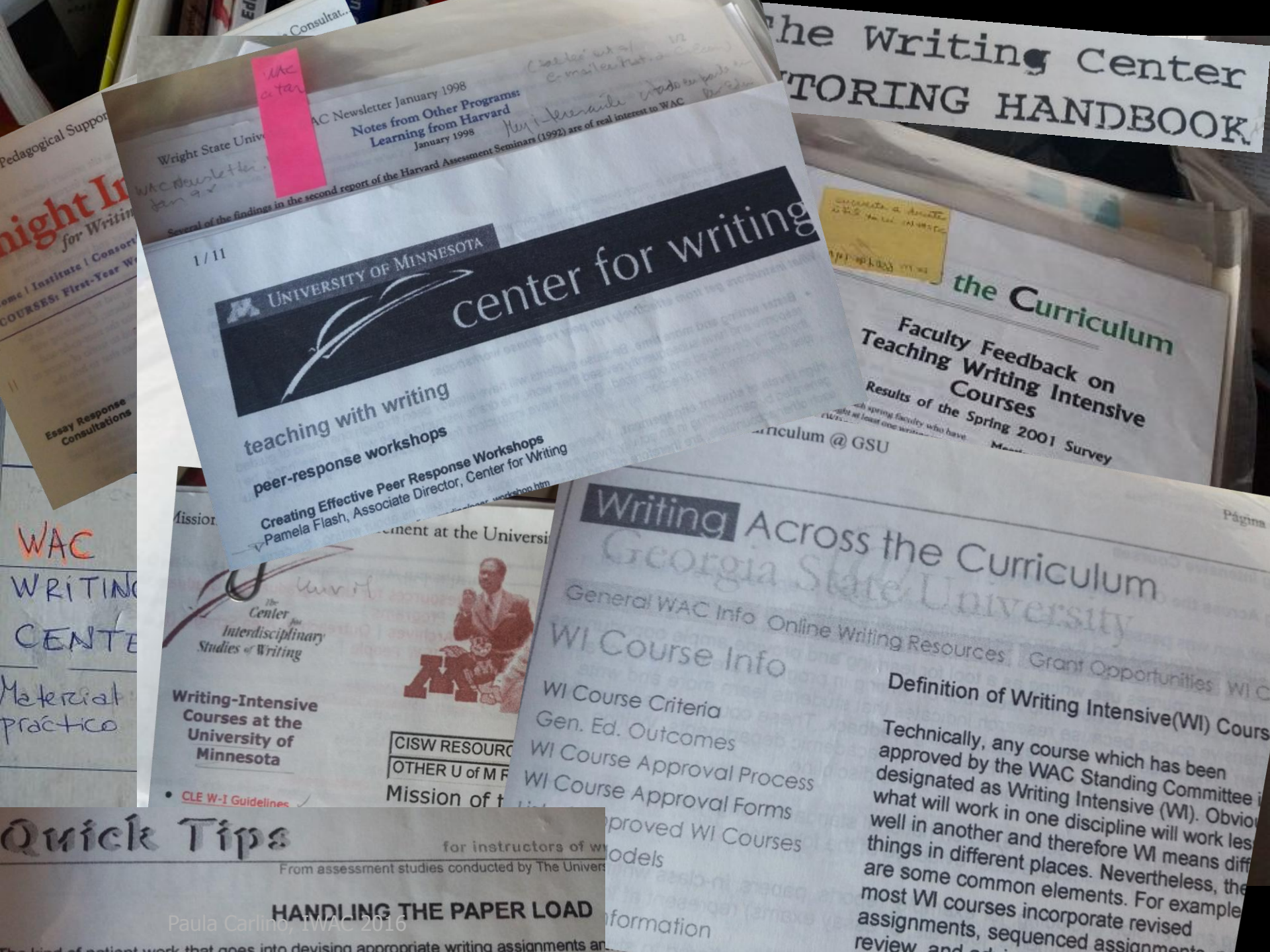


# Academic Literacies & Disciplinary Didactics

- 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

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  
1/11  
UNIVERSITY OF MINNESOTA  
center for writing  
teaching with writing  
peer-response workshops  
Creating Effective Peer Response Workshops  
Pamela Flash, Associate Director, Center for Writing

the Curriculum  
Faculty Feedback on  
Teaching Writing Intensive  
Courses  
Results of the Spring 2001 Survey  
Curriculum @ GSU

Center for Interdisciplinary  
Studies of Writing  
Writing-Intensive  
Courses at the  
University of  
Minnesota  
CISW RESOURCE  
OTHER U of M F  
Mission of t

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  
Improved WI Courses  
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...

