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# First Year University Writing A Corpus Based Study With Implications For Pedagogy

**Anne Ruggles Gere**



## **First Year University Writing A Corpus Based Study With Implications For Pedagogy:**

**First-Year University Writing** L. Aull, 2015-03-04 First Year Writing describes significant language patterns in college writing today how they are different from expert academic writing and how to inform teaching and assessment with corpus based linguistic and rhetorical genre analysis

**The Routledge Handbook of Corpus Approaches to Discourse**

**Analysis** Eric Friginal, Jack A. Hardy, 2020-12-17 The Routledge Handbook of Corpus Approaches to Discourse Analysis highlights the diversity breadth and depth of corpus approaches to discourse analysis compiling new and original research from notable scholars across the globe Chapters showcase recent developments influenced by the exponential growth in linguistic computing advances in corpus design and compilation and the applications of sound quantitative and interpretive techniques in analyzing text and discourse patterns Key discourse domains covered by 35 empirical chapters include Research contexts and methodological considerations Naturally occurring spoken professional and academic discourse Corpus approaches to conversational discourse media discourse and professional and academic writing The Routledge Handbook of Corpus Approaches to Discourse Analysis is key reading for both experienced and novice researchers working at the intersection of corpus linguistics and discourse analysis as well as anyone undertaking study in these areas as well as anyone interested in related fields and adjacent research approaches

**How Students Write: A Linguistic Analysis**

Laura Louise Aull, 2020-04-01 Broad generalizations about people today are a familiar feature of first year student writing How Students Write brings a fresh perspective to this perennial observation using corpus linguistics techniques This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence draw connections between ideas relate to their readers and ultimately learn to construct knowledge in their writing Drawing on both first year and upper level student writing the book examines the discourse of students at different points in their education It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students choices In focusing on sentence level features such as hedges perhaps and boosters definitely this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas Attention to these features can help instructors foster civil discourse design effective assignments and expose and question norms of higher education

*Variation in University Student Writing* Larissa Goulart, 2024-08-15 This book provides a comprehensive description of the situational and linguistic characteristics of undergraduate student writing considering both assignment type and discipline Drawing on a corpus of more than 900 undergraduate student assignments from four disciplinary groups Arts and Humanities Social Sciences Physical Sciences and Life Sciences the book combines corpus based analyses of linguistic features with analyses of communicative purposes and text characteristics Variation in University Writing takes a new approach to register variation by grouping assignments by their communicative purpose to argue to explain to compare to describe to narrate a personal event to give a procedural recount to give personal advice and to propose rather than

register categories A multidimensional analysis provides a detailed description of the linguistic patterns of undergraduate writing The findings presented in this book will be of interest to teachers of writing instructors of English for Academic Purposes EAP and researchers of university writing

**Demystifying Corpus Linguistics for English Language Teaching** Kieran Harrington, Patricia Ronan, 2023-03-03 The aim of this edited volume is to demystify corpus linguistics for use in English language teaching ELT It advocates the inclusion of corpus linguistics in the classroom as part of an approach to ELT in which students engage with naturally occurring language The first chapter provides a basic but essential introduction to corpus linguistics including sections on corpora and corpus methods and this is followed by a review of the use of corpus linguistics in ELT Chapters on the traditional ELT strands of skills vocabulary and grammar as well as chapters on pluricentric approaches on language and culture World Englishes and English as a Lingua Franca flow naturally from the second chapter which reports on a survey of the attitudes of trainee teacher to the use of corpus linguistics in the ELT classroom The final two chapters show how the work of corpus linguists can benefit classroom teacher preparation materials development and textbook writing This book will be of interest not only to academics in fields such as English Language Teaching Applied Linguistics and Corpus Linguistics but also to educators of teacher trainees and teacher trainees themselves as well as teachers who are looking for new interactive approaches to ELT

*Composition and Big Data* Amanda Licastro, Benjamin M. Miller, 2021-11-02 In a data driven world anything can be data As the techniques and scale of data analysis advance the need for a response from rhetoric and composition grows ever more pronounced It is increasingly possible to examine thousands of documents and peer review comments labor hours and citation networks in composition courses and beyond *Composition and Big Data* brings together a range of scholars teachers and administrators already working with big data methods and datasets to kickstart a collective reckoning with the role that algorithmic and computational approaches can or should play in research and teaching in the field Their work takes place in various contexts including programmatic assessment first year pedagogy stylistics and learning transfer across the curriculum From ethical reflections to database design from corpus linguistics to quantitative autoethnography these chapters implement and interpret the drive toward data in diverse ways

