

Offering Writing Courses: An Effective Way to Promote the In-depth and Solid Development of Reading Promotion

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Abstract

This article takes deepening reading promotion and innovating university library services as the starting point, based on the current situation of college students' reading and writing, taking the correlation between reading and writing as the fundamental, analyzing the advantages of libraries in resource integration, space, personnel, services, etc., exploring the necessity and feasibility of university libraries offering university writing courses, and proposing countermeasures and suggestions for course design, teaching methods, and assessment and evaluation.

Key words: National reading; Writing instruction course; Reading promotion; University library

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INTRODUCTION

In the era of new media, the development of technology is changing people's reading habits and ways of reading. "Screen reading" has occupied most of people's spare time, and "screen swiping" is much faster than turning pages. It is said that post-2000s college students are the "natives of the mobile Internet". They grew up paddling the "screen". Reading that is "fast", "short", "shallow", "fragmented" or "general" is not conducive

to cultivating students' habit of in-depth reading. How university libraries can further promote the in-depth and solid development of reading promotion through service innovation has become an important issue at present.

Writing courses can be used as an extension of reading promotion. Writing is the process of reprocessing the knowledge reserve into creation. Whether it is language expression, logical thinking, knowledge material or writing skills, it requires extensive and effective reading. Writing can encourage students to read actively and work hard in the breadth and depth of reading.

1. RESEARCH REVIEW AT HOME AND ABROAD

Abroad, especially in some European and American countries, universities attach great importance to the writing of academic papers. Schools set up writing centers, some of which are independent departments, and some are based on libraries or located in libraries, directly serving as library service projects (Pu, 2013). Generally, there are two operation models. One is the permanent academic writing consultation department of the library, where professional library learning advisors provide daily answers to questions and solve problems. The other is that the library offers various thematic lectures, covering topics such as how to search for literature, determine academic topics, accumulate writing materials, common research methods and their selection, research ideas, framework structure, academic norms, and academic ethics. Each lecture is conducted to provide detailed explanations (Luo, 2017).

Through literature review, browsing university websites or offline exchanges, the author learned that writing courses have not received enough attention in Chinese universities or libraries. Some libraries offer similar services, usually in the form of lectures or

reports, with the nature of after-school, voluntary and unvalued; the content focuses on the format, frame structure, norms and academic integrity of academic papers or graduation papers. Such short-term lectures are not continuous, and students lack in-depth thinking and writing practice exercises, which makes it difficult to guarantee the effectiveness. Luo Yijie (2017) gave a detailed introduction to the situation of offering thesis writing courses in university libraries at home and abroad. He investigated 39 "Project 985" universities in China. At that time, only 10 university libraries offered this course, such as the libraries of Peking University, Shanghai Jiao Tong University, China Agricultural University, Beijing Normal University, and Wuhan University. The author points out that compared with foreign countries, the offering of writing guidance courses in university libraries in our country is still in its infancy.

2. THE RELEVANCE OF WRITING COURSE AND READING PROMOTION

To write a good article, reading accumulation is the guarantee. Chinese poet Du Fu said: "Reading a million volumes, writing like a god". Chinese educator Mr. Ye Shengtao said: "Reading is absorption, writing is pouring out". The ability of these literary masters to control words is the best example, and their works are the most persuasive.

Reading and writing are two magic weapons of knowledge inheritance and innovation. They have a mutual promotion relationship in reading promotion activities.

First of all, writing can be used as a direct tool to promote reading. During the teaching, the teacher guides students to analyze reading materials and requires students to express their opinions through writing. This practice can cultivate students' good habit of immersion reading and promote students to read and think deeply. Through the writing course, it can stimulate students' reading interest, and then improve the participation and activity of reading promotion activities (Liu, 2013).

Secondly, the relationship between reading and writing is also reflected in the process of internalization and externalization of knowledge. Reading is the basis of acquiring knowledge and the premise of writing. Through reading, students can accumulate writing materials, absorb new knowledge, stimulate new inspiration and generate new ideas in reading. Writing is the process of internalizing and transforming these reading gains. To write, we must first read thoroughly and thoroughly, grasp the content of reading from the depth and breadth, and apply it to writing. Writing can also feed back reading and help students deepen their understanding and absorption of reading content (Avdar & Doe, 2012).

3. THE NECESSITY OF WRITING COURSE IN UNIVERSITY LIBRARY

3.1 The Writing Ability of College Students Needs to Be Improved

Writing is a high-level thinking and cognitive behavior, which should be further strengthened in the stage of university education. In 2018, Tsinghua University opened the writing and communication course for the first time, and then some colleges and universities successively opened writing courses. However, from the actual situation, from college to departments, from teachers to students, from class hours to assessment, it is almost marginalized, and the degree of attention is far less than that of college English (Luo, 2017).

