

Index

- abstract: as a part-genre, 17, 66, 71, 163, 180–181; conference, 60, 66; disciplinary variations, 66, 111; dissertation, 71; lexico-grammatical features of, 41–42, 60, 72–73, 109; moves in, 17, 41, 66, 73, 110, 112; proposal, 73, 129; rhetorical purposes of, 109; structured type, 60; teaching materials for, 51, 59–60, 71, 109, 114, 131, 160–161, 195; writing tasks, 129, 131
- Abstracts and the Writing of Abstracts* (Swales and Feak), 51, 59–60, 66, 111, 130
- academic community, 13, 15, 35–36. *See also* discourse communities
- academic literacies, 13, 167
- academic request letter, 108
- academic support genres, 17, 59, 63–64, 108–110, 114
- Academic Writing for Graduate Students* (Swales and Feak), 51–60; disciplinary variations and, 65; evaluation and, 129–30; genre analysis tasks and, 112; introductions and, 63; journal articles and, 66; materials and, 21, 67; rhetorical consciousness-raising and, 33
- action research, 3, 186–188, 190–192, 194
- advisor: as informants of discipline-specific writing practices, 77–80, 174–176; mentoring students, 118, 166–173; relations with writing specialists, 139, 163–165; resource book for, 18, 68–71; views on students' writing problems, 61, 183; with implicit genre knowledge, 14–15. *See also* faculty supervisors
- Aitchison, C., 11, 13, 159–161, 167
- Allison, D., 101, 128, 148–149, 151
- applied linguistics, 2, 24, 28, 85, 134, 141, 146; data and, 82; genre analysis and, 18; materials and, 67; novice instructors and, 26; thesis writing and, 71–72
- audience, importance of, 4–5, 46; as part of rhetorical context, 38, 52–54, 74, 84, 162–163; students' awareness of, 127, 141–48, 169, 182; in writing tasks, 130–138, 163, 179
- awareness of genre, 3, 31, 46–50, 118, 121, 138; development of, 158; learner-contributed samples and, 76; materials and, 60, 65; rhetorical consciousness raising and, 44–48. *See also* genre awareness
- Baker, S. E., 9, 11, 61, 175–176, 182–183
- Basturkmen, H., 14, 17, 45, 88–89, 101–104
- Bawarshi, A. S., 38, 39, 42, 52, 92, 105
- Belcher, D., 35–36, 84, 156; advisors, 171–73; discipline-specific knowledge base, 175; faculty interview questions, 176; genre

- definition, 37–38; immersion-based learning, 14; knowledge, 83; learner-contributed samples, 81; non-classroom settings, 168–170; novice instructors, 25
- Bitchener, J., 14, 18, 71–72
- blogs, 10, 156, 165–166
- book reviews, 17, 58, 62, 81, 130
- Burgess, S., 8–9, 66, 165, 172, 180–82
- Cargill, M., 20, 129–130, 136, 182–183; discipline-specific guidebooks and, 182; writing process and, 132
- CaRS: as criteria to judge JA quality, 84; model, 59, 63, 197, 199; teaching and learning, 34, 67, 188, 190–191. *See* Creating a Research Space framework
- Casanave, C. P., 9, 12–13, 35, 155–156, 159, 167–168, 192
- citations, 10; as lexico-grammatical features, 17, 109; patterns, 62–63, 97–98, 125; students' comments on, 123–124; students' difficulties with, 11; *See also* indexed journals
- co-authorship, 179–180. *See also* collaborative writing
- cognitive/communicative procedures, 107, 110–111, 114
- collaborative writing, 131, 157, 162, 169; co-authorship and, 179–80; L1 graduate students and, 163; L1 students and, 165; thesis teams and, 164; writing camps and, 161
- Commentary for Academic Writing for Graduate Students* (Swales and Feak), 51, 64
