

*Genre is a tool  
or way of  
thinking about  
how the  
discourses of  
the disciplines  
work*

thesis

article

poster

grant

## Writing (n./vb.) Genres

Writing Across the Curriculum  
Graduate Student Workshop  
Fall, 2010  
Roger Graves  
Director, Writing Across the Curriculum

# Roger Graves



**Roger Graves**  
Director, Writing Across the Curriculum  
Professor, EFS

February 13, 2009


- wac
- c4w
- writing Initiatives
- webmail
- efs

I'm new to the University of Alberta, having come from the University of Western Ontario where I was Director of the Program in Writing, Rhetoric, and Professional Communication in the Faculty of Arts and Humanities. In my new position here I'll be working with faculty and students across the university as part of the Writing Across the Curriculum initiative. I will also be working with students and faculty in the Department of English and Film Studies.

I am the author, co-author, or editor of five books and 29 articles, including Writing Instruction in Canadian Universities. My current research interests include the development of doctoral student writing, writing assignments across disciplinary fields, and rhetorical approaches to text encoding. Currently I serve as co-Vice-President of the Canadian Association for the Study of Discourse and Writing (CASDW) and a member of the Executive Board of the Canadian

**Recent presentations**  
This page contains links to pdfs of slides displayed at presentations I've given.

**Books**  
This page displays the covers and descriptions of books I've authored, co-authored, or co-edited



**Blog: Thinking About Writing**  
A new blog on writing-related issues

<http://www.ualberta.ca/~graves1/index.html>

# Centre for Writers



The screenshot shows the homepage of the Centre for Writers at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the "Centre for Writers" logo. A navigation menu includes Home, Appointments, Contact Us, Location, Coaches, Resources, FAQ, and WAC. The main content area has a breadcrumb "Home > Home" and a "Welcome to the Centre for Writers" section. This section states that free one-on-one writing coaching is available to all students, instructors, and staff. It lists services such as thesis formation, organization, idea development, grammar, and documentation style. A link to "Request a class room visit by a tutor" is provided. A welcome message for the Fall 2009 term is also present. On the right side, there is a date "9/2/2009 10:34:15 AM", an "Express News" section, a "Twitter Updates" section with a tweet about the fall term opening on September 14, and a "GramWOW" section with a video player.

 *Writing Initiatives*  
University of Alberta  *Centre for Writers*

Home Appointments Contact Us Location Coaches Resources FAQ WAC

Home > Home

## Welcome to the Centre for Writers

We offer **free** one-on-one writing coaching and support to all students, instructors and staff at the University of Alberta - in any faculty or at any level of study.

Our writing coaches are available to assist clients with higher order concerns in their writing, such as thesis formation, organization and idea development, as well as more specific details, like grammar and documentation style. Clients can bring in any writing project at any stage of development: essays, lab reports, creative pieces, scholarly articles, thesis drafts, application letters - and more. Our coaches will also help students read instructor comments on already-graded papers. ESL and EAL students are welcome!

[Request a class room visit by a tutor.](#)

**Welcome back for the Fall 2009 term! Tutoring hours will begin on Monday, September 14. The online appointment-booking schedule will be available to clients as soon as possible prior to this date. We look forward to working with you!**

9/2/2009 10:34:15 AM

**Express News**

**Twitter Updates**

The Centre for Writers will open for the fall term on Monday, September 14! 5 days ago

[follow me on Twitter](#)

**GramWOW**



<http://www.c4w.arts.ualberta.ca/>

# Academic Support Centre

UNIVERSITY STUDENT SERVICES

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[Home](#) > Graduate Resources

## Graduate Resources

 [Print this page](#)

### WORKSHOPS

If you are a graduate student or a post-doc, consider taking one of our writing or learning workshops designed specifically with your needs in mind. Detailed workshop information including dates and times are available in the menu on the top right of the screen. You can register over the phone at 780-492-2682 or in person at 2-703 SUB. All forms of payment are accepted.

### PERSONALIZED ASSISTANCE

**Individual LEARNING Consultations** \$20/session or \$50/3 sessions

Receive expert individualized help with time management, conference posters, or data presentation, reading research papers, memory improvement, etc. as they pertain to your unique situation. We can also assist with studying, exams, or any learning task. Appointments must be scheduled with Karen in advance.