At present, the writing situation of college students is worrying. It is not an individual case of a school that college students are unwilling to write and inability to write, it is a common phenomenon. In June 2019, the Doctoral Program of Optical Engineering of University of Science and Technology of China required that from the beginning of the year, a Chinese article or paper must be published before graduation. A professor at the Key Laboratory of Quantum Information of the Chinese Academy of Sciences said that they made this decision not on a whim, but because the current college students, especially science and engineering students, are really poor in Chinese writing ability, and some students may be better in English, but the Chinese article is cumbersome, and there are too many typos. For some students, it is difficult to write a loan (Cao, 2019).

The author has a deep understanding of this because I have had more than ten years of personal experience. From 2012 to 2023, I worked in the Publicity Department of the school's Party Committee and concurrently served as the editor of the school newspaper. The quality of the manuscript is really unsatisfactory. The articles provided by student journalists seem to be "refurbished", "pieced together" or "patterned". The language expression is dry, dull and lacks spirituality. As for the errors in the text, there are various kinds: knowledge-based, grammatical, textual, etc. As for punctuation marks, there is no proper arrangement either, and even English and Chinese punctuation marks are mixed. The reason is that students usually read less and write less.

3.2 Reading Status of College Students

According to statistics from libraries of various universities, in recent years, especially in the past three years, the borrowing data of paper books has shown a sharp decline trend. In some schools, it has dropped to half or even one-third of the peak level.

The director of a library at a university in Zhejiang Province introduced that ten years ago, the average number of books borrowed per student per year was

seven, but now it is less than three. In 2019, the number of books borrowed by a certain university in Northeast China was over 240,000, but it dropped to only 80,000 in 2022. According to media reports, a relevant notice from Qingdao University shows that the borrowing volume of the university's library has dropped from an average of 600,000 books per year over a decade ago to around 60,000 to 70,000 books per year, which is only 10% of what it was over a decade ago (Wang, 2024).

The reporter of Banyuetan conducted extensive interviews with students in over ten universities and learned that it is an undeniable fact that the reading volume of college students has declined. In the interviews, many students said that their annual reading volume was in single digits, and most of the books they read were for preparing for the postgraduate entrance examination or participating in various competitions. Most of their classmates also rarely read books. Statistics show that the sources of citations for students' papers have shifted from being mainly paper books in the past to mainly online materials such as journal databases.

Surveys show that the average amount of e-books read per person in some universities has exceeded that of paper books. According to a survey conducted by a certain research institute in 2022, the reading rate of e-books among college students in Zhejiang Province was 88.22%, and the average number of e-books read per person throughout the year was 13.5, which was much higher than the national average of 3.3 for adult citizens during the same period. Although e-reading can replace paper book reading to a certain extent, fragmented reading and shallow reading are also likely to have negative impacts on students.

College students' reading is fragmented. They lack immersive reading. "Screen reading" has become an indispensable part of their lives, and they have become addicted both behaviorally and psychologically. Without devices such as mobile phones and tablets, some people may feel "at a loss" or "restless". In terms of reading content, they tend to read entertaining ones, focusing on popular or simple content. They think that the combination of pictures and text along with audio and video is effortless to read. Furthermore, computer recommendation algorithm technology enables personalized customization of reading content for users. Terminals such as mobile phones and computers seem to have "memories". Whatever you browse, that's what is pushed. Unconsciously, readers are placed in an "information cocoon", weakening and lightening their awareness and ability of autonomous reading. This kind of reading is superficial, like eating fast food, lacking the process of savoring and not touching the heart or penetrating the mind. This will have adverse effects on college students' reading ability, cognitive habits, information processing and even writing ability.

In the era of screen reading, it is more important to calm down and read deeply. Set up a writing course to encourage students to read quietly, accumulate materials in reading, gain inspiration for writing, learn the integration and application of materials, acquire writing skills, language expression, etc., and immerse themselves in reading content. This is the goal of library reading promotion activities.

3.3 Effective Ways to Promote Innovative Reading in University Libraries

As a practitioner and leader of "national reading", librarians keep up with the pace of the times, integrate resources, constantly innovate service methods, carry out various activities, and give wisdom, strength and empowerment to reading promotion (Hong, 2021). However, as far as the current situation is concerned, reading promotion still has a long way to go. Reading should be accompanied by lifelong learning, throughout one's life, continuous reading. The reading promotion of the library should also be accompanied by university education throughout the entire university stage.

How to ensure the continuity and effectiveness of reading activities requires continuous exploration and practice by library staff. Many university libraries usually choose certain related theme days, such as "International Education Day", "World Book Day", etc., to carry out activities such as "Reading Month" and "Reading Festival", resulting in the phased characteristics of reading promotion. The author believes that these activities can only be used to enrich reading promotion because reading is continuous and runs through a person's entire life.