- communicative purposes, 40–43, 53–54; action research and, 187; applied linguistics and, 72; audience and, 137; conferencing and, 147; data commentary and, 56; discipline-specific knowledge base and, 175, 184–85; four dimensions of writing and, 144; genre awareness and, 46; genre definition and, 38; genre-specific features and, 184; grading rubrics and, 151; guided inductive analysis and, 91; introductions and, 134; organization and, 145; problem-solution pattern and, 54–55; research gaps and, 189; teacher facilitation and, 96–98, 101, 103
- communities of practice, 12–13, 166–68
- conclusion, in research writing: in abstracts, 41, 60, 71; in literature review, 62; as a part-genre, 17, 59, 69, 78, 117, 128, 133
- conference proceedings, 66, 85
- conferencing, 138–41, 143–47; logic and, 148–49. *See also* advisors
- Consortium on Graduate Communication, the, 22, 166
- corpus, 19, 21, 73, 75, 113, 156
- Creating a Research Space framework (CaRS), 34, 59, 191, 197; introductions and, 63; materials and, 67; style and, 84
- Creating Contexts: Writing Introductions across Genres* (Swales and Feak), 51, 62–63, 66, 130
- critiques, in research writing: as a characteristic of research writing, 5, 32, 69, 161; in CaRS, 190; in literature reviews, 61, 69; in students' writing 126, 144–146

- critiques, 57–58, 67; four dimensions of writing and, 144; research defense and, 19; research gaps and, 190; teacher facilitation and, 96; writing camps and, 161
- Curry, M.J., 5, 7–9, 11, 61
- data commentary, 55–56, 58, 81–82
- definition, in research writing, 52, 54, 130, 199
- description of process, in research writing, 54–55
- disciplinary expectations, 5, 9, 35, 43–44, 69–70, 80, 134, 174–175
- discipline-specific features, 3, 129–153; applied linguistics and, 71; audience and, 135–138; communities of practice and, 168; conferencing and, 138–140; discovery-based analysis and, 121, 127; ESP approach and, 43; evaluation and, 131, 140–143, 148–149; four dimensions of tasks and, 129–133; genre analysis and, 39; genre awareness and, 3, 44–48; genre definition and, 38; grading rubrics for, 150–52; guidebooks and, 81, 178–182; introduction and, 134–135; knowledge base and, 173–177; learner-contributed samples and, 80, 85–86, 88; logic and, 149; materials and, 65; non-classroom settings and, 166; novice instructors and, 26, 28; novice writers and, 9–10; organization and, 144–147; personal relevance and, 35; research gaps and, 189; rhetorical consciousness raising and, 31–32; sociocultural networks and, 17; studies of, 176–177; style and, 83; textbooks and, 66–68; textual practices and, 123; thesis writing and, 68–71; vocabulary and, 5. *See also* multidisciplinary mix of students
- discourse communities, 36–37, 43, 61; course-specific materials and, 74; discipline-specific knowledge base and, 174–175; genre analysis and, 40; genre analysis tasks and, 112; grading rubrics and, 151; guided inductive analysis and, 105; non-classroom settings and, 171; rhetorical consciousness-raising and, 42. *See also* discipline-specific features
- discovery-based analysis, 88, 113–27; assignments for, 115–19; definitions of, 114; Ling’s case and, 121–24; Varnesh’s case and, 124–27
- discussions, in research writing: as an instructional focus, 21, 32, 56, 58–59, 95, 101–103, 115, 117, 133, 180–181, 195; as a part-genre, 17, 58–59, 63, 69, 78, 110, 181–183, 196; in dissertations or theses, 21, 69; in journal articles, 95, 100–101, 117, 198
