

# Please work on this prompt:

Take until **1:05** to do the following:

- a. Open the following documents:
  - i. "Genre Worksheet" emailed to you yesterday
  - ii. Writing model you brought
- b. Respond to Step 0 in the worksheet.
- c. Begin finding materials in response to Step 1.

At **1:05**, talk to a neighbor about what you've found so far. Discuss:

Are you working with the same genre?

Why did you choose your model—what characteristics of your chosen text do you want to emulate? Did you and your partner apply similar logics to selecting a model?

## **Some Academic Genres**

- Abstract
- Dissertation/thesis
- Literature review
- Proposal (conference, grant, etc.)
- Response paper
- Scholarly article or chapter

# **What genre are you investigating?**

## **Some Application Genres**

- Cover Letter
- CV
- Statement (teaching, research, diversity...)

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# Mapping Genres to Meet Reader Expectations

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— Workshop by EPPIC & GWC —

23 January 2019

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# Agenda

1. Discover range of GWC & EPPIC services
2. Learn about genre theory from applied linguistics
3. Apply genre theory to your sample
4. Obtain feedback from peers

# Graduate Writing Center

Schedule a one-on-one consultation:  
<https://gwc.psu.edu>



# **English for Professional Purposes Intercultural Center**

Sign up for workshops or one-on-one consultations:

<https://eppic.la.psu.edu>

**EPPIC**

**ENGLISH FOR PROFESSIONAL PURPOSES  
INTERCULTURAL CENTER**

# What is Genre?

- “A genre comprises a class of communicative events, the members of which share some set of communicative purposes.” (Swales, 1990, p. 58)
- A genre is a recognizable set of communicative practices that follow a general pattern and accomplish the same purposes.
  - The pattern might be highly consistent (e.g. a resume)
  - The pattern might be flexible (e.g. event flyer)

# What are some common academic genres?

- Journal article
- Conference abstract
- Grant proposal
- Response essay
- Email to a professor
- Lab report
- Teaching statement
- CV
- Syllabus

# DEBRA M. SMITH, PA-C

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## CLINICAL EXPERIENCE

University of Washington – Multicenter AIDS Cohort Study/Pitt Men's Study

Physician Assistant

- Conduct physical examinations and collect and interpret data for a multicenter longitudinal cohort study
- Coordinate new research protocols, communication with central study coordinators, and IRB submission
- Train staff on new procedures, protocols, and data collection and reporting methods

Feb. 2016 – Pre-

CV

Saratoga County Health Department

Physician Assistant

- Diagnosed and treated sexually transmitted diseases

Jul. 2015 – Oct. 2015

University of Washington Medical Center – Transplant Institute

Physician Assistant

- Provided medical management of liver diseases and coordinated medical care before and after liver transplants

Oct. 2014 – Jul. 2015

Prime Treatment Services of Bellingham

Physician Assistant

- Conducted physical examinations on clients in a methadone maintenance program
- Coordinated care with primary care and mental health providers

Apr. 2014 – Sept. 2014

University Health System – Family Focused AIDS Clinical Treatment Services Clinic

Physician Assistant & Quality Improvement Representative

Dec. 2010 – Oct. 2013

- Provided HIV management, primary care and acute medical care for patients with HIV/AIDS
- As quality improvement representative, developed annual work plan and quality improvement goals, assisted with data collection, reporting, and implementation of initiatives

University of Kentucky – Bluegrass Care Clinic

Physician Assistant & Quality Manager

Sept. 2007 – Nov. 2010

- Medical management of HIV/AIDS and associated conditions
- Managed treatment and monitoring of Hepatitis B and C co-infected patients
- Provided oversight of data collection and reporting
- Implemented and evaluated continuous quality improvement projects
- Supervised the clinic's quality improvement team and led monthly meetings
- As AETC Educator, provided HIV/AIDS training to health care providers throughout Kentucky

Children's Clinic

Physician Assistant

- Provided primary medical care for rural pediatric population

Jan. 2007 – Sept. 2007

## SPEAKING ENGAGEMENTS

University Health System • San Antonio, TX

"Overview of Viral Hepatitis."

