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Charles J. Brainer

has been accepted towards fulfillment
of the requirements for

____Ph.D.____ degree in __English__

Susan Gass
Major professor

Date__July 22, 1996__

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A CONTEXTUAL STUDY OF WRITING INSTRUCTION
IN TWO POST-SECONDARY SETTINGS:
MANAGERIAL COMMUNICATIONS AND ENGLISH FOR ACADEMIC PURPOSES

By

Charles J. Brainer

A DISSERTATION

Submitted to
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in partial fulfillment of the requirements
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ABSTRACT

A CONTEXTUAL STUDY OF WRITING INSTRUCTION IN TWO POST-SECONDARY SETTINGS: MANAGERIAL COMMUNICATIONS AND ENGLISH FOR ACADEMIC PURPOSES

By

Charles J. Brainer

An important aspect of university-based English for Academic Purposes (EAP) writing instruction is preparing students for the writing demands they will face in their academic studies (Johns, 1991). However, the specific nature of these writing demands is still not well understood (Carson & Leki, 1994), particularly at the graduate level (Prior, 1991).

To better determine the writing needs of graduate level EAP writers, researchers need to go beyond simply identifying the external written conventions of disciplinary genres (Swales, 1990) or identifying representative writing tasks (e.g., Horowitz, 1986; Bridgeman & Carlson, 1984) to understanding **how** these tasks and conventions are **used by instructors** to develop students' advanced academic discourse skills.

To provide a more explicit representation of purposes and uses of writing in an advanced disciplinary-based setting, a classroom study of a graduate level "writing" course, Managerial Communications, was conducted. A parallel study in an advanced EAP writing course was also conducted to provide a basis for comparing the instructors' approaches to teaching writing.

A triangulated approach to data collection was used in which instructor interviews were "balanced" by student interviews, classroom observation, and the collection and analysis of classroom artifacts (e.g., student writing samples). A framework of contextual variables was developed and applied to investigate the dynamic and interactive nature of variables influencing writing instruction in these two advanced post-secondary settings.

Significant differences were found between the two instructors' values, purposes, and expectations for writing. These differences suggest that more contextually-based studies of writing in advanced post-secondary settings are needed, and that EAP writing instructors need to broaden their concept of academic writing to consider the diverse orientations, purposes, and expectations which exist for writing at the graduate level.

To my children (Amy, David, and Michelle) and especially to my wife, Joy, my best friend and most faithful encourager.

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INTRODUCTION

Background

Despite several decades of well established practice,
considerable disagreement still exists among English for
Academic Purposes (EAP) writing instructors concerning
approaches to advanced EAP writing instruction. The central
issue is: How can EAP instructors best prepare students for
the anticipated writing demands of university study? At
least two distinct approaches to this issue can be identified.

Advocates of a "general academic" approach contend that
there are a number of generic academic writing skills (e.g.
summarizing, paraphrasing, notetaking etc.) taught in the EAP
classroom which are transferable and which constitute
sufficient preparation for writing in the university (Spack,
1988; Dudley-Evans, 1995). Advocates of this approach also
argue that EAP writing instructors should not be responsible
for teaching students how to write in particular disciplinary
genres nor should they attempt to introduce students to the
plethora of possible writing assignment types that may await
them outside the EAP classroom.

Influenced by L1 studies of writing across the curriculum
and the development of ESP (English for Specific Purposes)

courses and programs, another group of EAP writing practitioners argue that a general academic approach to advanced EAP writing instruction is insufficient in that it slights preparation for the "real" academic writing tasks found across the curriculum and that it ignores the distinctiveness of these tasks when compared to those of the freshman composition or ESL classroom (Horowitz, 1986). These practitioners have further argued that a general approach fails to recognize, and hence, to prepare students for the unique ways in which various disciplines use language rhetorically to represent and extend relevant knowledge (Johns, 1990; Leki, 1995).

Although two distinct perspectives on EAP writing instruction seem to have been identified, an often overlooked, yet important aspect of this discussion is the broad scope of post-secondary academic settings in which EAP writing instruction takes place. Part of the problem in framing the discussion has been the lack of distinction among student populations within these settings. While most of the relevant L1 and L2 writing research has focused on the writing needs of undergraduate students, relatively fewer studies have focused on the advanced academic discourse needs of graduate students (Prior, 1991). Yet, many university-based EAP training sites work with significant numbers of graduate students. The EAP program site selected in this study, for example, had a graduate student population of nearly sixty-five percent at the time the study was conducted.

Distinguishing these two populations is important for two reasons. First of all, by not making a distinction between these populations, an assumption is made that the writing needs of undergraduate and graduate students are the same. In the following section, I will argue that needs are different and that a general approach to academic writing may not be sufficient for graduate EAP writers.

While it may be argued whether undergraduates (particularly lower division students) are truly expected to write across the curriculum as biologists, historians, or sociologists (Carson & Leki 1994), the need for graduate students to acquire, or at least, to begin producing the discourse and conventions of disciplinary writing in their respective fields of study is more apparent.

Advanced academic writing, particularly at the graduate level, involves more than the successful completion of assigned classroom writing tasks. It involves learning how to encode subject knowledge in a disciplinary specific mode of discourse or genre. Developing facility with disciplinary genres requires understanding the relevant conversations (i.e. theoretical/empirical discussions) of a particular discipline as well as understanding how these conversations should be appropriately represented in writing.

Berkenkotter, Huckin, and Ackerman's (1988) study of a Ph.D. student in Rhetoric recounts the difficulties this student had in representing his newly acquired knowledge in appropriate discipline specific genres. In other words, at

this advanced level of academic study, the struggle for this student was not just with declarative knowledge (knowing _what_ to write about) but also with procedural knowledge (knowing _how_ to represent these ideas) - Anson, 1988, p. 8. This study also illustrated that the effective writing strategies employed by this student in undergraduate study were not always transferable to a new disciplinary mode of writing. Consequently, this student had to learn and apply a new set of discourse skills.

Johns (1995) provides another way of conceptualizing the differences in expectations between undergraduate and graduate student writers with her distinction of "classroom genres" (writing tasks that are unique and distinctive to the classroom - e.g., essay examinations) and "authentic genres" (actual tasks used by practitioners in a disciplinary field - e.g., research article). While Johns herself argues that it is necessary for undergraduate writers to become familiar with both genres, one can see an even more pressing need for graduate students to become experienced in both understanding _and_ producing authentic genres as "experts-in-training" (Belcher, 1995).

If the discourse expectations of graduate students are different from those of undergraduate students, then it seems reasonable that the type of preparation graduate level EAP writers receive should reflect these differences and would, of necessity, involve more than a general academic approach to writing instruction.

While I have attempted to illustrate the intuitive differences between the writing expectations for these two student populations, more empirical studies are needed to further inform graduate level EAP writing pedagogy. In particular, EAP practitioners need to become more aware of the unique demands of learning how to write in a field-specific genre in a disciplinary specific context.

Two distinct lines of research (in both L1 & L2) have attempted to address the need for writing instructors to better understand the nature of academic writing demands in disciplines other than English Literature and Composition or ESL. One area of research involves surveys of representative academic writing tasks (e.g., Horowitz, 1986; Bridgeman & Carlson, 1984). Another area of research involves genre analysis.

Studies of representative tasks, though these have focused primarily on the writing needs of undergraduate students, have been beneficial in revealing the diverse nature of assignments across the university curriculum and have highlighted the differences between the self-directed writing assignments sometimes found in English composition and ESL writing courses and the more audience directed assignments found in other disciplines (Horowitz, 1986). These studies, though they have reinforced the need to examine the nature of writing required outside the English composition or ESL classroom, remain, by themselves, rather artifactual. They are artifactual in that they report these assignments in

isolation without providing sufficient background in the actual purpose, presentation, or evaluation of these tasks or how these tasks are used by instructors to initiate students into the relevant discussions of a discipline (Bartholomae, 1985; Rymer, 1988).

Recent work in genre analysis (Swales, 1990) has illustrated the differences in convention and form which distinguish disciplinary discourse communities.[1] If such differences in form and convention exist in consistent and predictable ways between disciplines, it would seem that EAP writing instructors could simply identify these differences, translate them into neat pedagogical units, and then teach these to their students. However, learning to write in advanced field-specific discourse is more than simply mastering conventions of a particular genre. In its most basic sense, disciplinary writing is rhetoric and epistemology - a way to "think" a discipline (Hanson, 1988). Disciplinary genres reflect specific ways of encoding the relevant theoretical discussions in a particular field. In order to become members of a disciplinary discourse community (Berkenkotter, et al, 1988; Bartholomae, 1985), then, it is essential for graduate students to learn how to link the conversations (the relevant theoretical discussions) of a given field with the appropriate genre conventions (linguistic, rhetorical, stylistic) of its discourse community.

Genre analysis, if used only to identify external textual conventions, does not fully address the question of how these conventions are taught or learned in advanced academic settings. In other words, the creation of discourse taxonomies alone does not "correlate the textual characteristics of writing - its mode, genre, or conventions - with the pragmatic characteristics of its use, such as its purpose and the discourse community that surrounds it" (Anson, 1988, p.15). Genre analysis cannot be divorced from issues of context - how these genres are used in specific settings. The key point here is that genres should not be exclusively characterized by their textual features, but also by the purposes they provide their users: discourse communities. Genres are the tools as well as the properties of discourse communities (Swales, 1990).

To better inform EAP writing instruction for advanced or graduate level students, researchers will have to go beyond simply identifying the external conventions of disciplinary genres or collecting representative writing tasks to a greater functional and contextual understanding of writing in advanced academic settings. By "functional", I mean understanding the purposes behind the use of representative tasks and genres in advanced academic settings. By "contextual", I mean looking at the dynamics of how writing is used and practiced in a particular setting (i.e., the academic classroom) to promote the acquisition and/or use of disciplinary-specific discourse/genres.

To facilitate a functional and contextual understanding of advanced academic writing, more classroom-based research in disciplinary contexts is needed (Connor & Kramer, 1995; Joliffe & Brier, 1988; McDonough, 1986). By learning more about the actual purposes and practices of advanced academic writing through such classroom based studies, EAP writing practitioners could inform their writing pedagogy by comparing these purposes and practices with their own to determine how well they are preparing graduate level students for the demands of advanced academic writing.

Purpose of Study

To facilitate a comparison of the purposes and practices of advanced EAP writing instruction and the purposes and uses of writing in an actual disciplinary context, I have designed a study with the following dimensions.

First of all, I will begin by examining the writing which is done in a disciplinary-specific setting (graduate classroom) from a functional and contextual perspective. My objective in doing so will be to gain a more situated understanding of the purposes and uses of writing in an advanced academic setting and how writing is used in such a setting to promote and develop disciplinary-specific discourse skills.

A second dimension of my study will involve a classroom-based study of writing instruction in an advanced EAP setting. The goal of this aspect of the study will be to consider how

the writing preparation received in an advanced EAP context relates to the purposes and uses of writing in a particular advanced disciplinary context.

As a more direct step in comparing these two contexts, I have selected a disciplinary-based course focused on developing advanced writing abilities: Managerial Communications. There are at least two reasons why I have chosen a disciplinary-based "writing" course for this study. First of all, as a field-specific writing course for graduate students in the College of Business, the Managerial Communications course provides a unique opportunity to examine an **explicit** representation of the purposes and uses of writing in an advanced disciplinary setting. Secondly, since both courses represent advanced level writing courses, they provide an opportunity to compare how the instructor in each context prepares students for anticipated advanced level[2] written communication needs. In particular, similarities and differences between writing instruction in both contexts can be considered in terms of the instructors' values about and purposes for writing, the audiences and contexts created for writing, expectations for the finished products, and the manner and nature of feedback given during the process of text production.

In the next section, I will outline the research questions I have developed to investigate writing instruction in the two contexts described above. Although I am outlining the questions here, some of the pertinent background

assumptions informing these questions will be developed more fully in Chapter 2.

Research Questions

The research questions below represent a functional and contextual approach to the study of writing in two advanced academic settings. In particular, these questions consider the variables impacting writing instruction in these advanced academic settings and highlight the important role of the writing instructor.

Initial Research Questions

1. Purposes/Goals: What are the purposes/goals for writing reflected in each of these courses? What type of writing/writing tasks are the instructors in each course preparing their students for?

2. Beliefs/Values: What beliefs or values about writing does each instructor hold? How do these values/beliefs affect the purposes and uses of writing in each classroom?

3. What orientations[3] (developmental, curricular, professional) toward writing do these instructors bring to these courses?

4. Background/Setting Influences: What are the significant background/setting influences (e.g. institutional, disciplinary) affecting the instructors' orientations toward and purposes for writing?

5. Activities/Tasks: What contexts and purposes do these instructors create for writing? How are students prepared for writing tasks? What audiences are created for these tasks?

6. Evaluation/Feedback: How are task design and feedback related to the instructors' stated purposes and values about writing? What kind of feedback[4] and evaluation is given on writing?

7. Comparisons of the two contexts: How are these two contexts similar/different in terms of the instructors' purposes for writing, the structure of classroom activities and writing tasks, audiences and contexts created for writing, expectations for students' texts, and the manner and nature of feedback given during the process of text production? How can the similarities/differences be accounted for?

My hope is that these preliminary research questions will help me better identify some of the significant functional and contextual variables impacting writing instruction in these two contexts and that they will help facilitate a comparison of writing purposes and practices in both contexts. These research questions will also serve as part of my initial framework of inquiry along with the additional background assumptions developed in the next chapter.

Chapter Notes

[1] Although identifying specific discourse communities is not always straightforward (cf. Swales, 1990, pp. 24-27) for defining characteristics of a discourse community), for the purposes of this paper I have chosen to use "discourse community" to refer to the traditional disciplinary delineations of higher education - e.g. history, biology, etc. This is meant to be a working, pragmatic definition and not one that is entirely reflective of the various sub-communities and discourses which may exist within these general disciplinary distinctions.

[2] I use the term "advanced" rather than "graduate" because the EAP course enrolled both undergraduate and graduate students.

[3] These "orientations" will be explained further in Chapter 2.

[4] For the purposes of this study, I will identify feedback as input which is given during the process of writing while evaluation is input received on a "final" product.

Chapter 2

BACKGROUND ASSUMPTIONS

In the last chapter, I began by briefly outlining two contrasting approaches to advanced EAP writing instruction. I also mentioned that one of the problems in considering the validity of either approach is that the writing needs of graduate and undergraduate students have not been sufficiently distinguished in research studies. In particular, I developed the idea that the needs of these two populations are distinct and that the specialized discourse needs of graduate level writers deserved more consideration in writing studies.

Because of the greater expectation for graduate students to be able to re-produce "authentic" disciplinary genres, I proposed that advanced or graduate level EAP writing instruction needed to go beyond a general academic approach. To do so, I suggested that EAP instructors needed to become more familiar with the demands of writing in advanced disciplinary contexts. I then briefly related the contributions and limitations of prior representative task and genre analysis research and the need to understand the purposes and uses of writing in advanced disciplinary-based classroom settings from a functional and contextual perspective.

Finally, I stated that EAP writing instructors working with advanced EAP students need to know the connection between how they as instructors prepare students for advanced academic writing and the purposes and uses of writing in actual disciplinary classroom contexts. As a more direct step in attempting such a comparison, I outlined a classroom study of writing instruction in both an EAP and a disciplinary-based context.

In this next chapter, I will consider several important background assumptions which further inform my study: the concept of academic discourse acquisition, the process of academic discourse acquisition, the graduate classroom as an important setting in the process of advanced disciplinary discourse acquisition, the classroom instructor as an important agent in this setting, and the unique roles of the disciplinary-based and EAP writing instructor. At the end of this chapter, I will discuss the notion of "context" as it has been conceptualized in writing research. I will conclude by outlining the contextual variables I will consider in my investigation of writing instruction in two advanced post-secondary settings.

The assumptions which I will develop in the next section not only provide further background for my study, but will also serve as potential heuristics in preliminary data collection and analysis.

The Concept of Academic Discourse Acquisition

Learning to write successfully at the university level requires an increasingly sophisticated acquisition[1] of academic discourse. This progression of acquisition may be illustrated as follows:

Entering Undergraduates (Freshmen, Sophomores)	Undergraduate Majors (Juniors, Seniors) B.A.	Graduate Students M.A./M.S. Ph.D.

|——|

Standard Written English (SWE)		Discipline-Specific Discourse/Genres
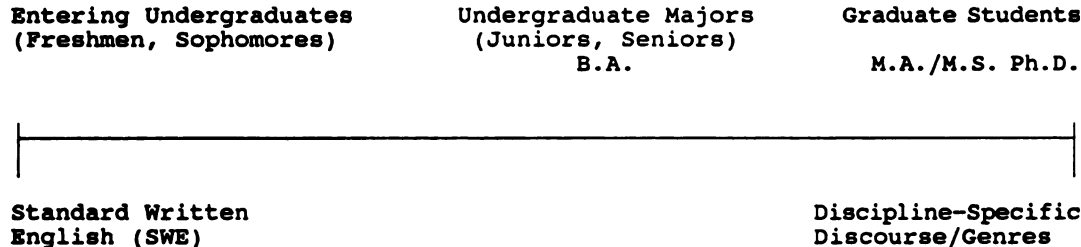
Figure 1
A Continuum of Academic Discourse Acquisition at the University Level

Figure 1 represents a continuum of advanced academic discourse acquisition. It is important to note that as a student, NES or NNES[2], progresses in his/her academic career, facility with both standard written English (SWE)[3] and discipline specific discourse and genres is essential. In addition, as is illustrated in Figure 1, we expect that the need to acquire field-specific discourse increases with a student's level of training so that at the Ph.D. level, we expect students not only to be able to comprehend disciplinary-specific discourse but to produce it as well. To illustrate the progression highlighted in Figure 1, I will now briefly consider the two forms of academic discourse indicated on the continuum.

Standard written English (SWE) may be thought of as the general academic discourse of the university (Bizzel, 1982). SWE is not so much distinguished by its form as it is by its audience orientation. It is reader-based and contrasts significantly with writer-based or personalized, self-expressive writing (Hays & Flower, 1979). Undergraduates are expected to be sufficiently competent in this type of discourse to complete a wide range of writing activities across the university curriculum.

For many NES writers, standard written English represents, initially, an extension of the type of writing done prior to entering the university. It is a continuation of the transactional mode of writing which becomes more and more predominant as a student progresses through his/her pre-university schooling (Britton, Burgess, Martin, McLeod, & Rosen, 1975) and which represents the "intertextuality" (Halliday and Hassan, 1989) of our educational system. Intertextuality refers to the type of internal cohesion which exists in our school system as students learn to assimilate the language and conventions of shared SWE texts.

Conversely, a lack of intertextuality or congruence between a student's home literacy background and the literacy expectations of the school (Michaels, 1981 or Heath, 1983) can also hinder the successful acquisition and use of SWE. For less accomplished writers, learning to write at the university level represents a significant transition or process of acculturation. These "basic writers" (Bizzell, 1982) are

disadvantaged in that they need to learn the new code as well as the new conversations of academic discourse (Bartholomae, 1985).

Undergraduate EAP writers, though they may well have mastered a high level of L1 general academic literacy in their own educational system[4], may still lack facility with the linguistic code and rhetorical schema of advanced academic writing in English. In addition, these NNES writers come without many of the cultural and educational "texts" which native speakers have assimilated during their pre-university academic preparation. Consequently, many EAP writers face significant challenges with both the linguistic and conceptual demands of advanced academic writing in American universities.

On the other side of the continuum of academic discourse acquisition is the learning of disciplinary specific discourse – the language and genres of particular discourse communities. This specialized field-specific discourse can be distinguished by a set of shared purposes, topics, lexis, and textual conventions. It may also be characterized by the knowledge claims and arguments accepted by its readers. It is through this field-specific discourse and its representative genres that disciplinary communities conduct the public exchange of ideas and by which they seek to extend their field's base of relevant knowledge. Examples of this disciplinary-based discourse can be found in scholarly, professional journals.

First language writing research in the use and/or acquisition of field specific discourse has been focused

primarily on undergraduates learning to write across the curriculum and the considerable challenge these students face in learning both the significant issues of each discipline and the appropriate ways of conversing about these issues (McCarthy, 1987).

As I mentioned in the first chapter, some researchers (Carson & Leki, 1994/Spack, 1988) dispute the notion that undergraduate writing involves demonstrated facility with a variety of academic genres. One of the arguments is that much of the writing undergraduates do across the disciplines is distinctly short-term in nature and represents limited exposure to actual disciplinary genres. Writing across the undergraduate curriculum involves the completion of specific writing tasks as a means of demonstrating curricular mastery and/or of obtaining an acceptable grade. Although this may be true, especially with lower division students, in considering the continuum of academic discourse acquisition illustrated in Figure 1, we can infer that as an undergraduate advances in his program of study, there will be greater expectations for sophistication of field-related knowledge as well as for the appropriate written representation of this knowledge.

As a student progresses through his/her graduate studies, the acquisition of specialized academic discourse becomes more of an expectation as an indication of an enculturation of thought which has already taken place. Goetz and LeCompte (1984) state that "the process of learning how to think like a member of a discipline is the primary purpose of graduate

schooling" (p. 103). And writing, of course, is one of the most tangible ways in which this acquired thought process can be demonstrated.

If graduate school represents a training ground or site of disciplinary enculturation, we would expect that writing done in graduate level classrooms to follow Anson's (1988) expectations that ". . . such functions (of assigned writing) to become increasingly narrow and specific even within the college setting, reaching, at the graduate level, a nearly perfect match with the professional writing of the discipline itself" (p.14). Consequently, at the more advanced levels of academic preparation, we would expect instructors to develop writing tasks which would encourage the display of appropriate disciplinary discourse in terms of both content and form.

As a student advances through his university study both kinds of discourse (SWE and discipline-specific) become important and are vital to a student's academic success. In a study of L1 (undergraduate) writers, Williamson (1988) contends that a student's failure to appropriate acceptable academic discourse translates into failure in academic contexts because of the unpredictability of the academic community's response to nonconforming discourse.

For graduate level EAP writers, obtaining discourse competence in specialized communities may be important not only for meeting immediate academic objectives (e.g., completing course assignments; writing a thesis), but also for continued professional success in many disciplines. Because

of the predominance of English internationally in many professional literatures (Baldauf & Jernudd, 1983) and the relative anonymity of NNES writers in such literatures, some researchers argue for a heightened awareness of the training function of advanced EAP writing instruction. Swales (1990), for example, contends that "the goal of EAP is achieved when non-native speakers can operate as members of the anglophone discourse communities that most likely dominate research areas" (p.11). Whether one views graduate level EAP writing training as preparation for immediate needs or as preparation for anticipatory needs, it is evident that facility in writing disciplinary specific discourse is important for these students in their academic study (Schneider & Fujishima, 1995).

The Process of Academic Discourse Acquisition

This leads us to the question of how academic discourse, both SWE and discipline-specific discourse, is acquired. As was mentioned previously, for many NES students, the acquisition of SWE is an expected outcome of prior schooling. For these students, freshman composition is designed to be a refresher and reinforcer of SWE skills and discourse competence. For NES writers who do not enter the university well-prepared in writing SWE, a semester of freshman composition is expected to provide them with many of the requisite basic skills. And, depending upon the particular institution, a whole array of additional support services

including tutorials, writing centers, and remedial courses may exist to bring about this desired baseline of academic discourse competence. For undergraduate NNES writers, additional intensive English training may be required prior to freshman composition.

In contrast, when we consider graduate students and their advanced discourse needs, we find that although the acquisition of disciplinary-specific discourse skills is often important to both their immediate academic goals and anticipated professional needs, direct instruction in these specialized discourse skills is not available in the same way that training in basic composition skills is for the undergraduate student. One could argue, of course, that once a student has passed freshman composition he has the needed discourse skills to be successful at the graduate level. However, limited empirical study has indicated otherwise (e.g., Casanave, 1995).

Learning to write in a discipline is most often, by default, a tacit process of acquisition. Exactly how graduate students acquire facility in field-specific discourse is not yet empirically known, but there are several variables which would seem to figure significantly into its acquisition. Of course, in the absence of established empirical findings, the following "variables" must be considered as no more than reasoned hypotheses. However, these hypotheses are useful in helping to further frame my discussion of the acquisition of disciplinary-specific discourse.

One contributing variable in acquiring disciplinary specific discourse may be practice in reading shared texts. The concept here is that students begin to internally assimilate such discourse through repeated exposure. However, even accomplished readers and writers of SWE can struggle to produce newly acquired declarative knowledge in appropriate field specific discourse (Berkenkotter, et al, 1988).

Another variable in the process of disciplinary discourse acquisition may be the "dialogues" or individual feedback sessions which go on between student and advisor in the preparation of a final required written text in the student's academic program (i.e., a professional paper, thesis, or dissertation). But again, this is not well understood in the absence of empirical data. Additionally, for the advanced EAP writer, these consultative sessions may constitute nothing more than advisor editing and rewriting projects that do little to promote the internalizing of this discourse by the EAP writer. Along these lines, Swales (1990: p. 106) suggests that part of the reason for the paucity of publications in international research by NNES researchers trained in U.S. institutions is their lack of acquired advanced discourse skills in English.

Yet another variable in the process of acquisition is the graduate classroom.[5] Graduate classrooms as advanced disciplinary settings represent significant points of initiation into the conversations and conventions of a particular discourse community. They may also provide

opportunities for students to tacitly acquire disciplinary-specific discourse skills through practice and feedback (Joliffe & Brier, 1988).

The Graduate Classroom as an Important Setting
for the Acquisition of Advanced Disciplinary Discourse

While the variables mentioned in the previous section are not meant to represent a complete list, they are potentially important in understanding the process of acquisition and have yet to be examined fully. Of those mentioned, the graduate classroom represents, perhaps, the variable of acquisition most easily observed. Yet examining writing acquisition in a graduate classroom is not entirely straightforward and constitutes a potentially complex undertaking because of the multiple context variables impacting the purposes and uses of writing in advanced academic settings which need to be identified and considered.

A model of writing which considers the unique context variables and dynamics of writing in the graduate classroom can be represented as follows:

I. Higher Levels of Context

A. Setting Influences
1. Disciplinary
2. Institutional

B. Instructor Knowledge Sources
1. Background
2. Declarative
3. Procedural

II. Instructor Beliefs/Values
About Writing

III. Instructor Orientations Toward Writing
A. Developmental
B. Curricular
C. Professional

IV. Instructor Representation of Writing
A. Purposes
B. Tasks/Assignments
C. Evaluation of Tasks

V. Student Knowledge Sources
A. Background
B. Declarative
C. Procedural

VI. Student Perception of Writing Tasks

VII. Student Task Production Strategies

VIII. Written Product   Feedback loop

Figure 2
A Model of Context Variables Involved in the
Production of Written Text in a Graduate Classroom

The preceding "model" illustrates my attempt to identify the potential variables impacting the production of a written text in a graduate classroom and to place these in a comprehensive framework. These variables have been adapted from other studies of writing in academic settings. In the following sections, I will describe particular aspects of this model and will reference the particular studies which have informed these aspects of the model.

Even though I have designated the model for graduate classrooms, it can be applied to almost any academic classroom setting. There are only one or two features that would makes this model distinctive to graduate or post-secondary classrooms. I will make note of these in the following description.

My purpose at this point will be to highlight a few of the more relevant general characteristics of this model. I will be referring to this model again in section (D) of this Chapter, "The Classroom Instructor as a Key Agent in Representing the Demands of Advanced Academic Writing."

In the model represented in Figure 2, recognition is given to the setting influences and instructor knowledge sources. My notion of disciplinary and institutional "setting influences" was influenced by the studies of Herrington (1985) and Williamson (1988) which I will refer to shortly. Although they will not be a particular focus of this study, a general model of writing in advanced academic settings should acknowledge the impact of instructor knowledge sources on

his/her purposes for writing. This particular aspect of the model was influenced most by Anson's (1988) and Florio & Clark's (1983) conceptualizations of instructor knowledge sources.

Setting influences are external to the instructor while knowledge sources are part of the instructor's prior experience and training. Both of these constitute higher levels of context impacting an instructor's beliefs/values about and orientations toward writing. These, in turn, have an effect on his/her representation of the task of writing (i.e., purposes for writing, types of tasks assigned, and the evaluation of written tasks or assignments).

The model also illustrates that although the instructor's representation of the task of writing has a strong influence on the production of written text, this is mediated significantly by the background knowledge, perceptions, and production strategies of the student writer.

One other feature of the model is that it recognizes the interactive and recursive nature of task feedback and evaluation (see "feedback loop") on the future assignment and production of classroom writing tasks. As I will develop later, both the student response and feedback loop of the model were informed significantly by Nelson's study (1990) of student response.

My point in representing this model of classroom writing is to illustrate the number of variables impacting the production of written text in a graduate classroom and the

necessity of research to go beyond consideration of representative tasks or written products alone. I will elaborate more on aspects of this model on the following pages.

What makes this model of writing distinctive to the post-secondary or graduate classroom is recognition of the more pronounced effect of "disciplinary" and "institutional" setting influences on writing and the broader range of instructor orientations which may be represented in such classrooms.

These setting influences highlight the fact that the post-secondary classroom, and particularly the graduate classroom, is an embedded context in that it simultaneously resides within at least two larger communities: the disciplinary and the institutional (Herrington, 1985). The institutional or university community is shaped by its particular history and mission (e.g., large public research university vs. private liberal arts college). Institutional factors have been shown to have an effect on the purposes and uses for writing in individual disciplinary classrooms. For example, Williamson's (1988) study of writing in three undergraduate academic disciplines (English, Biology, and Sociology) at one institution revealed differences in orientation toward writing based on local (university) conditions. For instance, he found the courses in biology (a major which aimed to prepare students for graduate study) to have a strong emphasis on helping students learn disciplinary

writing conventions, while in Sociology (a major which sent few students to graduate school) the emphasis on writing was to display mastery of course content.

Disciplinary communities[6] (e.g., mechanical engineering, anthropology) are distinguished not only by the types of unique problems and issues they address, but also by the assumptions their members make concerning what constitutes valid knowledge claims and ways of proving or disproving these claims.

Although both disciplinary and institutional setting influences may be influencing a particular instructor's approach to writing, they are not always complimentary. Often, part of the difficulty in understanding the function of writing in a classroom may be in determining the type of focus, disciplinary or institutional, held by the individual instructor in a particular classroom (Anson, 1988).

Another distinctive feature of this model in relation to post-secondary classrooms is in terms of instructor orientations. The "instructor orientations" designated in Figure 2 have been adapted from Anson (1988, p.4) who suggested that at least three perspectives for studying writing in academic disciplines exist: developmental, curricular, and professional. In my research, I have considered these three research perspectives as also distinct and potential "orientations" which an instructor might bring toward writing in any university level classroom.

In my framework, an instructor with a "developmental"

orientation to writing would have as a primary goal teaching students how to write "well" in general (e.g., how to organize; how to use language effectively, etc.). An instructor with a "curricular" orientation toward writing would use writing primarily as a means of testing mastery of curricular objectives and/or reinforcing the learning objectives of a particular course (e.g., essay and short answer exams).

A more distinctive orientation for the post-secondary classroom, particularly in a graduate classroom, is the professional. An instructor with a "professional" orientation to writing would be interested in helping students practice the type of writing ("authentic genres" - Johns, 1995) they are likely to use professionally after completing their academic studies. This orientation is distinguished from the developmental in that the focus for writing is on learning how to produce an "authentic" form or professional genre (e.g., research articles, marketing reports).

Although a particular orientation may be favored by an instructor in a given academic classroom, these orientations are not exclusive of each other. It is possible, therefore, that all three orientations (developmental, curricular, and professional) may be represented by an instructor in a given course. Nevertheless, these orientations are important in developing an understanding of the ways in which instructors use writing to reinforce specific learning objectives.

Despite the apparent complexity of investigating writing

in the advanced academic classroom, it is a readily observed and primary setting for disciplinary discourse acquisition, and thus, worthy of further attention. In the next section, I will consider the primary agent in representing the purposes and uses of writing in the classroom: the instructor.

Instructor as a Key Agent in Representing
the Demands of Advanced Academic Writing

Having developed the idea of the graduate classroom as a primary setting for disciplinary discourse acquisition, it is important to look at the significant role of the classroom instructor in representing the demands of advanced academic writing to her students. I will begin by considering the general role of instructors in any graduate classroom in presenting advanced academic writing. I will then compare this general role with the special role of the graduate level disciplinary-based <u>writing instructor</u>. Finally, I will compare the role of the disciplinary-based writing instructor with that of the advanced level EAP instructor.

To consider the distinctive role of the classroom instructor, I will return to the model of context variables outlined previously (Figure 2). For the convenience of the reader, the model is illustrated once again.

I. Higher Levels of Context

A. Setting Influences
   1. Disciplinary
   2. Institutional

B. Instructor Knowledge Sources
   1. Background
   2. Declarative
   3. Procedural

II. Instructor Beliefs/Values
    About Writing

III. Instructor Orientations Toward Writing
   A. Developmental
   B. Curricular
   C. Professional

IV. Instructor Representation of Writing
   A. Purposes
   B. Tasks/Assignments
   C. Evaluation of Tasks

V. Student Knowledge Sources
   A. Background
   B. Declarative
   C. Procedural

VI. Student Perception of Writing Tasks

VII. Student Task Production Strategies

VIII. Written Product   Feedback loop

Figure 3
A Model of Context Variables Involved in the
Production of Written Text in a Graduate Classroom
(Repeated)

As is illustrated in the model, the instructor exerts several potential influences on the student and his/her perception of academic writing. To begin with, the instructor is both influenced and restrained by higher levels of context (I). These higher levels of context include setting influences and instructor knowledge sources. Setting influences, as highlighted previously, include institutional and disciplinary influences which affect the way in which an instructor represents relevant knowledge and writing within a particular course (Herrington, 1988; Joliffe & Brier, 1988; Anson, 1988). Knowledge sources (including background, declarative, and procedural) influence an instructor's presentation of both content and the task of writing.

An instructor's representation of writing tasks in the classroom may also be influenced by his/her own attitudes toward writing. Mosenthal (1983) posits five approaches which instructors may exhibit in a classroom, ranging from an academic/utilitarian to a maturationist/ emancipatory perspective. These approaches, in fact, actually represent certain philosophies of or values about writing which affect how instructors present and evaluate writing in the classroom. As I developed earlier, these values may also be reflected in the pedagogical orientations (i.e., developmental, curricular, professional) an instructor brings to the classroom.

Besides these potential influences on classroom practice, a second area in which an instructor may exert even more direct influence on student perceptions of writing is through

the tasks/assignments s/he uses to prompt writing. At the graduate level, these tasks represent opportunities for students to practice and gain feedback in the use of specialized forms of discourse - a chance to "try them on" in order to internalize appropriate discourse forms.

Nelson (1990), in her classroom-based study of academic assignments in a variety of disciplinary settings[7], found that it was necessary to understand the presentation, interpretation, and evaluation of assignments in order to understand both the processes students underwent to complete assignments as well as the texts produced in the process. Nelson further suggests that an instructor's evaluation and feedback of specific tasks has a strong impact on student interpretation and completion of future tasks as well as on student perceptions of the functions and uses of writing in a course.

Successful completion of classroom writing tasks does not automatically translate into the acquisition of academic discourse. However, the assignment, completion, and evaluation of tasks does represent one of the most powerful pedagogical tools in helping students acquire disciplinary-specific writing ability (Swales, 1990).

In summary, it is important to see the classroom instructor as one who is influenced and to some degree constrained by higher order influences while at the same time seeing this instructor as one whose intentionality in the classroom can have a significant impact on students'

perception of what constitutes effective writing.

In the previous section, I have considered the role of the graduate classroom instructor in general in representing the demands of advanced academic writing. As I mentioned in the design of my study in Chapter 1, I will be looking at the role of the disciplinary-based "writing" instructor in representing more explicitly the goals and purposes of advanced disciplinary writing in a particular setting. I will also be looking at the role of the advanced EAP writing instructor in representing the demands of advanced academic writing to graduate level EAP students. In the next section, I will compare the role of the instructor in each of three settings: general content-focused classroom (i.e., one that is not specifically focused on teaching writing skills), disciplinary-based writing classroom (such as Managerial Communications), and the EAP writing classroom. The following generalizations I will present are not meant to signify absolute empirical realities, but rather, guiding assumptions in the initial design of my classroom study.

I will begin by considering the content-focused graduate classroom. In this setting, the instructor's role in presenting disciplinary discourse conventions may be thought of as a more tacit one in which s/he functions as a "representative" of the target disciplinary discourse community. Rather than being explicitly taught discourse conventions by the instructor, students in this type of classroom will more than likely have to infer these

conventions from reading, lectures, or feedback on written assignments.

On the other hand, in the disciplinary-based writing course, the "writing" instructor functions not only as a representative of the target discourse community, but also as a more overt "interpreter" or "translator." In this second role, the disciplinary-based writing instructor "explains" disciplinary discourse conventions to students. The differences between these two roles may be illustrated diagrammatically as follows:

Content-Focused Instructor		Disciplinary-Based Writing Instructor
Role: Representative of Target Discourse Community		Role: Representative and Interpreter of Target Discourse Community
+		+
Disciplinary Discourse Conventions		Disciplinary Discourse Conventions
⇧ Need to infer		⇩ Explains to
Students		Students
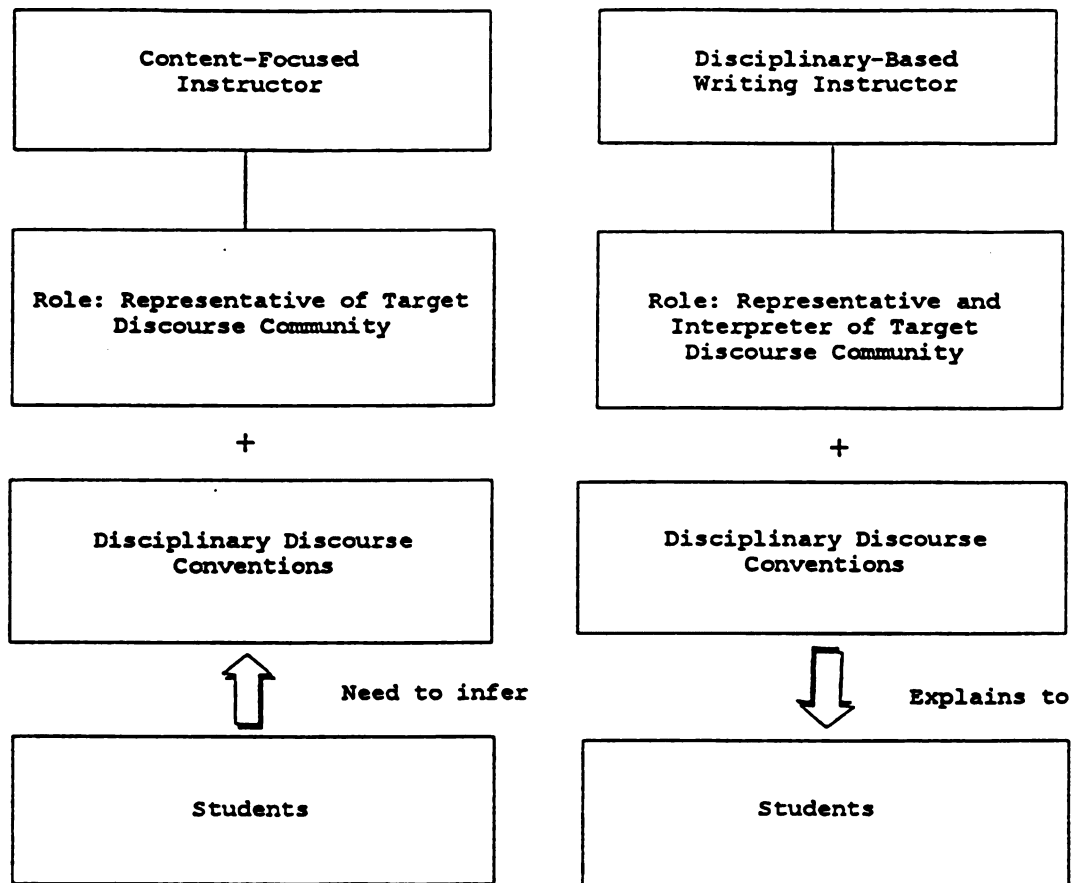
Figure 4

Comparison of the Roles of the Disciplinary-Based Classroom
Instructor and the Disciplinary-Based Writing Instructor

The assumption that I have attempted to illustrate in the preceding section is that a disciplinary-based graduate level writing course, though it may be relatively rare within the university curriculum[8], provides a unique opportunity to observe what is stressed as important in a particular discourse community by making implicit assumptions about writing explicit.

In terms of the EAP writing classroom, if we see one of the goals of advanced or graduate level EAP writing instruction as preparation for the anticipated writing demands of academic study, we can view the role of the EAP writing instructor as "interpreter" as well. However, as illustrated in Figure 5 which follows, the role of the EAP instructor as interpreter is complicated by at least two factors. First of all, in comparison with the disciplinary-based writing instructor, the EAP writing instructor does not have to represent and interpret just one particular discipline, but many, since s/he must work with students from a number of academic disciplines. Secondly, because s/he is not a member of most (or sometimes any) of the disciplinary discourse communities represented in his/her classroom, the EAP writing instructor must represent the demands of advanced academic writing as an "outsider."