- dissertation boot camps, 159
- dissertations/theses: article compilation, 7; as an example of graduate-level research writing, 5–6, 8, 17, 43, 116, 119; discipline-specific features, 6, 81, 137, 183; examiners’ report, 69; high/low quality, 69; pedagogical support for L1 speakers, 34, 159–163; pedagogical support for L2 speakers, 18–21, 34, 59, 62, 63, 68–72, 168–169; pressure

- to write dissertations in English in L2 settings, 7; rhetorical contexts, 69; students' problems in writing, 9, 61, 175, 182–183
- English for Academic Purposes (EAP), 3, 8, 18, 141, 191; genre definition and, 38; immersion-based learning and, 12, 14–15; L2 graduate students and, 154–158; methodology and, 88; producing materials for, 51; thesis writing and, 71
- English for Specific Purposes (ESP), 1–2, 43; contextualization and, 39; data and, 82; four dimensions of writing and, 141–42; genre analysis and, 16, 40–41, 44; genre awareness and, 44; genre definition and, 38; guided inductive analysis and, 92; in-class explicit analysis and, 89; L1 students and, 165; methodology and, 88; rhetorical consciousness raising and, 34, 43, 68; sociocultural networks and, 17
- Eriksson, A., 22, 25, 36, 66, 75, 77, 115, 132, 154, 161
- faculty, in various disciplines, 4, 14–15, 20, 27, 66, 80, 81, 131, 161, 164, 171, 174–176, 183–186. See also advisor; faculty supervisors
- faculty supervisors, 14, 166–173. See also advisor; faculty, in various disciplines
- Feak, C.B., 33, 50–68; *Abstracts and the Writing of Abstracts*, 59–60; *Academic Writing for Graduate Students*, 52–53, 56–59; applied linguistics, 72; audience, 136; *Creating Contexts*, 62–63; discipline-specific guidebooks, 179–180; discipline-specific knowledge base, 177; discovery-based analysis, 125; educationalization, 8; empirical data, 82; evaluation, 129–130; general-to-specific pattern, 103; genre analysis, 18; genre analysis tasks, 107, 112–113; goal-oriented activities, 109; guided inductive analysis, 92–93; implications of, 64–68; literature reviews, 99; materials on practice, 21; *Navigating Academia*, 63–64; novice writers, 11; problem-solution pattern, 54–55; research gaps, 190; teacher facilitation, 102, 104; *Telling a Research Story*, 61–62
- Flowerdew, L., 21, 38; evaluation, 129, 131; grant proposal genre, 73–75; in-class explicit analysis, 88–89
- Freeman, J., 5, 27, 45, 136, 140, 149, 158, 171, 176
- gaps in research, 121–22, 188–91
- general-specific, as a pattern in research writing, 54, 195
- genre acquisition, 39, 47
- genre analysis: approach to teaching research writing, 18, 45, 187–192; before writing, 131, 134; conceptual framework, 31, 46, 47, 118, 187; ESP approach, 15, 39–44, 68, 177; explicit, 88, 89; guided, 89, 104, 106, 115; inductive, 89, 93, 95, 104, 106, 115–18, 128; metacommunicating, 89; of one's own writing, 135, 138, 146–147; online, 20;

- out-of-class, 113, 115–128;
 pedagogical framework, 90–105;
 rhetorically engaged, 121, 124;
 students' discovery-based analysis, 113, 115–128; three dimensions (context, organization, lexico-grammar), 40, 42–43, 46, 50, 53, 54, 60, 64–65, 68–69, 72–76, 86–89, 92, 95, 104–10, 114–15, 118–19, 146, 175, 177, 191; three traditions (ESP, New Rhetoric, Systemic Functional Linguistics), 38.