The participation of students is not high. In many cases, students are "passive participants", such as adding points for comprehensive evaluation or evaluation. Due to the lack of internal drive, some students even participate in activities, but also perfunctory. How to stimulate the deep needs of students and how to realize the transformation from "asking me to read" to "active reading" are the issues that need to be considered when university libraries carry out reading promotion.

The opening of writing course is not only an effective supplement to the promotion of traditional reading, but also provides a new perspective and method for the service innovation of the library. The writing course is the deepening and expansion of traditional reading promotion. The library can continuously optimize and adjust the reading promotion strategy through the feedback of the course.

3.4 Library Resources Guarantee and Condition Support

The library's offering of writing courses is an extension of its reading promotion services, rather than merely focusing on writing. The combination of reading and writing aims to encourage students to view reading as a

learning habit and lifestyle, which is the original intention and ultimate goal.

Resource guarantee and condition support are the cornerstones for university libraries to carry out writing courses. They not only relate to the establishment and implementation of the courses, but also affect the quality and effectiveness of the courses.

First of all, university libraries have rich literature and materials, which is an important foundation for carrying out reading and writing courses. These literature materials have been carefully classified and organized to facilitate students' reading. Secondly, the staff of the library have relevant professional backgrounds, profound literary foundations and high academic levels. They serve as full-time teachers of reading and writing courses. Compared with teachers of public courses, they may have more energy and time to carry out teaching activities and provide effective reading guidance for students. Thirdly, in recent years, the construction of libraries in terms of space, equipment, and humanistic environment has achieved good results. Flexible space design and advanced facilities are conducive to carrying out reading and writing teaching activities.

4. CURRICULUM CONSTRUCTION

4.1 Course Design

The offering of writing courses in university libraries should run through the university education stage just like the promotion of reading. The number of students in class, class hours and assessment should be different from those of other general elective courses or public courses. University libraries can plan the setting of writing courses based on the concepts and methods of "targeted audience" and "classification".

Junior college students mainly focus on enhancing their cultural literacy and engage in creative writing or thematic writing. During this period, a variety of activities can be carried out, such as holding exhibitions of reading notes, organizing theme essay competitions, and inviting renowned writers, professors or editors from publishing houses to give reports and lectures, etc.

In the senior year of university, we can adopt personalized reading and writing teaching strategies for students of different majors. The key courses include the writing of academic papers, graduation theses, research reports, project application forms or final reports, as well as other practical writing. When teachers teach these types of practical documents, the key point is to practice while teaching, enabling students to "learn to write through practice". Teachers should, in light of the activities carried out by the school, guide students to actively write, and then modify the comments in accordance with the school's official documents. Teachers should solve problems such as "how to write", "why to revise" and "how to revise",

and take the opportunity to guide students to read, and improve their writing skills through extensive reading.

4.2 Teaching Methods

The academic affairs department of the school should systematically and reasonably incorporate the writing course into the students' class schedules, ensuring that it has fixed teaching times and locations, just like professional courses or other public courses. To enhance the importance of reading and writing, the author believes that the traditional lecture-based teaching method should be the main approach, supplemented by inquiry-based and discussion-based teaching methods. In addition, we can also adopt a teaching model that combines online and offline methods. University libraries can provide flexible and diverse writing courses by building online teaching platforms. For instance, through MOOCs or online video tutorials, in addition to regular offline classroom classes, students can conduct self-study and communicate through online discussion areas, enhancing the interactivity and participation of the courses (Hong, 2021).

4.3 Effect Assessment

At present, the grades of public courses in most colleges and universities consist of two parts: regular grades and final exams. For the writing course, students' regular grades should include the quantity and quality of class presentations and daily writing, from which students' reading situations can be timely fed back. Teachers should carefully assess the grades, provide detailed comments, offer suggestions for revision, and also review and score students' revised drafts to avoid arbitrariness and non-standardization. As for the final exam, the author suggests that it should be conducted on-site, with a limited time and closed-book format. There should be no electronic terminals or AI assistance. The assessment should focus on the accumulation of materials from regular reading, the writing skills acquired, logical thinking, language expression, etc. The ultimate outcome should be the students' "original works".

CONCLUSION

Based on the interaction between reading and writing, this study conducts an in-depth analysis of the current situation of college students' reading and writing as well as the reading promotion activities carried out by university libraries. It explores the necessity, feasibility and implementation strategies of offering writing courses, aiming to provide a specific action framework and theoretical basis for university libraries. It is hoped that it can further promote the reading promotion activities in university libraries to go deeper and wider, and enhance students' reading and writing abilities. In actual operation, there may be multiple challenges and problems such as the degree of attention at the school level, the level of

teachers and students, the teaching staff, the innovation of teaching models, teaching plans, and the participation of students. It is necessary to explore effective solutions in the process of practice.

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