Jun. 2013

## Plenary speeches

### ESP teacher education needs

Helen Basturkmen University of Auckland, New Zealand  
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Teaching English for academic purposes (EAP) and for specific purposes (ESP) are demanding areas in which to work. Teaching in these areas typically includes a range of tasks, such as investigating learner needs and specialist discourse, developing courses and materials in classroom teaching. Therefore, teachers face a range of tasks which often require knowledge and skills. To date, the literature in EAP and ESP has tended to meet the needs of learners and background the learning and knowledge needs of This plenary reviews themes in the literature on teacher education in ESP and in two research studies that investigated the practices and perspectives of ESP and EAP teachers. Findings from the studies are discussed in relation to education needs in this field.

# Journal Article

### 1. Introduction

The theme of the 2017 Asia-Pacific LSP (language for specific purposes) and Professional Communication Conference is 'Collaborating and Sharing Knowledge'. In this plenary, I report on two studies that are concerned with EAP and ESP teachers and teaching and also related to the conference theme. Both the first and second study involved teacher participants who were willing to share with the researchers information about their work that would help us develop our understanding of teacher education needs. I would like to acknowledge all the teachers who participated in the studies as they were generous in giving their time and sharing their experiences. The second study was a collaboration with a colleague in Spain, and again I wish to acknowledge the major contribution made by my co-researcher in all stages of this project.

In this talk, I will use the term *ESP* as an umbrella word to refer to the teaching of English for all specific purposes (academic, occupational or professional purposes). I will use the terms 'English for specific academic purposes', or 'ESAP', and 'English for general academic purposes', or 'EGAP'. ESAP, such as English for engineering students or English for nursing studies, involves teaching learners from the same discipline and thus a focus on language use

Revised version of a plenary address given at the 2017 Asia-Pacific LSP and Professional Communication Conference, Victoria University of Wellington, 27 April

## 2.2. Splitting bundles for Azumaya algebras

**Lemma 2.1.** a) There exists an Azumaya algebra  $\mathcal{A}$  on  $(\mathbb{A}^{2n})^{(1)}/\Gamma_n$ , such that the pull-back of  $\mathcal{A}$  to  $Y^{(1)}$  is Morita equivalent to  $(\mathbb{A}^{2n})^{(1)}$  and the pull-back to  $(\mathbb{A}^{2n})^{(1)}$  is  $\Gamma_n$ -equivariantly Morita equivalent to  $Y^{(1)}$ .

b) The Azumaya algebra  $\mathcal{A}$  splits on the formal neighborhood  $L_0^{(1)}$ .

appearing in [1]

*Proof.* (a) is shown in [2, Proposition 6.5] (see also corresponding statement below in section 5). We will use another construction of  $\mathcal{A}$ , appearing in [1] and recalled in the next section 3. (We do not address the question of comparing the two constructions). More precisely, we set  $O = \mathbf{A}_{1,0,\dots,0}$  in the notations of Proposition 3.6 below.

To check (b) we first check that  $\mathcal{A}|_{L^{(1)}/\Gamma_n}$  splits. Since  $L^{(1)}/\Gamma_n$  is smooth, in view of [19, Corollary IV.2.6] (which says that the Brauer group of a regular scheme is generated by the Brauer group of a dense open subscheme) it suffices to show that the pull-back of  $\mathcal{A}$  to a nonempty open subset in  $L^{(1)}/\Gamma_n$  splits. By the construction of  $\mathcal{A}$  on  $L^{(1)}/\Gamma_n$  it suffices to show that  $\mathcal{A}|_{L_0^{(1)}}$  splits on free  $\Gamma_n$  orbits. Then splitting of  $\mathcal{A}|_{L_0^{(1)}}/\Gamma_n$  amounts to a  $\Gamma_n$ -equivariant splitting of  $W_k$  on  $L_0^{(1)}$ . This is provided by the module  $\mathcal{O}(L)$  equipped with the natural action of  $W_k$ , where elements in  $L$  act by multiplication by linear functions and elements in a fixed  $\Gamma_n$ -invariant Lagrangian complement ' $L$ ' act by derivatives. We now check by induction that pull-back of  $\mathcal{A}$  to the  $n$ -th infinitesimal neighborhood of  $L^{(1)}/\Gamma_n$  splits; moreover, given a choice of a splitting on the  $n$ -th infinitesimal neighborhood, there exists a compatible splitting on the  $(n+1)$ st one, which clearly implies statement (b). The compatible splitting on the  $(n+1)$ st neighborhood exists since the obstruction lies in the second cohomology of  $\mathcal{O}$  on the affine variety  $L^{(1)}/\Gamma_n$ .  $\square$