- Genre Analysis* (Swales), 32
- genre awareness, 31, 39, 44–48, 53, 76, 106, 118, 138, 156. *See also* awareness of genre
- genre, 4, 5, 29, 48; acquisition, 47; consolidating trends, 39; definitions, 16, 38; disciplinary conversation, 4, 5; ESP approach, 16, 39, 40, 41, 165, 177; examples, 5, 17, 43, 62, 64; knowledge, 83; learner-contributed samples, 76–86; occluded, 63; teachability, 45; three traditions, 38. *See also* part-genres
- genre-focused textbooks: examples, 18, 50–72; for different settings, 66; for self-study, 66, 67; values, 72
- genre-specific features, in research writing: disciplinary variations, 26, 46–48; in students' writing, 134, 136, 138, 140, 143, 146; learners' noticing of, 121–124; teaching of, 17, 20, 31, 32, 34, 36–37, 43, 46–47, 78, 91, 99, 115, 161, 162
- graduate-level research writing: course, 19; definition, 4; disciplinary enculturation, 13; explicit instruction, 15; formal instruction, 6, 14, 18, 22; games, 13, 35; identities, 13, 167; immersion, 14, 15; instructional goals, 32; non-classroom-based learning, 14, 166–173; situated cognition, 13; sociocultural networks, 12; syllabi, 22; voice, 13, 167. *See also* scholarly writing guidebooks, on research writing, 6, 78, 80–81, 151–152, 177–178, 185. *See also* textbooks
- guided inductive analysis, 88, 96–99, 101–3; general questions sets and, 89–93; genre analysis tasks and, 113; rhetorical consciousness and, 104; teacher-fronted analysis and, 94–95, 100
- Gustafsson, M., 22, 25, 36, 66, 77, 115, 132, 154, 161
- hedging, 17
- high-status citation index, of academic journals, 8–9. *See also* Social Science Index
- Hirvela, Alan R., 35, 158; *Connecting Reading and Writing in Second Language Writing Instruction*, 157
- Hyland, K., 8, 10–11, 17, 34, 36–38, 45, 66, 75, 77, 97, 102, 136, 151, 154–155, 177
- indexed journals, 7–8. *See also* citations
- in-house materials, 73–76
- Introduction-Methods-Results-Discussion pattern (IMRD), 58, 81–82, 180
- introduction, in journal articles: as a part-genre, 17, 58–59, 69, 84, 195–197, 199; disciplin-

- ary specificity, 65; pedagogical materials and support, 37, 59–60, 62–63, 66–67, 78–79, 93–96, 116, 119–130; in dissertations and theses, 69, 71, 170; students' analyses, 120–124, 178–190; writing tasks, 130, 133–137, 141
- Johns, A. M., 38, 40, 45, 47, 105, 174, 176
- journal articles (JAs), 5, 7, 36, 63, 120, 182, 187; as an instructional focus, 66, 77, 115, 119, 132, 161, 187; graduation requirements, 7; importance of, 77; policies and incentives, 9; quality, 76–80, 83–84; recent, 78, 81
- journals, academic, 7, 24, 151; English-medium international, 7, 9; exotic and diverse, 24, 85; high-status citation indexes, 8; internationally indexed, 7; opportunities for learning about, 85; Science Citation Index, 7; types of publications, 81; well-respected, 77–79
- Just Write camps, 159, 160–161
- Karlsson, A., 22, 25, 36, 66, 77, 115, 132, 154, 161
- Kuteeva, M., 7, 17, 20, 25, 76, 81, 89, 156
- L1 research writers: challenges, 10–11, 158; support and curriculum, 10, 12, 15, 21, 52, 158–66, 192; pressure to publish, 8
- L2 writers, 71, 154; challenges, 9, 10, 11, 83; groups, 154; support and curriculum, 12, 154–55
- L2 writing instructional approaches, 154–58; controversies, 156; reading-writing connections, 157–158; technologies, 156–157; writing-speaking connections, 157–158;
- legitimate peripheral participation, 12–14, 167
- letter of admittance, graduate school, 16, 41, 53, 54
- letter of rejection, graduate school, 53, 54
