

Risk In Academic Writing Postgraduate Students Their Teachers And The Making Of Knowledge New Perspectives On Language And Education

This book provides a comprehensive overview of approaches to academic literacy instruction and their underpinning theories, as well as a synthesis of the debate on academic literacy over the past 20 years. The author argues that the main existing instructional models are inadequate to cater for diverse student populations, and proposes an inclusive practice approach which encourages institutional initiatives that make academic literacy instruction an integrated and accredited part of the curriculum. The book aims to raise awareness of existing innovative literacy pedagogies and argues for the transformation of academic literacy instruction in all universities with diverse student populations.

This book is a very important contribution to the growing body of work on postgraduate, and specifically doctoral, education ... I find the metaphor of pushing boundaries to be very appropriate, as it suggests a field of study and a range of behaviours and institutional organisational approaches to postgraduate education that are dynamic and characterised by fluidity, creativity and challenge... Readers will gain new theoretical perspectives, ideas for improved practice, and fresh perspectives on boundaries and pressing issues that deserve to be pushed and conceptualised in new ways. - Professor Ann Austin (Higher, Adult and Lifelong Education Michigan State University)

English is now a global phenomenon no longer defined by fixed territorial, cultural and social functions. The Routledge Companion to English Studies provides an authoritative overview of the subject area. Taking into account the changing conceptualisations of English, this Companion considers both historical trajectories and contemporary perspectives whilst also showcasing the state-of-the-art contributions made by the established scholars of the field. The Routledge Companion to English Studies: provides a set of broad perspectives on English as a subject of study and research highlights the importance of the link between English and other languages within the concepts of multilingualism and polylingualism investigates the use of language in communication through the medium of digital technology covering key issues such as Digital Literacies, Multimodal Literacies and Games and Broadcast Language explores the role of English in education taking account of social, ethnographic and global perspectives on pedagogical issues. This collection of thirty-four newly commissioned articles provides a comprehensive and up-to-date picture of the dynamic and diverse field of English Studies and will be an invaluable text for advanced students and researchers in this area.

The future of higher education is in question as universities struggle to remain relevant to the present and future needs of society. The context in which learning occurs is rapidly changing and those engaged and interested in the place and position of university education need to figure out to adapt. This book embodies a vision for higher education where graduate attributes and proficiencies are at the core of the academic project, where degree programs move beyond disciplinary content and where students are encouraged to be Citizen Scholars. Through a series of cross-disciplinary and contextual cases, the contributors to this book articulate how this vision can be achieved in our pedagogical environments, future proofing higher education.

Toward Translingual Realities in Composition is a multiyear critical ethnographic study of first-year writing programs in Lebanon and Washington State—a country where English is not the sole language of instruction and a state in which English is entirely dominant—to examine the multiple and often contradictory natures, forces, and manifestations of language ideologies. The book is a practical, useful way of seriously engaging with alternative ways of thinking, doing, and learning academic English literacies. Translingualism work has concentrated on critiquing monolingual and multilingual notions of language, but it is only beginning to examine translingual enactments in writing programs and classrooms. Focusing on language representations and practices at both the macro and micro levels, author Nancy Bou Ayash places the study and teaching of university-level writing in the context of the globalization and pluralization of English(es) and other languages. Individual chapters feature various studies that Bou Ayash brings together to address how students act as agents in marshaling their language practices and resources and shows a deliberate translingual intervention that complicates and enriches students' assumptions about language and writing. Her findings about writing programs, instructors, and students are detailed, multidimensional, and complex. A substantial contribution to growing translingual scholarship in the field of composition studies, Toward Translingual Realities in Composition offers insights into how writing teacher-scholars and writing program administrators can more productively intervene in local postmonolingual tensions and contradictions at the level of language representations and practices through actively and persistently reworking the design and enactment of their curricula, pedagogies, assessments, teacher training programs, and campus-wide partnerships.