we first check

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**Corollary 2.2.** a) The Azumaya algebra  $W_k$  splits  $\Gamma_n$ -equivariantly on  $\widehat{U}_{L^{(1)}}^{(1)}; \widehat{U}_0^{(1)}$ .  
b) The Azumaya algebra  $O$  splits on  $\widehat{Y}_{\mathfrak{L}^{(1)}}^{(1)}$ .

## 3.2 Report

The second study reported on here is my recent collaboration with Ana Bocanegra-Valle from the University of Cádiz, Spain. In the Spanish university context, there is increasing adoption of English Medium Instruction (EMI). Spanish is generally the first language of the majority of faculty and students. However, English is increasingly adopted at policy level and embraced in a increasing number of international students and individual faculty members. For a review of EMI in the European context, see Airey (2016).

The study investigated the experiences and views of experienced ESP teachers working in two universities in different geographical regions of Spain. It aimed to explore how the teachers developed materials, teacher education needs and interests, and the teachers' views on the impact of EMI on their teaching. I will now describe the study and highlight some findings and observations derived from it. (For an account of quantitative findings, see Bocanegra-Valle & Basturkmen, manuscript under preparation.) Nineteen teachers participated in the study (fifteen female and four male).

As shown in Table 1, the teachers taught a wide range of branches of ESP. In this context, EAP courses are offered to support students with English language needs for academic study and the ESP courses are offered to support students in their final year(s) of university with English language needs for the relevant industry sectors—such as tourism, ports, logistics, and the wine industry—in which students will work after graduation. In some cases, students are doing internships with local companies concurrently with university ESP courses. The teachers had between 13 and 40 years' experience of teaching ESP and between two and 32 years' experience of teaching a particular branch of ESP, such as English for naval architecture. The branches they taught included English for study purposes, English for research publication purposes, English for industry sectors and English for medicine, business or engineering.

We conducted an in-depth interview with each of the teacher participants. We sent the interview prompts to the teachers in advance so they could reflect on their experiences and views and asked the teachers to bring to the interview two samples of materials they had recently developed and used in class. One sample was to be material they felt pleased with in that it had led to a successful class and one sample they were not pleased with. We used

see Airey (2016)

## The study investigated

# Mapping a Genre

1. Ask for guidelines
  2. Consider the Rhetorical Situation
  3. Analyze Samples
  4. Get Feedback
-

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Refer to Step 1 on the worksheet.

# Mapping a Genre

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# Rhetorical Situation

Ask yourself

- What is my purpose in writing this?
- Who will read this?
- What is my relationship to this audience?
- Why are they reading this?
- What do they need to know?

