ISU WRITING PROGRAM
ILLINOIS STATE UNIVERSITY

ISU Writing Program Learning Practices

Revised July 2023

Learning Practices definitions - brief

1. **Writing research**
   Writing research is a practice we use to examine how our writing practices, skills, and embodied feelings shape how we write, learn writing, and adapt to writing in particular situations.

2. **Genre research**
   Genre research is a practice we use to identify genre conventions (how people write in particular kinds of texts) so that we can create recognizable, effective texts in specific genres.

3. **Content research**
   Content research is a practice we use to find, process, and attribute information we are writing about, including evaluating all information, practicing ethical citation, and recognizing all research as someone's writing for a particular writing situation.

4. **Participatory assessment**
   Participatory assessment is a set of practices we use to identify, describe, and evaluate texts written in particular genres.

5. **Uptake**
   Uptake is a practice we use to perform many activities–we process, we document, we map, we trace, we make visible–in relation to our evolving writing practices, writing learning, and literate activity understandings.

1 Writing research

Writing research is a practice we use to examine how our writing practices, skills, and embodied feelings shape how we write, learn writing, and adapt to writing in particular situations.

Through participation in ISU Writing Program courses, you will:

1. Practice P-**CHAT** (ISU Writing Program's pedagogical version of Cultural-Historical Activity Theory) as a tool to make visible your complex writing practices, skills, and dispositions as they have developed and changed over time, and to better understand what to do and how to make texts for particular writing situations
2. Describe your **antecedent knowledge** and socialized experiences with writing that influence how you write, how you are learning writing as a college student, and how you understand yourself as a writer right now
3. Describe how and why you see yourself using **different language**(s)–and using language differently–as a norm in texts across writing situations, and explore the origins and trajectories of particular kinds of language difference
4. Describe complex relationships between your writing, your writing identity, and the particular **cultures and communities** that you write within, for, and about
5. Produce texts in different **modes** and genres as a tool to explore and expand your understandings of yourself as a writer
6. Identify specific writing skills and knowledge (those you have, don't have yet, want to learn, need to improve, need to be able to adapt) and how your skills and knowledge both enable and limit your writing participation in specific **discourse communities**

2 Genre research

Genre research is a practice we use to identify genre conventions (how people write in particular kinds of texts) so that we can create recognizable, effective texts in specific genres.

Through participation in ISU Writing Program courses, you will:

1. Practice P-**CHAT** (ISU Writing Program's pedagogical version of Cultural-Historical Activity Theory) as a tool to make visible complex genre conventions, to research everyday genre writing practices, and to trace how particular genres change over time

2. Describe your **antecedent knowledge** and experiences with writing in specific genres that influence how you understand what genres are, what genres do, and how we write in everyday genres to accomplish social goals

3. Describe how and why you see writers using **different language**(s)–and using language differently–as a norm across genres that people produce everyday within and beyond the US

4. Identify genre conventions–both visible textual features and the complex social goals texts in specific genres accomplish–and the complex relationships between writing, genres, and people's social goals for producing genres everyday within, for, about, and across specific **cultures and communities**

5. Produce and experiment with making texts in different **modes** and genres that show your evolving knowledge of genre conventions (adhering to them, adapting them, subverting them) in familiar and new-to-you genres

6. Identify how writers produce texts in particular genres in ways that both make possible and limit people's participation in specific **discourse communities** in different writing situations over time

3 Content research

Content research is a practice we use to find, process, and attribute information we are writing about, including evaluating all information, practicing ethical citation, and recognizing all research as someone's writing for a particular writing situation.