*A Multidisciplinary Exploration into Flow in Writing* Deborah F. Rossen-Knill, Katherine L. Schaefer, Matthew W. Bayne, Whitney Gegg-Harrison, Dev Crasta, Alessandra DiMauro, 2024-04-05 Offering a multidisciplinary exploration of flow and the often nebulous ways it is conceptualized and operationalized in writing pedagogy this book addresses a critical gap in writing studies Bringing together practice based and scholarly perceptions it outlines the key features and definitions of flow and identifies pedagogical approaches and opportunities for classroom instruction Incorporating perspectives from disciplines including classical rhetoric composition studies cognitive science and linguistics this book provides a diverse overview of the literature on flow in writing pedagogy It includes two instructional voice based and rhetorical grammar based activities that outline how to recognize and improve flow in writing

In doing so the book also provides clear examples of how to create an inclusive writing pedagogy that incorporates sensory and analytical perspectives to help readers and writers experience flow and meet their writing goals As an exploration of flow instruction as it currently stands and might stand in the future this book will be of interest to students and instructors in the field of academic professional and creative writing studies The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Style and the Future of Composition Studies Paul Butler, Brian Ray, Star Medzerian Vanguri, 2020-11-02

Style and the Future of Composition Studies explores style's potential for informing how students are taught to write well and its power as a tool for analyzing the language and discourse practices of writers and speakers in a range of contexts Many college writing teachers operate under the belief that style still refers primarily to the kinds of issues discussed in Strunk and White's popular but outdated book The Elements of Style This work not only challenges this view but also offers theories and pedagogies from diverse perspectives that help teachers and students develop strategic habits and mindsets to negotiate languages genres and discourse conventions The chapters explore the ways in which style directly affects and is affected by multiple sources of shifting disciplinary inquiry contributing new insights by drawing on research in cultural studies sociolinguistics discourse studies translingualism and writing across the curriculum as well as new approaches to classical rhetorical theory The reemergence of stylistic inquiry can be used dynamically to produce new insights not only about emerging disciplinary interests but also about the study of style as a kind of language in and of itself Style and the Future of Composition Studies demonstrates that style deserves to be a central focus of writing teaching More than just the next style collection the book advocates for style's larger prominence in composition discussions generally It will be of interest to a broad range of students and scholars of writing studies as well as a wider set of readers in academe Contributors Cydney Alexis Laura Aull Anthony Box Jimmy Butts Mike Duncan William FitzGerald Melissa Goldthwaite Eric House TR Johnson Almas Khan Zak Lancaster Eric Leake Andrea Olinger Thomas Pace Jarron Slater Jonathan Udelson

*Theories and Methods of Writing Center Studies* Jo Mackiewicz, Rebecca Babcock, 2019-11-01 This collection helps students and researchers understand the foundations of writing center studies in order to make sound decisions about the types of methods and theoretical lenses that will help them formulate and answer their research questions In the collection accomplished writing center researchers discuss the theories and methods that have enabled their work providing readers with a useful and accessible guide to developing research projects that interest them and make a positive contribution It introduces an array of theories including genre theory second language acquisition theory transfer theory and disability theory and guides novice and experienced researchers through the finer points of methods such as ethnography corpus analysis and mixed methods research Ideal for courses on writing center studies and pedagogy it is essential reading for researchers and administrators in writing centers and writing across the curriculum or writing in the disciplines programs

Corpora and Rhetorically Informed Text Analysis David West Brown, Danielle Zawodny Wetzel, 2023-06-15 Corpora and Rhetorically Informed Text Analysis explores applications of rhetorically informed approaches to corpus research Bringing together contributions from scholars in a variety of fields it takes up questions of how theories and traditions in rhetorical analysis can be integrated with corpus techniques in order to enrich our understanding of language use variation and history The studies included in this volume shed light on areas as diverse as student academic writing political discourse and the digital humanities These studies all make use of a dictionary based tagger called DocuScope which recognizes tens of millions of words and phrases and slots them into categories based on their rhetorical functions While DocuScope provides a through line that both links the studies various analytical procedures and primes their rhetorical insights the volume is about more than the explanatory power of a single tool It demonstrates how rhetorically informed approaches can complement more established corpus methodologies underscoring their combined potential *Developing Writers in Higher Education* Anne Ruggles Gere, 2019-01-02 For undergraduates following any course of study it is essential to develop the ability to write effectively Yet the processes by which students become more capable and ready to meet the challenges of writing for employers the wider public and their own purposes remain largely invisible *Developing Writers in Higher Education* shows how learning to write for various purposes in multiple disciplines leads college students to new levels of competence This volume draws on an in depth study of the writing and experiences of 169 University of Michigan undergraduates using statistical analysis of 322 surveys qualitative analysis of 131 interviews use of corpus linguistics on 94 electronic portfolios and 2 406 pieces of student writing and case studies of individual students to trace the multiple paths taken by student writers Topics include student writers interaction with feedback perceptions of genre the role of disciplinary writing generality and certainty in student writing students concepts of voice and style students understanding of multimodal and digital writing high school s influence on college writers and writing development after college The digital edition offers samples of student writing electronic portfolios produced by student writers transcripts of interviews with students and explanations of some of the analysis conducted by the contributors This is an important book for researchers and graduate students in multiple fields Those in writing studies get an overview of other longitudinal studies as well as key questions currently circulating For linguists it demonstrates how corpus linguistics can inform writing studies Scholars in higher education will gain a new perspective on college student development The book also adds to current understandings of sociocultural theories of literacy and offers prospective teachers insights into how students learn to write Finally for high school teachers this volume will answer questions about college writing Companion Website Click here to access the *Developing Writers* project and its findings at the interactive companion website Project Data Access the data from the project through this tutorial You Can't Write That Laura Aull, 2023-11-23 A fascinating take on what schools and tests have done to English presenting an alternative for the future of writing **The Essential Hyland** Ken Hyland, 2018-01-25