### Graduate Resources

[Graduate WRITING Workshops Fall 2010](#)

[Graduate LEARNING Workshops Fall 2010](#)

[Resources and Links](#)

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### Home

[Pre-University Resources](#)

[Undergraduate Resources](#)

> [Graduate Resources](#)

[Customized Workshops & Presentations](#)

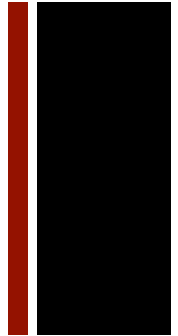
[About the Academic Support Centre](#)

[Contact Us](#)

<http://www.uofaweb.ualberta.ca/academicsupport/grad-resources.cfm>

# Levels of analysis

1. Discourse/sentence
2. Rhetoric/whole unit of discourse (document)
3. **Genre/context within a discipline**
4. Larger social meanings/issues

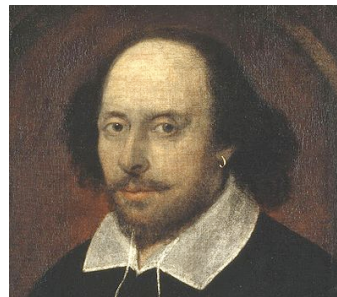


# Genres in Literary Circles

- Poems



- Plays

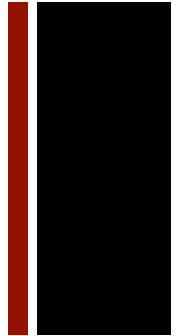


- Novels



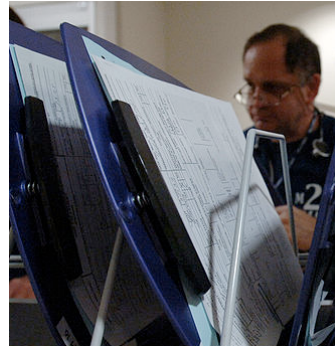
# Genres at work

- Memos
- Letters
- Email messages
- Reports
- Performance reviews
- Trip reports



# Medical genres

- Charts
- Patient records
- Reports



Infectious Diseases News Brief - January 29, 2010

[Current Issue -Table of contents]

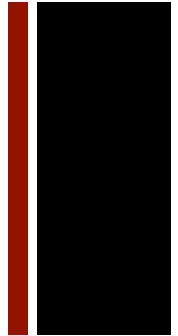
## Tracking MRSA Evolution and Transmission: Revolutionary Strategy for Control and Prevention of Infection

For the first time, researchers have shown how transmission of MRSA from one person to another can be precisely tracked in a hospital setting. The team have developed a remarkable new method that can 'zoom' from large-scale inter-continental transmission events to the much finer detail of person-to-person infection of MRSA within a single hospital. The ability to track strains in this way will enable researchers to understand how strains can spread so rapidly, and should lead to novel infection control strategies, not only for MRSA but also for other emerging superbugs.



# Genres you write

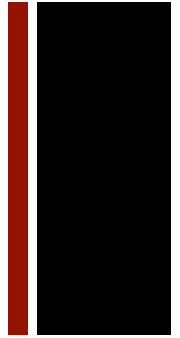
- Working with people sitting near you, list the written genres you've worked recently at home or at work.



# Common genres

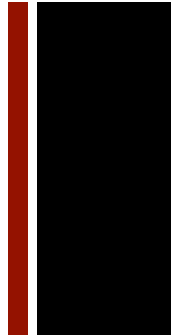
- Home

- Work/school



# Discourse->Rhetoric->Genre

- Features shared among **text types**
- Analysis at the level of **groups of texts**
- Much attention in genre studies to the social functions of texts —the work they do to maintain relationships socially, the ways they function to regulate social systems (narratives that accompany graduate school applications)

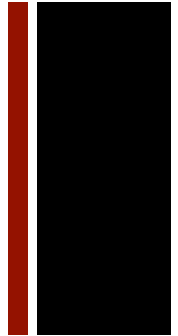


# Genre in Writing Studies

- “Every text is organized within a specific genre according to its **communicative purposes**, as part of the conditions of discourse production, which generate social uses that determine any and every text.” (Brasil quoted in Bazerman x).  
Bazerman, C., A. Bonini, & D. Figueiredo. *Genre in a Changing World* (2009). Fort Collins and West Lafayette, WAC Clearinghouse and Parlour Press.
- “**Thesis proposals** organized within a specific genre according to its communicative purposes, as part of the conditions of discourse production, which generate social uses that determine any and every text.”

