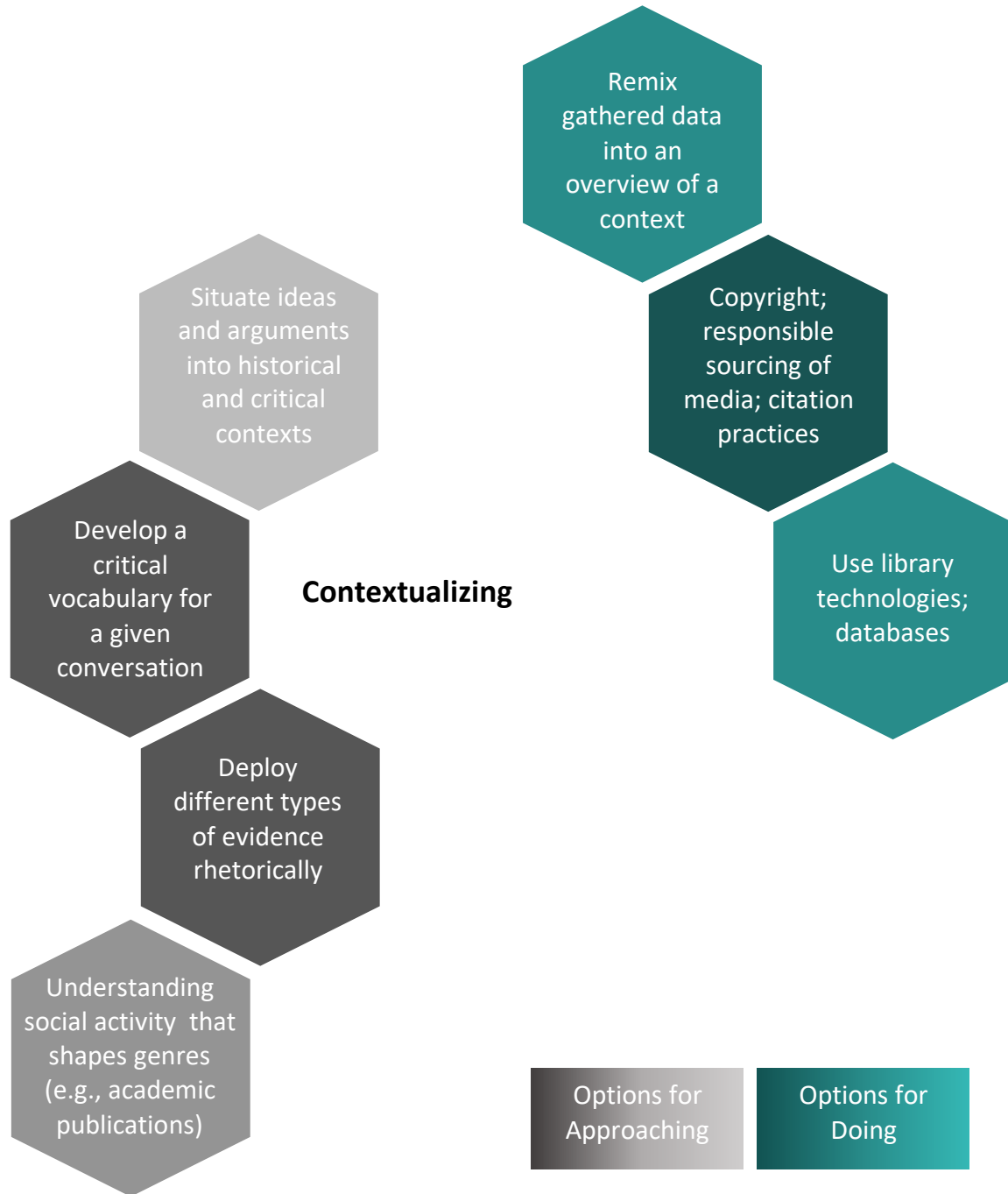


# Contextualizing



When students contextualize, they are situating ideas, arguments, or practices in a larger context (e.g., a historical context, a critical context, a cultural context) in order to call their audience’s attention to that context. Contextualizing goes beyond summarizing the relevant information about an author or idea; when students contextualize, they use research in order to construct or bring into view a picture of the broad-scale situation, circumstance(s), or relationships that surround an issue, text, genre, or mode (as opposed to tracing a particular conversation within an issue, as in engaging a conversation).

#### Information Literacy Threshold Concepts

- Authority is constructed and contextual
- Information has value

#### Habits of Mind

- Openness
- Persistence
- Flexibility
- Responsibility

#### Examples

Assignment	Writing Goals	Contextualizing work
Annotated Bibliography	Situate ideas into a historical context - develop a critical vocabulary	Explore what each source shows us about the larger context surrounding a particular issue
Process note	Understand social activity that shapes genres	Reflect on the choices the student made and challenges encountered while working on a project
Genre analysis	Understand social activity that shapes genres	Investigate the history and cultural context of a kind of text (e.g., the political cartoon)
Short documentary	Situate ideas into a historical context - deploy different types of evidence rhetorically	Present an issue at length from multiple perspectives

Infographic	Deploy different types of evidence rhetorically - situate ideas	Remix gathered data on a particular issue into a visual form
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## Resources

### Scholarly Bibliography

Devitt, Amy. "Teaching Critical Genre Awareness." *Genre in a Changing World*, edited by Charles Bazerman, et al., The WAC Clearinghouse, 2009, pp. 337-351.

Beaufort, Anne. "Operationalizing the Concept of Discourse Community: A Case Study of One Institutional Site of Composing." *Research in the Teaching of English*, vol. 31, no. 4, 1997, pp. 486-529.