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WAC: A South American perspective.

Carlino, P.

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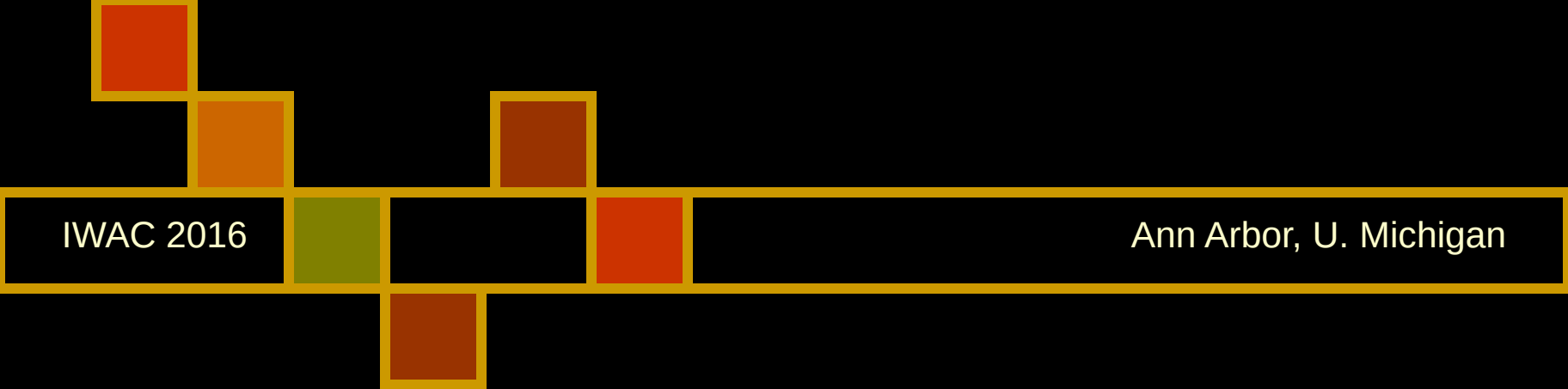
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IWAC 2016

Ann Arbor, U. Michigan

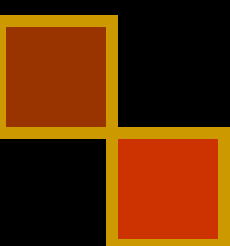
WAC: a South American perspective



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.



