ENTERING THE CONVERSATION: USING SOURCE DIALOGUES TO PROMOTE EFFECTIVE RESEARCH IN FYC

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LEARNING OUTCOMES AND SYNTHESIS

Many course learning outcomes require the use of synthesis of information.

Using scaffolding assignments to teach and reinforce this skill greatly benefits our students.

THAT MOMENT WHEN YOUR TEACHER MENTIONS
THE RESEARCH PAPER
memegenerator.net

WHAT CAUSES THIS PANIC?

- FEAR OF THE UNKNOWN
- MISUNDERSTANDINGS ABOUT THE RESEARCH PROCESS
- LIMITED KNOWLEDGE OF THE ROLE OF RESEARCH IN WRITING
- PREVIOUS BAD EXPERIENCES WITH RESEARCH AND WRITING

“Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you. . . The discussion had already begun long before any of them got there. . . The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress.”

KENNETH BURKE

Experienced scholars understand how the Burkean Parlor metaphor relates to scholarly research and writing , but we must help our students discover this in their own work

THE SOURCE DIALOGUE: ONE POSSIBLE SOLUTION

- Allows students to create a Burkean Parlor
- Helps students see source material as interconnected
- Assists students in finding gaps in their research
- Provides a way for students to have fun with their research

My source dialogue assignment asks students to create an imaginary conversation with the scholars from their research

INSTRUCTIONAL OPTIONS: FIND WHAT WORKS FOR YOU AND HAVE FUN!

- Create an imagined conversation between the dominant voices in your research
- Give the students a required setting such as a talk show, podcast, or dinner party
- Add public commenters
- Some instructors require direct quotations
- You can create specific prompts