A. Advanced Level EAP Writing Instructor


```
    ( EAP Writing Instructor )        Identify          Multiple Disciplinary
                                      ------>            Discourses/Genres:

                                                         +-------------------+
                                                         |   Engineering     |
                                                         +-------------------+

                                                         +-------------------+
                                                         |    Business       |
               Represent to                              +-------------------+

                                                         +-------------------+
                                                         | Computer Science  |
                                                         +-------------------+

                                                                Etc.

  +-------------+  +-----------+  +------------------+
  | Engineering |  | Business  |  | Computer Science |
  +-------------+  +-----------+  +------------------+
```
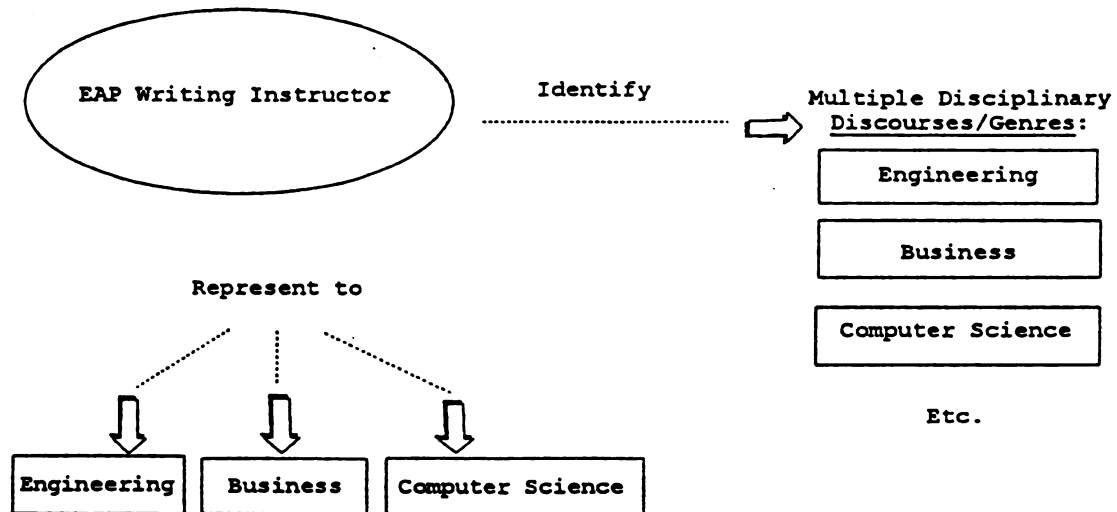
Multiple Potential Disciplinary Communities
Represented in the Classroom

B. The Disciplinary-Based Writing Instructor

```
              Discipline - (Business)

                              +-------------+
                              |   Writing   |
                              | Instructor  |
              +----------+    +-------------+
              | Business |
              | Students |
              +----------+
```
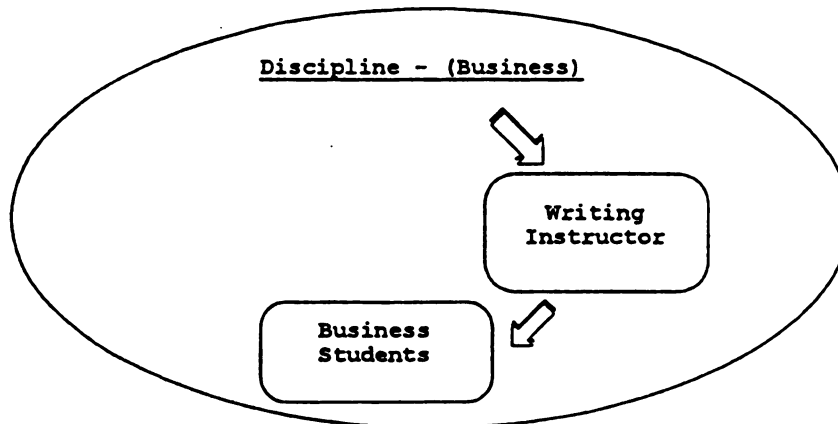
Figure 5
A Comparison of Roles Between the
Disciplinary-Based Writing Instructor and
the Advanced Level EAP Writing Instructor

As Figure 5 illustrates, the roles of these two "writing" instructors, though they are both focused on preparing students for the demands of advanced academic writing, are far from identical. Despite the additional challenges and complexity of the interpretive role of the advanced level EAP writing instructor, this role cannot be ignored by the EAP writing instructor because of the essential preparatory function of the advanced EAP writing course.

In the previous sections, I have discussed several important background assumptions informing my study: the process of academic discourse acquisition, the graduate classroom as an important setting for the acquisition of disciplinary specific discourse, the important role of the classroom instructor in this setting, and the special role of the advanced level writing instructor both disciplinary-based and EAP. These assumptions along with the research questions outlined in Chapter 1 provide the initial conceptual framework for a functional and contextual study of writing instruction in two advanced post-secondary classroom settings.

In the next section I will devote considerable attention to the notion of "context." This is important because as I argued in Chapter 1, to better understand the purposes and uses of writing in advanced academic settings, these purposes and uses must be understood in the context of the classroom. However, because there is no universally accepted definition of what constitutes "context" in the study of writing, it is necessary to understand the variety of ways it has been

represented in previous research.

After discussing the possible parameters of context as they have been presented in writing research, I will outline a model of the potential context variables I will consider in my classroom-based study of writing instruction in disciplinary-based and EAP settings.

The Notion of "Context" in Writing Studies

Several problems exist in considering the notion of context in writing studies. One difficulty has been the way in which writing has been contrasted with speech in literacy research. Whereas speech has been typified as context-dependent, writing has often been thought of as a more decontextual mode of communication: "The chief difficulty of composition is its isolation from any particular situational context" (J.D. Hirsh, quoted in Brandt (1986), p. 141).

Although most composition researchers now recognize the contextualized nature of writing (Brandt, 1986) and the influence that context has on the production of text (McCarthy, 1987/ Perelman, 1986), there remains considerable debate as to whether context represents an enabling or restraining force on the writer. For some, dependence on context represents "writer-based" prose (Hays & Flower, 1979) - an inward focused barrier to effective writing most often found in the texts of less experienced writers. For Brandt, on the other hand, good writing does not involve minimizing context, but the continual attempt to evoke it over and over

again for the benefit of the reader. Somewhere in between these two views is the moderate perception of context as both an enabler/restrainer of meaning (Hudson, 1986).

Part of the problem in identifying the influence of "context" on writing has been the lack of consensus on what constitutes "context" in particular writing studies. This leads to a second and more troubling difficulty with the notion of context, and that is, identifying the intrinsic dimension of context. By "intrinsic" dimension, I am referring to the investigator's perspective of what context is and "where" it can be found in relation to the writer. Below, I identify several different perspectives on the nature and location of context as found in the writing research literature.

Some researchers perceive context as that which is external to the writer (Flower, 1989). Context may influence or even cue cognition, but it is ultimately independent of the writer's internal cognitive strategies (e.g., planning, rehearsing) for producing text. Similarly, context may also be viewed as distinct setting variables (Mosenthal, 1983/ Van Lier, 1988). These setting variables may be interactive, but there remains the possibility of isolating and keeping these aspects of context distinct.

Another perspective on the nature of context explores the interdependency of writing and context (Halliday & Hassan, 1989). In their work, Halliday and Hassan develop the notions of "context of situation" and "context of culture" (ideas

originally developed by Malinowski, 1923 and Firth, 1935).
Context of situation is the immediate climate of meaning
surrounding the creation of text involving the field
(setting), tenor (actors/participants) and mode (purpose) of
a communicative event. This context of situation is always
present and provides the background for both the production
and understanding of a text. Context of culture involves the
background knowledge, as set of prior texts, one brings to a
communicative event. No text is created in a contextual
vacuum in either its immediate or historical sense. Halliday
and Hassan's concept of "intertextuality" means that the
events of any classroom can only be understood on the basis of
knowing and recognizing the texts (e.g., lessons, formats)
which preceded them. Because they see these two contexts
(situation and culture) as so fundamental to text
production/understanding, Halliday and Hassan consider text
and context as inseparable. In fact, Halliday makes explicit
reference to context as "text with."

Another more interdependent perspective of context in
writing (Hudson, 1986) is that context may be found in the
writer, the text, the surrounding context, or in all three.
Similarly, Piazza (1987) considers context in three distinct
dimensions: cognitive (i.e., interaction of writer background
knowledge, problem of task, and strategies of completion),
social (classroom setting and interaction), or cultural
(meaning of events in larger contexts and from particular
views).

Continuing in this vein, some researchers have emphasized the multi-layered dimension of context. This means that there is never one single "context" which needs to be considered, but rather, that for each immediate context observed, a number of interactive, nested contexts exist which simultaneously impact and influence each other (Van Lier, 1988). For example, as was mentioned previously in this chapter, the disciplinary classroom represents a classroom community which at the same time is embedded within two larger communities: the disciplinary and the institutional (Herrington, 1985).

Other researchers, outside of post-secondary settings (most notably, Heath (1983)) have also demonstrated that the development of literacy/writing skills in the classroom is significantly impacted by larger community-, societal, and cultural contexts.

One further perspective on context is that it does not only represent a set of interactive variables, but it is, in fact, socially constructed by the participants themselves (Brandt, 1986/ Florio & Clark, 1983/ Odell & Goswami, 1982). Anson (1988), for example, argues that writers should be seen "not as mediators between static contexts and relatively stable groups of texts, but as people who themselves interpret and embody the characteristics of many contexts" (p.10).

His point is that writers do not come to a task without a history of contexts that influence and shape any act of writing. From this perspective, it is impossible to separate

context from writer, since contexts are so essentially a part of who a writer is and the writing s/he does.

A more phenomenological perspective is represented by Brandt (1986), who maintains that individuals don't come upon contexts, but create them by assigning significance to the elements in their environment. Hudson (1986) takes an extreme relativist perspective on the meaning of context when he states, "Context involves the writer's perception of the circumstances surrounding the act of writing" (p.295).

There are two reasons why I have included the preceding discussion of "context." First of all, I wanted to illustrate that "context" is not an easily identifiable set of variables which can be manipulated and controlled for by the seasoned writing researcher, but rather, it is a perspective that involves seeing the complex set of interrelationships between writer, text, and setting (classroom, institutional, and larger cultural influences). My second reason for discussing the notion of "context" in previous writing studies is that it has not been viewed or defined consistently, and therefore, it is essential that I operationally define my conceptualization of context for this particular study. This is my objective in the final section of this chapter.

Identifying Significant Context Variables of

Writing Instruction in Advanced Academic Settings

In the following diagram (Figure 6) I have illustrated a preliminary model of the contextual variables influencing writing instruction in advanced academic settings.

```
┌─────────────────────────┐              ┌─────────────────────────┐
│   Setting Influences:   │              │      Instructor's       │
│      Disciplinary,      │              │      Background         │
│      Institutional      │              │      Knowledge          │
└─────────────────────────┘              └─────────────────────────┘
```

┌─────────────────────────┐   ┌─────────────────────────┐
│   Values/Beliefs   │   ⇒   │ Orientations Toward   │
│   About Writing   │   │ Writing: Developmental, │
│   │   │   Curricular,   │
│   │   │   Professional   │
└─────────────────────────┘   └─────────────────────────┘

```
            ┌─────────────────────────┐
            │     Purposes/Goals      │     ⇐ ┄┄┄┄┄┐
            │      For Writing        │            ┊
            └─────────────────────────┘            ┊
                        ⇓                          ┊
            ┌─────────────────────────┐            ┊   Feedback
            │  Assigned Writing Tasks │            ┊   Loop
            └─────────────────────────┘            ┊
                        ⇓                          ┊
            ┌─────────────────────────┐            ┊
            │  Feedback/Evaluation    │ ┄┄┄┄┄┄┄┄┄┄┘
            │      of Tasks           │
            └─────────────────────────┘
```
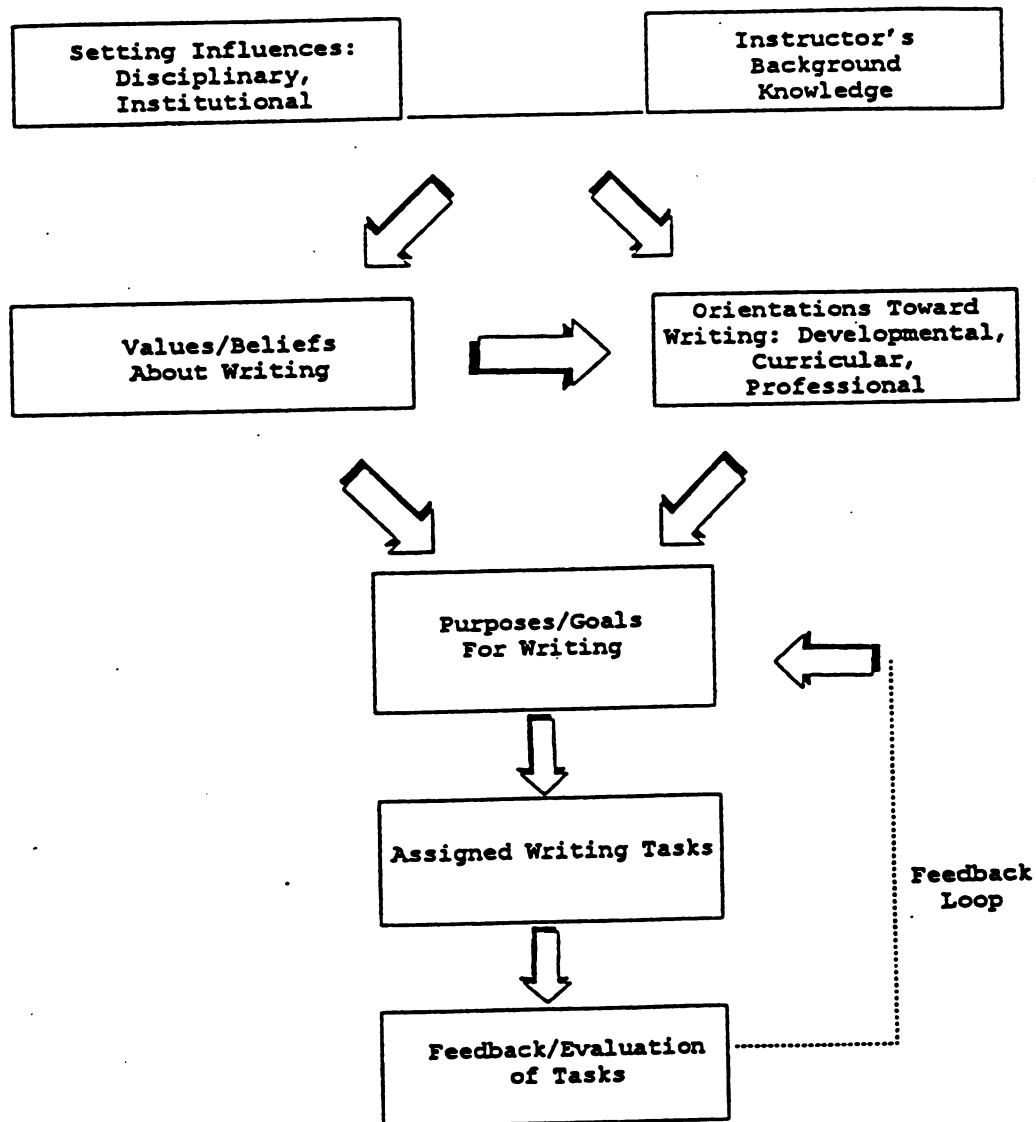
Figure 6
Context Variables Influencing Writing
Instruction in Advanced Academic Settings

As can be seen, Figure 6 resembles the other model (Figure 2) represented earlier in this chapter. The most significant difference between the two is that Figure 6 highlights the contextual variables which exclusively influence writing instruction from the perspective of the writing instructor (student perception and student production strategies have been left out). Instead of a single category for "instructor representation of writing" (as represented in Figure 2) I have illustrated three categories (purposes/goals, assigned writing tasks, and task feedback/evaluation) to highlight their distinct importance when considering them from the perspective of the writing instructor.

Having mentioned a few of the visual distinctives of this model, I will now briefly describe how I plan to employ this preliminary framework of contextual variables for investigating writing instruction in both an EAP and a disciplinary-based setting.

I plan to begin at the level of "purposes/goals" in this model by attempting to identify the specific purposes that each instructor has for writing in these separate settings. I will consider these purposes from two perspectives. One perspective will involve looking at how these purposes have been developed and shaped by various external setting influences (e.g., institutional, disciplinary), personal values and beliefs about writing, and instructional orientations toward writing. A second perspective will consider how these purposes have influenced and are reflected

in activities, tasks, and task evaluation. Having considered each classroom setting in this way, I will then consider similarities and differences in writing instruction in these two contexts. I will be particularly interested in comparing the instructors' values, purposes, and expectations for writing. My purpose in doing so will be to look at how writing instruction in one particular advanced EAP course relates to the purposes and expectations for writing in a particular disciplinary context. My hope is that such a comparison might inform further research and considerations in practice in the advanced writing training of graduate level EAP writers.

In the following chapter, I will outline the methodology I employ to help me accomplish the research goals I have described.

Chapter Notes

[1] The term "acquisition" is used here purposefully to indicate an expectation (by the academic community) for internalized competence (by students).

[2] I have chosen to use the designations NES (native English speaker) and NNES (non-native English speaker) over NS and NNS designations in this paper.

[3] The term SWE (Standard Written English) has been used widely in the literature and can be applied to writing in settings outside of academia (e.g., news media). I am using it here to denote the baseline of written competence desired within the university which is in contrast with the non-standard writing of NES "basic writers." As I have indicated in the continuum, students' discourse needs become more academic or discipline-specific as s/he advances in his/her level of study.

[4]This may not always be a safe assumption due to differences in educational and cultural assumptions concerning the importance of academic literacy.

[5]I am using the term "graduate classroom" here to describe a classroom clearly set in a disciplinary context. Although many upper division undergraduate classrooms may also represent "disciplinary contexts," I have chosen to refer to the graduate classroom because it, in theory, more consistently represents a context in which disciplinary forms of writing are practiced and promoted.

[6]Although the designation of discourse community itself is disputed (Casanave, 1995), I will continue to use it as I have as a useful way to focus discussion.

[7]Although Nelson's study was conducted in undergraduate settings, the variables illustrated in the completion of classroom tasks would be equally applicable to the graduate classroom.

[8]At the particular university where this study was conducted, I could only find two other courses (outside of Journalism) out of over ninety graduate academic programs that were readily identifiable as disciplinary-based writing courses at the graduate level. The two courses I located were listed as "proposal" writing courses. Although nearly a third of these programs had "methodology" courses, most of these were related to instruction in quantitative analysis methods.

Chapter 3

METHODOLOGY

In Chapters 1 and 2 I developed the background assumptions and research questions that provide the initial framework of inquiry for my study. In both chapters, I emphasized the necessity for understanding the purposes and uses of advanced academic writing in the context of the classroom. In this chapter, I will once again take up this theme by considering the need for contextual classroom-based studies of writing as an alternative to text analysis and process-based research approaches. I will follow this by illustrating why a naturalistic, interpretive[1] approach to classroom-based studies of writing is an appropriate contextual approach. Finally, I will outline the preliminary research design I will use to address the significant research questions posed in this study.

The Need for Contextual Classroom-Based
Approaches to Writing Research

In the first chapter, I discussed both the contributions and limitations of representative task identification and genre analysis in aiding our understanding of the purposes and uses of writing in advanced academic settings. In terms of

limitations, I mentioned that these two areas of research did not address the purposes and uses of writing in these settings from a functional and contextual perspective. At this point, I would like to further argue the need for contextual classroom-based studies of writing as an alternative to text-analysis and process-centered studies which have been predominant approaches to writing research during the past twenty-five years.

Although much of the writing research conducted during the past twenty-five years has been oriented toward either text-analysis (the close inspection of written texts or products according to rhetorical and/or linguistic schemes - see Connor & Lauer, 1985) or process-based research (an attempt to illicit a writer's cognitive processes through simulation - e.g., Hayes & Flower, 1979), considerable interest in contextual writing studies has developed (Durst, 1990; Herrington, 1989) and a slow accumulation of such studies has taken place (e.g., Bekenkotter, et al., 1988; Casanave, 1995; Herrington, 1985; McCarthy, 1987; Nelson, 1990; Prior, 1991 & 1995; Schneider & Fujishima, 1995). Context-based research looks beyond the text or cognitive strategies of individual writers to the situational factors surrounding and influencing the writer and his/her processes of producing texts.

Much of the impetus for looking at context in both L1 & L2 studies has been renewed interest in the classroom in an attempt to understand language learning/literacy development

in its situational context, including the specific instructional climate which fosters and/or inhibits that learning (Perelman, 1986; Chaudron, 1988). The renewed interest in classroom studies of language learning/writing can also be seen as a reaction against process/product research in education in which the classroom itself remained a "black box" while differences in outcome measures were assessed (Shulman, 1986; Long & Seliger, 1985).

Sevigny (1981) characterizes the reaction of educational researchers against research which minimizes or ignores the very context, the classroom, it seeks to understand by stating, "Past research has failed to carefully map out the complexity of classroom learning. It has proceeded to data processing before understanding the contexts against which the variables are considered" (p. 68).

In L2 studies, both Van Lier (1988) and Chaudron (1988) have urged more careful consideration of the classroom as a basis for Second Language Acquisition (SLA) research. Van Lier, in particular, has called for a program of research in which interaction is understood in context - a context which involves social as well as linguistic and cognitive variables.

Watson-Gegeo (1988) further argues that the meaning and implications of instructional events need to be understood "across all theoretically salient or descriptively relevant micro or macro contexts in which (they are) embedded." (p. 578)

Researchers interested in studying writing in context

have argued that in order to understand the writing which takes place in the classroom, one has to look beyond the texts students produce and the processes they employ in producing those texts, to the social contexts that the classroom provides for writing (McCarthy, 1987; Florio & Clark, 1983).

Process studies, though they have attempted to go beyond the written text to understand the cognitive demands of writing and the strategies writers employ to meet these demands, have been criticized for their limited usefulness in providing insight into the primary educational context for the learning/acquisition of writing - the classroom. Perelman (1986) writes that ". . . the notion of a solitary writer whose main goal is the discovery and communication of personal meaning ignores the institutional context of classroom writing and the consequent attitudes students bring to it" (p.471). Yet, despite criticism of the non-contextualized study of writing and the current interest in exploring the relationship between writing and context particularly in the classroom, proportionately few contextual studies have been carried out in L1 or L2 in post-secondary contexts outside the composition classroom or English Department (Durst, 1990; Brandt, 1986), particularly at the more advanced or graduate level (Prior,1991).

That few post-secondary contextual studies have been conducted in settings outside the English Department is striking since most of the writing post-secondary students do, whether as NES or NNES students, is in disciplines outside the

English Department. For the NNES writer, the case is more striking as the vast majority of these students are in disciplines outside the Humanities (Braine, 1990; Desruisseaux, 1995).

Although the number of disciplinary-based classroom studies is beginning to increase (Williamson, 1988; Herrington, 1988; Nelson, 1990; Casanave, 1995; Prior, 1995), there is a continued need to better understand writing in the context of the advanced academic classroom setting.

The Need for Interpretive or Ethnographic Approaches
to Classroom-Based Contextual Studies of Writing

The framework for the study I have developed in the first two chapters maintains that investigating writing in an contextually dependent activity. To further explore this complexity, a research approach is needed that can go beyond classroom observational schemes research which, according to Mehan (1979), "minimizes the contribution of students, neglects the interrelationships of verbal to non-verbal behavior, obscures the contingent nature of interaction, and ignores the (often multiple) functions of language" (p.14). In other words, observational schemes may be inadequate for exploring the complexity of multiple purposes and context variables for writing which are evident in advanced academic classroom settings, and thus, a more interpretive or ethnographic research perspective is needed.[2]

Kantor, et al (1981) describe ethnography as the ". . .

concern for discovering and elaborating upon specific features of context." (p.296) Ulichny (1991), emphasizing the holistic aspect of ethnography, contends that "it (ethnography) describes the people, setting, and the social texts they produce together in relation to the entire System of which they are a part." (p.2)

Yet ethnography, despite a prevalent misconception, is not only descriptive. Its aim is cultural analysis and explanation, "not discovering the continent of meaning and mapping out its bodyless landscape." (Geertz, 1973, p.62) Ulichny (1991), modifying a Geertzian phrase, calls for "thick explanation" as well as thick description. Explanation, not prediction, occurs in ethnography by building models (operational - based on observation, representational - based on the multiple perspectives of participants, and explanatory - based on theory) throughout the stages of investigation (Lutz, 1981) and by moving between micro views of particular events to macro views of context (Ulichny, 1991).

In summary, I believe that an ethnographic or interpretive research perspective is the most appropriate contextual approach to studying writing in advanced academic classrooms because it allows for the complex, embedded, and multi-dimensional nature of such settings. Ulichny (1991) writes:

> Ethnographies, because they deal in the complexities of human activities, and uncover the properties that bind us together as a group - which are normally implicit and taken for granted, but not fully understood - they provide teachers and learners with a unique and

compelling view of their practice. (p.7)

In the rest of this chapter, I will describe my research design which incorporates the interpretive perspectives outlined in the preceding section.

Research Design

Background

My research will be focused on the nature of advanced writing instruction in two distinct post-secondary contexts: an advanced EAP writing classroom and a Managerial Communications classroom.

As I have mentioned previously, my decision to focus on "writing" instruction and "writing" instructors was based on my desire to investigate and compare overt presentations and conversations about writing in advanced EAP and disciplinary-based settings from an interpretive perspective. In order to explore these settings as fully as possible, I have developed a naturalistic, qualitative[3] research design. Below, I will briefly outline my reasons for developing this type of research design for my study.

Although the goal of naturalistic research is "to uncover some of the significant features of the informants' culture, not to presume to know in advance what these features are" (Doheny & Odell, 1985), preliminary questions and hypotheses were used to guide both the design of the study and the collection and analysis of data. Yet, unlike more

verificative research designs, the questions and hypotheses were subject to revision and modification throughout the process of investigation. Although I entered the study with a framework and assumptions for observing writing instruction in advanced academic settings, I was also open to grounding findings in the data when appropriate rather than seeking to simply verify a predetermined set of hypotheses (Glaser & Strauss, 1967).

Although I was very much interested in the individual (emic) views and perspectives of each instructor on writing and writing instruction, this was not an exclusive concern. Consequently, throughout the study, I sought a balance between sensitizing concepts (generated by myself as researcher) and indigenous concepts (generated by the participants themselves) - Patton, 1990.

Site Selection

Data collection occurred in two writing courses in a mid-sized research university (20,000 students) in a western state. The EAP writing course selected for the study is the last general course in written communication for students in the intensive English program at this university. "Written Communication" combines reading and writing with the focus being on using unedited academic texts as resources in the production of written texts. Typically, most of the students in this class are graduate students (65% +). However, the term in which this course was observed, the class was more evenly balanced in terms of undergraduate and graduate level

students.   Although I was primarily interested in how the instructor attempted to prepare graduate level EAP writers for advanced academic writing, the mixed student population represented a real life setting variable which needed to be considered.   As it turned out, the mixed (undergraduate & graduate) nature of the class ended up providing additional comparisons and insights for my study.[4] The EAP class met daily for eighty minutes for thirty total class days (40 instructional hours).

Managerial Communications was chosen as the disciplinary-based writing course for the following reasons. First of all, Business as an academic major represents the most popular field of study for international students (Desruisseaux, 1995) and, as such, should be of considerable interest to EAP educators.   Secondly, and most importantly, Management Communications represents a disciplinary-based course with a primary focus on improving advanced written communications abilities. As cited in the Chapter 2 Notes (#8), a designated course to teach advanced writing skills at the graduate level is difficult to find and provides a unique opportunity to examine explicit disciplinary-based notions of writing.

The Management Communications course I observed is designed primarily for graduate students majoring in Management studies, but it is open to all graduate Business majors who have completed an undergraduate course in Business Communications or who have demonstrated that they have taken the equivalent of such a course. The major emphasis of the

class is written communications while a smaller segment is focused on interpersonal communication skills. Managerial Communications met for three days a week for fifty minutes for a total of forty-two class days (35 instructional hours).

My attempt was to attend at least 80% of all class days in both classes and attend all classes devoted explicitly to written communication. I was able to accomplish these goals in both classes.

Data Collection

Initial research questions outlined in Chapter 1 as well as the framework of context variables developed in Chapter 2 were used to focus preliminary data collection and analysis of data in my study. These guided initial data collection but were not meant to rigidly preclude additional observations and themes which generated directly from the data.

I employed three main strategies for collecting data in my study: participant observation, scheduled interviews with each instructor, and scheduled interviews with selected students from each course. I also collected relevant classroom artifacts (e.g., class assignments, student written texts) as a supplement to the three main data sources. As I was most interested in the purposes and uses for writing from the perspective of each instructor, I considered the instructor interviews as the primary source of data. I used the student interviews, field observations, and classroom artifacts to balance or triangulate the perspectives gained from the instructor interviews. Figure 7 illustrates this

triangulation of perspectives:
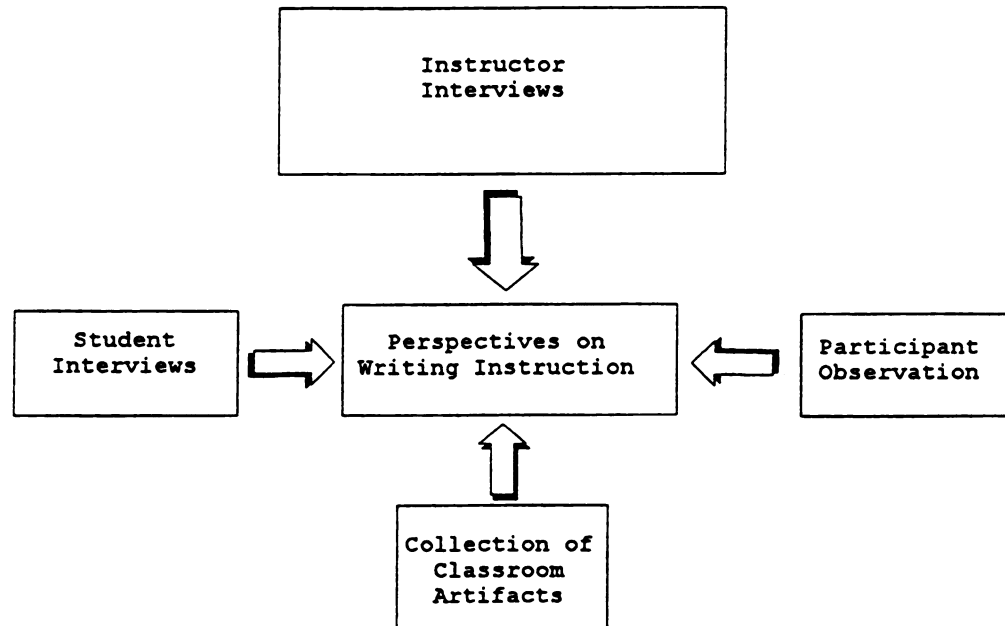
Figure 7
Triangulated Research Methodologies

In the following section, I will briefly describe these data collection strategies.

A primary source of data for my study was the scheduled, standardized, open-ended interviews (Patton, 1990) I conducted with each instructor. As I mentioned, I also conducted interviews with students as another form of triangulation to balance instructor perspectives. The interview questions were derived from both the theoretical assumptions/frameworks with which I entered the study and from my classroom observations. The interviews were standardized in that interview questions were prepared beforehand and were not generated during the

course of the interview (see Appendix A). However, follow-up questions were asked to clarify or expand upon the participants' answers. The interviews were open-ended in that participants were not required to respond to a pre-selected set of categories but could answer the questions in their own words.

Each interview was audio-taped. In addition, each instructor interview was fully transcribed (see Appendix B). Permission was gained from participants prior to interviews and a letter informing them of their rights and responsibilities as an interviewee was given to each. In the write-up, anonymity has been assured by using pseudonyms for both students and instructors.

To collect interview data, I scheduled three separate interviews with the instructor and with four students in each class. All interviews were conducted as scheduled except the last interview for one student in the EAP course who "passed" the TOEFL[5] (i.e., received the minimal entry score required for full admittance to graduate study at the university) and consequently dropped out of his EAP courses before the last week of class.

My selection of student informants in each course was criterion-based. The criteria used was as follows: level of academic study (graduate students preferred over undergraduates); academic major (business-related); gender; and representativeness (to be explained later).

Since the student informants in the Managerial

Communications course were all graduate business majors, the first two criteria were particularly important in my selection of student informants in the EAP course which had a more mixed student population in terms of academic level and major. In the EAP course, I selected all graduate student informants except for one EAP transfer student who was in her last year of undergraduate study prior to entering a graduate program. The EAP students interviewed had majors in accounting, management, construction management, and water resources management.

Although not absolutely essential to the purposes of my study, I attempted to look at a mix of genders in each course. In the EAP course, three males and one female were selected for interviews. In the Managerial Communications course, two males and two females were interviewed.

The final criteria for student informant selection, "representativeness", referred to my desire to try and avoid unusual cases. Consequently, after observing both classes for several days, I tried to select informants who I thought were representative of students who typically enrolled in each of these courses. Before making my final selections of student informants, I consulted with each instructor to confirm my perspectives on informant representativeness.

A second data gathering strategy involved participant observation. In the role of observer-as-participant (Doheny-Farina & Odell, 1985), I attended each course and participated in a manner which seemed natural and appropriate to both

myself and the individual instructor. I did not attempt to participate as a member of either class, but explained my unique role in the classroom during the first day of class. While observing, I wrote down field notes and audio-taped each class session I attended. My purpose in taping each class was to aid the completeness of my notes and to facilitate later review.

An additional source of data involved the collection of class handouts, syllabi, and assignment prompts, as well as sample assignments with teacher feedback and evaluation. My purpose in collecting these documents as stated previously was not for the sake of analysis in their own right, but for their potential "illumination" of patterns or themes discovered through the other data collection strategies as another method of triangulation.

Data Analysis

In a qualitative study, data collection and data analysis are linked in an evolving and recursive process. Data collection methods are refined with exposure to the field and data analysis occurs throughout the data collection process.

Data analysis in this study, though initially driven by frameworks and assumptions informing the study, also involved inductive analysis and allowed for findings gleaned from repeated analysis of observation and interview data.

In general, the process I followed in analyzing my field notes and interviews included analyzing data based on initial research questions and framework of context variables (Figure

6, Chapter 2), scanning data for recurrent patterns, identifying themes and/or categories, finding relationships between these themes or categories, searching data for discrepant or negative cases, refining these themes, identifying key linkages, theorizing, and, when appropriate, building representative models that will help to illustrate the key findings of the study.

In regard to representing or displaying (illustrative) data, I attempted to follow the stages of presentation outlined in Goetz & LeCompte (1984): summary presentation of data; interpretation of data; integration of findings within broader areas of interest; and applications or significance of findings (pp. 205-206). These stages will be represented in Chapters 4 and 5.

In Chapter 4, the summary presentation of data will include prose (particularly, low-inference descriptions and quotes) and graphic displays (e.g., figures, tables) when appropriate. In the same chapter, data will be interpreted according to preliminary research questions and background frameworks as well as by patterns and themes which have been generated inductively in the study.

In Chapter 5, key results will be integrated within and applications made to writing research in advanced disciplinary-based academic settings, disciplinary-specific writing instruction, and graduate level EAP writing instruction.

Overall, the research design I have outlined above has

been established to aide a functional and contextual investigation of writing instruction in EAP and disciplinary-based settings according to the research questions and framework of context variables established in the first two chapters. This particular research design will also allow identification of themes and patterns which emerge directly from the data. In the next chapter, I will share results generated by the application of this research design.

Chapter Notes

[1]"Naturalistic" emphasizes the study of writing as it occurs naturally in a setting without the purposeful manipulation of variables by the investigator. "Interpretive" refers to a research perspective in which an investigator does not presume to know all the significant context variables from the onset but seeks to identify and illuminate relevant features of context as a desired outcome of a particular study.

[2]Although I am using the terms _interpretive_ and _ethnographic_ synonymously here, they are not always used so in the literature. I have chosen to identify my approach in this study as "interpretive" rather than "ethnographic" because ethnography to some researchers implies following certain theoretical tenets of classical anthropological research.

[3]I use these terms together as "naturalistic" refers to a conceptual approach (see Note #1 above) to research and "qualitative" to a category of methodological techniques. Consequently, when I am referring to an overall approach to research I will use the term naturalistic.

[4]in a naturalistic study of writing in a classroom setting, the goal is to investigate and understand the dynamics of a "real" context rather than to artificially control setting variables.

[5]The Test of English as a Foreign Language is required for admission to many universities in the U.S.

Chapter 4

RESULTS

In the last chapter, I presented the need for contextual classroom-based studies of writing in advanced academic settings. I then suggested that an ethnographic or interpretive research perspective was particularly suitable for contextually oriented classroom studies of writing. Finally, based on an interpretive research perspective, I outlined a qualitative, naturalistic research design for my study of writing instruction in two post-secondary classroom settings: Managerial Communications and English for Academic Purposes.

In this chapter I will present the results of my investigation of these two settings according to the framework of contextual variables I outlined in Chapter 2 (see Figure 6). I will present the two classroom settings as separate cases. After I have considered each case individually, I will conclude the chapter by briefly comparing writing instruction in these two cases.

The goal of my investigation, as I have developed in Chapters 2 and 3, is to gain a better understanding of writing instruction in these two advanced post-secondary settings from a functional and contextual perspective. This means that I am

interested in looking at the instructors' purposes, values, and expectations for writing in the context of the classroom. To do this, I'll begin by looking at the instructors' stated purposes for writing in each of the courses. I will then consider the various setting influences and instructor values about writing which have impacted these purposes. I will follow this by looking at how the various setting influences and instructor values and purposes for writing are represented in the design and evaluation of classroom writing tasks.

Whenever possible, I will attempt to illustrate my findings with low inference data sources (i.e., participant quotes). My particular interest will be in illustrating the perspectives of each instructor. Unless otherwise indicated, all quotes by the instructor and informants will be from the scheduled interview sessions.

Writing Instruction in a Graduate Level Managerial Communications Course

The instructor of the Managerial Communications course, Diane[1], is an experienced instructor of business communications (for nearly ten years) and an active professional consultant to local corporations. Before earning her Ph.D. degree in business communications, Diane worked for almost twenty years in the corporate world. As I mentioned in Chapter 3, the Managerial Communications (hereafter, MC) course Diane teaches is an upper level graduate course designed for students in the management concentration but open

to business majors in all areas of specialization (eight students were enrolled during the semester I observed). Although a portion of the course involves group dynamics and business communication principles, the focus of the MC course is on principles of effective written communication.

Purposes/Goals for Writing in a Managerial

Communications Course

Diane's stated purposes and goals for the MC course clearly indicate her professional and developmental orientation toward writing. Diane's foremost purpose in the MC course was to prepare her students for the professional writing demands she anticipated they would face once they completed their graduate degrees. On the first day of class, Diane handed out a syllabus on which the purpose of the course was listed: "...to develop communication skills necessary for the effective management of an organization." In our initial interview session, Diane reiterated this professional orientation toward writing when she stated, "My first job is to teach (the students) to write the way businesses want."

While Diane's primary goal was to prepare students for the demands of writing in a professional business context, she believed that to do so involved developing their overall writing abilities. In our second interview, she stated:

> My main goal in class is to help them learn to write
> .better overall because even though I teach them certain
> formats and things in class, what they really need to
> know is just the basics of the Seven C's and organization
> and be able to adapt to what the organization wants.

The "Seven C's" Diane referred to were seven considerations of

"effective" written business communications (i.e., completeness, conciseness, consideration, concreteness, clarity, courtesy, and correctness) which she used as standards in evaluating student writing.

My first interview with the student informants revealed that they understood the purposes of the course in ways similar to the instructor. One informant (Student C) stated Diane's main instructional goal in general developmental terms ("Her primary goal is to get you to learn"), while the other student informants referred more specifically to the professional purposes Diane established for the course:

Student A[2]: To give students a business writing orientation; to teach the etiquette of business writing.

Student B: To get a student to be confident and comfortable in doing things you're most likely to do (in a business context).

Student D: To help develop managerial communication skills.

Furthermore, these students believed that the instructor's professional orientation and purposes had direct relevance to their perceived future needs:

Student A: (Diane) teaches so that it is slanted to the professional - she looks down the road.

Student B: I know the goals (of the MC course) are right because of my experience (in business).

While learning to write well overall and learning to write in a professional, business context were the instructor's goals for the MC course, Diane mentioned to the students in class and repeated to me in a couple of our

interview sessions that the College of Business desired the course to serve two additional, curricular purposes: (1) to help students write better academic papers in their graduate courses; and (2) to serve as a substitute option for the final professional paper required of students in the management major. Because these two College of Business goals reflected different curricular purposes, a wide range of students enrolled in this course. Students in the first year of the Master's program as well as students completing their final semester were enrolled in this course.

While these two institutional (College of Business) goals were not Diane's own instructional objectives for the MC course, they did have a significant impact on Diane's design of the major course writing assignment which I will develop in a later section.

As illustrated in the preceding discussion, the MC course fulfilled a number of purposes. The course purposes may be represented as follows (for each designated purpose, I have indicated in parentheses the source of the course goal with its particular instructional orientation or focus):

(1) to prepare students for anticipated professional business writing tasks (instructor/professional)

(2) to develop students overall writing abilities (instructor/developmental)

(3) to help students write better business course papers (College of Business/curricular)

(4) to serve as a substitute for the required professional paper (College of Business/curricular)

Setting Influences Impacting

Writing Instruction in the MC Course

In my original framework of context variables influencing writing instruction in advanced post-secondary classrooms (Figure 6, page), I identified two main setting influences: disciplinary and institutional. These influences have been considered in other studies of writing in advanced academic settings (Anson, 1988; Herrington, 1985) and have provided a useful distinction between instructors who portray writing from a disciplinary perspective (i.e., as initiation into the discussions and conventions of a particular discourse community) and those who portray it from a school or institutional perspective (i.e., as a means to reinforce and/or test the learning of specific course content). In my investigation, it became clear that these two perspectives were not sufficient to account for all of the setting influences impacting writing instruction in the MC course and that I needed to distinguish a separate "professional" setting influence in my framework. The recognition of a distinct professional setting influence became necessary in the MC course in that Diane portrayed the purposes of writing from the standpoint of the needs and expectations of the business community rather than from an academic or disciplinary perspective. As I will develop in the following sections, this professional setting influence had a significant impact on Diane's orientation toward writing, her purposes for assigning writing, and the nature of the writing tasks she

assigned.

