

WRA 110:

Writing in Science & Technology

Fall 2015

Week 8: Thursday

Threading Conversations

Why are we doing this?

Situating your research. Lit reviews show people how you approach your work. Who you cite reflects what you value.

Credibility: You've read a bunch of stuff for your project. It's important that you show your reader(s) what you've read and what you know. This will help people listen to your ideas.

Prep:

Open your annotated bib and/or notes on your articles. Open another blank document and save it. We will be toggling between these documents.

Prep:

On a separate document, create a list of all your sources:

Jones (2008):

Garcia & Witt (2003):

...and so on.....

Step 1:

Skim your notes, and write down a few key words for each source. Think of this as tagging each of your articles for a blog or adding hashtags for a tweet about each article.

Romero (2008): Benefits of coding, coding programs, programming.

Garcia & Witt (2003): Disadvantages of coding, new methods, web development

Step 2:

From the key terms that you've chosen, create a list of commonly defined ideas

Examples: programming, coding languages, learning to code

Step 3:

Now, transform these key terms into your subject headings, and list the authors that fall under those headings

1. The anxieties of learning to code: Romero (2008); Smit (2003)
2. Benefits of coding (Garcia, 2008; Pratt (2001).

Sample Lit Review

Skills-Based Approach. The skills-based approach to reading was highly influenced by the work of Jeanne S. Chall (Snow, Burns, & Griffin, 1998). In 1967, Chall discussed her efforts to identify effective practices in beginning reading instruction in *Learning to Read: The Great Debate*. She concluded that there are "consistent and substantial advantages to programs that included systematic phonics" (Snow, Burns, & Griffin, 1998). Phonics is an instructional strategy used to teach letter-sound relationships by having readers "sound out" words. In 1990, Marilyn J. Adams extended Chall's work with her review of research, *Beginning to Read: Thinking and Learning About Print*. Like Chall, Adams emphasized that effective reading instruction is based on "direct instruction in phonics, focusing on the orthographic regularities of English" as well as lots of exposure to reading materials and time to practice reading (Snow, Burns, & Griffin, 1998).

In skills-based learning, phonics skills are taught in isolation with the expectation that once letter-sound relationships are learned, meaning will follow. Emphasis is placed on intensive phonics instruction that is highly sequenced. Children learn letter-sound relationships by sounding out words. They learn letter sounds, consonant blends, and long and short vowels. Typically, this approach uses reading programs that offer stories with controlled vocabulary made up of letter-sound relationships and words with which children are already familiar. Writing instruction follows the same vein; children are asked to write only after having achieved mastery in basic spelling skills or when a correct model is provided for them to copy. This type of instruction was widely used in the 1960s and 1970s and today is being promoted as part of the back-to-basics movement.

Meaning-based approach. The meaning-based approach to reading was highly influenced by the work of Kenneth S. Goodman (Samuels & Kamil, 1984). Goodman was a leader in the development of the psycholinguistic perspective, which asserts that readers rely more on the structure and meaning of language rather than on the graphic information from text. He and others also noted that literacy development parallels language development. Goodman's work in miscue analysis

- Subject headings
- Topic generalizations
- Mix of direct and indirect citations
- Making connections between sources

Indirect citation:

Research shows that understanding programming languages may have educational advantages (Romero, 2008; Smit 2015; Sanchez, 2014).

Direct citation:

Romero (2008) argues, “student don’t need to know programming languages in order to succeed” (p. 78).

Step 4:

Choose one of your subject headings. Write a generalization about this heading. This topic generalization introduces what you will discuss in this section.

Share.

Example:

Benefits of learning programming languages



Heading

The diagram consists of two black arrows pointing to the left. The top arrow points to the word 'languages' in the heading 'Benefits of learning programming languages'. The bottom arrow points to the word 'programming' in the sentence 'Becoming familiar with programming languages can positively influence students in a writing course.'.

Becoming familiar with programming languages can positively influence students in a writing course.

Generalization

Step 5:

Get more specific, using indirect citations to make connections between your sources.

Example: Many scholars argue that learning programming languages helps students understand writing rhetorically (Luis, 2014; Wilson, 2014; Vee, 2015)

Example:

Benefits of learning programming languages

Becoming familiar with programming languages can positively influence students in a writing course. Many scholars argue that learning programming languages helps students understand writing rhetorically (Luis, 2014; Wilson, 2014; Vee, 2015).

Heading

Generalization

Indirect Citation

Step 6:

Use your notes/annotations to summarize the main argument of one of your sources. Expand with a direct quote or two.

Example: More specifically, Luis (2014) explains that the concepts used in programming languages help students understanding intertextuality, allowing them to “effectively make connections between sources” in other types of writing (p.80).

Example:

Benefits of learning programming languages

Becoming familiar with programming languages can positively influence students in a writing course. Many scholars argue that learning programming languages helps students understand writing rhetorically (Luis, 2014; Wilson, 2014; Vee, 2015). More specifically, Luis (2014) explains that the concepts used in programming languages help students understanding intertextuality, allowing them to “effectively make connections between sources” in other types of writing (p.80).