Paula Carlinò, IWAC 2016



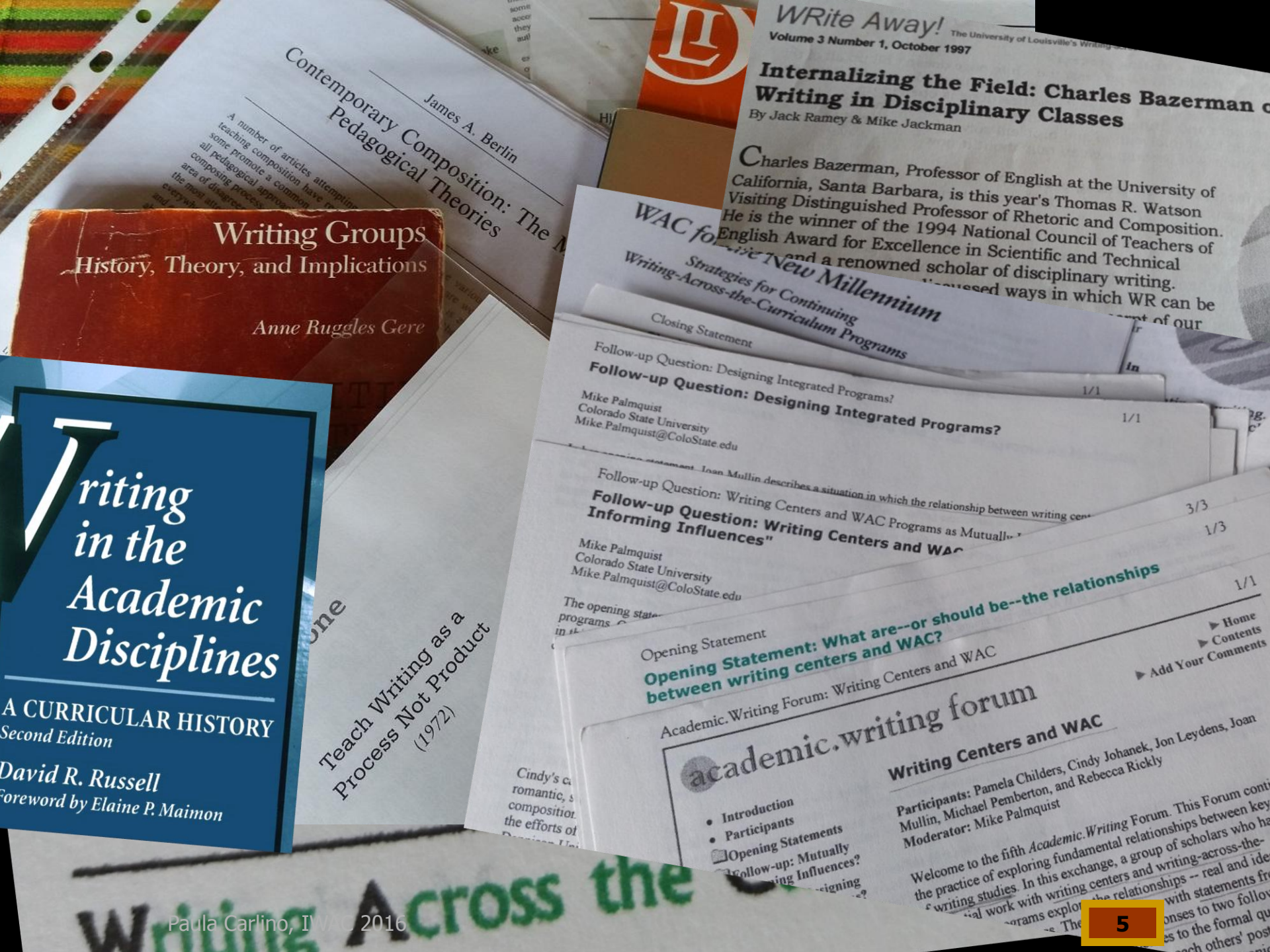
Writing in Argentine universities

■ 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 approaches is the "writing process" model, which is based on the idea that writing is a process that involves several stages: prewriting, drafting, revising, and editing. This model has been widely adopted in composition classrooms, but it has also been criticized for being too simplistic and for not taking into account the social and cultural contexts of writing.

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

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

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"
Mike Palmquist
Colorado State University
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Follow-up Question: What are--or should be--the relationships between writing centers and WAC?
1/3

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

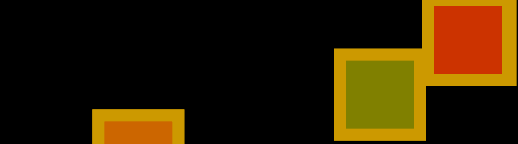
Participants: Pamela Childers, Cindy Johaneck, Jon Leydens, Joan Mullin, Michael Pemberton, and Rebecca Rickly
Moderator: Mike Palmquist

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 -- between the two. The forum is a place where we can share our experiences with statements from the past and responses to two follow-up questions: How do we relate to the formal processes of writing? How do we relate to the informal processes of writing?

Teach Writing as a Process Not Product (1972)

Writing Across the Curriculum
Paula Carlino, IWA 2016

5



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)

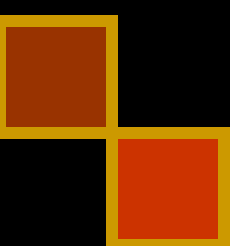


How has WAC contributed to our thinking?

- “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.
- 

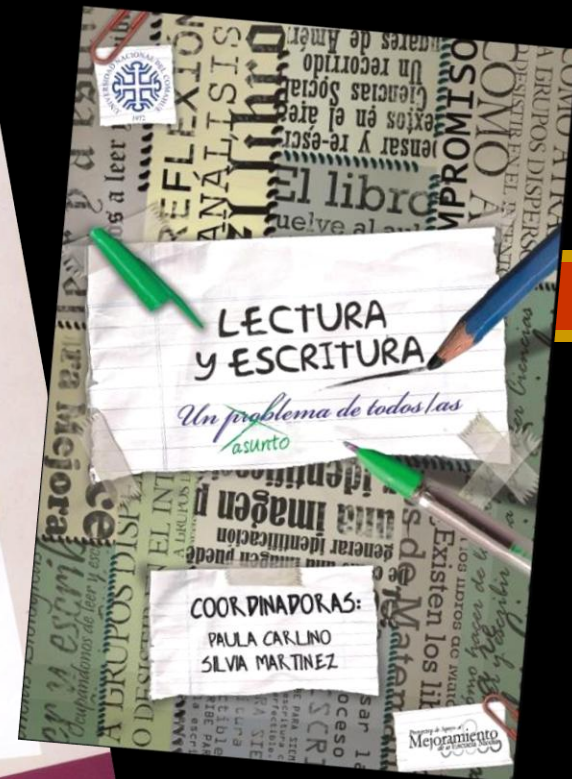
Our research informed by WAC

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

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, en las ciencias humanas —en antropología, didáctica, historia, lingüística y psicología— vienen mostrando que 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 escuela, para ser entendida como un dilatado proceso de construcción de prácticas sociales de escritura que se va desarrollando a lo largo de la vida. En este sentido, la alfabetización no es un fin en sí misma, sino un medio para acceder a las diversas prácticas sociales de escritura que se van desarrollando a lo largo de la vida. En este sentido, la alfabetización no es un fin en sí misma, sino un medio para acceder a las diversas prácticas sociales de escritura que se van desarrollando a lo largo de la vida.

