
Teaching Students to Enter the Discourse

— “Reading and Writing in the Wild” —

Welcome!

Please share one aspect of teaching you love, and one non-teaching fun fact about yourself :)

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What “Academic Discourse” can feel like



The “Discourse” (i.e. the ongoing conversation)



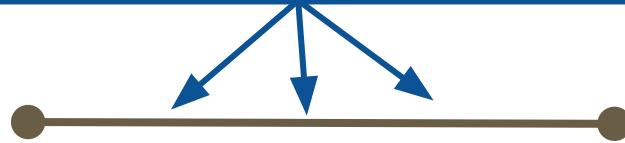
Diving into the Discourse



Diving into the Discourse

Students should diving into
the discourse **HERE!**

Summarize
and/or compare
what others say



Share your own
opinion

Diving into the Discourse: A Unit

1. Read and engage with several texts in an ongoing discourse about a topic.

Choose at least one text from the discourse that will function as a “mentor text”

2. Gather claims along the way
3. Identify questions that are being asked in the discourse around this topic

Review the claims you gathered. What questions are these claims answering?

4. Develop compelling arguments in which students respond to one or more of these questions

Read and engage with several texts in an ongoing discourse about a topic.

Listen to “Together, You Can Redeem the Soul of Our Nation” by civil rights leader John Lewis

- As we read, take note of claims that Lewis is making (directly or indirectly).
- Also take note of powerful lines/passages.

Gather claims along the way

On our shared Jamboard (link in the chat box) use YELLOW sticky notes to share at least one claim John Lewis is making in this piece.

**(Can't access Jamboard, or not sure how to use it? Put one of the claims you noticed in the chat box!)*

Identify questions that are being asked in the discourse around this topic

If these are the claims John Lewis is making, what are the QUESTIONS in the discourse that he is responding to?

On our shared Jamboard (link in the chat box) use BLUE sticky notes share at least one QUESTION you think John Lewis is responding to.

**(Can't access Jamboard, or not sure how to use it? Put your question in the chat box!)*

Develop a compelling argument

The questions we gather become questions that students choose to answer as they develop their argument.

Students learn how to write a compelling argument by:

- Studying the writing craft in our mentor text(s)
- Using mentor passages as models of structure and syntax to write their own claims
- Learning about types of evidence, the common “They Say/ I Say” writing framework in academia, etc.

How might you use what you learned today in your own teaching and learning space?



Q & A

One final takeaway from our time together today

Thank
You