

ACADEMIC WRITING IN HIGHER EDUCATION

A Genre Based Theory of Literate Action

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This talk will introduce a two volume theoretical work that places genre at the center of understanding literate action. This theory identifies the fundamental problem of writing as creating mutually intelligible communicative spaces where co-alignment to meaning is possible, when documents can travel through space and time. removing attention and interaction from the immediate here and now which has been assumed in prior definitions of rhetorical situation. The theory is grounded in Vygotskian socio-cultural activity theory, Schutzian phenomenology and the social science outgrowths of philosophic pragmatism, to give an account of linguistic, social, interactional, and knowledge orders through the mediation of circulated texts. This theory will be approached both from the perspective of understanding humans as socially situated and socially creative symbolic actors and from the more practical perspective of how we can conceive of acts of writing.

Academic or scientific texts: the same or different communities?

David Russell

Iowa State University, EUA

The presentation first briefly lays out a taxonomy of definitions of academic writing based on a survey of the uses of the term in different disciplines concerned with the teaching of writing: applied linguistics, rhetoric, sociology, psychology, 'writing studies,' technical communication, business communication. It then examines the consequences of these differences by analyzing one assignment each from three different disciplines, which reflect choices to include or exclude, teach explicitly or implicitly, certain genres found outside higher education as 'academic writing'. It proposes a graphic representation to chart how academic writing interacts with non-academic writing as part of wider networks of communication, political, social, commercial and so on. Finally, the presentation suggests practical ways to think about what genres of writing to assign in one's discipline and what to expect from students and fellow teachers who may have different perspectives of academic writing.

Organização:

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