Writing matters, and so does research into real-life writing. The shift from an industrial to an information society has increased the importance of writing and text production in education, in everyday life and in more and more professions in the fields of economics and politics, science and technology, culture and media. Through writing, we build up organizations and social networks, develop projects, inform colleagues and customers, and generate the basis for decisions. The quality of writing is decisive for social resonance and professional success. This ubiquitous real-life writing is what the present handbook is about. The de Gruyter Handbook of Writing and Text Production brings together and systematizes state-of-the-art research. The volume contains five sections, focussing on (I) the theory and methodology of writing and text production research, as well as on problem-oriented and problem-solving approaches related to (II) authors, (III) modes and media, (IV) genres, and (V) domains of writing and text production. Throughout the 21 chapters, exemplary research projects illustrate the theoretical perspectives from globally relevant research spaces and traditions. Both established and future scholars can benefit from the handbook's fresh approach to writing in the context of multimodal, multi-semiotic text production.

Writing is the principal means by which doctoral candidature is monitored and measured; this, combined with the growing tendency to use publications as proxy measures of individual and institutional productivity, underlines the centrality of writing in academia. One of the central questions for scholars in higher education, therefore, is 'How do we make writing happen?', and it is this question which the book seeks to answer. The book provides detailed illustrations of collaborative writing pedagogies which are powerfully enabling, and through theoretical and conceptual interrogation of these practices, the authors point the way for individuals as well as institutions to establish writing groups that are lively, responsive and context-specific. Key topics include: new pedagogical responses for increased writing productivity and the 'push to publish'; innovations for supporting academic writing quality, confidence and output; scaffolding the thesis writing process; new theoretical explorations of collaborative writing approaches; writing group formulations and pedagogical approaches; writing groups for non-native speakers of English; writing as women in higher education. A particular strength of this book is that it showcases the potential of writing groups for advanced academic writing by pulling together a unique mix of authors and scholarly approaches, representing a wide range of new theoretical and pedagogical frames from diverse countries. Writing Groups for Doctoral Education and Beyond will be attractive to academics seeking new ways to advance their writing productivity, doctoral students, their supervisors and those who are tasked with the job of supporting them through the completion and dissemination of their research.

This publication contains original research targeting scientific specialists in the field of education, through research endeavours grounded on a philosophical basis, as well as being embedded in the empirical. The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable theoretical and conceptual framework. The latter forms a firm basis for the application of sound empiricism. The content of this book adds to the body of scholarly knowledge in education. In his evaluation of the book, Acting Executive Dean, Faculty of Education and Training, Professor Akpovire Oduaran, made the following remarks: 'To a large extent, the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with

educators and the learning environment. So then, what the reader is offered in this volume is the articulation of ideas that have been interrogated, structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can match the standards of scholarship that is available in the Western World. Yet, what makes this book so welcome, relevant and timely, is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature.'

This book draws on the perspectives of authors, supervisors, reviewers and editors to present a rich, nuanced picture of the practices and challenges involved in writing for scholarly publication. Organized into four sections, it brings together international experts and junior scholars from a variety of disciplines to examine both publishing experiences and current research in the field. In doing so, it challenges the view that Native English speakers have a relatively easy ride in this process and that it is only English as an Additional Language (EAL) scholars who experience difficulties. The volume highlights central themes of writing for publication, including mentoring and collaborative writing, the writing experience, text mediation, the review process, journal practices and editorial decision-making, and makes a strong case for taking a more inclusive approach to research in this domain. This edited collection will appeal to students and scholars of applied linguistics, English for academic purposes, academic writing, and second language writing.

The 24 chapters contained in this volume provide diverse but also congruent perspectives on future foci for research into postgraduate education and supervision in the knowledge society. The chapters move from deliberations on challenges for postgraduate supervision at macro level (such as the pressure to increase postgraduate output and the implications of increasingly managerialist institutions) to meso level matters (the form and function of postgraduate education in specific countries) to the micro (rich case studies of individual institutions, programmes and supervisors).

