

Learning about research writing across the disciplines: Pathways, problems, and possibilities

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The need to learn about discipline-specific writing

During a conversation, this question came up: “what should we know to become an effective ESP writing teacher?” I blurted out this answer: “Everything!” I was perhaps thinking of Mary Norris, the copy editor for *The New Yorker* and author of *Between you and me: Confessions of a Copy Queen*. She describes the job of a copy editor as “drawing upon the entire person: not just your knowledge of grammar and punctuation and usage and foreign languages and literature but your experience of travel, gardening, shipping, singing, plumbing, Catholicism, midwesternism, mozzarella, the A train, New Jersey. And in turn it feeds you more experience” (Norris, 2015, p. 12). To me, that’s not too far off from the knowledge base of an LSP writing teacher. “Oh. Come on. That is an insanely lofty and completely unattainable goal”, came the good-humored protest. The protester does have a point. Nobody can know everything. One of the pleasures of being an LSP practitioner and a writing teacher is that there is always something new to learn. What is this next “something new”, though? Since then, I have been thinking about this question. As LSP practitioners who are also researchers, we can look at the literature. There, LSP teacher education researchers have sketched out multiple topic areas that can form our knowledge base (Basturkmen, 2014). We can also look carefully at our classes. When Kuteeva (2013) looked at one of her graduate-level writing classes, for example, she saw many things; one of them was the “very wide spectrum of epistemological traditions... ranging... from lab-based osteoarchaeology to logic-driven philosophy to source-based history or musicology to emerging interdisciplinary fields such as fashion studies or performing arts” her graduate students represented (p. 86). Indeed, having a

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**Barbara J. D'Angelo, Sandra
Jamieson, Barry M. Maid, Janice R.
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offering valuable insights on organizing panel and group discussions general meetings workshops and seminars These tips are vital for researchers aspiring to enhance their organizational capabilities and leadership skills within the academic community Research and Writing Across the Disciplines is more than just a book it s a mentor in print shaping and refining the skills necessary for academic excellence in the modern research landscape *Research and Writing* Pachaikani Ramadass,A. Wilson Aruni,2009

Researching and Writing Christine A. Hult,1990 This thorough and engaging guide to research in the humanities sciences social sciences and business teaches students to explore the entire research process including intellectual inquiry and critical thinking Researching and Writing Across the Curriculum provides discipline specific guidance and sample papers that reflect differences in discourse and presentation in each discipline The text also covers research methods and resources as they apply to all disciplines with a comprehensive list of library resources and an introduction to the latest electronic and online resources With thorough and up to date material on the impact of computers in research and exercises that develop the skills of summarizing synthesizing and critiquing source materials the text provides a complete guide that will aid students in all their college courses and beyond Essential Guide James D. Lester,2013 For courses in Research Writing and Writing Across the Curriculum The Essential Guide Writing Research Papers Across the Disciplines based on Lester s best selling Writing Research Papers is the ultimate brief research reference Pocket sized and inexpensive this research guide is priced to work as a supplement in any research oriented course Designed to be a guide for writing research papers both in first year composition courses and in upper level courses in all disciplines the text features advice on the judicious handling of research materials as well as extensive coverage of electronic research It remains rooted in the fundamentals of thorough library research but encourages and equips students to use the Internet as well as field research where appropriate Numerous student samples and excerpts model different types of research papers from across the disciplines Comprehensive coverage of the four most common documentation systems reflecting the most current guidelines from both MLA and APA increases the text s usability beyond the composition classroom *Everyday Genres* Mary Soliday,2011-02-07 Mary Soliday calls on genre theory which proposes that writing cannot be separated from social situation to analyze the common assignments given to writing students in the college classroom and to investigate how new writers and expert readers respond to a variety of types of coursework in different fields This in depth study of writing pedagogy looks at many challenges facing both instructors and students in college composition classes and offers a thorough and refreshing exploration of writing experience ability and rhetorical situation

Research and Writing Across the Disciplines Katherine H. Adams,Michael Keene,2000 This pocket sized guide to the research process provides research specifics for eighty disciplines across the curriculum The Essential Guide + MyCompLab Access Code James D. Lester,2012-08-30 The Essential Guide Writing Research Papers Across the Disciplines based on Lester s best selling Writing Research Papers is the ultimate brief research reference Pocket sized and inexpensive this research guide is priced to work

as a supplement in any research oriented course Designed to be a guide for writing research papers both in first year composition courses and in upper level courses in all disciplines the text features advice on the judicious handling of research materials as well as extensive coverage of electronic research It remains rooted in the fundamentals of thorough library research but encourages and equips students to use the Internet as well as field research where appropriate Numerous student samples and excerpts model different types of research papers from across the disciplines Comprehensive coverage of the four most common documentation systems reflecting the most current guidelines from both MLA and APA increases the text's usability beyond the composition classroom

