MAJOR APPROACH TO THE STUDY OF LANGUAGE – DISCIPLINARITY AND GENRE
“DISCIPLINING COMPOSITION: GENRE THEORY, DISCIPLINARITY
AND THE PLACE OF COMPOSITION”

Part One: Disciplinary Writing
The works contained in this section relate to theories of disciplinarity as well as to issues specific to
the teaching of writing in various disciplines. Emphasis will be placed upon understanding the goals of
Writing in the Disciplines (WID) and Writing Across the Curriculum (WAC) programs, as well as the
special requirements of disciplinary membership. Special attention will be paid to the formation of
English departments in an effort to help situate composition/rhetoric programs within them.

Bazerman, Charles and James Paradis, eds. Textual Dynamics of the Professions: Historical and
Contemporary Studies of Writing in Professional Communities. Madison: U of Wisconsin P,
1991. Selections, including:

Bourdieu, Pierre, Jean-Claude Passeron and Monique de Saint Martin. Academic Discourse: Linguistic


Dillon, George. Contending Rhetorics: Writing in the Academic Disciplines. Indianapolis: Indiana UP,


--------------------. The Archaeology of Knowledge and the Discourse on Language. Trans. A.M. Sheridan

Herrington, Anne, and Charles Moran. Writing, Teaching & Learning in the Disciplines. New York:


Messer-Davidow, Ellen, David Shumway and David Sylvan. Knowledges: Historical and Critical


Robertson, Alice, and Barbara Smith, eds. Teaching in the 21st Century: Adapting Writing Pedagogies to


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**Part Two: Composition – History, Pedagogy and Theory**

This section will consider the history of composition (and writing instruction in the university) and highlight composition pedagogy as it has been conceived in the past half-century. Special emphasis will be placed on looking toward the future of composition/rhetoric programs both within English departments and within the university in general.


### Part Three: Theories of Rhetoric and Genre

This final section will consider the relatively new theoretical approach to writing instruction: genre theory. Recent work suggests that genres should be conceived not as static classifications, but as social actions (C. Miller). This redefinition indicates a place where genre theory can enhance both composition and writing in the disciplines programs. Special attention will be paid to the pedagogical implications of various theories of genre.


“The Problem of Writing Knowledge” (p. 3-17)

“What Written Knowledge Does: Three Examples of Academic Discourse” (p. 18-28)

Berkenkotter, Carol, and Thomas N. Huckin. *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power*. Hillsdale: Lawrence Erlbaum, 1995. Selections, including:

“Gatekeeping at an Academic Convention” (p. 61-78)

“Conventions, Conversations, and the Writer: An Apprenticeship Tale of a Doctoral Student” (p. 117-150)

“Suffer the Little Children: Learning the Curriculum Genres of School and University” (p. 151-163)

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Bishop, Wendy. “Preaching What We Practice as Professionals in Writing” (p. 3-16)

Devitt, Amy. “Genre as Language Standard” (p. 45-55)

Journet, Debra. “Boundary Rhetoric and Disciplinary Genres: Redrawing the Maps in Interdisciplinary Writing” (p. 56-65)

Freedman, Aviva. “Situating ‘Genre’ and Situated Genres: Understanding Student Writing from a Genre Perspective” (p. 179-189)

Mirtz, Ruth M. “The Territorial Demands of Form and Process: The Case for Student Writing as a Genre” (p. 190-198)


Miller, Carolyn R. “Genre as Social Action” (p. 23-42)

Freadman, Anne. “Anyone for Tennis?” (p. 43-66)

Miller, Carolyn R. “Rhetorical Community: The Cultural Basis of Genre” (p. 67-78)

Bazerman, Charles. “Systems of Genres and the Enactment of Social Intentions” (p. 79-104)

Schryer, Catherine F. “The Lab vs. the Clinic: Sites of Competing Genres” (p. 105-124)


Paré, Anthony, and Graham Smart. “Observing Genres in Action: Towards a Research Methodology” (p. 146-154)

Giltrow, Janet. “Genre and the Pragmatic Concept of Background Knowledge” (p. 155-180)

Coe, Richard M. “‘An Arousing and Fulfillment of Desires’: The Rhetoric of Genre in the Process Era - and Beyond” (p. 181-190)

Freadman, Aviva. “‘Do as I say’: The Relationship between Teaching and Learning New Genres” (p. 191-210)

Selections, including:
- Bazerman, Charles. “Where Is the Classroom?” (p. 25-30)
- Giltrow, Janet, and Michele Valiquette. “Genres and Knowledge: Students Writing in the Disciplines” (p. 47-62)
- Currie, Pat. “What Counts as Good Writing? Enculturation and Writing Assessment” (p. 63-80)
- Coe, Richard M. “Teaching Genre as Process” (p. 157-172)
- Dias, Patrick. “Initiating Students into the Genres of Discipline-Based Reading and Writing” (p. 193-206)


MAJOR APPROACH TO THE STUDY OF LANGUAGE – DISCOURSE ANALYSIS
“HISTORICAL, THEORETICAL AND PEDAGOGICAL APPROACHES TO DISCOURSE”

Part One: Discourse Analysis
This section provides an overview of language analysis, focusing on extended discourse samples. Part one compares discourse analysis with its critical counterpart and with conversation analysis. Special attention will be paid to the differences in application of each variety of language study.


**Part Two: Language and Power**

This section will consider more deeply the implications of language inequalities. Expanding on theories of critical discourse analysis, this section will focus on how language perpetuates and disseminates power relationships.


--- Part Three: Corpus Studies of Discourse
This final section will consider the growing field of corpus studies for their applications to discourse analysis. Texts are included for reference and to enhance the previous parts of this list.


TEXTUAL FOCUS – GENDER AND LANGUAGE

“ARTICULATIONS: MANIFESTATIONS OF GENDER IN/ON LANGUAGE”

Part One: Gender and Language

This section will broadly consider the effects of gender on language. Attention will be paid both to the expressions of gender through language and the linguistic strategies available to accommodate gender.


Cameron, Deborah “Performing Gender Identity: Young Men’s Talk and the Construction of Heterosexual Masculinity.” (270-284)

O’Barr, William and Bowman Atkins, “‘Women’s Language’ or ‘Powerless Language’?” (377-387)


**Part Two: Feminism and Composition**

*This section considers specifically the expression of gender in the composition classroom. Feminist approaches to the writing classroom will receive the most critical attention.*

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- Brady, Laura, “The Reproduction of Othering” (21-44)
- Clark, Suzanne, “Argument and Composition” (94-99)
- Desmet, Christy, “Equivalent Students, Equitable Classrooms” (153-171)
- Jarratt, Susan, “As We Were Saying” (1-21)
- Malinowitz, Harriet, “A Feminist Critique of Writing in the Disciplines” (291-312)
- Ritchie, Joy and Kate Ronald, “Riding Long Coattails, Subverting the Tradition: The Tricky Business of Feminists Teaching Rhetoric(s)” (217-238)
- Stygall, Gail, “Women and Language in the Collaborative Writing Classroom.” (252-75)


