Active Reading Strategies to Improve Your Writing

Wednesday, May 15, 2019
12:00-1:30pm | 126 Voorhies

Please register: https://s19activereading.eventbrite.com

- How often do you read an article or book and later forget the main arguments and/or significance of those arguments?
- Does this “forgetting” make your writing process more challenging?

The way you read articles, books, and other scholarship influences what you are able to write, how you are able to write it, and how effective or persuasive that writing is. This workshop will introduce you to active reading strategies—such as annotating texts and reading from a rhetorical and critical perspective—that will help you to not only remember the key points of what you read but also to write about what you have read long after you have read it. Employing active reading strategies will help you to engage with and make critical connections among the scholarly texts that you will need to draw on when writing your dissertation chapters and articles. In this workshop, you come to see how reading and writing are interdependent, recursive processes.

Instructor: Bill Sewell teaches for the University Writing Program, where he has taught all levels of writing, including multilingual writing (UWP 22 and 23) for first-year students. He primarily teaches upper division writing, including Advanced Composition, Writing for the Health Professions, and Writing for Business. Past work experience includes technical writing, and his research interests include rhetoric, prose style, inquiry-based teaching, professional communication, and multimodal composition. He recently became the Editor for Writing on the Edge (WOE), which is a publication of the University Writing Program.

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