Universities
in U.S. and
Australia

Internet
search

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

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2

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



PRESENTACIONES SOBRE LA ESCRITURA Y FORMAS DE
ENSEÑANZA 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 escritura. Además han desarrollado programas de escritura que tienen como objetivo alentar el aprendizaje de la «escritura a través del currículum», es decir, que la escritura se enseñe en las materias, y no como una actividad separada. Para ello, han implementado tres sistemas: los «materiales de escritura en las materias», los tres se ocupan de la enseñanza de la escritura en las materias, y los tres se ocupan de la enseñanza de la escritura en las materias.

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, al menos, 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 estudiantes en las universidades de nivel superior. Examinaré el potencial epistémico de la escritura, desaprovechado por nuestros sistemas educativos, que no ofrecen al contexto necesario en el que los alumnos puedan escribir para aprender. Señalaré luego los dilemas del relevamiento que hice sobre 90 universidades australianas, canadienses y norteamericanas, en las que —continuando a través de instituciones— se han implementado diversos sistemas para alfabetizar académicamente a sus estudiantes. Al final, concluiré delineando algunos cambios institucionales y curriculares que posibilitarían 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 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 academic literacy pointing out the explicative power to account for the reading and writing, needed 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 academically literate students. At the end, I conclude sketching 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 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

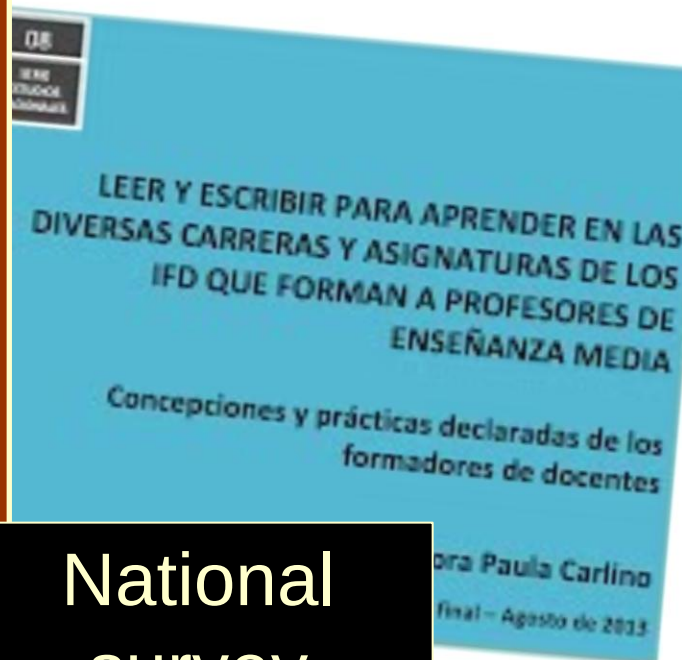
SUSAN MCLEOD

SUZIE NULL

PAUL ROGERS

AMANDA STANSELL

Paula Carlino, IWAC 2016



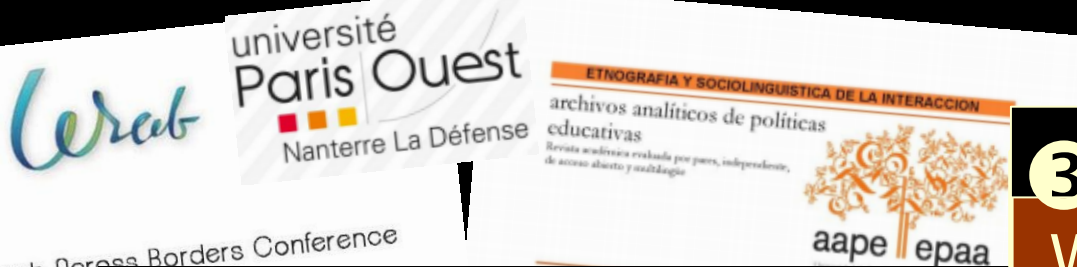
Our research informed by WAC, AcLits & Disciplinary didactics

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

Consejo Editorial de

MEMORIA

El libro, generalmente
se lo concibe en el
campo de la enseñanza
posible organizar la
enseñanza que puede
Proponer no solo a la
lectura. Así, en los países
nuestros educadores o
nuestro campo docente
de (investigación) sobre
la lengua, reguladores de
trabajo. Como resulta
diversos contextos y la
de investigación en los
regula o institución
que autónoma en la
la institución o la
a institución o la

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/>