- lexico-grammatical features, 13, 19–21, 191; applied linguistics and, 71; audience and, 137; book reviews and, 58; communicative purpose and, 54; conferencing and, 139; corpus tools and, 156; course-specific materials and, 74; data commentary and, 56–57; disciplinary variations and, 66; discipline-specific knowledge base and, 173–175; discovery-based analysis and, 118, 121; fast method and, 125; genre analysis and, 17, 29, 40, 44; genre analysis sequencing and, 109; genre analysis tasks and, 110, 113; genre awareness and, 46; goal-oriented activities and, 109; grading rubrics and, 151–152; guided inductive analysis and, 91–92, 104–106; in-class explicit analysis and, 89; materials and, 60, 65; moves and, 41, 53, 63; problem-solution pattern and, 55; research gaps and, 190; rhetorical consciousness raising and, 42–43; self-analysis and, 138; teacher facilitation and, 97, 102–103; textbooks and, 50, 68. *See also* textual features

- life sciences publishing, 178–82
- Lindemann, S., 5, 19, 25, 36–37, 45, 75, 106, 112, 114, 148
- literature review genre, 10, 61–62; discovery-based analysis and, 121; four dimensions of writing and, 143–44; genre analysis tasks and, 112; guided inductive analysis and, 107; materials on practice and, 19; organization and, 145; rhetorical consciousness raising and, 33; teacher facilitation and, 96, 99; thesis writing and, 68–71
- materials, 1, 50–86, 191; *Abstracts and the Writing of Abstracts*, 59–60; *Academic Writing for Graduate Students* and, 52–53, 56–59; applied linguistics and, 71–72; course-specific development of, 73–76; *Creating Contexts*, 62–63; discourse communities and, 78–80; ESP approach and, 43; genre analysis and, 44; genre awareness and, 3; genre samples and, 78–82; guidebooks for, 152; *Navigating Academia*, 63–64; novice instructors and, 28; pedagogical practice and, 18–22; problem-solution pattern and, 54–55; reference collections and, 76–78, 82–86; research gaps and, 190; Swales and Feak and, 64–68; *Telling a Research Story*, 61–62; *Thesis and Dissertation Writing in a Second Language*, 68–71
- mentoring, 168, 171–73. *See also* advisors
- metadiscourse, 32, 62, 81–82, 89; discipline-specific features and, 10
- methodology, 6, 82–83; ESP and, 88; methods move and, 74
- methods sections, 58, 152; discipline-specific guidebooks and, 180–81; discovery-based analysis and, 125–26
- Min, Y., 21, 23–24, 26, 67, 68, 176, 185
- moves, 19; action research and, 188; applied linguistics and, 71–72; audience and, 137; CaRS and, 59; communicative purpose and, 53–54; course-specific materials and, 73–74; discovery-based analysis and, 119–120, 122; five-move pattern and, 60, 109–10; gap-identification and, 121–122; genre analysis and, 16–17, 29, 41; goal-oriented activities and, 108–109; grading rubrics and, 151–152; guided inductive analysis and, 91; introductions and, 123, 134–135; lexico-grammatical features and, 58, 63; materials and, 65; materials on practice and, 20; problem-solution pattern and, 54–55; teacher facilitation and, 96–99, 101–102; thesis writing and, 69
- multidisciplinary mix of students in research writing classes, the: challenges, 26, 28, 30, 44, 45, 150, 174, 176, 185; examples, 25, 26; reality, 25, 26, 28, 32; reasons, 26; pedagogical support and resources, 22, 32–36, 67, 111–114, 129, 150
- Navigating Academia: Writing Supporting Genres* (Swales and Feak), 51–59, 64, 67, 110
- New Rhetoric approach, 39

- novice academics, 4, 15, 20, 154.
See also novice research writers
- novice instructors, 6, 22–29, 36, 67, 86, 191–92; challenges, 22–23, 80, 176, 185; training and resources, 27, 67–68, 72–73, 76, 81, 85–86, 107, 140
- novice research writers, 2, 9, 58, 182
- novice researchers, 55, 181
- O'Connor, P., 7, 10, 14, 20, 182–83
