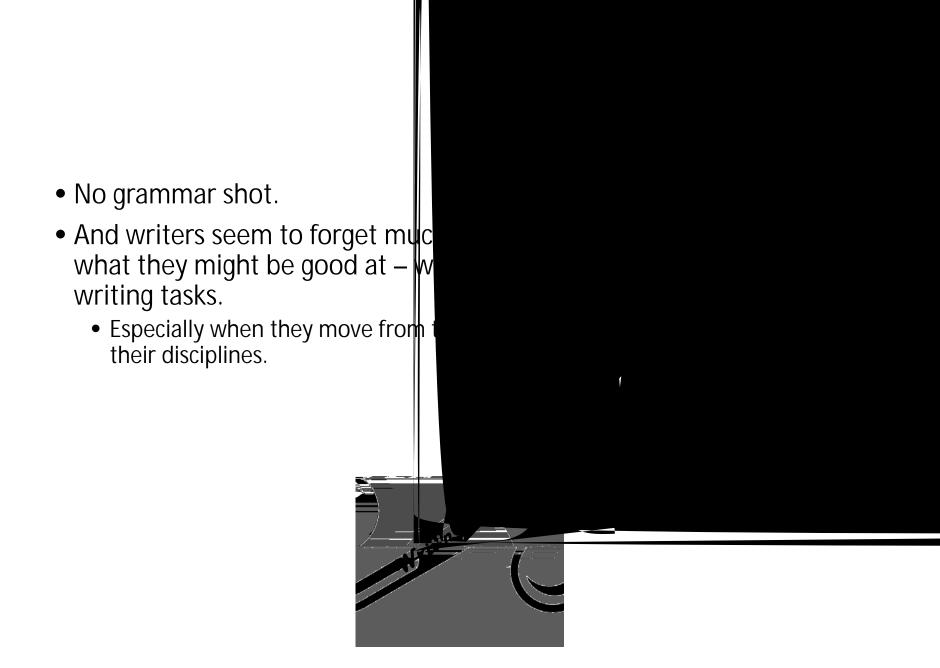Michelle Hager & Tom Moriarty

University Writing Center & Writing Across the Curriculum
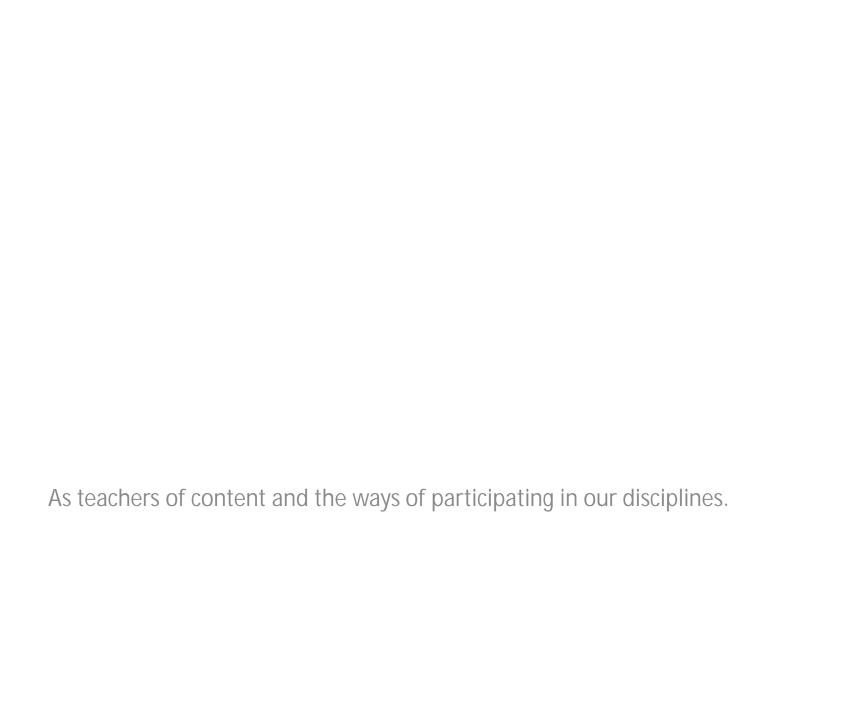
www.sjsu.edu/wac/cos

Uh oh...

