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WAC: A South American perspective.

Carlino, P.

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A decorative graphic at the top of the slide. It features a horizontal bar with a yellow border. Inside the bar, from left to right, are the text "IWAC 2016", a green square, a black square, a red square, and the text "Ann Arbor, U. Michigan". Above and below the bar are several colored squares (red, orange, brown, green) arranged in a stepped pattern.

IWAC 2016

Ann Arbor, U. Michigan

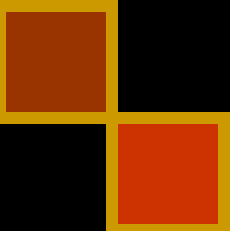
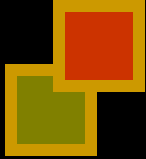
WAC: a South American perspective



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

A number of articles attempting to teach composition have some promote a common all pedagogical approach composing process the most all every

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

Teach Writing as a Process Not Product (1972)

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? 1/1

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" 1/3

Mike Palmquist
 Colorado State University
 Mike.Palmquist@ColoState.edu

The opening state programs in the

Opening Statement

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 responses to two follow-up questions to the formal question "What are the relationships between writing centers and writing-across-the-curriculum programs?" are shared with you. The

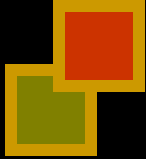
- Introduction
- Participants
- Opening Statements
- Follow-up: Mutually Informing Influences?
- Closing Statement?

► Home
 ► Contents
 ► Add Your Comments

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)

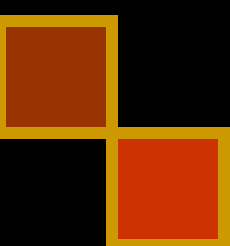



How has WAC contributed to our thinking?

- “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

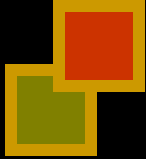
What happens when a teacher integrates reading and writing in her discipline?

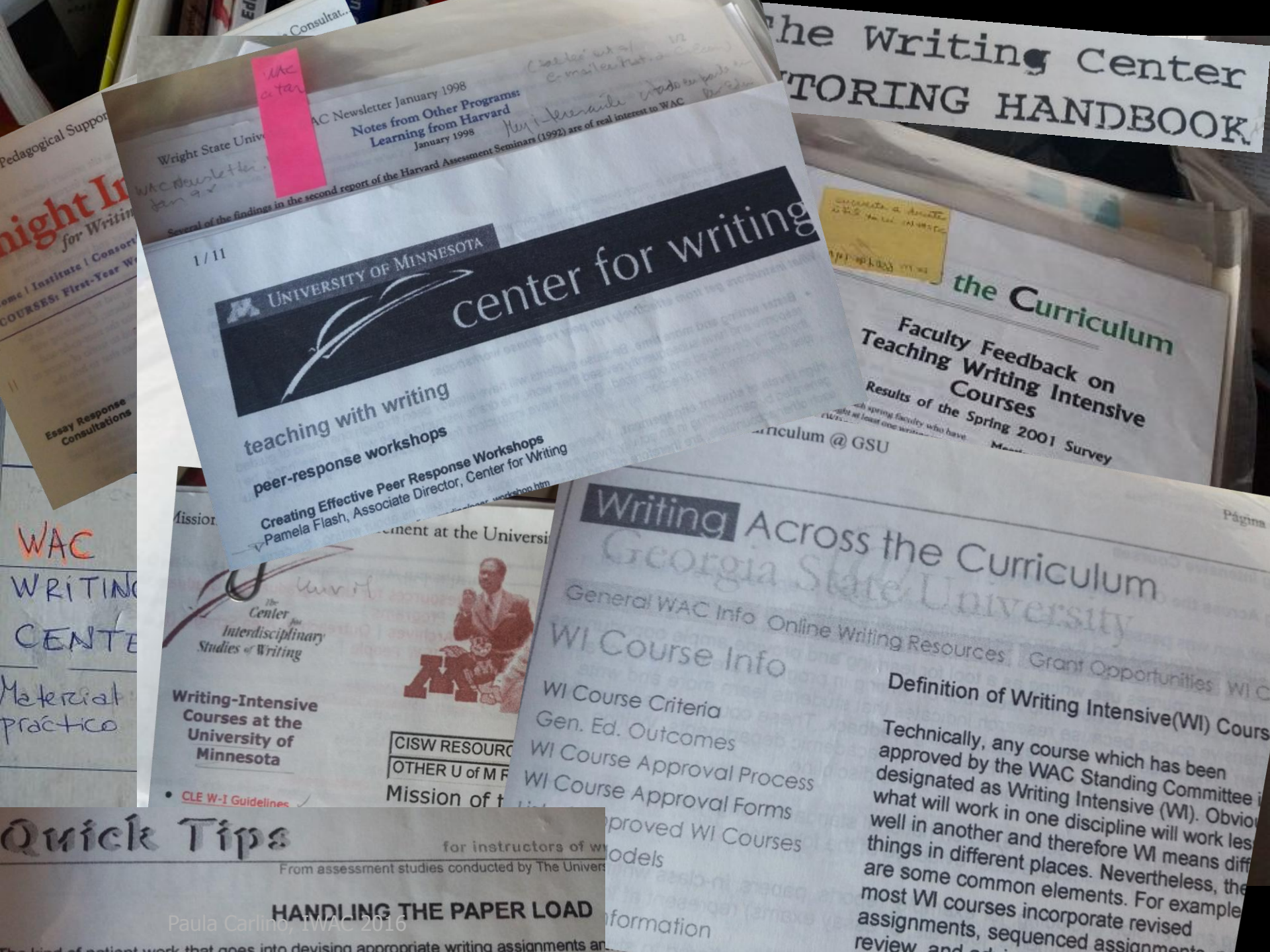


Academic Literacies & Disciplinary Didactics

- 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

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

Writing Across the Curriculum Georgia State University

- General WAC Info
- Online Writing Resources
- Grant Opportunities
- 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...

