

Position Paper 2: Responses to Readings for Histories of Literacy (Part 2)

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*Instruction: In 250-500 words, **argue a position** related to the readings for the week. Arguing a position requires that you synthesize the readings, analyzing a point of view. This is an especially important skill as you develop your CT and research papers, and serve as practice in this area of development. Citations are not required.*

In response to one of the two video presentations, Politics of Citation: Why It Matters Who and How We Cite, Dr. Stornaiuolo shares with the audience a professional, genuine, rigorous, and tangible “symphony” about citation—something that learners and researchers in every established, academic discipline do. Given that but not limited to my coming from an engineering, scientific and technical background and the fact that I care about academic integrity a lot and henceforth “giving people credits for their works” mean important to me, this short lecture appears to me very, very precious and comforting. For example, the presenter shares about the experience of transitioning from the English, MLA citation convention gradually toward the sociological APA style in education, which brought to me a bonus-like substance on how academic, research writers “take it seriously” (or at least judiciously and systematically) the account of citation. The content of the presentation is fruitful and important statements many. Perhaps in particular, when it comes to the slightly more-sophisticated idea by Sara Ahmed of the feminist practice of citation, that citation is viewed as “how we acknowledge our debt to those who came before” and a way to give credits to “those who helped us find our way when the way was obscured because we deviated from the paths we were told to follow”, I was very much touched by the sympathies and the historic responsibility that are demonstrated in this opinion by Ahmed; by “sympathies” I mean to somehow repeat myself of a scholar’s **acknowledging other, predecessor scholars’ works by actually thinking about them and their contributions**, and by “historic” I think **to acquire such perspective** to the extent that a metaphorical “debt” is used in place of explaining the relative position of contemporary scholars to preceding ones “who came before”, **it is likely that one has an understanding and an appreciation of, generally, the history of the discipline and research efforts of scholars along the trajectory.**

Meanwhile, in response to the other presentation Interdisciplinarity (of literacy), one thesis statement that impressed upon me is the single- versus multi-faceted views of literacy; this is, of course, a statement which is relatively easy for one to agree upon or resonate with, but nonetheless and at the same time potentially complex to elaborate—a nature of many theories and concepts that are simplistic in their forms. With an interdisciplinary academic background to a certain degree, I myself have had gone through a process of trials and errors in developing my writing and reading skills, mostly technical and scientific. The positional remark I would have here is that I think **the study of scholarly works in other** (by which it means more remote ones, disciplines other than linguistics, psychology, sociology, history, etc.) **disciplinary contexts can be, and sometimes could better be, leveraged as an opportunity** for broadening the already-learned minds of a literacy researcher/educator, a learner of the English language, and beyond. Thank you.