- organizational patterns, in research writing, 42, 191; advisors and, 170, 172; audience and, 137; conferencing and, 138–40; corpus tools and, 156; discipline-specific knowledge base and, 173–75; discovery-based analysis and, 118, 120–21; four dimensions of writing and, 144; genre analysis and, 44; genre analysis sequencing and, 109; genre analysis tasks and, 110, 113; genre awareness and, 46; grading rubrics and, 151; guided inductive analysis and, 91–92, 104–6; immersion-based learning and, 13; in-class explicit analysis and, 89; literature review genre and, 145; materials and, 60, 65; moves and, 53; rhetorical consciousness-raising and, 43; self-analysis and, 138; style and, 84; teacher facilitation and, 96, 101–2; textbooks and, 50, 68; thesis writing and, 69; writing camps and, 161
- Paltridge, B., 11, 13, 15, 17–18, 20, 25, 37–39, 43, 92, 95, 101–102, 132, 158–161, 164–165, 167, 178; applied linguistics, 72; blogs, 154–156; evaluation, 131–132; *Thesis and Dissertation Writing in a Second Language*, 68–71
- part-genres, 10, 17; ESP approach and, 43, 44; evaluation, 131; guided inductive analysis, 90–92; introductions, 12
- plagiarism, 57, 66, 156
- practitioner-based articles, 172–73
- problem-solution, as an organizational pattern, 54–55, 96–97, 99, 195
- professional associations, 78, 80–81
- proposals: as instructional focuses, 20, 69, 73–75, 119, 129, 131–32, 135; as research genres, 5, 17, 40, 43, 54, 62
- reference collections, 3, 76–80, 82–86, 99, 115, 180; reference collections and, 80–83
- reporting verbs, 9, 17, 62, 66, 97
- research articles, 7, 17, 34, 54, 66, 76, 173; abstract, 17; introduction, 12. *See also* journal articles
- results or findings, in research writing, 14, 17, 41, 58, 60, 69–70, 110
- rhetorical approach, 18, 37
- rhetorical awareness, 5, 43, 60, 72, 158, 187. *See also* rhetorical consciousness raising
- rhetorical consciousness-raising, 2, 4, 18, 31–37, 44, 48, 52, 60–61, 140, 149; as instructional goal, 32–34, 109, 131; definitions, 32, 37; 36; value, 32–32. *See also* rhetorical awareness
- rhetorical considerations, 45, 54, 139, 143–45, 147. *See also* rhetorical flexibility; rhetorical knowledge

- rhetorical context, 61, 74, 109; as part of raising rhetorical consciousness, 47, 52, 69; as part of the three dimensions of genre analysis, 53, 60, 64–68, 86, 91–92, 98, 103–6, 110–15, 191; definitions, 42, 46, 69; students' awareness of, 127, 134–141, 191
- rhetorical effects, 32, 36–37, 54, 108, 114
- rhetorical flexibility, 47
- rhetorical knowledge, 14, 42, 46, 83, 146
- rhetorical moves, 19–20, 41, 53, 55, 60, 65, 69, 72, 74, 188
- rhetorical organization, 21, 44, 46, 64–68, 74–75, 84, 110, 120, 137–38, 151, 170, 172; as part of the three dimensions of genre analysis, 43, 53–54, 65, 68–69, 72, 75–76, 86–89, 95, 107, 110, 118, 191; examples, 41, 56, 96–97, 101–102. *See also* rhetorical organizational pattern; rhetorical structure
- rhetorical organizational pattern, 16, 43, 53, 56–60, 70–75, 91–92, 96, 101, 104, 105–6, 109, 114, 173–74, 195
- rhetorical purpose, 19, 40, 42, 54–58, 60, 71, 105, 108, 134–38, 144–45, 185–89
- rhetorical structure, 32, 36–37, 40
- rubrics, 150–153
- scholarly writing, 4; anxieties about, 10; definition, 4; genres, 4–5
- situated learning, 12–13, 167
- socio-rhetorical contexts/situations, 33, 38, 42, 46, 69, 95, 107, 111–14
- socio-rhetorical situations, of a multidisciplinary writing class, 111–14
- specific-general (SG) texts, 54
- Starfield, S., 13–15, 18, 24–26, 34, 36, 66, 68–72, 75–76, 89, 92, 95, 101–2, 104, 132, 136, 158, 164, 167, 176
- style, 83–84; advisors and, 170; discovery-based analysis and, 119
- subtext, 35–36
- summaries, in research writing, 56–62, 101, 163, 195, 198