- No grammar shot.

- And writers seem to forget much what they might be good at – w writing tasks.

  - Especially when they move from their disciplines.

- Writers need cues and reminders to activate previous writing skills and apply them to new contexts.

- And every new context requires some new skills, too.

- So no writer will ever come to your class fully prepared and ready to go.

As teachers of content and the ways of participating in our disciplines.

- With unique rules and expectations.
- Here is a handy, customizable guide you can use to teach students about your discipline's genres:
  - http://www.sjsu.edu/wac/pages/seminars-and-workshops/workshops-f16/handouts-and-notes/genreanalysis/index.html
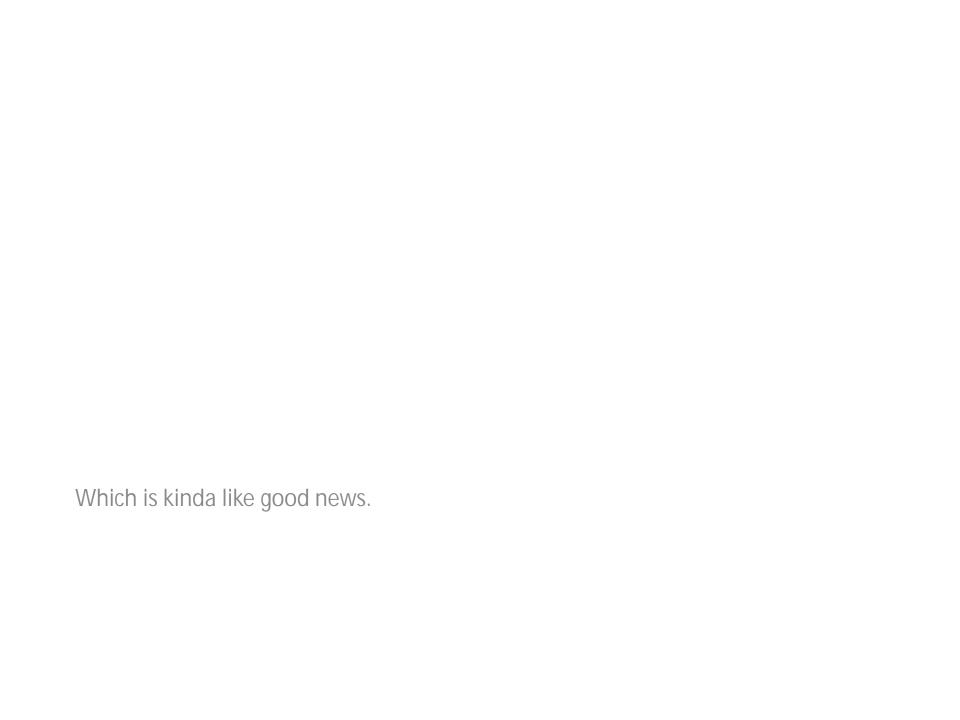
Genre Analysis

...d, and how writers participate in their
...sidering the processes and strategies for...

Genre analysis focuses on how new knowledge is made and shared in a fiel...
disciplinary discussions as professionals and/or academics. It includes con...

genre.

...sider when collecting samples for analysis: What kinds of "texts" – articles, reviews,
...phies, commentaries, podcasts, websites, etc. – do people in this field produce?
...identify substantive and stylistic features that are shared among them.
...sider about substantive features (content): How do people do research in this field? What

- Questions to con...
  essays, bibliogra...
2. Analyze the samples and...
- Questions to con...

