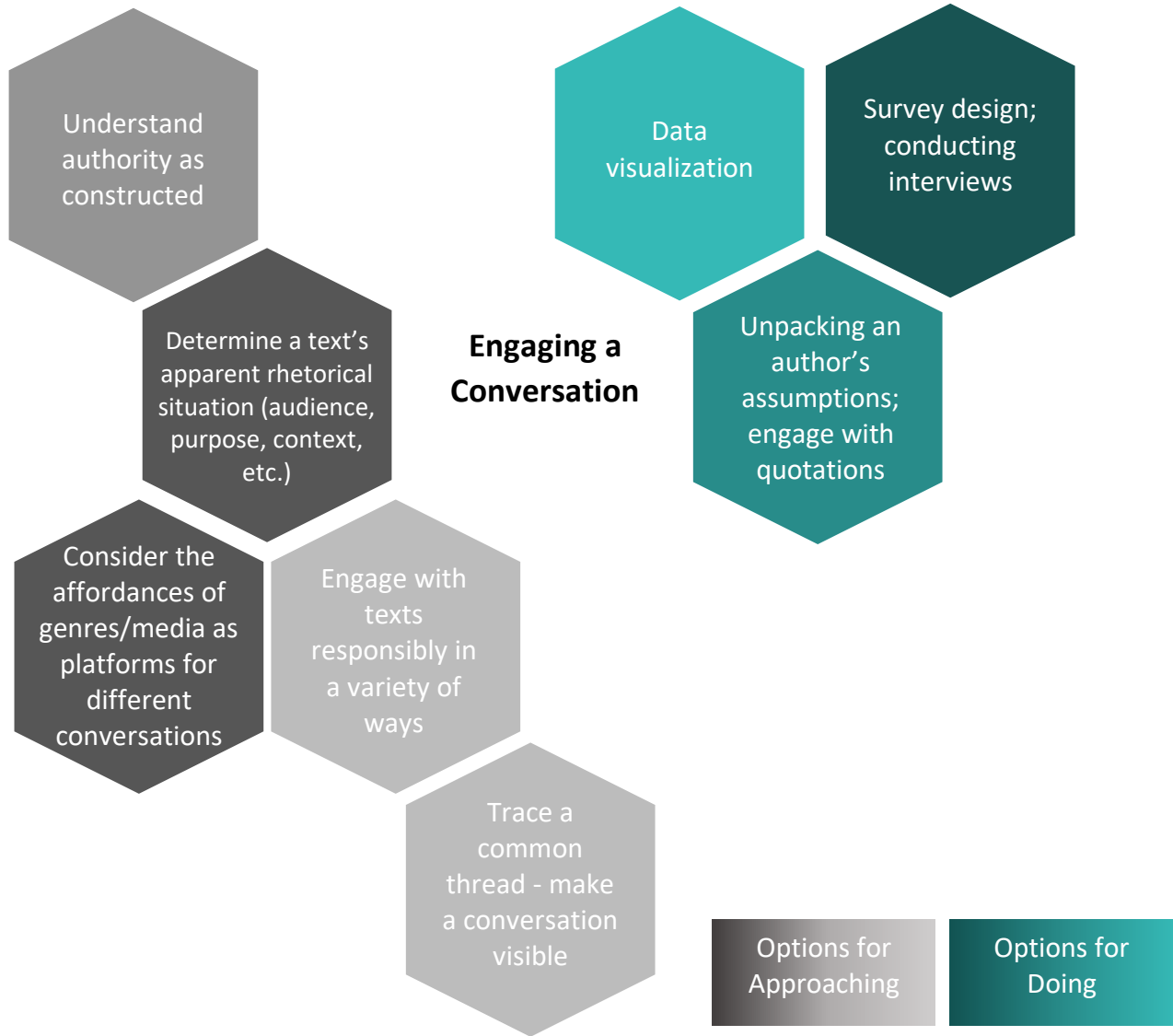


Engaging a Conversation



In this move, students learn to identify, describe, and interact with (engage) an intellectual conversation. This conversation need not feature “academic” (scholarly) voices necessarily, but it should feature a complex issue of critical importance. In this move, students synthesize what more than one author or

speaker has articulated and make a conversation about the issue visible to their audience. They may begin situating themselves in that conversation, but they are not necessarily intervening into it. They may respond to a text or texts (of varying media), but they aren't creating "original" arguments or answers.

Information Literacy Threshold Concepts

- Authority is constructed and contextual
- Scholarship as conversation

Habits of Mind

- Openness
- Persistence
- Responsibility
- Metacognition
- Engagement

Examples

Assignment	Writing Goals	Engage Conversation
Literature review	Make a conversation visible - understand authority as constructed	Show relationship between several authors
Annotated bibliography	Make a conversation visible - understand authority as constructed	Describe each source and its relationship to each other
Podcast	Consider affordances of podcasts for a conversation	"Moderating" a panel of authors/sources
Research map	Trace a common thread - determine a text's rhetorical situation	Track an academic conversation nonlinearly
Response Essay	Understand authority as constructed - engage with texts responsibly - determine a text's rhetorical situation	Situate oneself in conversation with a particular text

Resources

Scholarly Bibliography

- Bizup, Joseph. "BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing." *Rhetoric Review*, vol. 27, no. 1, 2008, pp. 7286.
- Howard, Rebecca Moore, et al. "Writing from Sources, Writing from Sentences." *Writing and Pedagogy*, vol. 2, no. 2, pp. 177–192.
- Salvatori, Mariolina. "Conversations with Texts: Reading in the Teaching of Composition." *College English*, vol. 58, no. 4, 1996, pp. 440–54.
- Sommers, Nancy, and Saltz, Laura. "The Novice as Expert: Writing the Freshman Year." *College Composition and Communication*, vol. 56, no. 1, 2004, pp. 124–149.