Through participation in ISU Writing Program courses, you will:

1. Practice P-**CHAT** (ISU Writing Program's pedagogical version of Cultural-Historical Activity Theory) as a tool to make visible all available research tools, diverse research sources, and ethical citation practices
2. Describe your **antecedent knowledge** and experiences with researching content and how you might interrogate your own embodied positionality and complicate your understanding of what counts as research, as credible sources of information, and as ethical citation practices
3. Describe how and why you see writers using **different language**(s)–and using language differently–in the research writing they produce, in particular sources that share information, and in citation practices within and beyond the US
4. Practice finding, evaluating, organizing, and citing sources of useful information and diverse perspectives from a range of **cultures and communities** using appropriate research tools, including and beyond familiar and new-to-you online resources
5. Create genre-appropriate in-text citations and reference lists in the **modes** and genres you are producing texts in, while learning to recognize diverse ways that writers attribute information in different genres, modes, and texts.
6. Identify and practice strategies for evaluating information and sources for accuracy, relevance to your topic, and usefulness for your purposes; for determining the beliefs and goals in other researchers' writing; and for attributing information ethically through genre-specific citations–all in ways that are recognized by the **discourse communities** you and your writing are participating in.

4 Participatory assessment

Participatory assessment is a set of practices we use to identify, describe, and evaluate texts written in particular genres.

- Practice 1: self-assessment is a practice we use to evaluate our own writing
- Practice 2: peer assessment is a practice we use to evaluate peers' writing
- Practice 3: collaborative assessment is a practice we use to co-construct across institutional roles (teacher, student) to determine how to evaluate individuals' or groups' writing

Through participation in ISU Writing Program courses, you will:

1. Practice P-**CHAT** (ISU Writing Program's pedagogical version of Cultural-Historical Activity Theory) as a tool to make visible how we can assess writing in the context of particular situations, how we can customize our learning goals for specific situations over time, and how we can learn to assess writing in more equitable ways
2. Describe how your **antecedent knowledge** and experiences with writing in particular genres has influenced your learning trajectory over time, your positionality as someone assessing your and others' writing, and the specific texts you write and self-assess
3. Describe how and why you see yourself and others using **different language**(s)–and using language differently–in specific texts that you write and self-asses, and especially in texts that your peers create using language and making choices that differ from yours
4. Practice co-constructing assessment tools that take into account the complex relationships between our writing identities, our writing in particular genres, and the diverse **cultures and communities** that we write within, for, and about
5. Produce texts in different **modes** and genres as assessment tools that provide concrete evidence of how and why you are evaluating your own and others' writing based on genre research and your evolving understanding of genre conventions
6. Identify specific writing moves and genre conventions in practice in specific texts as you evaluate how your and others' writing might participate in complex **discourse communities** where people will evaluate your texts' relative effectiveness and limitations

5 Uptake

Uptake is a practice we use to perform many activities–we process, we document, we map, we trace, we make visible–in relation to our evolving writing practices, writing learning, and literate activity understandings.

Through participation in ISU Writing Program courses, you will practice uptake in relation to all other ISU Writing Program learning practices:

1. Practice P-**CHAT** (ISU Writing Program's pedagogical version of Cultural-Historical Activity Theory) as a tool to make visible how we learn writing over time (day, week, month, semester) and how you specifically are interacting with course activity (readings, in class activities, projects, peer interactions, uptake)

2. Describe the complex relationships between your **antecedent knowledge** and embodied experiences with writing, your current writing practices in and beyond course activity, and your evolving writing knowledge that you are using to create texts in familiar and new-to-you genres

3. Describe your uptake of **writing research** practices: how you understand writing as complex cultural and social activity, how you articulate what and how you learn writing, how you can transfer what you've learned to other writing situations, and how participatory assessment can shape how you learn and practice writing research

4. Describe your uptake of **genre research** practices: how you understand genre research as a useful writing activity, how you practice genre conventions (produce, adapt, subvert), how you explain your goals and choices within a particular genre in relation to its particular cultural and social functions, how you are expanding your genre knowledge, how particular modes within genres shape how we communicate with others, and how participatory assessment can shape how you learn and practice genre research

5. Describe your uptake of **content research** practices: how you understand the goals of content research, how and why you practice citation as a research activity, how you are expanding your knowledge of culturally situated ethical practices in research and research writing, how you can transfer what you've learned to other research situations, and how participatory assessment can shape how you learn and practice content research

6. Experiment with producing texts using diverse genres, multiple **modes**, and various tools to document your writing learning, practices, and productions of particular texts right now