

Title: Reading in the Writing Center

Session format: Roundtable

Summary (500 words or less):

In my experiences as a writing center consultant, our work primarily focuses on writing. Likewise, our clients generally expect our sessions to focus on writing. However, I have had a few sessions where the student actually needed help with reading as the student was having difficulty accessing the article he/she was supposed to write about. In these instances, the focus was still, ultimately, on the writing (the assignment that needed to be produced); therefore, I felt rushed in trying to help the student access the reading so that we could get to the writing (the important part).

Just as many college instructors expect their students to know how to write by the time they take college classes, they also assume students know how to read the texts in their classes. In writing centers we aim to help students work on writing for any course at any point in the writing process, but these same students might need this same type of help for the reading in their courses. And, as mentioned earlier, they may need help to read in order to do the expected writing.

For this roundtable presentation and conversation, I would like to share ideas that I've read about and tried for practices that can be employed during writing center sessions to honor both the reading and the writing. I'll talk about sharing with clients the importance of knowing the vocabulary/looking up words, paying attention to headings and tables and other visuals, summarizing each section, and making connections. I'll also share how these strategies for reading can translate into writing about what's been read. (266 words)

Very brief summary (50 words):

Would you like to learn more about helping your clients do the reading they need to do in order to write their papers? This roundtable will explore strategies to use to help students read and understand their texts so that they can write about them. (45 words)