Heading

Generalization

Indirect Citation

Direct Citation

Step 7:

Now summarize another source, showing the connections between them (thread the conversation).

Example: Luis highlights the benefits of knowing programming languages in reference to intertextuality. According to Wilson (2014), knowing programming languages can also help students understand other rhetorical concepts, such as audience and purpose.

Example:

Heading

Generalization

Indirect Citation

Direct Citation

Connection

Benefits of learning programming languages

Becoming familiar with programming languages can positively influence students in a writing course. Many scholars argue that learning programming languages helps students understand writing rhetorically (Luis, 2014; Wilson, 2014; Vee, 2015). More specifically, Luis (2014) explains that the concepts used in programming languages help students understand intertextuality, allowing them to “effectively make connections between sources” in other types of writing (p.80). (Add more from your notes here). Luis highlights the benefits of knowing programming languages in reference to intertextuality. According to Wilson (2014), knowing programming languages can also help students understand other rhetorical concepts, such as audience and purpose. (Add more about Wilson from your notes).

Step 8:

Repeat the process for each of your sources listed under your subject headings. Incorporate quotes where necessary or relevant. Remember to show the connections to thread the conversation.

Example:

Heading

Generalization

Indirect Citation

Direct Citation

Connection

Benefits of learning programming languages

Becoming familiar with programming languages can positively influence students in a writing course. Many scholars argue that learning programming languages helps students understand writing rhetorically (Luis, 2014; Wilson, 2014; Vee, 2015). More specifically, Luis (2014) explains that the concepts used in programming languages help students understand intertextuality, allowing them to “effectively make connections between sources” in other types of writing (p.80). (Add more from your notes here). Luis highlights the benefits of knowing programming languages in reference to intertextuality. According to Wilson (2014), knowing programming languages can also help students understand other rhetorical concepts, such as audience and purpose. (Add more about Wilson from your notes). Move on to another source, showing the connections. Decide where to start a new paragraph.

Step 9:

Now pull all the threads together: identify the areas of agreement and disagreement, and use them to support your argument.

Example: Both Luis (2014) and Wilson (2014) discuss the benefits of learning programming languages, but Luis (2014) focuses on intertextuality while Wilson (2014) expands this discussion to include other rhetorical concepts.

Example:

Heading

Generalization

Indirect Citation

Direct Citation

Connection

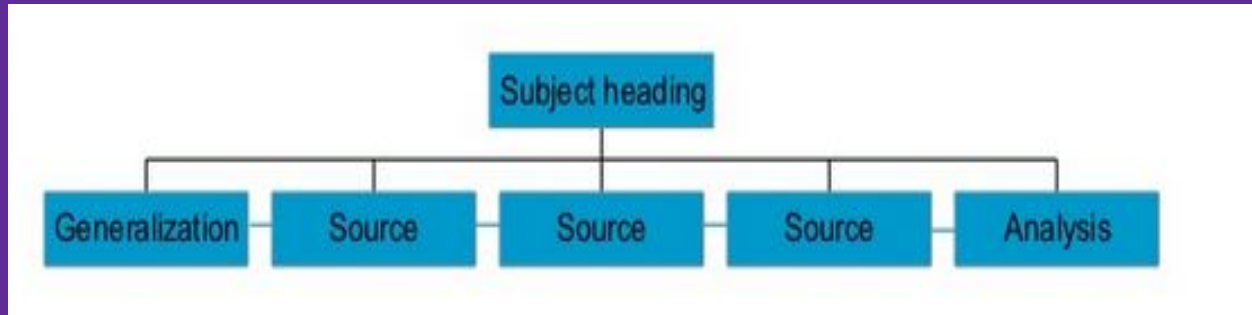
Analysis

Benefits of learning programming languages

Becoming familiar with programming languages can positively influence students in a writing course. Many scholars argue that learning programming languages helps students understand writing rhetorically (Luis, 2014; Wilson, 2014; Vee, 2015). More specifically, Luis (2014) explains that the concepts used in programming languages help students understand intertextuality, allowing them to “effectively make connections between sources” in other types of writing (p.80). (Add more from your notes here). Luis highlights the benefits of knowing programming languages in reference to intertextuality. According to Wilson (2014), knowing programming languages can also help students understand other rhetorical concepts, such as audience and purpose. (Add more about Wilson from your notes). Both Luis (2014) and Wilson (2014) discuss the benefits of learning programming languages, but Luis (2014) focuses on intertextuality while Wilson (2014) expands this discussion to include other rhetorical concepts.

Step 10:

Repeat for each of your subject headings.



Warnings:

Break up paragraphs wherever necessary

Try not to sound overly redundant. Use new phrases, sentence lengths, and sentence structures

This is just a starting point. Expand using your own words and ideas.

The more room you devote to a source, the more importance you are giving to that source. **Use space rhetorically.**