

---

# 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 :)

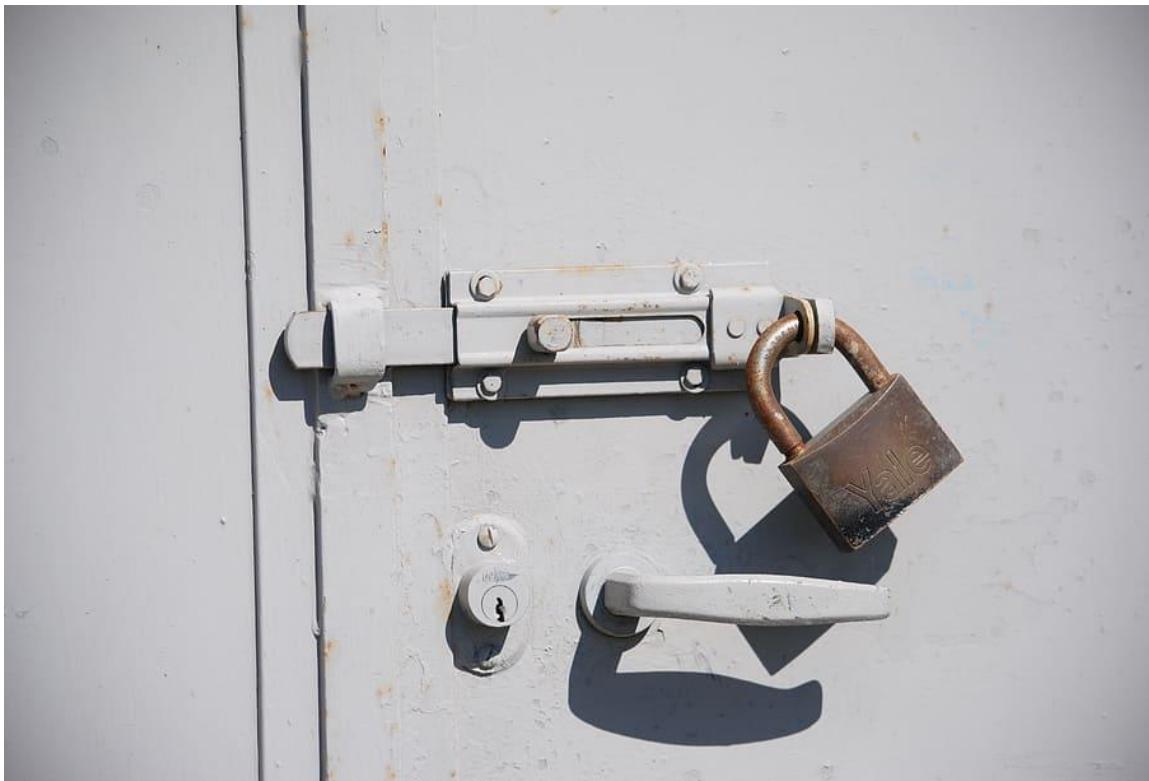
# **Marie Levey-Pabst**

Literacy  
Coach

**Secondary  
English teacher  
turned adjunct  
college writing  
instructor.**

I teach at  
Bunker Hill  
Community  
College and  
Bentley  
University

# What “Academic Discourse” can feel like



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



# Diving into the Discourse

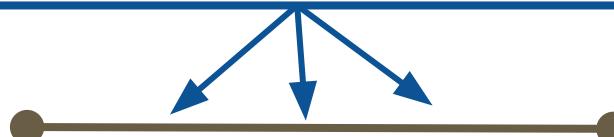


# Diving into the Discourse

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

