This session will present partial results from a study of eight first-year writing classrooms. The bigger project explores the choices student writers make as they create research projects. This session focuses on the way students adopt and express a growing and changing researcher identity. How do they choose to position their writer selves in dialog with their sources? How do they assess their own strengths and weaknesses as researchers? Does their perception of research skills and activities match with the vision expressed in standards documents from professional organizations? And perhaps most importantly, do they see school research as being also useful outside a classroom? How is the next generation of students becoming a group that will actively, critically question information? Considering these questions will help the university community design research instruction that better serves students’ needs and abilities as researchers on campus and in their outside lives.

Ruth Boeder is a full time lecturer in the English Department at Wayne State University in Detroit, where she teaches basic and intermediate composition classes. She is also a doctoral candidate in Rhetoric and Composition in that department and previously earned a Master’s of Library and Information Science from Wayne State’s School of Information Science. Her scholarly work bridges her two academic backgrounds by examining the teaching of research in first-year writing classrooms.