Title of Grant: Professor of English and ESL (Full ID)

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Abstract: This symposium brings together VCCS faculty from multiple disciplines, high school partners, and representatives of four year institutions to explore development of reading, writing, and critical thinking skills, both from theoretical and pedagogical standpoints. Participants will examine parameters of college-level work in both cross-disciplinary and cross-contextual (dual enrollment, two-year, and four-year) discussions.

Actual Outcomes:

a. Faculty learned how reading, writing, and thinking skills develop and transfer in the learning process, specifically in relation to research. Faculty heard from Dr. Rebecca Moore Howard, a lead researcher in the nation-wide Citation Project, who presented the latest findings from the project regarding student reading and use of sources in research-based writing.
b. Faculty heard from a cross-disciplinary and cross-contextual panel, including the director of JMU's Writing Center, a physics professor, a librarian, and a high-school/dual enrollment instructor. Faculty also saw results of a cross-disciplinary survey of over 100 faculty concerning expectations and requirements for research.
c. Faculty discussed expectations, challenges, and strategies in cross-institutional and cross-disciplinary discussions.

Other Colleges:

Discussion and Critique:

Post-symposium surveys were positive and reflected a desire for continued exploration and discussion. Faculty and participants were particularly keen to see additional collaboration between members of different disciplines and different teaching contexts (two year, four year, and high school).

The connections between reading, writing, and thinking have implications in cross-curricular partnerships, some of which LFCC will be exploring in the future. In addition, there are implications for developmental instructors who are in the process now of implementing an integrated reading/writing developmental program. Notes and PowerPoints from the Symposium are available to anyone who is interested.

There is still much work to be done in understanding the thinking and reading processes students actually use in doing research, and then understanding how instructors can help students improve the process. For this reason, LFCC will consider hosting a future symposium which includes not only a
nationally recognized guest speaker but also a poster session showing research from participants in the area of pedagogy and theory in writing, reading, and critical thinking.

**Evaluation:**

Evaluation was determined by number of participants, number of institutions represented, and surveys. Although we had over 80 initial registrations, only 50 people attended.

Attendees included representatives of the following institutions:
- Lord Fairfax Community College
- Skyline High School
- Liberty High School
- Winchester City Public Schools
- Fauquier County Public Schools
- James Madison University
- Kettle Run High School
- Middlebrook High School
- Rappahannock County High School
- Skyline High School
- John Handley High School
- Clarke County High School
- Piedmont Virginia Community College
- Blue Ridge Community College
- Page County High School

Participant surveys were overwhelmingly (over 90%) positive.

**Dissemination:**

All participants received copies of the session PowerPoints, and these were also made available to Nancy Harris at the system office. A New Horizons session for April 5 (Medical Terminology and Developmental Redesign: An Unlikely Partnership) will also build on Symposium discussion and findings. The bibliography and PPT from that session will be available after New Horizons via the New Horizons materials website.