

**“It’s the Kind of Thing That They’re Just Learning”:
An Exploration of First-year University Students’ Disciplinary Writing Competence**

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A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment
of the requirement of the degree of Master of Arts in Applied Linguistics and Discourse
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Abstract

This small-scale study investigates professors' expectations of first-year undergraduate students' disciplinary writing vis-à-vis the awareness of and actual disciplinary writing competence demonstrated by L1 and L2 student writers. Rhetorical Genre Studies (RGS) and English for Specific Purposes (ESP) as well as theories of writing and genre expertise provide theoretical background for the study. Course materials, instructor interviews, student writing samples and student interviews served as data sources for qualitative analysis. Diagnostic assessment of student writing complemented the qualitative analysis of professors' expectations, as presented in course materials and interviews, and students' perceptions of disciplinary writing competence, as presented in student interviews. Qualitative analysis revealed five common themes, or competences, recurring in both professor expectations and student perceptions of disciplinary writing competence: rhetorical, subject-matter, writing process, formal and critical thinking ones. The most common expectations articulated by professors were rhetorical, critical thinking and formal; in other words, professors expected some level of disciplinary genre competence from first-year undergraduate students. The analyses have not revealed any major differences between L1 and L2 (Generation 1.5) first-year students' genre competence. This result suggests that further development of genre theory that brings together insights from both RGS and ESP is needed. The study reflects that first-year students are aware of several writing competences expected from them and are in the process of learning other disciplinary competences through immersion and practice.

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Notations and Abbreviations

..	Indicates pause in speech
...	Indicates missing or deleted text
[]	Indicates added or changed text for grammatical or explanatory purposes
()	Indicates extra information provided to understand context
RGS	Rhetorical Genre Studies
ESP	English for Specific Purposes
TA	Teaching assistant
CO	Course outline
AS	Assignment sheet
GR	Grading rubric
WH	World History course
CH	Introduction to Canadian History course
LS	Introduction to Legal Studies course
PAPM	Introduction to Public Affairs and Policy Management course
CPE	Canadian Political Environment course
TME	The Making of Europe course
HR	Introduction to Human Rights course
Op/Ed	Opinion/Editorial article

1. Introduction

The appropriate use of voice in academic conversation . . . requires extensive training and enculturation into the modes of conversation sanctioned by academic discourse communities. New members must learn style, vocabulary, citation format, organization and length of texts or talk, etc. (Bergvall, 1992, p. 1)

Impetus for the Study

As a teacher of English for Academic Purposes (EAP) at a private language school, I am faced with the challenge of preparing students with a diverse range of needs for academic study. Some of my students want to enter graduate programs, while others want to pursue bachelor degrees in various disciplines. One area that has always been a challenge to teach them is writing. Many of my students want to go into engineering, linguistics, computer science and business and each of these disciplines has their own types of writing, or genres, defined as appropriate typified responses to repeated situations (Miller, 1984). As reflected in the framing quote, I felt that I could not teach disciplinary genres, as they require training and enculturation in the field. However, this left me wondering about how and what I could teach my students about writing that would be helpful in the new situations they will encounter. Most of the textbooks we use for teaching writing at my school are centered around the so called “academic essay,” whether it be narrative, compare/contrast, persuasive or problem/solution. It has always bothered me that many of the students will not write these types of texts at university. I can appreciate that they are not only going to encounter new expectations and challenges, but that they are also developing their language skills, which no doubt compounds these challenges. So I wondered how I could help.

Moreover, I used to believe that students whose first language is English would have few problems with academic writing. However, my experience working as a tutor at a

university writing centre painted a different picture. Although, as tutors, we were supposed to attend to “higher order concerns” such as focus, organization and development of ideas, I was surprised to find that many native speakers of English made grammatical, mechanical and vocabulary errors in their writing. I even met several first-year students who came to the writing center desperate for help because they had no prior experience writing essays in high school, and had no idea even how to begin. These observations led me to realize that regardless of a student’s first language, writing in university is challenging and something that is learned mainly through practice, and perhaps for some, never really learned at all. I felt some relief for my EAP students realizing that perhaps the challenges they will face are not so different from those of native speakers.

Being exposed to academic writing produced by first (L1) and second language (L2) speakers of English, I began to recognize that academic writing is a “complex cognitive and social activity and . . . the mental processes involved as well as the contextual knowledge bases that must be tapped are enormous” (Beaufort, 2007, p. 6). Studies have shown that first-year undergraduate students can have difficulty transitioning to the types of academic writing expected at university as they are often more analytical than the types of writing typically produced in secondary school (Beaufort, 2004). Coming from high school, students face a learning curve; oftentimes, their prior writing experience is limited and does not adequately prepare them for the types of writing they will encounter during their studies. Writing at the secondary level is done mainly to acquire and demonstrate knowledge to the teacher or examiner (Geisler, 1994). University writing, however, is more complex, and often involves transforming

knowledge through reading various authors, ideas and texts and describing, analyzing or synthesizing the information for an audience, usually the professor or teaching assistant (TA). To complicate matters further for novice writers, writing is different in each discipline, and even within disciplines. Students encounter different types of writing in different fields. Disciplinary writing involves socialization in an academic community and is a multi-faceted activity that many students develop (or struggle with) over time (Freedman, 1993).

Research Questions

Recognizing the variety of challenges that newcomers to a discipline face, I became interested in understanding what students are able to do as novice writers. I also wanted to examine both L1 and L2 writers to see if there were any major differences. However, before examining their writing, it was necessary to understand what professors expected of first-year students' disciplinary writing. Various studies have examined how disciplinary genres are learned by undergraduate writers who are native speakers of English (e.g., Beaufort, 2004; Faigley & Hansen, 1985; Freedman, 1987; Haas, 1994; McCarthy, 1987) and non-native speakers of English (e.g., Fishman & McCarthy, 2001; Leki, 2003; Spack, 1997). However, few studies have explored undergraduate students' disciplinary genre competence and awareness (e.g., Artemeva & Fox, 2010; Reiff & Bawarshi, 2011). Furthermore, no research that I am aware of has focused on comparing both L1 and L2 writers' disciplinary writing performance in one study.

The purpose of my research is to investigate undergraduate L1 and L2 writers' disciplinary writing competence and seek answers to the following questions:

- What are professors' expectations of students' writing in disciplinary courses as articulated by professors and in course materials?
- What competences do first-year L1 and L2 student writers demonstrate in their disciplinary writing?

Overview of Thesis

In order to explore these questions, I designed the research study presented in this thesis. Chapter 2 presents a review of the relevant literature on writing theories and the theoretical framework for my study, which includes Rhetorical Genre Studies (RGS) (e.g., Artemeva, 2006a; Bazerman, 1994; Berkenkotter & Huckin, 1993; Devitt, 2004, Freedman, 1993; Freedman & Medway, 1994; Miller, 1984), English for Specific Purposes (ESP) (e.g., Bhatia, 1997; Swales, 1990, 2004), theories of writing expertise (e.g., Bereiter & Scardamalia, 1993, Geisler, 1994; Beaufort, 1999, 2004, 2007) and genre knowledge (Tardy, 2009). Chapter 3 outlines the methods used in the study, including sections on ethics, procedures, participants, sources of data, methods of data analysis and triangulation. In chapter 4, I describe the results of my data analysis. Chapter 5 presents the discussion of the findings of the study and finally, chapter 6 is the conclusion of the study and includes a summary of findings, limitations of the study, implications and directions for future research.

2. Theoretical Framework

In this chapter I begin with a brief history of two trends in writing studies which have influenced the theoretical framework used in this research, namely the current-traditional paradigm and the process approach. I then explain two theoretical approaches to writing: Rhetorical Genre Studies (RGS) and English for Specific Purposes (ESP). Next, theories of writing expertise (Bereiter & Scardamalia, 1993, Geisler, 1994; Beaufort, 1999, 2004, 2007) and academic writing (Jolliffe & Brier, 1988) are described. This is followed by an explanation of Tardy's (2009) model of genre knowledge, which I used as the main framework to explore first-year university students' genre competence and awareness. Finally, I describe some of the research on academic writing of both L1 and L2 undergraduate writers and discuss the research gap that my study aims to begin to fill.

Trends in Writing Studies

Before discussing the theoretical model used in this study, it is important to understand the approaches which have influenced it. Many of these approaches were at one time widely accepted by writing scholars and teachers, then abandoned as other theories bore out of the dissatisfaction with their predecessors. However, as Freedman & Pringle (1980) pointed out, the shift in paradigms may not be so much a case of rejection, but rather a change in focus. The approaches described below have influenced theories of both first and second language writing.

Current-traditional paradigm. The current-traditional paradigm, which focused on the composed product, was a popular approach to teaching writing in the first half of the 20th century (Freedman & Pringle, 1980). This approach was used in the teaching of

writing to both native speakers of English (L1) and non-native speakers (L2). As Young (1978) put it best, this approach emphasized

the composed product rather than the composing process; the analysis of discourse into words, sentences and paragraphs; the classification of discourse into description, narration, exposition, and argument; the strong concern with usage (syntax, spelling, punctuation) and with style (economy, clarity, emphasis); the preoccupation with the informal essay and the research paper; and so on. (p.31)

Underlying this view were assumptions about the writer and writing. For one, it was thought that invention could not be taught, but instead was a natural gift (Freedman & Pringle, 1980). It was also assumed that all writers wrote the same way, regardless of context, and a strong emphasis was put on style and expository writing (Berlin & Inkster, 1980). Good writers were presumed to know what they were going to write before they even began composing, and the writers' most important task was finding the appropriate form to present their ideas. The writing process in this tradition was viewed as linear, and editing was the focus of teaching learners how to write (Hairston, 1982).

As Silva (1990) described, in L2 writing theory, this approach combined ideas from L1 current-traditional paradigm and contrastive rhetoric (e.g., Kaplan, 1966, 1967). The belief was that L2 writing was weak and did not match the L1 reader's expectations because of the writer's first language interference (Silva). Therefore, similarly to L1, L2 writing instruction was dominated by the focus on teaching appropriate forms and patterns, particularly for paragraphs. For advanced language learners preparing to attend English-medium universities, essay writing was the focus, and teaching the appropriate structure and organizational patterns for academic contexts was emphasized.

However, after decades of use, this approach came to be criticized for several reasons. Many found it to be too prescriptive and linear (Silva, 1990). Others felt it ignored the process of composing, as well as the basic concepts of rhetoric, such as audience, occasion and context (Freedman & Medway, 1994).

The process approach. The process approach emerged as dissatisfaction grew with the current-traditional paradigm's focus on the final written product. The current-traditional model came to be seen as rigid and static, leaving no room for creativity. Many argued that the product approach neglected the importance of the process writers go through in order to produce texts, and focus shifted to exploring this process (e.g., Emig, 1971). The process approach to writing generally focuses on several recursive phases. These include stages of prewriting, drafting, revising and editing, through which the writer moves back and forth (Badger & White, 2000). This process was found to be similar for both L1 and L2 writers (Zamel, 1982).

Within this approach, three different groups emerged with distinct perspectives on the writing process (Faigley, 1986). One group viewed writing as an expressive process (e.g., Elbow, 1973; Britton, Burgess, Martin, McLeod, & Rosen, 1975). For them, good writing involved integrity, spontaneity and originality (Faigley). A second group emphasized the cognitive process of writing (e.g., Flower & Hayes, 1981; Kroll, 1978). They sought to understand the mental processes that writers go through in order to produce a written text. Flower and Hayes' research on the cognitive process of writing indicated that it is a recursive, goal-directed chain of thinking processes. As they compose, writers constantly plan and revise, and as a result, their goals may change based on what they have learned during the process.

However, this approach later received some criticism from L1 and L2 writing instructors. For one, they argued that it overemphasized the individual and neglected the role of the reader. Those focused on teaching L2 writing also argued that it ignored the role of context and did not address why a writer makes certain rhetorical and linguistic choices (Hyland, 2003). These scholars also felt that the process approach neglected awareness of differences among individuals and tasks (Silva, 1990). For those concerned with preparing L2 writers for academic study, the process approach gave a false impression of academic writing because it neglected the importance of the reader and the final product. Many scholars also felt the process approach did not adequately prepare L2 students for the various writing tasks they would encounter at university, such as exams.

The expressive and cognitive views of the writing process were also criticized for being too inner-directed and ignoring the social aspect of writing (e.g., Bizzel, 1982; Cooper, 1986). Later, a more social perspective emerged, as theorists began to view texts in their rhetorical contexts, and saw composing as a social process of constructing knowledge (Freedman & Medway, 1994). Attention turned to the process of invention, discovery and the creation of knowledge (Paré, 2007).

As the debate over the merit of the process and product approaches to teaching writing continued, two theoretical approaches surfaced in North America which focused on understanding writing through the concept of genre. These two approaches were Rhetorical Genre Studies (RGS) and English for Specific Purposes (ESP). A third school of thought also developed in Australia based on theories of Systemic Functional

Linguistics (e.g., Halliday, 1994; Martin & Rose, 2007); however, due to the nature and scope of this study, it will not be discussed further.

Theoretical Approaches to Writing

Rhetorical Genre Studies (RGS). In the 1980s, a new perspective on writing emerged which was concerned with understanding how genres perform social actions in particular historical and social contexts (Freedman & Medway, 1994). RGS was developed after a seminal publication by Miller (1984/1994), who reconceptualized the traditional literary view of genres as text types, determined by linguistic features and form, to genres as social actions. An RGS perspective views genres as typified responses to recurrent social situations, and as a result of the repeated situations, an appropriate form is determined by previous respondents. Therefore, genres should not be defined solely by their textual features, but instead defined by the rhetorical actions they are intended to accomplish. In other words, genres are appropriate ways of responding to situations which occur repeatedly (Devitt, 2004). They also help recreate these situations (Paré & Smart, 1994).

Because genres are responses to an interpreted social need, or exigence, and are influenced by context, they are not stable. Since contexts and users' needs change (e.g., with the advancement of technology or change in a community's values or knowledge), so do genres; they "change, evolve and decay" (Miller, 1984, p. 36), and because of their dynamic nature, the number of genres at any given time cannot be determined. Genres are "stabilized-for-now" (Schryer, 1993, p. 200) ways of responding to perceived social

needs. They are “complex social practices people engage in and transform” (Hengst & Miller, 1999, p. 325).

Genres are socially situated; they are influenced by particular communities. Knowledge of genres is a form of “situated cognition” (Berkenkotter & Huckin, 1993, p. 478) which results from participation in the daily and professional activities of the communities which use them. They are learned through a process of enculturation; newcomers to a discipline generally are believed to learn the practices of their field *in situ*, rather than being explicitly taught (Freedman, 1993). Since genres are socially situated ways of thinking, they not only involve knowledge of the community in which they are used, but also of the wider culture (Devitt, 2004). Genres are influenced by cultural values and ideologies.

The community and situation determine the form and content of a genre, which Berkenkotter and Huckin (1993) view as intertwined. Successful production of a genre involves use of appropriate formal conventions, topics, shared background knowledge, novelties and rhetorical timing (Berkenkotter & Huckin). Writers need to know what content and form are appropriate for a particular purpose at a particular time, in a particular situation.

It has also been observed that genres do not occur in isolation (Bazerman, 1994; Devitt, 1991, 2004). They are intertextual, that is they are shaped by other texts (Kristeva, 1980), and dialogic, in that they are responding to previous texts and anticipating future texts (Bakhtin, 1981). As Bakhtin (1986) noted, “any speaker is himself a respondent to a greater or lesser degree. He is not, after all, the first speaker,

the one who disturbs the eternal silence of the universe” (p. 69). Devitt, and later Bazerman, described this interactive nature of texts and their interaction with other genres as genre sets and genre systems. A genre set refers to all the genres that are produced in a particular “sphere of activity” (Devitt, 2004, p. 54) and represent “one side of a multiple person interaction” (Bazerman, 1994, p. 98), while genre systems are the full set of genres that accomplish a particular activity and represent complete, multi-person interactions (Devitt, 2004).

Scholars have also acknowledged the important cognitive aspect of genre (e.g., Bazerman, 2009; Berkenkotter & Huckin, 1995). This recent movement has emphasized the use of writing to solve problems and develop new perspectives. As Bazerman (2009) articulates, sometimes through the process of writing, we learn new things and develop new ideas that force us to reorganize what we know. He calls this “cognitive refiguration” (p. 280) and contends that most fields have genres that require writers to perform a number of cognitive functions such as identify, inquire, analyze or synthesize information and literature in the field. Therefore, enculturation into a discipline can be viewed as both social and cognitive apprenticeship (Rogoff, 1990) through genres, and learning as being done through “genres of presentation and practice” (Bazerman, p. 299).

The goal of RGS is to understand how genres are used to frame, experience and carry out social practices in particular recurring situations (Bawarshi & Reiff, 2010). Since genres represent situated, typified ways of behavior, they can tell us about a community’s “norms, epistemology, ideology, and social ontology” (Berkenkotter & Huckin, 1993, p.478). In order to understand these, genres must be examined in context by communicating with those who use them and make them meaningful (Devitt, 2004).

This is done through genre analysis, which, in the RGS tradition, aims to shed light on the ways that social practices, realities and interactions are mediated by genres (Bawarshi & Reiff). Understanding context is crucial, and is both the starting and ending point of genre analysis. Because the fundamental concept of RGS is that genres are situated ways of acting, some RGS theorists contend that genres cannot be explicated or learned out of context; rather they are learned implicitly and in context (Freedman, 1993). Freedman (1993) further argues against the explicit teaching of genres, as it is thought to be harmful due to the fact that it may lead learners to misapply or overgeneralize what they have learned. Other RGS scholars point out that perhaps genres cannot be taught explicitly; however, teaching genre awareness may be a useful pedagogical approach (Devitt, 2004). In order to analyze genres in context, RGS scholars have tended to carry out qualitative, ethnographic studies to gain greater insight into the development of written genres in professional and academic settings (Hyon, 1996).

English for Specific Purposes (ESP). The ESP approach emerged around the same time as the RGS movement; however, this perspective on genre was born out of pedagogical concerns. The aim of ESP scholars is to teach non-native speakers of English to write academic and professional genres. This is done through genre analysis, which involves examining genres to determine rhetorical moves or steps (Swales, 1990). The ESP notion of genre is similar to that of RGS in that it recognizes that genres are influenced by context. However, their definitions and focuses differ. ESP is centered around the teaching of genres and understanding their communicative purposes, while RGS focuses on the rhetorical actions and contexts of genres and aims to understand how genres mediate social practices (Bawarshi & Reiff, 2010).

John Swales, the “father” of ESP, originally defined genre as “a class of communicative events, the members of which share some set of communicative purposes” (Swales, 1990, p. 58). This shared communicative purpose is what determines membership in a genre (Swales, 1990). Swales (1988) claims that genres belong to discourse communities, which he describes as groups who share common goals and interests, and whose expectations shape genres. Members of a discourse community include, but are not limited to, experts in the field who share a specialized vocabulary and means of communication with other members (Swales, 1988). Genre names (in both RGS and ESP) are based on the names given by discourse communities and provide insight into the manners and reasons members use genres.

Similar to RGS, ESP practitioners use genre analysis; however, in ESP, communicative purpose is seen as giving rise to and providing rationale for genres, whereas in RGS it is context and exigence. Communicative purpose is therefore the starting point of genre analysis in the ESP perspective. After determining the purpose of a genre, its organization is examined in terms of structure and rhetorical moves. Then, textual and linguistic features are examined such as style, tone, voice, grammar and syntax followed by analysis of lexico-grammatical features (Bawarshi & Reiff, 2010). More recently, genre analysts have realized that communicative purpose is a more complex, multi-layered concept than originally imagined (Bawarshi & Reiff, 2010). A newer ESP approach to genre ends with a repurposing of the communicative purpose after further study of a genre in context.

As Costino & Hyon (2011) so insightfully pointed out, RGS and ESP can serve as a bridge between L1 and L2 writing studies. They can be used as a framework for

understanding relationships between contexts, messages and linguistic choices. As they share common premises, such as the social nature of genres, they can also help bridge the gap between L1 and L2 writing theories, both linguistically and philosophically.

Theories of Writing Expertise

In addition to genre theories, research on writing expertise can help further unravel the complexities of disciplinary writing. Investigation of writing expertise has taken place in various disciplines such as psychology and composition studies. One of the first models to recognize the multi-dimensional nature of writing was that of cognitive psychologists, Bereiter & Scardamalia (1987). In their research on the psychology of writing, they identified two types of writing: knowledge telling and knowledge transformation. They proposed that the latter could be used to explore writing expertise. In the knowledge transformation model, they identify two “problem spaces” (p. 11) which writers occupy as they compose: content space and rhetorical space. Content space is where “problems of belief and knowledge are worked out” (p. 11), while rhetorical space is where “problems of achieving goals and composition are worked out” (p. 11). In the process of composing, expert writers move back and forth between these two problem spaces and this is where reflection and knowledge transformation occur. Novices, on the other hand, have difficulty moving back and forth between the two problem spaces, as they may lack rhetorical awareness and focus mainly on content.

This model was later modified by Geisler (1994). She agreed that the difference between the academic literacy practices of students and experts are that experts’ practices “are organized around the creation and transformation of academic knowledge; the

literacy practices of novices, on the other hand, are organized around the getting and displaying of . . . knowledge” (p.81). According to her model, writing expertise consists of two distinct dimensions: domain content knowledge and rhetorical process knowledge. Domain content refers to knowledge of the subject matter, while rhetorical process refers to the writer’s relationship with the audience, as well as the readers’ recent experiences and beliefs. Like Bereiter & Scardamalia (1987), she claimed that by exploring and shifting between these two dimensions, expert writers transform knowledge rather than just regurgitate it. Geisler also described the different stages writers go through on their way to becoming experts. In the early stage, which she identified as the early undergraduate years, some students start to think of content more abstractly through tacit experience in problem-solving. For these novices, rhetorical awareness is still naïve, and textbooks are the primary source of content to be assessed. In the later development stage, which she describes as the late undergraduate or early graduate school years, the rhetorical dimension is discovered and seen as distinct from content. Students realize that texts are based in context and have a purpose. They perform actions. She claims that “It is only when both the domain content and the rhetorical processes of a field are represented in abstract terms that they can, together, engage in the dynamic interplay that produces expertise” (p. 87).

