



URBAN WRITING ECOLOGIES: MAPPING INTER-INSTITUTIONAL WRITING TRANSFER

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As of 2014, 7.3 million students were enrolled for credit in the nation's 1,108 community colleges. That is roughly 45% of all U.S. postsecondary students, and 41% of first-time, first-year college students (AACC). Approximately 80% of incoming community college students say they plan to earn a bachelor's degree. Yet only 25% actually transfer to a four-year institution within five years, and just 17% earn a bachelor's degree within six years of transferring (Jenkins and Fink).

In light of these figures, our research is locally situated on student transfer between Salt Lake Community College (SLCC) and the University of Utah (UofU), specifically how students adapt writing knowledge across institutional settings. Currently, there has been very little research on how students transfer writing knowledge between postsecondary institutions (Gere et al.).

Drawing upon ecological theories of writing, the goal of this research is to increase the pedagogical approaches for fostering successful student writing transitions, while simultaneously bolstering successful student transfer between SLCC and the U of U. To accomplish this, we have curated two pilot courses within the Department of Writing & Rhetoric Studies, with the goal of developing resources for incoming transfer students.

Our research provides new insight on the value of prior knowledge for understanding and navigating new writing contexts, while also showcasing key meta-concepts that facilitate successful writing transfer.

REFERENCES

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