Another way to understand the potential impact of these various setting influences on Diane's approach to writing instruction is to conceptualize these setting influences in terms of three simultaneous roles Diane operates within while teaching the MC course. These "setting" or "context" roles can be represented in the following way:

Professional Setting Influence Role: Consultant to Business Community	Institutional Setting Influence Role: Member of the Business College Faculty	Disciplinary Setting Influence Role: Member of Business Communications Field

MC Course Instructor
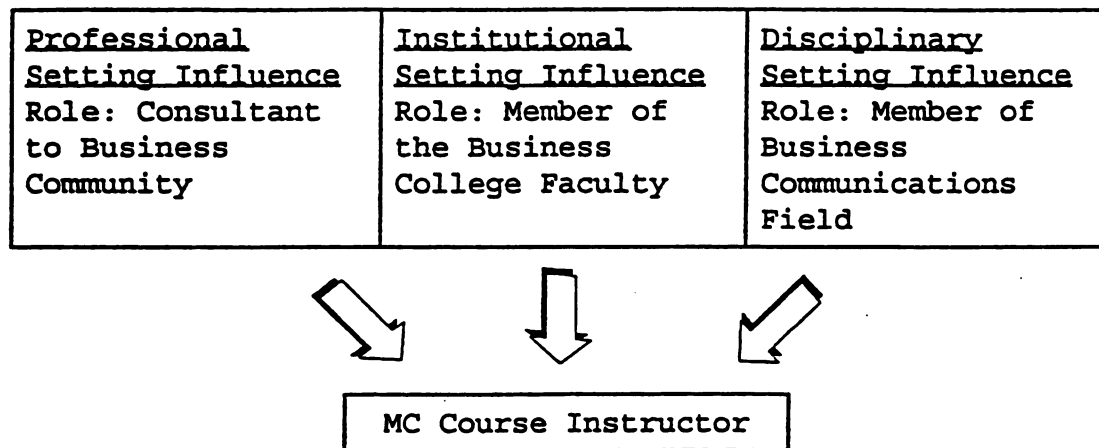
Figure 8
Context/Setting Roles of the
Managerial Communications Instructor

As illustrated in Figure 8, each of these setting roles is related to a particular setting influence. Below, I will describe the relationship between these roles and their particular setting influences.

The disciplinary setting influence is reflected in Diane's role as a professional in the field of business communications. Diane's identity as a member of the business

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communications field was important to her. This was, perhaps,

because of the unique stature she held as a business

communications instructor in the College of Business. In one

of our interview sessions, Diane told me that although

business communications represents a distinct academic field

of specialization, it is not directly tied to any of the

College of Business majors. Consequently, Diane told me that

at other universities business communications courses and

instructors could be housed outside of business colleges, most

typically in English or journalism departments. She made it

clear, however, that in her opinion and in the opinion of many

of her business communication colleagues at other

universities, the appropriate place to house the business

communications specialization was in a college of business:

> Colleagues that I meet at conferences, when they hear
> we're in the College of Business, say, "You're so lucky,"
> because (we're) actually working with the business
> college and the business students. When (business
> communications instructors) are over in English they tend
> to be a little bit more only with English people and that
> style of writing.

The affiliation of business communications with the

business major was important to Diane. In mentioning the

search for an additional business communications faculty

member which was going on at the time of the study, Diane

stated that it "was crucial" that the candidate selected "be

up to date with the concepts in business today."

Diane's role as a member of the business communications

field also had an effect on her values and beliefs about what

constituted good writing and its distinction from the type of

writing valued by instructors outside of the business college,

most notably in "English" courses:

> (1)   Some of the writing done in English is an unnatural mode and is not appropriate for business (instructor provides an example of overly formalized language, "hencewith").

> (2)   Avoid using adjectives...like you learned to do sometimes in English classes when you got out the thesaurus to figure out how many different ways you can say the same word - don't do that in Business writing.

Throughout the course, Diane made distinctions between "business" and "English" writing to emphasize the style of writing preferred in business contexts.

An institutional role in which Diane functioned as the MC course instructor was as a faculty member of the College of Business. In this role, Diane needed to be responsive to the interests of the College. As I mentioned, this institutional setting influence was indicated by the two College of Business curricular course goals cited by the instructor. The goal of having students learn how to write better papers in their business courses reflected the College of Business faculty's concern about student writing and their hope that the MC course would help "take care" of this problem.

The second curricular goal of having the final paper in MC count as the professional paper option for management majors was an attempt by the Management Department to increase graduation rates by substituting the final MC course paper for the required professional paper.

Although Diane acknowledged these institutionally motivated objectives for the MC course and attempted to

address these in the course, they were not seen by the students as being entirely congruous with the professional purposes for writing Diane had established. This will be developed in the task and audience sections.

A third role that Diane functioned in was as a consultant to the business community. In the classroom, Diane would often appeal to her experience as a business consultant to reinforce her expectations for form and style. Because she believed that her primary purpose was to teach the students to write "the way businesses want", Diane attempted to design her assignments to represent authentic managerial writing tasks. In addition, her goal in evaluating these assignments was to read them as a member of the business community.

My preceding discussion on the various roles that Diane held as the MC course instructor illustrates the diverse setting influences impacting Diane's writing pedagogy and the necessity of recognizing these in order to understand the instructor's approach to teaching writing in this particular course.

Instructor Values and Beliefs About Writing

In my model of context variables affecting writing instruction in post-secondary settings (Figure 6, Chapter 2), the instructor's values and beliefs about writing reflect both setting influences and the instructor's knowledge sources. This dual influence acknowledges that setting influences, while important, do not exclusively determine an instructor's beliefs or values about writing. These beliefs and values

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have also been shaped by the particular knowledge sources an instructor brings to her position. The purpose of my study, however, will not be to attempt to determine the origin of instructor values and beliefs in terms of setting influences or knowledge sources. Rather, my purpose will be to represent several of the instructors' key values and beliefs about writing which seemed to be evident in each classroom and the type of impact they seemed to have on each instructor's approach to teaching writing.

Diane's beliefs about writing strongly influenced her orientation toward writing and her expectations for the written work produced by the students. From my interviews with the instructor and the student informants, classroom observations, and an analysis of the instructor's grading of student writing, I have identified three values which appeared to have a significant influence on Diane's approach to teaching writing in the MC course:

(1) a top-down approach to writing

(2) a high standard for "correct" form on the written product

(3) a belief in unitary writing competence and the possibility of writing skills transfer

A Top-down Approach to Writing

Diane's approach to writing can be classified as "top-down". By "top-down", I mean an approach to writing which views the composing process as a planned, linear, hierarchical process as opposed to what might be described as a bottom-up, generative, multiple draft, "discover as you write" approach

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(Elbow, 1973). In many ways, Diane's views about the composing process resemble the practices of the "radical outliner" (described by Reid, 1984) who, after a period of cognitive incubation, executes the writing and revising of a draft in a relatively straightforward fashion.

While explaining features of effective business writing, Diane told the students, "One of the keys, as you know, is planning." She also stressed that they needed to "plan and edit more than (they wrote)." For each of the assignments, Diane required the students to hand in drafts of their outlines. While she did not grade the outlines, she did look them over carefully to see if the students "had done good planning." For the final course writing assignment, Diane required the students to meet with her individually so that she could "approve" their outlines before they "began writing."

Early in the course, while discussing several possible strategies for generating ideas for writing, Diane illustrated the brainstorming technique, "mind-mapping", on the blackboard. Although she presented it as a possible strategy for generating ideas, she was quick to add her own evaluation of this technique by stating, "I do well using outlines, but I would go nuts doing this."

While Diane perceived her top-down approach to writing as a more efficient way to organize ideas, the students themselves held different perspectives on outlining as a strategy for composing. Although they complied with Diane's

request to provide an outline for each assignment, they also confided that outlining was not always their preferred strategy in approaching writing assignments:

Student A: I research first, then outline.

Student B: (Outlining first is) kind of like changing from left-handed to right-handed writing.

Student D: I did it wrong this class - I did writing first, then outlined.

When I followed up Student D's comment by asking if she thought her approach was atypical, she disagreed and stated that "most people don't typically outline first."

Although Diane's top-down approach to writing was not a strategy adopted by the MC students, it appeared to fit in well with her own personal values about writing. It also had an effect on the way in which Diane provided feedback to students in the process of writing.

A High Standard for "Correct" Form on the Written Product

Diane held strong ideas about "correctness" in writing and held high standards for form in the final written product. In discussing her expectations for the written product during the first few days of class, Diane told the students that "we must strive to be perfect". This seemed to be a motto for Diane's approach to evaluating student writing as was evidenced in a number of ways. One example is her use of a grammar checker program in class. For the first assignment, students were to learn to use a particular grammar checker program: Grammatik. Students were to apply the grammar checker after completing a draft of the "routine communication

case" assignment and were to bring a draft with the Grammatik markings to class so that Diane and the students could go over them together. When the students brought in their drafts of the first assignment, Diane took time to comment on the "error flags" created on their texts by the Grammatik software. While looking over individual students' papers, Diane commented to the class:

(1) I'm not worried about the number of words (in a sentence), but I am concerned about the number of prepositions - no more than ten percent prepositions in general.

(2) We found in research on good "A" papers that there are no more than four to five "to be" verbs.

Although in many ways her comments seemed to indicate a rigidly prescriptive approach to writing, Diane stated, "I don't want you to get locked into all these formulas. They function as general guidelines, indicators of good writing."

Diane's prescriptive notion of "correctness" underscored her belief that this was a feature of effective communication. During one class discussion, the distinction in usage of "who" and "whom" (in spoken conversation) was raised by one of the students. Diane asked my opinion. When I stated a descriptive observation that I thought "whom" was being phased out in informal conversation, Diane quickly offered a rebuttal, "But not in this class."

Diane supported her high standards for a "correct" written product by insisting that this was an important value of the business community:

(1) I'll take off seven points for the first typing or spelling error - that's usually the first thing people see in a document, is that.

(2) But in general when I do consulting almost always the two big complaints are conciseness and correctness.

Diane also believed that her high standards for correctness were desired by the College of Business and contrasted significantly with the standards for writing accepted by English composition instructors:

(1) Undergraduate students are not given an accurate representation of their writing skills in English composition courses. They're not able to produce correct, presentable copy. Not enough care is given to form.

(2) Some English teachers feel that the last comma (in a series) is not important, but I do. (classroom comment)

Diane's criticism of writing in "English" classes stemmed from her belief that both the business faculty and business community had higher expectations for correctness for the written product. To a certain extent, Diane's beliefs in this regard were corroborated by the student informants, particularly with regard to the faculty in the College of Business:

Student B: One professor told me, "A graduate student should present with correct English grammatical sense."

Student C: Spelling problems and typos drive (the business college faculty) crazy.

However, as I will illustrate in the evaluation section, the instructor's high standards for form were not always viewed by the students as totally compatible with the professional audience Diane created for the course writing assignments.

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Nevertheless, this particular value about writing was significant to Diane's approach and practice in the classroom.

A Belief in Unitary Writing Competence and the Possibility of Writing Skills Transfer

Although there were multiple purposes for writing evident in the MC course (developmental, professional, and curricular), Diane was able to personally reconcile these diverse purposes because she believed that good writing skills were the same whether in the academic classroom or in a business setting and that these skills were transferable from one context to another. When comparing the type of writing competencies the business community desired with those she presented to the students in the MC course, Diane maintained that the business community was "interested in people knowing how to get things out right away, right up front, doing it quickly, easily, with correctness in there - it's all the same, it's all the same thing."

Because Diane believed the writing skills desired in the business community were similar to those desired by the business college faculty, she believed that these skills were transferable. In one of the interviews she stated, "These generic type of things - writing in the third person style - all of these things are transferable either to the business environment or to the academic environment."

Diane's belief in unitary writing competence and the possibility of the transfer of writing skills was compatible with her prescriptive views of language and writing developed

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earlier. Diane was also able to reconcile the diverse writing purposes and expectations of the course by believing that the writing skills she taught were applicable to any writing situation.

MC Instructor's Orientation Toward Writing

Diane's orientation toward writing in the MC course was primarily developmental and professional. Her developmental orientation was reflected in her values and beliefs about language and writing as well as in her evaluation of student writing. Her professional orientation was reflected in her choice of assignments and the audience she designated for these writing tasks.

When describing setting influences earlier in this chapter, I mentioned the necessity of making a distinction between disciplinary and professional setting influences. Similarly, in considering my category of instructor orientations toward writing (i.e., developmental, curricular, professional - see Figure 6, page) I found that I needed to expand my category of orientations to include a separate "disciplinary" distinction. In Anson's (1988) model of research perspectives on writing in the academic disciplines, the category of "professional" incorporates academic (disciplinary) and professional (non-university) purposes because these purposes often overlap in professional contexts. An example of this might be the type of writing done by professionals in certain scientific or technical research oriented positions which reflects many of the characteristics

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of writing done by university-based researchers.

However, this overlapping of professional and disciplinary purposes for writing was not evident in the Managerial Communications course. When describing course purposes on the first day of class, Diane mentioned that "academic writing (was) not a focus" of the course. By "academic writing", Diane was referring to disciplinary-based research report writing - the type of writing which extends the knowledge base of a particular discipline and which is the typical genre of communication in scholarly, academic journals. While Diane used the term "academic" to describe this type of writing, I prefer to use the term "disciplinary" to make a distinction between this type of research orientation toward writing and the "curricular" orientation (i.e., writing that is used to reinforce and test learning of course content).

The distinction between "disciplinary" and "professional" orientations seemed to go beyond the instructor's personal beliefs to a distinction made within the professional literature of the management field itself.

In our first interview session, I asked Diane about the distinction she had made in class between "academic" and "business" writing and asked if such a distinction could be found in professional publications within the field of management studies. Diane responded affirmatively and referred to the Academy of Management (the leading publication in this field) which maintained three distinct journal formats

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to appeal to different audiences.

As described by Diane, the lead publication, the _Academy of Management Journal_, is written as a disciplinary forum for the field of managerial studies. A second _Academy of Management_ publication is the _Review_. However, Diane didn't find "too much difference" between the two journals as they both were "research oriented." She described the third _Academy of Management_ publication, _The Executive_, as the publication written for professionals in business rather than academia. As Diane told me, the _Executive_'s focus is not on reporting research findings, but in presenting practical professional concerns and issues to its readership.

In the MC classroom, the distinction between professional and disciplinary or "academic" writing was brought out in several ways.

On the first day of class, Diane told the students that she wanted to take one class period to look at academic research report writing in case any of them "were thinking about writing a thesis or going on for a Ph.D." On the day set aside for "academic writing", Diane brought in several examples of this type of writing. Her examples consisted of experimental study reports taken from two different professional journals, including one example from the _Academy of Management Journal_. While going over handouts of these articles with the students, Diane criticized the style of writing in these articles several times and concluded the session by stating, "If our mission as a college is to get new

knowledge and disseminate it, we're not doing people a service when we do it this way."

As I would discover, Diane's portrayal of disciplinary research writing was but one indicator of a general aversion to such writing throughout the College of Business as indicated by both the instructor and students.

In an interview session, Diane mentioned that a College of Business colleague had told her recently that he "didn't read the <u>Academy of Management Journal</u> any longer" because of its highly academic and less practically relevant orientation.

One of the student informants mentioned her surprise at the attitude of business college faculty toward disciplinary research writing:

> Student A: There is a lack of enthusiasm for scholarly writing (among the faculty) which seems strange because professors are required to publish.

On the other hand, another student informant felt that this attitude toward disciplinary research writing was consistent with the nature of the business major:

> Student C: There's a strong underlying current of dislike among (business) faculty for academic writing. You don't do anything with (academic writing) - just contributing to academia...the art of BSing - a lot of it is.

There are several possible reasons for this general attitude toward disciplinary research writing among the students and faculty in this particular business college. First of all, the College of Business at the institution where I conducted my study did not have a Ph.D. program in any of

the majors. Williamson's (1988) study of writing in undergraduate courses (see Chapter 2) in three separate disciplinary settings illustrated that an academic department's orientation to future graduate study had a significant impact on the instructors' orientation toward writing in the classroom. Although the MC course was a graduate course, there was not an expectation by the instructor or students that their Master's program was a stepping stone to the Ph.D. degree.

Several comments by Diane and the student informants seemed to bear out this possible explanation. Diane told me that she thought of her students as future managers and professionals, few of whom would "use the academic style (of writing)" or "go on for Ph.D's." One of the student informants (Student C) stated his attitude toward academic writing in this way, "Academic writing is a turnoff - I won't have to do academic writing unless I'm in a Ph.D. program." Perhaps, in a college of business awarding Ph.D. degrees the attitude toward disciplinary research writing would be different.

Diane provided another perspective on this attitude toward disciplinary research writing when she described the College of Business faculty's distinctive connection to the external business community:

> I think our business faculty is a little bit different than other faculty across campus because we do work with businesses so much and we hear from them what they want. Whereas, some of these specialties (i.e., other academic fields) are not tied to a business community like we are,

and so they're definitely more academically oriented and they're groomed to look more at the academic style of writing.

Several of the student informants agreed with Diane that the writing assigned in the College of Business classes was oriented to professional applications, not disciplinary research writing:

> Student B: In (academic writing) you write to impress, use ten dollar words, punch it up a little bit - not so much in business. (Writing) is more professionally related in business courses.

> Student C: Business profs. want you to get to the point - similar to business contexts...I'm not surprised by the lack of academic writing (in the business college), because the business world is not focused on academic writing.

The attitude of the MC students and the College of Business faculty toward disciplinary research writing seemed to indicate a shared institutional value and served to illustrate a distinction between "professional" and "academic" orientations toward writing.

Near the end of the course, I attempted to further validate this distinction between disciplinary and professional orientations from the perspective of the participants. I did this by explaining the various orientations toward writing an instructor might exhibit in a particular classroom (i.e., developmental, curricular, disciplinary, and professional) to the student informants and Diane. I then asked them to rank these possible orientations (1 = highest priority, 4 = lowest) as they applied to the MC course. As I mentioned earlier, though I prefer to use the

term "disciplinary" in describing academic research writing,
I used Diane's term of "academic" when describing the various
orientations toward writing to the participants.

Table 1
Student/Instructor Rankings of
MC Course Orientations Toward Writing

Type of Orientation	MC Instructor	MC Students (N = 4)
Academic (disciplinary)	4	4,4,4,4
Curricular	3	1,3,3,3
Developmental	1	3,1,2,1
Professional	2	2,2,1,1
Key: 1 = highest priority, 4 = lowest priority		

As can be seen in Table 1, the students and Diane indicated by
their rankings that the MC course was professionally, not
academically oriented. While the students ranked the primary
orientation of the course as "professional", Diane ranked it
as "developmental". However, both rated the "academic"
orientation as the lowest priority for the course.

Assigned Writing Tasks

In the previous sections, I have considered the impact of
setting influences and Diane's values about writing on her
classroom orientation and purposes for writing in the MC
course. In this section, I will consider how these context
variables were reflected in the type of writing tasks selected
by the instructor.

I will begin my discussion of assigned writing tasks by
describing the classroom setting in which these assignments
were given. Within this section, I will provide a brief

vignette of a "typical" MC classroom session as well as a description of the main instructional roles that Diane held within the classroom. I will then describe the writing tasks assigned in the course, including the audience designated for each of these assignments.

A Classroom Setting Vignette

Diane enters the classroom. A few students have already arrived and arranged the first two rows of the classroom into a single semi-circle facing the blackboard. Diane acknowledges the students' presence and proceeds to place her briefcase on a table at the front of the room. She carefully lays out separate stacks of handouts, notes, and overheads. Diane is soon engaged in a brief discussion with several of the students regarding an upcoming college sponsored career seminar. Within a few minutes, the rest of the class has assembled and some informal conversation among the students is taking place. Diane begins class and catches their attention, "So far, for the routine assignment, we have used a direct plan (for organization). For our next assignment we'll consider how the indirect plan is used." Diane introduces the next writing assignment or "case": the "bad news" or refusal letter. To help illustrate her points, Diane displays examples of "bad news" letters on the overhead. Both "good" and "poor" examples of such letters are illustrated. Diane asks the students for their opinions on the various aspects of each model letter and the students offer comments and suggestions. Diane passes out a description of the bad news

letter assignment. Students are given a few minutes to look over the assignment and are encouraged to ask her questions about it. Several questions are asked about the format and the necessary items needed in the letter. Students appear to be negotiating and/or rehearsing appropriate ways to structure their assignments. The students seem to be satisfied with Diane's answers. Soon, no more questions are asked and the class is dismissed.

Instructor Classroom Roles

In the setting influences section of this chapter, I described Diane's broader context or setting roles (e.g., member of the College of Business faculty). In the preceding section, I provided a brief vignette of a "typical" MC class which gives an indication of Diane's classroom presence or instructional style. In this next section, I will describe the classroom roles Diane maintained in the MC course to accomplish her instructional plans.

In the MC classroom, Diane held two distinct roles: business colleague and authority on language and writing. Diane's classroom role as business colleague was evident in the way she perceived her relationship with the MC students. Although Diane also taught business communications to undergraduate students, it was clear that she viewed the MC students, as graduate students, differently. On the first day of class, when asked by the MC students how they should address her, Diane told them, "You can call me Diane, but don't let the undergraduates hear you." Diane viewed the MC

students as future managers and fellow colleagues in business and referred to them several times during the course as "professionals." When classroom discussion involved relevant business concepts and issues, Diane expected and relied on students to be conversant with these concepts and issues.

Although Diane maintained a relatively collegial relationship with the MC students as fellow business professionals, she was clearly the authority and expert when it came to matters of language usage, style, and format.

Several times early in the course the instructor's authority was challenged by one of the students (non-informant) who did not want to accept the instructor's guidelines for completing assignments. In one situation, the instructor and student held differences of opinion regarding the choice of a particular word for one of the course writing assignments. The student wanted to use the word "require" in his reply against the advice of the instructor:

> Student: To me "require" doesn't sound that strong.

> Diane: To let you know, I would mark that down. If I were to grade it, I would grade it down - so you know my perceptions.

The same student objected to the instructor's insistence on including the concept of "resale" in the "bad news" letter assignment. Diane reasserted her authority by stating, "That's an example of how your opinion might be different than someone else." When the student persisted further in arguing this point, Diane took a firmer stance:

> When you leave this class, (student's name), you can do

whatever you want. This is what the experts say is the way to do it, and I have a lot of examples to show that this is the way they do it.

These exchanges illustrate that although Diane perceived the students in the MC course to be professionals and colleagues in terms of content or professional knowledge, she was clearly the authority on the procedural aspects of writing. Diane's role as language/writing authority can be seen as consistent with her prescriptive views about language and writing.

Diane's classroom roles as a business colleague and as the authority on language/writing are worth noting since these disparate roles presented some difficulties for the students. This was probably most evident in the problem they had in reconciling Diane's role as a hypothetical professional audience for class writing assignments with her extremely high standards for form in the written product.

Types of Writing Tasks Assigned

A brief description of the writing tasks assigned in the MC course is provided below:

routine communications case: involved writing a memo to employees outlining a proposed series of training courses.

"bad news" case: involved writing a letter in response to a customer complaint (situation provided by instructor).

notebook project: involved preparing a personal resource manual including all class notes, assignments, and several student-selected professional articles.

final report proposal: involved writing a proposal to a

hypothetical supervisor explaining the rationale and outline of the formal report.

progress report: involved writing a memo to the hypothetical supervisor several weeks after the proposal describing progress made towards completion of the final report.

formal report: involved writing an approximately twenty page report addressing a particular company problem or issue.

The assignments listed above reflect the multiple purposes for writing in the MC course. The initial cases (routine communication and "bad news" letter), proposal, and progress memo were designed by the instructor to represent authentic business applications. The notebook assignment fulfilled developmental and curricular purposes in that the assignment was designed to reinforce the procedural concepts and skills presented in class. The formal report was designed by the instructor as another representative business format. This formal report also fulfilled a curricular purpose for the College of Business as a possible substitute option for the required professional paper.

While Diane believed her assignments to have direct professional application (except for the notebook assignment), the students did not always agree with her perceptions. One student informant (C) saw the progress report as an unrealistic business format designed by the instructor to "keep tabs" on the students to make sure they were doing the assignment "correctly." In his view, "(the progress report) seemed unnecessary - a good supervisor would give oral

feedback or e-mail."

Another student informant (B) didn't think the length of the formal report (a minimum of twenty pages) accurately reflected expectations in the business world and stated that he "...would have liked to write more short reports, four to five pages - this is a more representative format." This student's attitude illustrates the conflict in having this assignment fulfill a College of Business curricular need (i.e., to have this paper count as an option for the professional paper requirement) and represent an authentic professional format.

The difficulties the students experienced in reconciling the instructor's developmental and curricular purposes with her avowed professional orientation were even more noticeable in regard to the instructor's designated audience for the writing tasks described in the next section.

Designated Audience for Assigned Writing Tasks

Defining the intended audience was an important aspect of each MC course assignment. Diane believed this to be an essential element of effective business writing:

> In a business situation where you're dealing with employees or people outside the organization... there's always that process of reminding yourself of who the audience is or who the reader is and how do you adapt what would seem natural if you were writing to this person, but now adapting it over here to this person."

In establishing audience for the writing tasks assigned in the MC course, Diane made it clear to the students that "they (were) to write to a hypothetical business person, not

to (her)" and to "make it as realistic as possible as if (they were) writing it in the business community." Diane's desire was that the students would begin to think and adjust their writing for the demands of an anticipated professional audience. For the first two assignments, the audiences were prescribed by the instructor. For the routine communications case, the audience was designated as employees at the same company as the writer. For the "bad news" letter, the imagined audience was described by the instructor as a disgruntled hotel guest. For the proposal, progress report, and final report the students were asked to create their own hypothetical professional audience which would be the same for each of these three assignments.

Even though Diane thought the graduate students, as experienced professionals in the business world, would have little difficulty in writing to a fictitious audience, the students themselves expressed concern with designating such an audience because they felt that they would then be writing to a dual audience: the hypothetical business audience and the "real" audience (Diane). Their perspectives can be summarized as follows:

> Student A: It's kind of hard as a student because we're supposed to write to this business audience but as a student we also know that we're writing to our teacher. It's almost like having two audiences to please.

> Student C: Audience was close to professor even though it was in a business context. The person is a professional who wants to see me do better - like the teacher.

> Student D: (I have to) think about the business audience

and the instructor - follow the guidelines the teacher
gives and try to please the teacher - do it like she
wants, but at the same time, think about the business
audience.

Only student informant B believed that the instructor was able
to read the papers keeping both audiences equally in mind.

That students have difficulties with an audience other
than the instructor is consistent with Nelson (1990) who found
that students' written responses are significantly affected by
their perception of the instructor's expectations for their
writing.

For the MC students, the reality that Diane was the
primary audience and evaluator of their assignments prevented
them from fully accepting her desire for them to write to a
"professional" audience.

Feedback and Evaluation of Assigned Writing Tasks

In this next section, I will describe Diane's approach to
providing feedback and evaluation on student texts. As I
noted in outlining my research questions (Chapter 1), I have
chosen to make a distinction between feedback and evaluation
by considering feedback as the guidance and critique given by
an instructor on the students' writing before the completion
of a written task, while evaluation refers to instructor
critique on a completed assignment.

Feedback

In keeping with Diane's top-down approach to writing,
feedback was given during the planning rather than the

drafting stage of writing. When introducing each assignment, Diane provided a sample outline or format. She would then illustrate good and poor examples of each assignment. After going over these, Diane would provide opportunities for students to ask questions and explore possible ways of structuring the individual assignments.

This "routine" constituted, in effect, a type of corporate mental rehearsal of the assignment and allowed the students to receive feedback in the pre-drafting stage of each writing assignment.

For the major class writing assignment (the "formal report"), Diane asked each student to come to her office individually to discuss his/her outline. For most students, a minimum of three drafts of an outline were necessary before individual outlines were "approved."

Once students began writing, there was little formal feedback offered. This was consistent with Diane's estimation that writing is "two thirds planning and editing."

Evaluation

Diane provided clear guidelines for how she would evaluate each assignment. For each assignment except the final report, Diane distributed a scoring sheet which outlined the evaluative categories she would use with the corresponding weightings for each category (see example, Appendix C). The categories corresponded to Diane's "Seven C's" (completeness, conciseness, consideration, concreteness, clarity, courtesy, and correctness) criteria and to the overall organization of

a written assignment. The Seven C's were weighted at seventy percent of the grade while organization was weighted at thirty percent. On the assignment scoring guide (see again, Appendix C), the category of "correctness" was broken down into two categories: "grammar/punctuation" and "word usage/spelling/proofreading" and was actually worth thirty percent of the overall grade, which reflects the instructor's emphasis on correct form.

A further illustration of the instructor's evaluation priorities can be seen in her scoring of individual assignments. I chose three assignments (the routine communications case, the proposal, and the formal report) to review. I counted up the number of points lost for each category by all the students (n=8) in the class, divided this total by the total of the two "correctness" categories points lost and arrived at a percentage of correctness points lost per assignment:

Table 2 ·
Type of Student Errors Corrected: MC Course

Assignment	Total Student Points Lost	Total Correctness Points Lost	% of Correctness Points Lost vs. Overall Points Lost
Routine	75	45	60%
Proposal	36	26	72%
Formal Report	52	15	29%

As can be seen, the percentages in Table 2 provide another example of Diane's strong emphasis on correct language

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and mechanics. While the percentage of correctness errors for the formal report was lower than the other two assignments surveyed, this percentage was much higher than the students had anticipated for the type and length of this assignment which I will report in the final part of this section.

As I mentioned previously, the students knew the categories that would be used to evaluate each writing task, as well as how each of these categories would be weighted except for the final formal report assignment. They expressed their appreciation for Diane's clear grading expectations in our interview sessions:

> Student A: (I'll) make sure all the elements are included that she's looking for.
>
> Student B: She's really outlined what you need to include.
>
> Student C: (We) have a pretty clear idea of (her) evaluation.
>
> Student D: There are guidelines. You know what to expect.

When asked what was needed to do well in the class, the students repeatedly referred to carefully following the instructor's directions and including all the required details.

Although her grading standards were made clear to the students, they still had difficulty at times reconciling Diane's high expectations for "correctness" on their written assignments with the presumed professional focus of the course. Student informant A, who had prior experience writing in a corporate context, expressed her frustrations in this

way:

> A lot of us in this class wondered about her high
> expectations for language and mechanics. We would say,
> "o.k., but this is acceptable in the business climate."
> In the real world, we wouldn't have to (edit for every
> detail).

Unlike the other course assignments, a scoring criteria guide for the final formal report was not provided. Because of the longer length of the formal report, most students expected the instructor's grading of language and mechanics to be less strict than earlier assignments. However, several of them did not find it to be so after receiving back their graded papers. Student B believed that "she caught every little detail that I could have done wrong" and that Diane was "really nit-picky" about language and formatting details. Student A remarked, "The grading was as strict as the earlier assignments."

The students' difficulties with Diane's high expectations for correctness on the course assignments can be seen as a conflict between these expectations and Diane's attempt to designate a hypothetical professional audience as evaluator.

Summary

To summarize Diane's approach to writing instruction in the Managerial Communications course, I will begin by schematically representing my findings according to a modified framework of contextual variables and then follow this with a textual summary. A schematic summary of context variables

influencing writing instruction in the MC course is represented in Figure 9. As the reader will notice, I have included a "professional" setting influence category and have designated a "classroom instructional roles" variable in the framework. The latter variable designation is important in that these classroom roles reflect higher order context variables (e.g., setting influences, values/beliefs about writing) while also having a direct impact on the instructor's classroom practice and evaluation of assigned writing tasks.

Setting Influences		
Professional ·Instructor as business consultant	**Disciplinary** Instructor as member of business communications field	**Institutional** Instructor as member of college of business faculty

Values/Beliefs About Writing
- top-down approach to writing
- a high standard for "correct" form in the written product
- a belief in unitary writing competence/writing skills transfer

Classroom Orientation to writing
- professional
- developmental

Course Goals/Purposes
- to prepare students for anticipated professional business writing tasks (instructor/professional)
- to learn to write better overall (instructor/developmental)
- to write better course reports (institutional/curricular)
- to substitute for professional paper (institutional/curricular)

Classroom Instructional Roles
- business colleague
- authority on language/writing

Assigned Writing Tasks
- representative business formats (professional)
- notebook assignment (developmental)
- formal report (professional/curricular)

Feedback/Evaluation
- feedback: during planning stage
- evaluation: clear guidelines, expectations for grading
- evaluation: emphasis on "correctness"/form

Figure 9
Context Variables Influencing Writing Instruction
In a Managerial Communications Course

As Figure 9 illustrates, writing instruction in the MC course is impacted by institutional, disciplinary, and professional setting influences. The corresponding setting roles illustrate the unique and various demands each setting influence has on Diane's approach to writing instruction in the MC course.

Diane's perception of the needs of the business community (professional setting influence) seemed to have the most impact on her stated purposes and design of course writing tasks. Her focus on an audience outside of the university prompted me to distinguish a separate "professional" setting influences category. The negative characterization of disciplinary or "academic" research writing by the instructor and student informants seemed to further illustrate this distinction between professional and disciplinary writing purposes and seemed to represent a particular institutional perspective shared by the students, instructor, and other business college faculty. The distinction between "disciplinary" and "professional" writing also highlighted the fact that writing in this graduate level course did not represent "disciplinary enculturation," but rather, a focus on non-academic professional writing.

The two curricular purposes for the course are an outcome of Diane's role as a member of the business college faculty and represent an institutional setting influence in the MC course. These two curricular purposes, while recognized and accepted by Diane, were not totally in harmony with her

professional objectives for the course and demonstrated the difficulty an instructor has in attempting to fulfill too many diverse purposes within one course.

Diane's role as a business communications instructor (disciplinary setting influence) seemed to be a factor in Diane's strong developmental orientation for writing in the MC course. This orientation was reflected in Diane's high standards for form on the students' written products. Diane's developmental orientation was also supported by values and beliefs she held about writing in terms of both the process (a "top-down" approach) and product (expectations for a highly polished text). Diane believed her prescriptive standards for language were desired by the business faculty and the business community and were in contrast to the standards held for form in "English" courses.

Diane's purpose in the course was not to teach new content knowledge. In fact, she considered the students to be "professionals" and "colleagues" in terms of the relevant professional knowledge they shared. Her instructional goals, therefore, were procedural - to help students learn how to effectively present their ideas. In terms of procedural knowledge about writing, Diane clearly played the role of authority and expert in the classroom.

Diane's choice of task formats represented the professional, curricular, and developmental purposes of the course, but her evaluation criteria appeared to the students to primarily reflect her developmental emphasis on correct

language and form.

While the students welcomed the notion of learning to write for professional purposes, they experienced difficulties with accepting a hypothetical professional audience when they perceived that their papers were being evaluated more carefully for language considerations than seemed reasonable for a supposed "authentic" professional audience. This example also indicates the tension between the anticipatory professional writing needs of the MC students (i.e., to learn to write for a professional audience) and their immediate institutional need to satisfy the evaluative expectations of the instructor. The validity of the required length for the formal report was also questioned by students who saw the format as being inconsistent with their experience in the business world. These findings are similar to Herrington's study (1985) of writing in two engineering courses in which she found that it was difficult for faculty to integrate curricular and professional purposes in a given course.

Although Diane herself was able to reconcile the diverse purposes of the course (i.e., professional, developmental, and curricular) by seeing good writing as a unitary set of transferable skills, the students perceived inconsistencies between the instructor's stated goals and designated audience (professional), the design of certain course writing tasks (e.g., progress and formal reports = curricular) and the evaluation of these tasks (e.g., high standards = developmental). Nevertheless, in the last interviews, the

student informants all stated that their writing had improved as a result of the course and that the course had prepared them well to address professional writing tasks.

Several factors seemed to be responsible for helping the students overcome the inconsistencies they perceived in the various course purposes and orientations. These included: (1) a shared sense of values and expectations about writing; (2) opportunities for feedback prior to drafting; and (3) clearly stated expectations for class assignments.

One of the facilitating factors in the MC course appeared to be the sense of shared values for writing among the instructor, the students, the business faculty, and the business community as perceived by both the instructor and students. These values seemed to be represented in the attitudes they shared toward the product (e.g., presentation is important - though the instructor's standards were perceived as a bit high by the students) and the orientation they shared toward writing (e.g., professional, not academic research).

In terms of feedback, although Diane's top-down emphasis on outlining may not have been the MC student informants' preferred writing strategy, they appreciated the feedback they received on these outlines, the chance to review "good" and "poor" models of each assignment in class, and the opportunities to discuss and negotiate the requirements of writing assignments when these assignments were first presented.

While Diane's meticulous evaluation of language and form was thought by the students to be a bit unrealistic, her high standards of evaluation were moderated by the clear expectations for grading she provided. Student B stated that there was a "good relationship between the (course) assignments and grading." Student C believed that the course goals, assignments, and evaluation of assignments "showed a good logical progression" and were "not contradictory to each other." Although the students may have felt that the instructor's evaluation standards were a bit high, they at least knew in advance what these standards were.

Writing Instruction in an Advanced English
for Academic Purposes Course

Ann, the instructor of the advanced English for Academic Purposes (hereafter, EAP) writing course, is an experienced writing instructor with nearly twenty years of ESL teaching experience and is co-author of an introductory ESL writing text. Although she is experienced in teaching writing, she has specialized in other areas of the EAP program curriculum (e.g., oral communication, grammar) as well.

As I mentioned in Chapter 3, the EAP course Ann taught is the last general written communication course in the curriculum of the particular intensive English training program site chosen for the study. While some attention was given in the EAP writing course to improving students' reading abilities, reading assignments were used to support course

writing objectives (e.g., summarizing, paraphrasing, etc.). This course typically enrolled a majority of graduate students. However, in the particular term in which I conducted my study, there were more undergraduate students enrolled in the course (8>5). Although my primary interest was to look at the advanced writing instruction of graduate level EAP students, this unexpected development provided me with an opportunity to see if the instructor anticipated making any significant pedagogical changes based on the students' mixed academic levels.

I will begin, as I did for the MC case, by considering the EAP instructor's stated purposes for writing before looking at the setting influences and instructor values which influenced these purposes. I will then consider how setting influences, instructor values about writing, and instructor purposes for assigned writing have influenced Ann's design of writing tasks and her feedback and evaluation of these tasks.

<u>Goals and Purposes for Writing</u>

<u>in an Advanced EAP Course</u>

Just prior to the beginning of the course, I asked Ann what her main goals for the EAP writing course were. She replied in this way:

> To prepare students when they get out into the academic setting to be able to approach a writing assignment with a sense of direction and to be able to write at a level acceptable to most university professors. I don't think all of them are capable of achieving a level, especially in terms of language, that's going to be perfectly acceptable. And so, it may be that some of them are going to have to learn how to use some coping strategies, maybe in the form of using native speaking editors, but

developing a sense of their own awareness of where they are in writing. And then things like using sources and incorporating statistics - I know that's one of (the EAP program Written Communication Supervisor's) major stated objectives for the course...I think they need to have a stronger sense of audience, and so, that's one of the things that's important to work on.

I have chosen to quote her entire statement because embedded within this statement are a variety of instructional purposes. These purposes can be grouped in two ways:

academic purposes for writing

- how to approach an academic writing assignment
- how to write at a level acceptable to the university audience (faculty)
- how to develop a stronger sense of audience (I have included this here because of the instructor's focus on meeting the needs of the university audience)
- how to use (primary) sources and incorporate supporting statistics

developmental purposes for writing

- how to develop a sense of one's language competence (in relation to the expectations of the academic audience)
- how to develop coping strategies (e.g., the use of native speaking editors) to meet perceived deficiencies in writing competencies

It is clear in her initial statement that Ann's primary objectives for the EAP writing course were oriented to academic preparation and the anticipated desires of the academic audience. Her concern was that students would be prepared to complete representative academic writing tasks to the satisfaction of the academic audience. She also alluded to the EAP program goal of helping students learn how to incorporate outside resources and statistics to support their writing.

A developmental writing focus was indicated by Ann's

desire that the students learn how their present writing abilities related to the anticipated academic audience's standards and, if needed, that students learn to develop strategies to address competencies which fall below the standard of expectation. While these goals can be thought of as "developmental", they are stated in terms of how they support the instructor's primary academic objectives.

When asked about the instructor's main purposes for the EAP course, the selected student informants cited the purposes and goals of the EAP course in primarily academic terms:

> Student B[3]: To improve (my writing) ability...how to do research - how to get information from other sources.

> Student C: To teach students how to write in academic style.[4]

> Student D: Related to writing in university.

> Student A stated the course goals in more developmental terms: To express yourself in a shorter, precise, right way.

When asked about the relationship of the instructor's goals with their own anticipated needs for writing in their academic studies, the students responded in this way:

> Student A: Some (academic) papers tend to be theoretical or have theoretical parts, like discussion of results, and this course will be helpful for these parts.

> Student B: I hope or I assume that it will be helpful next term and for my research in the future.

> Student C: (I) must support essay - maybe (I) will write thesis in the future.

