

Why I often make my students publish research they do in my classes

by Bob Broad
(updated Dec. 2009)

Writing for publication, to be read by a real audience to whom one's writing might be genuinely useful, provocative, enjoyable, poignant (etc.) helps student writers (and their teachers) escape the dreadful *writing-only-for-the-teacher* syndrome. Writers are most highly motivated and they do their best work when they know their creations will have a real audience beyond the instructor and a real purpose beyond fulfilling a course assignment.

It seems to me perverse, if not criminal, to ask people to spend dozens of hours conducting intensive research and writing on important topics, only to waste that work by denying hundreds or thousands of needful readers the benefit of it.

So I typically direct my students to undertake one or several writing and research projects of different kinds, to choose the one about which they are the most impassioned, and to take it through an extensive writing process that yields a *to-be-published* text. We make our books available on the worldwide web.

Usually, the last class's book is required reading for the next class.

Since I, Bob Broad, did not do the research and writing presented in these books, I do not "own" them. Therefore I have no great desire to "house" them on my web site:

<http://iilt.ilstu.edu/rlbroad/teaching/teaching.htm>

However, until I find a way to make them available through ISU's Milner Library or some other conduit, I'll keep them here on my web site where I can maintain them myself.

Should anyone have comments, questions, or suggestions regarding my students' research publications and sourcebooks, I encourage them to contact me:

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Thank you for your interest in these student-authored publications. Now please read them!