- Swales, J. M., 2, 19, 26, 50–68; *Abstracts and the Writing of Abstracts*, 59–60; *Academic Writing for Graduate Students*, 52–53, 56–59; applied linguistics, 72; audience, 136; CaRS framework, 190; conferencing, 148; course-specific materials, 76; *Creating Contexts*, 62–63; discipline-specific guidebooks, 178–180; discipline-specific knowledge base, 177; discovery-based analysis, 125; empirical data, 82; evaluation, 129–30; faculty interview questions, 176; general-to-specific pattern, 103; *Genre Analysis*, 32; genre analysis, 16, 18, 39–40; genre analysis tasks, 107, 110–213; genre definition, 37–38; goal-oriented activities, 108–29; guided inductive analysis, 92–93, 106; implications of, 64–68; literature reviews, 99; materials on practice, 21; *Navigating Academia*, 63–64; novice writers, 10–11; problem-solution pattern, 54–55; research gaps,

- 190; *Research Paper Writing*, 19; rhetorical consciousness-raising, 31, 33–36; tasks defined by, 107; teacher facilitation, 102, 104; *Telling a Research Story*, 61–62
- Systemic Functional Linguistics, 38
- Tardy, C.M., 5, 13–15, 22–26, 28, 36, 42, 45, 67, 83, 90, 92, 105, 113, 166–68, 170–73, 175–76, 194
- tasks, 1, 21, 107–13; cognitive/communicative procedures in, 110–111; definition of, 107; design of, 108–109; discovery-based analysis and, 115–119; four dimensions of, 3, 129–133; introductions and, 134–135; Ling’s case and, 120–124; sequence of, 109–110; socio-rhetorical context in, 111–113; Varnesh’s case and, 124–127
- Tauber, D., 8, 14, 26, 140, 149, 163–164, 166, 171, 176
- Teaching English to Speakers of Other Languages (TESOL), 2, 25–27, 67, 80–81, 130
- teaching methodology, 88, 113
- teaching points, 92–93, 95–99, 101–104, 107, 128, 177. *See also* pedagogical points
- Telling a Research Story: Writing a Literature Review* (Swales and Feak), 51, 61–62, 112
- textbooks, 50–72; *Abstracts and the Writing of Abstracts*, 59–60; *Academic Writing for Graduate Students* and, 52–53, 56–59; applied linguistics and, 71–72; *Creating Contexts*, 62–63; genre analysis and, 18; genre analysis tasks and, 107; guided inductive analysis and, 93; *Navigating Academia*, 63–64; problem-solution pattern and, 54–55; Swales and Feak and, 64–68; *Telling a Research Story*, 61–62; *Thesis and Dissertation Writing in a Second Language*, 68–71. *See also* guidebooks
- textual borrowing. *See* plagiarism
- textual features, 9, 44, 46, 70, 105, 123, 127. *See also* lexico-grammatical features
- theses/dissertations, 4–6, 20, 68–71; advisors and, 169–72; applied linguistics and, 71–72; article-compilation and, 7; discipline-specific guidebooks and, 178, 183; faculty interview questions and, 175; independent consultation and, 163; non-classroom settings and, 168; proposals for, 69–71, 131–132, 169; structure of, 162; thesis teams and, 164; writing circles and, 158–61
- Thesis and Dissertation Writing in a Second Language* (Paltridge and Starfield), 68–71
- Thompson, D. K., 58
- Three Minute Thesis™ (3MT), 162–63, 165
- Tierney, J., 12, 35–36, 45, 136, 139, 158
- undergraduates, 1, 4–6, 55, 66, 150, 174–75, 178
- Workshops: on Collaborative Interdisciplinary Publication Skills Education, 20, 181–182; on proposal writing, 21, 131;

- on research writing, viii, 20, 22, 25, 27, 30, 44, 50, 56, 64, 120, 163–64, 186
- writing camps, 158–60, 165, 192–93. *See also* Just Write camps
- writing center, 11, 159
- writing groups, 158, 160–63, 165. *see also* Just Write camps; writing camps; writing retreats
- writing process: conferencing, 135, 138–39, 140–45, 147–49, 157, 171–73; brainstorming, 131, 160, 183; feedback, 14, 27–28, 34–35, 132, 150, 157, 163–64, 170–73, 175; group work, 131–2, 157, 160–62; peer responses, 132, 157, 161; pair work, 108, 131–32.
- writing retreats, 158, 160–62
- writing specialists, 27, 139, 163–64, 176
- writing studies, 2, 12, 15, 21, 28, 67
- writing tasks, 140; construct validity, 136; discipline-specific nature, 129–130, 133, 136, 150, 174; for different audiences, 130–131, 141–142; four dimensions, 133–140, 146, 149, 153; interest, 138
- Zawacki, T. M., 9, 11, 61, 165, 175–76, 182