Ann's statement of purposes as well as the students' perspectives of the EAP course's goals and usefulness indicated that the course was oriented to academic writing,

and in particular, the writing skills needed for academic research.

Ann's initial purposes for writing in this advanced EAP course can be summarized as follows. The source and type of orientation are indicated in parentheses:

(1) to learn how to approach an academic assignment/how to meet the writing expectations of an academic audience (instructor/academic)

(2) to learn how to incorporate statistics and outside sources in order to support ideas (EAP program/academic)

(3) to develop self-awareness of writing ability and to develop strategies for dealing with deficiencies in this ability (instructor/developmental)

As I will illustrate later, the third goal was modified by the instructor because of the pressure to teach all of the academic skills prescribed by the EAP program curriculum.

Setting Influences Impacting Writing Instruction

in an Advanced EAP Course

Two main setting influences appeared to impact Ann's approach to teaching writing in the advanced EAP course: institutional and disciplinary. As I have characterized the setting influences in the MC course in terms of the roles the instructor functioned in as the MC course instructor, I will also attempt to illustrate the impact of setting influences by highlighting the particular roles Ann held as the EAP course instructor.

In terms of institutional setting influences, Ann appeared to function within two institutional roles. One institutional setting role was as a faculty member of the EAP

program. In this role, Ann needed to be responsive to the curricular goals and aims of the EAP program. Her other institutional role was as a representative of the host institutional faculty. I have identified this as a distinct role because, in this role, Ann needed to be aware of the standards and expectations of university faculty across the curriculum who would be working with the students once they completed the EAP writing course.

In anticipating the needs of the university audience, Ann referred to her belief that the main concern of university faculty was for the clear communication of meaning, not correct language form:

> The other thing is that I think it's very important for our students to know when they are communicating clearly and when they're not 'cause that seems to be one of the problems that occurs when you leave the sheltered EAP classroom and go into the university classroom - that it isn't the spelling errors that drive professors crazy - it is - from the people I've talked with - it's, "I can't understand what he's trying to get at."

Another effect of the institutional setting influence on the goals and purposes that Ann set for the EAP course was her perception of the students' academic level (i.e., undergraduate versus graduate). I have categorized this as an "institutional" influence because it stems from Ann's perception of the varying needs of graduate and undergraduate students relative to the writing demands she believed they would face in their academic programs in the host institution. As I mentioned previously, the composition of this advanced EAP writing course was typically graduate students. However,

the fact that there was a higher percentage of undergraduate students in the term I observed caused the instructor to reconceptualize her course goals and instructional expectations.

First of all, Ann mentioned that because of the unusually high number of undergraduate students in the class, her expectations for content would change:

> I think that because the majority of the class are undergraduates that we'll have to bring down the level of expectation in terms of the content, and probably, the topics they're getting. So, instead of requiring that people write in their major field which is what I would have the graduate students do, they'll be working with topics that they're interested in...

Ann's assumption in this regard was that the graduate students in the course would select topics related to their academic major for their research paper, while the undergraduates would opt for less field-specific topics.

Another way in which the mixed student population affected writing instruction in the EAP course was in Ann's selection of instructional activities. One of Ann's preliminary curricular ideas was to involve the students in reviewing some representative course assignments from different academic disciplines (e.g., engineering lab reports) as a type of textual analysis, consciousness raising activity. However, she decided not to do this after taking the undergraduate composition of the class into consideration.

In our last interview, when I asked what she would change if she were to teach the class again, Ann stated:

> I wouldn't go and do the library with that particular set
> of (specialized research) indices because I don't think
> it was appropriate for the majority of the class. It
> would have been fine if they had all been graduate
> students.

At one point, when I asked Ann whether she graded student assignments differently based on their academic level, she stated:

> Normally, I would say "yes" - that I would read the
> graduate papers with greater expectations for the content
> and the specificity of the paper and the focus would be
> extremely controlled because they have much more
> knowledge about a narrow field. But this time, I had
> some undergraduates who were really good.

Although the quality of writing produced by Ann's undergraduate students in this particular term was better than she had expected, her standards of evaluation were typically higher for graduate student writing.

In our final interview, I asked Ann how she would have altered the EAP course if the majority of students had been graduate students and how she would have structured the course to better meet the particular needs of these students. Ann responded in this way:

> Giving them more extensive assignments, I think. And
> still more work with bringing in others' research.
> Probably, if we had had more graduate students, I
> probably would have spent some more time doing some text
> analysis so that they could look at their specific fields
> and see how the language varies and how the organization
> varies.

As I have illustrated, Ann believed that the writing needs of graduate students were distinct from those of undergraduates and that the graduate students needed more opportunities to work with field specific genres and writing

tasks. However, her realization that more undergraduates were enrolled than usual in her EAP course necessitated a change in her expectations for content, the writing tasks assigned, and her preliminary expectations in grading these.

Another institutional setting role affecting the instructor's goals and purposes for writing in this particular course was her role as a faculty member of the EAP program. In discussing her preliminary goals for the EAP course, Ann mentioned that learning to incorporate outside resources was an important goal of the course as designated by the supervisor of written communication courses in the EAP program. This institutional (EAP program) goal had an impact on Ann's other instructional goals. For instance, at the end of the course when I asked Ann which writing skills the students needed more work in, she said that she wished she had had more time to work on "editing skills" with the students. She went on to say that she thought the students had made little progress in improving their language skills which she found to be "controlled, to an extent, by the syllabus." When I followed up on what she meant by this, Ann said she thought that attention to improving students' language skills (e.g., grammar, mechanics, etc.) was controlled or constrained by the EAP program curriculum syllabus in that so many academic writing skills (e.g., incorporating outside sources) needed to be covered in the course. Thus, one of her own instructional goals (improving students' self awareness of language competence/editing abilities) became subordinated to the

curricular goals of the EAP program.

Another setting influence impacting Ann's writing pedagogy was the disciplinary setting influence which is reflected in Ann's roles as a language instructor and composition instructor. Ann herself made this distinction between these two roles. As a language teacher, Ann believed that her role was to help students develop their language skills through feedback and exposure to and practice with new language forms (e.g., vocabulary). As a composition instructor, Ann believed that she needed to focus on helping students to improve their rhetorical writing skills, such as teaching them how to organize and support their ideas. These disciplinary roles had an impact not only on Ann's initial purposes for the course but were also represented in the values and beliefs she held about writing and the way in which she designed classroom activities and course writing tasks.

To summarize, the setting influences and setting roles impacting Ann's approach to writing instruction can be represented as follows:

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┌─────────────────────────┐   ┌─────────────────────────┐
│ Institutional Setting   │   │ Disciplinary Setting    │
│ Influence               │   │ Influence               │
│ Role: Representative     │   │ Role: Language/         │
│ of University Faculty   │   │ Composition Instructor  │
│ Role: Member of EAP     │   │                         │
│ Program Faculty         │   │                         │
└─────────────────────────┘   └─────────────────────────┘
            ⇩                           ⇩
       ┌──────────────────────────────────────┐
       │ EAP Writing Course Instructor        │
       └──────────────────────────────────────┘
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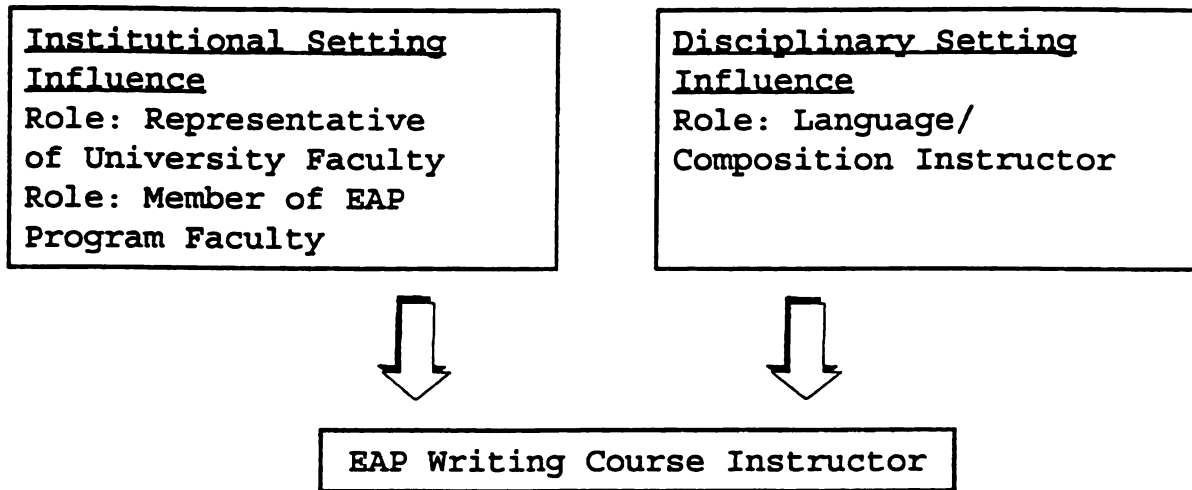
Figure 10
Context/Setting Roles of the EAP Course Instructor

Instructor Values and Beliefs about Writing

Ann's most strongly held values about writing are evidenced in her beliefs about classroom community, peer collaboration, risk-taking, and her emphasis on the process of writing.

Classroom Community

One of Ann's strongest pedagogical convictions involved her belief in the necessity of building classroom community. Ann's concept of classroom community in the EAP course involved establishing a community of learners who knew each other and who were comfortable in expressing their ideas to one another. Ann confided with me during our second interview session that she was disappointed that the students in the EAP course weren't "vocalizing" (i.e., speaking out in class; expressing ideas, etc.) as much as she had expected them to at

that point in the course and that she wished that the "class has spent more time at the beginning getting to know each other." She went on to mention that she had thought that the students had already known and worked with each other in the preceding term. However, it turned out that because there had been two sections of the prerequisite writing course the previous term, the students in Ann's class didn't all know each other before the current term began. About one week into class, after a new student joined the course, Ann took time to have the whole class participate in some activities to get acquainted with each other. In reflecting about the delay in having the students get to know each other, Ann stated:

> I think I blew it because at the beginning of the class, I would have normally had some kind of exchange or activity...I just assumed that they all knew each other, and they don't. And so, to some extent, they're operating in a vacuum.

For Ann, establishing classroom community was important not only in encouraging classroom interaction but also because establishing classroom community supported two additional pedagogical values of hers: peer collaboration and risk-taking.

Peer Collaboration

Ann's belief in peer collaboration was evidenced in the workshop format of the course. A majority of class time was spent in a workshop format[5] in which students worked together in pairs or small groups to read and provide feedback on each other's papers. Since the groups re-formed for each task or activity, a well established classroom community was essential

for the workshop format to operate smoothly. Ann believed
that peers could not only help each other generate ideas but
that they were also capable of providing feedback on each
other's writing. Ann also mentioned to me that the peer-
oriented workshop format supported her individual teaching
style:

> The other thing that I like about any kind of group work
> for my teaching style is that I'm sure that it has become
> clear that I do a lot of my teaching as I move around the
> room while they're in groups.

The EAP student informants believed that peer work was
beneficial in certain ways as well:

> Student A: Peer work is very important...Open discussion
> is quite good for me.

> Student B: I can get more information and new ideas from
> peers.

> Student C: We can exchange ideas...further develop
> ideas.

> Student D: I can get more ideas (from peers) - not
> enough information on my own.

Although the students mentioned the usefulness of peer
work in helping to generate ideas for their writing, I will
illustrate in my discussion of task audience that they had
more difficulty in receiving evaluative feedback from their
peers.

Risk-taking

Another important pedagogical value of Ann's involved
student risk-taking in writing. Ann's concept of risk-taking
involved a student's willingness to experiment with language
(e.g., try new expressions in his/her writing) even if it

involved making mistakes in the process. When asked about her

purpose for requiring student writing journals, Ann replied:

> If the journal isn't going to be looked at in terms of
> evaluation feedback, for language or vocabulary, then it
> seems logical to me that (the students) are going to be
> a little bit more **willing to take risks** [my emphasis].

When I asked Ann why she included so much peer work in

her class, she framed her response to emphasize its advantages

for fostering risk-taking.

> I think that a lot of students will benefit from being
> able to bounce their ideas off someone else and get
> reactions from other people. And I think that they may
> be more **willing to take risks**, because they are sharing
> the blame [instructor laughs] or praise, as it were...

Ann expected that her students would be willing to

experiment and take risks with language while writing. For

example, Ann admitted her surprise when one student revealed

a learning strategy which reflected a lack of risk-taking in

his composing process:

> I told him that I would like to see him try to extend
> himself a little bit, and if he can't come up with an
> appropriate word, in English, then to write the word in
> Thai. Don't let searching for that word stop your flow
> of ideas.

Conversely, Ann praised the efforts of students who

attempted to experiment with language. In one student's

journal, Ann wrote, "I am impressed with the breadth of your

vocabulary. You are **willing to risk** using a broad range of

words. It's a good way to learn."

Ann's belief in the importance of risk-taking stemmed

from her belief as language instructor that a student's

willingness to experiment with language was a necessary step

in his/her acquisition of particular language forms.

Emphasis on the Writing Process

Ann's use of the peer oriented workshop format and her belief in the necessity of risk-taking indicate the value Ann placed on the process of writing. In describing how the students could improve their writing skills, Ann would often use analogies (e.g., "Writing is like playing the piano, it takes practice") which reinforced her belief that writing was a continuous process of improvement.

Ann's emphasis on the process of writing was also evident in other ways. One indication of this emphasis is the multiple drafts Ann required students to complete for the two major writing assignments of the term. Students were required to submit three separate drafts of each assignment and Ann provided feedback on all of these.

Another indication of her emphasis on the process of writing was Ann's use of the weekly student writing journals. Ann believed that the journals were an important place for students to experiment with language and ideas without a great deal of correction or concern about the surface features of their entries. In one student entry, the following written exchange occurred between instructor and student:

> Student: Please correct all errors! (written at the end of one journal entry)

> Ann: Sorry, (student's name), I'd rather not correct all [instructor's emphasis]. I'll mark "a couple" in each, "all" in one. O.K.? The journal is not a place to worry as much about corrections as about ideas.

This journal exchange illustrates Ann's belief that the

practice of expressing one's ideas (without correction) was a worthwhile objective in itself. This was borne out further when I asked Ann about her purpose for in-class, non-graded peer writing activities, and she replied, "I think the process is more important than the product in that."

EAP Instructor's Orientation Toward Writing

While Ann's course included a developmental orientation of building language skills, her primary orientation was to prepare students for the demands of academic writing. "Academic" writing preparation in the EAP course involved primarily developing the requisite skills needed to conduct academic research (paraphrasing, incorporating outside sources, providing sufficient support for ideas, using appropriate citation, etc.). Because the focus of the EAP course was on developing these types of research writing skills, I considered the instructor's orientation toward writing in the course to be "disciplinary" according to my framework of orientations. This disciplinary orientation was maintained in the course even though Ann made modifications to the course because of the greater number of undergraduate students enrolled.

Ann's strong academic orientation in the EAP course was also evident in the way she couched many of her pedagogical expectations for classroom activities, assignments, and language development in terms of their relevance to the "academic" setting. When discussing the importance of peer work, Ann stressed the importance of "exchanging ideas in

academic contexts". When she first assigned the academic reading logs, she asked the students to bring in a representative textbook from their academic field of study. In looking over the textbook brought in by one particular graduate student (non-informant), Ann did not find it "academic enough" and requested that the student find "a more technical (field-specific) text". When one student (Student B) chose to write about his academic field of study in his journal, Ann wrote, "I'm glad you're writing about your academic class. It's a good thing both for your English and your academics."

Ann's developmental orientation was reflective of her desire as a language teacher to see students improve their written expression through further exposure and experimentation with language. Although Ann's attention to certain aspects of language development (e.g., building editing skills) was constrained by the academic oriented course syllabus, she did end up spending a good deal of class time addressing language related issues (vocabulary, grammar, style). Her attention to these language issues was not typically planned but arose in the context of other reading and writing activities the students were engaged in. For instance, when a new vocabulary word or thorny grammatical problem came up in a class activity, Ann would often use this as an opportunity for a micro-teaching "loop" (i.e., a short impromptu lesson on a specific language point).

Another way Ann paid attention to language development

was through group error correction. Group error correction would typically take place during workshop wrap-up sessions. In these sessions students would corporately read each other's writing. The students and Ann would then offer comments to "improve" a particular group's written work. Most of the comments were related to language errors in vocabulary, grammar, or mechanics.

The attention she gave to language through numerous micro-teaching loops within the class, group feedback sessions, and feedback on multiple drafts of the two major writing assignments were all indicative of Ann's developmental focus.

Ann's developmental and academic orientations were confirmed by Ann and the student informants when I asked them to rank possible course orientations toward the end of the course. Because my investigation of the EAP course followed my study of the MC course (by one semester), I retained the categories of developmental, curricular, academic (i.e., disciplinary), and professional that I had used with the MC students and instructor.

Table 3
Student/Instructor Rankings of EAP
Course Orientations Toward Writing

Type of Orientation	EAP Instructor	EAP Students (N = 3)
Academic (disciplinary)	1	2,2,1
Curricular	3	4,3,3
Developmental	2	1,1,2
Professional	4	3,4,4
Key: 1 = highest priority, 4 = lowest priority		

As the preceding table indicates, both Ann and her students believed that the two primary orientations of the EAP course were academic and developmental. While Ann thought her primary orientation overall to be academic, the students perceived the primary orientation to be developmental, perhaps reflecting their perception that the EAP course was a course for second language learners.

Assigned Writing Tasks

I will structure this section in the same way as I did in my discussion of the MC course. I will begin by providing an overview of the classroom setting in which the assignments were given. This will include a brief vignette of a "typical" class period in Ann's EAP course and a discussion of Ann's classroom instructional roles. I will then discuss the assigned writing tasks in the EAP course.

A Classroom Setting Vignette

Ann enters the classroom. The students are seated in a

large semi-circle. The classroom atmosphere is informal. Students joke with each other and with Ann. When it is time for the class to begin, Ann gains the attention of the entire class and distributes an article on "gun control" to the students. The students are given a few minutes to silently read over the article to "locate the main ideas." Ann asks the students some general comprehension questions to see if they have understood what they have read. Vocabulary questions are dealt with as they arise. Ann deals with these by redirecting questions about specific vocabulary items to the class. After several students have offered suggestions on the possible meaning of a particular vocabulary word, a class consensus on the meaning is arrived at with the aid of the instructor. Ann does not seem to treat these language related interludes as tangential events, but rather, as essential classroom activities[6].

After an oral summary of the main ideas of the article is completed as a class, students are separated into groups of two or three to work on written summaries of the article. This activity occupies over half of the eighty minute class period. During the activity, Ann circulates around the room checking on the groups' progress. While doing so, she answers specific questions raised by the students and provides consultation when needed. Often, it seems as though she is just listening and making mental notes of the groups' interaction, serving as a resource to the groups when needed.

When it appears that most of the groups have completed

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their summaries on large sheets of newsprint, Ann has a member of each group tape up their summaries on the blackboard at the front of the classroom. All of the students then come forward, forming a tight semi-circle in front of the summary that is currently being read. Students offer suggestions for correcting the particular summary. Students deal first with the content of each summary, then quickly move on to language related concerns. Ann holds a marker and acts as a scribe responding to individual suggestions by crossing out or adding words as needed. When necessary, she adds her own corrections to arrive at a final, "cleaned up" product. After glancing at her watch, Ann brings the activity to a close by reviewing the purpose of the preceding activities. After she has given the class a homework assignment (to write a summary of another article), Ann dismisses the class.

Instructor Classroom Roles

In the classroom vignette presented above we can see that Ann's role in the classroom is not an exclusively teacher-centered one. When I asked Ann what she thought her main instructional role in the EAP classroom was, she used the term "facilitator." Ann believed that "facilitator" was an appropriate way to describe her classroom role in that she individualized the type of feedback she gave to students. For some students, Ann believed she was "polishing" by helping them to refine their writing. For some students, she was "providing direction." And for others, she was doing both.

In further clarifying her role as "facilitator," Ann

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defined two other aspects of that role. One aspect involved being an "expert" in terms of providing information about language conventions (e.g., punctuation, citation). Another aspect involved providing feedback on language which Ann conceived as "some type of compromise between facilitator and expert." Ann's role as facilitator seemed to be supported by her use of the workshop format in which she could provide more individualized feedback.

Types of Writing Tasks Assigned

Ann designed a variety of written tasks to support her academic and developmental writing goals. These tasks are briefly described below:

survey results report: involved surveying American students on a topic and writing up a report in which the results of the survey were incorporated. The report also required students to include information from library resources. The topic was selected by the students and approved by Ann before the survey could be conducted. The survey was developed and administered in groups but the actual reports were individually written up.

library research paper: involved writing a library based research paper. Students could select their own topics. Graduate students were encouraged to write in "their own academic fields."

academic reading logs: involved turning in weekly logs of reading done in academic textbooks. Each student had to select a representative textbook from their academic field of study. In the reading logs, students had to answer questions

concerning the content of these texts (e.g., summarize the main ideas, explain how the text was organized). They also had to answer questions concerning the reading strategies they had used to process the text (e.g., surveying, notetaking methods).

in class mid-term and final written examinations: involved writing two timed in-class essays. I have presented these jointly since they represent a single genre. These exams constituted forty-five percent of the students' class grade and were based on written responses to assigned reading prompts. Students were given an article or articles in class the day before the mid-term or final on a particular topic (e.g., mid-term topic = organ donation). Students were permitted to read the article(s) and take notes. Both the article and notes had to be handed in at the end of the class period. On the next day, the students received an additional article typically setting forth another perspective on the issue. The students than had to write a brief summary of the articles which reflected their understanding of the issue and a response in which they took a particular position and used support from these articles to back up their arguments.

homework assignments: involved completing regular assignments (readings, summaries and paraphrases of readings, and drafts of assignments) which were given in the class in addition to the other major class assignments.

Weekly writing journals: involved writing four weekly journal entries. Students were assigned topics for some of the

journal entries but could choose their own topics for other entries.

The assignments described above supported the various purposes and orientations Ann had for the EAP course. The two main course writing assignments, the survey results and library research papers, reflected Ann's desire to use authentic academic writing tasks to develop academic research writing skills. The academic reading log was designed to help students become aware of the discourse conventions in their particular fields of study. The undergraduate students as well as the graduate students had to select an "academic" text to fulfill this assignment.

The required in-class mid-term and final essay examinations could also be considered authentic academic tasks which built upon research skills, but the format of these writing tasks (e.g., in-class, timed) also gave these a curricular orientation in which mastery of certain procedural skills (e.g., summarizing, paraphrasing) were tested.

The regular homework assignments involved the same academic research skills tested in the mid-term assignments. These assignments also functioned as preparation for the two major course writing tasks.

The student writing journals were used by the instructor primarily for developmental purposes and as a place to brainstorm and receive feedback on ideas for the major papers in the class.

The particular instructor orientations represented in

these assignments can be illustrated as follows:

- survey results/library research papers (academic/ disciplinary research)

- academic reading logs (academic/disciplinary research)

- mid-term/final in-class essays (academic/curricular)

- homework assignments (academic/curricular)

- student journals (developmental)

I use the academic/disciplinary designation because while the academic skills emphasized in the EAP course are research related, Ann's content expectations for each group varied. Ann's expectations for the undergraduate students was that they would apply the research skills learned in class in researching general topics of interest. On the other hand, Ann expected that the graduate students would use specialized, disciplinary-based research indices to research topics related to their academic majors.

Designated Audience for Assigned Writing Tasks

As with the MC course, developing the students' sense of audience was important to Ann. Also similar to the MC course, Ann attempted to establish an audience for the students' writing in addition to herself. In defining the course audience for the students' writing assignments, Ann stated in one of our interview sessions, "I have told them their peers are the audience and I am, too..." Ann emphasized this concept of audience to the students throughout the course and reinforced this in her written feedback to students' writing. For instance, on one student paper, Ann wrote, "Since your

audience is myself and your classmates, you need to provide some examples to help make your points clear." While Ann used the students as a peer audience mostly to provide feedback in the idea generating stage, she also distributed peer review evaluation sheets which needed to be handed in with the students' drafts.

However, though the students realized the value of exchanging ideas with their peers, they were not ready to accept the role of peers as evaluators of their work:

> Student B: In my class, peer didn't critique because maybe we have problem with the language. It is not very easy to communicate well. The peer cannot critique - just give some suggestion on idea.

> Student C: (We can) exchange the idea from another person to another person but usually work in the group is sometimes difficult because sometimes my idea and his idea are not compatible - but sometimes useful. It's hard to know how to give feedback.

> Student D: Maybe we are friends. We don't have to - like hurt others, just share ideas.

Student A, a Ph.D. level student, provided an additional perspective on peer feedback. Although Student A believed that peer work could be beneficial, he saw limitations in its use in this particular EAP course primarily because of the differences among the academic levels of the students (i.e., graduate/undergraduate):

> Student A: Peer work is something very important but sometimes I feel there are difficulties because the (student writing needs) are different. The level of education (undergraduate versus graduate) is very important.

As in the Business Communications course, the students in the EAP course expressed difficulty in accepting the

evaluative role of an audience other than the instructor.

Feedback and Evaluation of Assigned Writing Tasks

In this next section, I will discuss Ann's methods of providing feedback and evaluation on student writing.

Feedback

Students in the EAP course received considerable feedback on their writing. This included feedback provided within the class and feedback provided by the instructor on student drafts.

In-class feedback.

The following in-class feedback methods were used by the instructor to critique student writing and to prepare students to complete required writing assignments:

group brainstorming sessions: These sessions would occur immediately after the initial writing assignment was given. The instructor would facilitate these sessions by asking questions to elicit student responses and by writing these responses on the blackboard. These sessions provided students with an opportunity to brainstorm ideas for the assignments and to receive feedback on their ideas from their peers and the instructor.

peer feedback: Students were required to read each other's papers and offer both descriptive and evaluative comments. Sometimes the instructor would provide the students with a "peer review" sheet which contained questions to guide their feedback on each other's texts.

informal feedback by instructor during workshop sessions: Ann

used the time during workshopping to circulate around the room to consult with each group and to provide micro-teaching on matters of language and format. She also used this time to individually consult with the students.

group feedback at the end of workshop sessions: Typically, after the students had workshopped on a piece of writing, written their texts on newsprint, and posted their written products on the blackboard in the front of the room, Ann would lead the class in a review of each group's written product. Attention was given to both meaning and appropriate language expression during these sessions.

Instructor feedback on student drafts.

All of the types of feedback described above were provided before the instructor read any individual drafts of student writing. The next two feedback modes describe the instructor's feedback on students' individual drafts.

written feedback on drafts: At least three drafts were required for each of the two major papers. Some students were allowed to produce an additional draft if their previous drafts were not up to a passing level (i.e., a score of at least eight out of ten points, according to the EAP program standard). Ann used a combination of written comments and symbols to provide feedback on student's papers. Although a lot of feedback was provided on language (grammar, vocabulary, mechanics, etc.), Ann's main evaluative emphasis was on clarity and support of ideas.

individual writing conferences: An individual writing

conference was required for each of the two main writing assignments. These conferences took place in Ann's office after the students had written at least a first draft of their assignment.

Students in the EAP course received a variety of feedback on their writing from the instructor both on writing produced in class with peers and on their drafts of major writing assignments. Feedback was provided during the brainstorming and drafting stage of writing. This is consistent with Ann's emphasis on risk-taking and writing process. Peers provided a great deal of the feedback during the brainstorming stage, while most of the instructor's feedback on individual student writing occurred during the drafting stage.

Evaluation

On the syllabus given to students on the first day, Ann outlined how the students' final grades would be determined. Individual assignments were not listed. General categories of assignment types were noted instead. The students' grades were based on "in-class" writing assignments - mid-term and final essay examinations (45%), "out-of-class" writing assignments (45%), and classroom participation and homework assignments (10%). According to general EAP program standards, students had to receive an average of eighty percent or higher on their total assignments to receive a passing grade.

In describing her evaluation of student writing, Ann revealed how she read the students' papers with multiple

audience perspectives. Ann mentioned that, as a **language teacher**, she read to provide feedback on language. As a **composition instructor**, she was looking for the structure and strength of ideas. Ann also mentioned that she attempted to evaluate the students' writing as an **"academic reader."** In defining what she meant by "academic reader", Ann described this reader as similar to a university faculty member outside of the EAP program who provides feedback on content as well as language. She believed that this was important because:

> If you say only English teacher it will give the impression that you're only looking at language. You're only looking at paragraph hooks and that kind of thing. And if you're not reading it for the content, you're, I think, failing the student.

In further discussing her role as an academic reader for student papers, Ann made a distinction between the role of the academic reader for undergraduate and graduate level writers in this way:

> ...with the undergraduates you're just an educated reader and you just respond, but for the graduate students, it becomes sort of a dialogue...I think frequently, particularly with the graduate students where they get into a level of knowledge I simply don't have, I would frequently write in the margin, "Is this something that is generally accepted in your field versus common knowledge that is common for your field?"

Unlike the hypothetical professional audience created by the MC instructor, Ann's various audience perspectives did not create difficulties for the students in the EAP course because these perspectives were not stated publicly to the students as an evaluative expectation.

Although Ann stated that she did not have any difficulty

in using correction symbols, she used few of these on student papers. Instead, she used short written comments. In analyzing the drafts of the final library research paper, I found the majority of Ann's written comments to students reflected the research writing focus of the class:

(1) You've done a good job of organizing your essay. You still need to be extremely careful [instructor's emphasis] of how you use sources. If you use another author's words, you must use quotes.

(2) Generally, academic typed papers are printed double-space. This allows room for editorial comments and responses.

(3) Check the style manual for your field. I believe you should use parentheses here.

(4) To one student who had written "Soeharto has ruled the roost in Jakarta" in the body of her essay, Ann commented in the margin, "A little too slangy for an academic paper."

Student drafts were graded, on what I would call, a semi-holistic basis. I use the term semi-holistically because scores were given in three separate categories: content, organization, and mechanics (grammar, punctuation, etc.). However, within each category, holistic scores were given on a scale of one to ten, ten being the highest. On the first draft, only content and organization were graded. Because the grading system used for the categories was holistic, it was difficult to identify exactly how many points were lost per error on student papers. On the students' last draft of the final "out-of-class" assignment, the "library research paper", I totaled the teacher's marks (e.g., underlining, corrections) indicating student mistakes. In considering the number of

marks made for language related errors (e.g., grammar, syntax, and mechanics), I noticed that this type of error did not have as much bearing on the overall grade as content-related mistakes did. For example, one student received thirty nine marks on language related errors out of a total of forty-seven correction marks yet still received a score of 8.5/10 for mechanics. On another student's paper, ten out of twenty-two mistakes noted were language related errors, yet this student still received a score of nine out of ten for mechanics. In contrast, this same student received two marks on content (specifically, for lack of proper attribution of ideas) and received eight out of ten points in this category.

These few evaluation examples were in line with Ann's perception that the academic audience preferred clarity and well-supported ideas over error free writing. Ann did realize, however, that there was a considerable range of opinion among faculty (see Leki, 1995) concerning error tolerance and that ESL teachers were often more sympathetic to student's language difficulties:

> In talking with students over the years, it seems as though there are some (faculty) who want every "t" crossed and every "i" dotted correctly. And there are others who say, "He's an international so I'll write the paper for him." I guess I see myself as some place in the middle. I suspect that I am more sympathetic than the majority.

In contrast to the students in the MC course who perceived their instructor's attention to language as excessive, the students in the EAP course seemed to welcome and even yearn for more attention to their language related

errors. Ann cited the example of one student (student informant A) who was "hungry" for red marks on his written work and after receiving back an assignment with a number of comments and marked corrections exclaimed, "I liked this - it made me so happy to see this red." While this student perhaps holds an extreme viewpoint, his sentiments in desiring language correction were also expressed, albeit less enthusiastically, by the other EAP students. For example, Student C believed that teacher corrections were essential in improving her revisions, "Teacher gives remarks: I read remarks and will not make the same mistakes." Student B expressed this similarly when he stated, "When I receive feedback, I'll strongly remember (my mistakes)."

While Ann recognized the students' desires for more corrections on their written work, she did not allow the students' expectations to dictate her practice. When discussing her expectations for journal entries in class Ann asked rhetorically, "Do journals have to be perfect? She answered her own question by stating emphatically, "No!"

Even though Ann devoted considerable class time to address language issues, her expectations for student progress in this regard were limited. In our final interview, she stated, "I didn't see much change in language, nor do I expect to see a change in language at (the most advanced proficiency) level."

Ann's use of feedback and her approach to evaluating student writing are representative of her values (e.g., that

writing involves risk-taking) and her perceptions that the most important aspect of writing for the academic audience is the development of well supported ideas, not error free texts.

Summary

To summarize writing instruction in the EAP course, I will first provide a schematic representation of context variables influencing writing instruction in the advanced EAP writing course. I will follow this with a written summary of the case. Figure 11 represents a model of context variables influencing writing instruction in an advanced EAP writing course.

Setting Influences	
Institutional Instructor as representative of university faculty Instructor as faculty member of EAP program	**Disciplinary** Instructor as language/composition teacher

Values/Beliefs About Writing
- classroom community
- peer collaboration
- risk-taking
- emphasis on writing process

Orientation Toward Writing
- academic/disciplinary research
- developmental

Course/Goals/Purposes
- prepare for academic tasks/audience (university-EAP/ academic research)
- develop language competence through experimentation, risk-taking (instructor/developmental)

Classroom Instructional Roles
- facilitator: consultant, provider of language feedback, expert (on formatting, mechanics, etc.)

Assigned Writing Tasks
- survey results paper, library research paper, reading logs (academic/disciplinary research)
- mid-term/finals, homework (academic/curricular)
- journals (developmental)

Feedback/Evaluation
- feedback: during process of drafting
- evaluation: focus on clarity, meaning, support
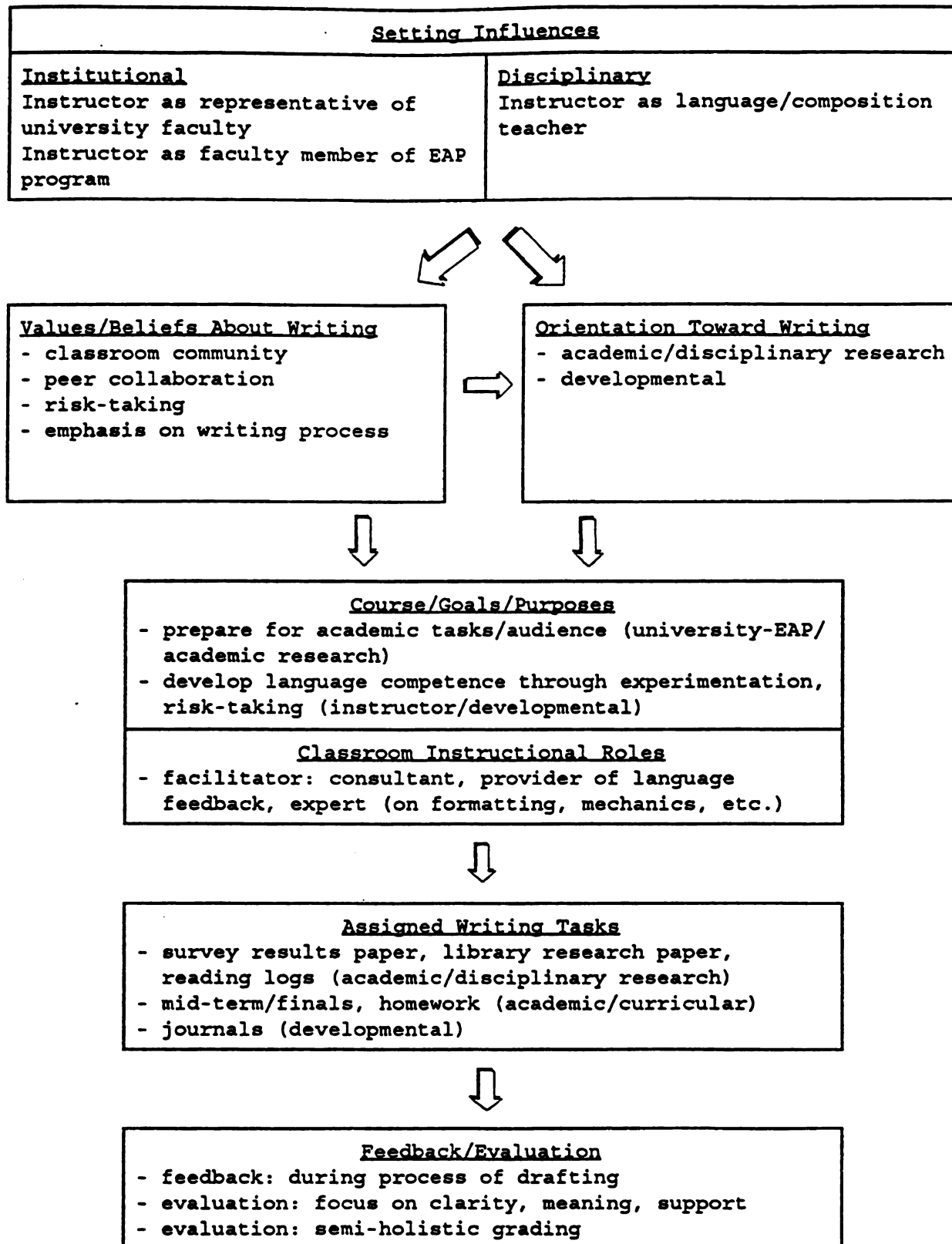- evaluation: semi-holistic grading

Figure 11
Context Variables Influencing Writing Instruction in an
Advanced English for Academic Purposes Writing Course

Ann's approach to teaching writing in the EAP course was significantly impacted by institutional setting influences (e.g., her perception of the students' anticipated academic writing needs and her perception of the students' academic levels) and disciplinary setting influences (e.g., her personal values about teaching and writing).

Ann's main orientation toward writing in the EAP course was academic. Her goal was to prepare students for the writing demands of university study. In particular, her focus was on developing the students' academic research skills. Most of her assignments were designed to develop these skills in authentic writing contexts (e.g., research paper, survey results paper). Although Ann maintained her orientation toward academic research throughout the course, the student composition of the class altered some of her instructional plans. Because there were more undergraduate students enrolled than she had expected, Ann's focus became less field-specific or disciplinary-based (e.g., she omitted her plans to do textual analyses of engineering reports).

The graduate student (Student A) at the highest academic level (Ph.D.) in the class appeared to have the most difficulty with the changes Ann made in the course because of the greater number of undergraduates enrolled. He felt that because of the mixed (undergraduate/graduate) composition of the class the course was not as beneficial as it could have been:

Student A: Graduate and undergraduate mix of class creates some difficulties - the problems are different - the way of thinking, level of education, and ability...A graduate oriented class may have changed my writing; but this class as a mixed class didn't.

In contrast with Student A's expressed disappointment with the focus of the course, the other student informants seemed to appreciate the training they had received in the EAP course and felt that the course had met their original expectations. When I asked the students what their original expectations for the course were, they stated:

Student C: To learn how to write from research.

Student B: To give strategies on how to write research paper. This term is good for preparation for academic writing - how to do research, how to locate (research) papers.

In noting that these students expressed their appreciation for the research writing focus of the class, I decided to look over Student A's responses again to determine why he held his particular perspective. When I asked Student A what his expectations for the EAP course were, he mentioned that he thought the EAP course would be "a graduate course" for "researchers" and that he would learn such skills as "how to write an abstract" and "how to progress from wide, general ideas to (the) specific focus of (a research) paper." While the other students seemed content in learning general academic research skills, this student desired a more specialized approach to research writing which focused on the particular genres of disciplinary-based research (e.g., the research article).

While Ann did have developmental goals for the class (e.g., developing compensating strategies/ editing skills), these goals were subordinate to her overall academic orientation. In addition, her original developmental goals had to be modified because of the demands of the EAP program syllabus. Thus, Ann's developmental goal became modified to developing students' language abilities within the context of other class activities.

Ann's values as a language/composition teacher were most evident in her desire to create a classroom community for writing. Ann believed that in order to develop the students' language and writing skills, they needed to experiment and take risks with language. To facilitate this type of risk-taking environment, Ann attempted to a create a classroom community in which students would feel comfortable expressing ideas. Her efforts to create this type of environment for writing were evident in the way she structured classroom activities (e.g., peer oriented workshop format), her attitude in developing students' language abilities (e.g., encouraging risk-taking, emphasizing the process of writing), and the role (e.g., facilitator) she attempted to function in within the classroom.

Ann's method of feedback (during the brainstorming and feedback stages of writing), and the focus of her evaluation (focus on ideas and support > language errors) seemed to be consistent with her values on writing process and risk-taking. Her attempts to use peers as evaluators of each other's

writing was met with resistance by the students in the EAP course who had difficulty in accepting an evaluator other than the teacher.

Comparing Writing Instruction
in Advanced EAP and Managerial Communications Courses

In the preceding sections, I have provided case descriptions of writing instruction in two post-secondary settings. My purpose in this section will be to make comparisons between these two cases. Because of the non-experimental, naturalistic design of this study, direct generalizable comparisons between the two cases are not possible. My goal, instead, will be to consider the similarities and differences between writing instruction in these two settings from a contextual perspective.

As I have done with the individual cases, I will first present a schematic summary followed by a textual account. In Figure 12, I have summarized some of the main differences between these two cases according to the context variables I used to present the results of each case individually.

