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

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***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.*

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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.*

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- North, Stephen. *The Making of Knowledge in Composition: Portrait of an Emerging Field*. Upper Montclair, NJ: Boynton/Cook Publishers, 1987.
- Schreiner, Steven. "A Portrait of the Student as a Young Writer: Re-evaluating Emig & the Process Movement" *CCC* 48.1 (1997): 86-104.
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**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.*

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- Bazerman, Charles. *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*. Madison: U of Wisconsin P, 1988. *Selections, including:*  
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"Suffer the Little Children: Learning the Curriculum Genres of School and University" (p. 151-163)
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- Bishop, Wendy, and Hans Ostrom, eds. *Genre and Writing: Issues, Arguments, Alternatives*. Portsmouth: Boynton/Cook Publishers, 1997. *Selections, including:*  
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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)  
North, Stephen M., et al "The Role of Writing in English Graduate Education and the 'Nexus of Discourses'" (p. 251-264)
- Bitzer, Lloyd F. "The Rhetorical Situation." *Rhetoric: Concepts, Definitions, Boundaries*. Eds. William A. Covino and David A. Jolliffe. Boston: Allyn and Bacon, 1995. 300-310.
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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)  
Van Nostrand, A.D. "A Genre Map of R&D Knowledge Production for the US Department of Defense" (p. 133-145)  
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)

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*Selections, including:*  
Freedman, Aviva, and Peter Medway. "Introduction: New Views of Genre and Their Implications for Education" (p. 1-24)  
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)
- Jamieson, Kathleen M. "Antecedent Genre as Rhetorical Constraint." *Quarterly Journal of Speech*. 61 (December 1975): 406-415.
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Roberts, R. H., and J. M. M. Good. "Introduction: Persuasive Discourse In and Between Disciplines in the Human Sciences" (p. 1-22)  
Cahn, Michael. "The Rhetoric of Rhetoric: Six Tropes of Disciplinary Self-Constitution" (p. 61-84)
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**MAJOR APPROACH TO THE STUDY OF LANGUAGE – DISCOURSE ANALYSIS**  
“HISTORICAL, THEORETICAL AND PEDAGOGICAL APPROACHES TO DISCOURSE”

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**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.*

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- and Peter J. Burke, eds. *What’s Going on Here?: Complimentary Studies of Professional Talk*. Norwood, NJ: Ablex Publishing, 1994.
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- Hasan, Ruqaiya, and Geoff Williams, eds. *Literacy in Society*. London; Longman, 1996. (“Hasan, “Literacy: Everyday Talk and Society”)
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- . *Approaches to Discourse*. Cambridge, MA: Blackwell, 1994.
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- . *Handbook of Discourse Analysis*. 4 vols. London: Academic Press, 1985.
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**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.*

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- Fowler, Roger et al, eds. *Language and Control*. Boston: Routledge & K. Paul, 1979.
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- , *Language as Ideology*, 2<sup>nd</sup> ed. New York: Routledge, 1993.
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- LeCercle, Jean-Jacques. *The Violence of Language*. New York: Longman, 1992.
- Lippi-Green, Rosina. *English With an Accent: Language, Ideology, and Discrimination in the United States*. London and New York: Routledge, 1997.
- van Dijk, Tuen A. "Principles of Critical Discourse Analysis." *Discourse and Society* 4.2 (1993): 249-83.
- , *News as Discourse*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers: 1988.
- , *Elite Discourse and Racism*. Nebury Park, CA: Sage Publications, 1993.
- , *Ideology: A Multidisciplinary Approach*. Thousand Oaks, CA: Sage Publications, 1998.
- , and Walter Kintsch. *Strategies of Discourse Comprehension*. New York: Academic Press, 1983.
- Williams, Glyn. *Sociolinguistics: A Sociological Critique*. London and New York: Routledge, 1992.

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**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.*

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- , *Dimensions of Register Variation: A Cross-linguistic Comparison*. Cambridge: Cambridge UP, 1988.
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- , Susan Conrad and Randi Reppen. *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge UP, 1998.

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Longman, 1999.

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**TEXTUAL FOCUS – GENDER AND LANGUAGE**  
“ARTICULATIONS: MANIFESTATIONS OF GENDER IN/ON LANGUAGE”

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**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.*

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Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Cameron, Deborah, ed. *The Feminist Critique of Language*. London: Routledge, 1990.

----- . *Feminism and Linguistic Theory*. 2<sup>nd</sup> Edition. London: The Macmillan Press, Ltd., 1992.

----- . “The new Pygmalion: verbal hygiene for women.” *Verbal Hygiene*. New York: Routledge, 1995.

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----- . *Women Talk: Conversation Between Women Friends*. Oxford: Blackwell, 1996.

-----, ed. *Language and Gender: A Reader*. Malden, MA: Blackwell, 1998. *Selections, Including:*

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)

Crawford, Mary. *Talking Difference: On Gender and Language*. London: Sage, 1995.

Edelsky, Carole. “Who’s Got the Floor?” *Language and Society*. 10.3 (1981): 383-421.

Grice, P. “Meaning.” *Philosophical Review* 66 (1957): 377-88.

Hall, Kira and Mary Bucholtz, eds. *Gender Articulated*. Routledge, 1995.

Johnson, Sally and Ulrike Anna Meinhof, eds. *Language and Masculinity*. Oxford: Blackwell, 1997.

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Mills, Sara. *Feminist Stylistics*. London and New York: Routledge, 1995.

Romaine, Suzanne. *Communicating Gender*. Mahwah, NJ: L. Erlbaum Associates, 1999.

Thorne, B. et al, eds. *Language, Gender and Society*. Cambridge: Newbury House, 1983.

Thorne, B. and N. Henley, eds. *Language and Sex: Difference and Dominance*. Rowley: Newbury House, 1975.

Threadgold, Terry. *Feminist Poetics: Poiesis, Performance, Histories*. London and New York: Routledge, 1997.

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### **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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Annas, Pamela. "Style as Politics: A Feminist Approach to the Teaching of Writing." *College English* 47 (1985): 360-71.

Barnes, Linda. "Gender Bias in Teacher's Written Comments." *Gender in the Classroom*. Eds. Susan L. Gabriel and Isiah Smithson. Urbana: U of Illinois Press, 1990.

Black, Laurel Johnson. *Between Talk and Teaching: Reconsidering the Writing Conference*. Logan: Utah State UP, 1998.

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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)
- Lamb, Catherine E. "Beyond the Argument in Feminist Composition." *CCC*. 42 (1991): 11-24. Rpt. in *The Writing Teacher's Sourcebook*. Eds. Gary Tate, Edward P. J. Corbett, and Nancy Myers. 3<sup>rd</sup> Ed. New York: Oxford UP, 1994. 195-206.
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