Intersectional Nature of Disciplinary Expertise

Approach 2: Tardy (2009)
Developing Disciplinary Expertise is Complicated Work!

- Students deepen and widen subject matter knowledge over time.

- Students become more effective at manipulating the language and conventions of their disciplines (jargon, sentence structure, stance, voice, mechanics of citations, etc.)?

- Students become more familiar with the landscape of the field (including key research and researchers, journals, professional genres). Students become more effective at targeting their work for specific audiences and purposes.

- Students increase understanding of research culture and methodologies of their fields.
Take Away: The Key to Non-plagiarized Work is to Teach Reading

- Relationship between key concepts across texts
- Conversation among authors through texts over time

Content Knowledge

- Stance (reporting verbs)
- Mechanics of citation

Rhetorical Knowledge

- Identifying and tracking evolutions and connections within the body of research

Language Knowledge

- Process Knowledge

Source Integration
Practice 2: Critical Reading Strategies

The functions of citation (Robillard, 2006)

+reader
+cited author
+citing author

Better readers = Better writers
Practice 2: Critical Reading Questions

- As you read Strayhorn (2014), notice who has been included in his economy and who has been excluded?
- How does it benefit you as the reader to be introduced to these other works?
- How is your opinion of Strayhorn (2014) influenced by his inclusion of these works?
- What is the benefit of having been cited by Strayhorn (2014)?
Practice 3: Critical Reading Strategy

Coming to Terms
Forwarding
Countering
Taking an Approach

Harris (2006)
Coming to terms involves both 1) respecting a text’s complexity of thought and 2) exploring what you, the writer, wants to do with that text.

Read Critically: Coming to Terms
<table>
<thead>
<tr>
<th><strong>exigence</strong></th>
<th><strong>purpose</strong></th>
<th><strong>object of study</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the problem, challenge, or issue that started the authors’ project? Look for terms of contrast or negation (e.g. however, despite, nevertheless, no, none, not) and terms like problem or concern.</td>
<td>What is the goal of the text? In other words, what are the authors trying to do with their project? Look for terms such as aim, goal, focus, reason for, or hope.</td>
<td>What is the subject that the authors are studying? Look for a key concept that shows up in the abstract, the introduction, the conclusion, and maybe the title.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>main findings</strong></th>
<th><strong>relevance</strong></th>
<th><strong>connection to other source</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does this source list some of the main findings or conclusions from the project? Look for terms such as This suggests..., These results mean..., One way to interrupt these findings...</td>
<td>What do the authors suggest is the significance of their work to the field? Look in the discussion, conclusion, or implications section.</td>
<td>Where do concepts and thoughts from this text connect to other sources that you have read? Write a note to yourself explaining that connection.</td>
</tr>
</tbody>
</table>
Read Critically: Forwarding

*Illustrating*: When you look to other texts for examples of a point you want to make.

*Authorizing*: When you invoke the expertise or status of another writer to support your thinking.

*Borrowing*: When you draw on terms or ideas from other writers to use in thinking through your subject.

*Extending*: When you put your own spin on the terms or concepts that you take from other texts.
Take Aways: When you talk about integrity, also talk about integration.

- Stanford Study (2008) = What are reasonable expectations for my students to integrate sources?
- Tardy (2009) = You can’t fake disciplinary expertise in writing
- Robillard (2006) = Through critical reading strategies, what can my students notice about the landscape of knowledge in their field?
- Harris (2006) = Through critical reading strategies, what can my students notice about participating strategically in academic conversations?
References


Robbillard, A. (2006). Young Scholars Affecting Composition: A Challenge to Disciplinary Citation Practice. College English, 68(3), 253-270

Questions and Discussion