

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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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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In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Research And Writing Across The Disciplines**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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