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Writing Across Distances and Disciplines Joyce Magnotto Neff, Carl Whithaus, 2009-03-04 Writing Across Distances and Disciplines addresses questions that cross borders between onsite hybrid and distributed learning environments between higher education and the workplace and between distance education and composition pedagogy This groundbreaking volume raises critical issues clarifies key terms reviews history and theory analyzes current research reconsiders pedagogy explores specific applications of WAC and WID in distributed environments and considers what business and education might teach one another about writing and learning Exploring the intersection of writing across the curriculum composition studies and distance learning it provides an in depth look at issues of importance to students faculty and administrators regarding the technological future of writing and learning in higher education

Information Literacy Barbara J. D'Angelo, Sandra Jamieson, Barry M. Maid, Janice R. Walker, 2017 Bringing together scholarship and pedagogy from a multiple of perspectives and disciplines to provide a broader and more complex understanding of information literacy and suggests ways that teaching and library faculty can work together to respond to the rapidly changing and dynamic information landscape Provided by publisher

The Writer's Brief Handbook Alfred F. Rosa, 2002

Information Literacy , Academic Discourse Across Disciplines Ken Hyland, Marina Bondi, 2006 This volume reflects the emerging interest in cross disciplinary variation in both spoken and written academic English exploring the conventions and modes of persuasion characteristic of different disciplines and which help define academic inquiry This collection brings together chapters by applied linguists and EAP practitioners from seven different countries The authors

draw on various specialised spoken and written corpora to illustrate the notion of variation and to explore the concept of discipline and the different methodologies they use to investigate these corpora The book also seeks to make explicit the valuable links that can be made between research into academic speech and writing as text as process and as social practice

Engaging Inquiry Judy Kirscht, Mark Schlenz, 2002 ENGAGING INQUIRY RESEARCH AND WRITING IN THE DISCIPLINES by Judy Kirscht and Mark Schlenz familiarizes students with the purposes processes and forms of academic writing across the disciplines by introducing them to the ways that academic knowledge and writing emerge from methodical approaches to inquiry research and critical thinking The text's inquiry based approach to academic writing arises from and incorporates cutting edge insights of emerging composition theory It also carries students personal questions and curiosities through academic inquiry processes in science social science and the humanities to address real world problems Among its many features the text includes the following Topics applicable in all disciplines including cloning pollution violence and population control Field exercises surveys and reading logs that promote first hand observation and data gathering An array of writing assignments ranging from evaluating websites to editing a student paper Detailed charts that provide visual examples of the text's processes Appendix on MLA APA citation and documentation In addition to its features the text enables humanities trained composition instructors to prepare their students for the types of scholarship and writing that will be required of them in science and social science courses as well as in literature history and the arts Ultimately it engages students in real inquiry and encourages them to think and write like natural social scientists and humanist interpreters

Writing Across the Disciplines Art Young, Toby Fulwiler, 1986 Young and Fulwiler bring together eighteen essays from writing across the curriculum participants and program staff **Writing in the Academic Disciplines, 1870-1990** David R. Russell, 1991 In this singular study David R Russell provides a history of writing instruction outside general composition courses in American secondary and higher education from the founding of public secondary schools and research universities in the 1870s through the spread of the writing across the curriculum movement in the 1980s Russell's task is to examine the ways writing was taught in the myriad curricula that composed the varied structure of secondary and higher education in modern America He begins with the assertion that before the 1870s writing was taught as ancillary to speaking As a result formal writing instruction was essentially training in handwriting the mechanical process of transcribing sound to visual form From this point Russell carefully examines academic writing its origins and its teaching from a broad institutional perspective He looks at the history of little studied genres of student writing such as the research paper lab report and essay examination Tracing the effects of increasing specialization on writing instruction he notes how two new ideals of academic life research and utilitarian service shaped writing instruction into its modern forms Finally he contributes the definitive history of the current writing across the curriculum movement providing a study of the long tradition of other WAC efforts with an analysis of why they have waned *Graduate Writing Across the Disciplines* Marilee Brooks-Gillies, Elena Adkins

Garcia, Soo Hyon Kim, Katie Manthey, Trixie G Smith, 2020 In *Graduate Writing Across the Disciplines* the editors and their colleagues argue that graduate education must include a wide range of writing support designed to identify writers needs teach writers through direct instruction and support writers through programs such as writing centers writing camps and writing groups The chapters in this collection demonstrate that attending to the needs of graduate writers requires multiple approaches and thoughtful attention to the distinctive contexts and resources of individual universities while remaining mindful of research on and across similar programs at other universities

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