

# Critical Nexus: Linking Reading, Writing & Thinking to develop Discourse Competency

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“...manifest discourse is secretly based on an 'already-said'; and that this 'already said' is not merely a phrase that has already been spoken, or a text that has already been written, but a 'never-said', an incorporeal discourse, a voice as silent as a breath, a writing that is merely the hollow of its own mark. It is supposed therefore that everything that is formulated in discourse was already articulated in that semi-silence that precedes it, which continues to run obstinately beneath it, but which it covers and silences.”

*(The Archaeology of Knowledge, Foucault, 1969 [1972], p. 27)*

Student writing is not “the problem”

Students need to become competent in the discourse & practices of various fields as they study

Instructors need to show students how to enter into these discursive communities and how to participate in them

Formative and iterative writing practice:

- discussion (talk it through)

- drafting (just a first go)

- peer review (talk about it with a reader)

- revision (writing is rewriting)

Make the processes of writing visible, public, & collaborative

# 4-Week Cycle: How it works

Wk 1) Students read outside of class before lecture

Wk 2) Lecture covers reading

Wk 2) Tutorial discussion of text and reading response prompt

Wk 2-3) Students draft response outside of class for next week's tute

Wk 3) In groups of four, students swap papers in tute for peer review and discussion. At the end of tute, reconvene as large group & each shares what was valuable about the PR feedback & how this will be incorporated in revision

Wk 4) Students hand in revised response