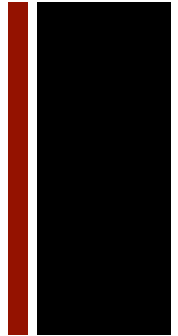
# Genre as social action

- S. Miller (1984) described genre as a rhetorical action that recurs within a social setting
- The sharing of meaning is intersubjective and negotiated through discourse (spoken and written language acts) among the group—again, perhaps thesis proposals might be a useful example; journal article reviewers perform a similar function through their reviews of manuscripts
- These shared discourses form into typical types of documents (genres)



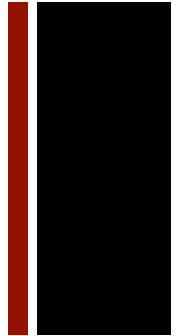
# Genre as social action

- Genres shape the entire social interaction, not just the documents themselves
- **Research application:** Writing a research grant, for example, doesn't just mean filling in a form; what is written will come to structure my daily life, cause other documents (articles) to be written, cause students to be accepted into a program because a supervisor has money to pay them, and so on
- **Teaching example:** In classrooms, when an instructor selects a genre that then structures and limits the acceptable written responses to that assignment; it structures what is talked about in class; it causes other texts (textbooks, readings) to be read and discussed



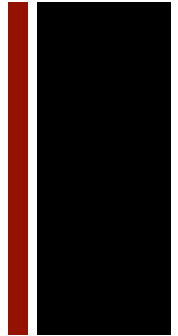
# Discourse communities

- Swales (1991) developed the concept of discourse communities to explain the purposes within documents
- His concept of rhetorical “moves” within documents—such as “establish a research territory”—leads to one method for establishing the typical purposes for a document
- SSHRC/NSERC/CIHR research grant evaluation committees form into discourse communities for example



# Genre sets

- Genres typically do not occur alone but instead as part of a set of social actions within a group
- Graduate students may write a variety of related documents: grant applications, course papers, exams, conference proposals, posters, a thesis
- Genres proliferate and change leading some researchers to call them “stable for now” (Schryer) or describe them as phenomenological: they exist if you see them





# Genres and globalization

- Knowledge-based economies depend on the sharing of written information across borders and within disciplines
- These documents share features, communicative purposes, and specialized discourses
- Graduate students who move around the globe to study must learn these specialized discourses and genres

Bazerman, "Introduction."

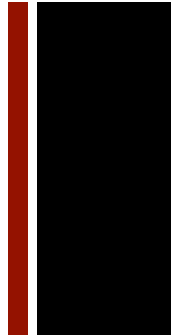
# Genre and disciplines

- Genre is a tool or way of thinking about how these discourses of the disciplines work
- Genres are “focused, purposive, [and] highly differentiated task[s]”
- Genres are always situated within a context of power relations: funder/applicant, supervisor/student, FEC/worker

