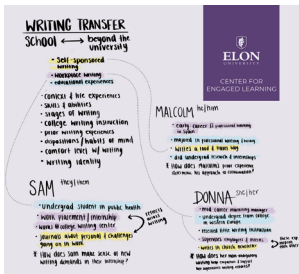


# READING GROUP GUIDE

from the Center for Engaged Learning



## Writing Beyond the University

Preparing Lifelong Learners for Lifewide Writing

Edited by Julia Bleakney, Jessie L. Moore, and Paula Rosinski

<https://doi.org/10.36284/celelon.oa5>

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OPEN ACCESS BOOK SERIES

### FOR DISCUSSION

- What kinds of writing do you do now, in your personal, professional, or civic life? What kinds of texts do you write, why do you write them, to whom do you write them? Where did you learn to do this writing?
- What kinds of writing do students do beyond the university, concurrent to their university studies? How might you partner with students to learn about their daily writing lives, the types of writing they produce, and who they write for?
- What kinds of writing do your alumni compose in their workplaces and daily lives? If you're not sure, how might you approach learning about their writing beyond the university?
- Where in their curriculum or in cocurricular contexts are your students currently learning about the kinds of writing they might do after graduation or the kinds of skills they need to write and work collaboratively with others? If you're not sure whether this instruction and practice is already happening, where might the curriculum and other student experiences be adjusted to attend to writing beyond the university?
- If you teach college writers, in or beyond the classroom, what research insights and practical tips from the collection's chapters could inform the way you design writing projects, support student writers, and give students feedback on writing tasks?
- If you administer curricular programs, when/where in individual courses or course sequences are students invited to bring their "beyond the university" experiences into the curriculum? How might the ideas presented here inform curricular revisions attentive not only to what comes next for students but also to their prior and concurrent experiences to facilitate more comprehensive integration?
- If you work with faculty and staff, what kinds of professional development opportunities might you design, or ask writing studies leaders at your institution to design, to share the collection's conclusions and implications about writing beyond the university? How might this research inform your campus culture in regards to preparing students for writing beyond the university?

Additional discussion questions for each chapter are available on the book website:

[www.CenterForEngagedLearning.org/books/wbu](http://www.CenterForEngagedLearning.org/books/wbu)

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## ABOUT THE CENTER

The Center for Engaged Learning at Elon University brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning.

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