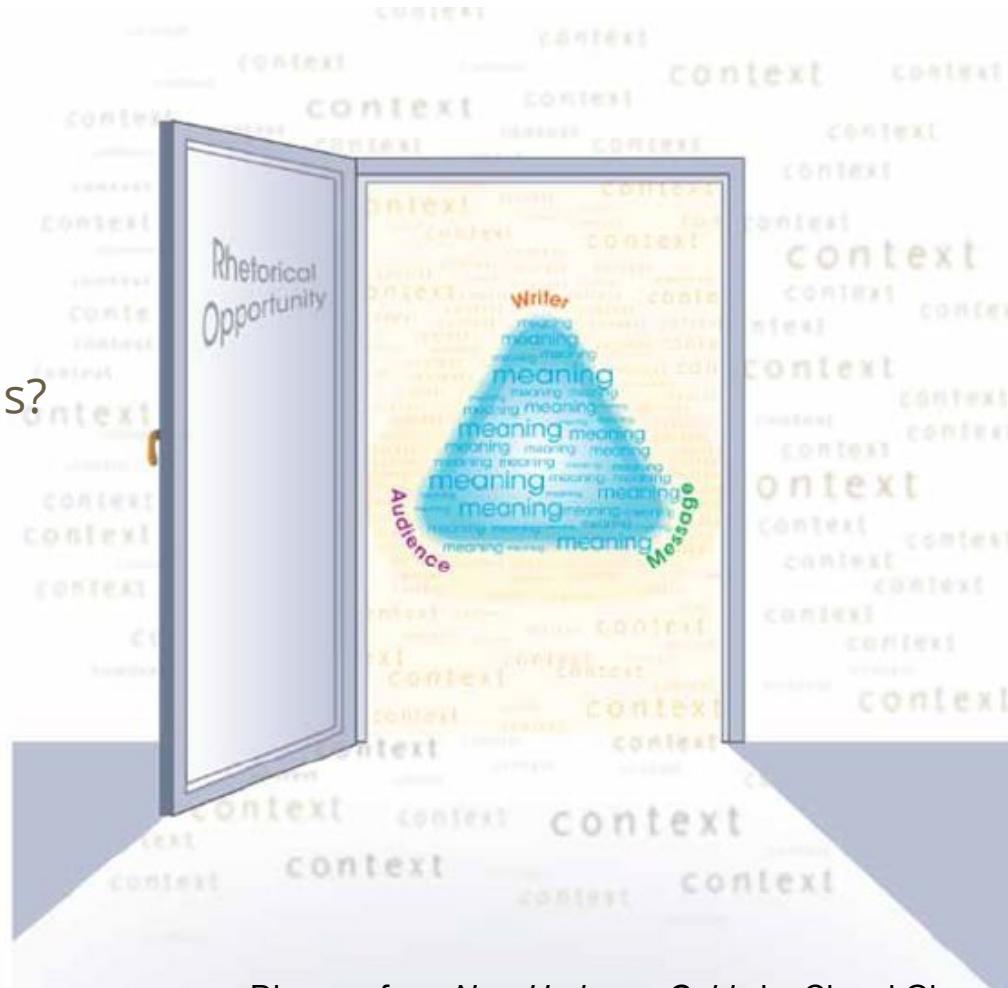


Diagram from *New Harbrace Guide* by Cheryl Glenn

On the Genre Worksheet, take a minute to respond to Step 2.

# Mapping a Genre

1. Ask for guidelines
  2. Consider the Rhetorical Situation
  - 3. Analyze Samples**
  4. Get Feedback
-

# Analyze Samples

Get sample texts . . .

- from your advisor
- from your colleagues/classmates
- from the library
- from the Internet



On the Genre Worksheet, fill in  
“Information about the model you  
brought today” under Step 3.

# Analyze Samples

2 Steps:

1. Find the *moves* of the genre
2. Find the *features* of the language

# What is a *move*?

- “pieces within the genre that give it its characteristic shape” (Hyon, 2018, p. 27)
- A move can be a section, paragraph, sentence, or even part of a sentence.
- A move is recognizable by its *function* in the text.



## CREATING A RESEARCH SPACE (CARS)

**Move 1:** Establishing a territory of research



**Move 2:** Establishing a niche (a gap; something unexplored)



**Move 3:** Occupying the niche (fitting your study within the gap)



# How to spot a move

- Look for natural divisions within the text (e.g. paragraphs)
- Determine the *function* of the different divisions
  - Ask yourself: Why is this here? What is the writer trying to accomplish?
- Look for similar functions across different samples

February 25, 2012

Dear Leanne,

It is with excitement that I resubmit to you a revised version of our manuscript. Thank you for giving me the opportunity to revise and resubmit this manuscript. I appreciate the time and detail provided by each reviewer and by you and have incorporated the suggested changes into the manuscript to the best of my ability. The manuscript has certainly benefited from these insightful revision suggestions. I look forward to working with you and the reviewers to move this manuscript closer to publication in the *Journal of Social and Personal Relationships*.

