

ALDS 3401A/ENGL 3908A
Research and Theory in Academic Writing
Fall 2021 - Online (Blended: Synchronous and Asynchronous)

Instructor: Dr. Chloë Grace Fogarty-Bourget
School of Linguistics and Language Studies (SLaLS)
Office: PA 264 (Paterson Hall)

Day/time: Mondays & Wednesdays, 2:35 p.m. – 3:55 p.m.

Instructor e-mail: chloegrace.fogartybourget@carleton.ca

Office hours (online): Thursdays 10:00 a.m. – 11:30 a.m. or by appointment

Textbook: There is no textbook for this course, all required readings are available online through the library (ARES) or Brightspace. See tentative schedule and reading list below.

Table of Contents

Course Description.....	2
Course Objectives	2
Required Readings	3
Evaluation	3
Grade conversion table	3
Engagement and participation.....	4
Reading commentaries/critical reflections.....	4
Proposal for final project	4
Annotated bibliography assignment	4
Final project	5
Formatting guidelines	5
How to do well in this course?.....	5
Online Course Format.....	6
Course Etiquette.....	7
Brightspace	7
Email Policy.....	7
Participation in our Online Course	7
Lecture Notes and Learning Materials.....	8
Academic Integrity and Plagiarism.....	8
Special Information Regarding Fall 2021 Pandemic Measures.....	8
Requests for Academic Accommodation.....	9
Other Information	10
Required Readings	11

Welcome to ALDS 3401: Research and Theory in Academic Writing, online edition. I encourage you to read the course outline carefully, and if you have any questions, please do not hesitate to get in touch with me.

Course Description

The focus of this course is contemporary research and theories (from 1970s onward) of academic writing. In this course, we will be discussing research that has been conducted around and theories that have been developed about academic writing, including the teaching and learning of academic writing, and the writing process. We will also be exploring the writing that students do in elementary school, secondary school, and post-secondary institutions with an emphasis on university writing. Note, this course does not teach academic writing skills to students; however, it is a writing-intensive course with written assignments due each week, your active participation in the course may strengthen your skills as a writer.

Throughout the course, we will think about and respond to the following questions:

- What does academic writing entail?
- What constitutes proficiency in academic writing?
- What role does academic writing play in students' learning?
- How is writing taught to students in elementary, secondary, and tertiary levels of education?
- Can instruction help students develop their writing abilities? If so, how?
- What can students do themselves to improve their academic writing?

Course Objectives

The course has these primary objectives:

- To introduce you (the student) to theories of academic writing and writing development that have appeared in the Writing Studies literature from the 1970s onward;
- To familiarize you with different research methods that have been used to investigate academic writing;
- To present and discuss landmark empirical research studies of writing in different academic settings (e.g., elementary school, secondary school, and university);
- To provide students with opportunities to strengthen their abilities as both *readers* and *writers* of academic texts;
- To help you develop your skills as a researcher;
- To provide opportunities for you to gain experience as a peer-reviewer and facilitate the process of receiving and responding to feedback from other peer-reviewers on your writing.

To accomplish these objectives, the course blends synchronous and asynchronous components including a combination of regular group discussions of the course readings and concepts, recorded mini-lectures, weekly writing activities and, for the research project, brainstorming and workshop sessions (individually and in groups) on your writing-in-progress.

Required Readings

Assigned readings will be made available online via ARES or Brightspace (see reading list below).

Evaluation

Assignment	Description	Weight	Due date
Participation and engagement	Engagement and active participation in class discussions, group work, and activities	10%	Ongoing
Weekly reading commentaries and discussion	7 reflections to be completed throughout the term and discussed in class (see schedule for due dates)	30%	Ongoing
Proposal for final project	Includes: <ul style="list-style-type: none"> • Oral presentation of proposal in small groups (2.5%) • Peer-review of proposal drafts (2.5%) • Written proposal submission (10%) 	15%	<ul style="list-style-type: none"> • Proposal presentations Oct. 18 • Proposal peer-review Oct. 20 • Final submission Oct. 22
Annotated bibliography assignment	An annotated bibliography including min. 6 external sources (including one analytical guide if applicable) to inform your final project	10%	<ul style="list-style-type: none"> • Nov. 19
Final project	Includes: <ul style="list-style-type: none"> • Progress report presentation (5%) • Peer-review session (5%) • Final submission of project (25%) 	35%	<ul style="list-style-type: none"> • Progress report: Nov. 24 – Dec. 1 • Peer-review of polished final drafts: Dec. 8 • Final submission Dec. 10
Total		100%	

