As a program, we're doing a good job of getting students to see the usefulness of doing thorough research, both in 101 and 145. In the answers to the 101 post-assessment survey like in the example below, many students mentioned learning to research (or learning to research flexibly) as a skill they thought was useful. Of all the skills identified as useful, research is definitely the most popular.

Survey Question:	Student Response:
Can you describe any skills, knowledge or concepts that you learned in ENG 101/ENG 101.10 that you think you might be able to use in future writing situations? Try not to focus on a particular assignment.	I found the genre research skills useful because other classes expect you to be able to write in any form. By understanding how to go about understanding genre future assignments will not overwhelm me.

Unfortunately, although students found learning to research to be a useful skill, our analysis of both the 101 and 145 assessments show that their understanding of the different kinds of research is **not as robust** as we would like. In many assessment reports, students mix up genre and content research or in some cases don't differentiate at all between the two.

The excerpt below is a good example of the overall trend. It seems that students are lumping the two kinds of research together without much (or in some cases any) differentiation. The students' inability to separate the two different kinds of research suggests that they are still not quite grasping the difference.

Students' Response for Report 2—Content Research:
Our group started our genre research by finding examples of itineraries on the internet. We did this to give us an idea of what our itinerary should look like. We found that our itinerary should include thorough information about the hotel and airline. It would not be smart to go to a foreign country without knowing where you are supposed to be. Afterwards, we started to look for information that would help us create our itinerary. We needed a map so we could assess how close each attraction was to one another. It helped us to find places to eat and stay that were in the area. Group Member A searched the internet for attractions that not too far from the hotel. Group Member B looked for hotels that would be at least three stars.

145 students seemed to be better able to differentiate between genre and content research, which makes it unsurprising that 145 students were also more likely to see genre research specifically as an activity that has value.

Students' Response for Report 1—Researching & Analyzing Genres:
We first discussed within our group if anyone knew how to construct an annotated bibliography. After obtaining some knowledge on how to write an annotated bibliography we then researched examples that corresponded to any topic, just to get an idea of how annotated bibliographies were written for other topics and genres…
Students' Response for Report 2—Content Research:
We used google to look up our sources. Since we decided that our topic would be research ethics in psychology we searched for ethical guidelines for research in psychology.

101 students made comments that suggest they do not regard genre research and the production of the genres as connected.

Survey Question:	Student Responses:
What ways might we consider altering this course to better help students improve their ability to write in new situations?	"Talk more about the actual writing whether than heavily talking so much on the genre research part." "Do more writing types rather than just doing a lot of genre analysis."

As instructors, many of us like to stress that "every kind of writing can be researched writing." This is true, of course, but it does create some interesting questions for us as a program, which your group could consider during this discussion session. Questions you might want to consider include:

- Is it important that students are able to differentiate content research from genre research? Why do we/should we care about that?
- What might be some of the specific ways that we could stress the difference for students?

The second bullet point above gets at practices we could engage in that would help students to see the difference between genre and content research. Furthermore, we think the comments from 101 students about the value of "genre research" above also point to a slightly different issue—students are still seeing much of the genre research we ask them to produce as just a different kind of "school work" (very different, in some cases, from what they are used to),

which they produce in order to perform the "good student" role, but which they do not necessarily grasp as a practical tool.

So some other questions that we could consider in this discussion might be:

- How can we increase the perceived practical value of genre research as part of students' lived experience as students and writers in the world?
- How can we in a practical way increase students' knowledge of what "research" looks like in the academy—and beyond—so that they can begin to expand their high-school understanding of the writing they will be required to do. And how can we do this in ways that also attend to the first question—that students can actively see the practical value of genre research in facing these different writing situations.
- Note: Please think big! What can the program do, in addition to individual teachers, to help make the real-life experience of multiple genres and writing settings feel more real to students?