Many universities worldwide now require established and novice scholars, as well as PhD students, to publish in English in international journals. This growing trend gives rise to multiple interrelated questions, which this volume seeks to address through the perspectives of a group of researchers and practitioners who met in Coimbra, Portugal in 2015 for the PRISEAL and MET conferences. The volume offers truly global coverage, with chapters focusing on vastly different geo-social areas, and disciplines from the humanities to the hard sciences. It will be of interest to applied linguists, particularly those working in the area of English for Research Publication Purposes, and to language professionals working in research writing support, research supervision and academic publishing, as well as to journal editors and managers.

This book offers a critical exploration of definitions, methodologies and ideologies of English-medium instruction (EMI), contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts. It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels, in a variety of countries, with different approaches to translanguaging, different named languages, and different policies. These studies include several underrepresented contexts across the globe, providing a broad view of how translanguaging in EMI is understood in these educational settings. Furthermore, this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom.

Academic Writing Essentials is a writing reference for masters and doctoral students whose first language is not English. This book will assist you in adjusting to the expectations of writing in English for a higher degree. It offers guidance on strategies and conventions that apply in most forms of postgraduate-level writing. Academic Writing Essentials is designed to facilitate self-study. Annotated examples from journal articles, writing frames and simple explanations help you to understand language, style and organizational features, and to apply the knowledge directly in your own writing. Features : Planning writing, Developing ideas, Integrating sources, Documenting sources, Synthesizing literature & Writing analytically. Highlights: Research proposal, Article review, Case analysis report & Literature review paper. Academic Writing Essentials is designed to facilitate self-study. Annotated examples from journal articles, writing frames and simple explanations help you to understand language, style and organizational features, and to apply the knowledge directly in your own writing.

English-medium universities around the world face real challenges in ensuring that incoming students have the language and literacy skills they need to cope with the demands of their degree programmes. One response has been a variety of institutional initiatives to assess students after admission, in order to identify those with significant needs and advise them on how to enhance their academic language ability. This volume brings together papers from Australia, Canada, Hong Kong, New Zealand, Oman, South Africa and the United States, written by language assessment specialists who discuss issues in the design and implementation of these post-admission assessments in their own institutions. A major theme running through the book is the need to evaluate the validity of such assessments not just on their technical quality but on their impact, in terms of giving students access to effective means of developing their language skills and ultimately enhancing their academic achievement.

The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide (i) foundational information on the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

Examining what is involved in learning to write for academic purposes from a variety of perspectives, this book focuses in particular on issues related to academic writing instruction in diverse contexts, both geographical and disciplinary. Informed by current theory and research, leading experts in the field explain and illustrate instructional programs, tasks, and activities that help L2/multilingual writers develop knowledge of different genres, disciplinary expectations, and expertise in applying what they have learned in both educational and professional contexts.

From the author of Stylish Academic Writing comes an essential new guide for writers aspiring to become more productive and take greater pleasure in their craft. Helen Sword interviewed 100 academics worldwide about their writing background and practices and shows how they find or create the conditions to get their writing done.

This volume offers the readers a diversity of insight into how multimodality works in texts, and the effects different modes have on generating and understanding meaning.

The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English

for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL.

This book develops the concept of 'writteness' (historically-formed stylistic and aesthetic values within writing) to highlight the demands, taken-for-granted ideals, institutional frictions, and changing circumstances of academic writing in English in the contemporary international university. Recognising the political importance of the role that English plays in an increasingly internationalized higher education network, Joan Turner pits writteness against the contingency and instability of international English in real-life institutional contexts. In doing so, she brings out the theoretical significance of this, as writing becomes a motor of linguistic change and can no longer be seen simply as the repository of academic standards. Of particular interest to academics and postgraduates in TESOL, applied linguistics, rhetoric and composition, English as a Lingua Franca studies, and the sociolinguistics of writing, as well as to EAP practitioners, this book is among the first to theoretically consider the implications for the cultural homogeneity of the written word. It also offers a unique perspective on the role of writteness within the broader historical context of leaving the era of print culture. As such, this book is highly recommended for students, researchers, and policy makers alike.