Although Bereiter and Scardamalia and Geisler recognized that writers occupy more than one problem space while composing, others felt that writing involved several dimensions of knowledge. Research on academic writing by Jolliffe and Brier (1988) yielded a model of writing in academic disciplines which reflected the more rhetorical view of writing developing at the time. They described knowledge of academic writing

as consisting of four components. The first was knowledge of the academic discourse community. They argued that a writer needs to know who will read and evaluate his or her work, and as audience awareness grows, field-specific discourse competence is acquired. The second component was subject matter knowledge, which included not only specialized knowledge from courses, but also appropriate methods of investigation and lines of argument. The third component was knowledge of organization, arrangement, form and genre, which all depend on the situational context. The final component was style, referring to syntax and diction. Jolliffe and Brier contended that a writer needs to understand appropriate ways of speaking in a discipline, and this is generally learned implicitly through participation in the discourse community. It is important to note here that their view of genre was related to formal and organizational features.

A more recent model of disciplinary writing expertise by Beaufort (1999, 2004, 2007) was developed based on socio-cognitive and rhetorical theories of writing. She argued that since writing expertise varies from individual to individual and context to context, there is no such thing as general writing performance. Therefore, Beaufort set out to identify common knowledge domains that expert writers draw upon when composing. Based on an ethnographic study of writers transitioning from university to professional settings, she outlined five overlapping and interactive areas of domain-specific knowledge including knowledge of the discourse community, subject-matter, genre, rhetoric, and writing process. According to Beaufort (2007), discourse community knowledge is the overarching domain which informs the other four areas and refers to a “community who dialogue across texts, argue, and build on each other’s work” (p. 18-

19). This encompasses knowledge of the community's network and modes of communication, dialogue and genres, which are based on a shared set of aims and values. Within a discourse community, there is particular subject-matter. Expert writers employ disciplinary background knowledge and critical thinking skills in order to create new knowledge in their fields. Beaufort (2007) described critical thinking skills as those necessary to transform knowledge such as "knowing how to frame the inquiry, what kind of questions to ask or analytical frameworks to use" (p. 19). Another dimension is process knowledge, knowing how people write in the field, and includes the procedures as well as the material and social aspects of writing. A fourth dimension, rhetorical knowledge, refers to the purpose, awareness of audience, and appropriate manner to communicate rhetorically. This dimension is affected by social relationships, timing and material conditions within discourse communities. Finally, genre knowledge is seen as the awareness of genre features and boundaries as determined by the discourse community. Beaufort describes genre knowledge as "knowing what content is required, what is not; how best to sequence the content; what specific needs the readers will have, and how common or technical vocabulary to use" (p. 21).

An Integrative Model

Building on the prior research, Tardy (2009) took a social-rhetorical view of genre in her model. As Gentil (2011) pointed out, this model integrates theories of writing expertise, language proficiency and genre knowledge. Like all the aforementioned models, Tardy's model describes genre knowledge as multi-dimensional, consisting of at least four dimensions: formal knowledge, subject-matter knowledge, writing process knowledge and rhetorical knowledge. Like Geisler (1994), Tardy argues

that novices often view these dimensions as more or less distinct, but that as expertise develops, they begin to overlap and become more integrated. She describes formal knowledge as the understanding of the prototypical form, the structural moves or steps and the discourse or lexico-grammatical conventions. Process knowledge involves familiarity with the composing process, which includes oral interactions and an understanding of the distribution to readers and their reading practices, as well as knowledge of the genre network. Rhetorical knowledge refers to awareness of the purpose and context of a genre, particularly an understanding of the audience, and the writer's position in the discourse community while subject-matter knowledge involves knowledge specific to the field. It is important to note that Tardy does not claim that these are the only dimensions of genre knowledge, but these are the ones that were evident in her research on L2 graduate students' academic writing.

Since my study explored both L1 and L2 writing, Tardy's (2009) multi-dimensional model of genre knowledge seemed suitable. This model was informed by theories of RGS, ESP and writing expertise. Before describing the methods of my study, it is useful to situate it in the relevant research.

Research on Academic Writing

Undergraduate writing. There is a substantial body of literature on academic writing at both the graduate and undergraduate level. However, since this study focuses on novice undergraduate writers learning to write disciplinary genres, this section will highlight studies that have examined L1 and L2 students learning to write in academic

disciplines. The main focus will be on those studies that have uncovered how students learn disciplinary genres, the challenges they face, and their competences.

L1 research. A variety of studies have looked at different aspects of L1 disciplinary writing. Although the term L1 refers to a person's first language, it is important to clarify that in my study, I am referring to L1 writers as those whose first language is English, and who are writing in English. One study which aimed to uncover factors that contributed to success and failure in learning new disciplinary genres was conducted by Faigley and Hansen (1985). Comparing a student who had successfully learned to write psychology reports to one who had not, they concluded that the more successful student had understood the purpose of the genre and had greater awareness beyond form. However the weaker student did not. Other studies have aimed to understand *how* students learn disciplinary writing (e.g., Freedman, 1987, McCarthy, 1987); for example, McCarthy followed an undergraduate student learning to write in three different disciplines and concluded that it is a social process, and that writers figure out what is appropriate implicitly and in context. That same year, Freedman (1987) found similar results in her study of first-year undergraduate students learning to write law essays in a Law course. She discovered that these students learned a unique and complex genre collaboratively through interaction with other students, the professor and teaching assistant. She also found that the acquisition of this new genre was an unconscious process, as no models were used or needed and no explicit instruction was provided. Some studies have also examined the importance of shared knowledge in a field. In their study of the role of background knowledge in writing assignments produced by novice writers in two disciplines: psychology and criminology, Giltrow and

Valiquette (1994) found that novice writers had difficulty determining what is considered shared knowledge (or background knowledge) in each field and what is considered new knowledge. They asserted that shared knowledge may not be easily explicated: “knowledge of knowledge may be less susceptible to instruction than other kinds of knowledge of genre” (p. 59). In a more recent study on writing in history, Beaufort (2004) examined a student’s writing development over a four year period. She found that the student made modest improvements in performance, and that these gains were made mostly in the dimensions of discourse community knowledge and subject-matter knowledge. Rhetorical knowledge, genre knowledge and critical thinking skills were the areas which evidenced the least amount of growth.

L2 research. Many studies have focused on students learning to write in their L2; however, most have focused on ESL writing courses rather than disciplinary courses. In my study, I will be referring to L2 writers as those students whose first language is not English. This category of learners represents a diverse range of students with differing language proficiency. They may include international students who have recently learned English in order to pursue post-secondary education at an English-medium university, or they may be foreign students who did some of their secondary schooling in English. Another category of learners becoming more prevalent in North America is what is often referred to as Generation 1.5; these are students who are long-term immigrants and have done some of their schooling in North America (Slager, 1956). The following studies have examined L2 undergraduate students’ disciplinary writing, focusing on their writing processes, coping strategies and linguistic errors. For example, in an effort to understand the writing processes of ESL writers, Zamel (1982) studied eight ESL university students

enrolled in disciplinary courses and who were proficient writers of English. She found that these writers used similar general composing strategies to native speakers of English, including going through a process of organizing ideas, writing, drafting and revising. The students found the process to be painful, but felt a sense of accomplishment when they were happy with the final product. Many of the students also indicated that they found the writing process to be a chance to discover, create and form their ideas. A later study by Leki (1995) investigated the coping strategies of ESL students in their disciplinary courses. Looking at both graduate and undergraduate ESL students, Leki found that they used a variety of strategies to complete their written assignments. She concluded that some students come to study at English-medium universities with well developed strategies and that they can alter their strategies when necessary in order to reach their goals. In another study, Leki (2003) examined the literacy experiences of an ESL student struggling in an undergraduate nursing course. The student had been successful writing in other disciplinary courses, but struggled with a new genre unique to nursing called the nursing care plan. Leki concluded that lack of cultural and sociolinguistic knowledge may have played a role in the student's failure to perform the genre.

Other research has focused on the linguistic aspect of writing and compared writing errors made by L1 writers, Generation 1.5 writers and L2 writers. In these studies, researchers have noticed differences in error patterns among these three groups. For example, some have found that Generation 1.5 writers may produce more errors than L2 writers (Ferris, 2009; Muchisky & Tangren, 1999), particularly verb (tense and aspect) and lexical errors (word choice and word form) (Foin & Lange, 2007). Not

surprisingly, these researchers found that both Generation 1.5 and L2 writers make more linguistic and grammatical errors than their L1 counterparts (Doolan & Miller, 2012).

Writing in the disciplines. In North America and abroad, two approaches to teaching academic writing have become prevalent at many universities. These are the *Writing Across the Curriculum* (WAC) and *Writing in the Disciplines* (WID) approaches (e.g., Russell, 1997). WAC is a broad approach to teaching academic writing, focusing on teaching students so called “common transferable” writing skills. WID, which is a branch of the WAC approach, aims to teach students the discipline specific writing practices they will use in their fields. This is based on the notion that writing and knowing are connected to the particular ways of doing things in a discipline (e.g., Bazerman, 1994; Herrington, 1981; Russell, 1997), which is in line with the RGS view of situated cognition (Berkenkotter & Huckin, 1993) and learning disciplinary genres in context (Freedman, 1987, 1994).

A study conducted by Artemeva and Fox (2010) has particular relevance to my own research. In a disciplinary communication course for engineering, they examined undergraduate students’ disciplinary genre competence. A diagnostic test was administered at the beginning of the course to probe the students’ antecedent genre knowledge. The authors found that even though students exhibited genre awareness and were able to identify specific genres through reading, this did not translate to the ability to understand and generate an appropriate genre, what Artemeva and Fox refer to as genre competence. Thus genre awareness did not necessarily equal genre competence. Those who were able to produce appropriate genres had prior experience writing these genres rather than mere exposure to them through reading and explication.

Research Questions

Although numerous studies have explored student's disciplinary writing, they have predominantly focused on a variety of aspects such as lexico-grammatical errors, composing processes, coping strategies, writing development and modes of learning. Very few studies have explored students' disciplinary genre competence and awareness (e.g., Artemeva & Fox, 2010; Reiff & Bawarshi, 2011). My research aims to shed some insight into the genre competence and awareness of novice L1 and L2 writers using Tardy's (2009) model.

I thus aim to answer the following research questions:

- What are professors' expectations of students' writing in disciplinary courses as articulated by professors and in course materials?
- What competences do first-year L1 and L2 student writers demonstrate in their disciplinary writing?

The following section describes the methods used in my research, including procedures, methods of analysis and sources of data collected. The methods of triangulation used are also discussed.

3. Methods

In this chapter I begin with a brief discussion of the research paradigm and design used in my study. I then provide a description of my role as a researcher and the ethics protocol followed. Next, I describe the participants, sources of data, methods of analysis, instruments and procedures. Finally, I explain the methods of triangulation used to increase the credibility of my findings (Merriam, 2009).

Research Approach and Design

The aim of this qualitative study is to provide insight into first-year students' disciplinary genre competence (Artemeva & Fox, 2010; Gentil, 2011). As an EAP teacher and experienced writing tutor, I was interested in exploring L1 and L2 students' disciplinary writing performance, as well as professors' expectations of first-year students' writing. The research design was emergent, which allowed for flexibility and openness to new directions (Dornyei, 2007). The flexibility of this design was beneficial because my goals and research questions changed and evolved throughout the process.

Role of the Researcher

Because of the qualitative nature of the study and the fact that the findings are based on my theoretically-grounded interpretations of the data, I believe it is important to provide information about myself, the researcher. I am a graduate student with a background in history and education, and worked briefly as a high school history teacher. Shortly thereafter, I began teaching English as a Second Language (ESL) and ever since, my interest has lied in second language education. I have been teaching academic writing to non-native speakers for the past three years and am a writing examiner for an

international language test. In my Master's program, I have focused on research in second language teaching, language testing and assessment, and academic writing. This background experience plays a major role in my views of academic writing and has led me to explore the topic of disciplinary writing and genre competence. In addition, as objective as I tried to remain, my background has likely influenced my analysis. As a means of supporting the credibility of my analysis (Merriam, 2009), I used two different methods to analyze student work and also had university instructors provide feedback and evaluation on the student participants' writing. Moreover, I used different sources of data to triangulate my findings. This will be further discussed in the subsection on triangulation.

Ethics

Due to the nature of my research and the involvement of human participants, I obtained ethics clearance prior to beginning my study (see Appendix A, p. 140). An application was submitted to the University Ethics Review Board. Permission was granted to conduct the study. After that, I approached potential participants. Once volunteers had been recruited, they received further information about the study and their involvement. Their informed consent was received and pseudonyms were used to protect their confidentiality.

Research Site

The research site was a medium-sized Canadian university during the 2011-2012 academic year. I recruited participants from a first-year undergraduate course in World

History. They provided me with a variety of disciplinary writing assignments produced in their first semester of academic study.

Procedures

Once ethics clearance had been received, I contacted professors in the Department of History by email in order to find a site to recruit volunteers. Two professors sent an email to their classes that I had prepared which invited students to participate in my study. One of the professors also allowed me to give a brief presentation at the beginning of the class in order to recruit participants. Those interested contacted me by email. After I had recruited student volunteers (see Table 1 for demographic information), they emailed me their written assignments from the fall semester (see Table 2 for a list of assignments).

Table 1: *Demographic Information of Student Participants*

Name	Age	Year of Study	First language	Additional languages	Program of Study
Lindsay	18	1 st	English	French	Bachelor of Journalism
Alison	18	1 st	English	French	Bachelor of Public Affairs and Policy Management
Beata	20	1 st	Arabic	English	Bachelor of Arts

Table 2: *Participants, Courses, Writing Samples and Corresponding Appendices*

Participant	Course	Assignment Received	Appendix
Lindsay	World History	Essay	B (p. 141)
	Intro. to Canadian History	Term paper	C (p. 147)
	Intro. to Legal Studies	Case assignment Article assignment	D (p. 154) E (p. 157)
Alison	World History	Essay	F (p. 160)
	PAPM	Essay	G (p. 166)
	Canadian Political Environment	Research paper	H (p. 172)
Beata	World History	Essay	I (p. 182)
	The Making of Europe	Document analysis	J (p. 190)
	Intro. to Human Rights	Essay	K (p. 194)

I then contacted the course instructors from whose courses the students' assignments came. I asked for any written information they provided to the students regarding the course, assignments and grading (see Table 3 for a list of materials received).

Table 3: *Course Materials Provided by Instructors*

	World History	Intro. to Canadian History	Intro. to Legal Studies	Canadian Political Environment	PAPM	Intro to Human Rights
Course outline	x	x	x	x	x	x
Assignment sheet			x	x	x	x
Grading criteria	x		x	x	x	x

Analysis of the data began with qualitative coding (Charmaz, 2006) of the course outlines and assignment sheets for two reasons. First, it allowed me to understand more about the assignments: the task, the topic choices, rhetorical expectations, the appropriate format as well as the research and submission processes. Secondly, the course outlines and assignment sheets were a good starting point because they were easier to code as the instructions and expectations were often explicit.

Next, I coded the written assignments and then evaluated them using the diagnostic assessment rubric (Knoch, 2009). In addition, questions which emerged from this analysis were recorded for interviews with the student participants. After analyses of assignments and course data were completed, interviews were conducted with university instructors to get feedback on assignments. Then interviews were conducted with student participants to gain greater insight into their writing process, and genre awareness and

competence. I audio recorded and then transcribed all the interviews, verbatim.

Interview transcripts were then coded qualitatively.

Participants

This qualitative study involved three student participants and four university instructor participants from a medium-sized Canadian university. A purposive sampling approach was used to find a suitable sample for my study. More specifically, a blend of criterion and convenience sampling was used to find participants who met my predetermined criteria presented below and who were willing to volunteer (Dornyei, 2007).

Student participants. In terms of student participants, I was looking for first-year university students enrolled in an introductory-level History course because History was a discipline with which I was familiar. Ideally, I wanted participants from various linguistic backgrounds in order to compare the disciplinary writing knowledge of native and non-native speakers of English. I ended up with three student participants: Lindsay, Alison and Beata¹ (see Table 1 for demographic information).

Lindsay. The first participant was Lindsay, an 18-year-old freshman and native speaker of English with some French proficiency. In high school, she took some academic level courses, which she said gave her prior experience writing in History; however she did not have previous experience in the other disciplines she was studying as part of her post-secondary education. At university, she was pursuing a Bachelor of Journalism degree. In the fall semester, Lindsay took five courses: Introduction to Canadian History, World History, Introduction to Legal Studies, Introduction to

¹Participants' names have been changed in the interest of confidentiality

Journalism Studies and French, all of which were full-year courses. Her final grades in these fall semester courses were between the high 70s to low 80s. Lindsay provided me with writing samples from her Introduction to Legal Studies, Introduction to Canadian History and World History courses (see Table 2). She also provided me with the marked assignments returned to her by the professors and teaching assistants (TAs) which included feedback and grading rubrics. These data were helpful in determining whether my diagnostic assessment of assignments was accurate.

Alison. The second participant was Alison, an 18-year-old freshman pursuing a Bachelor of Public Affairs and Policy Management. She was also a native speaker of English and indicated that she had limited French proficiency. She had previous writing experience in History courses at high school, but did not have any prior experience with writing in the other fields she was studying in her freshman year. In the fall semester, she took World History, Canadian Political Environment, Introduction to Public Affairs and Policy Management (PAPM), Introduction to Economics and French. She provided me with the assignments from her World History, PAPM and Canadian Political Environment courses (see Table 2). She received an average grade in the mid-70s for these courses. She did not pick up her final papers and so was unable to provide returned assignments with professor feedback.

Beata. The third participant was Beata, a 20-year-old freshman pursuing a Bachelor of Arts degree. Her first language was Arabic and English was her second language. She moved to Canada while in middle-school and completed high school here. However, she indicated the main language of communication used at home and in her daily life was Arabic and that she struggled with writing in English. She had prior

experience writing in History at high school, but not in the other subjects she was taking at university. In the fall semester, she was enrolled in two history courses: World History and The Making of Europe. She also took Introduction to Human Rights, Introduction to Legal Studies and Introduction to Women's and Gender Studies. All her classes were full-year courses. She provided me with assignments from her World History, The Making of Europe and Introduction to Human Rights courses (see Table 2). She received an average grade of 80% in the first semester. She did not provide returned assignments with professor feedback.

University instructors. In terms of disciplinary experts, a similar sampling strategy was used. I was looking for university instructors who met certain criteria: experience teaching first-year courses in the disciplines for which I received student writing samples, and knowledge of writing in their discipline. My sampling strategy was also one of convenience as numerous professors and instructors were contacted via email, and in the end four agreed to participate in the study: a History professor, a Political Science professor, a Law instructor and a Human Rights instructor. The History professor was teaching a year-long Introduction to Canadian History course. The Political Science professor taught the PAPM course during the fall semester in which one of my student participants was enrolled. This professor also had experience teaching Introduction to Political Science. The Law expert at the time of the study was a contract instructor in a graduate law program at another university, but had prior experience teaching Introduction to Legal Studies courses at the university where the study took place. The Human Rights instructor taught the introductory course in which one of my student participants was enrolled. These experts were interviewed to gather information

on writing in their disciplines, to get their overall impressions of first-year student writing, and to get feedback on student work, particularly the content, as I felt I could not accurately assess unfamiliar subject-matter.

Sources of Data

Three different types of data were collected: student writing samples, teaching materials (including course outlines, rubrics and assignment sheets) and interviews with both student participants and university professor and instructor participants (see Table 3 for a list of materials received).

Writing samples. Participants emailed me copies of their written assignments from the fall semester for three of their courses (see Table 2). Lindsay provided four different assignments. Two assignments were for History courses: one was an essay from her World History course (see Appendix B, pp. 141-146) and one was a term paper from her Introduction to Canadian History course (see Appendix C, pp. 147-153). The other two assignments were from her Introduction to Legal Studies course, and included a case assignment (see Appendix D, pp. 154-156) and an article assignment (see Appendix E, pp. 157-159). Alison provided three assignments from three different disciplines: an essay from her World History course (see Appendix F, pp. 160-165), an essay from her PAPM course (see Appendix G, pp. 166-171) and a research paper from her Canadian Political Environment course (see Appendix H, pp. 172-181). Beata gave me three assignments from two different disciplines, an essay from her World History class (see Appendix I, pp. 182-189), a document analysis from her The Making of Europe course (see Appendix J, pp. 190-193) and an essay from her Introduction to Human Rights course (see Appendix K, pp. 194-200).

Course materials. In order to understand the assignments and examine the kinds of instructions provided to the students, I contacted the student participants' professors by email to gather course outlines, assignment sheets and grading rubrics (see Table 3). For the World History course, a course outline and a grading rubric were provided. I also received a course outline from the Introduction to Canadian History course which contained the assignment instructions. The Introduction to Legal Studies professor provided a course outline and assignment sheets for each of the two assignments, which included the grading criteria at the end. For PAPM, a course outline and assignment sheet, which included prompts and grading criteria, were provided. The Canadian Political Environment professor also provided the course outline, and an assignment sheet, which included the grading criteria. Finally, for the Human Rights course, I received a course outline, assignment sheet and grading rubric.

Interviews. Interviews with experts and students were conducted after the analysis of the writing samples had been completed in order to address all questions that had arisen from the analysis. Interviews were discourse based, as provisional questions were created that were applicable to all participants and then further questions were added during and after the analysis of assignments, with many of these questions aimed at individual participants. The interviews were semi-structured in that my original interview questions served as a guide and participants were free to go beyond these questions. Some follow-up questions emerged during the interviews (Dornyei, 2007). Questions for disciplinary experts focused on writing in their fields, general perceptions of first-year student writing, and the assessment of student participants' writing samples (see Appendix L, p. 201). The questions for students focused on their overall genre

competence and awareness (Artemeva & Fox, 2010; Gentil, 2011), their writing process and investigation of how they knew to write the way they did (see Appendix M, p. 202). It is important to note that the term genre was not mentioned in any communication with participants because it is a word that could be interpreted in different ways and is also a disciplinary term. Parts of the interviews were retrospective, asking student participants to think back to their writing experience in high school and to the previous semester and asking instructors to remember instructions provided in classes.