Grade conversion table

Based on your performance in the above activities, assignments, and tests your final grade will be decided (in letter) according to the percentages listed below:

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 56-59 F = below 50
A = 85-89 B = 73-76 C = 63-66 D = 53-56
A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

Engagement and participation (10%)

A significant portion of the teaching and learning that goes on in the course occurs through class discussions, hands-on activities, and in-depth engagement with the readings and lectures. To receive full marks for engagement and participation, in addition to regular attendance in synchronous components, you must begin each class prepared to discuss the weekly assigned readings, participate actively in class discussions and group work, and complete (on schedule) all learning activities associated with the course. This includes meetings, writing activities, and peer-to-peer feedback sessions. If you foresee having any problems meeting for regularly scheduled synchronous sessions, you must contact the instructor as soon as possible to make alternative arrangements for this portion of the assessment.

Reading commentaries/critical reflections

(30% [7 reflections, completed as scheduled])

You will be asked to complete seven (7) reading commentaries/critical reflections (RCs) throughout the term. RCs will be based primarily on the course readings, but also on themes of the course, guest lectures, and guided by prompts. The RCs should be relatively brief (approx. 350 words), composed according to formatting guidelines (see below), with proper APA style in-text citations and references (excluded from word count). To receive a mark for completion, your RC must be submitted before class, respond to the prompt in full, and reflect the weekly reading(s) accurately and with sufficient detail including in-text citations and a reference list. RCs must be submitted online via Brightspace, please do not email me your RCs.

Proposal for final project

(15% [2.5% group proposal presentation; 2.5% peer-review session; 10% final submission])

Throughout the first half of the course, you will be expected to keep notes related to your final project (either an empirical analysis of academic writing or literature-based study on a particular topic related to the course content). We will dedicate some time (first individually, then in groups) to brainstorming appropriate topics. For the proposal assignment, you will first compose typed notes (approx. 1 page) introducing the topic and its relevance and explaining the details of your proposed project (e.g., research question(s), theories you will draw on, and, if applicable, data you intend to analyze, method of analysis you intend to use, etc.). The notes will include in-text citations corresponding to a list of academic sources that will inform your research. You will present your proposal orally to your peers in small groups using 5-10 minutes to present your proposal and 5 minutes for questions and feedback. After the group presentation, you will have time to incorporate the feedback and prepare a final draft of your proposal. A complete draft of your proposal will be posted to Brightspace for a peer-review session wherein you will read drafts of your peers and provide feedback and receive feedback on your own draft from your peers. After, you will revise your draft accordingly and submit a final copy of your proposal online (final proposals should be approx. 500 words excluding references). A project description will be posted to Brightspace. After your project proposal has been approved, you are free to begin your research (see below).

Annotated bibliography assignment (10%)

To inform your research project, you will prepare an annotated bibliography that includes a minimum of six (6) scholarly, peer-reviewed external sources relevant to your research report (e.g., journal articles, book chapters, coding manuals). The citations are to be written in APA 7th

edition and annotations are to be between 150-250 words each (excluding reference). The sources you include should be sufficiently varied to inform different parts of your research. For instance, some may provide background information, help explain your methods, inform your discussion, etc.. Note: if you are doing an empirical study, at least one source must function as an analytical guide to help you with your data analysis. A project description will be posted to Brightspace.

Final project

(5% progress report; 5% peer review of complete, polished draft; 25% for final submission)
For the final assignment, you will have a choice of conducting either empirical research (i.e., primary research that involves collecting and analyzing data, presenting and discussing findings) or a literature-based study on a particular scholar or topic related to the course (i.e., secondary research drawing on relevant research literature, and grounded in theory). There will be a number of compulsory phases of drafting and revision involved in producing the final assignment. After your proposal has been approved, you will be expected to begin your research by following your proposed research plan. Approximately four (4) weeks after your proposal submission, you will present a report of your progress orally to the instructor (5%). Progress reports are conducted one-on-one via Zoom. Typed notes outlining your progress and any questions you have for the instructor are to be prepared and submitted in advance of the meeting. Resources to support you in the drafting and formatting of your complete draft will be posted on Brightspace and optional project consultations will be offered via Zoom. Before the final due date, you will post a complete, polished copy of your research project to an online forum for peer-review/copy-editing (5%). To receive full marks for peer-review, you must present a polished final draft ready for submission and review the drafts of your peers. Note: You are responsible for reviewing the drafts of your peers sufficiently and in a timely manner. You will submit your final copy (approx. 7 pages excluding front and backmatter) online via Brightspace (25%). A project description will be posted to Brightspace.

