The Center for Writing Studies Colloquium Series Presents

ELIZABETH MOJE

THURSDAY, APRIL 28 4:00PM GSLIS 126

Writing in the Disciplines: From Evidence-Based Argument to Navigating Ways with Words

In this talk, Dr. Moje will discuss the current emphasis on “evidence-based argument” in calls to teach writing across the curriculum. Acknowledging the value of learning to make arguments from evidence, Dr. Moje will make her own evidence-based argument about the need for teachers of all disciplines to consider the multiple forms of writing in which members of disciplines engage and which novices should learn. These forms of written expression include the writing done to collect and record data, writing to communicate with team members, and writing to understand or to think through ideas. What’s more, the texts disciplinary scholars and professional workers use to make their arguments represent a range of written materials (including, but not limited to narratives, charts, graphs, and other scholars’ arguments). Such texts also need to be taught as written forms that writers need to read, synthesize, and represent in their own writing. All of these forms of writing are the “ways with words” (Heath, 1983) of members of disciplines, which are at least as important as the various forms or genre of texts themselves. Dr. Moje will use cases from disciplines and professions to warrant her argument and will discuss the implications for secondary school teaching in the disciplines.

Elizabeth Moje is the Associate Dean for Research and Community Engagement and an Arthur F. Thurnau Professor in the School of Education at the University of Michigan, where she also teaches undergraduate and graduate courses in secondary and adolescent literacy, literacy and cultural theory, and qualitative and mixed research methods. Her research interests revolve around the intersection between the literacies youth are asked to learn in the disciplines (especially in science and social studies) and the literacies they experience outside of school.