Instruments

Questionnaire. A brief background questionnaire was administered to student participants by email to gather basic demographic information as well as information on their educational backgrounds and prior writing experience (see Appendix N, p. 203).

Diagnostic assessment rubric. A diagnostic writing assessment rubric adapted from Knoch (2009) was used to assess written assignments (see Appendix O, pp. 204-205). Since diagnostic assessments allow us to assess a learner's strengths and weaknesses (Alderson, 2005), it was used to evaluate the students' writing samples. The categories in the rubric allowed me to investigate and evaluate fluency, content and form, which corresponded closely with Tardy's (2009) dimensions of rhetorical, subject-matter and formal knowledge.

Interviews. Seven interviews were conducted that lasted approximately 30-40 minutes. These semi-structured, discourse-based interviews (i.e. based on the analyses of course materials and student assignments) were audio-recorded using a Panasonic® digital recorder and then transcribed by the researcher using transcription software called

Express Scribe© (NCH Software, n.d.). Expert interviews took place in instructors' offices and student interviews took place in a sound-proof room at the university.

Methods of Data Analysis

Qualitative coding. Qualitative coding was used to analyze all sources of data. Qualitative coding entails labeling segments of data with a code that summarizes and accounts for the action occurring, and then grouping these codes into more abstract concepts and themes (Charmaz, 2006). This process allows us to define what is happening in the data so that we can then try and understand what it means. In my data analysis, I went through three stages of coding. The initial phase involved coding the data with a descriptive code that described the action being performed in each segment of data. My unit of analysis was a text chunk that contained one complete idea (Artemeva, 2006b). Sometimes these chunks contained one sentence; other times there were numerous ideas in one sentence and therefore I had to divide the sentence into multiple units. As suggested by Charmaz (2006), I labeled the segments of data using gerunds rather than nouns in order to capture the actions exhibited in the data. I used this type of coding to analyze course materials and interviews (see Figure 1). For student assignments, I complemented the qualitative coding with a linguistic analysis of the data. In addition to the descriptive codes, which I wrote on the right hand side of the paper, I coded for language, grammar and mechanics on the left hand side. Together, these two types of coding allowed me to get a better picture of students' writing competence (see Figure 2). After the initial coding phase, I made a list of all the descriptive codes and then grouped them together under a more abstract, conceptual code. The final phase involved focusing the conceptual codes into more abstract themes.

Work:
Essay 1. This essay will be five to six pages long and must follow the format specific to history i.e. Turabian or Chicago/ For an appropriate citation guide for history: see <http://www.libs.uga.edu/ref/chicago.html>, specifically the "Documentary Note" style.
Footnotes are the standard citation method for history papers. The theme for this first essay is the isolation and contact of peoples from 1400 to 1800. You need to choose one geographical area within the world and show in more detail how either isolation or contact with other peoples was formative for the people of this region. You may choose particular experiences, for example, ideas, environment, technology or others. Your essay must include foot or endnotes, a title, and a bibliography. Please do not follow the five-paragraph essay format. You need to structure your essay around an introduction, a series of paragraphs that are thematically consistent, and a conclusion.
Essay no. 1 due on November 14, 2011

Identifying appropriate style
Indicating standard citation method
Providing contradictory info on citation format
Describing essay format
Indicating due date

Describing length
Providing link to resource on Chicago style
Providing topic/theme
Providing frames of analysis
Advising students to avoid 5-par. essay (Assuming student familiarity?)
Providing info on organization

Figure 1: Sample of qualitative coding of World History course outline

The Columbian Exchange refers to the exchange of diseases, ideas, crops and population between the New and Old World following the arrival of Christopher Columbus to America in 1492. The New World refers to America or the Western Hemisphere, and the Old World refers to the entire Eastern Hemisphere, meaning Europe. The interchange resulted in an ecological revolution between the New and Old World, the Eastern Hemisphere gained new staple crops, such as potatoes, maize and cassava. The New World soil provided suitable lands for the plantation of sugar and coffee, which set the foundation for the Atlantic slave trade. However, the exchange also brought losses to the Western Hemisphere. European contact enabled for the transmission of diseases to the once isolated communities of the New World, such transmittable diseases as smallpox, measles, whooping cough, chicken pox, bubonic plague, typhus and malaria. This paper will argue that the Columbian Exchange spread of Old world diseases resulted in depopulation and social disruption throughout the New World, through the spread of such diseases as smallpox and measles. Social disruption hindered the community from working together, destroyed religious practices, and threatened their history from being passed down to the next generation.

Indenting paragraph
Omitting plural "s"
Using periods correctly
Using commas properly
Omitting word
Deleting plural "s"
Missing comma
Omitting citation
Not using capital letters
Missing comma
Repeating diseases
Making unclear reference
Not using plural form

Defining Columbian Exchange
Omitting citation
Explaining terms
Explaining results of contact
Explaining consequences of contact for New World diseases
Stating thesis

Figure 2: Sample of qualitative and linguistic coding of Beata's World History essay

Diagnostic assessment. As previously mentioned, a diagnostic assessment rubric (see Appendix O, p. 204-205) adapted from Knoch (2009), was used to assess rhetorical competence, subject-matter competence and formal competence evident in the students'

written assignments. There were three main categories in the rubric: fluency, content and form. Within each of these broad categories were three sub-categories. Fluency included the organization of the papers, the cohesion or flow, and the style or tone. Content included the purpose or thesis of the paper, the interpretation or analysis of the data and the development or extension of ideas. Form referred to sentence structure and mechanics, vocabulary and grammar, and format (layout, font, spacing and citation format). There were 5 bands, with 5 being the highest and 1 being the lowest. The average score for each assignment was calculated out of 5. I considered scores falling between 4-5 "A" range papers, 3-4 were "B" range papers, 2-3 were "C" range papers, and 1-2 were "D" range papers.

Memoing. I used memoing (Miles & Huberman, 1984) to record all the thoughts, questions and reflections that surfaced during the process of data analysis and writing. These memos helped keep track of ideas and information that would be useful when writing the findings and discussion sections. They were also useful in reminding me to review, compare or make changes to analyzed data or previously written sections.

March 16th

Memo:

- Go back : check for transitions in Beata's : Alison's papers
- Also, look for evidence of critical thinking in Lindsay : Alison's papers (comparisons, interpretations, evaluations, etc.).

Figure 3: Sample of memo used during analysis

Triangulation

In order to increase the credibility of my findings (Merriam, 2009) I used both data and methodological triangulation in my analysis. I used various sources of data to explore professors' expectations of disciplinary writing as well as students' genre competence and awareness (see Table 4). Course materials were collected to investigate professors' expectations for writing assignments. Then, interviews with university instructors were conducted to explore their perceptions of students' rhetorical, subject-matter, formal and writing process competence. Student writing samples were used to investigate rhetorical, subject-matter and formal competence. Finally, interviews with students were conducted to explore their views of their writing process, rhetorical competence and rhetorical awareness.

Table 4: *Triangulation of Data (adapted from Beaufort, 2004)*

Dimensions of Genre Knowledge	Course Materials	Instructor Interviews	Students' Writing Samples	Student Interviews
Rhetorical	x	x	x	x
Subject-matter	x	x	x	
Formal	x	x	x	
Process	x	x		x

In addition to data triangulation, I used two methods of analysis, qualitative coding (Charmaz, 2006) and diagnostic assessment (Knoch, 2009). I also had disciplinary experts assess student papers and had an independent rater examine one writing sample from each participant to help gauge my evaluation. The independent rater was an EAP teacher and had a background in writing studies. She was also a TA at the university where the study took place and had experience assessing undergraduate

students' writing. She used the diagnostic assessment rubric to evaluate Lindsay's World History essay, Alison's PAPM essay and Beata's Human Rights essay.

The following chapter describes the analyses of the data and findings. It begins with the analysis of course materials and interviews with professors which provided me with insight into their expectations of students' writing. I then describe the examination of student papers and interviews which allowed me to assess the student participants' genre competence and awareness (Artemeva & Fox, 2010).

4. Analysis and Findings

This section details my analyses of the data and the findings of the analyses. I begin with the analysis of course materials and interviews with instructors. These two sources help provide a picture of the professors' expectations and guidelines for the genres. I then present the analysis of student papers using qualitative coding and diagnostic assessment. Finally, I describe the analysis of my interviews with student participants. Together, these last two sources of data provide a sense of the participants' genre competence.

Analysis of Course Materials

The World History Course. This year-long course was taught by two different instructors. I was provided with the course outline (CO), which included a paragraph description of the assignment (valued at 15% of the final course grade) and grading rubric (GR).

In the course outline, a broad topic for the writing assignment was given which encompassed both the purpose and the subject-matter:

The theme for this first essay is the isolation and contact of peoples from 1400 to 1800. You need to choose one geographical area within the world and show in more detail how either isolation or contact with other peoples was formative for the people of this region.

Appropriate frames of analysis were also suggested such as, "You may choose particular experiences, for example, ideas, environment, technology or others" (CO). The professor gave two options of citation styles: Chicago or Turabian, and indicated that footnotes were the preferred citation format. Some explicit instructions were also provided about the structure: "Please do not follow the five-paragraph essay format. You need to

structure your essay around an introduction, a series of paragraphs that are thematically consistent, and a conclusion” (CO). Students were required to synthesize multiple sources in this essay. The grading rubric indicated content expectations such as the use of relevant evidence and in-depth description. It also included some information about appropriate ways of supporting an argument such as with quotes or examples, and indicated the purposes of the introduction, body, and conclusion, for example, “The closing paragraph reviewed the supporting points and connected them clearly to the thesis” (GR). Expectations regarding layout (e.g., font, spacing, title page and bibliography), language, grammar and mechanics were also articulated.

The Introduction to Public Affairs and Policy Management (PAPM) Course.

This was a full-year course, with the first semester focusing on political theory, and the second on economic theory. The political theorist who taught the fall semester provided me with the course outline and a two-page assignment sheet (AS) for the only required written assignment: an essay valued at 40%.

A variety of information on the assignment was given in the course materials. A brief paragraph in the course outline provided information about the submission process, layout and grading criteria. The assignment sheet presented more detailed instructions. Three topic prompts about John Locke’s (a political philosopher, 1632- 1704) various political theories were provided along with specific questions to help frame the analysis. All three prompts required students “to interpret Locke’s intention in the light of the textual evidence” (AS) and evaluate his arguments, which implies both the purpose and mode of persuasion. The professor also articulated the rhetorical structure of the introduction, telling students to include a thesis statement at the outset, and an outline of

their argument in the introduction. Advice on what to include in citations and how to present them was also given in the assignment sheet:

When you paraphrase the author's comments, cite the reference. Exact quotations must be in quotation marks and referenced clearly. When in doubt, it is better to provide a reference to the author's work. In an initial footnote, give publication information for your edition of the text and note that subsequent references will be embodied in brackets within the text of your paper. In those brackets, cite passage numbers (e.g. Section 99).

Students were free to choose either Chicago or APA style. In addition, the grading criteria indicated how to develop an argument, for example, "Imagine possible objections to [your argument] and respond to them. Remember that in order to adequately critique an argument one must first state it in its strongest possible form" (AS). She also explicitly told students to support their arguments with quotations and "original examples" (AS), and suggested that students create an outline to help organize their ideas.

The Canadian Political Environment Course. This second year course lasted one semester. The professor provided the course outline and an assignment sheet for the research paper (valued at 35%); however, the topic choices had been posted on the course website and were not provided to me by the professor.

In both course materials, details on the layout and submission process were described. In the assignment sheet, the professor indicated various goals of the assignment including:

(i) to broaden your knowledge of a specific topic, and (ii) most importantly, to help you gain experience in writing such papers: the experience in gathering, interpreting, and documenting information, developing and organizing ideas and conclusions, and communicating them clearly.

Explicit instructions were given about what to include in the introduction, body, conclusion and bibliography, and the purpose of each section was described, for example,

“Explain why this topic is important, what your goals are for the discussion, and how you intend to structure your discussion of the topic” (AS). Possible research questions and other questions to help frame the analysis were also provided, for instance, “What are the parameters of the debate? What were the internal debates about strategy of a given group?” (AS). The grading criteria were broken down into two categories: organization/professionalism and substance/content. The former referred to appropriate format, grammar, punctuation, structure. The latter assessed students’ understanding of the topic, overview and synthesis of the relevant research, and critical assessment of the topic. The professors also indicated that the Canadian Journal of Political Science’s style was the preferred citation style for the discipline. In this second year course, the instructions were much more clearly and thoroughly articulated than in the two first-year courses described above.

The Introduction to Legal Studies Course. The professor of this full-year course provided me with a course outline and assignment sheets for the two written assignments required in the first semester (worth 10% each): an article assignment and a case assignment. Students were to write both assignments as a newspaper article. Each handout contained the same information on the submission process, the layout and citation style (legal style). The grading rubric, which was also the same for both, described expectations in terms of format, organization, content, analysis and evaluation of sources.

The purpose of the article assignment was to analyze the main arguments of an academic article provided by the professor. Directions were given to “summarize the content of the article and link this summary to your opinion about the issues the article

raises” (AS). It also instructed students to use the SQ3R reading method practiced in tutorials. This is a special reading comprehension method in which readers survey, question, read, recite and review texts (Robinson, 1970). Other requirements, such as having an interesting title, using short and direct paragraphs, using proper grammar and being accurate were articulated.

The purpose of the case assignment was for students to brief a case as a news article. The proper structure of a case brief was outlined: “1. Heading (or at least the parties to the case), 2. Facts (including a procedural history), 3. Issue, 4. Judgment, 5. Holding, 6. Ratio Decidendi (rule of law), 7. Reasoning, 8. Dissenting/Concurring Opinions (if there are any)” (AS). It was also evident that some of the tutorial classes were directed at helping students learn how to brief a court case: “In your tutorials your TAs will teach you how to ‘brief’ a case. You should use this method to help you read the case in preparation for writing your news article” (AS).

The Introduction to Canadian History Course. This full-year course was taught by two different professors. I received the course outline, which contained a page and a half assignment description (worth 20% of the term grade). For this task, students were to visit a virtual museum exhibit and critically analyze it for its argument. Intertwined with questions to help frame the critique were the expectations of analysis and evaluation: “What themes or lines of argument are advanced? How convincing is the argument?” (CO). The professor also provided considerable details about the exhibit and the purpose of museum exhibits in general. Students had to incorporate three other sources into their paper as well. A guide for writing in history was recommended to help with writing and citation conventions, but no mention of the appropriate style was made

other than to use footnotes or endnotes. The professor also advised students to begin the writing process early and provided instructions on expected format and the submission process. Thinking, argumentation and lexico-grammatical expectations were also described: “We are looking for evidence of comprehension and judgment, your ability to structure an argument or persuasive piece of prose, the quality of your writing – including grammar, spelling, punctuation, sentence and paragraph formation, and phrasing” (CO).

The Introduction to Human Rights Course. The instructor for this full-year course provided me with a course outline as well as an assignment sheet which included grading criteria. In the fall semester, students were evaluated on two essays worth 20% each. The purpose of and criteria for the essays were described:

With the fall essays, we will assess how accurately you present information and ideas from course readings, the acumen with which you select pertinent points, and the soundness and sophistication of your own argument. Writing quality will also be evaluated. (AS)

Options for essay topics were provided as well as the sources to be used for each (no additional sources were required). Students were required to evaluate two opposing arguments on a topic. The professor also cautioned students to avoid two common problems he noticed in students’ writing, specifically “lack of elaboration” and “ambiguity”, which he briefly explained (AS). He also provided numerous details about proper citation styles and conventions. Evaluation criteria were described and included content (including description and analysis of topic), organization (clear thesis, logical progression and proper citation conventions), and style (language, grammar, coherence). Details on the submission process and layout were also given.

Summary of Analysis of Course Materials

Table 5 outlines the type of instructions and expectations articulated in course outlines, assignment sheets and grading rubrics distributed in each course (for a listing of course materials, see Table 2 in Methods section, p. 26). An example of the qualitative coding is provided in Appendix P (p. 206). Please note that the information for Beata's *The Making of Europe* course was not provided.

Qualitative analysis of course materials provided me with an understanding of the various tasks as well as some of the assignment expectations. For example, one theme which arose from all data sources that did not fit in Tardy's (2009) model was *critical thinking*. By critical thinking I am referring to the ability to understand, interpret, apply, analyze, synthesize and evaluate information (Bloom, 1956). This theme was included in Beaufort's (2004) model of expertise; however, she included it as a subcategory to subject-matter. All of the analyzed assignments required students to understand a topic and analyze sources. Some assignments, such as the World History essay, the Canadian Political Environment research paper, and the Introduction to Canadian History essay, required students to synthesize multiple sources. Moreover, most assignments, with the exception of the World History essay, explicitly instructed students to evaluate ideas, sources or arguments.

Table 5: *Information and Expectations as Described in Course Materials*

Dimensions	Expectations/ Instructions provided	World History	PAP M	Canada n Political Environ.	Legal Studies	Canada n History	Huma n Rights
Rhetorical expectatio ns	Goal/purpose of task	x	x	x	x	x	x
	Rhetorical structure	x	x	x	x		x
	Modes of persuasion	x	x	x	x		
	Frames of analysis	x	x	x	x	x	
	Citation style	x	x	x	x		x
Subject- matter expectatio ns	Topic	x	x		x	x	x
	Source(s)		x		x	x	x
	Discipline- specific skills				x		
Process expectatio ns	Research process						
	Writing process		x			x	
	Submission process		x	x	x	x	x
Formal expectatio ns	Layout	x	x	x	x	x	x
	Vocabulary/ grammar/mechani cs	x	x			x	x
	Citation format	x	x			x	x
Critical Thinking expectatio ns	Comprehension	x	x	x	x	x	x
	Analysis		x		x	x	x
	Evaluation		x	x	x	x	x
	Synthesis	x		x		x	

Overall, the various course materials provided students with information relating to all dimensions of genre knowledge as outlined by Tardy (2009) as well as *critical thinking*. As shown in Table 5, *rhetorical, formal and critical thinking* expectations were most commonly articulated. Regarding rhetorical expectations, all instructors described the goal of the task and most described the appropriate rhetorical structure. The majority

also mentioned appropriate modes of persuasion and frames of analysis. Moreover, five out of six professors indicated appropriate citation styles and provided links to online resources to help with citation practices. In addition, another commonality that seemed to be standard across the board was the appropriate format for papers. All assignments required the same layout: a 12 point font, double spacing, a title page and bibliography. Some professors also described the correct citation formatting conventions. Expectations of proper vocabulary, grammar and mechanics were also articulated in many of the course materials. Regarding critical thinking, all course materials made mention of the need to understand, analyze, synthesize and/or evaluate the sources. In the Introduction to Legal Studies course, students were also expected to apply discipline-specific skills learned in tutorials. In terms of subject-matter, professors provided prompts on specific topics and often provided the sources to be used. Process expectations were by far the least mentioned. Two professors gave advice on the writing process, but this consisted of only one or two sentences. Only two assignments required students to do their own research and no advice on the research process was provided in the course materials. The most frequent writing process instructions were on the submission process, such as the due date, method of submission and penalties for late assignments. Although all professors outlined instructions and expectations in the course materials, the amount of information varied. Interviews with instructors helped me further understand disciplinary appropriacies.

Instructor Interviews

Instructor interviews provided insight into their perceptions of writing in their respective disciplines. They also gave me general impressions of first-year students'

strengths and weaknesses in terms of writing. The instructors gave feedback on student participants' assignments as well, which will be presented in the discussion.

Perceptions of Writing in the Disciplines. For a sample of qualitative coding of instructor interviews, see Appendix Q (p. 207-208).

History. My interview with a History professor revealed a lot about his perceptions of writing in the discipline. He said that writing in History involves “the move to thinking historically, trying to analyze questions and events in the past and in a context, and understanding those . . . processes, those events, being able to think historically about them, and make historical arguments” (February 9, 2012). He described the style of writing in History as graceful “narrative and storytelling” which he viewed as one of the advantages of writing in the field, because it appeals to a wider audience (February 9, 2012). According to him, two common assignments in undergraduate History courses are essays and research papers. He indicated that there is ambiguity in these terms; however, both “are meant to give students practice formulating arguments and presenting those arguments in written form. In that sense, [essays and research papers] do double duty as a tool to develop writing skills and the analytical skills used to assess and create arguments” (March 8, 2012). To begin the writing process, this professor advised his first-year students to start with non-scholarly sources, such as encyclopedias or websites, in order to generate ideas. He also expressed concern with the lack of emphasis on writing as a process in History courses:

Writing is a process, and revising is part of the process; and that's one of the big failings of how we teach this, is that they hand their papers at the end of the term, they get them back, if they ever pick them up, and they never have to act on those . . . I really learnt a lot about writing, my writing, when I had to revise drafts of papers. (February 9, 2012)

Political Science. According to the professor interviewed, writing in this discipline “is different from certain fields [because] it involves interpretation as well as making arguments” (February 8, 2012). She said she expects students to have a clear thesis statement in their introductions, which is a “summary statement of the main argument they make in the paper” and that their arguments must be based on interpretations of a texts or texts (February 8, 2012). In persuading the reader, the professor said writers must avoid “straw person arguments”, which she described as combating a weak form of an argument “instead of putting the argument in its strongest possible form, as you are supposed to do” (February 8, 2012). She also indicated that she assigned essays rather than research papers, but did not explain a distinction between the two.

Legal Studies. It is important to note first that the terms Law and Legal Studies were used interchangeably by the interviewed instructor to refer to the undergraduate program and courses. In addition, she made distinctions between the types of writing done by undergraduate students, Master’s students and professional lawyers. She said that lawyers write frequently and write a variety of different texts. In terms of undergraduate assignments, she thought that students may be asked to write academic assignments such as research papers or proposals, but indicated that perhaps the most common assignment, and most related to the practice of law, is the case brief. According to her, the purpose of a case brief is to pull out key information from a case and that it serves as “learning tool” to help people remember the fundamental parts of a case because there is so much reading involved, that it is easy to forget (February 9, 2012).