Formatting guidelines

All formal written submissions should be typed in Times New Roman, 12 pt. font, 1.5 space with numbered pages and margins set to normal. Hardcopies (if applicable) with multiple pages (double-sided printing preferred) are to be stapled and pages numbered. The referencing style used in SLALS is APA (American Psychological Association). I require that all references be cited using proper APA (please consult the APA Style Guide 7th edition if you are unsure of how to cite a source). The assignment descriptions provide approximate page ranges for each written assignment, however, it is most important that you fulfill the rhetorical purpose of the assignment. If you write within the minimum page range for an assignment, yet explain yourself clearly and effectively, include all the key information, and draw on sufficient literature for theoretical and empirical support, this is fine. I do not want to see writing that is excessively brief (i.e., using repetition, white space, or long quotations to reach the minimum length requirement), nor do I want to receive assignments that are excessively long. Marks will be deducted in both cases. If you have questions, please consult me, visit Writing Services in the library, or attend my office hours.

How to do well in this course?

- Read the course outline carefully

- Print out the course schedule: refer to it as needed to ensure you are prepared and keeping up with scheduled meetings, readings, and assignments
- Complete all assigned readings and submit all assignments as scheduled (Tip: enter all assignment due dates and synchronous sessions into your calendar at the start of term)
- Read the assigned literature carefully, thoughtfully, and reflectively, and take notes with the intention of discussing the readings together as a class and producing thoughtful reading commentaries, this is an important aspect of your grade for engagement and participation
- Attend all lectures (i.e. synchronous components) and participate actively in class discussions, if you cannot attend a synchronous session for any reason, let me know in advance
- Engage in all phases of the composition, review, and revision process for the proposal and final assignment
- Read, review, and revise assignments before peer-review and final submission for clarity and readability
- Take notes of lectures, presentations, and course other materials (I urge you to keep a notebook of definitions, terminology, and themes we cover in the course)
- Take responsibility for your learning and discuss any issues relevant to the course with me ASAP and seek help when you need it (from me, Writing Services, CSAS, etc.)
- Pursue learning strategies that best suit your learning style and preferences, and which are compatible with the course expectations
- Do not hesitate to ask me any questions; stay in touch!

Online Course Format

This is an online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. For specific dates, see the tentative course schedule. In the event that additional synchronous sessions are required beyond what is listed in the course schedule (for example, at students' request) these dates will be communicated in advance through the Announcements forum of Brightspace and via email.

The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone. You may be expected to use the video and/or audio and/or chat functions during web conferencing sessions for participation and collaboration. If you encounter any issues connecting via web browser to a synchronous session, note that you may call into a Zoom session and participate via telephone audio.

Web conferencing sessions in this course may be recorded and made available only to those within the class and only under special circumstances. For reasons of student privacy certain sessions cannot be recorded. If, during these sessions, students wish not to be recorded they need to leave their camera and microphone turned off. If you have concerns about being recorded, please email me directly to discuss. If a session is being recorded, you will be notified at the start of the session when the recording will start, and Zoom will always notify meeting participants

that a meeting is being recorded. It is not possible to disable this notification. Please note that all recordings are protected by copyright. The recordings are for your own educational use, but you are not permitted to publish to third party sites, such as social media sites and course materials sites.

Course Etiquette

I strive to cultivate a positive and collaborative learning environment. Please be mindful of the learning process of others and be respectful of our shared learning as a class. In all class activities (e.g., asynchronous learning activities, synchronous meetings) contributions should be thoughtful and respectful. Disrespectful or impolite behavior directed toward peers, the TAs, and/or the instructor be it orally, in written feedback, or online will not be tolerated.

Brightspace

Access Brightspace from the main page of Carleton (<http://www.carleton.ca>) from day one and check it regularly. You will be able to access course resources (e.g., course outline, recorded lectures, supplementary readings, handouts, links, etc.), receive announcements, participate in discussions, and carry out specific required activities when necessary including assignment submissions. If you encounter difficulties with Brightspace, visit the student support page: <https://carleton.ca/brightspace/students/>.

Email Policy

Instructors receive a large volume of emails daily; generally, I am able to respond within 48-72 hours. University policy states that instructors cannot respond to email messages from students unless the email originates from a student's Carleton account, if you email me from external email accounts, I will not be able to respond to your email. If I do not respond within 72 hours, please follow-up, ensuring that your email was sent from your Carleton account. If your email was sent on Friday evening, please wait until Monday afternoon before following up. For general or specific questions regarding course content, activities, or assignments please post in the “ask the instructor” forum.