Quick Tips  
for instructors of w  
From assessment studies conducted by The Univers  
HANDLING THE PAPER LOAD  
Paul Carlino, IWAC 2016



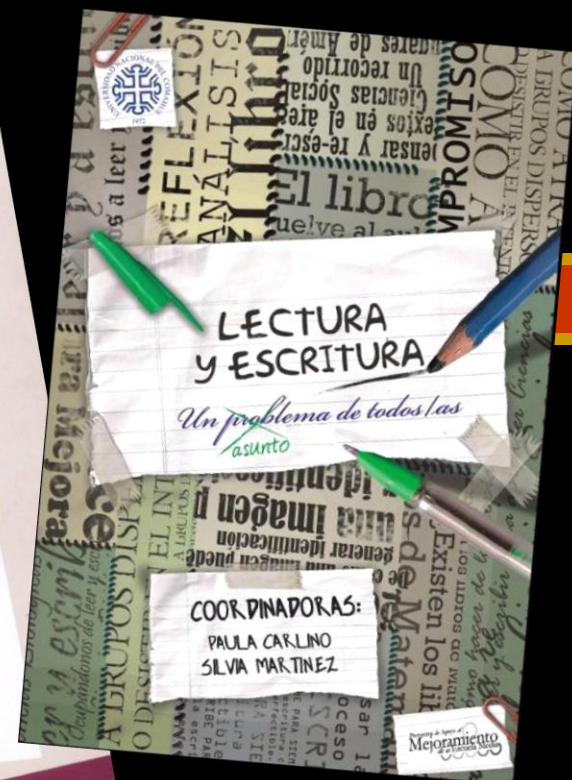
# Our research informed by WAC

1

Action  
research

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





# 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

Investigadora del  
Dirección electrónica: paulacarlino@yahoo.com.  
**ESCRIBIR A TRAVÉS  
DEL CURRÍCULUM:  
TRES MODELOS PARA  
HACERLO EN LA UNIVERSIDAD**

2

Universities  
in U.S. and  
Australia

Internet  
search

What do  
other  
teachers say  
they do with  
reading and  
writing in  
their  
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  
representaciones institucionales que las sostienen, se consultaron los siti  
Internet de 103 universidades canadienses y norteamericanas y se analizó u  
junto extenso de documentos puestos on line por sus unidades académicas  
pendientes. Además de ofrecer cursos introductorios de escritura, es  
ciones examinadas han desarrollado programas de escritura que tienen  
objetivo alentar el aprendizaje de la «escritura a través del currículum», y las «materias de  
todas las cátedras. Para ello, han implementado tres sistemas: los tres se ocupan de  
manejeros de escritura en las materias, los tres se ocupan de  
organizativamente, los tres se ocupan de

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 (AUTISMO)

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)

esumen  
alfabetización académica? ¿Un proceso tan básico en la educación superior? ¿Acaso una necesidad remedial de paliar lo que no han  
los niveles escolares previos? ¿De nuevo alguien que propone un taller de lectura y escritura para los ingresantes? Con el fin de aquietar  
audiencia, además, en primer lugar, que en mi exposición expongo las presunciones de estas previsiones preguntas sino que los cuestiono.  
Para ello, reviso las investigaciones sobre alfabetización académica señalando su poder explicativo para dar cuenta de las dificultades  
ar de otros estudios, que no ofrecen al contexto necesario en el que los alumnos puedan escribir para aprender. Señalo luego las  
Atenas del relevoamiento que hice sobre 90 universidades australianas, canadienses y norteamericanas, en las que -continuaré a  
otras instituciones- se han implementado diversos sistemas para alfabetizar académicamente a sus estudiantes. Al final, concluyo delineando  
cambios institucionales y curriculares que presaría nuestra educación superior para hacerse cargo de transmitir la cultura escrita intrínseca  
a carreras que enseñan.