Although there are variations, the instructor indicated that case briefs follow a typical structure:

In general, there's going to be a statement of the facts of the case, some sense of the procedural history . . . they would state what is the legal issue before the courts . . . what the ultimate decision was by the court...the court's reasoning for that decision, and . . . the ratio decidendi, and it means basically the principle that case stands for . . . (February 9, 2012)

In terms of research processes, for an assignment such as a case brief, the instructor indicated that little research is required beyond the specific case; however, students may refer to sections of pieces of legislation such as the Canadian Charter of Rights and Freedoms or the Criminal Code of Canada. On the other hand, she said a research paper would require a writer to synthesize multiple sources.

The instructor pointed out that learning to write in Legal Studies entails "learning a whole new language and having to learn to read stuff that they've never read before, in a way they've never read before" (February 9, 2012). She also stressed the importance of citations in Law, particularly for cases, as they provide a multitude of information such as the level of court and the year of decision.

Human Rights. When asked to describe writing in his field, the Human Rights instructor indicated that "Human Rights is not a traditional discipline. In fact our program is across disciplines, several disciplines, so, you know, I can't really say there's a particular expected style" (March 15, 2012). He said that common sources used are books, papers from academic or human rights or non-governmental organization journals, UN and governmental documents and reports, human rights and other non-governmental organizations' documentations and reports. He also indicated that the proper way to combat an argument was to "develop it in its whole form" before refuting it (March 15, 2012).

Instructors' perceptions of writing in the disciplines. Even though types of writing in the discussed disciplines are very distinct, they appear to share some similarities. Writing in all the discussed fields requires critical thinking, whether it be at the level of comprehension, analysis, synthesis or evaluation. It also appears that writing in History, Political Science and Human Rights involves particular modes of persuasion and argumentation. Both the Political Science and Human Rights instructors indicated that these modes of persuasion came from the field of philosophy, signifying that some disciplinary appropriacies are influenced by other fields.

Instructors' Expectations of First-year Students' Writing

History professor. According to the History professor, professors in this discipline generally expect students to “have the elements of a paper in place: the introduction, the body, the conclusion . . . a clear argument and an argument that is historical” (February 9, 2012). He also said that essays had to include proper scholarly sources. Moreover, he thought that first-year History students are not usually expected to use primary sources in their writing and that most professors discourage it because “it’s enough to get them comfortable with the secondary work” (February 9, 2012).

Political Science professor. According to the Political Science professor, in this discipline students are expected to read classic, primary texts such as Plato’s Apology, or works by philosophers such as Aristotle or John Locke. She also thought that synthesizing multiple sources was not common in first-year courses, and that students typically write about one or two primary texts.

Law instructor. The Law instructor indicated that she expected students to be able to “put together a well-organized presentation of their ideas” and communicate it in

grammatically correct sentences (February 9, 2012). When I asked her about the Op/Ed genre mentioned in the Legal Studies course outline (which is an opinion or editorial piece for a newspaper or blog), she said she felt that it required “way deeper [thinking] than these students are capable of doing” (February 9, 2012). She also acknowledged that joining the field is a challenge for new students because it involves learning new “vernacular” and reading strategies (February 9, 2012).

Human Rights instructor. The Human Rights instructor indicated that he expected logical organization as well as clarity and use of appropriate evidence, which for his class does not yet include original sources. He also described the importance of accuracy and having a sound, sophisticated argument. This instructor said he hoped students would take their writing seriously, and use the feedback provided to “develop the quality of their writing over a period of time” (March 15, 2012). He also expressed concern with how some students do not make an effort to learn from feedback on their writing.

Summary of instructors’ expectations of first year student writing. In terms of professors’ expectations of first-year students writing, almost all instructors indicated that they expected students to be able to properly organize a paper. Both the Human Rights and Political Science instructors said they did not expect first-year students to read and interpret primary texts. The Law and Human Rights instructors indicated their expectation of appropriate modes of argumentation: developing the opposing argument appropriately before disputing it.

Instructors' Perceptions of First-year Students' Writing Competence

History professor.

Strengths. This professor felt that students had a general idea of the organizational structure of an essay, which he attributed to writing experience in high school: “they do all arrive out of high school with a sense of the elements of the essay” (February 9, 2012).

Weaknesses. He observed that some students have difficulty supporting ideas by integrating multiple sources, but said this issue was not major. He also noticed recurrent issues with grammar and mechanics, which at times can be more significant than others.

Political Science professor.

Strengths. This professor noticed many differences in individual students' writing abilities, which she attributed to their experiences in high school “because in some high schools they teach students how to write essays, whereas in other high schools, they don't ask them to write even one essay” (February 8, 2012). She felt that most students make an effort to follow the instructions, and that the better students are good at backing up their assertions with appropriate evidence.

Weaknesses. This professor noticed that many students had a hard time understanding that they were supposed to “make a judgment about the merit of a philosopher's argument” (February 8, 2012). She also observed that some students have difficulty using quotes and paraphrase appropriately; however, she appreciated that it was something they learned to do over time. A final concern raised by this professor was “a disturbing lack of critical thinking” (February 8, 2012).

Law instructor.

Strengths. When asked about students' strengths, she felt her students were good at summarizing and identifying facts.

Weaknesses. However, when they had to pull out key information from a case, it was more difficult for them because it is an ability that "takes years for people to develop" (February 9, 2012).

Human Rights instructor.

Strengths. The Human Rights instructor indicated that a strength he noticed was passion about the issues or topics. He observed that some students really care about the topics on which they choose to write.

Weaknesses. In terms of weaknesses, he felt that some students struggle with organizing an argument, understanding the point of making an argument and with "grammar, syntax and everything else" (March 15, 2012). Proper argumentation was also a weakness and the instructor said that a common mistake by first-year students is that when combating an argument, "they try to give the core argument [and] they do it very briefly... you have to provide a more thorough rendering of [the opposing] position before criticizing them" (March 15, 2012). Another common issue he identified is some students' inability to follow instructions, which causes some frustration for his TAs. He also expressed concern over students' lack of concentration and felt that technology is having a damaging effect on peoples' ability to concentrate. As a result, he thought it must "affect the ability to think deeply and write about it" and may lead to "shallow representation" of ideas (March 15, 2012).

Summary of general perceptions of first-year students' writing competence.

The instructors interviewed touched on similar student competences. The strengths perceived by the History and Political Science professors were rhetorical, and included appropriate rhetorical structure and supporting of claims. Moreover, critical thinking abilities in terms of understanding and summarizing were observed by the Law and Political Science instructors. Some common weaknesses were also identified. The Law and History instructors both noted proper grammar and mechanics as problematic for some students. Weaknesses related to critical thinking, such as understanding and analyzing information, were also raised. The Human Rights and Political Science instructors noticed that some students have issues with following directions properly, which may also be related to understanding. Another common issue that surfaced through thematic coding was related to the writing process. Both the Human Rights and History instructors expressed concern with the lack of learning through revising student work or using feedback. Once assignments are handed in, they said that students rarely pick them up and are not asked to make revisions.

The analysis of course materials and interviews with professors gave me a sense of professors' expectations and perceived student writing competences. However, analysis of the student assignments and interviews gave me a much fuller picture of their proficiencies.

Analysis of Student Assignments

Qualitative analysis and diagnostic assessment of student assignments provided evidence of genre competence in terms of rhetorical competence, subject-matter competence and formal competence (Tardy, 2009). As previously mentioned, critical

thinking was a recurrent theme that emerged from the data analysis; therefore, I include it as an additional dimension of genre competence.

Lindsay. Lindsay, an 18-year-old freshman pursuing a Bachelor of Journalism at the time of my study, was a native speaker of English. She provided me with assignments from her World History, Introduction to Canadian History and Introduction to Legal Studies courses.

The World History Assignment. This assignment asked students to choose a geographical area and examine how either contact with or isolation from other peoples was formative for the region's indigenous peoples. Lindsay chose to write about the influence that pirates had on Port Royal, Jamaica.

This essay contained all the necessary rhetorical elements as identified by the professor: an introduction with a thesis statement, a body that developed an argument and a conclusion (for the complete paper, see Appendix B, pp. 141-146). In the introduction, Lindsay introduced the topic, provided background information and stated her thesis: "As is shown, whether with direct or indirect contact, the pirates influence on Port Royal was formative for the nation and its culture would not exist if it was not for this contact" (Appendix B, p. 141). Lindsay also seemed to understand the proper mode of persuasion as explained by the interviewed History instructor; in each paragraph of the body she made claims and supported them with scholarly historical sources. There was also a conclusion that ended the paper; however, its weakness was that it did not summarize all of the claims made (see Appendix B, p. 146). Another strength, as expected by the professor, was that she used the correct citation style, with only slight errors in formatting

conventions (the bibliography was double-spaced instead of single-spaced, and she omitted the italics in the footnotes).

However, there appeared to be various issues with clarity in this essay. Some claims and connections made in the body of the essay were unclear. In this excerpt, the connections between the pirates' influence on the city, diversity of religions, equality and slavery are unclear:

Even though Port Royal was a British colony, it had a large diversity of religions present in the city. A lot of this was because of the pirates who inhabited Port Royal in the past. It is this idea of equality. However, Pirates also had an idea of justice, a very disfigured idea but it comes out with their perspective of slaves. (Appendix B, p. 145)

A few paragraphs seemed unrelated to the topic and claims appeared unsubstantiated. If there was a logical connection between the ideas, it was not always evident. In this instance the link between an earthquake and the idea of family and equality is not clearly made:

Not long after the pirates were eliminated from Port Royal, the city experienced a catastrophic earthquake, "...whole buildings began to crash down. The church itself, standing at the east end of the town, rapidly slid into the sea, its tower collapsing in the process." The immensity of damage Port Royal experienced was enough to start completely over. Even though culture remained, a new city had to be built, and the pirates influence did not shy away from this. The pirates gave the gift of family to Port Royal, it is the idea that everyone is equal and can stand a united front. After a series of invasions and maroons, the city continued to stay strong. (Appendix B, p. 144)

In terms of language and grammar, there were a few awkward sentences: "This did not crumble the foundations the pirates made, and Port Royal, even through catastrophe, stood a united front from wars, attacks and maroons, it lived to see a marvelous day of the slave abolition which coincides on the pirates beliefs." (Appendix B, p.145). This sentence also demonstrates some of the grammatical errors: it includes an unnecessary subject (it), error in proposition (on) and omission of apostrophe (pirates).

Also, there were several other mechanical and grammatical errors in word formation, omission of propositions, verb tense and misuse/omission of commas or semi-colons; nonetheless, the majority of these errors were not distracting: “The pirates in the Caribbean’s indirect and direct contact with Port Royal, is formative because it lays the foundations of the city” (Appendix B, p. 145). Here, the misuse of a comma after “Port Royal” is an error which does not interfere with the meaning of the sentence.

My diagnostic assessment of this essay is outlined in Table 6 below. Although there was a logical organization of ideas, due to the lack of a summary in the conclusion and limited use of transitions, she got a 4 in these categories. A score of 5 was given for using appropriate academic style. This paper received lower scores of 4 and 3 on content because of the thesis was not always clearly supported, the interpretation of ideas was often unclear and there appeared to be irrelevant support. There were also a few awkward sentences and grammatical errors, and minor errors in citation format, therefore she received 4 in each of these areas. Overall, this essay received a 3.9, which was consistent with the final grade assigned by the TA, a “B+”². An independent rater provided an evaluation for this assignment in the same range, 3.7.

Table 6: *Diagnostic Assessment of Lindsay’s World History Essay*

Fluency	Score	Content	Score	Form	Score
Organization	4	Purpose	4	Sentence structure/ Mechanics	4
Cohesion	4	Interpretation/Analysis	3	Vocabulary/Grammar	4
Style	5	Development/Support	3	Format	4
Total	13		10		12
				Total score	35/45
				Band score	3.9

² As described in the Methods section (p. 36), a score between 4-5 falls within an A range, 3-4 is B range, 2-3 is C range, and 1-2 is D range.

The Introduction to Canadian History Assignment. The research paper assigned in this course required students to identify the argument that a particular online museum exhibit was advancing about the Irish settlers in Quebec, and to critically evaluate the view being put forth. Other sources were provided by the professor to help with the analysis.

As with her World History essay, Lindsay's paper had all the essential elements described by the interviewed History instructor. There was an appropriate introduction which contained a thesis, body paragraphs which attempted to make claims, and a conclusion that summed up the paper (for the complete paper, see Appendix C, p. 147-153). She also made an effort to find the bias in each section of the exhibit and to think critically about it. However, the claims in the body paragraphs were not always clear. In this example, she does not explain the "one side of the Irish in Quebec" or the "gaping void" she feels the exhibit is showing:

The exhibit proudly boasts how the "[Irish] fought to improve working conditions, sometimes resorting to strikes." With having the disruptions of these strikes and a slum, it is reasonable to assume that the perception of harmony between the two groups is not a realistic perception. This assumption can be rationally made as the exhibit continues to only present one side of the Irish in Quebec, and leaves a gaping void which needs to be assessed. (Appendix C, p. 150)

Furthermore, toward the end of the essay she began to incorporate other sources, one of which was based on events in Toronto; however, she did not clearly explain how those same problems would be relevant in Quebec.

In terms of mechanics, there were occasional issues with punctuation, particularly the omission of commas. Moreover, there were a few incomprehensible sentence constructions: "This honoured, positivist depiction of these individuals leaves a drastic gap of questioning the opposing reality of the influence the Irish had in Quebec"

(Appendix C, p. 148). There were also some grammatical errors, particularly with proper use of prepositional phrases. In this excerpt, she uses the preposition “on” with the verb highlight unnecessarily: “The exhibit highlights very effectively on these deaths, and the deaths at Grosse-Île, and it appropriately mentions how these lives have been memorialized” (Appendix C, p. 148).

When I conducted the diagnostic assessment of this essay (see Table 7), I observed that it was well-organized; however, the conclusion did not summarize the main points (Appendix C, p 148), so it received a 4 in this category. She received a perfect score for flow due to the effective use of transitions between ideas. The style was generally academic, but sometimes she made strong claims and should have used hedging devices (as noted by the TA), and the purpose was not clearly articulated, therefore it received a 4 in both categories. Moreover, the ideas and analysis were not always clear, leading to a score of 3. Some awkward sentences and errors in construction and mechanics at times distorted the ideas being communicated, resulting in a 3 in this category. There were a few errors in grammar, which led to a score of 4, but her proper formatting received a 5. Overall, based on my diagnostic assessment, this paper received a 3.9, or a “B+”. However, the grade assigned by the TA was lower, a “B-”. Based on the professor and TA’s comments, the majority of points were deducted for content depth and accuracy, which was difficult for me to judge.

Table 7: *Diagnostic Assessment of Lindsay’s Introduction to Canadian History Essay*

Fluency	Score	Content	Score	Form	Score	
Organization	4	Purpose	4	Sentence structure/ Mechanics	3	
Cohesion	5	Interpretation/Analysis	3	Vocabulary/Grammar	4	
Style	4	Development/Support	3	Format	5	
Total	13		10		12	
					Total score	35/45
					Band score	3.9

The Introduction to Legal Studies Assignment. As previously mentioned, Lindsay provided two assignments for this course: a case assignment and an article assignment.

Case assignment. This assignment asked students to brief a court case provided by the professor. They were to write the analysis as a newspaper report (for the complete paper see Appendix D, p. 154-156).

This assignment was difficult for an outsider of the discipline to understand. This paper included the required elements of a case brief, which were outlined in the assignment sheet and instructor interview, and included the procedural history, the court’s decision, the reasons for the court’s decision and the principle the case stands for (the *ratio decidendi*); however, she did not go into much detail, as noted by the interviewed instructor. Furthermore, she used legal terms without explaining them and made reference to sections of the Charter and the Criminal Code without clarification (see Appendix D, p.154).

There were also some errors in language and punctuation. A couple of sentences were worded awkwardly and had missing punctuation. In this example, she omitted an apostrophe on “Crowns” and used the words “that” and “too” unnecessarily: “In final remarks, the Court returned to the Crowns original application stating that that ‘the

Crown relied exclusively on the affidavit of a police officer,' revealing this evidence was too inadequate to ground a case, and that the statement itself was too broad.” (Appendix D, p. 155).

In terms of the diagnostic assessment (see Table 8), this paper received a 4 in all fluency categories because, although there was logical organization, the conclusion did not summarize the ideas and there were not always clear transitions. Also, there were some errors in legal terminology, as pointed out in my interview with the law instructor. As for content, the instructions did not ask to state a purpose at the beginning; therefore, this category did not apply. Because of the lack of explanation of legal terms 3 was given for interpretation and development. There were also some errors in sentence structure and grammar, resulting in a 4 in these categories; however, the format was appropriate, therefore received a 5. Overall, this paper received a score of 3.9, or a “B+”, which was close to that assigned by the TA, an 8.25/10 (A-).

Table 8: *Diagnostic Assessment of Lindsay’s Legal Studies Case Assignment*

Fluency	Score	Content	Score	Form	Score
Organization	4	Purpose	n/a	Sentence structure/ Mechanics	4
Cohesion	4	Interpretation/Analysis	3	Vocabulary/Grammar	4
Style	4	Development/Support	3	Format	5
Total	12		6		13
Total score					31/40
Band score					3.9

Article assignment. For this assignment, students had to read the article provided by the professor, summarize the author’s main points and include their own opinions about the topic (for the complete paper, see Appendix E, pp. 157-159).

Lindsay submitted a well-organized summary with few grammatical issues. She even got creative with the topic comparing law to a relationship and came up with a catchy title “How to get Law to Sleep with You”. Nonetheless, a couple of times, the points she made were unclear. In this excerpt, the connection between industry, demands of the people, classes and having a single definition of law is unclear:

The result of legal doctrine’s choices, is its conformity to ‘meet the demands of the culture industry and to secure its exact opposite, the right of publicity.’ Abiding to meet the demands of the industry, means that law cannot meet the demands of the people. This causes inconsistency between classes. The difficulty of pleasing the classes coincides with Aristodemou’s argument of not placing a single definition on law. (Appendix E, p. 158)

According to my diagnostic assessment (see Table 9), this paper was organized, but lacked a conclusion, and sometimes lacked transition between ideas, therefore received a 4 in these categories. The style was appropriate and received a 5. The purpose, interpretation and development of ideas were not always clear, so she received a 4 in each of these categories. She used proper sentence structure, grammar, mechanics, vocabulary and format, resulting in a perfect score in these categories. Overall this assignment received a 4.4, or an “A”, which was close to the final grade assigned by the TA: 9/10 (A+).

Table 9: *Diagnostic Assessment of Lindsay’s Legal Studies Article Assignment*

Fluency	Score	Content	Score	Form	Score	
Organization	4	Purpose	4	Sentence structure/ Mechanics	5	
Cohesion	4	Interpretation/Analysis	4	Vocabulary/Grammar	5	
Style	5	Development/Support	4	Format	5	
Total	13		12		15	
					Total score	40/45
					Band score	4.4

Lindsay's genre competence. The analyses of Lindsay's assignments indicated that she seemed to understand how to organize her papers for different courses and used appropriate modes of persuasion and support. She formatted all papers properly and according to the instructions provided. She also used appropriate citation conventions for each discipline. Her writing also had good flow and transition between ideas. However, oftentimes her ideas were unclear, or claims made were not clearly supported. Although she made an effort to think critically about the topics at hand, at times the connections she made were unclear and some interpretations were more successful than others. Moreover, she did not clearly explain disciplinary concepts and terminology in her Legal Studies assignments. Her work contained occasional grammatical, linguistic and mechanical errors in terms of awkward sentence constructions, word choice, and correct punctuation, particularly, commas and semi-colons, which were often misused or omitted.

Alison. Alison, an 18-year-old student in her first year of a bachelor in Public Affairs and Policy Management (PAPM), was also a native speaker of English. She provided me with assignments from her World History, PAPM and Canadian Political Environment courses.

The World History Assignment. Alison provided the same assignment for this course as Lindsay. However, she chose to write about the Columbian Exchange and the influence that Christopher Columbus' discovery of the Americas and subsequent voyages had on the native peoples (for the complete paper, see Appendix F, p. 160-165).

Her paper contained all the necessary rhetorical elements as described by the professor: there was a clear introduction, most of the body paragraphs were connected to

the argument and the conclusion summarized the argument. She also had a thesis statement, “Food crops, populations and diseases are the global exchanges that propelled Europe into prosperity for several centuries and expanded their contact with the world, but their affluence came at the expense of the indigenous people they encountered” (Appendix F, p. 160), that she attempted to support with suitable sources. In the body of the paper, she made claims and supported them appropriately with quotations or citations from a variety of scholarly sources. In addition, her ideas and interpretations were generally clear.

However, in terms of flow, she sometimes had issues transitioning between ideas. In this instance, she does not transition from discussing agricultural trade to communicable diseases:

The agricultural trade network between the New and Old World allowed the Europeans to not only improve their diets which led to an increase life expectancy, but also have the opportunity to grow various products for people back in Europe for substantial profit.