...bat kinds of "data" do they collect? What counts as "good" data or ideas in this
...eally count as usable data in this field? What kinds of arguments do they make with
their data? How do they make them?...

...kinds of...
study these things? W...
field? What doesn't r...

- Questions to consider about stylistic features (organization and style): How do people in
  them? How do they make arguments? How do they contextualize their work within the...

...about their work.

- Questions to consider when talking to writers about how they...
  this field? What are the typical methods / procedures for com...

...work: How do writers tend do research in
...ng up with new ideas and/or generating and...

...Some examples:

- "If you want to write a literature review in Engineer...
- "If you want to write a personal essay in a Stretch En...
- "If you want to write a research proposal in Educatio...

...report in Sociology, here's what you do…"
...ing, here's what you do…"
...nglish course, here's what you do…"
...n, here's what you do…"

4 Couple of Deep Thoughts

...res are typical ways of doing things with texts in certain situations. Writers in similar situations (recurring
...ations) make similar rhetorical choices (rhetorical actions) which readers come to expect (typified). That's a
...e. And we can distill the basic rules of genres using Genre Analysis.

- Gen...
  situa...
  genr...

(the rules can be bent, though usually not broken completely), and ever changing (they change over time). But you can see basic patterns.

- Genres both enable and constrain. They enable us to communicate in different disciplines because they set up a common set of expectations between readers and writers. You know what to expect so you can learn the expectations as a reader and a writer of a genre. They constrain because they encourage us to meet those expectations.

- Students learn how to write in new genres – while they are doing it.

- Just like a coach, we can't just show film and put them in the game and expect them to succeed.

- Nor can we just run drills and put them in the game and expect them to succeed.

- But we can – just like a coach – break down the process and engage with our student writers as they write real documents for real audiences.

Write faster!

Which is kinda like good news.

- Give them the usual stuff about length, format, audience, purpose, sources, research, etc.

- But also give them, and talk about, genre expectations, using the vocabulary and language in the Genre Analysis guides.
  - Both the substantive and stylistic features of the genre.
  - How people in your discipline go about making new knowledge and sharing it with varied audiences.

- Break assignments down into parts (abstracts, introductions, methods, results, analysis, discussion, implications, etc.) and phases (invention, organization, drafting, polishing).
- Giver writers opportunities to get feedback throughout the process.
  - From us and their peers.
  - And what I like to think of as "Super Peers" like embedded writing tutors or writing center tutors.
- The most productive writers:
  - Regularly share drafts and partial drafts with teachers and peers.
  - Understand that writing is an iterative, recursive process. It is not linear.
  -

A few things

- From our own students.

- From our discipline and our own writing.

- And discuss the samples with students. Don't just pass them out and say, "Write like that!"
  - That's why mediocre samples are also good.