I have responded specifically to each suggestion below, beginning with your own. To make the changes easier to identify where necessary, I have numbered them.

Editor's suggestions:

Most notably, your revised manuscript should:

(a) Acknowledge the importance of multiple goals and incorporate that literature where relevant (Reviewer 1 and Reviewer 3)

I have added a paragraph in the literature review that acknowledges that multiple goals are typically pursued, but that this study, as an exploration of dyadic serial argument processes, considers them individually; see pp. 3-4.

# Things to pay attention to

- Frequency across samples
- Consistency across samples
- Length across samples

# What is a feature?

- “vocabulary and grammatical patterns that help to express the genres’ moves” (Hyon, 2018, p. 51)
- Features help you see how to accomplish moves.
- Features also help you to present yourself as a member of the community.



# How to spot a feature

- Identify language that helps the writer accomplish a move.
- Look for repeating phrases or words commonly used in your field.
- Pay attention to words that may have a specific meaning in your field, such as:
  - theory
  - research
  - implications
  - epistemology
  - critical

Systematic reviews have documented that strength exercise improves many health outcomes in cancer survivors, including muscular strength and endurance, lean body mass, fatigue, and quality of life (Cheema, Gaul, Lane, & Fiatarone Singh, 2008; Cramp, James, & Lambert, 2010; DeBacker, Schep, Backx, Vreugdenhil, & Kuipers, 2009; Strasser, Steindorf, Wiskemann, & Ulrich, 2013). One trial even reported that strength exercise improved chemotherapy completion rate in patients with breast cancer (Courneya et al., 2007). In addition, some studies have suggested that strength exercise may result in larger improvements in quality of life than aerobic exercise in prostate cancer survivors (Segal et al., 2009). Strength exercise has even been found to be safe and feasible for cancer survivors with advanced disease (Bourke et al., 2014; Cormie, Newton, Spry, Joseph, Taafe, & Galvão, 2013; Galvão et al., 2014). These studies have led the American Cancer Society (Rock et al., 2012) and the American College of Sports Medicine (Schmitz et al., 2010) to recommend at least two days per week of strength exercise for cancer survivors. Despite this recommendation, few studies have examined the prevalence and correlates of strength exercise among cancer survivors.

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# Things to pay attention to

- Citations
  - Style, integrated vs. non-integrated, frequency, purpose, etc.
- Subject nouns
  - Personal pronouns, passive voice, "This study", etc.
- Verbs
  - Common verbs, tense, active-ness

[HOME »](#)

## Describing Methods

### GENERAL LANGUAGE FUNCTIONS

[Being Cautious](#)[Being Critical](#)[Classifying and Listing](#)[Compare and Contrast](#)[Defining Terms](#)[Describing Trends](#)[Describing Quantities](#)[Explaining Causality](#)[Giving Examples](#)[Signalling Transition](#)[Writing about the Past](#)

In the Methods section of a dissertation or research article, writers give an account of how they carried out their research. The Methods section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results. Where the methods chosen are new, unfamiliar or perhaps even controversial, or where the intended audience is from many disciplines, the Methods section will tend to be much more extensive. Typical stretches of text found in this section of a research article or dissertation along with examples of the kind of language used for these are listed below. Note that for most of the functional categories in this section, the verbs are written in the simple past tense.

### Describing previously used research methods

### Giving reasons why a method was adopted or rejected - close

A major advantage of X is that ...

The benefit of this approach is that ...

X based methods provide a means of ...

X was selected for its reliability and validity.

A case study approach was used to allow a ...

# Mapping a Genre

1. Ask for guidelines
  2. Consider the Rhetorical Situation
  3. Analyze Samples
  4. **Get Feedback**
-

# Get feedback

## When:

- During your analysis
- Before you write
- After you write

## Where:

- Advisor or professor
- Colleagues/classmates
- GWC or EPPIC

# Keep a Log

Analyze multiple samples and write down the patterns that you notice

# Mapping a Genre

1. Ask for guidelines
2. Consider the Rhetorical Situation
3. Analyze Samples
4. Get Feedback
5. Reflect

# Reflect

Understanding the genres within your field helps you understand your field.

