

INVITATION

WRITING CENTRE WEBINAR (24TH OCTOBER 2022)

'Turning the page' – Towards inculcating a reading and writing culture at university

VENUE : MS TEAMS | TIME: 09:00 - 15:00

In higher education, the importance of developing students' reading and writing strategies has largely been undervalued and neglected. University students are exposed to a range of texts that require independent reading for meaning and comprehension to be able to analyse, critique, evaluate and synthesise information. The reality is that many students are not adequately prepared to meet these expectations. Consequently, the Durban University of Technology Writing Centre has planned to contribute to the literacy debate by hosting a webinar to discuss the ways and means of inculcating an intensive reading and writing culture at university.

The proposed webinar seeks to add to the debate by discussing ways in which writing centres can provide stimulating and rich literacy environments, experiences and practices in the university community. It further aims to explore the value of engaging in reading and writing strategies across the curriculum to develop students' critical thinking, thereby enhancing their chances of success as scholars and citizens. The purpose of this webinar is to open ways of (re)thinking writing centre spaces and opportunities for further discussion and action. The webinar plans to involve writing centres from universities across the region.

The Writing Centre Management Team would like to invite you to participate in the Webinar.

CLICK HERE TO RSVP. No later than Friday, 21 October 2022



MARISCA COETZEE

Marisca Coetzee runs the Stellenbosch University's Reading Lab. She established the Reading Lab in 2014 as a unit within the University's Language Centre as a pragmatic solution to address the reading and critical thinking needs of students. Marisca holds qualifications in the Social Sciences and Humanities specialising in hypermedia and language acquisition. Her academic research interests include academic literacies in higher education, reading strategy development and academic coaching. She believes that student success is inextricably linked to student support. Furthermore, she believes that students' ability to successfully engage with text, is one of the biggest contributing factors to their academic success.



PROF PAMELA NICHOLS

Pamela Nichols is an Associate Professor and head of the Wits Writing Programme. Her PhD in Comparative Literature (New York University) was guided by the work of Edward Said. Said's understanding of the institutionalization of knowledge as well as her experiences of working with major writing teachers in the US, influenced her establishment of the Wits Writing Centre (WWC) in 1998. Nichols also spear-headed Writing Intensive courses at Wits, through the Wits Writing Programme (WWP), formalised in 2018. Her recent publications have focussed on listening, the development of the citizen scholar, and the deepening of critical thinking within WI courses.



DR ROSE RICHARDS

Rose Richards runs the Stellenbosch University Writing Lab. Her PhD was an autoethnography on her own experience of chronic illness. She has published in medical humanities, education, and the social sciences. She is a founding member of the Western Cape Writing Centres' Forum and hosts the South African Writing Centres' listserv. In addition to academic work, she has published short stories and opinion pieces and has been a guest poster on various blog sites.



PROF ARLENE ARCHER

Arlene Archer is an Associate Professor in Applied Linguistics and is the director of the Writing Centre, University of Cape Town. Her research employs a multimodal social semiotic perspective to interrogate issues around social justice, academic writing and academic literacies in Higher Education. She is currently investigating changing forms of writing in a digital age with a British Academy Fellowship. She is co-editor of the SAGE journal Multimodality and Society.



DR NERESHNEE GOVENDER

Dr Nereshnee Govender is a Writing Centre Practitioner at the Durban University of Technology (DUT). She holds qualifications in the Social Sciences and Humanities sector as well as Higher Education Studies from DUT and Rhodes University. She is currently the assistant editor of the African Journal of Inter-Multidisciplinary Studies (AJIMS). Her academic research interests include academic literacies in higher education, higher education teaching and learning, social responsibility in higher education, writing centre pedagogy and social sciences and humanities research. Dr Govender believes that students need innovative spaces to stay motivated to learn and grow into individuals that can contribute to the aesthetic, socio-political and cultural environments and academic fields in which they live and work.