- Using the language in the Genre Analysis guide.
- Talk about both substantive and stylistic features.
  - How do people do research in this field? What kinds of research designs do people in this field use? What kinds of things do they study? How do they study these things? What kinds of "data" do they collect? What counts as "good" data or ideas in this field? What doesn't really count as usable data in this field? What kinds of arguments do they make with their data? How do they make them?
  - How do people in this field write them? How do they make arguments? How do they contextualize their work within the field? How do they organize their documents? How do they write them? What is the appropriate tone? Language use and style? Length? Format? Citation system?
- And the processes people in your field use to produce texts.
  - How do writers tend do research in this field? What are the typical methods / procedures for coming up with new ideas and/or generating and collecting usable data? How do writers tend to produce texts in this genre? What are the typical processes? How do they begin? Do they write alone or with others? How do they structure / schedule / organized their working together and/or alone? What are the typical phases of the process?
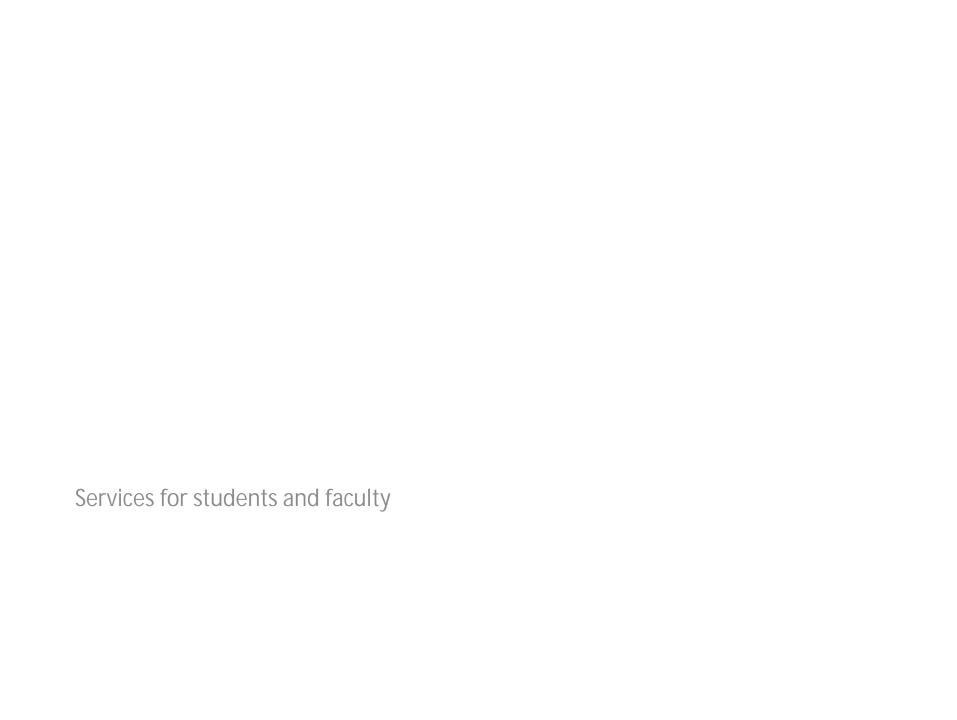
- Engage with our writers early and often. Don't just assign a paper and then collect it four weeks later.

- Give content and organization feedback first.

- Save correctness feedback for later drafts.

- Set lofty goals that they will have to achieve to pass the class, but work   to get there.
  - Give developmental feedback based on where they are at and how they can make progress.

- We offer a variety of one-day workshops and extended, paid

- Meetings with you for content and organization feedback.

- Meetings with peers for content, organization, and correctness feedback.

- Meetings with Writing Center tutors and other "Super Peers" for content, organization, and correctness feedback.

Services for students and faculty

- The SJSU Writing Center is open whenever classes are in session.
- Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional).
- We will work with writers from all disciplines, of all grade levels, and during all phases of the writing process (from generating ideas to revising for clarity).
- We now have two locations:
  - The **second floor of the MLK Library** for **tutoring appointments** that are scheduled in advance
  - **Clark Hall 126** for **drop-in** tutoring sessions
- We are expanding!

- Students can schedule up to two tutoring sessions in advance per

- Use our online resources (videos, handouts, our blog) and encourage students use our services. Please do not   them to see us.

- Submit a request for a 10-15 minute "House Call," in which one of our tutors will come speak with your students about our services.

- Submit a request for a one-hour workshop, in which one of our tutors will visit your class and conduct a workshop for your students.

- Ask us to participate in college or department events.

- Suggest that your best writers apply for tutoring positions at the Writing Center (and send me their names and email addresses so I can reach out to them).

- Apply for a course-embedded tutor.

- We have agreements with numerous colleges and departments across campus to have a tutor embedded within a department (or college).

- That tutor works exclusively with graduate students from that college/department for a set number of hours per week.

- We're currently working with the iSchool, the MST program, Mechanical Engineering, Aerospace Engineering, and the College of Education. In the past, we've also worked with CASA and Student Athletic Success Services.

- Contact me if you're interested in this service for your college or department.

Questions, comments, discussion?