	MC	EAP
Setting Influences	- professional - institutional - disciplinary	- institutional - disciplinary
Valves About Writing	- strive to be perfect - top-down approach - emphasis on product	- be willing to take risks - bottom-up approach - emphasis on process
Primary Orientation Toward Writing	Professional	Academic (research)
Main Purpose	- to learn to write for business context	- to learn to write for academic context
Classroom Instructional Roles	- professional colleague - authority on language/writing	- facilitator
Assigned Writing Tasks	- designed to represent professional writing tasks	- designed to represent academic research tasks
Audience for Tasks	- hypothetical business person/ instructor	- instructor/peers
Feedback	- during planning/ outlining stage	- during brainstorming/ drafting stage
Evaluation	- emphasis on form	- emphasis on ideas/support

Figure 12

A Summary Comparison of Context Variables
in MC and EAP Courses

Setting Influences

The instructors' approaches to writing instruction in both courses were impacted by institutional and disciplinary setting influences. The MC instructor was also influenced by a professional setting influence (the business community). In both cases, these setting influences were important in shaping the instructors' perception of the anticipatory writing needs/audiences of their students.

In addition to providing some of the goals and purposes for writing, institutional setting influences created some constraints and/or conflicts with the instructors' other pedagogical objectives. For example, one of the most significant institutional impacts on the EAP course was the EAP program's policy of allowing both graduate and undergraduate students to enroll in this particular writing course. As I indicated in the EAP case, this had an impact on the teacher's goals, design of writing assignments, and expectations for student writing. In the MC course, the College of Business curricular goals for the course impacted the instructor's design of the final project which made it difficult for the MC students to accept the format of the project as an authentic professional task.

There are two primary differences between these two cases in terms of setting influences. One difference relates to the "internal" and "external" coherency of each setting. The other difference has to do with the diversity of setting influences impacting each setting. The MC course had greater

"internal coherency" than the EAP course in that the MC course students all shared the same academic field and academic level. In contrast, the EAP writing course enrolled students from a number of majors and enrolled both undergraduate and graduate students. In addition, the Managerial Communications course also had greater "external coherency" in that many of the purposes and expectations for writing in the MC course reflected purposes and expectations for writing in the College of Business and the business community. The greater internal and external coherency of the MC course is important in that the MC course instructor could assume a sense of shared purposes for writing in her course because her students were in the same major, at the same academic level, and held similar professional goals (to become managers in a corporate setting), while the EAP instructor had to deliberately attempt to build community among students with diverse academic majors and academic levels.

The other primary difference between these two cases in terms of setting influences is that the MC instructor's approach to writing was impacted by setting influences both outside (i.e., business community) and within (i.e., College of Business) the university, whereas the EAP instructor's approach appeared to be primarily impacted by university related setting influences. Because the MC instructor attempted to satisfy the needs of the audiences represented by both settings, the MC course ended up serving more diverse purposes than the EAP course. Thus, while the MC course had

more coherency of setting than the EAP course, the purposes for writing in Managerial Communications were more varied because they reflected a greater number of setting influences.

A Comparison of Instructor Values and Beliefs About Writing

Both instructors held strong values about writing which affected their approaches to teaching writing. The differences between the instructors' values about writing can be best summarized in their attitudes toward the process and the product of writing.

Attitudes Toward the Process of Writing

While the MC instructor exhibited a top-down approach to writing which emphasized planning, outlining, and a straightforward composing process, the EAP instructor exhibited a bottom-up approach to writing which emphasized group brainstorming, peer feedback, and multiple drafts before a finished product was expected.

The EAP instructor's bottom-up approach encouraged risk-taking and experimentation with language which she believed was necessary for growth in language development and for the creative synthesis and generation of ideas. The MC instructor's top-down approach reflected her own personal preference for organizing writing. It also emphasized her focus on the presentation of ideas.

Attitudes Toward the Written Product

The Managerial Communications instructor maintained a high expectation for form on the finished product and told the students that they needed to "strive to be perfect" in their

writing. Examples of this are the instructor's insistence that students use a grammar checker program, her detailed grading criteria, and her evaluation of written products (e.g., seven points taken off for the first spelling or "typo" in the paper). Her attitude toward the written product was consistent with her own prescriptive beliefs about language and writing and her belief that her high standards for form were desired by the two main anticipated audiences for student writing (i.e., College of Business and business community).

In contrast, the EAP instructor was much more concerned that the students "be willing to take risks" in using language, and therefore, she did not place as great an emphasis on form as the MC instructor. This attitude was reflected in her use of journals (in which entries were not graded for language), multiple student drafts, and a grading system which did not penalize students for surface errors in the early stages of writing. While the EAP instructor did hold high standards for student writing, these were in terms of support and clarity of ideas. She believed that although university faculty held varying expectations for "correctness" in student writing, they were ultimately more concerned with "meaning" (i.e., the quality of the content/ideas).

A Comparison of Instructor Orientations Toward Writing

The instructors' orientations toward writing illustrated one of the most fundamental differences between these two courses. The MC course as a graduate course was not focused on disciplinary-oriented research writing but on professional

business writing applications. The MC instructor's de-emphasis on academic research writing reflected her own perception of the students' future needs (as managers, not academics). This attitude toward academic research writing seemed to be consistent with the students' perceptions of the Business College faculty's general attitudes toward this type of writing as well.

The EAP instructor, in contrast, believed her role was to provide students with the skills necessary for academic research. For the graduate students, the EAP instructor's initial desire was to have them work with representative disciplinary-based genres and tasks. Even after the instructor had made some adjustments for the mixed student composition of the course, she still desired that the graduate students would research topics in their "own academic fields."

While both instructors also maintained a developmental orientation toward writing in their courses, their expectations in this regard were different. The MC instructor expected to see progress in language skills although she did not feel that she would teach these skills directly in the course. The EAP instructor, though she planned to address language issues in the course, felt that she would see little progress in student's writing during the term and that the students needed to learn coping strategies (e.g., hiring native speaking editors). This was partly based on her belief that students at this advanced level of second language proficiency would make little progress in language skills

within the short duration of the course. Her reduced expectations for student language improvement were also partially based on the constraints she felt in meeting the expectations of the EAP program syllabus for the course (i.e., too many "academic" skills to teach).

A Comparison of Purposes and Goals for Writing

Both instructors had multiple purposes for writing in their courses. While the EAP instructor had developmental and academic goals for writing, the developmental goals seemed to be in support of her primary academic objectives. Conversely, the goals of the MC course were more diverse and created more inconsistencies for her students (e.g., the length of the final course paper and her desire for it to reflect an authentic professional task; the use of a hypothetical business audience and her extremely high standards for evaluating form).

A Comparison of Classroom Setting/Instructional Roles

The differences in the instructors' values about writing and the writing process were evident in the classroom activities each designed and the classroom instructional roles each one functioned within. The EAP instructor's use of the peer oriented workshop format supported her beliefs in the process of writing and was indicative of her attempt to establish a risk-taking environment for student writers. Her role as facilitator allowed her to provide evaluative feedback on language and helped promote a setting in which experimentation with ideas and language could take place.

A significant aspect of the MC instructor's classroom routine (see "A Classroom Setting Vignette" earlier in this chapter) involved a step-by-step illustration of model outlines for each assignment. Her presentation of these models actually constituted a type of corporate rehearsal of the planning and outlining process she expected the students to follow in completing written tasks.

In terms of her classroom roles, the MC instructor's role as business colleague supported her professional focus and purposes for the course while her role as authority on language and writing emphasized her developmental orientations and values about language.

Assigned Writing Tasks

Both instructors used tasks to have students practice the representative genres and tasks that they anticipated the students would need after leaving their courses. While the MC course instructor believed that the writing skills she emphasized were also applicable to academic writing within the college, her assignments were designed to be representative professional formats. The tasks in the EAP Writing course were designed to be representative academic tasks which developed academic research writing skills.

Both instructors attempted to designate audiences in addition to themselves. Although the students in both courses acknowledged the limited usefulness of these audiences (e.g., in terms of feedback (EAP); as a representative professional audience (MC)), they were not able to accept these audiences

as potential evaluators of their writing. The designation of a second audience created more difficulties for the students in the MC course because the instructor set the expectation that she would evaluate the students' papers as a "hypothetical business person."

A Comparison of Instructor Feedback and Evaluation Practices

Both instructors provided opportunities for feedback prior to the completion of the final product. However, their methods clearly reflected the differences in their respective approaches. The MC instructor, in accordance with her top-down approach to writing, provided feedback during the planning or outlining stage. In keeping with her bottom-up view of writing, the EAP instructor provided feedback during the drafting stage.

The attitudes of the instructors toward language were reflected in their grading systems. While the MC instructor used a discrete point grading system to emphasize the appearance of the product, the EAP instructor used a more holistic grading system which weighted the organization and support of ideas more heavily than language errors.

Summary

The instructors' approaches to teaching writing in these two courses represent significant differences in the purposes and expectations these instructors have for student writing at the advanced, academic level. Some of these differences are related to the unique setting influences impacting each

course, while other differences are a result of the personal values about writing each instructor brings to the course.

The primary goal for writing in the MC course, even though one of the course's aims was to help improve students' curricular writing, was not the creation or addition of disciplinary-based knowledge but the effective presentation of ideas in representative professional genres. For this reason and because she assumed that the students already shared a base of relevant content (business) knowledge, the MC instructor's focus in the course was on developing the students procedural writing knowledge and skills. Furthermore, because of her belief that good writing skills were the same in any context, she believed that these skills were transferable, and therefore applicable to both academic and professional contexts.

The primary goal of the EAP course was to develop students' academic research skills (e.g., summarizing, paraphrasing, incorporation of outside resources) which would help them synthesize and reformulate knowledge - what Cummings (1995) describes as "knowledge transformation." To do this, the EAP instructor attempted to create an environment in which ideas and language could be explored freely.

In conclusion, if NNES writers who have completed the EAP writing course were to enter the MC course, they would be faced with very different values and purposes for writing. The academic research focus of the EAP course would be replaced by an emphasis on professional (non-research related)

writing tasks. The developmental, risk-taking approach of the EAP instructor would be replaced by the strong prescriptive values for language and writing of the MC instructor. Although this would need to be empirically validated, these significant differences in the purposes and expectations for writing would likely present a considerable challenge for the EAP students, particularly in regard to the high standards for form expected by the MC course instructor.

Even more significant, perhaps, is a larger question, and that is, if the advanced EAP course is representative of other advanced EAP writing courses and the MC course truly does reflect values of writing within the Business College, is the strong academic research focus of the EAP course entirely valid for all advanced EAP students? The broader implication of this question and other related questions will be considered in Chapter 5.

Chapter Notes

[1]The names of the instructors used in the study are pseudonyms.

[2]When reporting student responses, I will use the same letter designation (i.e. A,B,C,D) to represent the same student respondent throughout the study. Student D was the one NNES in the course during the term I observed. I have chosen not to highlight this student in the study because she came to the university with high language skills (i.e., she did not have to take any ESL courses) and because her language and nationality profile (she was from a Scandinavian country) was not representative of students in the EAP program at the institution at which the study was conducted.

[3]The EAP students' academic majors were as follows: Student A (Water Resources Management - Ph.D.); Student B (Construction Management - M.S.); Student C (transfer student

in Accounting - junior year of B.S. program); Student D (Finance/Management - M.B.A.).

[4]When quoting the EAP student informants I have attempted to leave the language as near to the original as possible. In cases where the overall meaning is compromised or unclear I have changed the original text slightly. This is indicated parenthetically in the body of the quote.

[5]I estimated in my review of the tapes that at least fifty percent of all classroom time was spent in small groups or pairs working independently.

[6]This is based on my observations of Ann's class in general in which she frequently took time to "loop" and focus on language related items.

Chapter 5

CONCLUSION/RECOMMENDATIONS

In this chapter, I will discuss the implications of my study for writing research and pedagogy in advanced post-secondary settings. Before I do so, I will provide a brief overview of the original purposes of my study. This will provide a context for the conclusions and recommendations I make in this chapter.

In Chapter 1, I provided background to my study by describing the debate between EAP instructors on how to best prepare EAP students for the demands of academic writing. I then stated that to better frame this discussion the differences between the writing needs of undergraduate and graduate students needed to be considered. My assumption was that the academic writing needs of these two populations were different and that to prepare graduate level EAP students for the writing demands they would face, it was necessary to better understand the various purposes and uses of writing in advanced disciplinary-based settings. I also argued for an approach to studying writing in these disciplinary-based settings which would go beyond the identification of isolated representative tasks or genres, to a fuller understanding of the purposes and uses of these tasks and genres in the context

in which they were assigned. Consequently, I developed a contextually based study of writing which looked at writing from a functional and contextual perspective. I purposely chose to study writing in a disciplinary-based "writing" course because I believed it would provide an explicit representation of disciplinary-based purposes, values, and expectations for writing. I also designed a contextual study of writing instruction in an advanced EAP writing course. My purpose in designing a dual study was to investigate and compare the instructors' approaches to teaching writing in both contexts to see how similar or dissimilar their approaches to writing were. My hope was that such a comparison might provide insights for further research in advanced academic settings and for writing instruction at the graduate level, particularly with regard to EAP writing instruction.

Having provided a review of my original purposes, I will now consider the implications of my study for writing research in advanced post-secondary settings, and for writing instruction in both advanced disciplinary-based and EAP settings. I will also include recommendations at the end of each section. A word of caution concerning these recommendations should be noted here. Because of the naturalistic, interpretive design of the study, the generalizability of the results to other settings is limited. However, this does not preclude the translatability of findings (i.e., comparisons of findings in similar settings –

see Goetz & LeCompte, 1984). It does mean, though, that the recommendations made in this chapter should be considered as suggestions, not directions, for practice.

Implications of the Study for Writing Research
in Advanced Post-Secondary Classrooms

In this section, I will consider the implications of my study for writing research in advanced post-secondary settings. In particular, I will consider the value of using a framework of context variables to investigate writing, the usefulness of an interpretive, naturalistic research approach, and the value of a comparative study of EAP and MC classroom settings.

The Value of Using a Framework of Context Variables

One of my background assumptions entering this study was that the investigation of writing in advanced post-secondary classroom settings was a complex, dynamic, interactive, and contextually-dependent undertaking. Consequently, I desired to design a framework for research which would recognize the multiple variables and "layers" of context impacting writing in these advanced academic settings. With these considerations in mind, I developed "A Model of Context Variables Involved in the Production of Written Text in a Graduate Classroom" (see Figure 2, Chapter 2). This model highlighted the dynamic and interactive relationship between higher levels of context (setting influences, instructor knowledge sources), the instructor (his/her beliefs and

values, orientations toward writing, and representation of writing), and the student writer (his/her knowledge sources, perception of writing tasks, task production strategies) in the production of a written text in an advanced post-secondary classroom setting. Since the focus of my actual classroom studies was on the instructors' approaches to teaching writing, I modified this model to represent the various levels of context without the student writer dimension (see Figure 6, Chapter 2). I used this modified model as a framework for looking at the context variables influencing writing instruction in these two post-secondary settings. Although I considered this framework of context variables to be a preliminary representation, it turned out to be a useful heuristic with which to purposely and systematically consider the context variables affecting each instructor's representation of writing in the classroom.

A useful dimension of the framework is the identification of distinct context variables. Identification of particular context variables is important in that certain variables impact other variables in the framework. Setting influences (e.g., professional, institutional) in both courses impacted the purposes and type of tasks the instructors assigned. For example, in the EAP course, the instructor's perception of the university faculty's need for writing (i.e., for well-supported research writing) impacted her instructional purposes (e.g., to teach research writing skills - paraphrasing, citation, etc.) and the type of tasks she

assigned (e.g., library research and survey results papers). The values and beliefs of each instructor affected the instructors' representation of the task of writing in the classroom (e.g., top-down approach vs. bottom-up approach; risk-taking vs. perfecting the written form) and the way in which each instructor evaluated writing (e.g., attention to form vs. attention to support of ideas). Orientations toward writing were important to identify in that they indicated the overall objectives for writing in the class (i.e., developmental, curricular, academic, and/or professional).

This framework also provided a way to conceptualize the dynamic created by the diverse purposes and orientations of the instructor. An example of this dynamic can be illustrated by one of the MC course writing tasks: the final formal report. The MC instructor designed the report to be a representative business task which she would read as a "hypothetical business person." The design and audience designation of this particular writing task reflected the instructor's professional orientation and purposes for writing as well as a professional setting influence (i.e., the instructor's perception of the business community's writing needs). However, the length of the paper was affected by a curricular purpose (i.e., to fulfill a professional paper option) of a particular institutional setting influence (College of Business). The evaluation of the paper reflected the instructor's developmental orientation and values (e.g., high standard for surface form/presentation). By seeing this

particular classroom writing task in its contextual framework, I was able to better understand the students' difficulties with certain aspects of this assignment (e.g., the longer required length of the assignment did not represent a "real" professional task; the strict grading of language and formatting details did not accurately reflect the actual standards of the business community).

Another benefit of purposefully applying this framework in my study is that I was able to identify areas in which the framework needed to be modified or expanded. One modification involved expanding my conceptualization of the individual instructor's roles. For example, in considering the impact of various setting influences on writing instruction in a particular classroom setting, it was helpful for me to identify corresponding setting roles for the instructor (e.g., EAP instructor as representative of the university faculty = institutional setting influence). In terms of their actual classroom presence, I was able to identify the distinct classroom roles of each instructor (e.g., MC instructor as professional colleague and authority on language and writing). These expansions to the framework enabled me to identify the micro (classroom) and macro (beyond the classroom) roles of the instructor. Another example of modification is my identification of additional setting influence (i.e., professional) and orientation (i.e., disciplinary) designations as a result of my study of the MC course. A