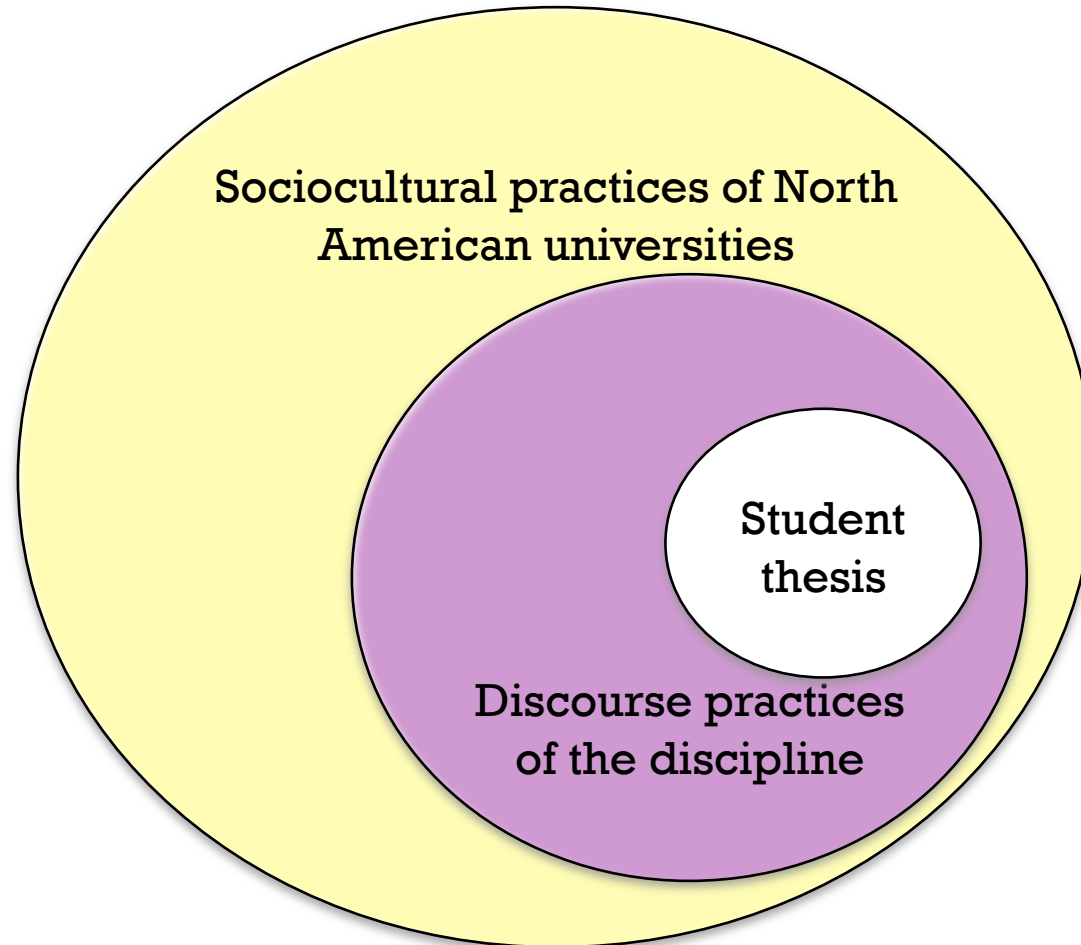
Bazerman, “Introduction.”

# Format/Genre

- Format refers to a description of the look or dimensions of a document: double-spaced, 500 words, 4 citations, APA style
- Genre refers instead to the **communicative function** of the document: to persuade me that your research is worth funding, that you follow acceptable research methods
- Think about assignment descriptions given to undergraduates—they often focus too much on format and offer little guidance about the intellectual task the assignment demands



# Writing as social practice



Fairclough's three dimensions of discourse, as depicted in B. Kammler and P. Thomson, *Helping Doctoral Students Write Well*, p. 21.

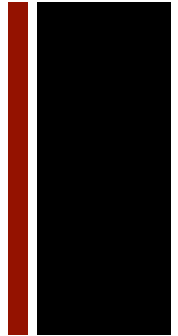
# Theories of research writing

- Research **is** writing
- Texts are not reality but versions of reality that **re-present** some aspects of reality
- A thesis is one of **a set of related genres** that govern graduate student social activity as professionals
- Writing is a **social activity**—it takes place among groups of people, not individuals each working alone

Kamler, B. and P. Thomson. *Helping Doctoral Students Write: Pedagogies for Supervision*. New York: Routledge, 2006.