Writing in the academy has assumed huge importance in recent years as countless students and academics around the world must now gain fluency in the conventions of academic writing in English to understand their disciplines to establish their careers or to successfully navigate their learning. Professor Ken Hyland has been a contributor to the literature on this topic for over 20 years with 26 books and over 200 chapters and articles. This work has had considerable influence in shaping the direction of the field and generating papers and PhD theses from researchers around the world. This is a topic which has found its time as a central concept in applied linguistics, sociology of science, library studies, bibliometrics and so on. This book brings together Ken Hyland's most influential and cited papers. These are organised thematically to provide both an introduction to the study of academic discourse and an overview of his contribution to the understanding of how academics construct themselves, their disciplines and knowledge through written texts. Several academic celebrities from the field provide a brief commentary on the papers and the book includes an overall reflection by the author on the impact of the papers and the direction of the field together with linear notes on the specific papers in each section. The volume not only includes some of Hyland's best chapters and journal articles but the thoughts of disciplinary luminaries on both the ideas in the book and the general state and direction of the field. *Argumentative Writing in a Second Language* Alan R.

Hirvela, Diane Belcher, 2021-12-13 *Argumentative Writing in a Second Language* is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors' own teaching and research experiences. The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context. Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings. While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens. Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught. The book will be of value to pre-service and in-service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars/researchers. *The Thesis Writing Journeys of Bachelor's and Master's Students* Bojana Petrić, Montserrat Castelló, 2024-12-20 Completing a thesis is a crucial final stage in many bachelor's and master's programmes across Europe and beyond. However the process of thesis writing, how it is experienced by the writers and how those experiences impact on writing remain underexplored. This book examines the student experience of thesis writing through an interdisciplinary perspective drawing on theories of learning, emotions and genre and narrative/discursive analysis. As a result of this approach the thesis is reconceptualised as a multilayered experience from the point of view of student writers. The chapters which arose out of a collaborative research project across 10 European countries employ an innovative combination of methods including the use of journey plots to

provide a complex picture of the thesis writing process which will be of interest to readers involved in academic writing at all levels

Critical Data Storytelling in the Composition Classroom Angela Laflen, 2025-08-15 Critical Data Storytelling in the Composition Classroom provides a timely and essential framework for integrating data literacy into multimodal composition pedagogy Angela Laflen demonstrates that in an era dominated by big data and AI the need to understand how to work with data is no longer limited to scientists and mathematicians Instead data literacy has become a crucial skill for participating in democratic society At the heart of Laflen's approach is critical data storytelling a practice that equips students with the skills to understand interpret and ethically communicate with and about data through various multimodal formats By teaching students to make informed decisions as data storytellers Laflen addresses the ethical implications of working with data while offering practical strategies for reading and analyzing data stories This approach empowers both students and teachers to engage critically with data as a tool for learning and communication It also highlights how multimodal composition has yet to fully account for the central role of data in shaping contemporary communication and argumentation By focusing on the ethical and rhetorical dimensions of data storytelling Critical Data Storytelling in the Composition Classroom presents a pedagogical approach that prepares students for the challenges of working with data in a rapidly evolving digital landscape This flexible adaptable model for teaching critical data literacy is of great interest to writing instructors scholars in rhetoric and composition and educators who seek to prepare students for the demands of a data driven world

*Shaping Writing Grades* Lee McCallum, Philip Durrant, 2022-09-08 This Element explores relationships between collocations writing quality and learner and contextual variables in a first year composition FYC programme Comprising three studies the Element is anchored in understanding phraseological complexity and its sub constructs of sophistication and diversity First the authors look at sophistication through association measures They tap into how these measures may tell us different types of information about collocation via a cluster analysis Selected measures from this clustering are used in a cumulative links model to establish relationships between these measures measures of diversity and measures of task the language background of the writer and individual writer variation and writing quality scores A third qualitative study of the statistically significant predictors helps understand how writers use collocations and why they might be favoured or downgraded by raters This Element concludes by considering the implications of this modelling for assessment