Post/graduate students experience enormous challenges in research writing. New writing pedagogies make explicit the often-hidden research literacies. Research Literacies and Writing Pedagogies for Masters and Doctoral Writers explores emerging innovations in supporting the development of research literacies in post/graduate writing.

Literally translated as "self-culture-writing," autoethnography—as both process and product—holds great promise for scholars and researchers in writings studies who endeavor to describe, understand, analyze, and critique the ways in which selves, cultures, writing, and representation intersect. Self+Culture+Writing foregrounds the possibility of autoethnography as a viable methodological approach and provides researchers and instructors with ways of understanding, crafting, and teaching autoethnography within writing studies. Interest in autoethnography is growing among writing studies scholars, who see clear connections to well-known disciplinary conversations about personal narrative, as well as to the narrative turn in general and social justice efforts in particular. Contributions by authors from diverse backgrounds and institutional settings are organized into three parts: a section of writing studies autoethnographies, a section on how to teach autoethnography, and a section on how ideas about autoethnography in writing studies are evolving. Self+Culture+Writing discusses the use of autoethnography in the writing classroom as both a research method and a legitimate way of knowing, providing examples of the genre and theoretical discussions that highlight the usefulness and limitations of these methods. Contributors: Leslie Akst, Melissa Atienza, Ross Atkinson, Alison Cardinal, Sue Doe, Will Duffy, John Gagnon, Elena Garcia, Guadalupe Garcia, Caleb Gonzalez, Lilly Halboth, Rebecca Hallman Martini, Kirsten Higgins, Shereen Inayatulla, Aliyah Jones, Autumn Laws, Soyeon Lee, Louis M. Maraj, Kira Marshall-McKelvey, Jennifer Owen, Tiffany Rainey, Marcie Sims, Amanda Sladek, Trixie Smith, Anthony Warnke

This book brings together a variety of voices – students and teachers, journal editors and authors, writers from the global north and south – to interrogate the notion of risk as it applies to the production of academic writing. Risk-taking is viewed as a productive force in teaching, learning and writing, and one that can be used to challenge the silences and erasures inherent in academic tradition and convention. Widening participation and the internationalisation of higher education make questions of language, register, agency and identity in postgraduate writing all the more pressing, and this book offers a powerful argument against the further reinforcement of a 'northern' Anglophone understanding of knowledge and its production and dissemination. This volume will provide food-for-thought for postgraduate students and their supervisors everywhere.

The literacy autobiography is a personal narrative reflecting on how one's experiences of spoken and written words have contributed to their ongoing relationship with language and literacy. Transnational Literacy Autobiographies as Translingual Writing is a cutting-edge study of this engaging genre of writing in academic and professional contexts. In this state-of-the-art collection, Suresh Canagarajah brings together 11 samples of writing by students that both document their literary journeys and pinpoint the seminal works affecting their development as translingual readers and writers. Integrating the narrative of the author, which is written as his own literacy autobiography, with a close analysis of these texts, this book: presents a case for the literacy autobiography as an archetypal genre that prepares writers for the conventions and processes required in other genres of writing; demonstrates the serious epistemological and rhetorical implications behind the genre of literacy autobiography among migrant scholars and students; effectively translates theoretical publications on language diversity for classroom purposes, providing a transferable teaching approach to translingual writing; analyzes the tropes of transnational writers and their craft in "meshing" translingual resources in their writing; demonstrates how transnationalism and translingualism are interconnected, guiding readers toward an understanding of codemeshing not as a cosmetic addition to texts but motivated toward resolving inescapable personal and social dilemmas. Written and edited by one of the most highly regarded linguists of his generation, this book is key reading for scholars and students of applied linguistics, TESOL, and literacy studies, as well as tutors of writing and composition worldwide.

