# Introduction

This book explores the context, theory, and practice related to working with graduate-level research writers in the classroom. Graduate-level research writing is broadly defined in this book as scholarly writing that graduate students, junior researchers, and, in some cases, senior undergraduate students need to learn to engage in peer-responsive written communication about their research. I argue that formal instruction on research writing is necessary for graduate-level research writers and novice academics, and writing instructors should build and continue to update their knowledge for working with graduate-level writers.

This book adopts genre as the theoretical lens for understanding research writing instructional practices because genre pedagogy has been noted as "one of the most highly theorized curricular orientations" in "addressing the very specialized discoursal needs of novice EAL [English as an Additional Language] graduate writers" and other graduate students (Belcher, 2012, p. 136). The book, thus, explores what genre is, how it has been conceptualized in the English for Specific Purposes (ESP) school of genre studies, why this particular school of genre theory and pedagogy may be especially suitable for guiding one's work with graduate-level research writers in the classroom, what genre analysis in this school may involve, and what the goal of genre-focused teaching should be.

Genre theory and pedagogy, then, drive the close examination of the topics in the rest of this book. These include a description of genre-focused learning materials, approaches to facilitating learner-driven inductive or task-based analysis of genre, making sense of disciplinary specificity in students' writing of research genres, and other topics.

This book primarily targets the needs of novice writing instructors in applied linguistics/TESOL or in writing studies graduate programs and the graduate faculty and teacher educators who work with these novice instructors. I hope that the close attention to genre and to the connections among context, theory, and practice that have been built into this book can enable these and other readers to reflect on their practices, to build and update their knowledge, and to use their reflections and knowledge to make theoretically informed and contextually responsive pedagogical decisions.

The comparatively sharper focus on genre in the ESP tradition and its impact on graduate-level research writing instructional practices affords this book the space to look closely at how genre plays out in concrete practices in contexts where a clearly defined, unique student population with "very specialized discoursal needs" learn research writing (Belcher, 2012, p. 136). Seen in this light, I hope that this book will contribute to knowledge in genre studies and benefit the genre-focused scholarly community.

## Chapters in This Book

Chapter 1 defines what graduate-level research writing is and offers six reasons why formal instruction on graduate-level research writing is necessary for novice research writers and why it is important for writing instructors to build or to update their knowledge of graduate-level research writing instructional theory and practice.

Chapter 2 looks closely at rhetorical consciousness-raising, which was proposed by Swales (1990) and has since been adopted by other practitioners as the preferred instructional objective in graduate-level research writing classes. Because rhetorical consciousness-raising is often discussed together with the concept of genre, the chapter elaborates on the definitions of genre and introduces several approaches to genre analysis. The chapter then expands on the notion of rhetori-

cal consciousness-raising to include two interrelated learning objectives: (1) to develop students' awareness of genre analysis as a conceptual framework or tool that can be applied to the analysis of any genre in the graduate-level research writing classroom and beyond (genre awareness) and (2) to increase students' awareness of discipline-specific features in the target genres (awareness of genre*s*) through guiding students to become increasingly proficient in applying the genre analysis framework to the genre samples in their fields.

Chapter 3 concentrates on various forms of genre-focused instructional materials applicable to the graduate-level research writing classroom. Among them are published textbooks that have adopted the genre-focused approach to teaching graduate-level research writing, practitioners' program- or course-specific instructional materials, and learner-contributed genre samples. Of special interest in this chapter are my perspectives on how to guide students to build their reference collections.

Chapter 4 discusses two methodologies especially applicable to genre-focused instruction on research writing: the explicit in-class discussions of genre exemplars and learners' genre analysis tasks outside of class.

Chapter 5 looks at the four dimensions of writing tasks in the graduate-level research writing classroom. I explore how these four dimensions can be built into the same writing task and how they can help facilitate instructors' understanding and evaluation of students' discipline-specific writing.

Chapter 6 elaborates on five areas potentially useful for building and updating one's knowledge of research writing instruction. These areas include becoming familiar with second language (L2) and English for Academic Purposes (EAP) instructional approaches to writing, learning about research writing pedagogical initiatives targeting English as a first language (L1) writers, understanding students' learning as well as their practices of research writing in non-classroom settings, educating oneself about the discipline-specific nature of research writing, and learning to conduct action research in the research writing classroom.