**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 tranquilize 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 academic literacy pointing out the explicative power to account for the reading and writing, nested in our  
universities, that do not offer the context in which student would write for learning. I synthesize the results of observations in 90 Australian  
Canadian and American universities in which, contrary to our institutions, have implemented diverse systems to literate students academically.  
Finally, I conclude showing the institutional and curricular changes that higher education should implement to assume the task of transmitting  
the writing culture intrinsic to the professions they teach.

# 21 Reading and writing in the social sciences in Argentine universities<sup>1</sup>

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In Argentine universities

2

Teacher and student interviews

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

National survey

The scholarship and teaching of writing only recently undertaken in Argentine ten focus on undergraduates' co the present study of North

LEER Y ESCRIBIR PARA APRENDER EN LAS DIVERSAS CARRERAS Y ASIGNATURAS DE LOS IFD QUE FORMAN A PROFESORES DE ENSEÑANZA MEDIA  
Concepciones y prácticas declaradas de los formadores de docentes  
Paula Carlino  
Final - Agosto de 2013

CHARLES BAZERMAN  
ROBERT KRUT  
KAREN LUNSFORD  
SUSAN MCLEOD  
SUZIE NULL  
PAUL ROGERS  
AMANDA STANSELL



# Our research informed by WAC, AcLits & Disciplinary didactics

- Class observation
- Naturalistic studies
- Design-based intervention studies

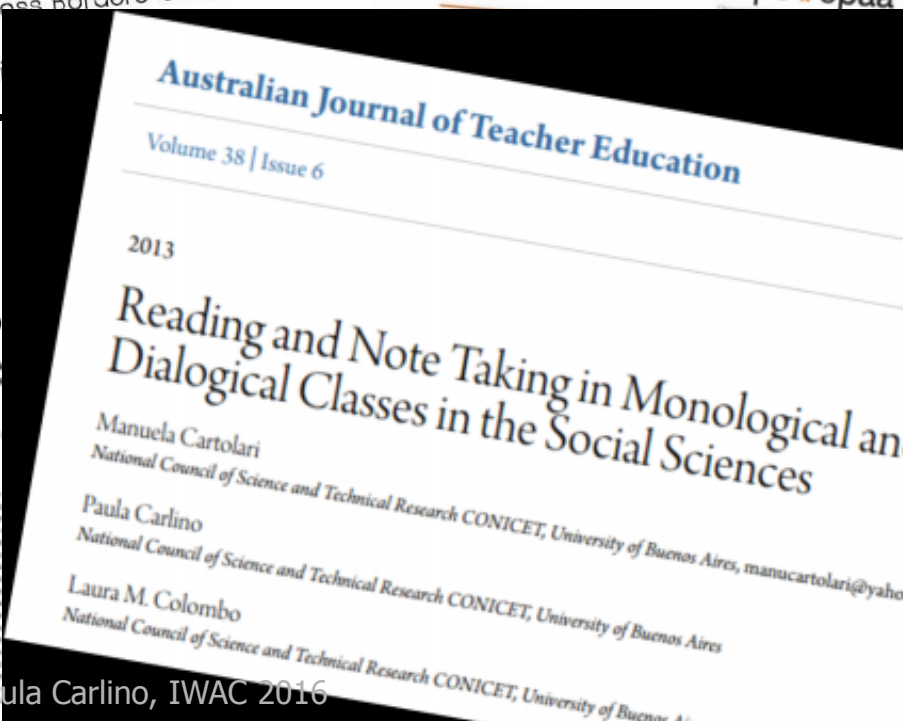
3

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



Writing Research Across Borders Conference

MEMORIA DE TRABAJOS



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!

paulacarlino@yahoo.com



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