Student writing has long been viewed as a problem in higher education in the UK. Moreover, the sector has consistently performed poorly in the National Student Survey with regard to assessment and feedback. Academics Engaging with Student Writing tackles these major issues from a new and unique angle, exploring the real-life experiences of academic teachers from different institutions as they set, support, read, respond to and assess assignments undertaken by undergraduate students. Incorporating evidence from post-1992 universities, Oxbridge, members of the Russell Group and others, this book examines working practices around student writing within the context of an increasingly market-oriented mass higher education system. Presenting a wealth of relevant examples from disciplines as diverse as History and Sports Science, Tuck makes extensive use of interviews, observations, texts and audio recordings in order to explore the perspectives of academic teachers who work with student writers and their texts. This book will be of interest to researchers, academics and postgraduate students in the fields of academic literacies, higher education, language and literacy, language in higher education, English for academic purposes and assessment. Furthermore, academic teachers with experience of this crucial aspect of academic labour will welcome Tuck's pioneering work as an indispensable tool for making sense of their own engagement with student writers.

Writing Centres in South Africa, and globally, are now well established academic support centres within many universities. Historically tasked with supporting students as they grapple with the demands of academic writing, many centres are now moving beyond their own walls to work with academic tutors, lecturers and departments to rethink the ways in which knowledge is transformed into different kinds of disciplinary writing. This move raises pertinent questions for writing centre directors, tutors/consultants, and for the universities that house them: how does a centre, tasked with supporting more general academic literacy development through writing pedagogies, initiate students into a range of particularised discourse communities? How do writing centre staff and disciplinary lecturers negotiate their shared, and separate, concerns for student learning through

collaborative writing development projects? How do writing centres work with assignments and forms of literacy that challenge them to reconfigure their own pedagogical practices and expand their conceptions of writing support? How do writing centres maintain their core focus as they move flexibly beyond their own spaces to understand the nature of disciplinary writing? This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the global move in higher education to reconsider how knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: *Changing Spaces: Writing Centres and Access to Higher Education* (Eds. A. Archer and R. Richards, 2011, SUN PReSS) to understand why working within the disciplines is so critical for writing development in a South African context.

Multimodality in Higher Education showcases new directions in multimodal research and also focuses on teaching multimodal text production and writing pedagogy. It theorizes writing practices and writing pedagogy in Higher Educational contexts from a multimodal perspective.

This innovative volume showcases the possibilities of autoethnography as a means of exploring the complexities of transnational identity construction for learners, teachers, and practitioners in English language teaching (ELT). // The book unpacks the dynamics of today's landscape of language education which sees practitioners and students with nuanced personal and professional histories inhabit liminal spaces as they traverse national, cultural, linguistic, ideological, and political borders, thereby impacting their identity construction and engagement with pedagogies and practices across different educational domains. The volume draws on solo and collaborative autoethnographies of transnational language practitioners to question such well-established ELT binaries such as 'center'/'periphery' and 'native'/'non-native' and issues of identity-related concepts such as ideologies, discourses, agency, and self-reflexibility. In so doing, the book also underscores the unique affordances of autoethnography as a methodological tool for better understanding transnational identity construction in ELT and bringing to the fore key perspectives in emerging areas of study within applied linguistics. // This dynamic collection will appeal to students, scholars, and practitioners in English language teaching, applied linguistics, TESOL education, educational linguistics, and sociolinguistics.