When European explorers ventured into new territories they managed to spread communicable diseases to indigenous peoples of the foreign lands they explored. (Appendix F, p. 162)

She also had issues with appropriate support and relating the content of the body to the thesis. For example, on the fourth page (Appendix F, p. 163) she begins talking about the effects of smallpox in 18th century Britain, which does not relate to her argument that the Columbian Exchange propelled Europe into prosperity at the expense of the native peoples of the Americas. Moreover, a couple of sections of the essay were basically article summaries which were not well integrated into the paper (see Appendix F, p. 161). She also seemed to have two different foci; at times the focus was on the Europeans and at others it was on the Native Americans. Toward the end of the essay she focused on the

spread of diseases and the advancement of medical technology in Europe in the 1800s, which seemed out of context as the Columbian Exchange occurred 200 years prior (see Appendix F, p. 164). Another issue with this essay was that there were frequent errors in grammar, sentence structure and punctuation. In the following extract, she uses present simple and perfect tenses instead of the past simple tense, and the two clauses are not properly connected:

Second, “the rise of increasingly complex, international food distribution networks, and growth of food – processing industries”⁵(Pelto and Pelto 2011, 508) through the Columbian exchange, mariners have shared the knowledge they have acquired to establish trade networks and begin to provide products for trading. (Appendix F, p. 161)

Furthermore, there were frequent mechanical and grammatical errors, particularly in the use of appropriate prepositions and omission of commas. In this example she includes the preposition “on” unnecessarily with the verb “seize” and omits the commas before and after “with trade”: “This final development suggests that with trade people went to areas where there was a chance to seize on a trade opportunity” (Appendix F, p. 161). In terms of language, although the vocabulary and style were academic, some sentences were wordy, resulting in occasional awkward sentences. In this excerpt, the missing comma before “where” creates some confusion, and the word “growth” is repetitive of “surge”: “In native populations like in the Americas and Africa where because of contact with the Europeans had witnessed astonishing decline in the population, Europe saw an unprecedented surge in population growth” (Appendix F, p. 164). Moreover, she did not use the appropriate citation format as instructed in the course outline (footnotes), and instead used both in-text citations and footnotes (see Appendix F, p. 160).

My diagnostic assessment (see Table 10) indicated that this essay contained some illogical paragraphing (e.g., article summaries) and lacked transitions between ideas,

therefore received a 4 and 3 respectively in these categories. The style was academic so received a 5. In terms of content, not all ideas were clearly connected to the thesis, and some of the interpretations were unclear, resulting in scores of 4. Also, a 3 was given for support because some of it was inappropriate; as mentioned above, she used sources from the wrong time period to develop her argument. As for the form, there were a few awkward sentences, errors in verb tense and punctuation, and errors in word choice, which led to a score of 4 in each of the categories. The inappropriate citation format resulted in a score of 3. Overall this assignment received a 3.8, or “B+”, which was confirmed by the final grade assigned by the TA, a “B+”.

Table 10: *Diagnostic Assessment of Alison’s World History Essay*

Fluency	Score	Content	Score	Form	Score
Organization	4	Purpose	4	Sentence structure/ Mechanics	4
Cohesion	3	Interpretation/Analysis	4	Vocabulary/Grammar	4
Style	5	Development/Support	3	Format	3
Total	12		11		11
				Total score	34/45
				Band score	3.8

The PAPM Assignment. In this essay, students had to interpret one of John Locke’s political theories and evaluate it (AS). Alison chose to write about Locke’s view on labour and private property. This essay contained an introduction, body and conclusion, but was very difficult to follow (see Appendix G, p. 166). There was an attempt to present a thesis statement at the end of the introduction; however, it was unclear due to the way it was worded. The ending in this excerpt about the “eminence of obtaining material wealth” is ambiguous:

The labour mixing argument and the invention of money are the factors that have allowed the access to private property become the determining factor in the ability

of society's citizens' to attain a decent life, but the eminence of obtaining material wealth must be quelled. (Appendix G, p.166).

Also, in the assignment sheet the professor asked students to provide the direction of their argument in the introduction, and Alison omitted this. As a result, the rhetorical structure was not clear; even though there was a series of paragraphs, it was not always clear how the ideas expressed related to the thesis (see Appendix G, pp. 166-171).

For most of the claims or interpretations made in the body, Alison attempted to support them with original examples or quotes, but oftentimes, the support was inappropriate or the connection was unclear (Appendix G, p. 169). For example, on the first page (Appendix G, p.166) she makes reference to another theorist's perspective on property and later justifies the significance of it; however, his views were not explained, therefore making the comparison between his opinion and John Locke's unclear and inadequate. Towards the end, in the final two body paragraphs, interpretations were made, but not supported. In addition to the issues with clarity, there was some illogical paragraphing and lack of transitions between ideas. In the following example, she jumps from discussing the labour mixing argument to the invention of money without any logical transition:

The Labour Mixing argument and the limitations associated with the Labour Theory of Property of Entitlement demonstrate when one has to access private property; the individual is able to reach their full potential without harming the self-preservation of others while simultaneously contributing to the betterment of society as a whole.

The invention of money allows individuals within a society to consent upon a universal symbol in which they can determine value. (Appendix G, p.168)

This essay also contained numerous errors in grammar (missing words such as articles, prepositions and verbs, errors in verb tense) and punctuation (missing commas and semicolons). Moreover, there were some sentences that were too wordy and, as a

result, the meaning was lost, “According to Locke, money came to be as soon men decided that they wanted to have more than they needed by agreeing to give their consent to put a value to such needs” (Appendix G, p. 168). There were also errors in citation style, as she appeared to use a mixture of APA and MLA conventions.

The lack of logical organization, flow, clarity and development of ideas and connection of ideas to the thesis resulted in scores of 3 in many categories (see Table 11). One strength of this essay was that Alison used appropriate language and tone, so received a 5 in this category. The errors in grammar and vocabulary did not interfere with the meaning; therefore, this category received a score of 4. However, the awkward sentence constructions sometimes distorted her ideas, resulting in a score of 3. Moreover, she received a 3 in format for mixing two citation styles. Overall, this essay received a 3.3, or a “B-”, which was similar to the final score assigned by the TA, a “B”. The independent rater also assessed it at 3.3, identifying similar strengths and weaknesses.

Table 11: *Diagnostic Assessment of Alison’s PAPM Essay*

Fluency	Score	Content	Score	Form	Score	
Organization	3	Purpose	3	Sentence structure/ Mechanics	3	
Cohesion	3	Interpretation/Analysis	3	Vocabulary/Grammar	4	
Style	5	Development/Support	3	Format	3	
Total	11		9		10	
					Total score	30/45
					Band score	3.3

The Canadian Political Environment Assignment. As previously mentioned, the assignment topics had been posted on the course website and were not provided to me by the professor. Nonetheless, in this course, students had to write a research paper on a given topic and discuss and synthesize multiple sources. Alison chose to write about the

treatment of Western Canada by the federal government (for the complete paper see Appendix H, pp. 172-181).

In terms of rhetorical organization, this essay was difficult to follow. Although at the beginning of the paper Alison presented her position and opinion on the topic of Western regionalism, there was no clear thesis statement or direction of the argument provided in the introduction. In this excerpt, she indicates her position that the West was treated with disrespect from the federal government, but there is no thesis or direction of her paper provided:

“As a rule, in a federal polity the least favoured areas are the seat of the greatest resentment” (Bercuson 142). This quotation is the quintessential feeling of western Canada towards the rest of country especially central Canada. As the western region of the country began to transform into an economic hub for Canada during the latter half of the twentieth century, the west has endured blatant acts of discrimination from the federal government. The lack of respect from the central government has spurred the region to create a movement that would bore political parties devoted to western inclusion in the Canadian federation. (Appendix H, p. 172).

Nonetheless, each paragraph contained a central idea which was explained and supported using quotations (see Appendix H, p. 173). She appeared to have an understanding of the content, describing events and explaining ideas well. She also used appropriate frames of analysis as described in the assignment sheet: she provided context, explained the arguments of both sides, and described relative policies and legislation. Unfortunately, it did not all come together well as it was often unclear how her ideas related to the argument or research question, due to the absence of a purpose or thesis statement. Flow was also a problem, as the paper lacked transitions between ideas. As in her other papers, new ideas seemed to come out of nowhere. In the following example, there is no transition from the discussion of the Triple-E Senate to the National Energy Program:

The party sought to increase the status of western Canada through the Triple-E Senate and the central government's treatment of Quebec embodied the prejudice the west faced in trying to be considered an equal partner in the state of national affairs.

The National Energy Program (NEP) was introduced by the Liberal party and this piece of legislation became an issue that mobilized western Canada to harbour deep resentment for Canada. (Appendix H, p. 177)

Although she used appropriate academic language, there were numerous errors in sentence structure, grammar and mechanics such as missing articles and prepositions, inappropriate verb tense and omission of commas and semi-colons. In the example below, she omitted the comma after the word "status" in the first sentence, creating a long, unclear sentence. In the second sentence, she unnecessarily used the preposition "in", uses two subjects "the Meech Lake Accord" and "it" and omitted the comma before the non-defining clause that provides extra information about the Aboriginal peoples of Canada:

Another issue that arises is, if provinces like Quebec are advocating for special status that opens the door for other groups in society to do the same and that is problematic. For example, in the Meech Lake Accord it did not seek to recognize social actors such as Aboriginal peoples of Canada who for centuries have had their own distinct society before the Europeans settled in Canada. (Appendix H, p. 175)

There were also minor errors in the citation style. She appeared to be using MLA, which was acceptable; however, there were some minor formatting errors in her bibliography page.

In my diagnostic assessment (see Table 12), due to the illogical organization of ideas and lack of flow, this paper received a 3 in both of these categories. The style was appropriate, so was given full marks. In terms of the content, the lack of purpose or thesis led to a score of 2; however the clear interpretation and development of ideas within each paragraph resulted in a score of 4 in each of these categories. Awkward

sentences resulted in a score of 3, while minor errors in grammar and format resulted in a score of 4. Overall this paper received a 3.6, or “B”, which was consistent with the final score received on the assignment, a “B”.

Table 12: *Diagnostic Assessment of Alison’s Canadian Political Environment Research Paper*

Fluency	Score	Content	Score	Form	Score	
Organization	3	Purpose	2	Sentence structure/ Mechanics	3	
Cohesion	3	Interpretation/Analysis	4	Vocabulary/Grammar	4	
Style	5	Development/Support	4	Format	4	
Total	11		10		11	
					Total score	32/45
					Band score	3.6

Alison’s genre competence. The analysis of her work indicated that Alison generally had an idea of how to organize her papers and what to include in each section. She also had an understanding of the appropriate modes of persuasion. She made claims and attempted to use appropriate evidence to support them; however, in some instances this was done more successfully than in others. Her overall knowledge of formatting and layout was good: she used the correct font sizes, included page numbers, indented paragraphs and correctly formatted title pages. In terms of critical thinking, it was apparent that Alison made attempts in each case to think critically about the topic at hand: she analyzed and interpreted texts, and synthesized multiple sources, although this was done more successfully in her History and Political Science papers than in PAPM.

On the other hand, there were some problems with organization in her PAPM and Canadian Political Environment papers. In both cases the purpose or thesis was unclear and although she tried to organize supporting ideas in the body, the connection to the thesis was not always clear, and the claims were not always clearly supported. She also

had issues with flow of ideas, as there were many unclear connections and lack of transitions. In addition to awkward sentences, punctuation mistakes and errors in citation format, frequent grammatical errors occurred. Also, in the case of her PAPM essay, my analysis found that she did have trouble making interpretations about the text. Another common issue was related to citation practices. For all of her assignments, she used incorrect citation format, either because she tried to mix two different styles or because she used an inappropriate one.

Beata. Beata, a 20-year-old student in her first year of a Bachelor of Arts degree, spoke Arabic as a first language. She provided me with assignments from her World History, The Making of Europe and Introduction to Human Rights courses.

The World History Assignment. This assignment required students to show how either isolation or contact affected people of a particular geographic region (AS). Interestingly, Beata wrote on the same topic as Alison, the Columbian Exchange. Reading Alison's essay allowed me to pick up on a possible issue of plagiarism in Beata's work. Both students used the same definition of the topic in their introduction "The Columbian Exchange refers to the exchange of diseases, ideas, crops and population between the New and Old World following the arrival of Christopher Columbus to America in 1492" (Appendix I, p. 182); however, Alison cited the original author whereas Beata did not. Based on my analysis of Beata's paper, she did not appear to understand how to reference sources properly. Although each paragraph had a clear claim and was well-supported, citations were only provided for direct quotations. Statistics were not cited and, although she used paraphrase and mentioned the authors' names, no footnotes were provided for paraphrased ideas: "Before the Columbian

Exchange the New World had diseases, but as Crosby stated diseases tended to be endemic rather than epidemic, hence their population was not threatened.” (Appendix I, p. 182).

In terms of rhetorical structure, this paper contained all the elements outlined by the History professor interviewed: an introduction that introduced the topic and the argument, body paragraphs that elaborated on and supported the argument, and a conclusion which summed up the paper (see Appendix I, p.182-189). However, the thesis was unsophisticated, using a basic “This paper will argue…” structure, which, according to the interviewed instructors, was not problematic, but not ideal. There was good flow and use of transitions between ideas:

As this quote depicts upon arrival of the European diseases their life became one of uncertainty, depopulation threaten their heritage, identity and history from being passed to the next generation.

Furthermore, with no foreseeability of these infectious diseases many fled their village leaving behind families, children, and siblings to save themselves. (Appendix I, p. 177)

In the body of the essay, each paragraph had a clear topic and was well-developed. Beata made an effort to support every claim made (see Appendix I, p. 187). She seemed to have an understanding of the topic, and used appropriate frames of analysis and modes of persuasion, blending narrative with analysis to form an argument. Evidence of critical thinking was also apparent, as she interpreted and synthesized multiple sources to form her argument and also tried to make comparisons between historic events. Moreover, although her bibliography was not provided, her footnotes showed that she used the correct citation style, Chicago. Her footnotes were nearly perfect, with only a couple of errors in spacing and italics (see Appendix I, p. 183).

The major weaknesses of her paper were in terms of language and grammar. At times, she used strong words to describe situations: “One can argue that unintentional genocide or holocaust are two nouns one can attribute to the death toll of the New World from the interchange of the Old World diseases” (Appendix I, p. 184). There were also issues with word choice, word formation, and grammar, such as misuse of verb tense or plurals. However, these rarely detracted from the meaning she was attempting to communicate. In the following example, she omits the plural “s” from “Medicine healer,” inappropriately uses the present tense and omits the proper passive form of “look to,” but the general meaning of the sentence is still clear: “Medicine healer are looked upon as the cause of the many diseases instead of looking to them for solution, thus they are killed” (Appendix I, p. 187). In addition, there were errors in punctuation, mainly the omission of commas, semi-colons, apostrophes and some run-on sentences. In the following excerpt, she omitted the apostrophe from “European” and the commas after “settled” and “for example”: “In areas where European_first settled_depopulation exceeded the reproduction rate, for example_Mexico, Central America and Peru’s population was annihilated by the thousands making it the worst loss to the Aboriginal people” (Appendix I, p. 182).

As shown in the diagnostic assessment in Table 13, this assignment scored higher in content and fluency, resulting in scores of 4 in each category, and 5 in organization. The weaknesses were in terms of form, as there were numerous errors in sentence structure, mechanics, vocabulary and grammar that sometimes interfered with the communication of ideas. She also received a 3 for format because of the omission of

citations for facts, definitions and paraphrase. Overall, this essay received a score of 3.8, or “B+”, which was close to the final score she received from the TA, a “B”.

Table 13: *Diagnostic Assessment of Beata’s World History Essay*

Fluency	Score	Content	Score	Form	Score
Organization	5	Purpose	4	Sentence structure/ Mechanics	3
Cohesion	4	Interpretation/Analysis	4	Vocabulary/Grammar	3
Style	4	Development/Support	4	Format	3
Total	13		12		9
Total score					34/45
Band score					3.8

The Making of Europe Assignment. This was a short, four page document analysis based on one specific text. No course materials were provided to me by the instructor. In this assignment, Beata argued that based on the depiction of barbarian tribes by the author of the text, they were perhaps not as savage as many other authors depicted them (see Appendix J, p. 190-193).

My qualitative analysis of this paper found it to include the appropriate rhetorical organization described by the History professor interviewed: an introduction that provided some background information on the topic, a thesis statement, body paragraphs which supported the thesis and a conclusion that summed up the paper. She made claims and supported them with quotes from the primary source. She also made an effort to reflect on and explain the quotes. However, the information in the introduction was not necessarily clear, and that in the final sentence was inaccurate, as the Germanic tribes lived in Europe, not outside:

The Barbarian invasion in Rome during the fourteen and fifteen centuries was one of a revolution opposed to a destruction, contrast to being attributed to the fall of the Roman empire, they set the emergence of modern Europe. This paper will argue that based on Tacitus' description of the Germanic tribes he was able to

depict them as a civilized group, who were very militaristic. This description is salient in Tacitus' ethnographic novel *Germania* composed in 98 ca, A.D. which describes the Germanic tribes outside Europe. (Appendix J, p. 190)

She also used a basic “This paper will argue...” thesis formulation. Another issue with this paper was that Beata made references to historical ideas and figures without explaining them. She appeared to assume the reader’s familiarity with this information. In the example below, she does not explain the meaning of Arete, a complex ancient Greek notion with various meanings.

Also it is a very strategic way of carrying out battles because they do not think about conquering, rather how they can win or protect their family. Above all, honouring the family institution further goes back to the Greeks’ core value which was allegiance to the family, Arete. (Appendix J, p. 191).

The main issues with this paper were language and grammar related. For one, Beata used the present tense to talk about past events throughout the paper: “Some of the tactics they use are recognizing opportunities and knowing when to attack” (Appendix J, p. 191). There were also numerous errors in word choice, word form, and word order, which at times caused miscommunication of ideas: “The leaders are to lead by example not by authority, meaning they cannot impute fear as a form of threat to conduct its citizens” (Appendix J, p. 191). In addition, there were a few errors in punctuation such as misuse of semi-colons or commas: “This quote delineates the civilized manner which this tribe conducted itself, because they seem to uphold the family institution as a holy object that must be honoured.” (Appendix J, p.191).

According to my diagnostic assessment in Table 14, this paper had good organization, but the introduction contained some illogical information, therefore received a 4. There was a basic thesis, but it contained inaccurate information, resulting in a score of 2. Nonetheless, this paper received perfect scores for flow and style. The

interpretation was generally clear, and she used the proper format and citation style, with some errors in the bibliography, therefore receiving a 4 in each of these categories. The lack of explanation of some ideas, errors in sentence structure, vocabulary and mechanics led to scores of 3. Overall, this paper received a 3.7, or “B+”, which is close to the final grade she received, “B”.

Table 14: *Diagnostic Assessment of Beata’s The Making of Europe Document Analysis*

Fluency	Score	Content	Score	Form	Score
Organization	4	Purpose	2	Sentence structure/ Mechanics	3
Cohesion	5	Interpretation/Analysis	4	Vocabulary/Grammar	3
Style	5	Development/Support	3	Format	4
Total	14		9		10
Total score					33/45
Band score					3.7

The Introduction to Human Rights Assignment. This assignment required students to evaluate the arguments of two opposing groups on the issue of same-sex marriage based on two readings provided by the professor. Based on my analysis, Beata seemed to follow the proper rhetorical structure as outlined in course materials, she provided an introduction to the topic, and in the body she presented first the opposition’s points and refuted them, then presented the advocate’s points and further supported them. However, at times, her description of one side’s argument was unclear, as was the refutation. For example, in the second paragraph, she made reference to a quote by the opponents, but did not include the quote in her paper (see Appendix K, p. 194). Nonetheless, as the essay progressed, so did the development of ideas and support. Towards the middle and the end, the critiques and refutations became clearer and the connections were easier to understand. She also had some errors in word form and word

choice. In the following example she mistakenly wrote “inherently notion” and should have written “inherent notions”: “Nonetheless, as societies progressed these so-called inherently notion, and behaviours changed” (Appendix K, p. 197). Numerous grammatical errors such as misuse of verb tense, unclear pronoun reference, misuse of punctuation and sentence fragments were sometimes distracting. In this example, she erroneously uses a semi-colon instead of a comma, and does not clearly explain who and what she is referring to in the second clause: “Despite denying same-sex couples the right to marry is a discrimination; Familyfacts disputed that it is not because homosexual couples want to change an inherent concept of marriage, and they are preventing them from redefining it” (Appendix K, p. 196).

In the diagnostic assessment (see Table 15), high scores were assigned to proper format and style. The organization was generally appropriate, with some unclear information in the introduction and occasional lack of transitions between ideas, resulting in a 4 in each of these categories. The thesis was not well-formulated, and according to the instructor, was not an argument. Also, her interpretation of ideas was not always clear or logical, nor was the explanation of views. There were frequent errors in sentence structure, mechanics, vocabulary and grammar which sometimes caused issues with the communication of ideas. Based on the diagnostic assessment, this assignment received a 3.7, or “B+”, which was close to the final score received on this assignment, a “B”. It was given a final score of 3.6, or “B”, by the independent rater.

Table 15: *Diagnostic Assessment of Beata's Human Rights Essay*

Fluency	Score	Content	Score	Form	Score	
Organization	4	Purpose	3	Sentence structure/ Mechanics	3	
Cohesion	4	Interpretation/Analysis	3	Vocabulary/Grammar	3	
Style	5	Development/Support	3	Format	5	
Total	13		9		11	
					Total score	31/45
					Band score	3.7

Beata's genre competence. Based on the qualitative analysis, it seemed that Beata understood how to organize her papers, what to include in each section, and had an idea of the appropriate modes of argumentation, particularly for History. She also appeared to think critically about each topic because she analyzed, evaluated and synthesized sources, and reflected on the quotes used in her papers. In her History and Human Rights papers, she made comparisons between her topics and other related historical events. She used correct citation conventions and formatted her papers properly. Her major weaknesses were language, grammar and mechanics. At times, these frequent errors became distracting, and affected the clarity of ideas to some extent, but in general, her ideas were understandable.

Interviews with Student Participants

Interviews with the student participants provided me with verification of their genre awareness and genre competence (Artemeva & Fox, 2010). These interviews were particularly useful in investigating students' writing processes, as this was not necessarily evident in their written work.

Lindsay. In our interview, Lindsay described her perceptions of writing in History and Legal Studies, and provided insight into her writing process. She indicated

awareness of the goals of writing in these disciplines. For example, she felt that writing in History involved “the ability to gather, synthesize, compare and contrast the different perspectives individuals in the past, or experts, had about what was occurring during that time and creating an opinion or a broader picture of what happened” (March 7, 2012). For the Legal Studies assignments, she felt the goal was to develop the “ability to understand legal jargon and talk about [the law] in a clear and concise way. It is knowing and having an opinion about a law that may have been created decades ago, and understanding its application, and relevance to present day” (March 7, 2012). When discussing similarities and differences in terms of writing in the three disciplines, she felt that both disciplines required the writer to have an argument or opinion.

