The Writing Mentor
Session 5: Using the Ideas of Others

Welcome!
- Sign in.
- Collect handouts.
- Create a name tent.

Agenda
- Academic Reading
- Joining Academic Conversations
- Using Mentor Texts
- They Say, I Say

Academic Reading and Writing: Two Sides of the Same Coin!

Academic Reading and Writing Involve...

- Entering disciplinary conversations.
- Engaging in acts of COMPOSING MEANING (which is more than simply collecting or presenting information).
- Academic reading and writing involve both ANALYSIS and EVALUATION.

Academic Readers...
- Maintain a critical distance from a text;
- Analyze the author’s claims AND methods;
- Evaluate and critique the author’s claims; and
- Determine their positions vis-à-vis those of the author.
Academic Reading...
- Is a means of engaging in inquiry—the investigation of a question or a problem.
- Is a means of understanding the context in which you plan to work.
- Is a means of positioning yourself within the broader conversation around your area of inquiry.
- Collecting data from a research project is another way of engaging in inquiry.

Academic Writing...
- Is a means of presenting the results of your inquiry.
- Is a means of joining the academic conversation around the area of inquiry.
- Is a means of making claims regarding your inquiry and its results.
- Is a means of persuading others of the veracity, logic, and/or usefulness of your claims.

A Key Question To Ask Whenever You Read or Write:
What CONVERSATION is this text joining?

Human utterances—spoken or written—are always within a context of what has gone before and what will come afterwards.

Reading Like a Writer
- What “works” in this piece of writing?
  What has the writer done that I might learn from?
  - Language?
  - Introduction?
  - Structure?
  - Choice and management of evidence?

“Doctoral Students Writing: Where’s the Pedagogy”
- Read “Introduction” to “Pedagogical Practices to Support Doctoral Writing”
- Highlight all citations.
- Review and notice HOW Cotterall has woven the ideas of others into her text.
- Share.
“Three Steps to Teaching Abstract and Critique Writing”

- Read “Three Steps to Teaching Abstract and Critique Writing”
- Highlight all citations.
- Review and notice HOW Harris has woven the ideas of others into her text.
- Share.

“Promoting Cognitive Complexity in Graduate Written Work”

- Read “Promoting Cognitive Complexity in Graduate Written Work”
- Highlight all citations.
- Review and notice HOW Granello has woven the ideas of others into her text.
- Share.

Academic Writing: A Key Pattern

- They Say...
  - What is the historical consensus on this topic?
  - What are the key positions about this issue?
- I Say...
  - How does my thinking on this subject agree, modify, or disagree
  - What is the rationale for my position?

Back to Your Articles

They Say, I Say

- Bring a piece of writing (“finished” or in process) in which you quoted from at least one source.
- Quotations from several sources may be more useful. If possible, bring the source materials you used.

Highlight the citations in your writing.

- How can you revise them productively, based on what you learned from the mentor texts?
They Say, I Say: 
A Way to Examine Structure

1. Scan your article. Identify the chunk that expresses the “they say” part of the discussion.
2. Find the chunk of the essay that expresses the author’s claim (“I say…”).

Application

Quick write: How might you apply what you’ve learned tonight to YOUR writing and your writing processes?

Share and Steal