Participation in our Online Course

To do well in this course active participation is essential. Online learning is largely self-motivated, so it is necessary that you stay up to date with the assigned readings watch and take notes of all recorded lectures and posted content, and join each session prepared to engage in class discussions, group work, and learning activities. In addition to participation in synchronous components, asynchronous online activity via Brightspace will also contribute to the participation component of the course. For example, you may be required to prepare for short, in-class activities, post in discussion forums, or provide feedback via the online discussion board. Consult the course schedule for further details.

Missing class and late assignments: If you foresee missing a synchronous session or requiring more time on an individual assignment, contact me (the instructor) *before* the session or deadline is missed so that we can discuss alternative arrangements. If an in-class activity was scheduled for the missed class, and arrangements were not made with me ahead of time, you will receive a grade of 0% for that in-class assignment. RCs must be submitted to Brightspace before class begins; submissions made during or after class will not be accepted. For larger assignments, I have included a grace-period for deadlines whenever possible in case more time is required. Beyond the grace period, if no formal

arrangements have been made, there will be a deduction of 10% per day (including weekends) for late assignments.

Lecture Notes and Learning Materials

Learning materials such as recorded lectures, assignment guidelines, and links to resources will be posted on Brightspace. The lecture notes used in synchronous components will be posted on Brightspace prior to and/or directly following the session. Course content for asynchronous components will be posted to Brightspace by the scheduled class time and revealed week-to-week.

Academic Integrity and Plagiarism

In all written work, students must avoid plagiarism, i.e. presenting the work or ideas of another as one's own. Forms of plagiarism include: copying from the work of another author without proper use of citations, references, and quotation marks, using the ideas of others without acknowledging the source, extensive paraphrasing, or submitting the work of another as one's own. Plagiarism is a serious offence, which will be reported to the Office of the Dean of the appropriate faculty. Students are advised to consult the *Undergraduate Calendar* for further information on *Instructional Offences*. For more information see <https://carleton.ca/registrar/academic-integrity/>.

Please note: Classroom teaching and learning activities, including lectures, discussions, presentations, recordings etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make hardcopies of course materials for their own educational use only. Students may not take photographs, screenshots, audio or video recordings of lectures and/or lecture slides without explicit consent from the instructor and any other persons whose image may be captured. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily. If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#). All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs. For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review

the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca. Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- ***Pregnancy obligation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf
- ***Religious obligation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wpcontent/uploads/Student-Guide-to-Academic-Accommodation.pdf
- ***Academic Accommodations for Students with Disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test, exam or evaluated assignment requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. pmc@carleton.ca
- ***Survivors of Sexual Violence:*** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <http://carleton.ca/sexual-violence-support>
- ***Accommodation for Student Activities:*** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see [the policy](#).
- ***Medical Notes:*** For Fall 2021, due to the COVID-19 pandemic, the Provost has directed that students seeking an academic accommodation will not be required to produce a doctor's note or medical certificate. Instead, students should use the Medical Self-Declaration form available on the Registrar's webpage. The Medical Self-Declaration form is sufficient documentation to support an accommodation request.

For more information on academic accommodation, please visit:
<https://students.carleton.ca/course-outline/>

Other Information

- Student Services & Resources: <https://carleton.ca/academics/support/>
- Writing Services: <https://carleton.ca/csas/writing-services/>
- Centre for Students Academic Support: <https://carleton.ca/csas/>
- Library: <https://library.carleton.ca/>

Books on Reserve in the main library: Check Brightspace, ARES, and also the library's catalogue to see if there are books and other materials on reserve for this course.

APA referencing and style guide: **APA Style Guide (7th ed.)**, OWL at Purdue (a good but not perfect guide) <https://owl.english.purdue.edu/>; see also the APA Style Blog (<https://blog.apastyle.org/>) for answers to specific APA-related questions.

Required Readings

From “writing as product” to “writing as process”

- Paré, A. (2009). What we know about writing, and why it matters. *Compendium*2, 2(1).
- Emig, J. (1977). Writing as a mode of learning. *College Composition and Communication*, 28(2), 122-128.
- Elbow, P. (1973). The process of writing—growing. In *Writing without teachers* (pp. 12-42). New York: Oxford University Press.
- Britton, J. (1982). Writing to learn and learning to write. In G. Pradl (Ed.), *Prospect and retrospect: Selected essays of James Britton* (pp. 94-111). Montclair, NJ: Boynton/Cook.