Lindsay also described her research and writing processes in the interview. When asked how she found the materials for her World History assignment, she indicated that she had done library research. During her search for sources, she sought help from a subject specialist at the library and found other sources online herself. When asked how she began the writing process, she indicated that reading was the typical starting point for her, but had a hard time articulating exactly what she did, as it was not explicit knowledge:

Oh, I don't even know what I do. I know it consists of a lot of sticky notes of ideas... I start with my introductory paragraph and just . . . I start with a thesis and then off my thesis . . . a lot of scribbling all over. I don't really know if I have a focus . . . but I try to get my focus on writing my introductory paragraph.
(February 15, 2012)

Lindsay also indicated that she typically writes drafts, sometimes even three or four. For her World History paper, the one she struggled with the most, she told me that she knew she was doing something wrong, and got a friend with more expertise in the area to

review her draft and make suggestions for improvement. As for revising, she told me she occasionally gets help with editing, generally from friends who are also university students, and once in a while from her mother. However, she said that most of the time she edits her work herself.

Alison. My interview with Alison provided insight into her perception of disciplinary writing as well as writing and research processes. When asked about what she had learned about writing in History, she discussed the importance of “knowing the research and understanding the linkages,” which she felt made the writing clearer (February, 13, 2012). Regarding the purpose of the assignments, she thought that they were given to help students improve their “critical thinking skills and making connections from the past to the present and perhaps the future” (February 13, 2012). When asked to describe any similarities or differences between the papers, she felt that both World History and Canadian Political Environment required making connections; however, she viewed PAPM as more abstract and theoretical.

Alison also provided some insight into her composing and research processes. In terms of researching, she had to do her own research for her World History and Canadian Political Environment assignments. For History, she started by reading the textbook to get some information on her chosen topic. Then, for both papers, she went to the library to begin her research and got help from a subject specialist. She found numerous books and journal articles to help her write her papers. Alison indicated that to begin writing, she refers to the assignment sheet in order to understand the task, and that during the writing process she refers to the marking scheme to help her write. When asked to describe her composing process, she said that she goes through a stage that involves

brainstorming and reading relevant literature. She also sometimes consulted a TA for help at this stage. She told me she did not write drafts; however, she talked about composing and reformulating ideas. She also said that she generally edited her work on her own, but occasionally got help from her parents or friends. However, when discussing the three assignments, she indicated that she did all of the editing herself.

Beata. When asked about the purpose of the three assignments, Beata responded that for World History, the aim was to synthesize information learned throughout the semester, whereas, for Human Rights it was to compare opposing views. However, she did not see the purpose of the paper analysis done in The Making of Europe course. Nonetheless, when I further probed her on this assignment, she told me “You basic [sic] gonna try to decode what the author’s trying to say in the article, like what’s their main purpose” (March 13, 2012). She felt the goals of writing in History and Human Rights were similar, but carried out differently:

Like Human Rights is really interesting because you’re actually asked of your opinion and just giving so much opinion while in History your opinion is almost limited because all the stuff already happened already, and you can’t really say “well that didn’t happen” because it did happen. And then I think that’s the only difference. (March 13, 2012)

In terms of her writing process, Beata told me she relied mainly on the assignment sheets for direction. For the World History course, she did research on the internet and in the library. She indicated that, in the beginning, she uses online sources to get background information on the topic, and proceeds from there. She also told me that she typically writes drafts and goes “kind of like back and forth until [she’s] satisfied with [her] final copy” (March 13, 2012). In terms of writing, Beata was concerned with her

language and grammar, and in the process of composing, she sought help with these issues at the writing tutorial service. However, she did not find their practices met her needs as they focused mainly on organization, not language.

Coding Trees

The qualitative analyses described above resulted in two coding trees. As a result of my analysis of course materials and instructor interviews, the following five themes emerged: *rhetorical expectations*, *subject-matter expectations*, *writing process expectations*, *formal expectations* and *critical thinking expectations* (Figure 4).

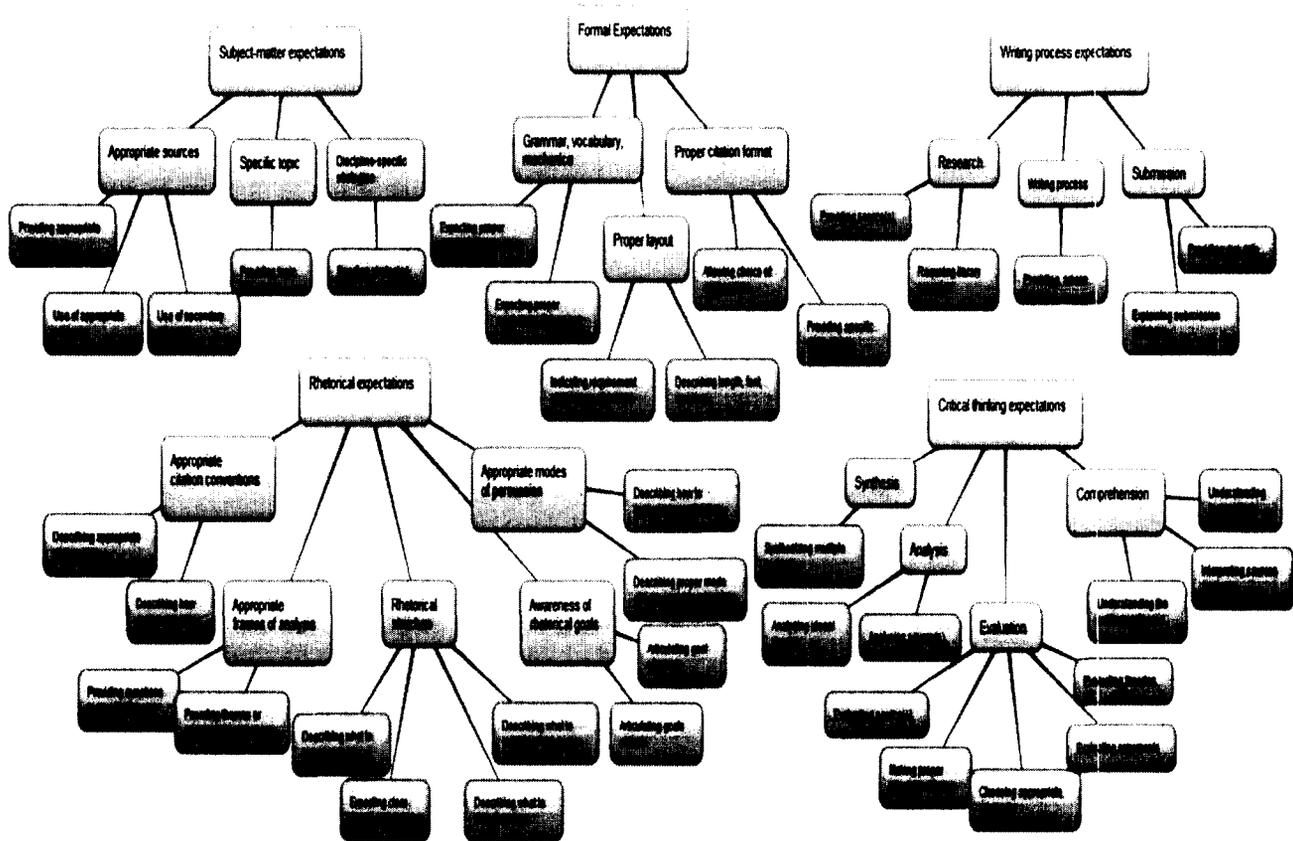


Figure 4. Professors' expectations of students' writing

In my analysis of student assignments and interviews, I found the following five themes: *rhetorical competence*, *subject-matter competence*, *writing process competence*, *formal competence* and *critical thinking competence* (Figure 5).

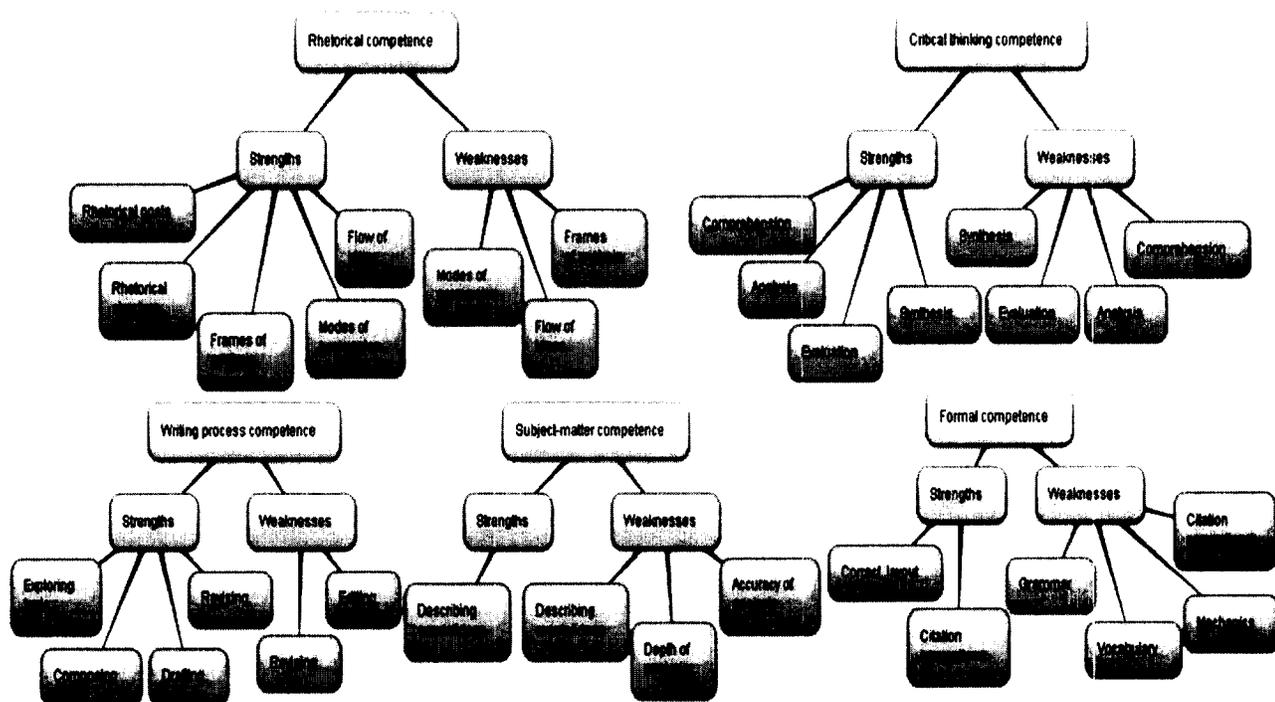


Figure 5. Students' disciplinary writing competence

In the following chapter I connect and discuss the findings of the analyses of my various sources of data. First, I discuss the themes which emerged from my data analysis. I then describe the expectations of student writing as revealed through my analysis of course materials and instructor interviews. I then discuss the three participants' genre competence as determined by my analysis and diagnostic assessment of writing samples, instructor feedback and student participant interviews.

5. Discussion

This chapter discusses the analyses of different sources of data and their findings. I begin with a discussion of the themes which emerged from the qualitative coding of course materials, instructor and student interviews, and student assignments. Then I describe the instructors' perceptions of students' writing in the disciplines and genre expectations as found in course materials and interviews with instructors. Finally, I discuss the student participants' written genre awareness and genre competence as evidenced in their papers and interviews, and also in interviews with disciplinary instructors.

Emergent Themes

The findings from my analyses of course materials, instructor interviews, student assignments and student interviews provide a perspective on professors' expectations of first-year students' disciplinary writing as well as the actual first-year students' disciplinary writing competence.

Five overarching themes, or competences (Artemeva & Fox, 2010; Gentil, 2011) emerged from my qualitative coding of data, four of which fit with Tardy's (2009) model of genre knowledge. These included *rhetorical competence*, *subject-matter competence*, *writing process competence* and *formal competence* (see Figures 4 & 5). It is also important to note that some text chunks were coded to different codes, for example, *citation conventions*. Citation practices are specific to disciplinary communities and therefore rhetorical in that they include knowledge of the audience's expectations. Moreover, there are specific formatting rules that must be followed, which would fall under formal knowledge, and all of this is part of the writing process. In my

categorization, I included *use of appropriate citation style* as rhetorical competence and *correct formatting of citations* as formal competence. Bottom-up qualitative coding allowed for these chunks to be coded under more than one code (Charmaz, 2006).

One of the most common themes that emerged from my qualitative coding analysis of different types of data was *rhetorical competence*. By this I mean the awareness of rhetorical goals, use of appropriate modes of persuasion, frames of analysis, organization, argument development and citation styles. Another common theme was *subject-matter competence*, which includes the use of appropriate content and sources. A third theme was *formal competence*, which I characterize as the ability to correctly format a paper including the layout and the citation conventions. It also includes the proper use of grammar, vocabulary and mechanics. The most infrequently mentioned theme was *writing process competence*, which includes the categories of researching, composing and submitting the assignment. Each of these major themes is discussed further in the thesis.

One theme which figured prominently in my analysis and which was not accounted for in Tardy's (2009) model was *critical thinking*. This theme emerged through the analyses of all sources of data: course materials, instructor interviews, student assignments and student interviews. The concept of critical thinking has been prominent in education for decades. Glaser (1941), in a seminal publication, proposed three elements of critical thinking:

- (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. (n.p.)

Although there are different definitions, views and taxonomies of critical thinking, perhaps the most prominent model used in education is Bloom's taxonomy (1956). In this hierarchical model (1956), Bloom described six levels of critical thought (from easiest to most difficult): *knowledge, comprehension, application, analysis, synthesis* and *evaluation* (see Figure 6). A more recent adaptation of the taxonomy was developed by one of Bloom's former students and one of the contributors to the original model (Anderson & Krathwohl, 2001). This revised model includes the same six levels; however, their names have been changed from nouns to verbs in order to represent the actions. Also, the top two levels of complexity have changed (see Figure 6). The bottom level, and the easiest cognitive function, is *remembering*, which involves recalling or retrieving previously learned information from one's memory. Remembering is most often done when producing a definition, facts or lists from memory. The second level is *understanding*, which means constructing meaning from messages. Understanding may involve interpreting, classifying, summarizing, comparing or explaining information. The third level is *applying*, which involves executing or implementing a learned procedure. The fourth level is *analyzing*, breaking down concepts into parts and figuring out how they are related to each other or an overall structure. This may entail differentiating, organizing, attributing or distinguishing between ideas, events or other information. The fifth level in the new model is *evaluating*, which refers to making judgments about the value of information through checking and critiquing based on particular criteria. The sixth, and most mentally complex function according to the new model, is *creating*. This function involves synthesizing elements together to form a new, coherent whole.

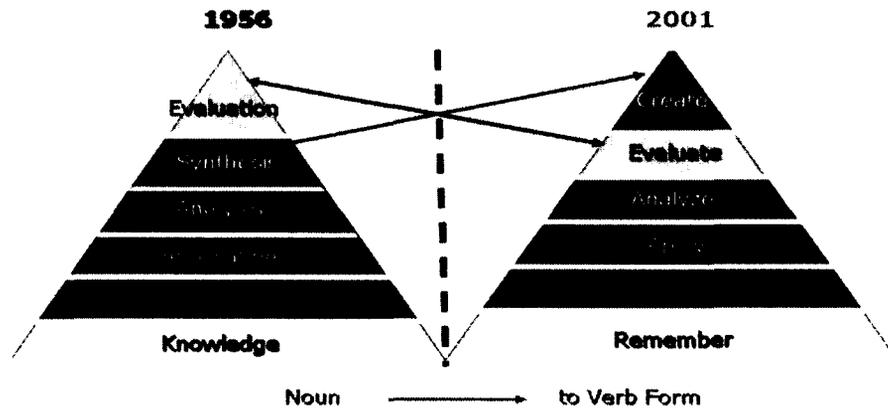


Figure 6: Changes to Bloom's taxonomy by Anderson and Krathwohl, (2001)

[Reproduced with permission from Dr. Owen Wilson (2006), see Appendix R, pp. 209-210]

The most common types of critical thinking that emerged from my analyses were *understanding, analyzing, evaluating and synthesizing* (or creating). According to Bazerman (2009), most academic fields have genres that require writers to identify, investigate, analyze and synthesize information and literature. For example, the Legal Studies case brief included in my data required writers to identify the important elements of a case, and in the World History essay, students were required to synthesize a number of historical sources. The lack of the critical thinking competence appears to be a limitation of Tardy's (2009) model. Even though Beaufort (2004, 2007) includes critical thinking as part of subject-matter knowledge in her model of writing expertise, I believe it deserves its own attention because of its prominence in my data analysis. Critical thinking is involved in more than just thinking about the subject-matter; a writer uses critical thinking when (1) differentiating between appropriate and inappropriate sources, (2) attempting to understand appropriate modes of persuasion, (3) interpreting audience expectations, and (4) making decisions about the writing process and linguistic choices.

As Bazerman (1988) points out: “Writing is choice making, the evaluation of options. To view writing from the prospect of language users is to consider the benefit of some choices over others” (p. 13). Therefore, critical thinking appears to be a significant additional dimension of genre knowledge which co-exists and overlaps with the others. The expectation of critical thinking in student writing was evident in course materials and interviews with instructors.

Instructors’ Expectations of Students’ Writing

The qualitative analysis of course materials and instructor interviews allowed me to understand what is expected of students’ writing. This subsection will discuss the rhetorical, subject-matter, writing process, formal and critical thinking expectations.

Rhetorical Expectations. Acknowledging that genres are “typified forms of discourse” (Tardy, 2011, p. 54), and that with repeated use, an expected “shape of these responses become[s] expected by users” (p. 54), it became clear from interviews with professors and analysis of course materials that professors had particular expectations based on the repeated use of course assignments. The assignments that I analyzed were samples of genres because they were responses to recurring rhetorical situations and fulfilled a particular social need: a course writing requirement, whether it was making a historical argument, critiquing a museum exhibit, evaluating opposing arguments or describing a legal case.

Devitt (2004) described knowing genres as “knowing such rhetorical aspects as appropriate subject-matter, level of detail, tone and approach as well as the expected layout and organization” (p.16). Knowing a genre means not only “knowing how to

conform to generic conventions but, more importantly, knowing one way of responding appropriately to a given situation” (p. 16). Based on my analysis of the various data sources, the assignments produced by the student participants were samples of genres because they were appropriate ways of responding to the recurring situation, and had particular appropriacies in terms of modes of persuasion, frames of analysis, content, organization, layout and language.

The most commonly articulated expectations of student writing by professors were rhetorical. One rhetorical expectation discussed by the interviewed instructors and articulated in course materials was the goal of the assignment or genre. By the goal of the assignment, I am referring to the specific goals of the given task such as “to interpret Locke’s intention in the light of the textual evidence” (PAPM AS) or “to choose one geographical area within the world and show in more detail how either isolation or contact with other peoples was formative for the people of this region” (WH AS). By the goal of the genre, I am referring to the broader purpose of the genre, which is also the recurring social situation, for example “A research paper presents the results of your investigations on a selected topic” (CPE AS) or “to make historical arguments” (History instructor, February 9, 2012). This is significant because in RGS, the purpose of a genre is what defines it. The social purpose is also what determines the appropriate content and form of a genre (Berkenkotter & Huckin, 1993). It is noteworthy that all course materials mentioned the purpose (or purposes) in one form or another, and all of the interviewed instructors described the goal(s) of the genres.

The second most common rhetorical expectation apparent in the data was the rhetorical structure. It is important to note that Tardy (2009) treats structure as a textual

feature and part of formal knowledge; however, taking a rhetorical view of genre, I feel that organization is more rhetorical than formal. Knowing what to include in the introduction, body and conclusion requires an awareness of the audience's values and expectations, as does awareness of appropriate rhetorical moves or steps (Swales, 1990). Coherence and cohesion of a text also require consideration of the audience. Therefore, in my view, the structure of assignments is rhetorical. The expectation of rhetorical structure was outlined in the instructions provided in the majority of the course materials, with the exception of Introduction to Canadian History, and was brought up by three out of four of the instructors interviewed. The majority of the assignments, with the exception of the Legal Studies case brief, required students to logically organize their ideas into an introduction, body and conclusion, and indicate the thesis or purpose of the paper in the introduction. The Legal Studies case assignment was different, following the prototypical structure of a case brief genre.

What was interesting about the course materials was the varied amount of description provided. Some provided detailed instructions on what to include in each section: "The body of the paper outlines the substantive part of your argument. You can start with providing a bit of context – what have others argued? What are the parameters of the debate?" (CPE AS), while others were much vaguer: "You need to structure your essay around an introduction, a series of paragraphs that are thematically consistent, and a conclusion" (WH CO). It is possible that professors assumed that students had prior experience in organizing essays, as the History and Political Science instructors both identified this as a strength which many students developed in high school. What is more, the World History course outline and the interviewed History instructor mentioned

telling student to avoid “the five-paragraph essay,” which is something North American high school students are often asked to write (Geisler, 1994). This is an assumption on the part of the professors because it is a cultural notion that not all students would be familiar with, particularly international students. The explicit instructions to avoid the 5-paragraph essay may have confused some students.

The majority of the course materials also provided students with appropriate frames of analysis for their assignments, which also overlaps with critical thinking. Bazerman (2009) pointed out that genres “become ways of expression, thinking, seeing and ultimately remaking one’s prior knowledge in the world” (p. 289) and through learning appropriate frames by which to examine or analyze material in a discipline, a student learns to “think and act as a member of one’s ... discipline” (p. 289). Since the majority of these fields were new to the students, the appropriate questions and ways to analyze material were also new. In the majority of course materials, instructors provided some guidance on proper frames of analysis. Some professors supplied questions to help guide students in their analysis “How and why has a particular social cleavage evolved over time? What are the sources of a particular set of regional grievances?” (CPE AS). Others provided themes to help frame the argument “You may choose particular experiences, for example, ideas, environment, technology or others” (WH CO). Both Tardy (2009) and Beaufort (2004) categorize frames of analysis as subject-matter knowledge; however, taking a rhetorical perspective on genre, knowing how to properly frame analyses involves knowing a community’s ideologies, expectations and values (Berkenkotter & Huckin, 1993). Based on my view of genre, I included it as part of rhetorical competence.