Ask yourself:

- What information does my field value?
- What is considered essential, persuasive, authoritative?
- What is the role of data, research, and researchers in my field?

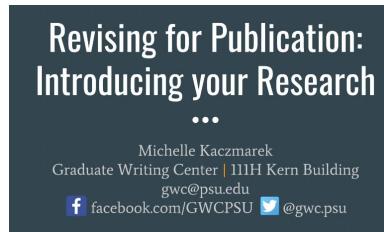
Understanding these “big ideas” can help set you apart!

The existence of regional, ethnic, and socioeconomic differences as well as creative/artistic expressions challenge the linguistic definition based on a single national variety of English (Bruthiaux, 2003; Pennycook, 2007a; Tupas, 2004). **As Pennycook (2007a, p. 22) argues**, ‘the concept of world Englishes does little more than pluralize monolithic English.’ In considering the plurality of Englishes, some alternatives have been discussed. **For example, drawing on poststructuralist notion of performativity, Pennycook (2007a, p. 73) proposes** to explore ‘the multiple investments that people bring to their acts, desires and performances in “English”’ rather than conceptualizing English as a thing that influences people. In global hip hop culture, for instance, individuals adapt, alter, and transform English as local, cultural, and individual expressions of identities. **While Pennycook locates linguistic plurality in individual performative expressions** rather than the conceptual bases of world Englishes, **Park and Wee (2009) propose to understand various national labels of world Englishes** as indexing ideological structures, calling for situating world Englishes in linguistic markets operated by enduring political, historical, cultural, and economic power relations. In other words, the Three Circles are ideological constructs, perpetuating the common sense notion of who native speakers are and which English is more legitimate than others.

# Modeling Analysis

Name of genre I'm working with: Research article (first paragraph)

General guidelines I've found:



From GWC's "Revising for Publication: Introducing Your Research":

- The beginning of the introduction should **create interest** by:
  - Presenting anecdote, describing subject, resolving a debate, or filling a gap

From GWC's "Academic Genre Guide":

- First part of intro should **establish a territory** by:
  - Claiming centrality, making topic generalization(s), or reviewing items of previous research

Purpose: The overall purpose of research articles (RA) is to contribute new knowledge to a particular field (Brett).

Form: The most common form for research articles in the sciences and social sciences follows the IMRD model (Introduction, Method, Results, Discussion). Each section has a separate purpose and form that it contributes to the whole article.

Introduction?

Purpose: To provide some general orientation to the topic and to carve out a space for the research presented in the article.

Form: Swales identifies three basic rhetorical moves that may be accomplished by a variety of steps (14). Samraj reminds us that, although Swales lists background information as part of the first move, it might be included in step 2.

- Move 1: Establishing a territory
  - Step 1: claiming centrality (and/or)
    - Step 2: Making a topic generalization(s) (and/or)
      - Step 3: Reviewing items of previous research

Move 2: Establishing a niche

Category	Element	What do the guidelines say about this element?	What do you notice about this element in your sample(s)?
	<p><b>Overarching concepts:</b>            What does a piece of writing in this genre need to accomplish? What defines this genre?            (e.g., a scholarly article usually must present an original research contribution; a CV must depict professional experience in certain categories)</p>	<p><i>The beginning of the introduction should create interest by presenting anecdote, describing subject, resolving debate, or filling gap</i></p>	
<b>Organization, arrangement</b>	<p>For lengthy genres, organization of sections            (e.g., Intro → Methods → Results → Discussion)</p>		
	<p>Organization of points or paragraphs            (e.g., in intro section, point 1: establish territory → 2: establish niche → 3: occupy niche)</p>	<p><i>Establish territory:</i>            1. <i>Claim centrality</i>            2. <i>Make topic generalization(s)</i>            3. <i>Review items of previous research</i></p>	

# My Rhetorical Situation

Topic of Project	Purpose	Audience
Public discourse on immigration	Examine a case study of how immigrants are described in the media	Sociolinguists - specialists in my own discipline

