This is Heavy

Lateral Reading and the Alternate History Research Project

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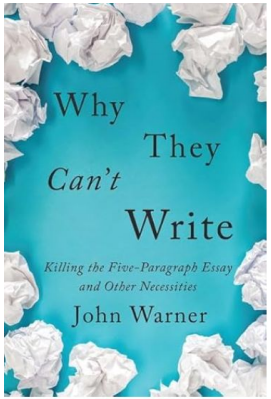
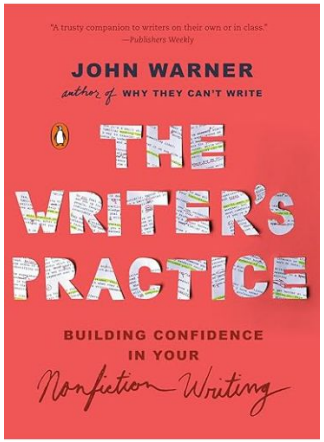
Post-Pandemic Realizations:

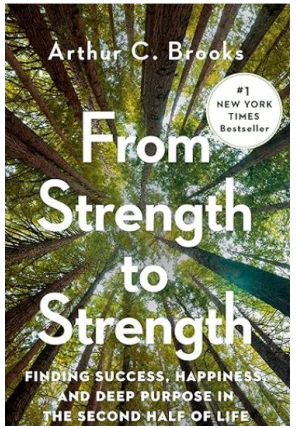
1) We need to chip away and focus writing tasks/project

2) We need to make student interests the core of our writing projects; shift away from pure literary/rhetorical analysis

3) These books helped move this realization along:







Warner's Books

He describes projects as "experiences," short and engaging topics allowing students to develop their own writing practice

His own experiences/difficulties teaching extended research projects at the college level resonated

Warner's arguments:

— Focus on select research skills/experiences
— Let students practice and write projects based on those skills; move away from the BIG research paper

From Warner's *The Writer's Practice*

1) Alternate History Writing Experience — change a moment in history and analyze how history would be different; it's basically the plot of *Back to the Future Part II*

2) I wanted a variety of topics, so research needed to be done outside of databases

3) I needed help: Enter Kate Rogers Warner's Why Should I Trust This? Research experience that emphasizes Lateral Reading

Traditional / Academic Research vs. Practical Research

Traditional Research Assignment:

- Topic: **Social Issues**:
  - **Describe** a social issue.
  - **Compare** experts' ideas about how to address this social issue.
  - Supply a **call of action** around the idea you think will best address this social issue.
- Use **academic databases**.
- Generate a **Works Cited**.

Traditional / Academic Research vs. Practical Research

How Do (Responsible) Adults Conduct Research?

- Read widely
- Google searches
- BONUS: Subscribe to 1–2 news sources

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What **DON'T** (Responsible) Adults Do Very Often At All, People?

- **DON'T** use subscription databases
- **DON'T** read peer-reviewed, academic sources
- **DON'T** create Works Cited pages

Traditional / Academic Research vs. Practical Research

Worth Your Consideration:

- Adults are better researchers because we've read more, seen more, talked to more people.
- Rachel Louise Snyder: "You need to read!"
- Are long-form projects that require academic sources the most efficient way to teach research?
- Can we isolate research-related skills instead?

Station 1: Kate will present different resources, activities, and assessments she's created for teaching lateral reading

Station 2: Ryan will present how he teaches the Alternate History Project

STATIONS

Change stations after 15 minutes

STATIONS

Questions and Reflection

1) What are your top two (2) research skills you want your students to to be able to do? We suggest chipping away to allow students to practice those skills throughout the project.

2) How can have students develop more research project based on their interests or experiences rather than text-dependent topics (e.g., literary criticism) or complex social/environmental problems (e.g., climate change)?

3) In what ways can we continue to have students to refine their practice with lateral reading?

Thank You!

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