Half of the instructors described the appropriate modes of persuasion in the course material, and the Human Rights instructor said it was something he discussed in class. For instance, the Human Rights and Political Science professors articulated the proper way to develop an argument, which was similar in both fields, likely due to their shared roots in Philosophy. In evaluating or judging an argument, they indicated that a writer has to develop the argument in its fullest form in order to combat it fairly. The proper style of argumentation was something that both instructors gave explicit instructions on because many students seemed to have problems with it. The reason for students' difficulty with developing an argument properly may be that the appropriate modes of persuasion are likely new to students and something they are just learning, because in high school, writing is mostly narrative and analytical (Applebee, 1984). What is more, the appropriate modes of persuasion in these fields involved drawing on other sources or texts, that is, involved intertextuality in student writing. Some of these included journal articles, books, videos, online museum exhibits, court cases or even legal charters. Bazerman (2004) described six techniques of intertextual representation including (1) direct quotation (2) indirect quotation (3) mention of a person, statement or document (4) comment or evaluation on a text (5) using recognized terms of a specific group and (6) using language and forms that echo particular ways of communication. In supporting their claims, student participants used a variety of these techniques. In their World History essays, the students used direct quotation and paraphrase, and also made mention of particular historians. In Lindsay's Canadian History research paper and Alison's PAPM essay, they had to evaluate a source, be it a museum exhibit or primary source text. In her Legal Studies case assignment, Lindsay used legal terminology and

mentioned specific legal documents such as the case, the Canadian Charter of Rights and Freedoms and the Criminal Code of Canada. The genres represented by specific assignments all required students to draw on other genres in order to “accomplish tasks and social goals” (Tardy, 2011, p. 58). Students also used the course materials such as course outlines and assignment sheets to guide them in the production of the texts. Finally, most of the course materials mentioned the correct or accepted citation style(s), with the exception of the Introduction to Canadian History course.

Subject-Matter Expectations. As for subject-matter, all professors provided students with a list of topics or prompts, which served as the purpose or exigence (Miller, 1984/1994) of the assignments. The majority of professors also provided the students with the sources.

Writing Process Expectations. Writing process competence was the least mentioned expectation. All course materials gave the due date and information on the submission process, but only two professors mentioned anything other than that related to the writing process. The PAPM professor provided advice on the exploration stage (Freedman, 1984), recommending that students create an outline to help organize their argument, and the Introduction to Canadian History professor advised students to begin writing early. The revising stage (Freedman, 1984) was also mentioned. In my interview with the Human Rights instructor, he indicated that revising was something that he talked about in class, telling students it helps improve the clarity of ideas. As for the research process, the fact that students were rarely expected to do their own research is notable. In only two courses were the sources not provided, World History and Canadian Political

Environment, suggesting that professors do not often expect student to do their own research in their first year of studies.

Formal Expectations. All course materials explicitly stated the expected layout of the papers. Interestingly, all of them required the assignments to be double-spaced, typed using a 12 point font, and to include a title page and bibliography. Perhaps since the community and situation determine the appropriate form (Bekenkotter & Huckin, 1993), it is the wider community of the university that determines this formal expectation, as it appears to be a common expectation, regardless of discipline. In contrast to layout, the citations styles varied depending on the discipline, and some professors allowed students to use any style they were familiar with. Many of the course materials indicated that the professors expected correct grammar, spelling, punctuation and phrasing. These were mostly mentioned in the grading criteria. In the instructor interviews, only the Law instructor said she expected students to “put a sentence together that is grammatically correct” (February 9, 2012).

Critical Thinking Expectations. As previously mentioned, critical thinking was one of the most common themes that emerged from my analyses of the various sources of data. All course materials indicated that students were expected to understand, analyze, evaluate or synthesize sources (Bloom, 1956; Anderson & Krathwohl, 2001), for example, “We are looking for evidence of comprehension and judgment” (CH CO) or “Evaluate whether or not you believe the author has effectively demonstrated the claim” (LS AS). These expectations were reiterated in my interviews with the Political Science and Human Rights instructors who indicated that writing their assignments required students to understand, analyze, and evaluate sources.

Freedman and Pringle (1980) noted that there is an increase in the complexity of the expected level of critical thinking from high school to university; students need to practice more complex thinking processes such as analyzing, synthesizing and evaluating information. The students' lack of experience using more complex types of critical thinking in high school may explain why so many of the professors did not require them to synthesize multiple sources. All of the course materials mentioned that students were expected to understand the material, which is one of the easiest critical thinking tasks (Bloom, 1956; Anderson & Krathwohl, 2001). Moreover, in Human Rights and History, the instructors indicated that students were not commonly expected to draw on primary sources at this stage of their writing as they felt it was challenging enough for students to become comfortable with secondary sources. The History professor said that sometimes primary sources were used in tutorials, but just for discussion purposes and for students to get a basic understanding. This could indicate that some professors recognized the complexity of these types of sources, and want students to get a basic understanding of them before performing more complex tasks such as evaluating or analyzing (Bloom, 1956, Anderson & Krathwohl, 2001). In contrast, the PAPM professor wanted students to interpret and evaluate primary sources, having them participate in a much more complex task than just understanding. Most professors described the requirement of evaluating a source, idea or event, which is a task at the second highest level of difficulty, according to Anderson and Krathwohl. It is also noteworthy that less than half of the assignments required students to use more than two sources, indicating that professors did not often expect students to synthesize multiple sources, which is considered the most cognitively complex task (Anderson & Krathwohl). The Law instructor also touched on

this expected limitation to students' critical thinking skills. She felt that the Opinion/Editorial genre in Law required "a level of analysis that is way deeper than these students are capable of doing" (February 9, 2012). Since evaluating and synthesizing are the two most complex types of critical thinking (Bloom, 1956; Anderson & Krathwohl, 2001), perhaps many of the professors were trying to ease students into more complex tasks. Both the Human Rights and Legal Studies professors assigned a more complex assignment for the winter semester, which required students to synthesize multiple sources, something they did not have them do in the first semester.

Overall, the majority of expectations that were foregrounded in my analysis of instructor interviews and in the course materials were rhetorical, formal and related to critical thinking. Professors expected students to properly organize their assignments, use correct modes of persuasion, frames of analysis and citation styles. They also expected them to follow a specific layout and use proper grammar and mechanics in their writing. In terms of critical thinking, students were often expected to understand, analyze and evaluate information from sources. Professors appeared to occasionally expect first-year students to synthesize multiple sources. Students were also expected to write about particular subject-matter and use appropriate sources, which were often provided. The least mentioned expectation, based on my analysis, was related to the writing process. Although some professors mentioned it in class and a couple of sentences in the course materials alluded to it, little was discussed about the writing process expectations. The majority of process expectations were related to the submission of assignments.

Students' Genre Competence

Analysis of student assignments, student interviews and feedback from interviewed professors allowed me to investigate the students' genre competence. The student participants displayed different competences, and these competences varied even among individuals' assignments.

Rhetorical Competence. When asked about the goals of their papers, all three student participants had similar answers. They felt that the professors wanted them to “make connections” (Alison, February 13, 2012) and “to gather, synthesize, compare and contrast perspectives” (Lindsay, March 7, 2012); in other words, to use critical thinking (Bloom, 1956; Anderson & Krathwohl, 2001). Beata felt the aims of her written assignments were mainly to synthesize information, make comparisons and evaluate opinions; Lindsay believed that the goals were to have an opinion and think critically about sources. She also felt that in Law, one of the goals was to become familiar with the “legal jargon” (March 7, 2012). Alison said she thought the goal was to think critically about a topic and to connect ideas. Although Alison identified a different goal of writing in History than articulated by the interviewed professor, the History professor felt that she had an understanding of one of the aims of a History essay: “I think that there's someone here who's trying to sort of . . . deploy that, to find that information and to bring it sort of into conversation with this other broader argument, and that's the goal” (February 9, 2012).

It is possible that this familiarity with a goal or goals of the genres contributed to their competence. Faigley and Hansen (1985) have suggested that more successful writers tend to understand the purpose of the task beyond the formal features. In the

interviews, the student participants demonstrated an awareness of rhetorical goals, differentiated between disciplinary frames of analysis and modes of persuasion. This understanding of the genres could have contributed to their relative success in producing them. Each of the student participants received grades within the “B” range, and Lindsay received “A”s on her Legal Studies papers, indicating they were fairly successful at producing the genres.

All three student participants also had an understanding of the general rhetorical structure of their papers (see Appendices B to K, pp. 141-200) . They all had an introduction that provided background information on the topic, and attempted to state a thesis or purpose. They also had body paragraphs which supported the argument and most had conclusions that summarized the main points, with the exception of Lindsay. Her papers all contained a concluding paragraph, but she did not appropriately summarize the key points made, which was also picked up on by the Law instructor who observed that “she doesn’t tend to conclude” (February 9, 2012). When asked how they knew to write the way they did, all three participants attributed their ability to write academically to high school. Moreover, this ability to properly organize essays was noted by both the Political Science and History professors, who felt that some students come out of high school with a sense of the general elements of an “essay.” The most common types of writing done in high school are analytical or narrative essays (Applebee, 1984) or the 5-paragraph school essay containing an introduction, thesis, three supporting body paragraphs and a conclusion (Hounsell, 1984; van Peer, 1990). However, the majority of the genres produced by the student participants were more complex than the type of assignments done in high school. It is unclear how their

background knowledge affected their learning of these new disciplinary genres; however, each of the students was fairly successful at producing them, indicating that perhaps they were able to adapt their prior knowledge to suit new situations (Reiff & Bawarshi, 2011).

Based on my analysis of their work, all three student participants seemed to have a better understanding of the rhetorical organization of their History essays than the other genres. It is worth mentioning that this was the only discipline in which all three had prior writing experience. This is perhaps a case where background knowledge helped rather than hindered their performance in novel writing situations (Artemeva & Fox, 2010). Lindsay was generally good at organizing ideas in all of her essays, and the History professor noted that a strength evident in both of her papers was their flow. She made good use of transitions between ideas and paragraphs and her writing generally flowed well (see Appendix B, pp. 141- 146 and Appendix C, pp. 147-153).

On the other hand, in the new fields, such as Human Rights and PAPM, Alison's and Beata's writing showed more illogical, unclear or inappropriate organization. Alison appeared to struggle with the rhetorical structure of her PAPM and Canadian Political Environment papers. She had problems making the thesis statement or purpose clear in her papers. In her PAPM essay (see Appendix G, pp. 166-171), she attempted to present a thesis statement at the end of the introduction; however, it was incomprehensible. This observation was supported by the Political Science professor:

[T]he thesis statement is quite unclear. Um, he or she doesn't state the question that's been asked and it doesn't therefore become clear how the thesis statement responds to the question that's been posed. Not at all evident, even if the question had been copied at the beginning as well, given the thesis statement. (February 8, 2012)

This professor also said that she had asked students to provide the direction of their argument in the introduction, and Alison did not include this in her paper. As a result, the rhetorical structure was confusing; there was a series of paragraphs, each centered around an idea; however, it was not always clear how these ideas were related to the thesis. The professor felt that “it’s hard to tell why the student then begins with these discussions on page 2 [Appendix G, p. 167]. It’s also not entirely clear to me how discussions on page 2 contribute to elucidating the main argument in the paper, so there is a focus problem” (February 8, 2012).

Beata also struggled with appropriate organization of an argument in her Human Rights essay (see Appendix K, pp. 194-200). This was observed by the Human Rights instructor who felt that her thesis “is not an argument” and that she had perhaps “misunderstood what a thesis is” (March 15, 2012). In her World History essay, Lindsay was also criticized for the organization of her argument. For example, the TA indicated that the supporting points were not always connected to the argument.

Since genres are socially situated practices influenced by the communities that use them (Berkenkotter & Huckin, 1993), it is understandable that the students sometimes struggled with organizing ideas appropriately or developing arguments properly in these new disciplines. The appropriacies of a genre are learned through practice and enculturation (Freedman, 1993), and for each of these participants, these assignments were their first attempts at producing the new disciplinary genres. In their first semester of university, students had had little practice and were only beginning the process of enculturation into these disciplines.

All three participants also showed varying degrees of competence in using appropriate modes of persuasion. In their History papers, they all seemed to know how to make historical claims and support them with scholarly sources. Nonetheless, based on my examination of their papers and from a professor's feedback, it seemed that "it's the kind of thing that they're just learning" (History professor, February 9, 2012). Lindsay's effort to make an argument about a museum exhibit's bias (see Appendix C, pp. 147-153) was recognized by the History professor as "a conscious effort to do the work. Someone is trying to analyze this critically and showing you at every step how that's happening" (February 9, 2012). However, he noted that it lacked polish.

Alison also seemed to have an idea of the correct mode of argumentation in each discipline, but was less successful in some cases than others. For most of the claims or interpretations made in the body of her papers, she attempted to support them with original examples or quotes; nevertheless, she had problems with her PAPM essay. When examining Alison's paper (see Appendix G, pp. 166-171), the Political Science professor noted that in each paragraph, there was an attempt to make an argument:

It's not that this student isn't trying hard to write a good paper. I think you can see that the student is . . . within each individual paragraph, there's a certain care that's been devoted to the argument, which is good. So the student seems to be an intelligent human being. (February 8, 2012)

Although the effort was recognized, the argument was not made clearly. However, this may have been a result of a lack of understanding of the topic, which is discussed below in the subsection on critical thinking.

Beata also struggled with proper argumentation in her Human Rights essay (see Appendix K, pp. 194-200). As noted by the Human Rights instructor, she did not

sufficiently present the opposing argument that she was refuting. Although he agreed with the argument she was making, he felt she had not developed the opposition's argument in its fullness, and "quickly [has] come into critique when [she] shouldn't have" (March 15, 2012). This lack of appropriate development of an argument was noted as a general weakness of first-year students by both the Political Science and Human Rights instructors.

These rhetorical weaknesses could be explained by the fact that the students were new to most of the disciplines and just learning how to write in these fields. Paré (2007) points out that different academic domains have different types of argument, use different evidence and make different claims, which reflect the differences in their epistemologies. With the exception of History, most of the disciplines were new to the students; therefore, the modes of argumentation were also unfamiliar. Learning disciplinary genres requires immersion into the culture and time for practice and apprenticeship (Freedman, 1993). Since rhetorical appropriacies are specific to disciplinary communities, these students may learn them with time and practice, through social interactions with professors, other students and teaching assistants (Freedman, 1987; McCarthy, 1987).

Another rhetorical issue evident in some of Lindsay's (see Appendix C, pp. 147-153) and Beata's (see Appendix I, p. 182-189) assignments was the use of appropriate tone. Feedback received by Lindsay's from her Introduction to Canadian History TA indicated that Lindsay's tone was a little strong:

You have a lot of strong language in this paper and although it reflects the conviction of your argument, it could be misinterpreted at times, especially if you do not fully explain your ideas or reasoning through a thorough analysis.

In her World History paper, Beata also used a strong tone when referring to the spread of diseases to the Native Americans. As Devitt (2004) describes, part of knowing a genre is knowing the appropriate tone. These two students used an appropriate academic style, but in these two instances, misjudged the appropriate tone.

One rhetorical problem unique to Alison was with citation styles. In her World History paper (see Appendix F, pp. 160-165), she did not use the appropriate citation style; the professor asked them to use Chicago and instead she used MLA. The History professor noted the inappropriate form of citation during our interview and indicated that the style of in-text citations followed more of a social science convention. In our interview, Alison demonstrated awareness of the appropriate citation style for History (Chicago); however, in her paper she used MLA instead. She indicated that this was a style she was familiar with from high school.

[I]t's not the first time that I'd used citation, but it was the first time. . . doing, like, different types of citations. So I usually do, like, MLA at school, but then for some of them I had to do, like, Chicago or Turabian. So that was kind of new, and I found it a bit- I found it a bit confusing sometimes with all the qualifications and everything. (February 13, 2012)

In their examination of students' use of prior genre knowledge in the writing of academic genres, Reiff and Bawarshi (2011) found that students use their prior knowledge in different ways. Prior knowledge can either help or hinder the learning of new genre appropriacies (Artemeva & Fox, 2010; Bawarshi & Reiff, 2011). Some students are able to adapt and modify their prior knowledge in order to apply it in new situations, while others draw on prior knowledge without adjusting it, regardless of the task. In this case, background knowledge appears to have hindered Alison's learning of a new disciplinary convention.

Subject-Matter Competence. Subject-matter competence was the most difficult for me to assess because I am not a specialist in any of the fields examined in this study, and I could rarely judge whether the students had accurately reported on their selected topics. This is where feedback from interviewed instructors as well as the feedback provided on Lindsay's returned assignments proved useful.

One problem in Lindsay's Introduction to Legal Studies papers fell under both subject-matter and rhetorical competence (see Appendices D & E, pp. 154-159). She used technical terms and referred to sections of the Canadian Charter of Rights and Freedoms and the Criminal Code of Canada without explaining them. Feedback from the TA indicated that Lindsay needed to explain the legal principles she mentioned in order to add depth to her analysis. Giltrow and Valiquette (1994) showed that students have difficulty judging what is considered shared knowledge in a field. It is possible that Lindsay thought that these legal principles were shared knowledge, and therefore did not need to be explicated.

Another issue noted by the professors in some of the assignments was the development of ideas and depth of analysis. In Lindsay's Legal Studies papers, the Law instructor noted that her assignments "scratche[d] the surface" and that "there could be some more detail . . . [she] attempts to hit all the points, but doesn't go much deeper" (February 9, 2012). This was also an issue in her Introduction to Canadian History research paper (see Appendix C, pp. 147-153). It was evident from the feedback received that the professor and TA expected more. They indicated that Lindsay did not go into enough depth with her analysis at times. The TA wrote, "You needed to be more explicit in discussing what the point of this exhibit's content was in regard to the Irish . . . You

should try and explain the significance of certain sections a bit more.” It was also noted that she sometimes misinterpreted information in the exhibit: “you need to argue a case without misrepresenting the content of a section, or exaggerating . . . in ways that counter to the evidence in the exhibit” (professor’s feedback). Similar comments were provided on her World History essay (see Appendix B, pp. 141-146) by the TA who indicated “I would have liked you to develop some points of your argument more fully.” Lack of development was also an issue noted in Beata’s Human Rights essay (see Appendix K, pp.194-200). She appeared to have a grasp on the literature, and the Human Rights instructor indicated that he agreed with her position, but that she had to articulate the opposition’s argument in more depth.

Sometimes, the relevance or accuracy of the content was also an issue. In Lindsay’s article assignment (see Appendix E, pp. 157-159), the TA pointed out that she missed a key argument made by the author, and may have misinterpreted another. In Alison’s World History essay (see Appendix F, pp. 160-165), she used irrelevant supporting evidence in one section of the paper as it referred to an article written about another time period, 300 years after the one she was describing. She indicated during her interview that “For one of my arguments, I think that the information that I found related to a different century . . . So my TA suggested that perhaps I should have found the information relating to that” (February 13, 2012). Another example of inaccuracy in content was in Beata’s document analysis for The Making of Europe course (see Appendix J, pp. 190-193), where there was some inaccuracy in her introduction. She described the Barbarian tribes as living outside of Europe, when they actually lived in Europe.

Once again, disciplinary content expectations of depth of analysis, level of description and accuracy overlap with rhetorical expectations; as Devitt (2004) described, knowing a genre means knowing rhetorical appropriacies such as “level of detail” and “appropriate subject-matter” (p. 16). Further practice writing in the disciplines may help them develop these competences (Freedman, 1987, McCarthy, 1987).

Background knowledge was also a theme that emerged from my interview with Alison. One issue she had, which overlaps with critical thinking competence, is that she did not seem to understand the subject-matter of her PAPM essay (see Appendix G, pp. 166-171). This was also noted by the interviewed professor. Alison attributed this lack of understanding to the fact that it was written in “Old English” and said she had to read it many times in order to “get [her] head around the concepts” (February 13, 2012). She was not familiar with this old style of English and this lack of background knowledge likely contributed to her difficulty with the assignment. Moreover, during the interview, Alison revealed that the Canadian Political Environment research paper (see Appendix H, pp. 172-181) was the easiest for her to write because she “kind of knew some of the background knowledge” already (February 13, 2012). This was one instance in which background knowledge may have helped her in producing a genre (Artemeva & Fox, 2010; Reiff & Bawarshi, 2011).

Writing Process Competence. All three student participants described going through similar phases of the writing process. Freedman (1984) described several phases of the writing process which include the starting point, exploration, incubation, illumination, composing, reformulation and editing. Alison, Lindsay and Beata all

described going through a phase of exploration, which entailed researching ideas and gathering information on the topic. Their research processes in this stage were also similar. Alison and Beata described starting with non-scholarly sources to get background information on their topics and then moving to more scholarly sources such as books and journal articles. For their World History essay, all three students did research at the library. Alison and Lindsay also indicated that they got help from a research assistant at the library in order to find sources. Moreover, for her Introduction to Legal Studies course, Lindsay indicated that some of the tutorial classes had been devoted to preparing students to write the assignments. In terms of the composing process, both Alison and Lindsay said that they did some form of brainstorming. In addition, all three students indicated that they went through stages of composing and reformulation (Freedman, 1984). This is consistent with Zamel's (1982) observation that these general phases of the writing process are similar for both L1 and L2 writers.

