

Towards a writing strategy: A goal for university education

One of the most important goals of a university is to develop individuals who have advanced literacy skills in their discipline: people who can participate effectively by critiquing information and ideas and by contributing with rigour and creativity to new insights and knowledge, who are self-aware as learners, and who are rhetorically versatile, confident communicators able to adapt and contribute to the demands of employment and life in a changing society and wider world.

Towards a strategy

CREATE VALUE

Publically celebrate student achievement in writing in the disciplines

PROVIDE PROGRESSION

Ensure that degree programmes progressively support the development of advanced disciplinary literacy

ENHANCE PRACTICE

- Provide opportunities for all staff to discuss current approaches
- Monitor and disseminate through a network of departmental representatives
- Recognise and value staff's work
- Integrate work on writing into professional development programmes

COORDINATE RESOURCES

- Coordinate and make accessible the contributions of central services
- Become better informed about the literacy development needs of all students and ensure effective additional support where necessary

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GIVE STUDENTS OPPORTUNITIES:

Through reading, writing and explicit instruction, to learn about the typical structures, modes of reasoning, styles of address and social functions of texts in their subject area, and, where appropriate, to critique and adapt them

To develop rhetorical flexibility by writing in a range of genres for different purposes and audiences

To use writing for learning: e.g. as a way of engaging with prior learning or disciplinary content, whether to raise questions, explore connections, explain a concept or process, or argue a position

To receive and respond to timely feedback from readers, based, where appropriate on clear criteria. Readers may be peers as well as teachers, employers, professionals in the field

To develop their writing – and their confidence as writers - through revision and practice, and through educational experiences that are motivating and give writing an authentic purpose.