

**Articulation statement:** Researchers and writers from across the discipline use a variety of different kinds of resources to explore and support their claims and ideas while investigating topics and addressing questions that are significant in their discipline. This annotation of one aspect of university writing outcome 1 explored how I, as a teacher and learner in writing studies, often use a recursive and rhetorical approach (Perl, 1979; Flower & Hayes, 1981) in the process of identifying appropriate sources and then locating credible sources. In this classroom, I may model this aspect of the writing and research process for students and ask them to reflect on their own in a similar manner (Kaplan, Silver, Lavaque-Manty, & Meizlish, 2013).

**Tags:** writing outcome 1, metacognition, credible sources, rhetorical approach, modeling process

### Knowledge and Practices for Finding Credible Sources in Writing Studies

University Writing Outcome 1: Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of **credible sources**.

How I think through finding credible [secondary] sources in writing studies:

1. To know what a “credible source” is in this writing situation, I stop to return to the assignment (if it’s an assignment) and consider the rhetorical situation (CRAFT)
  - a. Context
  - b. Role
    - i. How can I gain credibility? How could I lose credibility?
    - ii. What does the audience value?
  - c. Audience
    - i. What are their expectations?
    - ii. What is ‘common knowledge’?
    - iii. How do they write/communicate in a situation similar to mine? (read like a writer)
  - d. Format
  - e. Topic
2. I may return to some of the readings I have previously done on this topic to identify key authors, terms, sources I could use to start searching for other sources.
3. If I am not familiar with the topic yet, I may use Wikipedia entries on the topic to identify key terms I could use to start searching for appropriate sources.
4. If the audience is an academic community, I would use those key terms to search scholarly journals on ECU’s One Search and E-Journal Portal for sources like
  - a. Peer-reviewed journals and
  - b. Academic texts (books or book chapters)
5. Again, I consider the purpose and audience expectations of the piece I am writing for each source I find, usually reading the abstracts and perhaps skimming the whole source.
6. If I find a REALLY good source, I look at that sources Works Cited to see if any of the sources the author used may be useful for my research. If so, I locate those sources also.