

# READING WRITING IN THE DISCIPLINES

## Building Knowledge from Multiple Sources Video Transcript

**Student:**

Could the disease, like, still be on them even if it didn't affect them?

**Amanda Micsenyi:**

Right now we're doing the HIV unit and the kids have just been really engaged.

Ethan.

**Student:**

So, with all the stuff that's going on with GMOs and gene splicing...

**Micsenyi:**

The disease aspect, the social justice aspect. How do politics play in this, what do we have to do to protect ourselves, what's going on? So they're really into it.

**Student:**

I remember patient zero was a carrier and had no idea he had HIV and spread across the world.

**Micsenyi:**

That's an excellent question. So does anybody have any thoughts as to what would happen if the virus is kind of knocking on...

From the first day of class, it's been all about asking questions. What is a good question? You know, how do I take what I've just read and apply it and take it to the next level? So, how can I apply it to my own life and where's the future in what I just read?

Yesterday we were introduced to this idea of a literature review that you're going to be doing, right?

**Micsenyi:**

The lecture before this, I asked them what a literature review is, and a lot of them said, a review of literature, like a book. And I was just like, "Okay, this is quantitative research class," and then immediately they change their response

to, sources, journal articles, statistics, data, things like that. Okay, so not just reading one book, but going to multiple texts to support your claim.

**Micsenyi:**

So you're all in groups and you're all reading specific articles from a time period during the HIV epidemic, right?

**Student:**

After we read all the articles and annotate all the articles and fill out the worksheets necessary for those articles, we're going to write a lit review.

**Micsenyi:**

So in your groups right now, please take out your articles and your deconstruction worksheets.

I thought it would be really interesting to assign each group a period of time during the HIV epidemic -- so for the past 30 years, basically -- and then have them actually read articles that were published at the time. The end-all goal is that after they read all four articles and everybody reads all four articles in their group, they will then come together as a consensus to figure out what the main events were during that time period. Like, "Oh, okay, this is when AZT came on the market," or, "Oh, okay, this is when we discovered that HIV actually came from chimpanzees," or, "Okay, this is when we started to see it in the heterosexual population." To actually, then, kind of chronicle this disease.

Discuss in your group what you got from the article that you read. And as you're discussing within your group, fill out the final box of your worksheet at the bottom that says "Group discussion main ideas" while you are doing this.

**Student:**

The author, he kind of talks, like... he kind of adds a little of his thoughts and stuff like that, but mostly it's just the lady, Ms. Goerts...

**Micsenyi:**

And now they're sitting in their groups and they're going through systematically four articles, and they're all reading, annotating the article, as well as filling out a deconstruction worksheet that helps them organize the main idea of the article. You know, break it down. What's the main claim, how does the author support their claim? Pull direct quotations to reflect on social implications at the time that that article might have had, and also define new words.

What were your words that you wanted to look up?

**Student:**

I didn't know what this one meant: immunological.

**Micsenyi:**

Okay, so what about if you break it down? Any word in there?

**Student:**

Immune, immune. It's like you're immune system. And then it's "logical."  
So...What do you think "logical" means? "Immunological."

**Student:**

Knowledge.

**Micsenyi:**

Right. So it's like knowledge relating to the immune system.

**Student:**

Okay.

**Micsenyi:**

Even though that might not be the Webster definition of immunological, they got pretty close and they, I think, understood the gist of what the word was.

So what was the context that it was used? Just curious.

**Student:**

It says, "Dr. Friedman-Kien said 'that he had tested nine of the victims and found severe defects in their immunological systems.'"

**Micsenyi:**

Okay.

**Student:**

They made it sound like cancer had, like, a sexual preference.

**Micsenyi:**

Ooh.

**Micsenyi:**

And also reflect on what we know now. How do you feel about the article? I know that I have my human...you know, my social justice kids. They'll read a scientific article and just be like, "That kind of really upset me."

**Student:**

It's not like this one disease is only going to go after the homosexual community. We're all still, like, human. It's not like they have a different DNA set from the rest of the world.

**Micsenyi:**

See, Claire, this is why I love your input because you have that social justice side to you.

That's what they got out of the article. That's what connected with them. So I want them all to then get together in their groups and discuss what they got from the article.

**Student:**

The fact that 41 homosexuals all had the same rare disease is a little bit strange.

**Micsenyi:**

Okay, right, so...

**Student:**

So I can definitely see why they included it. Like, it definitely doesn't have anything to do with, like, bashing gay people at all. I definitely... I just think that, like, if you're going to...if you just said "men" you definitely would have been leaving something out.

**Micsenyi:**

That's a great point also, is that, well, maybe we did need to identify this group.

**Student:**

The article was saying that by men being circumcised, it makes not only them, but their partners and their, like, families and stuff, lives' safer.

**Danielle:**

I see other peoples' points of view on what we're reading and it gives me different understandings on different levels of what we're reading.

The social implications were really strong. Like, what you said, is that, like, now I feel like more people are going to get circumcised as adults and have, like, their children circumcised just to have that extra precaution.

**Micsenyi:**

Part of the group dynamic this afternoon was for them to realize that there is more than one way to look at a newspaper article.

Article number two is due when we see you on Tuesday. We will resume, basically, doing exactly what we did in groups. We will do that on Tuesday and then continue, okay? We're going to keep going through the articles, all right?

In my discipline, it's real world texts. It's really just about getting them to think, observe the world around them, and make decisions. If you're diagnosed with something, you're not going to go to a textbook. You probably will Google it. There's a lot of information out there. A lot of journal articles, newspaper articles, blog posts, WebMD. You need to be able to look at these sources, evaluate them, and really be able to assess them and then take what they're saying and get used to figuring out if you're actually reading a valid source.