Social and cultural dimensions of writing

- Reither, J. (1985). Writing and knowing: Toward redefining the writing process. *College English*, 47, 620-628.
- Herrington, A. & Moran, C. (2005). The idea of genre in theory and practice: An overview of the work in genre in the fields of composition and rhetoric and new genre studies. In A. Herrington & C. Morgan (Eds.). *Genre across the curriculum*. (pp. 1-13). Logan, UT: Utah State University Press.
- Devitt, A. (1993). Generalizing about genre: New conceptions of an old concept. *College Composition and Communication*, 44, 573-586.
- Bazerman, C. (2004). Speech acts, genres and activity systems: How texts organize activity and people. In C. Bazerman & P. Prior (Eds.). *What writing does and how it does it: An introduction to analyzing texts and textual practices* (pp. 309-339). Mahwah, NJ: Lawrence Erlbaum Associates.

Elementary/Middle School

- Larson, J, & Maier, M. (2000). Co-authoring classroom texts: "Shifting participant roles in writing activity". *Research in the Teaching of English*, 34(4), 468-497.
- Vasudevan, L., Schultz, K. & Bateman, J. (2010). Rethinking composing in the digital age: Authoring literate identities through multimodal storytelling. *Written Communication*, 27(4), 442-468.

Secondary School

- Scherff, L. & Piazza, C. (2005). The more things change, the more they stay the same: A survey of high school students' experiences. *Research in the teaching of English*, 39(3), 271-304.

University

- Aull, L. (2019). Linguistic Markers of Stance and Genre in Upper-Level Student Writing. *Written Communication*, 36(2), 267–295.
<https://doi.org/10.1177/0741088318819472>
- Artemeva, N. & Fox, J. (2010). Awareness vs. production: Probing students' antecedent genre knowledge. *Journal of Business and Technical Communication*, 24 (4), 476-515.
- Lillis, T., & Curry, M. J. (2018). Trajectories of knowledge and desire: Multilingual women scholars researching and writing in academia. *Journal of English for Academic Purposes*, 32, 53-66.

Additional readings (optional)

- Dyson, A. H. (2008). Staying in the (curricular) lines: Practice constraints and possibilities in childhood writing. *Written Communication*, 25(1), 119-159.
- Ranker, J. (2008). Composing across multiple media: A case study of digital video production in a fifth grade classroom. *Written Communication*, 25(2), 196-234.
- Smidt, J. (2002). Double histories in multivocal classrooms: Notes toward an ecological account of writing. *Written Communication*, 19(3), 414-443.
- Curwood, J. S. (2012). Cultural shifts, multimodal representations, and assessment practices: A case study. *E-Learning and Digital Media*, 9(2), 232-244.
- Carter, M., Ferzli, M., & Wiebe, E.N. (2007). Writing to learn by learning to write in the disciplines. *Journal of Business and Technical Communication*, 21(3), 278-302.
- Hyland, K. (2005). Stance and engagement: a model of interaction in academic discourse. *Discourse Studies*, 7(2), 173–192. <https://doi.org/10.1177/1461445605050365>
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of second language writing*, 16(3), 148-164.
- Siepmann, D. (2006). Academic writing and culture: An overview of differences between English, French and German. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 51(1), 131-150.

Note: Due to the unprecedented circumstances of the Covid-19 pandemic, I have cut down the number of required readings for the course considerably. The following readings have been removed from the required reading list but are still accessible via ARES:

- Reiff, M. J., & Bawarshi, A. (2011). Tracing discursive resources: How students use prior genre knowledge to negotiate new writing contexts in first-year composition. *Written Communication*, 28(3), 312-337.
- Beck, S.W., & Jeffery, J.V. (2009). Genre and thinking in academic writing tasks. *Journal of Literacy Research*, 41, 228–272.
- Zamel, V. (1987). Recent research on writing pedagogy. *TESOL Quarterly*, 21(4), 697-715.
- Freedman, A. (1997). Situating “genre” and situated genres: Understanding student writing from a genre perspective. *Genres and writing: Issues, arguments, alternatives*, 179-189.
- Beaufort, A. (2004). Developmental gains of a history major: A case for building a theory of disciplinary writing expertise. *Research in the Teaching of English*, 136-185.
- Parkin, S. (2009). Ivonic and the concept of “wrighting”. In A. Carteter, L., T. Lillis, and S. Parkin (Eds.), *Why writing matters. Issues of access and identity in writing research and pedagogy*, 27-43.