visual representation of these modifications is presented in a revised framework of context variables (Figure 13).

```
┌─────────────────────────┐              ┌─────────────────────┐
│  Setting Influences:    │              │    Instructor's     │
│     Disciplinary,       │              │     Background      │
│    Institutional,       │              │     Knowledge       │
│     Professional        │              │                     │
├─────────────────────────┤              └─────────────────────┘
│  Instructor Setting     │
│        Roles            │
└─────────────────────────┘

┌─────────────────────────┐              ┌─────────────────────┐
│                         │              │ Orientations Toward │
│    Values/Beliefs       │  ⇒          │Writing: Developmental,│
│    About Writing        │              │     Curricular,     │
│                         │              │    Professional,    │
│                         │              │    Disciplinary     │
└─────────────────────────┘              └─────────────────────┘

          ┌─────────────────────────┐
          │     Purposes/Goals      │  ⇐
          │       For Writing       │
          ├─────────────────────────┤
          │       Instructor        │
          │    Classroom Role/s     │
          └─────────────────────────┘
                     ⇓
          ┌─────────────────────────┐                Feedback
          │                         │                 Loop
          │  Assigned Writing Tasks │
          │                         │
          └─────────────────────────┘
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          ┌─────────────────────────┐
          │   Feedback/Evaluation   │
          │        of Tasks         │
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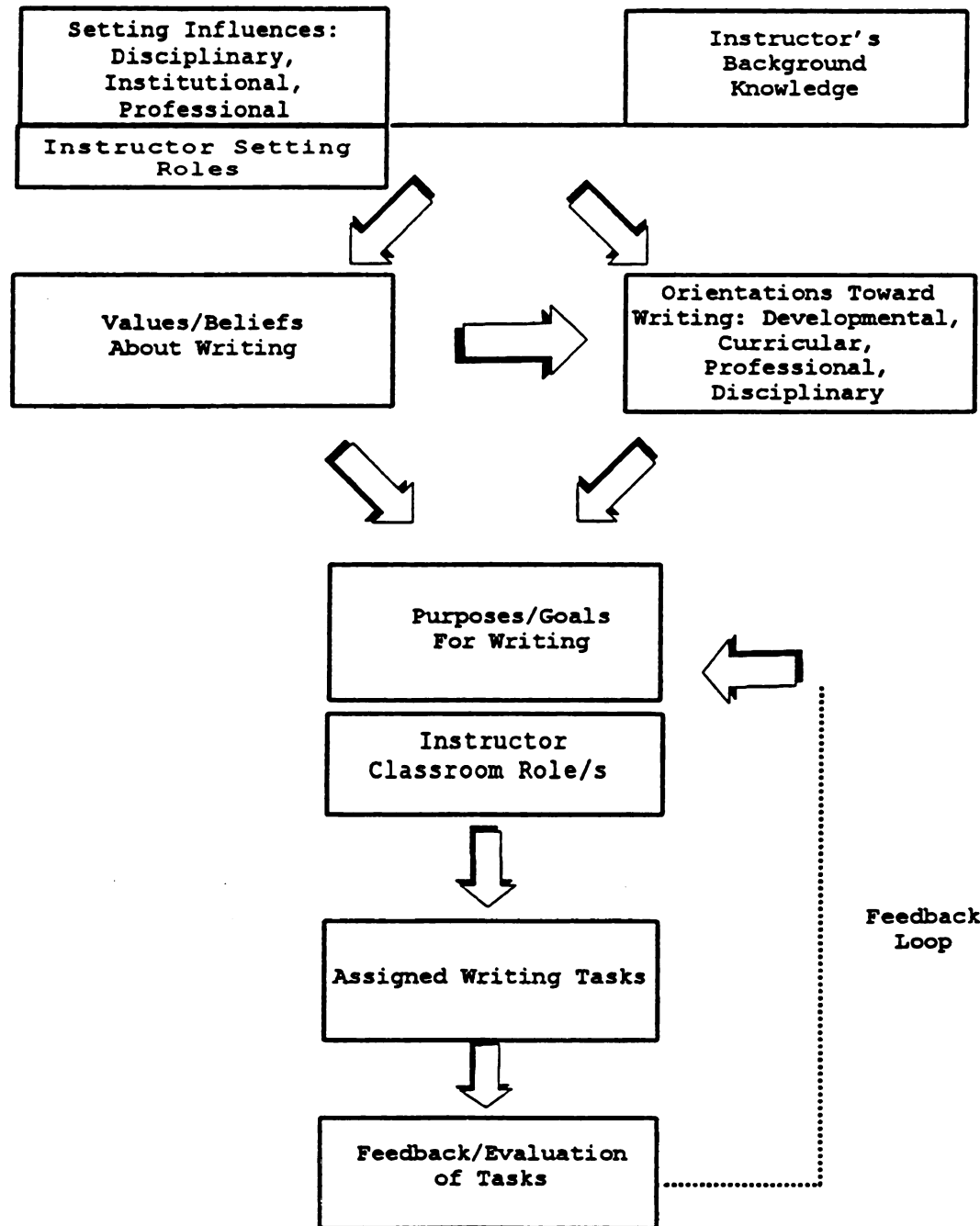
Figure 13
Context Variables Influencing Writing
Instruction in Advanced Academic Settings
(Revised)

As I will develop in the following section, the setting influence and orientation modifications in the framework represented significant conceptual changes in my study.

The Value of an Interpretive, Naturalistic Approach

Another important dimension of my contextually based investigation of writing instruction in advanced post-secondary settings was my use of an interpretive, naturalistic research approach. By "naturalistic", I mean that I designed my study to look at writing instruction in the context of the classroom without any purposeful manipulation of the classroom setting. By "interpretive", I mean that even though I entered the study with a conceptual framework for investigating writing instruction, I remained open to modifying my framework based on new findings.

My decision to use a naturalistic approach required that I be willing to make several changes in my study. For instance, while I had anticipated observing an EAP writing course with primarily graduate students enrolled, the majority of students in the course I observed turned out to be undergraduate students. Although I had not anticipated this, I decided that adapting my research to the realities of the actual context was part of maintaining a naturalistic approach. As I brought out in the last chapter, this unanticipated development turned out to be a valuable opportunity to consider the changes that the instructor made in her approach to teaching the course based on the larger number of undergraduates enrolled.

An interpretive approach to research involves being open to changing the conceptual frameworks with which one enters a study. For example, before I initiated my classroom studies, I conceptualized the acquisition of academic discourse at the university level as a process of moving from the refining of general standard written English skills (SWE) to the development and acquisition of discipline-specific discourse skills. I primarily thought of advanced disciplinary discourse competence in terms of the production of representative disciplinary genres, particularly those genres associated with the advancement of knowledge in a given field (e.g., the research article). When I realized that the students and instructor of the MC course made a significant distinction between "academic" (disciplinary-based research writing) and "professional" writing, I had to rethink my notion of graduate writing as exclusively "disciplinary enculturation". Instead, I began to consider writing at the graduate level in terms of learning authentic genres (Johns, 1995), which could include professional (i.e., non-academic research) as well as disciplinary genres.

The necessary conceptual readjustments I had to make in the process of my investigation represent an essential goal of an interpretive, naturalistic research approach: representative validity.

The Value of Comparing Writing Instruction in a Managerial Communications Course and an Advanced EAP Writing Course

As I mentioned in the beginning of this chapter, my

purpose in comparing writing instruction in these two contexts was to look at the similarities and differences between the instructor's approaches to writing (i.e., purposes, use, values, and expectations for writing) in each course. Below, I will develop this idea a bit further by considering why a comparison of writing instruction in these two particular courses is important.

A comparison of approaches to writing instruction in a Managerial Communications course and an English for Academic Purposes writing course is important for two reasons. First of all, these two courses represent authentic post-secondary settings at the same institution. This means that NNES graduate business majors who have completed the EAP writing course (as the last general writing course in the program) could enroll in Managerial Communications. Consequently, it would be worth comparing approaches to writing instruction in both settings to consider how different the approaches are and how well prepared the EAP course students would be to meet the demands of writing in this particular disciplinary-based writing course. Secondly, because several of the MC instructor's main orientations and expectations for writing (e.g., orientation toward professional writing, emphasis on the appearance of the written product) seem to reflect general orientations and expectations for writing within the College of Business, comparing the two cases might provide insight into how well the EAP course addresses the writing needs of business majors. Such a comparison should be of particular

interest to EAP writing instructors because business is currently one of the most popular fields of study for international students.

My actual comparison of these two contexts in Chapter 4 revealed significant differences in the instructors' approaches to teaching writing. Some of the implications of these differences for advanced EAP writing instruction will be discussed in the last section of this chapter.

Investigating the purposes and uses for writing in advanced post-secondary settings is a complex undertaking. More contextually-based studies of writing in advanced, disciplinary-based settings are needed to expand our understanding of the actual demands of writing at the graduate level. Below, I offer a few recommendations for further contextually-based studies of writing in advanced post-secondary settings.

Recommendations

(1) There is a need to further define the context variables impacting writing in advanced post-secondary settings. Although my focus was on writing instruction in a disciplinary-based setting, the framework I developed can also be applied to the study of writing in general (Figure 2) in advanced post-secondary settings. The development and application of a framework of context variables is an attempt to systematically identify the context variables impacting writing in advanced academic settings. The framework I have developed is preliminary and needs refining through

application in other settings. I have already illustrated how the framework needed to be expanded as the result of its application in an actual classroom setting. Other contextually-oriented research frameworks need to be developed and tried out in actual classroom settings.

(2) More specifically, an approach to studying writing in advanced academic settings is needed which considers the relationship and interaction among higher levels of context (setting influences), instructor values and intentionality in presenting the task of writing, and student autonomy in completing assigned writing tasks. My model of context variables influencing writing instruction in post-secondary settings (Chapter 2, Figure 2) represents these three dynamics. However, for my study I purposely chose not to focus on the student dimension of the model. Research focusing on the effect of setting influences and instructor values on the actual production of student text would need to include consideration of the student dimension of the framework. An example of such a study might involve looking at student revision of a text while using retrospective interviews with both the student and instructor to determine why certain revisions were suggested by the instructor and why the student made or didn't make the suggested revisions. Questions could be structured to help determine the particular setting influences affecting the decisions of both the instructor and students.

(3) There is a need to compare the purposes and uses for

writing in advanced EAP settings with purposes and uses for writing in other advanced post-secondary classroom settings. Comparative studies such as the one I have designed will not produce findings which can be broadly generalized but they will provide a greater understanding of the diverse nature of writing at the advanced academic level, and hopefully, a sounder basis for advanced EAP writing instruction. As Johns (1991) states:

> Only through juxtaposing our insights with those of the (university) faculty will we, as ESL teachers, succeed in coming to terms with the complexities of the tasks our students face in the real academic world (p. 178).

Implications of Study for Writing Instruction

in Advanced Disciplinary-Based Settings

In this section, I will look at the implications of my study for writing instruction in advanced disciplinary-based settings. Although my study involved a writing course in a disciplinary-based context, many of the conclusions and recommendations offered in this setting apply to the use of writing in general in advanced disciplinary-based classroom settings.

The Need for Writing Instruction

At the Advanced Academic Level

In my investigation of the MC course, the need for additional writing training for students at the graduate level was indicated by the college, instructor, and the students themselves. The MC instructor mentioned that the business

college faculty perceived the writing skills of students at both the undergraduate and graduate level as being inadequate. Consequently, the hope of the business college faculty was that the MC course would help improve student writing for other business courses. The MC instructor also believed that the graduate students needed more training in writing skills. When I asked the MC instructor what the greatest writing need of graduate students was in terms of developmental,curricular, professional, or disciplinary writing needs, the MC instructor answered, "developmental". The students in the MC course also expressed their need and appreciation for writing instruction at the graduate level. Each of the student informants mentioned that they needed good writing skills in their professional careers and that the course related to these anticipated needs as well as to their writing needs in other business college courses. One student informant (C), who was in his second year of graduate study stated that he wished he had taken the MC course earlier in his program as he thought it would have been helpful for his graduate studies. In one of the interview sessions, the MC instructor related a similar example of a graduate student, who, upon completing the MC course, had stated, "I'm graduating at the end of this semester (and) I finally understand how I should have organized all my reports that I did for my graduate classes."

The Value of Advanced (Disciplinary-Based) Writing Instruction

One of my background assumptions in entering the study

was that as students advance in their academic training, they experience the need for linking declarative ("knowing what") and procedural ("knowing how") knowledge and that graduate students, in particular, need to see the relationship between ideas (content, declarative knowledge), format (organization, conventions), and style (appropriate language, discourse). Furthermore, it was my assumption that often it was the procedural struggle of learning how to represent a new level of declarative knowledge in appropriate disciplinary-specific genres and conventions that created the greatest challenge for students at the advanced academic level (Berkenkotter, et al., 1988; Prior, 1991).

In the MC course, the instructor believed that the students, as graduate students, needed to learn to write in representative professional genres. She also believed that they needed to learn to meet the expectations of an authentic professional audience. To accomplish these goals, the MC instructor appeared to provide the students with several procedural aids (e.g., representative formats of authentic professional genres, instruction on conventions and stylistic expectations).

As I noted in Chapter 4, the MC course, as a disciplinary-based writing course, had more inherent potential than the EAP course to provide the type of procedural and declarative link needed by graduate students because of its greater internal (e.g., all graduate business majors) and external (e.g., a set of perceived shared values for writing

among the MC course instructor, students, college, and business community) coherency. The MC course provided a procedural link between a body of professional knowledge shared by the instructor and students and a way of expressing this knowledge appropriately in authentic professional genres.

The disciplinary-based MC writing course also provided an anticipatory focus (i.e., writing for professional purposes); explicit instruction on authentic genres, conventions, and stylistic considerations (e.g., language/mechanics); detailed examples, models, and outlines of target genres; and opportunities for more assistance and feedback in the planning stage of writing. Multiple course assignments and clear evaluation guidelines allowed students the opportunity to practice the conventions and language of authentic genres in repeated attempts to meet known standards of expectation.

Hindrances to Writing Instruction

In Advanced Academic Settings

While my study indicated advantages to explicit writing instruction in advanced academic settings, several significant hindrances to writing instruction were evident as well. These hindrances apply not only to the disciplinary-based writing course, but also to the use of writing in general in advanced disciplinary-based settings.

Institutional Constraints on the Role of the Instructor

Institutions have a significant influence on writing instruction in post-secondary contexts. Some times these influences may be at cross-purposes with the instructor's

pedagogical goals for developing students' writing competence. In the section following, I will describe two institutional constraints which impact the instructor.

The instructor as evaluator.

One institutional constraint to advanced writing instruction is the instructor's institutional role as the primary or exclusive evaluator of student writing.

Even though an essential aspect of advanced academic writing is learning to meet the expectations of an authentic reader (Johns, 1991), students, even at the graduate level, have difficulties in recognizing any audience other than the instructor as the primary evaluator (e.g., the MC instructor's attempt to designate a "hypothetical" audience). In the institutional setting of the university, the "real" audience will always be the instructor. A truly valid audience is hard to develop in a writing course because of the tension between immediate (e.g., students' desire to satisfy the instructor and/or receive a passing grade) and anticipatory (e.g., writing for a professional audience) writing needs. While students in the MC course recognized the conceptual value of writing to a different audience, they were not able to accept the evaluative aspect of a second audience when it became evident that this audience graded "like the teacher." Because students learn to craft responses which most carefully weight the instructor's anticipated evaluation of their writing (Nelson, 1990), the instructor's evaluation will always carry more weight than a hypothetical audience.

<u>The essential institutional role of the instructor.</u>

An instructor's primary setting role will always be institutional. Consequently, it is difficult for students to see instructors in setting roles outside of the university (e.g., the MC instructor as a representative business audience). For example, when describing the evaluation of the final project, one student in the MC course remarked that he felt the instructor had marked down his paper because he had written it "too persuasively" (i.e., with strong appeal to the reader's emotions). He mentioned that he had shown his paper to a business professional he respected and that this professional agreed with him that his use of a more persuasive style was appropriate in his report. He explained his instructor's reluctance to accept his "persuasive" style by stating that, "the instructor, after all, is an academic".

In the section above, I have illustrated the institutional constraints which impact writing in advanced academic settings. In the next section, I will discuss one hindrance to writing instruction in advanced academic settings which, although influenced by institutional considerations, relates primarily to the instructor's own instructional objectives.

Multiple Purposes for Writing

Multiple purposes for writing can exist in advanced post-secondary classroom settings. This was illustrated in the MC course in which several distinct purposes for writing were evident: professional - to prepare students for authentic

professional writing tasks; developmental - to help students learn to write better overall (i.e., produce a more "correct" product); general curricular - to prepare students to write better course papers in their business classes; and advanced curricular - to prepare students to write a course paper which could be counted as the professional paper option in the business college. These purposes reflect both the diverse setting influences impacting the course and the instructor's own values and orientations toward writing. While the purposes listed above represent valid writing needs of graduate level business students at various points in their academic program, these diverse purposes were not entirely complimentary and constituted a source of conflict for students in terms of how these purposes affected the instructor's design and evaluation of course writing tasks.

Although the MC instructor was able to reconcile the diverse purposes of the MC course by seeing "good writing" as the same in any context, the students had difficulty in coming to terms with all of the different developmental, curricular, and professional purposes in the course. This illustrates that one course cannot possibly address all of the various writing needs a graduate student will encounter in his/her entire academic program. It also illustrates the difficulties which are created when an instructor attempts to fulfill too many diverse purposes for writing in one particular course.

Despite the hindrances to writing instruction mentioned in the previous section, explicit instruction in writing is

useful for students at the graduate level because of their need to learn and practice the authentic procedural aspects of disciplinary/professional writing (e.g., genres and conventions).

Recommendations

As I mentioned before, although my study involved a disciplinary-based <u>writing</u> course, I believe that my study provided some insights for the structuring of classroom writing in general in advanced academic settings.

(1) More explicit writing training is needed at the advanced academic level. The ideal context for learning advanced professional/disciplinary discourse skills would be a disciplinary-based course which focused on both the learning of new subject knowledge and the appropriate transformation and representation of this knowledge in authentic professional/disciplinary genres (Cummings, 1995). The MC course did not provide this kind of "ideal" context in that learning and incorporating new subject knowledge in writing was not an objective of the course. However, while the MC course did not provide an integration of new content knowledge, it did provide students with explicit knowledge of the procedural aspects of producing authentic professional genres. The way in which the MC course was structured also fostered student acquisition of advanced procedural writing skills. Acquisition involves internalizing, and internalizing comes from exposure, practice, and feedback. In the disciplinary-based MC course, students were provided with

multiple opportunities to produce authentic genres, receive feedback on their writing, and use this feedback to modify their writing in order to meet the instructor's level of expectation on the next assignment.

(2) Instructors need to be aware of the diverse purposes (e.g., developmental, curricular, professional, disciplinary) which can be created for a course and the difficulties which result when they attempt to satisfy too many purposes in one course.

(3) Instructors need to take into account the inherent realities of the institutional context in which they teach and how these realities effect the way in which they can structure and evaluate writing. For example, though creating hypothetical authentic audiences may be desirable for graduate level writers, instructors should realize that institutional realities (e.g., grades, the students' perception of the instructor as the "real" evaluator) will restrict their use of alternative audiences. An ideal situation might involve students writing to an actual professional in the field and receiving feedback from that individual. If such a situation is not possible, a compromise might involve instructors designating certain aspects of assignments to be graded by a "hypothetical" audience. For instance, the instructor of the MC course could indicate to the students that a "hypothetical business professional" would "evaluate" all aspects of their writing except for the language categories which she could

then grade as part of a stated developmental objective for the course.

Implications of Study for Writing Instruction
In Advanced EAP Settings

In this next section, I will discuss the implications of my study for graduate level EAP writing instruction.

The Need to Expand the Concept of Academic Writing

My investigation of writing instruction in a disciplinary-based context (Managerial Communications) and an advanced EAP writing course revealed significant differences between the orientations, values, purposes, and expectations for writing of these two courses which I have reported in Chapter 4.

One of the most important distinctions involves differences between the instructors' orientations toward writing. The EAP course instructor's orientation toward writing was clearly academic and her purpose was to teach the students research writing skills. On the other hand, the MC course instructor's orientation toward writing was professional and her purpose was to prepare students for the professional writing demands she believed they would face after completing the course.

This distinction between disciplinary and professional orientations toward writing is significant in that it necessitates the broadening of our conceptualization of

graduate level writing in academic settings. Not all academic majors or disciplines regard academic research as the highest writing goal, perhaps because of the level of terminal degree attainable (Masters vs. Ph.D.) or the nature of the field itself (theoretical vs. applied). It may be that other disciplines and majors, in addition to business, are more oriented to professional, non-research related applications and that an exclusive concern in an EAP program with preparing students for research writing may not be appropriate for all fields of study, even for graduate level students. EAP writing courses that are focused exclusively on academic or disciplinary research skills may not be assisting students of all disciplines in preparing for the academic writing demands they will encounter in their in their academic studies.

Another important distinction between the instructors' approaches relates to their values and expectations for writing. The EAP instructor structured her course to emphasize a collaborative, bottom-up approach to writing which focused on the <u>process</u> of writing. The EAP instructor's insistence on student risk-taking and experimentation with language and ideas not only represented her views as a language teacher but was also consistent with the aims of academic research writing. Belcher and Braine (1995) write:

> Novelty is the heart of academic discourse: introducing, critiquing, building on, rejecting new knowledge claims; for classroom academic discourse, appreciation, if not eventual production, of disciplinary novelty is the pedagogical goal (introduction).

Nevertheless, the values and expectations for writing

held by the EAP course instructor were far different from those represented in the MC instructor's top-down planning approach and her emphasis on the form of the written product. How well prepared would graduate business majors from the EAP course be for the demands and expectations of the MC writing course?[1] Without further empirical verification, this would be difficult to judge. However, the MC instructor's prescriptive standards for form and her strong emphasis on the presentational aspects of writing would certainly provide a contrast to the values and expectations the EAP students were exposed to in the EAP writing course.

My overall point here is that an approach to writing instruction which stresses process and language experimentation may not adequately meet the needs of EAP writers who need to learn to meet higher expectations for form in their academic courses.

The Need to Differentiate the Writing Needs
of Graduate Level EAP Writers

While I did not have the opportunity to observe how the EAP instructor would have taught the course if the majority of the students had been graduate students, her comments and changes in instructional plans and expectations indicated that she would have structured the course differently (i.e., she would have used more field-specific tasks/genres) to better meet the writing needs of the graduate students. The comments made by a Ph.D. student, who felt that the course was not "graduate" oriented enough because it did not deal with

authentic disciplinary genres (e.g., abstracts), was another indicator that the writing needs of graduate students in the course had not been entirely met.

The EAP instructor's pedagogical alterations and the comments of this graduate student, while they cannot be taken as conclusive evidence, do seem to support the notion (also developed in the section on the need for advanced disciplinary-based writing instruction) that graduate students need opportunities to practice authentic professional or disciplinary tasks and genres.

One other point to consider in this discussion is that graduate level EAP writers may receive few opportunities for additional writing training once they leave an EAP program. When I asked the graduate students in the EAP course if they expected to receive any additional writing training in their graduate programs they replied as follows:

> Student A: No, but you (will) receive criticism and corrections (from professors).

> Student B: No instruction in writing in academic discipline. Some professors will correct, edit student papers.

> Student C: Maybe not in academic classes.

Schneider and Fujishima's study (1995) of a graduate ESL student highlighted the difficulties this student had in meeting the more specific discourse demands of his major once he completed his general ESL composition training.

The preceding examples coupled with the fact that few disciplinary-based writing courses exist (see Chapter Note #7

in Chapter 2) would seem to indicate that graduate EAP writers need to receive more specialized writing training to prepare them for the writing they will do in their academic fields.

<div align="center">Recommendations</div>

(1) EAP writing instructors need to realize that a number of orientations and purposes for writing exist in graduate courses. In particular, an approach that emphasizes only one orientation toward writing (e.g., academic research) may not sufficiently address the academic writing needs of all graduate students who may have to do writing in their academic programs which is not oriented only to disciplinary research. EAP writing instructors should acknowledge that a range of orientations (developmental, curricular, professional, disciplinary) for writing exist at the advanced academic level and that one course with a single orientation may not meet the needs of all EAP learners.

In addition to the differences in orientation toward writing which exist between various academic disciplines/majors, the needs for writing that a graduate student has throughout his/her academic program may change. For instance, at the beginning of a student's academic program s/he may have a greater curricular need for writing (e.g., displaying knowledge learned in a course) while toward the end of his/her academic program s/he may have a greater professional or disciplinary need for writing (e.g., to produce authentic professional/disciplinary genres).

EAP writing instruction, even for graduate level writers,

often ends with the beginning of their full-time academic study. However, the need for increased writing ability at the graduate level doesn't end at this point and the needs these students have for writing may change as they progress in their academic studies.

(2) Having acknowledged the varying needs of graduate writers, EAP instructors should design courses which address different curricular, disciplinary, and professional writing purposes which meet student needs at different stages of their graduate programs.[2] For instance, curricular focused writing courses would come at the beginning of a student's academic program and would deal with how to complete a wide range of representative course task formats and how to deal with a variety of expectations for language and style. Disciplinary research oriented writing courses would be focused on the skills students need to complete their theses or dissertations. Because of the diversity of professional applications possible, "professionally" oriented writing courses would need to be more field-specific (e.g., business English).[3]

A more realistic option for some EAP programs would be to modify existing courses so that a broader range of writing skills and abilities are introduced and practiced. A course could include an introduction to the various curricular, professional, and disciplinary purposes which exist for writing in advanced academic settings as a type of consciousness raising for students to understand the

implications of writing with any of these three purposes. A curricular section would focus on "classroom genres" (e.g., timed, short answer tests, etc.) which focused on displaying distinct content knowledge learned in the course while a disciplinary or academic research section could focus on authentic research genres (e.g., research proposal, research articles). For the professional section of such a course, the instructor could introduce generic professional genres such as the memo or business letter which would be applicable to all of the students, or s/he could involve students in selecting professional writing tasks to practice based on their own perceptions of future writing needs.

(3) An interesting way for EAP instructors to continue to build their knowledge of the types of writing required in classes in other academic fields and for students to become more aware of the unique demands of writing in their disciplines could involve consciousness-raising activities in which students (toward the beginning of their graduate studies) would be required to research the type of writing assignments they will need to complete in their programs (e.g., locate course syllabi, interview faculty, etc.) and identify the type of genres and conventions found in the professional and/or disciplinary writing of their respective fields. While Johns (1990) has done this with students at the undergraduate level, this type of activity could also be adapted for graduate level students (see Froedsen, 1995).[4]

(4) While the MC instructor's expectations for form may have

been unusually high, attention to language cannot be slighted in EAP writing courses. High expectations for the language/form may exist within certain departments or among certain faculty in the university (Leki, 1995). While the EAP instructor in this study felt that these higher expectations could be addressed by helping students to learn coping skills (e.g., hiring native speaking editors), more direct solutions may be necessary to help students meet the various expectations for the written product they will encounter in their academic programs. With this in mind, EAP instructors could design writing tasks which required different levels of language acceptability to be met. For example, shorter assignments (e.g., formal letters of request) could be developed which would carry higher expectations for edited language (than other assignments) and which would be evaluated more carefully in this regard by the instructor.

In recognizing the various values and beliefs about writing which exist across the curriculum, EAP instructors need to help students become aware of instructor idiosyncracies. Students need to learn to deal with both the expectations for writing of specific instructors and the acceptable conventions and formats of their individual fields. (5) Whenever possible, EAP programs need to design separate courses for graduate and undergraduate students at the advanced proficiency levels. If program constraints don't allow these populations to be separated, graduate students still need the opportunity to practice authentic

disciplinary/professional genres. Froedsen's (1995) concept of a negotiated syllabus, though designed exclusively for a graduate class, could be adapted to a mixed course in which graduate students could negotiate their own course assignments with the instructor. These assignments would be developed from the student's own identification of authentic field-specific tasks/genres.

If EAP instructors are to address graduate level EAP students' needs for more practice with authentic genres and writing activities, this raises the problem of field specific knowledge and the dilemma which exists for advanced EAP writing instructors in providing appropriate feedback on field-specific topics. It may be that the writing produced by students who choose authentic professional genres over disciplinary-based research genres may be more accessible to the EAP instructor, but this should not be assumed. The EAP instructor in this study suggested one possible solution to the feedback dilemma when she talked about her role as academic reader for the graduate student papers in which she attempted to "dialogue" with (i.e., ask questions of) the students when she ran into a level of content specificity to which she had difficulty responding. Another possibility in dealing with an EAP instructor's lack of specific content knowledge is to create a "hybrid" writing situation which would allow graduate students to write in their discipline for a non-specialist audience. This would involve modification and/or elaboration of technical concepts and terms so that

these could be understood by a non-technical audience. In this way, the lack of subject matter knowledge would be less of a problem for EAP instructors.

All of the recommendations in this section address the complexity of variables which need to be considered by EAP writing instructors working with students at the advanced post-secondary level. Recent studies (Prior, 1995; Casanave, 1995) have only further demonstrated the complexity and localized nature of writing in advanced academic settings. With this in mind, EAP writing instructors need to develop students' abilities to deal with the diverse orientations and purposes for writing which exist at the advanced academic level as well as the idiosyncratic values and expectations for writing held by different faculty. As Prior states:

> Perhaps it is time for EAP to direct less attention to static conceptualizations of communicative competence that lead us to well-structured knowledge representations and more attention to considering how we can facilitate students' development of the communicative flexibility needed to achieve communication in dynamic, situated interaction (p. 77).

A Final Note

This study can be considered a preliminary attempt to investigate the purposes and uses of writing in two advanced post-secondary contexts using a framework which acknowledges the complexity of the multiple variables and levels of context involved in writing in advanced post-secondary settings.

The importance of applying this framework in advanced

disciplinary-based setting (such as Managerial Communications) is that it provides the possibility of empirically validating perceptions of writing in advanced academic settings beyond the identification of isolated tasks and/or genres. To better prepare our students for the diverse demands of advanced academic writing, we first need to know what these demands are. In describing the differences in the way academic disciplines structure and represent knowledge, Geertz (1983) writes:

> The first step is surely to accept the depth of the differences, the second to understand what these differences are; and the third to construct some sort of vocabulary in which they can be publicly formulated. (p. 161).

As EAP instructors, we need to follow the same process in identifying the advanced writing demands of diverse academic settings.

In applying the context variables framework to the specific classroom settings of this study, significant differences in the purposes, uses, values, and expectations for writing were noted between the disciplinary-based and EAP writing courses. If, as EAP writing instructors, we consider one of our primary aims to be preparing students for the writing demands of the university, then we will need to consider the differences in these two approaches to writing instruction carefully. Such a disparity in approach should indicate that we cannot afford to be "isolationist" (Leki, 1995) in our views of preparation, even at the graduate level, and that we need to continue to build our knowledge of what it

means to be "academically literate" (Johns, 1995) so that we

can better prepare our students for the demands of writing in

the university.

Chapter Notes

[1]The one NNES informant in the MC course did not take intensive English training at the university because her TOEFL score was above the minimum required for full admission.

[2]The notion of a "stretched syllabus" which extends EAP writing training to meet the various needs of graduate students throughout their academic programs already exists at some institutions, most notably at the University of Michigan's English Language Institute.

[3]While this may appear to be a recommendation for an ESP curriculum, I have tried to make my suggestions applicable to a more general EAP context.

[4]In recent years, I have been able to employ this type of activity successfully in a graduate level EAP writing course at Colorado State University.

APPENDICES

APPENDIX A

Preliminary Instructor and Student Interview Questions

MC Instructor Interview 1

1. Is the main focus of the MC course on report writing?

2. Is the concept of report writing for the Business College and professional setting the same? How are they similar and/or different?

3. In terms of the Business College, how many programs have Ph.D. degrees? Do all of the programs have thesis options?

4. Are there any courses that would focus specifically on academic research writing in the management track?

5. What is your primary goal for the routine case/memo assignment?

6. Is there more emphasis on writing in business communication courses than in the past?

7. What are some of the significant differences between the graduate and undergraduate business communication courses you teach?

8. Is there much transfer of the skills you teach as writing consultant to businesses to your business communication courses?

9. Is there a distinction between professional journals in management that would be written for academics and other journals which would be written for people in business?

MC Instructor Interview 2

1. Do you have any comments on general student progress in terms of how they're doing?

2. Did they seem to have any problems with the assignments?

3. How does the textbook relate to class? Chapter Five of of the textbook outlines six stages of report writing –

What is your opinion of the process outlined?

4. Assignments

    a. Have the students generally used the feedback they have received to improve their writing?

    b. Have you evaluated each of the assignments as the same audience? (if different, how?)

    c. How will your focus for grading the final report different than the other assignments?

    d. Why was the change from the proposal to persuasive report made?

    e. Why have you requested that students come in person to go over their outlines with you?

5. One model of writing (Anson, 1988) suggests that there are three possible focuses in writing in an academic classroom (i.e. developmental, curricular, & professional): How does this model relate to the class and to the assignments given?

MC Instructor Interview 3

1. Overall, how would you rate student performance on the final reports? Were there any surprises? In what ways?

2. What were the greatest strengths of the final student papers?

    a. What were some of the problem areas on the final student papers?

3. How would you rate overall student performance on the notebook project? What were you looking for in this project?

4. Looking back on the writing assignments given, which two would you rate as the most effective in accomplishing your goals for the class? Why?

5. Looking back, are there any assignments that you would change in the future? (In what ways?)

6. In the syllabus you weighted the assignments in the following way (show syllabus). As you reflect on the course, do these weightings accurately reflect the amount of time and effort put into these assignments? Would you

change any of these weightings in the future?

7. Overall, what are the most important things you wanted the students to learn in this course about writing?

8. During the past semester have you seen improvement in the students' writing? In what ways?

9. Rate the following areas in their relative order of importance in this class:

<u>curr.</u>   <u>develop.</u> <u>prof.</u>   <u>acad.</u>

MC course

Other graduate
business courses

undergraduate
business courses

other undergrad.
courses

10. In your opinion, which of these areas do graduate students need more training in?

    a.   What suggestions do you have to improve the type of writing training graduate students receive? Undergraduate students?

11. In your opinion, how well prepared are graduate students in Management for the following areas when they enter your course:

    a.   academic writing

    b.   professional writing

EAP Instructor Interview 1

1. In your own words, what are the main goals of this course?

2. In what ways does this course prepare students for the academic writing they will face?

3. Do you see this course as having a broader application than training for academic writing needs? If so, in what ways?

4. What do you anticipate to be the students' greatest

strengths/weaknesses as writers?

5. What will be the greatest challenge for students in this course?

6. What are some of the assignments you anticipate giving in this class? And what are the purposes of these various assignments?

7. How will your assignments be graded? or How will you give feedback on your assignments?

8. How is this course similar to other writing courses in the EAP program? How is it different?

EAP Instructor Interview 2

1. Based on what you've learned about this student population, would you change any of your goals and/or approaches for this class?

2. What has been your impression of the writing ability of the students in this class? Has their writing surprised you in any ways? Based on the writing demonstrated in their first assignments and class work, will you change any of your strategies for working with this particular class?

3. What seems to be the most difficult aspect of summary writing for this class so far?

4. You do a lot of peer work in class. What are the advantages you see in this for developing the students' writing abilities?

5. What purposes do you see the journal having in this particular class?

6. You'll often take time in class to focus on vocabulary or language items which come up in the context of the students' writing or speaking. Do you see connections between these brief language focus moments and the students writing?

7. What were your reasons for choosing the <u>Process of Composition</u> textbook? How will the textbook relate to your classroom discussion of writing?

8. Was the written feedback you gave on the first assignment

(i.e. "letter of application") typical of the type of feedback you provide? What type of feedback do you think is most effective for this level of student (written comments, symbols, oral feedback in conferences, or other)?

EAP Instructor Interview 3

1. What expectations do you have for the peer work done in this class?

2. Who is the audience for the papers students write in this class?

3. What kind of problems have these students had with the assignments thus far?

4. Which classroom activities have seemed to be the most beneficial so far? (least beneficial?)

5. How have the students responded to the feedback they have received so far?

6. There are a number of sources of feedback provided in this class. As a teacher, which of the following would you say have been the most effective with these students? Which do you think the students would identify as most preferred?

		Instr.	Students
(1)	instructor's written comments	_____	_____
(2)	teacher - student writing conf.	_____	_____
(3)	peer critique (in class)	_____	_____
(4)	general comments to class	_____	_____
(5)	informal comments to peer groups	_____	_____
(6)	other ?	_____	_____

7. How would you characterize your role as a writing instructor in this class? How would your role be different in the lower levels of reading/writing?

8. How do the students selected for this study compare to the rest of the students?

EAP Instructor Interview 4

1. Overall, how would you rate student performance on the final paper? Were there any surprises? In what ways?

2. In general, what were the greatest strengths of the final student papers?

   a. What were some of the problem areas on the final student papers?

3. In terms of the final course grades, how did each of the three students studied compare with the rest of the class? (need final grades, tier tests)

4. What kind of effect did the tier tests have on your overall evaluation of students?

5. For each student studied (names individual students) what were overall objectives in providing feedback?

6. Do you think you read the graduate student's papers differently from the undergraduate's? If so, in what ways?

7. When giving feedback, do you do so exclusively as an English instructor, or do you sometimes attempt to take on the role of an academic reader?

   a. In terms of evaluating and giving feedback, how do you think you compare as an audience with academic readers?

8. At this point, how well prepared do you feel these students are for the demands of academic writing?

9. What kind of writing skills do these students still need to do well on future academic writing tasks?

   a. In general, what kind of additional training in writing will these students receive in their academic course of study?

10. Overall, in what ways have these students improved in writing during this term?

11. How closely did this course match the original objectives stated on the syllabus?

12. If you were to teach this course again, what changes would you make?

14. Overall, how well were you able to answer my questions as a researcher (and not as the director)?

MC Student Interviews 1

1. What type of writing have done in your past and/or present jobs?

2. Outside of this class, what type of writing have you done in your academic program so far?

3. What type of writing do you anticipate you'll have to do in your academic program in order to complete your degree?

4. What types of writing do you feel you do best?

   a. Academically

   b. Professionally

5. Which type of writing, either academically or professionally, do you feel least comfortable with? Why?

6. What types of writing do you anticipate you'll have to do in your next position? (What kind of professional position will you be seeking once you finish your degree?)

7. What do you think the main writing goals of this course are? How do these goals relate to your present academic writing needs? How do they relate to your future professional writing needs?

8. In your opinion, how demanding are the writing assignments in this course?

9. Did you do as well as you expected on the first assignments? Why or why not?

10. Has the feedback you received on the first assignments helped you better prepare the next assignments? In what way?

11. To do well on the writing assignments in this course, what will you have to do?

12. Which writing assignment in this course is going to be the most demanding? Why?

MC Student Interviews 2

1. Has the textbook been useful? In what ways?

    a. How is the textbook related to the class?

    b. Were the process steps outlined in Chapter 5 helpful?

2. What strategies will you follow in completing the formal report?

    a. Has your process in completing this assignment changed because of this class? In what ways? Would you continue to use this process for other writing assignments?

3. Were there similar audiences for each assignment?

    a. Was there a clear distinction between the "professional audience" and the instructor?

4. Notebook Assignment

    a. In your own words, what is the purpose of this assignment?

    b. What type of progress have you made on this assignment?

    c. How useful will this assignment be for you?

5. Will the final report be graded differently than the other assignments?

6. What type of feedback have you received on your assignments?

    a. What type of feedback (oral vs. written) do you prefer?

7. How much academic writing have you done in your program?

    a. How different is it from business writing?

    b. Do you expect to do more academic writing in the future?

MC Student Interviews 3

1. Did your expectations for grading on the final research

paper match the instructor's? Why or why not?

2. Did your expectations for grading on the notebook assignment match the instructor's? Why or why not?

3. Do you feel that there was a clear relationship between the stated goals, classroom presentations, assignments, and evaluation/feedback of writing in this course?

4. Which two writing assignments seemed to be the most useful for you? Why?

    a. In terms of overall writing instruction, what do you feel has been the most important thing you have taken with you from this class?

5. Which assignment or assignments seemed to be the least useful for you, and why?

6. Do you feel your writing has improved because of this class? In what ways?

7. How has your perception of what is important in writing changed as a result of this class? In what way?

8. Rate the following areas in their relative order of importance in this class (1 = highest priority; 4 = lowest):

developmental (writing to: learn how to write)

curricular (writing to: learn course content)

academic (writing to: learn how to write academic papers)

professional (writing to: learn how to write for professional purposes)

other ?

	Dev.	Curr.	Acad.	Prof.
MC				
other bus.				
other				

8. Do you feel well prepared for your anticipated professional writing needs? Do you feel well prepared for future academic writing needs?

9. What kind of training in writing would you have liked more of in this class? in your graduate program?

EAP Student Interviews 1

1. What type of writing have done in your past and/or present jobs? In L1 or L2?

2. Outside of this class, what type of writing have you done in your academic program so far?

3. What type of writing do you anticipate you'll have to do in your academic program in order to complete your degree?

4. What types of writing do you feel you do best?

    a. Academically

    b. Professionally

5. Which type of writing, either academically or professionally, do you feel least comfortable with? Why?

6. What types of writing do you anticipate you'll have to do in your next position? (What kind of professional position will you be seeking once you finish your degree?)

7. What do you think the main writing goals of this course are? How do these goals relate to your present academic writing needs? How do they relate to your future professional writing needs?

8. In your opinion, how demanding are the writing assignments in this course?

9. Did you do as well as you expected on the first assignments? Why or why not?

10. Has the feedback you received on the first assignments helped you better prepare the next assignments? In what way?

11. To do well on the writing assignments in this course, what will you have to do?

12. Which writing assignment in this course is going to be

the most demanding? Why?

EAP Student Interviews 2

1. Peer work. You do a lot of peer work in this class. What do you think is the purpose of peer work? Do you think that this peer work has helped your writing? In what ways? Is peer work/writing a realistic context for future academic/professional writing?

2. Feedback. Which of the following has been the most helpful?:

   Rank the following (1 = most helpful)

   instructor's written comments _____

   individual writing conference _____

   peer critique (in class)   _____

   instructor's general comments _____
   to the class

   instructor's informal comments_____
   to peer groups

   other ?   _____

3. Writing assignments. What are the most important aspects you have learned about writing while completing the assignments? Have you done as well as you've expected on the assignments?

4. Has the textbook been helpful in improving your knowledge about writing/ skills in writing? In what ways? How does the textbook relate to the class activities and lectures?

5. How familiar are you with the library system at this university? What additional knowledge did you pick up at the library tour?

6. Which writing activities do you think have been the most helpful in helping you learn how to write?

7. Are there any activities you wish the class spent more time doing? Are there any activities that you wish you spent less time doing?

EAP Student Interviews 3

1. How well do you think you will do on the final research report? (i.e. What kind of grade do you expect to receive?)

2. What were your original expectations for this class? In what ways have they been met?

3. Which writing assignments seemed to be the most useful for you? Why?

   a. In terms of overall writing instruction, what do you feel has been the most important thing you have taken with you from this class?

4. Do you feel your writing has improved because of this class? In what ways?

5. How has your perception of what is important in writing changed as a result of this class? A) English B) in general

6. How well prepared do you feel you are for future academic writing tasks?

7. What kind of training would you have liked more of in this class? in other courses in the EAP program?

8. Do you anticipate receiving more writing training in your academic program? In what ways?

9. Rank the following areas in their relative importance in this class (1 = highest priority; 4 = lowest):

   developmental (writing to: learn how to write)

   curricular (writing to: learn course content)

   academic (writing to: learn how to write academic papers)

   professional (writing to: learn how to write for professional purposes)

	Dev.	Curr.	Acad.	Prof.

present EAP course

preceding EAP course

Acad. Courses

    a.   At this point, which of the above is the most important for you? (rank if possible)

APPENDIX B

Instructor Interviews

INTERVIEW #1 (Managerial Communications Instructor)

I: Investigator
D: Diane (MC instructor)

I: The course seems to be focused on report writing

D: There is more focus on report writing in this class with the assumption being that these people are more likely to be managers, at least right away, and that will probably mean more report writing than some of the letter/memo type writing, but also since our undergraduate class is a prerequisite, we don't want to belabor what we do. I want to make sure they have a good handle on it, because if they are goofing up on letters and memos, they'll do so on report writing, too, usually. The idea for this class was to teach more report writing and bring in more of the other managerial communication type of skills.

I: So, these folks you're looking at as managers, whereas with the (undergraduate course), are you looking with a similar focus?

D: They're potential managers, but it will take them much longer to become a manager based on today's organizations with the middle managers being eliminated by thousands so they're saying now that most people are not going to be able to have the same career goals they had before. And they're going to be looking more at doing horizontal moves to add variety to the work to avoid that boredom, and probably changing companies too. So I know that a lot of companies today are focusing on these types of classes that help them deal with some of the stress of that "same old job." Learning new skills so that they can transfer to another area - learning to have their lives not so dependent on an organization for all of their needs - social needs, achievement needs, things like that. They're encouraging people and employees how to be into physical fitness and planning financially for yourself. A lot of them do things on child care, daycare, parenting type of things that add to the quality of life, but also encouraging people to _____. That's where they're going to get some of their achievement needs met.

I: That's interesting. So they are actually trying to turn

them away from seeing the company or the job as giving them all these types of satisfaction. But isn't it also, though, maybe for the managers even more of a push on time devoted to the company, or is that not true in terms of expectations?

D: Mmhmm. Those who are left, they say, are going to have to work very hard. We hope that our undergraduate students become managers, but we know that our master's students are more likely to be managers right away.

I: And some of them have had significant experience already?

D: Some do.

I: The first day when they are mentioning what their career plans were or what they might like to do - several of them mentioned human resource management. And, of course, I've heard that term or whatever, but could you tell me a little bit more about what that would . . . .

D: We used to call it "Personnel".

I: OK. I was going to ask you if that term was just a more glorified term.

D: The concept today is that the department is more concerned about things than just the personnel _____. The old personnel used to be concerned with recruiting, hiring, training, and firing and that type of thing. And now, it is just so much broader. We have so many of these equal opportunity things to take care of, they have more benefits, so you see those departments getting bigger and having to do more as far as managing people than the old personnel departments did. So I think that's why they try to use a broader concept to get away from the old idea that personnel departments were just processing all this paperwork, training and firing, that type of thing - but looking at training and developing people, taking care of the educational needs of the people and just all the other things - the benefits. I go out to HP and I look at the Human Resources Management Department, and there are just all these little cubicles and they're all over the place (laughter) and they're all doing a little different thing. Like my husband, when they were going through the downsizing, down there at HP, they were preparing him to actually go out and get another job, so he was required to attend seminars on how to write a resume, how to interview, and how to set goals for yourself and all these things that years ago would never have been available for people. So, it's a larger concept of trying to help people deal not only with their jobs, but also with their lives, assuming that when things are better with their family life, they'll be better employees.

I: It still seems that for those who do make it through, there's that extra stress of higher expectations.

D: Have you ever had to go through or are you familiar with search committee work?   All that material we have to go through - the sheet we have to fill out?   It's just regulation upon regulation.

I: Yes.   Yes - we're in the midst of a search right now. When you are designing this particular class are you thinking - are you trying to orient it to a certain kind of position? Are you thinking of them as human resource managers or are you broadly conceiving the spectrum of managers?

D: Broadly.

I: Let's return for a moment to the idea of the report, and I think you mentioned during one of the first few days that the department was also interested in the students learning how to write reports for their classes.   Is the concept of report the same for those two?   In other words, you are talking about writing a report for a business and then the reports that are expected in other courses, are they similar or are they different?

D: There are elements that are very similar that I think will become more obvious when I get into that report writing.   Now, I'll start by teaching about what do reports in general have in common even if they're just a short one-page memo type of report or a very long type of report.   What are some of the things they have in common?   And then, though they're doing a couple of short reports what they're going to learn is just how to abbreviate a lot of the things that go into a long report.   Uhm.   What we're hoping is for them to just get the overall basic concepts of report writing that will apply anywhere they go.   I'm going to have them do their reports oriented as if they were in an organization.   In other words, it's going to be just like the case I handed out.   You're so and so ... on the report.   But then, a couple of days that I have set aside for looking at academic reports, I just want to show them how you take these basic things and what you take out and what you would put in that you don't in a business environment.   And the main difference is in, I believe, introduction sections.   Because, in our academic research, normally, you don't have a company problem, and in the company reports in the initial phase of it, you describe the problem that the company has and how this report will address it. Whereas, ours - academic is - here is a broad topic and here is something that is missing in the research yet, and this is how this research is going to add on to that knowledge.   It isn't that we're trying to solve a specific problem like a company is, we're trying to expand the knowledge on a subject.

I: Are these students likely to write many academic reports to obtain their degree here? In their Master's level programs?

D: That's interesting. There are some professors who would come right out and say that they will no longer give reports especially to our undergraduate students, because the writing is so bad. They won't put time in on it. I hear some of that grumbling from the graduate faculty members, too. I don't have a clear number as to the professors who do require papers. But, a guideline for years is that any graduate class has at least one major research paper. That's been kind of an understood rule.

I: And that paper would be academically oriented, but that's beginning to change?

D: Well, I know it is for undergraduates, but I'm not so sure about the graduate. I know I get a lot of complaints from the graduate people, but I'm hearing from the ones who still do. I'm not sure where some of the others are.

I: In terms of the Business College, how many programs have Ph.D. degrees?

D: We don't have any Ph.D. degrees.

I: I thought there was one in Accounting.

D: Nope. We have none. We'd like to.

I: Right. Do all of the programs have thesis options?

D: There's two options that most of them have. One is to do a thesis plus an oral examination or a professional paper - a thesis meaning there will be some original research required. The professional paper does not require it. And I think that they try and let students do what's going to be best for them as far as what they hope to do down the road. For example, the last professional paper that I remember doing - this girl wanted to start a retail business - so she did an analysis of the Fort Collins area and came up with a business plan. So she really wasn't what we call adding knowledge. Now if you're going to do the thesis, you kind of want to be doing the doctoral things - here's some research on this area, we're weak in this area on the research. And therefore, this report will address that area - that type of thing. So we're looking at not only going back through all the literature review and then adding to the new knowledge. And we encourage those who think they want to go on and do a doctorate to do the thesis because that's going to prepare them for that. For some of these students who are going right back out in the workplace, the professional paper is really more important for them. And

then the Management Department put in a third option: They can take this course plus an oral exam as a replacement for a thesis or professional paper. And the only reason we do that is because we found - well, first of all, professors were saying 'I have to spend too much time with a student on the professional paper or thesis'.... and the second one is that we have a lot of students now who are in like the Surge Program which is the graduate _____ and also in our executive MBA and a lot of people including students who are right on campus, just have a hard time getting that research and writing done and so; therefore, we've got people who have completed all the requirements except the paper, and they wait their full seven years or so, so we've got a whole backlog of people who don't have their degree and we're still having to work with them a lot on their papers and things. And once they get away from here and back to working, it's really hard for them to finish it up - so we're looking at increasing the graduation rate, too. But I would say that the primary one was let's give them an environment where they will write something at least comparable to a professional paper under some guidance and learn how to write well. And I think that is becoming more and more apparent to the department chairs and to the faculty that this course needs to be a first semester kind of class for graduate students. You see, right now, we're getting too much into the program, should be first semester, and then they'd be prepared to do the papers in their classes and would have a tool to do a thesis or professional paper.