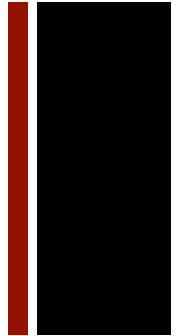
# Texts and Identity

- Kenneth Burke: rhetoric/persuasion depends upon **identification** between rhetor and audience
- Texts written by graduate students build their **identity** as a member of their discipline
- You as a professional are **your textual self**—or rather, selves: the stories you tell about yourself and your work



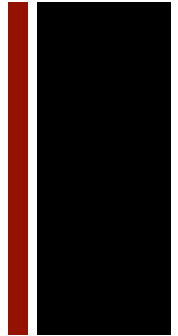
# Discussion

- If writing is social in important ways, how do we create social structures to improve student writing?
- As graduate students move from reporters of knowledge to producers, how do you learn advanced discourse practices in your field?
- As graduate students, how do you advance your careers and improving our own writing ability?



# The Literature Review as Genre

- The next segment of slides looks at the dissertation literature review as a genre
- Some of the slides look at the “moves” (after Swales) that are typically made in this genre





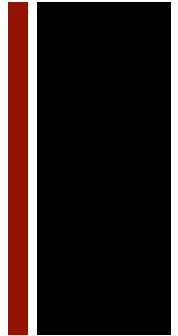
## Pointing out a gap in literature: Excerpt 1.4

“Particularly worrisome has been the increase in adolescent gang membership. A subset of the offending population, estimated at 68% of institutionalized youth, are affiliated with a gang, **yet little research has been done to distinguish gang members from other types of young offenders** (Kratcoski & Kratcoski, 1996); Richter-White, 2003). It may be that young people are turning to gangs for protection from other gangs, as a way to gain respect, to escape from troubled homes, because their friends are doing it, peer pressure, or as a way to earn a living through drug trafficking, illegal weapons sales, robbery, and theft (Lloyd, 2002). However, **the reasons why adolescents choose to join a gang remain understudied with no clear answers.**

—Nicole Kostiuk, *Attachment in Incarcerated Adolescent Gang Members*, 2007.

# Pointing out gaps in the literature

- Read Sample 2 on the handout, “Many ideas have ...”
- To what uses does the writer put citation in this sample?
- What is the writer’s attitude towards earlier work applying game theoretical modeling to questions of animal communication?
- What strategies does the writer use to signal to readers his assessment of this earlier work?



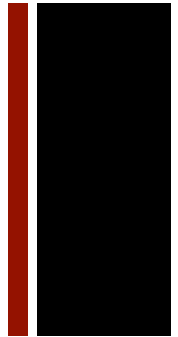
# Cite Sources that Support your Methods

“Vaccinia virus (VV) is considered the prototypic poxvirus, and is amenable **to genetic manipulation** through a multitude of available DNA recombination tools (450). VV has also been used extensively as a **gene delivery mechanism**, as its large DNA genome makes it relatively easy to insert foreign DNA sequences for protein expression in mammalian cells (50, 100). Despite the fact that the natural host for VV is unknown, **VV remains an excellent model in which to study virus: host interactions due to its complex genome and vast array of anti-immune mechanisms** (169). In response to the selective pressures initiated by the host immune system, poxviruses such as vaccinia virus encode a vast array of proteins which modulate both innate and adaptive immune responses (Table 1.2) (21, 105).”

John Taylor, *The inhibition of apoptosis and Bax activation by mitochondrial antiapoptotic proteins encoded by vaccinia virus and ectomelia virus*, Fall 2007. (bolding added)

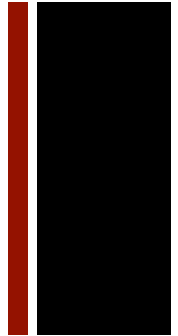
# What should a literature review accomplish?

- Sketch out the nature of the field or fields relevant to the inquiry (often including some history)
- Identify major debates and define contentious terms
- Establish which studies, ideas, and/or methods are most pertinent to the study
- Locate gaps in the field
- Create the warrant for the study in question
- Identify the contribution the study will make



# What is your argument?

- Outline the argument that you intend to make in the literature review of your thesis
- Don't worry about maintaining an objective style at this point
- Even if you don't have all the details worked out, get down as much as you can to sketch out where you want your argument to go



# Write an abstract of your thesis

- Draft an abstract of your thesis (or planned thesis).
- Include one or two sentences summarizing the essential background concepts
- Identify the gap(s) in the literature that your project will fill
- Include one sentence identifying your methodology (two sentences if it is complex)
- Identify why your work is important and what it contributes to knowledge in the area identified above