WAC WRITING CENTER
Material practice

Quick Tips for instructors of writing
From assessment studies conducted by The University of Minnesota

HANDLING THE PAPER LOAD

Paul Carlino, UWAC 2016

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

Our research informed by WAC

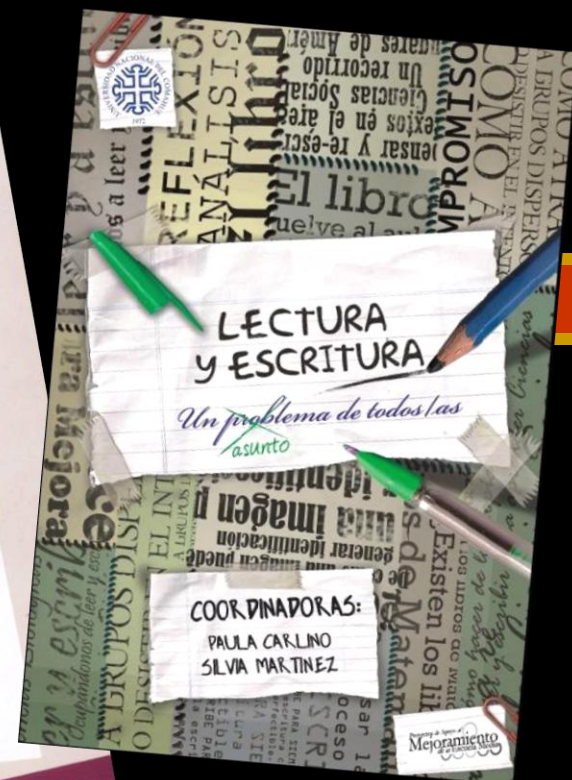
Action
research

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



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 en representaciones institucionales que las sostienen, se consultaron los sitios Internet de 103 universidades canadienses y norteamericanas y se analizó un conjunto extenso de documentos puestos *on line* por sus unidades académicas dependientes. Además han desarrollado programas de escritura que tienen como objetivo alentar el aprendizaje de la «escritura a través del currículum», es decir, todas las cátedras. Para ello, han implementado tres sistemas: las «materias de escritura» que se enseñan 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 (ARISTM)

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 aquilatar la audiencia, adelanto, en primer lugar, que en mi exposición voy a presentar los presupuestos de estas previsiones de preguntas sino que los cuestiono. Para ello, reviso la literatura sobre alfabetización académica señalando su poder explicativo para dar cuenta de los resultados de las investigaciones realizadas en los estudiantes del nivel superior. Examinaré el potencial epistémico de la escritura, desaprovechado por nuestros colegas de otras disciplinas, que no ofrecen al contenido necesario en el que los alumnos puedan escribir para aprender. Señalaré luego las alternativas de relevamiento que hice sobre 90 universidades canadienses y norteamericanas, en las que -continuaré en la próxima conferencia- se han implementado diversos sistemas para alfabetizar académicamente a sus estudiantes. Al final, concluiré delineando algunos cambios institucionales y curriculares que presionaré nuestra educación superior para hacerse cargo de transmitir la cultura escrita intrínseca a las carreras que enseña.

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 content 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 make to assume the task of transmitting the writing culture intrinsic to the professions they teach.

[Es difícil combatir la] idea de que la escritura -en la enseñanza- es una actividad secundaria o al menos una actividad que no está relacionada de modo específico con cada disciplina. [...] La escritura debería haber sido aprendida en otra parte, enseñada por otros.

Paula Carlino, IWAC 2016

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

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?

Wacab

université Paris Ovest
Nanterre La Défense

ETNOGRAFÍA Y SOCIOLINGÜÍSTICA DE LA INTERACCIÓN
archivos analíticos de políticas educativas
Revista académica evaluada por pares, independiente, de acceso abierto y multilingüe



aape | epaa

Writing Research Across Borders Conference

Par

MEMORIA DE TRABAJOS

Co

Qué hacen los d
aprender ciencias

Cooperación

MEMORIA

El texto periodístico

solo un género en el

campo de la comunicación

periodística que puede

organizarse de formas

diversas: no solo a

través de los medios de

comunicación masiva

(diarios, revistas) sino

la prensa digital y

los blogs, que permiten

una mayor interacción

entre los lectores y

los autores, así como

la posibilidad de

publicar desde cualquier

lugar y en cualquier

momento.

Australian Journal of Teacher Education
Volume 38 | Issue 6

2013
Reading and Note Taking in Monological and
Dialogical Classes in the Social Sciences

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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/>