I: So the idea really is that this course should be to prepare them to be able to complete their assignments as they go along, whereas now it's kind of in-between because - I'm trying to think of the intention - uhm, that it's preparing them for professional types of writing, but there's also that need or sense within the Department that they need to develop their skills, just their general skills, to help them through the rest of their coursework.

D: Mmhmm. Right. When we get in and start talking about some of these things, I think it will become more apparent - uhm all the transfer like the introductions of reports and how - I'll be teaching them about headings and about lead-in paragraphs, summaries and transitions before we go to the next major section - simple things we take for granted - listing your conclusions - those type of things. And so, these generic type of things - writing in the third person style - all of these things are transferable either to the business environment or to the academic environment.

I: Is there another? I think we talked about this before, but I just can't remember - in Management, would there be another course, or which courses might help them - say, for students who wanted to write a thesis or to go on for a Ph.D.

- are there any courses that would focus more specifically on academic research writing in the management track?

D: No, we have a research class they all have to take.

I: Oh, they do?

D: Yes, It's taught out of the Marketing Department just because they are willing to - it's one of those BG general business ones - and it's a requirement for the students.

I: Which number is that?

D: I can't remember, it's a six hundred (begins leafing through catalog).

I: Do you know who teaches that?

D: (mentions faculty member's name) - it's called "Business Research - (reads) techniques for designing, conducting, and evaluating business research." They learn how to do questionnaires, statistics.

I: If they were going to do a thesis, then would they take that . . .

D: Well, no, I think its required of all my management people. Excuse me, all business graduate students.

I: Oh, really. Now, for these particular students in this course the first assignments you're having them do - the routine case/memos, what are you hoping that or what is your primary goal or purpose for those assignments and having them complete them?

D: Well, first of all, I need to check what their writing skills are like and it gives me . . .

I: Like a diagnostic?

D: Mmhmm - Before we get into report writing. Second of all, it does assure me that they understand the basics that have been taught in the undergraduate class. Some of these people haven't had it in a long time. And basic concepts I'm really looking at is do they have a handle on direct and indirect writing and those seven c's. It's much easier to take care of a problem in these shorter assignments than in the longer reports. So to me, uhm, it's not exactly remedial, but it's reinforcing what they should have learned. And then, also, there's the problem that some of the business communication courses are not nearly as writing-oriented as ours are so even though their transcript might show that they have taken a

course in business communications, but it could be one that was more speech oriented - concentrated on the concepts of non-verbal and oral communication and presentation - those type of things.

I: Would you say in the past ten or fifteen years, well, ten years, five years, I don't know what's a good time period - would there tend to be more emphasis on writing in business communication class now or not or . . . and maybe also in your opinion, is it less needed or . . .

D: No, it's not less needed by any means. Most schools have some kind of a business communications class. It's not required in all of them taught. And so there are a lot of schools that have that, but it's not required; therefore, their undergraduates obviously don't take it. But for those who do offer it, as far as I know from my interaction with my colleagues, it's pretty much writing oriented. Those who are really - who strongly believe in writing skills _____. In some other schools, uhm, they'll have some things called "Managerial Communication" like this class and what they're trying to do is put - a little bit of writing but put in all this other stuff. In other words, they're trying to take what should be in two courses and fitting into one so the students are getting minimal writing. Did I answer your question? - what is the trend that I see?

I: Yes.

D: In my interaction, I would say that there is probably more emphasis today on writing, but that we still have a lot ____ _____. One of the problems in business communication is that it's not a discipline-specific topic. We don't really fit in like accounting or any of these things. They put us in with management because they felt it was the best match. There are some schools where it's housed in English or in Journalism. Colleagues that I meet at conferences, when they hear we're in the College of Business say "You're so lucky." because being here actually working with the business college and the business students and that - when they're over in English, they tend to be a little bit more only with English people and that style of writing. They feel like they don't fit in over there. The ones in journalism find it a little bit better, but they still lack that real good connection with the business faculty. So, because we aren't discipline-specific, we find ourselves housed in all kinds of places. What it really boils down to is that when you're tight on a budget, you don't want to support courses like that . . . it's kind of scary.

I guess that could be a trend trying to house it somewhere else. . .   We'll hang on to it here as long as we can and we'll fight ,and all these other people fight it too. . . but

when it comes to budget - it's a discipline - it's there and yet it isn't.

(Talking about candidate for business communication position) needs to be up-to-date with the concepts in business today.

I: If this course begins to be taught up front in the student's program - one of the initial courses - what effect do you think that would have on communication that already exists in other classes? In other words, uhm, would they try to pin more of their hopes to be on this course that this course - just like in English, they might pin their hopes on (intro to composition) to solve all of the communication problems. What's your perspective on that?

D: What we have been trying to get across in this program, [another colleague] and I are working on - communications across the curriculum is that we can expose them to the skills but most likely they're not going to master them in one semester, and that's why you want constant, consistent reinforcement across the College curriculum. And most professors want that good writing. They don't like to take that time, and part of the problem is that sometimes it's not clear what the reward system is here for doing things like that, because if people grade a lot of papers, it cuts down on their research time. And for those who are trying to get tenure, that's tough to do, so some of the reward system has to be changed, too. They would like to believe that after they have the course they will have excellent writing skills. The fact is, they just don't - they're better then when they came in, but it just takes - it's a long process, it's a lifelong process, really. So what I am trying to emphasize to them is that we'll expose them, not this is what we've taught them, you make sure you reinforce it. Demand that from them in your courses. We're just hoping that by the time they've got through this college that it finally got through - that I have to have headings - I cannot have a one-page paragraph, this type of thing.

I: Now, in this course, uhm, the type of assignments - at least initially, don't seem to be as much a load on them in terms of content. Your allowing them to create content and . . . but you're more concerned with their style and their format and . . .

D: Well, content, also in that I'm checking on all of their assignments for completeness. I mean I read that communication - I read it from the standpoint that I know nothing about that case, and I have this memo in front of me and so I'm interested in their being able to come up with all of the information and put it in some kind of logical format as well as the writing style. So my cases are intentionally very vague because as a manager, they're not going to be

spoon-fed with all this information and you have to communicate.

I: OK. uhm . . What are some of the main differences now that I have sat in on (the undergraduate Business Communications course) just one day, and you cover some of the similar content in both courses. What do you see as some of the significant differences between those two courses and your expectations.

D: Well, the graduate course is more intense. In the undergraduate course, we do very little on those communication management theories that we're going to be talking about in this graduate course - communicative competence all of that stuff - none of that - will I be teaching the undergraduates. (The undergraduate course) is - 90% of it - is on writing or speaking and so we take things slower, they don't do as many assignments. (The undergraduate) students have all semester to do what I'm doing in (the graduate course) the last couple of assignments. So it's much slower, more detailed. I'm giving them more time in class to get into groups and having them bring a rough draft if they need any checking on it, you know, we just go through it more detailed, much slower. So this is really more intense so that we can cover all those other management communication skills. So I think what I'm doing in (the graduate course) is I'm doing in about four or five weeks that I do all semester long in (the undergraduate course).

I: In terms of what they produce, they might have more time to go over it, but your expectations on the finished product between these two . . .

D: My expectations are that they should be able to handle all of this we are doing and still be able to do all the other things, that they don't need as much time to do, they don't need to go into as much detail.

I: You do a lot of consulting that I've picked up from class . . . is there a direct transference from the type of things - you know, the seven C's - and what is desired in those type of consulting formats . . . ?

D: The two elements of the C's - the courtesy and consideration, are not as appropriate for report writing, although you still need to consider your reader and make it easy for him to read, but in letter and memo writing, these features are more important to concentration - those two C's, than it is in report writing. But in general when I do consulting almost always the two big complaints are: conciseness and correctness. Even at the executive level. It's very difficult to try and teach managers grammar (laughter) and some of them just love it. And I've had some

like that and others are just like "nhaa, nhaa" so they don't like to hear it, but other managers say, 'I need it.' And, but in consulting workshops I have done I usually cover the basic seven C's and then writing plans. And that seems to have been very well received. But there have been a few times when I've had to do some things differently, some companies concentrate more or are more procedure oriented. And one company wanted more technical report writing so I had to adapt a little bit to that. But in general, when they ask me in and tell me their situation, then I'll say that I usually normally present my list of the seven C's and brief description of indirect and direct writing plans - is this what you had in mind? 'Yes'. They're interested in people knowing how to get things out right away, right upfront, doing it quickly, easily, with correctness in there - it's all the same, it's all the same thing.

I: Let me turn this for a moment, let me ask you about - journals that students in management graduate students, would read. Uhm, is there a distinction between journals in management that would be written for academics and other journals that would be written just for people in business?

D: Professionals, Mmhmm.

I: Because, the reason why I'm saying this is that because in some disciplines there's not a distinction, I mean the journals just exist for the academic, scholarly group. Is there such a distinction?

D: Yes. Uh, yes there is - the one that comes to my mind right away is the Academy of Management.

I: Now, that is an academic or . . .

D: It's academic but what they have done is they now put out three journals. For example (she shows copy from shelf) this is their hardcore academic. I struggle with reading those articles and people in the department tell me they do, too. And we were just talking about that the other day at lunch and how one professor said "I just don't read the Academy of Management (Journal) any more." And I said, "Well, I read the abstracts and that's it and if I can get some interest, I'll get started." I mean you get lost one or two paragraphs (laughter) into this stuff. And then, they have put out the Review. I don't find too much difference, actually - in these two, they are both research oriented. This one (the Review) they put in people's responses to articles and they also do book reviews, so this is kind of an in-between _____.
But what they do then for really professionals is one more thing, The Executive.

I: Oh, I see (looking at copy). And this would be one of the

leading journals for people in management.

D: This is it (points to <u>Journal</u>).

I: So they actually have three different formats? Interesting.

D: They didn't in the past. When I was a graduate student, this was the only one (the <u>Journal</u>).

I: Well, in your particular field - in communications - this is something that's interesting to me, also, because I find this dilemma too in working with students of other disciplines - OK engineers or whatever, the difference between the kind of writing that's expected say in the journal - what's typically found versus what you know to be as better communication, and so, it appears at least in this class you're focusing more to the professional and the better communication skills. Uhm, but let me ask you to personalize it because you don't do as much of it in your classes, but when you do your academic writing, would you write more to the <u>Journal</u> or to the <u>Executive</u>?

D: I write more toward the <u>Journal</u>. That's - you're trying to get it published - and uhm, but I don't think I go to the extreme that a lot of other people do. My paragraphs are definitely longer. I think I find my sentences are definitely longer. I'm more likely to opt for a longer then shorter word just because I know that some people like the word "orthogonal" instead of "interrelated" (laughter) - but the goal is to get it published. And the journal that is really the premier journal for written communications is called the <u>Journal of Business Communications</u>. And I think they have been very good in keeping the journal readable and they should. There's another one called <u>Management Communication Quarterly</u> that was started by Sage five or six years ago, but something _____ like the <u>Academy of Management</u> journal so I think that, and I know the people who started that up, and I know they are the ones you go to conferences and walk out of there thinking, "I don't know what they're saying," so they were the type who said we want this kind of journal.

I: How able do you think the students are, say who would take this class, and let's say for instance - hypothetical situation - this course is put towards the front of their program - and they decided they wanted to write a thesis later on after taking this course, how difficult would it be for them to learn to write - for their thesis there would be more of an expectation of writing more in terms of the style, of say, the <u>Journal</u>. Is that a correct assumption or not?

D: Possibly. I think that most of the professors that I'm

talking with are still wanting that clear writing, so yes, you
might orient it a little bit more but I'm not trying to teach
them to write in a way that you can't understand. But again,
I think our business faculty is a little bit different than
other faculty across campus because we <u>do</u> work with businesses
so much and we do hear from them what they want. Whereas,
some of these specialties are not tied to a business community
like we are, and so they're definitely more academically
oriented and they're (groomed) to look more at the academic
style of writing. But when I wrote my doctoral thesis, I
applied what I knew about business communications as much as
I could - I knew some of my paragraphs were longer, and some
of my words were longer too. But my dissertation went exactly
from dissertation format to the <u>Journal of Business
Communication</u> . . . so I take that back. I went through and
deleted a little bit. When I finished my dissertation, it was
98 pages and my advisor said 'I think they'll expect it to be
at least 100- - so I went back and put some extra - so I know
exactly where I had done it so I went back and took out the
extra pages (laughs). But other than that it was ready to go.
And that's what my advisor initially said, "This is ready for
publication." So I had no problem in it getting passed over
there _____.

INTERVIEW #2 (MC Instructor)

I: Any comments on general student progress in terms of how they're doing? Problems with the assignments or do they seem doing fairly well?

D: They seem to be doing fairly well. I think that probably the person I've seen the most progress with is (names student) because he really, uhm, I think had a hard time grasping at the beginning what we were doing. And he has admitted to me that he's really learned in this class to pay attention to details and to plan before he writes. He just presented yesterday his oral exam and a paper that he's done on how to write a business plan because he plans to start a small business within the next year or so. And he'd actually planned ahead - and had a business plan written up - but he just hasn't been able to do it so he just presented to us what he had learned about how to do a business plan. And he told me afterwards - he said, "I just really appreciated what I have learned about planning, about how important an outline is" because he said, "It really helped me out." And he seemed really sincere. He told me that after the oral so I don't think he was trying to butter me up before and so he seemed really sincere about it. And I think that at the beginning, he was balking a little bit at some of the things - that it was too structured, too detailed, too picky. He didn't like the way I graded his first assignment, but he seems to have - and maybe it's more of a progress in his attitude than his writing. (laughter)

I: How did he let you know that he didn't appreciate the grading on the first assignment?

D: Well, he came in and asked me about something he didn't understand and I explained it to him and he said, _____.

He was angry, he was just flushed. So I could tell he was controlling himself considerably in what he was doing. And I just - I wasn't lecturing him on it _____.

I: But he's done a good of adapting his style to meet the expectations.

D: I think so. Or maybe having an appreciation for some of the things, too. He has admitted that he is not a detail oriented person and he realizes that that could be a problem.

I: In terms of - they're all working on their final project - do you anticipate them having some problems or what type of problems might they have on this final project?

D: That's hard to answer because it has been two years since we've offered this class. And the last class that I taught,

the reports were very good. And I see them - the other group - as being very comparable to the group I have now. I also had one person in that group that just didn't like the way I graded - thought it was kind of useless until about the end, and he on his paper wrote "I appreciate it" - but I think he got a low grade on that. I think he got a "C" on it. But they were just really a super group of students and I think I see basically the same kind of students here that I had there. So I guess I'm optimistic in thinking that I'm not going to see a lot of problems.

I: And have many of them come in to see you?

D: Yes, And I asked them last week, when I returned their initial outline - actually it was supposed to be their final outline, but they all had to do them again - but I wanted to see them next week and I think that's what (student's name) wants to do is to go over his.

I: Have most of them come in?

D: Mmhmm. And they seemed to be appreciative of the chance to go over it again and make sure that everything's alright. (Student's name) was in here this morning and he said something about how this was just helping him immensely at having to do an outline - I keep demanding it _____
so I think if anything getting all the little details that I've given them of how I want them to do things - that's almost always the big problem is that there are a variety of ways to do things and I would say, "I want you to do this or that." Normally, it's just a slip-up - and I've taken a point or two off. I really don't expect major problems.

I: I had a chance a couple of weeks ago to look at the textbook, and I was just wondering - you've made some comments here and there in class and just again today about the text and you're not too pleased with it, mainly for what reason?

D: One of the main reasons I did it was that I had a hard time, especially with the graduate level was putting a textbook in their hands to refer to. Because a couple of these people have not had an undergraduate class (in business communications) and I thought for sure that they need to have some kind of reference book. And I had a hard time finding one to fit this class and had not used one and now my thoughts were - I could have done without it. I could have just used handouts. _____ And I think for next year, I'll just put a couple of these (shows texts) on reserve. I'm not sure what I'm going to do, try and get some feedback from them on the evaluation _____. If they had really liked it, I'd keep it.

I: The text mainly serves as a reference then?

D: Mmhmm.

I: In Chapter Five, they outline six stages of report writing, and I was wondering what your opinion was of the process they outlined in Chapter Five?

D: Six steps to effective reporting writing (looking at textbook). (Reads steps) Yes, it's a good list. I think basically we've gone pretty much through the four steps. And I had them write that proposal. In order to do that, they had to think about what kind of report they were going to write and they had to come up with their audience - they had to come with a hypothetical person - and how they were going to do the research, and what the subtopics were going to be. And then once I approved that they did the actual data gathering. Then we came back and we talked about organizing and outlining it and that's where they are at right now. They should be within this next, actually within this week, doing that rough draft and that revising.

I: O.K. I just noticed that one (of the steps) started out with some ideas of what they talk about "process writing" in composition, and I was wondering how this applied to some of the writing you teach.

D: How they use it English?

I: Well, it depends. This process approach has sort of taken off not only, in say, universities, but public schools. When they're talking about process it's almost like they're defining a certain way so that there is - which would be pretty much like they said at the beginning - incubation, planning, drafting, revising - all that kind of thing they term process writing.

D: We're trying to get away from someone just sitting down and saying, 'O.K. I need to write a paper tonight. Here I go.' But we've been doing that in business communication for a long time.

I: Yes, I think that . . . there are some times in the composition literature they talk about executive strategies that sometimes there's a time for process and sometimes you've learned enough through experience and practice that when you sit down to write a memo or write something, you don't have to think about it a lot. You just do it - like - one example would be references for students. Maybe you've written a lot references over time and there is a certain style or way you write them that someone who was doing it for the first time might take a longer time thinking about, "How am I going to structure it?" And you've done them enough times that you just sort of sit down and do them. They call that more of like an executive strategy that you have learned certain ways

to compose that are more - I don't want to say "automatic",
but close to automatic. In some of the writing here, you're
teaching them formats and conventions on how to write some of
these reports so that eventually, if they do this routinely,
they'll be able to just go to it and not have to spend as much
time as they are taking now.

D: The thing about business writing that is different though
is that frequently, you're writing to someone different all
the time. It isn't like _____ but, uhm, in a
business situation where you're dealing with employees or
people outside the organization - managers - there's always
that process of reminding yourself of who the audience is or
who the reader is and how do you adapt what would seem natural
if you were writing to this person, but now adapting it over
here to this person. I understand what you're saying, I can
sit down and write recommendation letters right at the
computer, but I still jot down some ideas of things I'm going
to say about them before I do it _____ but, uhm,
in the business environment if you were writing a
recommendation letter I think it would make a difference in
the writing whether it was for another position with your
company - or - see there still is always that if I write it to
the outside I'll be very careful about what I say.

I: Yeah, I think the point is too that sometimes there's more
time to draft and to go through the stages and sometimes if
something's due at the end of the day or the next morning, you
have to learn also strategies of how to get to things right
away. But that often is more a function of experience it
seems to me, more than anything else.

- continued next day -

I: I guess your overall impression about the textbook is that
you'd probably change and go to just having some texts on
reserve.

D: I think that what I might try and do is get something that
is more interpersonal communication related and supplement the
writing with handouts. I'm going to take a look and see how
many people consulted the books over in the library that I put
there this semester. I have a feeling that they probably
haven't. But if I find that there is a large demand for some
of those I might change my mind.

I: The assignments that the students have completed - Have
the students generally used the feedback you have given them
to improve their writing?

D: I think so. I mentioned yesterday about (student's name)
who I think has improved the most. And I think he really has
tried to use that _____. I think he's starting

to see some results and (another student) has been very good.
She asked me - she's confused about commas or punctuation -
and so I analyzed her assignments and I found just a couple of
patterns of particular punctuation marks - commas I think she
was having trouble with - and I just have to kind of wait and
see how she does on the longer report because I just gave that
back to her a week or so ago. But she seemed to be interested
in trying to figure out what it was she was doing wrong with
punctuation.

I: Yeah. Do you feel like that for most of the students,
it's just refreshing what they already know, or do you think
for some of them it's really putting into place for the first
time some of the basics.

D: I think for (student's name) it may be the first time, I'm
not sure. (Another student) has had experience in an
accounting firm so I don't think that she had ever had an
undergraduate class, but she does know something about
business writing. And, uhm, I think for the others - I know
for (two other students) surely this is all a refresher _____
_____.

I: In terms of the assignments, what kind of audience have
you taken with each of the assignments? In other words, are
you role-playing an audience for these students when they turn
in their assignments?

D: In each of these assignments, I've told them who they're
writing to. It's been a variety of people. The proposal and
progress report was directed to their hypothetical person - so
they've had a hypothetical business person they've been
writing to, rather than to me. That forces them to think
about what this person might know and might not know and
things like that.

I: So you try to look at it from the standpoint of reading it
as this hypothetical business person?

D: Right. In the routine case they were writing to other
employees - peers. And in the bad news they were writing to
a customer who was irate about not getting the rate he wanted.
And . . . the report, of course, is written to the same person
they were addressing in their persuasive or the proposal and
progress report.

I: O.K. And that's actually the same person they write to
for the report? The progress and the proposal and the report
are all the same audience?

D: Yes

I: O.K. and, of course - now, how would you relate in then your role as instructor - they are writing to this fictitious person, but you're giving them feedback that would be, in a sense, similar to what they might get but also your giving them instructional feedback.

D: Right. The main feedback I think that I'm giving them as far as the hypothetical reader is do they have the kind of information the reader would want and have they addressed all of that person's needs _____ and then the rest of it as far as like the format, how easy is it to read - is it correct - all of those things are more of the basic writing concepts. And then, the organization too - so it's a combination.

I: O.K. You said it's a combination. Do you think that it's - is this a typical format you might use in your classes where you have them write to a hypothetical, say, business audience and you respond to it based on how that audience might respond plus you give them instructional feedback. Would you say that's kind of a typical way you do that?

D: Mmhmm.

I: Do you think that that's easy for the students to keep sort of those two purposes distinct? Have you ever found that to be hard for students to accept the instructional feedback and the hypothetical audience?

D: Oh, definitely. Especially in the lower level class, not with the graduate class. Most of these people have had experience and they understand why people get upset with poor writing so they accept that kind of feedback on their writing much better than most other people with the exception of (student's name) who really fought it at first. But in the undergraduate course, when they don't have that kind of experience where they've had to read other people's writing or heard managers comment about it, they have a hard time accepting it - they also have a hard time relating to the kind of people I described (hypothetical audience) because of the lack of experience. But part of that is the learning process of being in this school preparing them. In the lower level class I spend more time talking about _____, what someone at this level would know or not know.

I: Spending more time building up what this audience is like whereas this group, the graduates, can understand.

D: I think so.

I: Now, in the graduate course, you've let them - haven't you? - especially for this report, you had them imagine who they've wanted to send this to. They have kind of created the audience. Is that true of (the undergraduate course)?

D: No. Well, let me modify that. I give them on each of their cases who they're writing to. On their long report, I tell them that they are addressing their report to a vice president. And, it's up to the group to decide if that person is going to be a general vice president or a specialist. In other words, if you want to change his title to Vice President of Finance that's fine with me.

I: So - it's only on the last report you allow them (to alter slightly the audience)?

D: Right. Some of them will write a report that is specifically accounting or finance then they change that title. Others like - someone doing a paper on "Smoking and the Business Environment" - would be addressed to a generalist _____ so they kind of choose their topic, but they still have to decide who would be the most logical audience.

I: Do they have difficulty in doing that?

D: I think that they're getting better. Yes, they still have some difficulty in doing that. A couple of years ago, we came up with a workplan for their long report and since we've done that, we've really had better results. What we do is that we ask them to sit down and actually fill in this page as a group. And I think that's been the main problem in the past that they haven't really taken the time to really talk and each one kind of has their own idea who they're writing to. And so this one page really forces them to get into talking as a group who the reader is going to be . . . And it seems like after they've done this they've been a lot better in writing the reports to the right level. I think part of that is group process and that as a group they have to do things collaboratively so they're not doing that in the graduate class. I haven't had them doing it collaboratively. In the undergraduate, the report is collaborative with two or three other people.

I: Have we talked about that - why you haven't had the graduate students do collaborative projects?

D: Mainly because of the size of the class.

I: Oh, you don't have enough students.

D: I don't feel like I do. And I feel like at least here in the College of Business that we give them a pretty good dose of collaborative work in business courses.

I: Yeah, they've told about the things and it seems like most of their work is collaborative. They told me.

D: Mmhmm. It's very frustrating to a lot of them, and yet, we all know that the key word in business today is teamwork.

I: Yeah. Some of them really like it.

D: Some have had good experiences and some have bad experiences.

I: Part of it is the group dynamics. It's really interesting some of the insights they have on that. I think I have this - your grading scale for the final report - and I know what you have in writing - but in your own words, how has your focus changed in terms of how you're grading this final report in relation to the other assignments? And I know that it is quantitatively different - but qualitatively, what kind of differences will you make in grading it?

D: I imagine I'll be a little more lenient as far as points deducted for correctness on the long report because it's a much longer report and you're more likely to make them - and on the regular assignments, where something is just usually one page, I'll take off 7 points for the first typing or spelling error - that's usually the first thing people see in a document, is that. And for a major grammatical error. But for the long report, I have a little scale that I use that is jotted down on the note that I have, when I start grading __ _____ I've got down like on to two spelling/proofreading errors, I take off one point. Three or four- two points, so I'm real lenient _____. One of the nice things about the long report is that I have my workstudy student go through and do a lot of the preliminary grading for me because so much of it is mechanical. She checks all the page numbers, made sure the table of contents matches the body, and that all the pages are in the proper order they need to, and she double checks to make sure that every source quoted in the body appears in the reference list so she does a lot of that detail for me. And I go through and grade for content, grammar, spelling. I've allotted certain points for each category __ _____.

I: That's nice, because I think it's hard in this case where you're looking at both content and formatting - you want to look closely at both - and it's hard to do these reads unless you have time to do several reads at different points.

D: Yes, it's a different type of assignment. I don't have one of those (grading sheets) all laid out on a lotus sheet like I do for the others.

I: I missed part of the class or the classes where you talked about why you changed from the proposal to the persuasive request format.

D: I didn't like the way the text handled the proposal.

I: What didn't you like about that?

D: Let's see, if I remember correctly, all of the information was more on that you were making a proposal like to do a ___ _____. I just didn't see that there was something in there that they could actually use for what I actually had in mind for them to do for this. And so I thought that I just would have them use the persuasive form. It still does make them have to write a proposal to do something - but more in a logical format and I felt that for what I wanted them to do they didn't have to do something as elaborate.

I: You requested quite strongly that the students come over and go over their outlines with you - that's their second draft of their outline?

D: Actually, that's their third draft.

I: And, have you done that in the past? Is that a typical thing that you do?

D: (shakes head "no") I decided to put it in this time because what I've found in the past was that most students are - continue to research almost up until the point they start writing - and that I really needed to have another look at what they were actually going to write, so that's what I'm doing right now with them and some of them still had changes they needed to make on the last outline . . . and so I just decided that conferences were going to be the best way to handle it . . . so far it's gone very well.

I: Have you done some conferencing with this type of class before - individual conferences?

D: I haven't on a planned basis. This is the third time that I've taught this class so, I think, I'm still learning about what I want to do. And their needs vary so much. The last time I taught this class we had, uhm, I think there were ten in the class, and probably six of those ten were non-business majors . . . and they just needed a lot more instruction than the business majors so I found that I had to change gears on that and do a lot of things differently for them whereas this time all these people have had business backgrounds . . . What I'm obviously tying to do is come up with a class that does review the writing concepts and give them an opportunity to write more, but also pick up some more of the managerial communication skills - the interpersonal things that are so crucial - and so it's kind of hard to present both of those. I'd like to find a way where I'm not jumping back and forth so much . . . The main reason the professors want them to take this class is so they can write papers for their classes, but

I see that's important, yes, but I see in the workplace that so many times it's the interpersonal that gets people hung up on communication.

I: You took the day to do academic writing. What was the main purpose, in your mind, of taking that day to do the academic writing?

D: In case they decided to go on in school and also if they decided to still do a thesis paper. See, at the beginning of the semester (students) told me, 'I'm still going to do a thesis. I still want to do that.' I don't know if you heard him yesterday as he was leaving class, but he has decided that he will not go on into a doctorate at this time. He's got into working with (names professor) and done some research and he - basically what we did yesterday is what he has come to a realization too - that a lot of the writing publication people do in academics is for academics only and not beneficial, and he said, 'I don't want to spend full-time doing that.' And he came in earlier in the semester and talked to me about this. And I told him, "What I hear from you (student's name) is that you really want to be practical _____. I think I would encourage you not to go to like a four-year research university where you'd be pressured to do that. Find a school where you could teach at a community college or a two-year college or just a non research-based university because he says he just has no desire to do that. So his focus has changed a little bit. I still think that they need to understand in case some professors have higher expectations as far as something that would look more like a thesis in their classes.

I: I was going to ask you. How prevalent do you think that is outside of the thesis course and the research course? How many of them would have then written an academic type paper?

D: Quite a few at the graduate level. In fact, I think practically every graduate level course has a paper. If not a paper, than it's some type of comprehensive project.

I: Now, those people are near the end of their program. And so that would be familiar for them?

D: For some of them it would be. What we really have to do is get people taking this class the first or second semester of their programs. And one of the reasons that we decided - the Management Department - to make this an option for the professional paper, rather than doing a professional paper was that we decided that maybe we could get them into this class earlier and maybe they could apply these things. Whereas, the professional paper is at the end. Then they don't know what they're doing trying to write it . . .

I: If you go to earlier offering this course, the structure of this course will change.

D: I think so.

I: So it will tend to put in more of the academics?

D: Mmhmm.

I: The professors are hoping that they improve their writing, and yet, am I correct in saying that your focus has been mainly professional?

D: Yes, rather than academic writing. Mmhmm. Yes.

I: But if the course goes earlier, it's going to take on a more academic focus.

D: Right. It will.

I: There's a model of writing in the academic classroom that suggests there are three possible focuses that one might have in the classroom. One is developmental where you're teaching how to write. O.K. - generally, how to write better. One is curricular, in other words, some of the writing that you would do to meet course or content objectives, that could be where you're writing a report or something to show your knowledge of what you have learned in the class. And then one is professional in which you're trying to write to a more - not academic, but related to a career application. Now I don't know if that makes sense to you, but that is a model that is out there that has been suggested for the kind of writing that goes on in disciplinary classrooms that there are those kind of things going on. . . How would that kind of model relate to this particular class and the type of assignments given?

D: For both the graduate and undergraduate, obviously the way the class is structured emphasizes the developmental and the professional because they can chose from a variety of topics that do not have to be something that is actually taught in class. For example, I haven't limited these graduate communication classes - I didn't say your report must be on a communication topic - they could do it on what they wanted . . . versus what I do in my undergraduate management class where they have to do some papers, and I am grading on those papers on how they have applied management concepts and theories to what they are writing about. That would be the curricular - am I understanding that correctly?

I: Yes.

D: And so in that class I'm more interested in grading from that standpoint - have they got these concepts. And it is

true that through the written report I am looking have they learned what I've taught in the class as far as about writing, but the subject itself is not related - so I'm not sure how I'm getting that middle part.

I: Well, it's not to say - I think those are three possible focuses but it's not necessarily that they're all in a class - it may be one or it may be three - but those are three possible ways of thinking what goes on in a classroom. Because we're not in solely a business context where you're writing for your job and you're out on the job. And yet, you're not in secondary or primary school where your learning the skills exclusively of writing so it's a more complex environment when we're talking about writing in a disciplinary context and all these kinds of things can be evident within that classroom context. Compared to (the graduate level class), would you say that (the undergraduate class) takes on a more developmental focus than (the graduate class) or not?

D: I guess that I would say it matters because I require a lot more from them in terms of the report writing stage. They have to keep giving me things. They start out with the outline, of course. They have to revise that and then I make them hand in a write-up of their introduction which shows __ _____, they have to hand in rough drafts of visual aids, then they have to turn in a rough draft. So, yeah, I'm looking at more, I'm giving them more feedback all the way along, and also keeping them on target through the whole process which I don't have to do with the graduate students, but if I don't set those deadlines . . . they just don't get done and especially since it's collaborative - there are all kinds of problems - but I think they also don't understand the whole report writing process, either - where you begin and how you work through it, and so I just tell them, I'll work through it. These are the steps, but I'll take you through them and every deadline means you've accomplished a step and you can go on to the next step.

I: But in (the graduate class), you still feel that there's some aspect of developmental?

D: Mmhmm. Yes.

INTERVIEW #3 (MC Instructor)

I: Overall, how would you rate student performance on the final reports?

D: It was good. Keep in mind that the report was something different than what they had done before _____.   The reports overall were good. They were not excellent, but there was good progress. Except for the basic writing skills - I expect to see those. But their grades didn't go up like I think they should.   (Student) did not include in it, and therefore, he did not have, uhm, a table or a graph in his report.   Well, there were ten points allotted on the evaluation sheet so he lost ten points - which brought him down to an 80 just by omission. At this time, I think he was taking too many classes _____.

I: Were there any surprises that you had?

D: _____ is an indication that there were few surprises going back through it and trying to think, "Now how am I going to grade this mess." And finally decided, "I have to stick with the criteria sheet. It says ten points - O.K. he's lost ten points." And . . .

I: It's fortunate, maybe, that he ended up with a "C" (laughs).

D: Mmhmm. I was worried about that, but I didn't look at the Lotus sheet until I graded it. I feel that I just have to grade it the way it needs to be done. But initially, I was trying to think "How can I give him some points here?" And I finally decided, he just didn't do it and I can't take responsibility.

I: Right. Now what were the greatest strengths of the final student papers?

D: For those who got "A's", it was definitely applying all those writing skills and following my directions. Because, the textbook said a lot of different things about the report writing and that's one of the things you'll see on the evaluations. And I knew that as I got into reading the book in more depth during the semester. I skimmed it before I selected it and I thought, "This looks pretty good." And as I read it, I thought "Oh, this isn't what most report writing books say," so I was changing a lot of things - so, they had to really follow my directions carefully, and as a whole, they did that very well. They really did apply the writing skills - good mechanics throughout.

I: What were some of the problem areas for those who did lose points - what were they losing on?

D: Well, (student's name) definitely, just not following directions, not including certain elements that were required in the report.   And (another student's name) got an "80" on her report - she had a lot of writing errors - she struggled all along with some of the grammar and word use, which is so typical (of NNS writers) as you know of someone from another culture.   She had done very good research.   She didn't improve as much as I would have liked to have seen her improve in the writing skills.   She made an effort - she came in for extra handouts on punctuation to study, and she thought that was her main problem.   But when you do a twenty-page report, those errors add up.

I: Yeah.   Alright.   Any other areas?   You mentioned not following directions, omissions, in the case of (NNS student) some of the language use.

D: (Another student) struggled a little bit with some grammar and punctuation, too.   And, I'm not sure she made progress in that area, except that she's more aware, I think, right now that she is making those errors.   As I saw some of the things she did throughout the semester on her papers, my thought was "I wonder how she's grading papers for this (graduate class) that she was supervising?"   I'm sure that there were a lot of things that she was missing - what I was more afraid of was that she was correcting some of their things "incorrectly" (Diane laughs) - and I wondered about that - so, she's weak in grammar _____.

I: The, uh, other project they handed in at the end - the notebook   project   -   how   would   you   rate   their   overall performance on that?

D: Very good.   They had - there were four of them I gave "100" on - there was a 98, 95 - (student) got a "75" and again, he did not include everything that was supposed to be included and it was put together sloppily.   It wasn't . . .

I: His mind was on something else (laughs).

D: For his division tabs, he had little pieces of notebook paper that he had just torn and just taped them in instead of buying the sections.   He, uh, he - told me he panicked at the end and thought he didn't have everything in it so he borrowed (another student's) class handouts and just duplicated them and just stuck them in.   So, in the section where there were class handouts, there were duplicates and (another student's) name was even written on some of those so I knew that he had just copied someone else's.   And he did not have - I asked for a specific number of articles, communication articles - he didn't have that either.   So again, it was just sloppy work on his part.

I: Mmhmm. What were you mainly looking for in this project?

D: The notebook?

I: Yes.

D: I'm looking to see if they have a good resource type of notebook put together - something that is usable for them. Something that had not only what they had done, and in organized fashion, but then they also had other sources and things to look at - like the annotated bibliography, additional communication articles that they were interested in - particularly, their area of interest so that told me that they had gone to the library, had looked at some more publications that would be useful, had gotten some of the articles out of them. So again, I was looking for good future resource types of information as well as a record of what they had already done.

I: Mmhmm. O.K. This one may be a little harder to answer because, as an instructor, you might see all the assignments as very useful. But, looking back at the writing assignments given in this course, which two would you rate as "the most effective" in accomplishing your goals for the class, and why? If you can do that.

D: Probably, the routine assignment, the very first one. The reason I say that is that most communications in the business place are written in that direct plan and that is what the "routine" introduced. And, also, with that assignment was introduced the concepts about good format skills, using mechanics so that things are very readable. And we don't use that as much in like the "bad news" and the proposal that they did. The progress report did incorporate those things, but it was a very short, a very direct - it was just a much easier assignment. I consider that routine as just crucial for them to get the concepts of the class. And then the report was completely different from the letter or memo. It taught them the different organizational skills for a report.

I: Looking back, are there any assignments that you would change in the future? In what ways, if you would?

D: You know, I was very pleased with the assignments this semester. This is the first semester where I tied the proposal and the progress report - in fact, I haven't had students do a progress report before - I had them do some other kind of report - so this is the first time that I tied the proposal, the progress report, and the final report together. And, I liked it. I think it kept them on target a little bit. It got them, made them really formulate why they were doing this report. And the progress forced them to have certain things done by a certain date so I think it gave a

little more coherence to the class. And I had a better feel for what they were doing on the report because I read the proposal, I had the progress report, and I was a little bit more in tune with what they were doing, too. So, I just felt like it kind of kept us on track - it gave some coherence to the class - and it still accomplished what I was trying to teach about writing a proposal and a progress report.

I: In the syllabus, you weighted the assignments in this way (shows syllabus to instructor). And, in looking back now, would you change any of these? First, let me ask you, in thinking about this, do you think these accurately reflect the time and effort that has gone into completing those assignments?

D: I think, if anything, I probably would change these first four assignments - and maybe make it thirty percent there in the oral presentation, ten as far as time of preparation. One of the reasons I went with this (points total for the first assignments) is that I had four assignments, and I knew they could kind of look at each one as just five percent of the grade - thirty didn't work out quite as well. But, I think, as far as preparation time, effort going into it, that probably I had that oral presentation weighted a little bit heavy - so that would probably be the change on that. What I may do in the future is just go to a point system rather than a percentage.

I: Oh, so each assignment is worth . . .

D: Say, the routine, the bad news, the progress, the proposal would be worth 100 points each. And the short report - the long report then would be worth 400 points, probably _____
__ so then I'll just have a total rather than having to deal with percentages. I did that in my undergraduate class this semester - I changed the percentage to total points - it seemed to work pretty well. There was a reason why I didn't do it this semester and I can't tell you why. In formulating it, I just said, "Oh, I'm just going to stay with my percentages" - so I can't remember what my block was on that (laughs).

I: Overall, what are the most important things you wanted the students to learn in this course about writing?

D: Good organization, conciseness, clarity - those are the main things.

I: O.K. During the past semester, have you seen improvement in the students' writing? And, in what ways? You've mentioned a couple of people.

D: I think that there was improvement; although, again the assignments because each of them was a little bit different, the grades were kind of up and down. But I felt better about the writing as they went along. And I think the report grades show that. Uhm, the highest average was on the progress report. That's because it was a very straight forward assignment. They all got very good grades _____ and the mean wasn't the highest on that (final report), but a lot of the errors they made on that formal report were some of the areas where they were just careless - they just didn't follow directions. But I really felt, as I read the reports, that most of them had really gotten a good grasp on what I was trying to teach them, my gut feeling, and this is as I was grading the report, I was really pleased, basically, with what they had done.

I: Would you say, overall, that the class is representative of the kind of students that you get in this course - that you would expect.

D: That's really hard for me to answer because this was the first time I taught this class where I had all business majors. The last time we offered the class - two years ago - I had three or four of them who were out of Vocational Education. And, uhm, they're different from the students in this program. I thought that maybe having all these business students - the grades would be higher than they were - just because I know that, for the most part, our standard is high as far as admission. I have no idea how these grades compare with that other class. Do you want a comparison - I can try and pull out the files.

I: No, I just wanted a general comparison. Probably though, if you keep doing this course, it's going to keep being more exclusively business students.

D: I think it will, especially with that change in policy.

I: That's right.

D: That this course can substitute for a professional paper. Not for a thesis, but for a professional paper.

I: Right. O.K. This will take a moment or two of explanation. One model of writing, I might have mentioned this before,   is the type of writing that can be found in an academic classroom. One is curricular, and that is, writing to learn content. So for instance, doing an essay test where you kind of have to feedback the information that was given to you in class. O.K. Another type might be developmental - learning to write better overall. And third is professional - learning how to write for professional purposes. Now, that's one model that's been proposed and been

out there - I've added something here because I think in your class I may have noticed a little bit more of a distinction than there is in other disciplines - and that is, academic, learning to write as an academic member of the field. O.K. Now, in some other disciplines, these pretty much - let's say in philosophy or other disciplines - these two are very much related - in other words, when you are learning to write professionally that's the same as this - but here, I sense that there was a real distinction _____ it's not to say that these are all evident in an academic classroom, but these are possibilities of the way an instructor might use writing in a classroom. And there may be others, too, that I'm not accounting for - if you think of anything to include. So, now, what I would like you to consider - and I'll go ahead and add "academic" if you see that as a separate category - you don't have to - but if you do. First of all, do you understand this?

D: Yes.

I: O.K. Down here (points to chart) it says, "Rate the following areas in the relative order of importance in this class" - maybe, kind of a ranking so in (this course) looking at the different types of emphasis that can exist, how would you rank these? They may not all necessarily be there, but in terms of their importance.

D: O.K., so now given the content of this class where I lecture on conciseness, completeness, and clarity and all that, and then they do an assignment. In a way I'm doing all three of these. Because when I lecture - they're not writing specifically about something I've lectured on - but they have to apply what I've lectured on so I'm not sure of the distinction. This isn't like a history class where I lecture on a certain area and then they do an assignment that feedbacks to me how well they listened and learned what I taught about that history.

I: Or even like another Management course where they learn principles of management and have to do it back so . . .

D: So, I'm not sure exactly how to answer your questions.

I: That's O.K.

D: I would have to say that for the undergraduate class, definitely, if you're looking at writing the assignment as feeding back how well they listened to the lecture, I'd have to say we're working on all three of these. And in the graduate on, there was that one day we looked at some professional papers. But, one of the reasons the College has been wanting to get this graduate class going more was so that

they can write academic papers better. And yet, at the undergraduate level, professors are wanting that, too.

I: O.K. Well, is there a way to weight those a little bit? I know that's hard but . . .

D: How do you want them weighted? Do you have a scale?

I: Well, one, two, three, four or you could do percentages or any way that you feel could possibly work out. You could use percentages or you could use ranking in terms of which one was

most important- one, two, three - or whatever seems to make sense for you.

D: Well, let me go on a scale of one to five. I think in both undergraduate and graduate . . . I'm going to do this in my opinion - O.K. - it won't represent other faculty, of course.

I: Of course.

D: My main one here (undergraduate business communications) is to learn to write better overall because, even though I teach them certain formats of things in class, what they really need to know are just the very basics of the 7 "C's" and organization so they can adapt to whatever the organization wants. Writing professional types of papers is going to vary from company to company and the field they go to. So, I can't say I'm covering all of this, but it is still very important _____ and if we're saying both of these are a feedback of how well they've listened in class, then I have to give this a five, also. Do you agree . . . ?

I: You know, I think this is the interesting point of when you're teaching them how to write - this is a much harder one to answer, I think. The first one, I was just thinking about, O.K. "content" - learning something that you display back in terms of the knowledge. But, your interpretation, I think, is more important to me - if you feel that they are learning content in your class, and you are expecting to see it back in their writing - you know, the purposes of some of the writing is to display back the content, then, that's more important to me - if you feel that's how it should be interpreted. Because, I think you're right - in another course, even in another management course, this would be much easier to identify. O.K., "So here's the principles of quality management and spit 'em back to me in an essay" - so I know that's a harder one.

D: It is. Well, I'm going to rank it at "4" based on that the assignments they hand in are a reflection of this, but yet, in this class I do expect to see some improvement based

on feedback on their assignments. In other words, as you know, I don't do a lot of lecturing on grammar and spelling and word use, and yet, I expect to see some development there even though I haven't lectured on it so that's why I think I would still keep it higher because here is where I am expecting them individually to overcome some of the problems that they have that I don't lecture on.

I: Right.

D: And then for the academic, for the graduate, I'm going to give it a "3". And most professors would rank this higher - I'm still more focused on - the majority of these people are going on in business - and while they do need to learn to write well while they're here, this is really a small portion of their career (laughs) - and they probably will not use the academic style after they get out.

I: Right. Are there any other purposes for - that maybe these don't, uhm, encompass?

D: Where does the, like learning research skills, fit into the model?

I: I would say there (points to "academic").

D: The academic?

I: Yes.

D: O.K., so that's taken care of. Well, I think that that covers it pretty well.

I: O.K.

D: Now, other undergraduate business courses (reads other category).

I: If you want to think about other Management courses, that might be easier because you know more about these.

D: Mmhmm.

I: Again, it's just your opinion.

D: I think for them this ("curricular") is going to be the most important. And that, as far as learning to write better overall, they expect them to come in with good writing skills. I don't think they would look at this as really a chance to learn more. They just expect it to be there. Although, I think that we all recognize that the more they write, the better it gets so I'm going to rank it low here. I do think that this ("professional") is higher in most classes, like in

Accounting they're learning to write reports that they'll actually write on the job - same with Marketing - same with Finance so I would, again, have to say this is very high here. And learning to write as an academic member of the field, I'm going to say that I think that's not important _____. I think that here we expect that they're going to learn more as undergraduates from writing.

I: I just thought of something here. Let's separate out - go ahead as you've done with general Business courses - and then let's put another category, here - (the undergraduate communciations course). That may help you separate a little bit better.

D: O.K. I'm going to give it a "3". Most faculty know that the more they write the more they're going to learn. They're less tolerant of poor writing (laughs). And then, uhm, I'll keep this a four, and then academic, I say we're very low - undergraduate business majors.

I: Now, this one is a little bit harder - "courses outside of business." Again, this is just your impression.

D: About the only people I know who express much about this are people who attend those writing across the curriculum programs. And those people are interested in developing learning how to write overall better, so I think my information is a little bit biased. If you keep that in mind that those are the main people I interact with _____ I think that most of the people I know would recognize that they need to do that. And again, they always talk about how things are different in their profession and that they need to learn that. And we're looking at undergraduates?

I: Yes.

D: (completes ranking).

I: O.K. That was a little more difficult task, wasn't it? (laughs) It's interesting - I'll make a note there that these were writing-across-the-curriculum folks.

I: In your opinion, which of these areas (the ones just ranked) do graduate students need more training in? The graduate students you are working with.

D: In the developmental.

I: O.K. - so learning how to write better overall?

D: Mmhmm. Again, so that they can apply those skills to any types of professional things they might have to do. I don't think, even in our graduate classes, that students write

enough so that we can say that when they go in business that they know how to do every kind of report that they may ever have to do. It's just not that way at all, but, if they at least learn the basics of good writing, and apply that to what companies want, they'll do pretty well.

I: What suggestions do you have to improve the type of writing training graduate students receive? First, let's just look at graduate students, and, then, undergraduate students. And again, I'm talking about the graduate students you're working with in Management.

D: What needs to be done within the College of Business? Are we talking about there, or before they even get into the College?

I: I would like to just think about, uhm, what they receive once they enter the graduate program here. What would help to improve their writing skills?