## My Sample

Author	Date	Title	Purpose	Audience
Otto Santa Ana	1999	“Like an Animal I Was Treated”: Anti-Immigrant Metaphor in US Public Discourse”	Examine a case study of how immigrants are described in news media	Readers of <i>Discourse &amp; Society</i> journal - likely fellow sociolinguists

(1) In this article, the metaphoric representations of immigrants to the US used in public discourse are identified. (2) This is accomplished by systematically cataloguing the news reports and other columns on immigration published in the *Los Angeles Times* from August 1993, when the California Governor signaled the start of the most recent cycle of anti-immigrant public outcry with a call for Federal repayment of costs associated with undocumented immigrant services that are borne by the state, until the referendum was brought to a state-wide vote in November 1994. (3) The *Los Angeles Times* was selected because it is the newspaper of greatest distribution in California. (4) It is also the local newspaper of the most populous metropolitan area of California, and has substantial coverage of Chicano, Latino and Mexican topics.

**Overarching concepts:**

What does a piece of writing in this genre need to accomplish? What defines this genre?  
(e.g., a scholarly article usually must present an original research contribution; a CV must depict professional experience in certain categories)

*The beginning of the introduction should create interest by presenting anecdote, describing subject, resolving debate, or filling gap*

*Describes subject but doesn't try too hard to create interest.*

<b>Organization, arrangement</b>	For lengthy genres, organization of sections (e.g., Intro → Methods → Results → Discussion)		
	Organization of points or paragraphs (e.g., in intro section, point 1: establish territory → 2: establish niche → 3: occupy niche)	<i>Establish territory:</i> <i>1. Claim centrality</i> <i>2. Make topic generalization(s)</i> <i>3. Review items of previous research</i>	<i>First paragraph summarizes what the article will accomplish. There is some claim of centrality of subject (LA Times).</i>
	Organization of sentences within a paragraph (e.g., topic sentence → evidence → analysis → transition)		<i>Sentence 1: Purpose Sentences 2-4: Methods, Scope, Context</i>

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Category	Element	What do the guidelines say about this element?	What do you notice about this element in your sample(s)?
Syntax	Subjects (personal pronouns, "this study")		No personal pronouns
	Verbs (tense, active/passive voice)		Lots of passive: "are identified," "is accomplished," "was selected"
Word choice	Specialist vocabulary (jargon)		"metaphoric representations"
	Key terms ("theory," "implications")		Method term – "systematically cataloguing"

# Behavioral Science

Vikki S. Katz, Alfonso Ang, Roberto Suro's "An Ecological Perspective on U.S.

Latinos' Health Communication Behaviors, Access, and Outcomes"

Researchers have clearly established that U.S. Latinos suffer disproportionately high incidence of chronic diseases, including diabetes, hypertension, heart disease, and obesity (U.S. Department of Health & Human Services, 2009). These health disparities are often attributed to constrained health care access resulting from lack of insurance coverage and irregular doctors' visits, which in turn are correlated with lower socioeconomic status as well as limited language proficiencies and education (e.g., Documét & Sharma, 2004; Reinschmidt et al., 2006; Siegal, Cokkinides, Jemal, & Ward, 2006).

# Humanities

Anne Teresa Demo's "The Afterimage: Immigration Policy after Elián"

There was little suspense regarding who would win the 2001 Pulitzer Prize for breaking news photography prior to the award's official announcement. Within hours after Alan Diaz photographed the Immigration and Naturalization Service (INS) raid of Lázaro González's Little Havana home on April 22, 2000, media outlets dubbed the image an "instant icon." Diaz's photograph not only served as the focal point in subsequent debates over the use of excessive force in seizing Elián González from his Miami relatives, but the Washington Post also suggested that the Associated Press (AP) image "created the debate." [...]

Refer to your model.

Begin noting its characteristics in  
the fourth column of the Genre  
Analysis Chart.

With a few neighbors, complete Step 4.

# Next steps?

- Continue gathering guidelines for your genre
- Continue analyzing your model
- Gather more models to analyze
- Keep Step 5 in mind
- Visit the GWC and EPPIC!

Evaluation:

[tinyurl.com/eppic-gwc](http://tinyurl.com/eppic-gwc)



Thank you!