'Offers a practical and helpful guidebook both for students and supervisors. It is recommended for research students at the early stages of their research studies, because it provides a thought-provoking account of the different aspects of post-graduate research. Additionally, it can be a useful tool and resource pack for advanced research students who want to think about viva and career options after the completion of the PhD...a useful addition to the growing literature of books on post-graduate research. It provides not only a helpful reading but also a complete multimedia resource pack for new and more-advanced students and supervisors.' - *Educate Journal*

The prospect of undertaking postgraduate research can seem daunting. This thoroughly revised Second Edition of *Doing Postgraduate Research* will show you how to undertake your research better, quicker, and with as little hassle as possible. The text offers an authoritative and comprehensive guide to better research practice and is fully compliant with research training requirements, including the Joint Research Councils' Skills Statement. *Doing Postgraduate Research* will enable you to acquire research methods skills as you proceed through your Masters or PhD programme. Key topics include: Designing and organizing a research project Understanding alternative research perspectives Doing a literature review Academic writing IPR and Ethics in research Research presentations Preparing for a viva Career development. Activities are used throughout the book to link the material to student's own research projects, encouraging practical 'training by doing'. The book comes with a DVD and website which illustrate key features of the research process, and provide further reading and a guide to additional resources. Visit the companion website at www.sagepub.co.uk/potter

Doing Postgraduate Research is an invaluable tool for students, supervisors, and all with research training responsibilities. SAGE Study Skills are essential study guides for students of all levels. From how to write great essays and succeeding at university, to writing your undergraduate dissertation and doing postgraduate research, SAGE Study Skills help you get the best from your time at university. Visit the SAGE Study Skills website for tips, quizzes and videos on study success!

The editors and contributors to this collection explore what it means to adopt an "academic literacies" approach in policy and pedagogy. Transformative practice is illustrated through case studies and critical commentaries from teacher-researchers working in a range of higher education contexts—from undergraduate to postgraduate levels, across disciplines, and spanning geopolitical regions including Australia, Brazil, Canada, Cataluña, Finland, France, Ireland, Portugal, South Africa, the United Kingdom, and the United States.

Recognising the greater importance formal research training now occupies in research degrees, this practical text will enable the student to do research better, quicker and with as little hassle as possible.

This volume draws on empirical evidence to explore the interplay between language teacher identity (LTI) and professional learning and instruction in the field of TESOL. In doing so, it makes a unique contribution to the field of language teacher education. By reconceptualizing teacher education, teaching, and ongoing teacher learning as a continuous, context-bound process of identity work, *Language Teacher Identity in TESOL* discusses how teacher identity serves as a framework for classroom practice, professional, and personal growth. Divided into five sections, the text explores key themes including narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices. The 15 chapters offer insight into the experiences of preservice teachers, in-service teachers, and teacher educators in global TESOL contexts including Canada, Japan, Korea, Norway, Sri Lanka, Turkey, the United Kingdom, and the United States. This text will be an ideal resource for researchers, academics, and scholars interested in furthering their knowledge of concepts grounding LTI, as well as teachers and teacher educators seeking to implement identity-oriented approaches in their own pedagogical practices. This book argues that adopting ethnographically oriented perspectives on research into academic writing is a valuable means of deepening understanding of the social influences on language use and individuals' experiences in academic writing contexts, helping to gain insider views of writers' experiences, writing practices, and the contexts in which academic texts are produced and assessed.

What current theoretical frameworks inform academic and professional writing? What does research tell us about the effectiveness of academic and professional writing programs? What do we know about existing best practices? What are the current guidelines and procedures in evaluating a program's effectiveness? What are the possibilities in regard to future research and changes to best practices in

these programs in an age of accountability? Editors Shirley Wilson Logan and Wayne H. Slater bring together leading scholars in rhetoric and composition to consider the history, trends, and future of academic and professional writing in higher education through the lens of these five central questions. The first two essays in the book provide a history of the academic and professional writing program at the University of Maryland. Subsequent essays explore successes and challenges in the establishment and development of writing programs at four other major institutions, identify the features of language that facilitate academic and professional communication, look at the ways digital practices in academic and professional writing have shaped how writers compose and respond to texts, and examine the role of assessment in curriculum and pedagogy. An afterword by distinguished rhetoric and composition scholars Jessica Enoch and Scott Wible offers perspectives on the future of academic and professional writing. This collection takes stock of the historical, rhetorical, linguistic, digital, and evaluative aspects of the teaching of writing in higher education. Among the critical issues addressed are how university writing programs were first established and what early challenges they faced, where writing programs were housed and who administered them, how the language backgrounds of composition students inform the way writing is taught, the ways in which current writing technologies create new digital environments, and how student learning and programmatic outcomes should be assessed.