D: We need to require this class.   We need to require Managerial Communications the first semester. And, it needs to be reinforced - the concepts need to be reinforced all the time they're here.   And that's what we're trying to do with this "communication across the curriculum" in the College - we're working with faculty, giving faculty workshops, _____ _____.

I: O.K.   What about undergraduates in Business?

D: Again, we're talking about once they're into the College?

I: That's right.

D: Uhm, two things. We need a second level of communications class.   We need to be able to split up the classes so that one concentrates more on the basic writing skills - those 7 "C's" - where they do a lot of exercises, a lot of composing at the computer - some of those things. And, we need an upper level course that really concentrates on report writing and presentation skills.   We have too much to do in one undergraduate class right now. So that. And then, again, what we're trying to do with Communication -across-the-Curriculum is consistent reinforcement of what is taught in those classes by other faculty members.

I: Alright. In your opinion, how well prepared are graduate students in Management for the following areas when they enter their programs: one area would be academic writing and the second is professional writing. So, now, I'm asking the question, "When they've come into your course, how well prepared have you found them in terms of academic and professional writing?"

D: I have to say that they are more prepared for professional writing than they are academic because most of them have been in the workforce for a while - and have had to do certain types of reports, certain types of writing assignments. Unless they have come out of an undergraduate program where there was a lot of writing in class, most of them don't understand that academic style, especially when you do research where you've got experimental and control groups and they like that, where you have things to describe your methodology. I don't think that in most of our undergraduate business classes - here anyway - that the students do a lengthy, in-depth research report like that because most professors say "We don't have time to grade them, they write so poorly we don't want to have to do it." There are some classes I know of, particularly Marketing, where they have to do marketing research reports and things like that and Finance, I know, they do some, but I would just have to say that, uhm, they have not had as much experience in academic writing. I'm kind of basing this on one of the comments of a graduate student I had the very first time I taught this class. He said at the end of the class, "I'm graduating at the end of this semester. I finally understand how I should have organized all my reports that I did for my graduate courses. I finally think I've got this flow of the academic style of writing." That was really interesting (laughs) to think he'd gotten through his whole graduate program just getting along (laughs again) and not really understanding what he was doing. And with the graduate students, I think, much more so than the undergraduate students.

I: Do you think, then, that's changed over time - that there's been less writing demanded in the Business College?

D: I really think that varies with professors. I think there are some professors who are doing an excellent job - like our Business Policy class and a lot of the other classes. But there are, in particular, some faculty who are just saying, "No, I won't do it anymore. I won't put up with the hassle of trying to get them to do it, grading it, putting up with all their comments and complaints after they hand it back." ___
_ Unfortunately, I think we're seeing more of the negative than the positive. I would say that 25-30% of the faculty have that attitude. And it's very difficult. For a professor who is untenured and is expected to do a lot of research - they make compromises in the way they conduct the class - and one of them is to cut back on the writing time. And I don't blame those people. I think once they have tenure, they'll have the other attitude.

INTERVIEW #1 (English for Academic Purposes INSTRUCTOR)

I: **Investigator**
A: **Ann (EAP Instructor)**

I: In your own words, what are the main goals of this course?

A: As I see them, uhm, to prepare students to - when they get out into the academic setting - to be able to approach a writing assignment with a sense of direction and to be able to write at a level that is acceptable to most university professors. I don't think all of them are capable of achieving a level, especially in terms of language, that's going to be perfectly acceptable. And so, it may be that some of them are going to have to learn how to use some coping strategies - maybe in the form of using native speaking editors - but developing a sense of their own awareness of where they are in writing. And then things like using sources and incorporating statistics - I know that's one of the curriculum supervisor for written communication's major stated objectives for the course. They already have a pretty decent sense of organization, I think - but I think they need to have a stronger sense of audience, and so, that's one of the things that's important to work on and addressing tasks _____.

I: Now, one of the things you mentioned is "preparing them for academic tasks" - I just wanted to see if you think there are any ways, you think, this course prepares students for the academic writing they'll face?

A: Now, we were talking about writing, actually, but I keep forgetting, that the first time I taught it as a reading/writing course was last spring. And with that particular class, I had to spend a lot of time working with reading skills, too - which was something new, and so, in this class, also, I guess we'll be talking about how to approach a reading assignment and just helping them learn that they can read more than they think they can - I don't have a real strong sense of _____.

I: Mostly - I understand the reading and I'll be looking at that, too - but I'm mostly concerned with the writing tasks.

A: Yeah, that's one of the things I was going to ask before we started this, and I forgot.

I: Good, I'm glad you brought that up. That's a good point.

A: 'Course I was surprised how much time I felt - in the last class I taught - needed that reading focus. I don't anticipate this class will need that much, but maybe they will.

I: Now, we touched on this in your first comment, but do you see the course as having a broader application than training for academic writing needs? And if so, in what ways?

A: (pause) I guess - what happens for me, anyway - is that after I get to know the students in the class, if I have a student that's not academically inclined, then we will look at the kind of application that they might have. For example, if someone says, "I'm here to learn English and I'm going to go back and finish undergraduate education in my country," then I'm much less inclined to have an academic focus for that particular student. For the class as a whole, I think that the primary application probably is academic so it's more a student need _____.

I: So, if you do find a student or several students like that, you'll do it more independently in terms of maybe how they structure their assignments.

A: Their assignments - yeah, exactly. Uhm, there are some things we were just talking about how to collect demographic data for you and one of the things that I thought I might do is - the first day - is talk to them about what a business letter looks like. I don't know whether these people have been exposed to that, yet, but talk about what a business letter looks like and then make an assignment be a letter of application - and that they would need to define their audience for me, and then, write the letter to that audience. So that's not a direct academic classroom application, but it is relevant for people who are in the academic community.

I: At this point right now, do you think most all of the students will have that academic focus?

A: That would be my anticipation. That would be my hope.

I: OK. What do you anticipate to be the students' greatest strengths and weaknesses as writers at this level, at this course coming in?

A: I think that here in this EAP program we do a good job of giving the students those organizational skills - much better that we used to so I think they have to come in having a firm grip on a sense of needing, for example, a summary - if they have a summary/response situation or having an introduction, body, and a conclusion type of thing. I think they need additional work in summary skills and I think that working with coherence is often useful, too. And I also think they need feedback on language sometimes - that's again individual student needs, but some of them really do need a lot of feedback on their language. Uhm, and again, I keep forgetting the reading component as I'm thinking in terms of their writing, but the reading will be there. It seems to me - one

of the things is that the students feel overwhelmed by the amount of reading they have to do and so, a need that probably all of them have is ways in which to approach reading assignments and ways in which to increase reading speed.

I: Alright. What do you think will be the greatest challenge for the students in this course in terms of writing? What will challenge them the most?

A: Probably, bringing in outside sources - finding the sources they need, incorporating them logically and accurately with attribution - I guess is hardest, not for all of them, but for a lot of them. That's a good question. That's something I've not thought about, but I should.

I: O.K. What are some of the assignments you anticipate giving in this class?

A: That's what I really haven't thought much about yet. (laughs) Last time I did it I think we had two major papers. And then, in addition, with that particular class we did a lot of summary writing, both in class with group participation to create a summary, and then, doing more summary writing at home - because that was a class that needed focus on reading skills. And I think that kind of summary writing helps paraphrasing which helps incorporation of outside materials. So, if the course goes in the same direction that it did the last time, probably there'll be that kind of focus.

I: O.K. Any other types or kinds of assignments?

A: Well, one of the things that I've been thinking about doing 'cause I liked it so much when I did it in the writing workshop is sending them out to get writing assignments from real academic classes and bringing those in and analyzing those. Another focus, if we have time - and I don't know whether we'll have time, could very well be practice in writing short answer essay questions and larger type essay question answers in class as opposed to at home. In the oral class, the last couple of times I've taught that, I've been using more and more open book tests, and I will have the students write the tests. If a student does a presentation, the student writes a set of questions for his presentation. But, I choose one of those questions to give to the rest of the class and everybody does it as open book. And I really like that - whether I am working that kind of student created test to get at some of those writing short answer essay test sort of things - I don't know, but it's something I kind of would like to try.

I: When the students get the assignments from academic courses are they typically from courses they're in or is it something - how do they go about hunting?

A: Well, it depends on the class. If you've got a bunch of graduate students, they usually have at least one academic class so that's O.K. Uhm, if they don't have an academic class of their own, I ask them to approach a friend - somebody from their country who is in their major - and they usually have somebody like that - and ask them for a copy, and if they can't do that, I ask them to go and see a professor and say, "I am going to be taking your course, and I have an English course now, and I would like to have an example of the kind of assignment you do - can I have a handout?" If they go to a student who says, "Well that teacher doesn't give us a handout" then I say to them to them,"You'd better find someone else" (laughs). And what we've done in the past is to put those on transparencies so the whole class can take a look at them and analyze them. The other thing - going back to the assignment question - and I don't know how I'm going to work this in yet, but I have collected some lab reports from a mechanical engineering class and, if I have some engineers in the class, I'd kind of like to do some text analysis that have been written for the 300 level - Mechanical Engineering by native speakers - because so often engineers say "I don't need to write." And I think we could look at that in the sense of how was it organized and what kind of language was used - a little bit of text analysis in that way and "who's the audience?" So, again, I've got to wait and see what the class is like, but that's one of the things that's going to be fun. We've got permission from the students who wrote those reports to copy and distribute them.

I: How will your assignments be graded? Maybe grading is too restrictive a word - I'm interested in the feedback, what kind of feedback do you anticipate giving on the writing they do?

A: I haven't worked with the new grading system (for written communication curriculum) yet so I think it's one to ten for different components of the essay and because that is outlined on the syllabus, I will be using what's outlined there.

I: How about in terms of the past - when you taught it the last time - what kind of feedback - how did you give feedback?

A: Uhm. In the past, I haven't given a grade on rough drafts. I do a lot of written commentary. Even on the first draft, if somebody is low in language, I'll start giving them feedback on language as well as content. Although I'd rather not, but I think there are some people who need to know that "Hey, this sentence isn't clear - I don't understand it (laughs). And before we can start to talk about how you're going to organize this idea, I've got to be able to understand it." So that's something that's going to be determined in part by the quality of their writing. I think last time I gave grades for content, organization, and mechanics. Those are the three areas in the past that I've been evaluating.

And I think I started giving letter grades on the second draft. And then, people had the option of raising their grades by doing successive drafts.

I: And then the third would be the final draft, so each paper would typically have three drafts?

A: Yeah. There are some people who got a chance to have a fourth draft. I also found that there were some students that come in and ask for feedback during the process of writing so that - they know they're weak, they know they need help - and so (student's name) for example must have given me a half dozen drafts, but it was always _____ so it was little by little instead of _____. And that's probably something we should be doing - "O.K., you're going to have three shots at this." After the third draft, then it's over.

I: How is this course similar to other writing IEP courses and how is it different or distinctive?

A: O.K. As it exists now, I think with the prerequisite writing course revision they are not bringing in outside sources in terms of the writing, because it was getting so unwieldy for the students - it was just getting too overwhelming. And so, I think that's what we'll be aiming for - incorporation, external sources. The other thing is that apparently - I don't have to use this textbook that we've been using in the past - and so, what I expect I'll be doing and I turned out to do last year, was to bring in a lot of readings and things. I did a lot of gleaning from current newspapers and magazine articles. I did have back _____ I wasn't crazy about it so I can have what I want. But I have to decide by Monday morning (laughs), but I think I'll do a lot of xeroxing_____.

INTERVIEW #2 (EAP Instructor)

I: Based on what you've learned about this student population, would you change any of your goals or approaches based on what you know about now?

A: Yes, I think that because the majority of the class are undergraduates that we'll have to bring down the level of expectation in terms of the content, and probably, the topics that they're getting. So, instead of requiring that people write in their major field which is what I would have graduate students do - they'll be working with topics that they're interested in - that's what I'm hoping the survey will lead to - a research paper. We'll see today if they have some good topics.

I: What has been your impression of the writing that the students have done in the class so far?

A: I'm pretty impressed with most of them. They seem to have the form down pretty well in terms of beginnings, middle and ends. The language skills of some of them are a little bit lower than I would like to see. Yesterday that one summary we saw I think was (student) and whoever was her partner was - I thought the level of that language - there were places that it was more opaque than it should be. So, I think there are people who are doing just fine, but there are other people that, I think, that the language at this point from what I see is a problem.

I: O.K.   Based on the writing they demonstrated in their first assignments and class work, do you think you will change any of your strategies for working with this particular class?

A: Beyond what we already talked about?

I: Yes, I mean more at the level of what they've produced rather than who they are.

A: We may spend a little bit more time looking at language than I had expected. Probably, maybe a little bit more time working on editing skills.

I: Of course, when you taught the class the last time, you had to work quite a bit.

A: I had to do tons of language last time. But actually I think when we were talking - one of the things that surprised me previously was that, for that group, where I spent a lot more time than I had expected, was in reading skills and this group seems to me to be stronger readers. Although, some of them had real difficulty with that crime article and summary.

I: Now, you've done some things with summary writing in class. What seems to be the most difficult aspect of summary writing for this class so far?

A: Everybody seems to have done a nice job of seeing, at least on the one summary we all looked at together, of getting the concept of the misapprehension that people have about violence in terms of statistics.   Uhm, but I think that our pre-reading activities for some of them it seems like the logical flow is easier than for others. Of course, for some of them, whether it's struggling with the language - and for some of them, the language in that article was a struggle - in fact, rather surprisingly, there were a couple who still seemed to be processing at word level instead of the sentence level.   (Students) got hung up on a couple of words and couldn't figure out the sentence.

I: Who were they?

A: (Student) was one of them.

I: Yeah.

A: And (another student) - it was strange because she had it, but she didn't know she had it.   And she wasn't trusting herself, but she was getting hung up a little bit so she wasn't confident enough yet to restate what she wanted to say.

I: Anything else?

A: We didn't talk about it much, but I think it would be useful for them to have a sense of closure when they're writing summaries, and I think that most of them didn't have that and since we haven't talked about that yet, I didn't comment on that.

I: You mean at the end of the summary?

A: Yeah.   For some of them their summaries just (laughs) dribbled off.

I: Jumping to another topic. You do a lot of peer work in class - small groups and pairs and whatever - and what are the advantages you see in this for developing the students writing abilities?

A: I think a lot of students will benefit from being able to bounce their ideas off someone else and get reactions from other people.   And I think that they may be more willing to take risks, because they are sharing the blame (laughs) or praise, as it were, and so if I say to you "I want you to write a summary and it's going to be your name at the bottom of that summary," then I may be a little restricted in what

I'm going to risk putting down on paper. But if we're going to do it together I can always say "Well (uses interviewer's name) did it." (laughs) I think it gives that benefit. And I think brainstorming is always a useful activity because that exchange of ideas, I think, feeds the creative muse. I also think it's important for students to vocalize and so far in this class, they're not vocalizing much, and I think that's finally going to be a benefit for them.

I: Well, do you think that's because of that level that they're undergraduates or do you think it's the individuals?

A: I think I blew it because at the beginning of the class, I would have normally had some kind of exchange or activity.

I: To get acquainted?

A: Yeah, and I just assumed that they all knew each other, and they don't. And so, to some extent, they're operating in a vacuum. That's why I took the time yesterday, in addition to waiting for the overhead projector, to have them introduce themselves to the (new student) because we hadn't done that before but I would like to see them get more vocal.

I: Now, talking about the journal a little bit. What purposes do you see the journal having in this particular class?

A: Uhm, later in the term, it will be a place where they'll do some brainstorming and some preparation for whatever topics they'll be writing on. So that's one function. I think another function of journals is simply a physical kind of practice for people for whom getting words on paper is difficult. I like to tell people it's like playing the piano or kicking goals in soccer - that they just need to do it physically to make it come easier and it's part of that risk-taking, I think, too. If the journal isn't going to be looked at in terms of evaluation feedback, for language or vocabulary, then it seems logical to me that they are going to be a little bit more willing to take risks.

I: Now, you did mention to them that they would note one or two entries to do that (receive feedback).

A: 'Cause I always have students say, "But I want feedback", so I'll say, "Choose one or two and I'll give you feedback on those, if you want." I had an interesting conversation, again with (student), because when I was going around and asking them about how long did this take to write and I asked everybody, he said that it's hard for him to write sometimes because he can't think of the right word. And so I told him that I would like to see him try to extend himself a little bit, and if he can't come up with an appropriate word, in

English, then to write the word in Thai. Don't let searching for that word stop your flow of ideas. And, I don't know whether that will work - I'll take a quick look on Wednesday and talk to him on Friday.

I: He's a good student but I think he gave me insight into a number of the Thai people - that they are very much TOEFL oriented and very localized learners.

A: I've noticed that he's - if we get a vocabulary item up on the board - boy, he's got his list out and is writing it down. - And so, I almost have the sense that he's sitting there trying to absorb vocabulary and not much else. I could be wrong.

I: Yeah. I realize that because someone like (another Thai student) who's really not as good a student and learner as (student discussed previously) really suffers from that approach. She's not making much progress because she has such tunnel vision. And (other student) has that. He does the work because he's a compliant student, but I think down deep he doesn't truly believe that this training is as valuable as getting the (passing) TOEFL score and learning particular bits of language.

A: Right. (He thinks) if he can memorize enough words, he'll get the TOEFL score.

I: In class, you often take time to focus on vocabulary or language items which come up in the context of the students' writing or speaking. Do you see connections between these brief language focus moments and the students' writing and the development of their writing?

A: I hope so. I don't think it's effective for everybody. I don't think everybody absorbs it because it isn't in their textbook. But over the years, I have found that some students feed me back that stuff. And so, we'll see if that works. Uhm, I know that (student) last term said after the TOEFL, "Oh, there were lots of words we talked about in class on that test." And, another person I saw who really got a lot in this class last spring. I would talk about something in class, and by golly, in the next week it would turn up in his writing - on a real regular basis. And so, for good language learners, I think it can be effective. For the narrower, tunnel vision student, I don't think it always works, but I keep doing it.

I: Yeah. That's good. Some are writing it down in their book with translation and others are saying, "Hey, that's a good word", and it shows up in their writing okay. A question about the textbook . . . before I knew there was a textbook, and now you've changed it. What were some of your reasons for

choosing <u>The Process of Composition</u> textbook? And, how will this textbook relate to your classroom discussion of writing?

A: Well, I think what we'll be doing is using it to get at some of the form.   And, uh, it will give them some clear reinforcement of what we're looking for. It's got - when we get into using citation - it's got a good chapter on how to do citation and that kind of thing. For the readings, I think it's easier to pull in readings and then talk about them. And so, that's why I did it. The Spack book - I found last time I taught this class - a couple of the chapters were fine - but I only used two chapters out of the whole book and I think other people have had that same experience, and so, (the written communication coordinator) said, "You don't have to buy that if you don't want." And I said, "O.K. We'll see what we can do." The strength (of the book now used) is in organizing things and saying "O.K. now, we're going to look at one, two, three" so that's what we saw with the summary writing - these are things to think about. And, I think, especially for undergraduates that's a nice thing. And, I'm not very good at doing that myself (laughs) so it's nice to have somebody else do it for me.

I: Now, getting back to something you said that you're using it to get at some of the form - What are some of things you include in "form"?

A: O.K. I mean the overall structure of a piece of writing: an introduction, a body, a conclusion.

I: So that's organization.

A: Yeah. By form, I don't mean verb tense.

I: Right. Are there other things, too?

A: Support - how they're using support. The other thing I like about (the) book - and I think we'll be able to get into - is some logic stuff so we can look at things such as "red herrings" in terms of analysis. That's one of the things that I don't know how much we'll be able to do given the undergraduate nature of the class - I think it would be o.k. - it's kind of fun to play with.

I: Alright. On the written feedback you gave on the first assignment, the letter of application, would you say that's typical of the type of feedback you provide?

A: Pretty typical - there isn't as much because it's not an extended essay. There's not as much about support and overall organization. But, in terms of - yeah, I think it's pretty typical. Now, here I'm talking about my remarks and scribbles and stuff.

I: Yeah. O.K. For this level of student, what type of feedback, do you think, is most effective? So, for this level - written comments, symbols, oral feedback and conferences - what things have you found to work well?

A: Of course, I haven't conferenced with them yet. Uhm, I think they have to have written feedback because I mean I know myself, when I didn't get feedback from professors, if I didn't jot stuff down or he hadn't jotted stuff down, I'd go home and I wouldn't remember (laughs). And so, I think they need that. I have heard of people who will read something and just put a grade on it and say, "That's it". And my opinion is that doesn't work. I think symbols are an efficient way of dealing with language problems so I use them. I don't have any problem with that. I try and respond directly to the student. I hope that when the students read the feedback they feel like they're getting a comment that's coming from me to that individual and this isn't something I say to everybody. Sometimes, and I'm trying not to do this as much, but I tend occasionally to ask rhetorical questions. And I think, (written communication supervisor) has noted this, - I think - that's not always a good idea because what seems to me to be a question that has a very clear answer, and hence, is not really a question but a statement - that isn't the case for some students so I'm trying to redirect myself in that - and I think I'm getting better about it.

I: Do you think that's more because they're students or that they're international students?

A: I think it's because they're international students. I think if you had a native speaker it would be clear. Of course, it's been a long time since I've taught native speakers - I might be surprised.

I: Are there any students at this point that you are concerned about in terms of where they're at?

A: Just, from prior experience, I haven't seen any of (her) work but I'm worried about (names student). (Another student) doesn't seem to be real strong in terms of writing, although I know from experience that she is a good student and a hard worker. (Another student) has a good mind, but is a little bit lazy - and he knows that and he and I talked about that. And (another student) has only a "7" on his job description and letter, and again, I don't know whether that was from a lack of preparation or genuine problems. (Another student) told me that writing was hard for her and she doesn't like it, but she's doing O.K.

INTERVIEW #3 (EAP Instructor)
(Discussion of a student who "dropped" the course)

A: As a teacher of writing you want a student to give you a chance to show what you might have to give. And I don't feel like he's done that.

I: What expectations do you have for the peer work done in this class?

A: I think that in the same way that when a student is writing a journal they can discover ideas that, perhaps, they didn't realize they had. In talking with someone else, they discover things that they don't realize that they had had in mind or they hear a new idea will appear - so that's one thing. The other thing is that I think it's very important for our students to know when they are communicating clearly and when they're not 'cause that seems to be one of the problems that occurs when you leave the sheltered classroom (EAP) and go into the university classroom - that it isn't the spelling errors that drive professors crazy - it is - from the people I've talked with - it's, "I can't understand what he's trying to get at." And so, in the peer work, especially if you can work with somebody that's not from your language, they can discover those places where the meaning isn't _____.

I: What about in terms of output? When you put them together and they're working on projects, I mean, are they coming up to the level that you would expect or is it so important what they produce? Is there more importance on the process?

A: You mean how it's reflected in the final product?

I: Well, I mean, sometimes they're doing activities in class where they have to produce something that's going to be put up on the board. What kind of expectations do you have?

A: Like the summary of paraphrase activity?

I: Yes.

A: I think the process is more important than the product in that - I guess. Although, what it does is give you something that you can look at that's got a joint investment instead of a single student investment and so I think it's easier to put something up and say, "O.K. there are problems here." Because it's two people it's not as "aaah".(laughs) But generally I think the process is more important than the product. The other thing that I like about any kind of group work for my teaching style is that I'm sure that it has become clear that I do a lot of my teaching as I move around the room while they're in groups. And so, I can give feedback to individuals. In that way, that would be a lot harder to do if

the class were meeting all together and that's just my own particular teaching style. Not everybody functions that way.

I: Can we go back and talk a little bit about audience? For the papers the students are writing in this class, is there just one audience? Is there more than one audience?

A: Well, we have told them or I have told them that they have an audience which is their peers but that I am also their audience - beyond that, we haven't defined audience. When in past years before this course was in its current form, I think that I played more with audience - uhm, in Joy Reid's book (The Process of Composition), there's a nice exercise where they take the same topic and write it for four different audiences   ___. You've seen that exercise? An elementary school audience, a high school audience, freshman in college and then graduate.   I think that's nice but with the reading/writing focus I think we won't see that quite as clearly. And maybe if I were teaching it again I would look a little bit more at that. With some of the really good students I've been talking about, with (two student's names), I've been talking about the difference between the academic approach to writing and the journalistic style, because (one of the two students) is a journalistic writer.

I: Which one (student) are you talking about?

A: The Saudi. (The other student with the same name) is just so into the academic audience there's no point in "screwing" him up (laughs) by talking to him about the journalistic style. But for (the two students) they were working together and it was interesting because they were giving each other really good feedback; but they were a little bit at odds, because (student) has this highly journalistic kind of - lay it out in outline if possible, short paragraphs - and it's an effective style. Whereas (the other student) is coming out of the academic essay school in the prior courses. It seems like he's taken on the style of the stuff he's been exposed to in this EAP program. Whereas (the other student) is kind of keeping his style perhaps, that he brought with him. If he were going into the university, I would push him a lot harder to move into a more controlled, expository kind of style.

I: Now, when you talk about (student) has taken on the IEP style, you're talking about an academic . . .

A: Yeah. The academic form, using a topic sentence and support - and I think that's important - I think that's good. If (other student) were going into the university, then I would encourage him to try and fit into that plan. But he isn't, so I don't think it's as important.

I: Now, in terms of audience, you are the primary audience and there are the peers, also. Maybe you wouldn't say that?

A: But I would say I am the primary audience because they do so much sharing.

I: So you would say that really there's quite a mix. I don't know if you would identify one as primary but they're both equal in your mind?

A: Yeah. I award the grade but . . .

I: O.K. You as the audience - Are you looking at primarily your role as an English instructor or is there another kind of person you play?

A: Oh, that's a good question. Uhm, well, of course you're there as a composition teacher. So you're a composition teacher, but you're also an ESL teacher - a language teacher - so that's two roles _____. Whereas at the lower levels, I think you're an ESL teacher. But then, I hope that in the things I write - and I'd be curious to get feedback on this - responses on the journal, the papers, and even the reading assignments - I would hope that I would have a voice so that I can make jokes with (student) say, or respond academically to (another student) who is hungry for red marks on his paper. He said to me the other day, "I liked this - It made me so happy to see this red." (laughter) . . . but I think I know what he means. It's interesting because, at the state TESOL convention I went to a presentation on appropriation, and so I find that I'm self-conscious about what I'm writing in ways that I'm not usually 'cause I know that I have another audience - and so, I wanted to hear this. . . and it got me thinking a lot. For a time, there was that school that said no intervention at all. That if you do that, you're appropriating - and I hadn't thought about it a lot in that way. And since I was in that presentation, I find I'm thinking, "Now, is this an appropriatory remark?" or "Is this a response to which the student is going to respond?" and for some of them, (student) is a good example. I always ask to get the rough draft that I've returned back with the next draft . . . so, she very carefully goes through and draws a line through every remark that you make to make sure that she's done whatever you've told her to do. I thought that was an interesting approach. And yet, I can remember when I was writing my Master's paper that I'd look through stuff (professor's name) - and he's a good editor - and he'd give me back something and I would do it. I mean exactly what (student) is doing. I'd cross off stuff or check it off. And so, it's kind of hard - you think, no I'm not appropriating - but, maybe in the eyes of the student, you are. And so, ___.

I: Going on now, what kind of problems have these students had with the assignments thus far?

A: Uhm, the group of students - if we go back to the survey - I really liked that - I thought that produced some nice stuff - but the group of students that did the dormitory food survey had a terrible time finding some resources and they had a difficult time expanding it. And so, I think that's my fault, actually I think I should have said, "No, this topic isn't going to work for your survey because you won't be able to find stuff down the road." When we went over to the library and they were looking for articles with which to expand that survey essay __, some of them had real problems because the indices that we were using gave them articles that were really more complex than they needed to be. And so, for some of them, I think that was really frustrating. I was pleased with the quality of the final products that I got from a lot of them - even a little surprised because it was. I thought a difficult task for some of them given the nature of their resources. But they did pretty well. For some of them, summary writing is still a problem because they want to just pull the appropriate sentences out of the article and that's one of the reasons I decided to spend some more time on paraphrasing.

I: That is a hard skill for them to acquire.

A: Well, it is a hard skill for anybody, I think.

I: Yeah, it is.

A: But I think it's absolutely crucial. Otherwise, you get students who either plagiarize or unconsciously plagiarize or who put quotes around a whole paragraph, and so, I think, that's a skill that you've got to have. Uhm, but it's still difficult for some of them. But, overall, I think they're better than some classes that I've had over the years. Different individuals have different problems. (Student) has real problems getting her writing so it's clear and understandable. What I have suggested to her is that she does a much better job in her journals where she is writing informally. I said, "You're working too hard to sound like a scholar." . . . and all it took (to improve an assignment) is to take out the extra verbiage. So she's got that problem. (Student) - everything seems hard for her. She's one that I have suggested reading out loud to catch her ears, but she's just like a little butterfly (laughs) and she does this and then goes and does this - and she doesn't have any clear interests.

I: Can she write an outline? Like maybe the first sentence - the topic sentence - of each paragraph.

A: Well, yeah. You see they had to do that and she was still struggling with her topic.

I: They had to do that for their paper?

A: For their essay, I didn't collect them - I just looked at them in class.

I: It seems like if she could write a good outline, maybe that would help. But, does she write a good outline, and in the paragraph she starts floating?

A: It's even before the composition. I'm not sure where she ended up yesterday - what topic she ended up on. It's like she doesn't have a way of looking at an idea critically. And so, it comes before the selection of a topic. What I do remember - she ended up yesterday saying, "Can I write about UNICEF?" and I said, "What do you want to say about UNICEF? Do you want to give a whole history of UNICEF? Do you want to talk about UNICEF in Somalia?(laughs) You've got to think about why you are choosing this topic." She just - it's tough. Those are probably two examples of problems . .

I: Which classroom activities have seemed to be the most beneficial so far?

A: I think the summary writing is a good experience for them and I like doing it in class. I would be glad if I had a little bit more time to do some more summary writing as a group because I think that's useful for them as a process and useful when we can review it and look at it. I think this paraphrasing exercise that we'll finish up today may be really useful - I'm anxious to see what comes out of it. And again, it's because they're going through and doing something in the class and not necessarily at home. I don't think many of them are getting help but I have had classes where I've found that they got so much help that doing it was, perhaps, not that useful. But then being able to review it and get feedback on it, I think, is useful. We haven't had time to do much in class reading but I think in class reading can be useful too. And so, what we have done is of benefit.

I: Are there any activities that you might do less of in the future that you didn't find as helpful as you thought?

A: I'd have to go back and look at my lesson plans. (laughs)

I: So, nothing comes to mind?

A: No, no huge failures.

I: No failures, but just things that you say, "Oh, I would adjust my time and maybe use more to do summarizing and paraphrasing than that."

A: I wouldn't go and do the library with that particular set of indices because I don't think it was appropriate for the majority of the class. It would have been fine if they had all been graduate students. It was a real clear one . . .

I: How do you think the students have responded to the feedback they have received so far?

A: It's hard to tell - I had that remarkable remark from (student) about the red marks. (Another student) wrote me a half page - I wrote a comment in her journal - and she wrote me back a half page talking about what she thought about what I said. I ask to try and check with students to see if they have any questions about what I have written - Especially with a class this big, conferencing - one-on-one, sit down and look at a paper kind of a conferencing - has to be a little more limited. But, I tend to give things back and give them a few minutes to kind of absorb and to see if there are questions. And sometimes students will say, "Well, I'm not sure what you mean here." I don't get a lot of that. I sometimes think it's because they're a little embarrassed to ask. I don't think it's because of my great clarity. It does make me - I get - and I will tell the students - I get angry when I see a student take a paper and look at the check or whatever and stick it in his notebook. This class seems to be pretty good about looking over comments - whether they're reading it from interest or just because they feel like they have to do it - I don't know. (laughs) You know the question you asked about what the students find difficult. I have a couple of different people who really seemed to have - I'm thinking of (student) - who seemed to have real problems integrating content. As long as she's dealing with one topic - one article that she can summarize or react to or if she's talking about her own personal experience, she's fine - she's very bright ___. But it really seems to have thrown her to be bringing in a set of ideas from two or three places. It's interesting to see how differently they react.

I: Yeah. It is. I guess it's a very different skill to synthesize - putting a number of ideas together.

A: Yeah.

I: O.K. Here's a question - in your class, I've observed a number of sources of feedback . . . For instance, I'm going to go over several of them. One, on their papers, of course, these are written comments. Then, of course, you've had at least one individual writing conference. There's a lot of peer critique that goes on in the class and sometimes you give

general comments in class. For instance, if they do a summary exercise and then you pull it up front and you go over it together as a class. But also there are times that they are in peer groups that you circulate around and you give comments. Now, as a teacher, I'm going to have to try and rank these as far as what has been most effective with these particular students. Then, I'm going to turn around and ask you what you think the students are going to identify.

A: I have a real good idea (both laugh) about what the students are going to be doing.

(Investigator shows chart)

I: Is there any other type you would consider as feedback that I've missed? And I'd be interested if you think there is something I've missed.

A: In terms of feedback, I think this is lowest.

(Makes a distinction between "general comments to class" and "specific comments to class")

(After ranking items), I am real curious - can I see them at the end of the term?

I: Oh yeah. It's real interesting. The students that I selected for the study (names the students) how would they compare to the rest at this point?

A: That's interesting, actually. (One student), because of his writing background, is going to be very strong. But he missed that week, and he's just about caught up now, I think . . . he's very strong. (Another student) is very earnest - he has some problems with language - but I think that when he writes in his major field, we're going to see a lot of those problems dissipate. (Another student) has some real problems with clarity and expression, but she seems to do well with organization so I think she'll do o.k. (Other student) on his survey essay did a really fine job of handling the language of recording statistics kind of stuff that we had looked at and talked about - he really did a nice job on that. But on his midterm, there wasn't any thought to it and so the content was weak. And I think it suffered because he hadn't done the readings before the exam. I think he's capable of better work than I've seen, but I haven't seen much.

I: How would you characterize your role as a writing instructor in this class?(laughs)

A: Facilitator - I don't know . . .

I: Yes.   You can give me adjectives.   You can give me whatever.

A: There is less informality in this class than in any class I've taught in a long time.   Typically, there would be more joshing and joking in class.   And so, in fact it was kind of funny to me.   I think it's a different role for different students.   So far, (one student) I feel like I'm polishing for her.   For (another student), I'm providing direction - there are these two types of extremes.   (pause)   Yeah, "facilitator" is really a good word.

I: Much more than someone who is the "expert" dispensing . .

A: Yeah.

I: Any other roles you can think of? . . .

A: Probably, the "expert" is certainly part of that role (facilitator) so you say, you know, dumb things about form but they've got to learn it some place - articles and quotation marks and that kind of stuff - so in most terms that's not facilitating, that really is expert - feedback on language, seems to me to be some type of compromise between facilitator and expert.   It's good to do this because you wouldn't think about this stuff.   You just go in and do your thing.

I: How would your role be different in some of the lower levels of reading/writing (in this EAP program)?

A: Probably more expert.

INTERVIEW #4 (EAP Instructor)

I: Overall, how would you rate student performance on the final paper?

A: Various - but overall, I was pretty pleased.

I: What made you pleased?

A: The way in which they went out and found some other sources. Some of their focusing wasn't sufficient and it really became a problem.

I: Any surprises on any of the student papers?

A: (Student) is someone who is still struggling with the concept of using resources and giving attribution. Uhm, it's not an intentional thing - it's difficulty in changing the way in which she writes. (Another student) - he had done so much writing already that his organization is one that he's pulled from his professional experience. And so, it isn't the kind of production we expect, but I think it's appropriate.

I: What do you mean?

A: Instead of working with cohesion from paragraph to paragraph, much of his paper works through topics - which is entirely appropriate for his field - but it means that in terms of talking about coherence _____.   If there was somebody I was surprised at it was (student). She could have produced a much stronger final paper . . . she's a very bright young woman and got into this topic and did a pretty nice job of researching, but her final paper was not up to the level it should have been. In contrast, her in-class writing was very nice. (Another student) did a really nice job. I wasn't surprised by hers, (Student) was not surprising, but not good. It seems to be as much a problem conceptually as much as it is anything else. She just doesn't seem to see how ideas can relate and how it's necessary to present those relationships for the reader - almost stream of consciousness. (Student) did o.k., but not great. I would have been happier, I think, to see a little bit more sense of audience. He seems to be somebody whose vocabulary has extended beyond his ability to handle it . . .

I: When you say "audience", what do you mean by that?

A: Well, in our class, we were defining the audience as other students in the class and myself. And (another student) was able to see that and it included some definitions and explanations that I think he might not have normally included. Whereas (student) had more of a problem with that. He needs

to use examples to support his points. There's a good deal of assertion so I'm less happy about his progress.

I: Is there anything else, in general, that you would say are strengths you saw on the student papers?

A: In general, you mean? I think I saw a general increase in their awareness of using cohesive devices. I didn't see much change in language, nor do I think I expect to see a change in language at that level. (Student) - he was someone who I thought made some real strides in his sense of audience and in his use of cohesion.

I: Are there any other problems in general?

A: As I read back over my comments, some of them still need to use more support. They're asserting rather than showing. But again, not everyone, but some of them.

I: In terms of the final course grades, how did the (students in the study) compare with the rest of the class?

A: Interestingly, I think the strongest students are the undergraduates. (Student) ended up with an "8" something. (Other student) had a low "8" something. (Another student) is strong - a "9" something.

I: What kind of an effect did the tier test have on your overall evaluation of the students?

A: I think it's very useful because it's an outside reader and in-class production. And so, there were no surprises for me on the tier test as I think back, (One student) performed a little lower than I expected, but he was a surprise for me.

I: What were overall objectives in providing feedback for (the students in the study)? I don't know if you do see a difference in how you looked at their papers?

A: (Student) has a problem with vocabulary, particularly. And she gets caught up in things so that her meaning loses clarity so I think, perhaps, when I read her papers I looked for more of that kind of feedback - "this isn't clear." She also has a problem with attributing and working in somebody else's words - that's a real problem for her so I guess I look there. With (another student) it's a puzzle because when he's writing in his journal it really seems to be easier than when he's writing a paper. And so, in giving him feedback on a paper he's preparing at home _____ he needs some help with organization, too. (Another student) - the things that he wrote were relatively limited compared with the rest of the class. And with (student), he has such a clear sense of the way in which he wanted to organize things and I think it was

appropriate. So, for him, I think, I gave more feedback on mechanics than I might for a student at that level. He's done a lot of studying and so has had a pretty firm idea of what studying should be and I hope that is going to jibe with what he finds - it might. I suspect it will. I think he'll be o.k.

I: Now, this is a little bit more difficult question. Do you think you read the graduate students' papers differently from the undergraduates? And if so, in what ways?

A: Maybe I can answer it from prior experience. Normally, I would say "yes" - that I would read the graduate papers with greater expectations for the content and the specificity of the paper and the focus would be extremely controlled because they have that much more knowledge about a narrow field. But this time, I had some undergraduates who were really good. If we count (student) as an undergraduate, and he is - I mean he did a fine job of handling his topic - it was an undergraduate sort of topic - but he handled it extremely well. (Another student) is another example of somebody who really did a fine job - and she is only an undergraduate. (Another student), another undergraduate, who really did produce some nice things. And so, I think that in terms of my criteria I had undergraduates that had higher scores but not because I was interpreting the criteria (differently). In the past, I might have had an undergraduate that did this work and a graduate student that did this work and they both get an "eight and a half" in content, for example. In this case, I think, that the undergraduates were so strong that we were looking at criteria that were equal for both. (Undergraduate student) that even stretching - if I could stretch - maybe it would be acceptable, but she was up against a bunch of other undergraduates who showed they could do it.

I: When giving feedback, do you do so exclusively as an English instructor, or do you sometimes attempt to take on the role of an academic reader? What I mean is someone who would be an academic reader in a field for these students.

A: I don't think you can evaluate the content if you don't put yourself - at least in the position of, perhaps, not an academic instructor but at least academic reader - maybe I can make that distinction. Uhm, because if you say only English teacher it will give the impression that you're only looking at language. You're only looking at paragraph hooks and that kind of thing. And if you're not reading it for the content, you're, I think, failing the student. Is that what you mean?

I: Yeah. Tell me a little bit more about your distinction here between "academic instructor" and "academic reader".

A: I think frequently, particularly with graduate students where they get into a level of knowledge that I simply don't have, I would frequently write in the margin - "Is this something that is generally accepted in your field?" versus knowledge that is common knowledge for your field because there are some things that - if they're writing in their major field - I might say, "Well, I don't understand this - explain it." And they say, "Well everybody knows what (term) is." (laughs) I guess I'm reading with their stuff - with the undergraduates you're just an educated reader and you just respond - but for the graduate students, it becomes sort of a dialogue I think. That's why I think conferencing is nice. I wish that I could have conferenced more on the final paper more than I did.

I: In other words, you have to in some sense at this level to be able to read it as an educated reader or . . .

A: Yeah. You can hire yourself out as an editor for a chemistry paper or a physics paper, I suppose, but if you do that, then you're only looking at mechanical things pretty much. But it would take more than that to read as a teacher of composition.

I: In terms of evaluating, giving feedback, how do you think you would compare as an audience with the kind of academic audience these students that will have in terms of instructors?

A: I'm afraid I'm more sympathetic than some of them are and I'm also afraid that I'm less sympathetic than some of them. (laughs) In talking with students over the years, it seems as though there are some people who want every "t" crossed and every "i" dotted correctly. And there are others who say, "He's an international so I'll write the paper for him." I guess I see myself as some place in the middle. I suspect that I am more sympathetic than the majority.

I: Sympathetic in what regard?

A: I'm borrowing that from the oral interview kind of stuff - I think it's a good term - because as language instructors we fill in the blanks for the students - we make the connections that are not, perhaps, obvious.

I: Content level? Or what level are you talking about? Level of ideas or level of language?

A: Well probably, level of language here, but perhaps (student) is a good example here. I can read a sentence and have a pretty good idea of what she means - at least I think I know what she means - but when I gave it to my husband (an English Lit. instructor), he would say, "What does she mean?"

So I suppose in this sense - yeah, it's at a language level we're talking about. You can see the meaning behind the language.

I: Are there any other differences for how you might look at a paper - let's say that some of the graduate students wrote - how would evaluation of their papers be different by their instructors?

A: I'm not sure what you mean. Do you mean how I would look at opposed to how they would look at it?

I: Yeah.

A: Certainly, I would think that the professor reading it would be looking for ideas and the relationship of the ideas and the discussion of the ideas and that he would be less concerned with some of the more surface qualities of the paper - the language and the cohesion. While as an ESL teacher, I look at that content and I say, "I don't understand this, so you're going to have to explain it for me in greater detail" or "You're going to need more support here to prove it." I suppose that it's possible that an academic instructor might read it and say "right" and not even require that support. I can imagine that being possible. On the other hand, I could also imagine with (graduate student's) paper, perhaps, can make an assertion which I assume to be common knowledge and the professor would say, "No. You're going to have to develop this more." But I would think, generally, a professor would be most concerned with the content of the paper.

I: At this point, how well prepared do you feel these students are for the demands of academic writing?

A: Do you mean individually? Because it's various. Generally, I think they have a pretty good grounding, especially the undergraduate ones. Graduate students have had no exposure yet - no, I should say less exposure to the specialized indices and references available to them. And they need to look in more detail at the kind of language that's going to be used in their field. (Student) for example, hasn't done any reading at the graduate level in her field. (Student), on the other hand, is in real good shape. (Another student) is somebody who is going to need more guidance. (Another student) may be able to work just fine because he'll be involved primarily in group work. If that's the case, his mind is fine and he can contribute to a group project as long as he doesn't have to be responsible for writing it. I think all of the undergraduates who passed are in pretty good shape. I don't think they would throw up their hands and say, "I don't know what to do."

I: What kind of writing skills do these students - the graduate students - still need to do well on future academic writing tasks?

A: Yeah. Giving them more extensive assignments, I think. And, uh, still more work with bringing in others' research. Probably, if we had had more graduate students, I probably would have spent some more time doing some text analysis so that they could look at their specific fields and see how the language varies and how the organization varies _____.

I: Are you talking about like comparing for all the students - different subjects?

A: I've done that in advanced writing classes sometimes. Yeah. So, we'll look at economics and we'll look at statistics and we'll look at chem. engineering and see that there are differences in language and form. But I think that's not appropriate when only three of the people have a major.

I: Now, thinking about the graduate students, what additional training in writing will these students receive in their academic course of study?

A: I think only the training that if I can use my graduate experiences as some kind of example - just what they get from their advisor.

I: In other words, the question I asked before "What do they need?" And the need to get more extended assignments, bringing in others' research, and maybe understanding more about - in relation to textual analysis - how their field does it. Is that something that just comes from feedback? Or is it taught?

A: Yeah. To my knowledge - there are some courses in departments which are offered in research and I suppose in there you can imagine them learning that kind of thing - but except for 501 (EAP), there is not much focus at the graduate level. It may be out there I just don't know.

I: Overall, in what ways have these students improved in writing during this term?

A: Well, again, because using sources is such an important part of the course - I guess I would say, overall, using sources and thinking about audience and who the audience is. I didn't see a lot of improvement in terms of language from most of them. I think it's controlled to a great extent by the syllabus . . .

I: Controlled by the syllabus, you mean . . .

A: It's such an important part of the objective of the course that's what we have to stress.

I: Well, that leads me to the next question then. Looking at the original objectives of the course on the syllabus - how closely did this course match the original objectives stated in the syllabus?

A: (while looking at a copy of the syllabus) Yeah, I think some of them became better readers. Certainly, we kept an academic focus on content - very strong, I would say. We definitely worked with authentic materials. We didn't work at all with any adopted materials. Everybody became comfortable, and to varying degrees, skilled in using the library. Editing skills - I didn't put as much time into that as I should have. For (student) improved in her use of vocabulary and became more aware of how to handle it so I guess we could say that we saw some change there. (Student) also gained a better sense of it. I think many of them improved in terms of this - not one hundred percent. (laughs)

I: Writing in a university setting - there are certain models that have been proposed - and there are different emphases which have been identified for writing in a university setting. One would be what we call developmental and that's doing writing to just learn how to write better. Another one is a curricular emphasis. And that is writing to show that you've learned course objectives. So you can think of that like in a content course where you might do an essay exam - or whatever - but, could apply in other circumstances, too, when you want them to demonstrate that what you've taught, they've learned. Another one is academic and that's where they learn to write academic papers, academic research papers. And a final area would be professional and learning how to write for professional purposes? Are those somewhat clear? (Gives instructor chart)

A: Yes.

I: I don't know if you can identify any others. If you do, let me know.

A: Well curricular could be a (laughs) big area.

I: Yeah. Could be.

A: You know you could just about put anything in there like lab reports, for example.

I: Yeah. Although, sometimes with lab reports it could be learning how to write in a more professional aspect. It kind of depends on the teacher's focus. Do they care that they learned the result or do they care how it was formatted? Now,

I'm going to ask you to look over the chart and rank the following based on the emphases in this class. (Instructor fills out charts)

I: If you were to teach this course again, what changes would you make?

A: I'd do a little more conferencing for the last paper. If Thanksgiving week hadn't come when it did, some of them could have gotten a direction on the thesis right from the start. The time before this I expanded the reading quite a bit - the kind of structured reading we did. I did more structured reading in this class than I did in the past and I think I'll keep that. It's hard to say until I see the students. - Maybe a little more work with editing skills, although, for many of them, it wasn't a problem.

I: Overall, how well do you feel you were able to answer my questions as a researcher and not as a director?

A: (laughs) Oh, I think pretty well, actually. Actually, I wasn't thinking about you as Director at all. Yeah, and I think that's true. What was funny - the research part of it and its impact on the instruction - it did feel funny to have you in the class every day and I've been observed so much - it isn't the observation. It was the knowledge that I was being taped and that everything I wrote was being copied. And that's a kind of intense scrutiny that makes you very self aware - self-conscious. Maybe so that I think I - and I think the students to a little extent - were aware of your presence even though you were as unobtrusive as one could ask. So, everybody has those days when they think, "Oh gee, why did I say that!" And I thought, "Why did I say that - and it's on tape." (laughs)

APPENDIX C

APPENDIX C

Routine Letter

	A+ 30	A 27	B 24	C 21	D 18	F
1 Organization	No errors	No errors	Paragraph 1 doesn't get right to the point Last paragraph has too many details	Paragraph 1 doesn't get right to the point Last paragraph has too many details	A paragraph is omitted	Both C and D
2 Completeness	10 No errors	9 No errors	8 Omits 1 detail	7 Omits 2 details	6 Omits 3 details	5-0 Omits 4 details
3 Conciseness	10 No errors	One error: expletives, trite phrases, redundancies; passive voice	Two errors	Three-four errors	Five-six errors	Seven or more errors
4 Courtesy	10 No errors	One minor error	Two errors No RB	Three errors No EA	Four errors	Five or more errors
5 Concreteness and Clarity	10 No errors	One minor error	Two-three errors Ac or Assign	Four-five errors Ac or Assign	Six-seven errors Logic error	Eight or more errors
6 Grammar/Punctuation -1 for each punctuation error	15 No errors	14 One minor error Apos Para K CT No Pro Sh SI 1-2 pc	13-12 Two minor errors 3-4 pc	11-10 3-4 minor errors or Agr or MM which isn't serious 5-6 pc	9-8 5-6 minor errors or Frag or serious MM 7-8 pc	7-0 7 or more minor errors or 2 or more Agr 2 or more Frag or serious MM 9+ pc
7 Word Usage, Spelling, Proofreading, Typing	15 No errors	14 One minor error in proofreading: Abb Cap For	13-12 2 errors in proofreading or one minor error in word choice: D Sx	11-10 3-4 errors in proofreading	9-8 One sp/typo or serious error in word choice (Ck) or 5-6 errors in proofreading	7-0 Two sp/typo/ck=5 3 or more=2 4 or more=0 or more than 7 errors in proofreading

No outline or statistics -5; Weak outline -2

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