



Start Here: Uptake is...

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Not sure what we mean by uptake in the ISU Writing Program?

This brief overview document shares a little bit about how we understand and practice uptake as ongoing, social, multi-purposed, divergent, and multi-genred. We also link you to other resources to check out depending on what you're interested in, what you need as a writer, or what you're struggling with as a learner.

Uptake Is...

- In the field of Writing Studies, uptake is understood to relate to the entire range of “taking up” that can happen with language, texts, and genres, and with concepts, attitudes, and values.
- In the ISU Writing Program, uptake is a practice we use to perform many activities in relation to our evolving writing practices, writing learning, and literate activity understandings: we process, we document, we map, we trace, we make visible.
- In the world, uptake isn't limited to how a single person takes up or learns new information. Instead, uptake is about all the complicated processes involved as information moves around in the world.

Check out our [uptake learning practice page](#) to learn more:

In the ISU Writing Program, we practice uptake in relation to literate activity, writing research, genre research, and content research in ways that are always about our antecedent knowledge and practiced through multimodality.

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Uptake Is Ongoing

- Uptake is never just a one-way movement (say, from teacher to student, or from a text you're reading to your brain).
- Instead, uptake is ongoing, and it can be reciprocated, contested, resisted, and even transformed.
- Just like genres aren't stable entities (although we sometimes treat them like they are), uptake is also never stable—not even when it's a single person sitting with a computer, reading about how to understand uptake.

Check out [uptake in the Grassroots Writing Research Journal](#) to learn more:

You can use the GWRJ Tags to find published pieces about uptake that writers have created over time since we started the journal in 2010.

Uptake Is Social

- Uptake is social because we learn to share our uptakes with others in an effort to build collective knowledge, whether intentionally or not.
- Our uptakes are also influenced by the transparency of other writers' goals, values, and intentions.
- Uptake isn't a solitary binary state (knowing or not knowing) or an interaction that happens only between an individual learner and a single text. Instead, uptake is about the movement of information through social interactions that include a range of people and genres.

Check out [Taking Up Uptake](#) to learn more:

In this ISU Writing Program YouTube video, we define uptake as a social activity of learning and figuring things out. We also explain why uptake matters to our learning, our attitudes about writing, and our antecedent writing knowledge and experiences.

Uptake Is Multi-Purposed

- Uptake is more complicated than any one kind of thing and has lots of different purposes.
- The ISU Writing Program has identified different kinds of uptake that we use for specific purposes:
 - Information gathering
 - Tracing activity and use of semiotic resources
 - Articulating evolving writing research identities
 - Analyzing and assessing performance and learning
 - Examining collective uptake
 - Bridging antecedent and new knowledge
- Different types of uptake are not discrete, or completely separate from each other. They interact and overlap with one another, and distinguishing between different kinds can help writers articulate how our uptake is influencing our learning.

Check out [Different Kinds of Uptake So Far](#) to learn more:

This ISU Writing Program article shares our evolving understandings of 6 different kinds of uptake (so far) from our uptake program research project (2020-22) that we see people practicing in order to document writing learning and practices. For each kind of uptake, we give a brief description, a few goals, and lists of questions that writers can ask themselves and others in order to participate in writing uptake.

Uptake Is Divergent

- Uptake is divergent not just because of the fact that people are all different, but because of specifics related to our antecedent knowledge, emotions, and dispositions and to our intentions and goals for the texts we're producing for a given situation.
- So many things work together to create our individuated uptake:
 - Our antecedent knowledge (what we already know how to do),
 - Our emotions (attached to the histories of our learning), and
 - Our dispositions (intentions and attitudes about the new information).

Check out [Welcome to Divergent Uptake](#) to learn more:

This ISU Writing Program article defines uptake and focuses on divergent uptake to explain how everyone's learning is necessarily different from others'. We talk about the relationships

between uptake and antecedent knowledge and experience in relation to writing as a research-based activity that is complex and messy.

Uptake Is Multi-Genred

- Because uptake has so many purposes, and is divergent across learners and learning situations, it's important that uptake is also multi-genred and happens across a lot of different genres.
- The goal for any uptake text that we create in any genre is to describe how we know what we are coming to know as writers, how we're learning it, and how we're trying to use what we're learning.
- All uptake texts are aiming for the same thing—getting us to document our learning—but it's also important to select genres for our uptake texts that will most effectively communicate what we've learned, from successes and struggles to aha moments and new questions.

Check out [Uptake Genres: What, Why, How](#) to learn more:

This ISU Writing Program article defines uptake genres, explains categories of uptake genres, and lists uptake genres that writers often use. We share what uptake genres should allow us to do as writers to document and trace our writing learning and practices over varying periods of time.