Crossing Divides Bruce Horner, Elliot Tetreault, 2017-06-01 Translingualism perceives the boundaries between languages as unstable and permeable this creates a complex challenge for writing pedagogy Writers shift actively among rhetorical strategies from multiple languages sometimes importing lexical or discoursal tropes from one language into another to introduce an effect solve a problem or construct an identity How to accommodate this reality while answering the charge to teach the conventions of one language can be a vexing problem for teachers Crossing Divides offers diverse perspectives from leading scholars on the design and implementation of translingual writing pedagogies and programs The volume is divided into four parts Part 1



outlines methods of theorizing translinguality in writing and teaching Part 2 offers three accounts of translingual approaches to the teaching of writing in private and public colleges and universities in China Korea and the United States In Part 3 contributors from four US institutions describe the challenges and strategies involved in designing and implementing a writing curriculum with a translingual approach Finally in Part 4 three scholars respond to the case studies and arguments of the preceding chapters and suggest ways in which writing teachers scholars and program administrators can develop translingual approaches within their own pedagogical settings Illustrated with concrete examples of teachers and program directors efforts in a variety of settings as well as nuanced responses to these initiatives from eminent scholars of language difference in writing *Crossing Divides* offers groundbreaking insight into translingual writing theory practice and reflection Contributors Sara Alvarez Patricia Bizzell Suresh Canagarajah Dylan Dryer Chris Gallagher Juan Guerra Asao B Inoue William Lalicker Thomas Lavelle Eunjeong Lee Jerry Lee Katie Malcolm Kate Mangelsdorf Paige Mitchell Matt Noonan Shakil Rabbi Ann Shivers McNair Christine M Tardy *Translingual and Transnational Graduate Education in Rhetoric and Composition* Nancy Bou Ayash, Carrie Byars Kilfoil, 2023-04-15 *Translingual and Transnational Graduate Education in Rhetoric and Composition* investigates the implications of composition studies changing terminological and ideological landscape around language and nation for the professionalization of future university writing teacher scholars As the collection editors argue incorporating translingual and transnational theories into graduate pedagogy and curricular structures is necessary if they are to shape professional practices in rhetoric and composition long term Contributors to the collection articulate the need for translingual and transnational sensibilities in rhetoric and composition graduate programs in light of the material conditions of graduate students lives and labor They further present pathways for rethinking the design of graduate level coursework foreign language learning policies and labor mentoring practices writing teacher and writing center tutor training and other professionalization initiatives Offering a range of conceptually and empirically driven pieces the collection brings together the voices and lived experiences of graduate students faculty advisors and administrators involved in the constant necessary reworking of rhetoric and composition graduate education in a variety of institutional locales *Translingual and Transnational Graduate Education in Rhetoric and Composition* provides inspiration for graduate programs working to enact well grounded curricular and pedagogical changes to counter the long standing effects of the dominant racist and monolingualist ideologies in higher education generally and rhetoric and composition studies specifically Contributors Luc a Dur Patricia Flores Joe Franklin Mois s Garcia Renteria Bruce Horner Aimee Jones Corina Lerma Kate Mangelsdorf Brice Nordquist Madelyn Pawlowski Christine Tardy Amy Wan Alex Way Anselma Widha Prihandita Joe Wilson Xiaoye You Emily Yuko Cousins Michelle Zaleski **Lost Texts in Rhetoric and Composition** Deborah H. Holdstein, 2023-05-03 A project of recovery and reanimation *Lost Texts in Rhetoric and Composition* foregrounds a broad range of publications that deserve renewed attention Contributors to this volume reclaim these lost texts to reenvision the

rhetorical tradition itself Authors discussed include not only twentieth century American compositionists but also a linguist a poet a philosopher a painter a Renaissance rhetorician and a nineteenth century pioneer of comics the collection also features some less studied works by authors who remain well known These texts will give rise to new conversations about current ideas in rhetoric and composition This volume contains discussion of the following authors and titles Judah Messer Leon The Book of the Honeycomb s Flow Angel DeCora Sterling Andrus Leonard English Composition as a Social Problem Rodolphe T pffer William James Kenneth Burke Adrienne Rich Ann E Berthoff John Mohawk Western Peoples Natural Peoples William Vande Kopple William Irmscher Beat Not the Poor Desk Walter J Ong Geneva Smitherman Thomas Zebroski Linda Brodkey Craig S Womack Deborah Cameron James Slevin Marilyn Sternglass and William E Coles Jr

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