**Working with Content Curators: Writing About Writing in the Disciplines**

*Traditionally, teachers have modeled perfection and students have struggled to meet [these] standards. Today, as teachers move toward individualized instruction and collaborative learning, students struggle to create and meet their own standards of excellence; teachers are learning to model the struggle.* (Lane, 1992, 6)

**Content Curation Projects (CCPs)**

* explore genres and articulate values that are key to writing in your discipline,
* help others understand writing in their scholarly disciplines in ways that allow them to articulate rhetorical moves that are familiar to “insiders”,
* make the implicit aspects of writing in the disciplines explicit, decoding the possible puzzle of an unfamiliar academic genre for newcomers and outsiders,
* offer a meta-language and a meta-genre that articulate the values that are key to writing in that discipline, and
* provide avenues for helping faculty engage the writing and thinking processes of their disciplines.

 **The Curation Metaphor**

These projects reflect the work of museum curators who identify a theme, provide a context, select artifacts to include, and decide how those artifacts should be annotated or articulated in an exhibit for a viewing public.

Similarly, CCPs ask you to sort through relevant genres and writing in your discipline, contextualize the materials for a specific audience, present it in a meaningful and organized manner, and narrate (or curate) each piece of writing individually and all together as a complete “exhibit”.

**The Purpose of CCPs**

CCPs make opaque aspects of the institution transparent as the curators discuss how and why they select genres and pieces of writing that best represent the values of writing in their discipline, arrange the pieces in a specific and meaningful manner, determine the values represented in the pieces individually and as a whole, curate the pieces individually and globally, and reflect on the curation process.

**In the End**

Finished CCPs take various forms depending on participant’s interpretation of *meaningful genre* for their discipline. For example, curators from business or technical writing may use the voiceover function of PowerPoint to curate aspects of a professional memo and professional website because that instructor sees memos, websites, and PowerPoints as valued genres in that academic community. On the other hand, an instructor from Art Education may use a comic book or graphic novel meta-genre to call out and curate genres like a lesson plan, a teaching philosophy, and an interpretation of a sculpture.