The Routledge Handbook of Linguistic Ethnography provides an accessible, authoritative and comprehensive overview of this growing body of research, combining ethnographic approaches with close attention to language use. This handbook illustrates the richness and potential of linguistic ethnography to provide detailed understandings of situated patterns of language use while connecting these patterns clearly to broader social structures. Including a general introduction to linguistic ethnography and 25 state-of-the-art chapters from expert international scholars, the handbook is divided into three sections. Chapters cover historical, empirical, methodological and theoretical contributions to the field, and new approaches and developments. This handbook is key reading for those studying linguistic ethnography, qualitative research methods, sociolinguistics and educational linguistics within English Language, Applied Linguistics, Education and Anthropology.

This book offers systematic instruction and evidence-based guidance to academic authors. It demystifies scholarly writing and helps build both confidence and skill in aspiring and experienced authors. The first part of the book focuses on the author's role, writing's risks and rewards, practical strategies for improving writing, and ethical issues. Part Two focuses on the most common writing tasks: conference proposals, practical articles, research articles, and books. Each chapter is replete with specific examples, templates to generate a first draft, and checklists or rubrics for self-evaluation. The final section of the book counsels graduate students and professors on selecting the most promising projects; generating multiple related, yet distinctive, publications from the same body of work; and using writing as a tool for professional development. Written by a team that represents outstanding teaching, award-winning writing, and extensive editorial experience, the book leads teacher/scholar/authors to replace the old "publish or perish" dictum with a different, growth-seeking orientation: publish and flourish.

This collection critically considers the question of how learning and teaching should be conceived, understood, and approached in light of the changing nature of learning scenarios and new pedagogies in this current age of multimodal digital texts, practices, and communities. The book takes the concept of digital artifacts as being composed of multiple meaning-making semiotic resources, such as visuals, music, and design, as its point of departure to explore how diverse communities interact with these tools and develop and explore their understanding of digital practices in learning contexts. The first section of the volume examines different case studies in which involved participants learn to grapple with the introduction of digital tools for learning in children's early years of schooling. The second section extends the focus to secondary and higher education settings as digital learning tools grow more complex as do students, parents, and teachers' interactions with them and the subsequent need for new pedagogies to rethink these multimodal artifacts. A final section reflects on the implications of new multimodal tools, technologies, and pedagogies for teachers, such as on teacher training and community building among educators. In its in-depth look at multimodal approaches to learning as meaning-making in a digital world, this book will be of interest to students and scholars in multimodality, English language teaching, digital communication, and education.

'This is an exemplary book... I would recommend it to anyone involved in giving advice to UK students intending to undertake postgraduate study' - ESCalate This accessible book provides essential guidance for all students who are thinking of studying for a postgraduate qualification in Britain. Alongside detailed information about the British university system (from the application process to the viva) Nicholas and Rosalind Foskett provide readers with an introduction to other essential pastoral and practical aspects to study in Britain: Immigration regulations; living and working in Britain; cultural mores and expectations of student life; finance and support systems. Postgraduate Study in the UK: The International Student's Guide is easily accessible and is essential reading for anyone thinking about, or already enrolled on, a postgraduate course in the UK who is less familiar with the unique character of the British HE system and unfamiliar with British culture in general.

The book explores concerns about the lack of higher education transformation around issues of equity, curriculum reform, language and race, and how students navigate higher education complexities. Students' self-reflective abilities, creativity and pragmatic approaches to surviving and succeeding are indicators that postgraduate student success is as much internally as externally determined. Each chapter speaks from a uniquely South African perspective. The editors have tried to remain true to the voice of each contributor, while simultaneously providing a coherent body of scholarly work.

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