When asked if she wrote drafts, Alison was the only one who said she did not, but during her description of the writing process, she revealed a different story: "I usually write the essay, I only have like one of these, maybe I'll write something and then I'll change it . . . I just kind of work with what I have and pick and choose from there" (February 13, 2012). This is perhaps an instance of having writing process competence, but not awareness (Artemeva & Fox, 2010), as she could not articulate her process. All three participants also talked about getting help with revising and editing their drafts, indicating they often asked friends for help; however, when asked if they had anyone else help them edit the assignments provided to me, Lindsay and Alison said they had done all the editing themselves. The number of grammatical and linguistic errors in their papers,

which became evident during my qualitative analysis and diagnostic assessment, suggests that they may not have done a very thorough job of editing or were unable to edit their own papers. The TA's feedback on Lindsay's World History essay advised her that "some rigorous proofreading would probably help" with her errors in clarity and grammar. This is perhaps another instance of a difference between awareness and competence (Artemeva & Fox, 2010). Both students said they thought that peer review was an important part of revising, thus indicating their awareness of the importance of peer review; however, neither of them actually had another person review or edit their papers for them. It was something they talked about, but did not necessarily do.

Beata, on the other hand, did seek help with revising and editing of her paper from the university's writing tutorial service. However, she felt that this service did not meet her needs, as the tutors focused mainly on organization, not on grammar, which was the area she felt she needed help with. Research on university writing centers has found that tutors are often told to avoid dealing with lower order concerns such as language, grammar and mechanics, and focus on higher order concerns such as organization, focus and development (Blau & Hall, 2002). However, the concerns of L2 writers are often grammar and language related, and tutors view helping them with these issues as editing and proofreading. As in Beata's case, even though she sought help to improve her writing, tutors refused to help her with these types of errors. This is perhaps a weakness in the way university writing centers work. The reality is that nowadays, classrooms are made up of students from a variety of language backgrounds. There are many international students studying at English-medium universities, and there are also numerous students who are recent immigrants to the country, or Generation 1.5 students

(Doolan & Miller, 2012). Although some scholars still contend that language issues should not be addressed by tutors (Staben & Nordhaus, 2009), others have come to recognize that writing centers could be the best place for L2 writers to develop their language skills, both oral and written (Blau & Hall, 2002; Myers, 2003). Having tutors attend to linguistic concerns could also prove useful to some L1 writers, as they also display a range of writing abilities, as this study has shown.

What is more, all three students relied on various interactions during the writing process to produce their papers. In a synthesis of the literature on first and second language genre learning, Tardy (2006) identified several strategies that writers draw upon to compose texts. My analysis of the data indicated that the participants drew on three of these strategies including *oral interactions*, *textual interactions*, and *mentoring* (Tardy). Students relied on oral interactions such as instructions provided in class by the professors, discussions in tutorials, and advice from TAs in order to complete their assignments. They also indicated that they relied heavily on textual interactions such as use of the assignment sheets provided in order to write their papers. Finally, Lindsay and Beata both sought some form of mentoring with their assignments as they were aware that they were having trouble. Many of these types of interactions belong to genres and can be viewed as part of the genre system, particularly the course materials which provided instructions on the assignments, the directions given orally in classes and practice in tutorials (Bazerman, 1994; Devitt, 2004).

Formal Competence. All three students correctly formatted their papers in terms of spacing, font, and title page. However, they all made errors in language, grammar and mechanics. The most common issues were sentence construction, word choice,

prepositional phrases, misuse of verb tenses and misuse or omission of commas and semi-colons.

Lindsay made occasional grammatical errors in terms of using the correct form of a word, omission of prepositions, misuse of verb tenses and sentence construction; nonetheless these errors were not distracting and rarely interfered with the communication of ideas. She also had some issues with punctuation, particularly the omission of commas. Feedback from her World History TA indicated that her “use of language is sometimes unclear and occasionally ungrammatical.” Alison made more errors than Lindsay in grammar, and mechanics, which at times were distracting. She did not have control over the use of commas and semicolons, and this sometimes caused issues in terms of communicating ideas effectively. There were also numerous errors in the use of appropriate verb tenses, prepositions, and collocations. When examining her papers, this led the Political Science professor to believe the writer was a non-native speaker of English: “Sorry, I was just distracted [because] there is also the issue of typos . . . and perhaps a student for whom English is not their first language as well” (February 8, 2012). As for language, although the vocabulary and style were academic, sometimes she attempted to put too many ideas in one wordy sentence, resulting in frequent awkward sentences. She acknowledged this weakness during the interview:

I think I’m good at coming up with ideas, but sometimes when I convey them. . . I make them a little bit more complicated than they actually are. . . I get too wordy sometimes when I write. So, I try to convey more than what’s actually there, if that makes any sense. So sometimes, I. . . lack simplicity sometimes and I make things a little more complicated than they actually are. (February 13, 2012)

As for Beata, her lack of formal competence was her greatest weakness, which is not surprising as English was not her first language. She made frequent grammatical

errors such as misuse of verb tense, misuse/omission of prepositions and errors with plurals. In her papers, there were many sentence construction errors such as sentence fragments, omitted subjects and verbs. There were also language errors in terms of inappropriate word choice, word form and tone. Moreover, she had problems with using appropriate punctuation such as commas and semi-colons. These were noticed by the human rights instructor as well. Nonetheless, the errors did not impede communication. Beata was aware of this issue and brought it up during the interview:

I think like my grammar, that's kinda the biggest [weakness] because like singular and plurals, I think that's kinda like one of my issues, I kinda put them all together, assume they're the same thing and like past and present tense. (March 13, 2012)

Research on error patterns in students' academic writing has revealed differences among different groups including L1 writers, L2 writers and Generation 1.5 writers. Doolan and Miller (2012) define Generation 1.5 students as those who "(a) have been in the U.S. educational system for more than 4 years, (b) regularly speak a language other than English at home, (c) have relatively strong English speaking and listening skills, and (d) are younger than 25 years old" (p. 1). Based on this definition, and taking the country into consideration, Beata could be considered a Canadian Generation 1.5 student. The most common errors found to be made by Generation 1.5 students tend to be verb errors (tense and aspect), lexical errors (word choice and word form) and prepositional phrase errors (Doolan & Miller, 2012; Foin & Lange, 2007). A recent study by Doolan and Miller (2012) found that Generation 1.5 writers produce double the amount of linguistic and grammatical errors as L1 writers. Although calculating error frequencies was beyond the scope of my study, it appears on the basis of my diagnostic assessment that Beata made more linguistic and grammatical errors than Alison or Lindsay. Even

though all students made errors using appropriate verb tenses and prepositional phrases, Lindsay's and Alison's errors appeared to be less numerous than Beata's. As for common errors in L1 writing, Doolan & Miller found that the majority of errors made by this group were with sentence construction and spelling. The students in my study made some errors in sentence construction, particularly with wordy, awkward sentences, but none of them made significant spelling errors. This could be due to the fact that the assignments were all typed using word processing software which helps identify spelling errors.

As for citation conventions, Lindsay and Beata used appropriate styles, but made minor errors in the format. Alison, on the other hand, used an inappropriate citation style for History, and often blended her knowledge of MLA with what she thought was Chicago. However, in her PAPM and Political Science papers, she seemed to use a correct citation style (see Appendices F, G & H, pp. 160-181).

Critical Thinking Competence. Even though all three student participants identified critical thinking as a goal of the assignments, they sometimes struggled with making their interpretations, analyses and/or evaluations of sources clear (Bloom, 1956; Anderson & Krathwohl, 2001). For example, Lindsay clearly made an effort to understand and analyze the sources in each of her assignments; however, she sometimes had problems analyzing or interpreting information, and at times the connections she made were unclear. This appeared to be more of a struggle in her World History paper (see Appendix B, pp. 141-146). The History professor interviewed indicated that it was a "novice effort" and a "simpler" analysis than the other two papers which he examined, Lindsay's Canadian History (see Appendices C, pp. 147-153) paper and Alison's World

History paper (see Appendix F, pp. 160-165) (February 9, 2012). Lindsay felt that her strength in writing was “creativity,” but felt that her weakness was explaining “conflicting arguments” (March 7, 2012). It is possible that since she had difficulty explaining conflicting arguments, perhaps she did not fully comprehend them, indicating an issue with understanding.

Beata also made a concerted effort to think critically about all topics at hand by interpreting, analyzing and synthesizing sources. In her History papers, she tried to make connections between the events she was talking about and other historical events that had similar outcomes. In the following example, she compares the Bubonic plague to the spread of European disease to the Americas, which were two similar historic events:

During the bubonic plague in the third-century many people deterred away from the church and looked at an alternative way to religion, thus decreasing the power of the papacy. Similar reaction is seen within the New World’s attitude regarding their spiritual values and leaders, for a population that was once very spiritual upon the arrival of the European disease many deterred away from all form of spiritual belief or practices. (WH essay, Appendix I, p. 186)

She also made an effort to make her claims and connections clear. Moreover, she clearly reflected on the quotes, examples and other support included in her paper.

Alison also made attempts in each case to think critically about the topic at hand, although, in some cases she was more successful than others, such as World History (see Appendix F, pp. 160-165) and Political Science (see Appendix H, pp. 172-181). Her PAPM assignment (see Appendix G, pp. 166-171) showed the least evidence of understanding and evaluation, which was noted by the Political Science professor: “He or she doesn’t seem to be wrestling as explicitly enough with the distinction between what the text is saying and what the student thinks about it, and the judgment, and if he or she

had done that it would have been a better paper” (February 8, 2012). As previously mentioned in the subsection on subject-matter competence, Alison indicated that the PAPM essay was the most difficult of the three assignments due to the fact that the original text was difficult to comprehend because it was written in an unfamiliar style of English. After examining both the PAPM and Canadian Political Environment papers (see Appendices G & H, pp. 166-181), the interviewed professor indicated that the latter showed more evidence of critical thinking. This may have been because Alison understood the events she was writing about, and synthesized multiple sources well.

Although the three student participants indicated that they were aware of the importance of critical thinking, and sometimes felt that it was the purpose of the assignments, each of them sometimes struggled with interpreting, analyzing or synthesizing sources. Here, a difference between awareness and competence was clear, as students knew critical thinking was expected of them, yet demonstrated varying degrees of success (Artemeva and Fox, 2010). The Human Rights and Political Science instructors interviewed also described their concerns over students’ ability to think critically about the sources they read. Nevertheless, as my analysis has shown, each of the student participants made an effort to think critically about the topics and sources in their writing. This observation leads me to believe that perhaps for many students it is not an issue with lack of critical thinking, but since critical thinking includes strategies to be developed, it may be a problem with lack of practice. As Geisler (1994) points out, in high school, students write mainly to demonstrate knowledge. In terms of Anderson and Krathwohl’s (2001) revised taxonomy, knowledge telling involves understanding, which is the second simplest critical thinking task. Writing at university requires higher levels

of critical thinking, such as evaluation and synthesis. If students have not previously been required to evaluate and synthesize sources, or have had limited practice, it is only logical that they would find the type of critical thinking required of them at university a challenge. It is a competence that may be developed with practice over time.

Furthermore, since different disciplines have different criteria for analyzing and critiquing information, it is likely a competence that is learned and developed through immersion and practice in the discipline (Freedman, 1987). For example, Alison had significant difficulty interpreting and evaluating John Locke's theory on property and private ownership in the first semester. It is probable that if Alison continues to take courses in Political Science, she will learn how to interpret primary sources as she becomes more familiar with the theories, style of language and frames of analysis common to the field.

Lack of understanding of the sources could also be the reason for the frequent awkward sentences produced by the students. If they did not have a clear understanding of the meaning of the author's words or ideas, they may not have been able to articulate their ideas clearly. As Glaser (1941) pointed out in his definition of critical thinking, it requires a writer "to comprehend and use language with accuracy, clarity, and discrimination" (n.p.). If a writer does not completely understand an idea, it would be very hard to express it clearly through language.

Based on my research, it appears that first-year students, regardless of whether they speak English as an L1 or L2, have varying levels of competence when it comes to disciplinary writing. Competences also varied among individuals and assignments. Moreover, there did not appear to be much difference in the competence of the L1 writers

and the Generation 1.5 writer. In terms of disciplinary writing strengths, they all were aware of rhetorical goals, went through similar stages of the writing process and properly formatted and organized their assignments. As for rhetorical weaknesses, they all appeared to be in the process of learning appropriate modes of persuasion and frames of analysis. One common formal weakness was with grammar, vocabulary and mechanics; though, the L2 (Generation 1.5) participant was weaker in these areas than the L1 writers. The participants also occasionally struggled with accuracy and depth of analysis of the subject-matter. Based on my analysis, critical thinking competence appeared to be in development. The student participants were sometimes successful at understanding, analyzing and synthesizing, and at other times were not.

Although the student participants had some issues producing appropriate disciplinary genres, they did well for a first effort, receiving grades between “A” and “B” on the assignments. All three student writers were new to the fields and in the early stages of enculturation (Freedman, 1993). The various genres were produced in their first semester of university and many of them were the first written assignments produced for their classes. Based on my analysis, these students appeared to be starting the long journey from novice to expert writing, moving along the path from more simple tasks of displaying knowledge, as often done in high school, to transforming knowledge, a more cognitively complex task required in academic writing (Geisler, 1994).

As the theoretical framework in this study, RGS (e.g., Artemeva, 2006; Bazerman, 1994; Berkenkotter & Huckin, 1993; Devitt, 2004; Freedman, 1993; Freedman & Medway, 1994; Miller, 1984) allowed me to gain an understanding of professors’ expectations of first-year students’ disciplinary writing as well as first-year

students' disciplinary writing competence. Based on the concept of genre as an appropriate response to a recurring situation (Miller, 1984/1994), I was able to see the sample assignments as representations of disciplinary genres. They were all responses to repeated social situations and had particular rhetorical purposes, structures, modes of persuasion and frames of analysis. Theories of writing expertise (Bereiter & Scardamalia, 1993; Geisler, 1994; Beaufort, 2004) were also useful as a framework for my study as they provided multi-dimensional models through which to understand writing development.

Nevertheless, the most suitable model for my research purposes was Tardy's (2009) model of genre knowledge. This multi-dimensional model allowed me to categorize my findings on disciplinary writing expectations and competence into four categories: rhetorical competence, subject-matter competence, writing process competence and formal competence. This model was useful in helping me organize my conceptual level codes; however, at times it was limiting. There were times when I disagreed with her categorization of themes, for example, rhetorical structure, which she considers formal knowledge, and I consider rhetorical knowledge. Moreover, her model does not address critical thinking, which was an unexpected theme that emerged from my analysis of all data sources. Although Beaufort (2004) included critical thinking as a subcategory of subject-matter, based on my findings, I believe that critical thinking is involved in more than just thinking about the subject-matter; writers think critically when they interpret an audience's expectations, make decisions about the writing process and make linguistic choices.

Finally, the two methods of analysis used in this study to analyze student writing samples allowed me to thoroughly assess the student participants' disciplinary writing competence. Qualitative coding (Charmaz, 2006) allowed me to code for rhetorical and critical thinking competences and lexico-grammatical appropriacies. The diagnostic assessment (Knoch, 2009) complemented the qualitative analysis of student assignments as there appeared to be common features of writing that were expected by the various professors in the various disciplines, and these were reflected in the categories of the rubric. However, these features were rhetorical and had differing appropriacies depending on the course and so were evaluated taking the rhetorical context into consideration. For example, supporting ideas was a common expectation in the various written assignments, but the appropriate ways of supporting claims was different in Human Rights, where personal examples were acceptable, and in History, where examples of historical events and ideas were appropriate.

The following chapter summarizes the main findings of my study. I also discuss limitations of the study, implications for language teachers, university instructors and writing centers, and suggest directions for future research.

6. Conclusion

This chapter summarizes the findings of the research study presented in this thesis and discusses limitations. I then discuss the implications of my research for language teachers, university instructors and writing centers. Finally, I propose directions for future research and provide some reflection on what I have learned.

This study examined professors' expectations of first-year students' writing as well as first-year students' disciplinary writing competence. It aimed to answer the following research questions: (1) What are professors' expectations of students writing in disciplinary courses as articulated by professors and in course materials? (2) What competences do first-year L1 and L2 student writers demonstrate in their disciplinary writing?

A variety of methods were used to collect data. I gathered course materials from six courses and collected ten student writing samples. I conducted interviews with three student participants and four university instructors. Through qualitative coding (Charmaz, 2006) of course materials and professor interviews, I was able to understand disciplinary appropriacies and professors' expectations of students' writing. Analysis of student writing samples and interviews with student participants allowed me to gain insight into their disciplinary genre competence. The qualitative analysis of student writing samples was complemented with diagnostic assessment (Knoch, 2009) and with feedback from instructors. Rhetorical Genre Studies and English for Specific Purposes theories, and theories of writing and expertise framed my investigation of these expectations and competences. More specifically, Tardy's (2009) model of genre

knowledge, which encompassed RGS, ESP and theories of writing expertise, was used as a framework to examine first-year students' genre competence.

Summary of Research Findings

Based on qualitative coding of instructor interviews and course materials, five common themes arose. Professors expected students to demonstrate in their writing rhetorical competence, subject-matter competence, writing process competence, formal competence and critical thinking competence; however, the most commonly articulated themes were rhetorical, formal and critical thinking. Professors' rhetorical expectations included proper rhetorical structure of assignments, use of correct modes of persuasion, frames of analysis and citation styles. They also expected students to follow a specific layout and use proper grammar and mechanics in their writing. In all data sources, professors indicated that they expected students to understand, analyze, evaluate and/or synthesize information from sources. Students were also expected to write about particular subject-matter and use appropriate sources. The least mentioned expectations in these sources of data were related to the writing process.

As for first-year students' disciplinary writing competence, regardless of their linguistic background, the three participants demonstrated rhetorical strengths in terms of awareness of goals and rhetorical structure of assignments. They also demonstrated competence in formatting their assignments properly and in going through stages of the writing process. All other areas seemed to be in the process of development. One common formal weakness was with grammar, vocabulary and mechanics, which was more problematic for my L2, or Generation 1.5 (Doolan & Miller, 2012), participant.

The participants also occasionally struggled with accuracy and depth of analysis of the subject-matter and critical thinking. The fact that each of these dimensions of genre competence appears to be in the process of development supports RGS theories of learning through practice and enculturation into disciplinary communities (e.g., Berkenkotter & Huckin, 1993; Freedman, 1993). The student participants' genre competence will most likely develop as the genres are repeatedly practiced *in situ* (Tardy, 2009).

What is more, there did not appear to be much of a difference between L1 and L2 (Generation 1.5) speakers of English's writing competences. This finding suggests that perhaps L1 and L2 writing theories can be combined to create a stronger, more informative view of writing. Further development of genre theory that brings together insights from both RGS and ESP is needed.

Although most of the themes were consistent with Tardy's (2009) model of genre knowledge, critical thinking was a significant dimension that had not been addressed in her model. Critical thinking refers to the effort to remember, understand, apply, analyze, evaluate and create material or information (Bloom, 1956; Anderson & Krathwohl, 2001). According to this study, critical thinking is an important element of disciplinary genre competence. As Gentil (2011) points out, a model of genre knowledge (or competence) "must integrate all the kinds of knowledge that are necessary to perform the genre" (p. 8). Based on my findings, I believe that critical thinking perhaps deserves its own dimension in a model of genre competence as it co-exists with the other four dimensions identified by Tardy (2009). Critical thinking is involved in more than just thinking about the subject-matter, it is employed in interpreting rhetorical expectations,

making decisions about the writing process and making decisions about language and form. This dimension was evident in student interviews and writing samples, as well as in course materials and instructor interviews.

Limitations

The main limitation of my study was the small sample size. I only had three first-year students volunteer to participate in my study, and they were all females. It would have perhaps been useful to have a large sample of both male and female participants.

In addition, the three student participants demonstrated similar levels of competence. Based on their overall grades in their first semester courses, these students may represent average first-year students, as they received final grades in the “B” range. It would have been useful to have examined a variety of writing competences; however, it is possible that weaker student writers would not voluntarily submit their assignments for scrutiny and evaluation if they knew their performance was weak.

Another limitation was that my L2 participant, Beata, was perhaps a special category of non-native speaker of English, and part of Generation 1.5 (Doolan & Miller, 2012). She did some of her schooling in Canada, and this experience may have led her to be more familiar with writing expectations and appropriacies than L2 writers who are international students. It would have been useful to have various L2 writers in the study, including international students with a variety of English language learning experiences. However, in this study I relied on volunteer participants and only three students responded to my request for participants.

Finally, due to time constraints, I was unable to attend any of the classes or tutorials, and based the majority of my interpretation of professor expectations on course materials and interviews with four professors. It may have been helpful to attend some of the classes and tutorials in order to understand the type of oral instructions provided. However, attending lectures and seminars was beyond the scope of this study.

Implications for Teaching and Learning

This study has implications for language teachers, university instructors and university writing centers. Taking into consideration the socially situated nature of disciplinary writing, based on my findings, perhaps EAP teachers can contextualize writing instruction and have students produce writing assignments in the classroom which raise their awareness of rhetorical expectations. One way to do so would be to use content in which the teacher has knowledge and expertise, such as language learning (e.g. Adam & Artemeva, 2002). Teachers could also have students produce a variety of different genres, having them consider the different appropriacies for each type based on the differing situations. It would also be useful to discuss what previously learned writing strategies could be applied to the new situations and how they may be modified or adapted to suit the new situation. Since critical thinking appears to be an important part of academic writing, teachers can also provide students with challenging writing tasks that require them to think critically such as analyzing, evaluating and synthesizing sources. In addition, EAP teachers can help students understand that writing is a process, and provide them with guidance along the way. Finally, they can focus on helping students acquire the linguistic proficiency necessary to write academic assignments. By this I mean teaching students to use appropriate grammar, vocabulary and mechanics in

their writing based on the rhetorical situation. This could perhaps be done as part of the editing process; thus situating teaching of appropriate grammatical features in the actual process of writing a particular paper, that is, in a real rhetorical context that has real consequences for the writers.

This study also has implications for first-year undergraduate course instructors. My findings suggest that students are in the process of developing their disciplinary writing competence through practice and immersion in the field. Professors can provide students with more opportunities to write, and to improve their writing. Also, they could have TAs guide, or mentor, students in the writing process, perhaps during tutorial classes, to give students feedback on their drafts, so that they can improve their final product. Peer-review may also be a valuable strategy to help develop writing competence.

Finally, this study has important implications for university writing centers. Although addressing higher order concerns is important, perhaps dealing with language and grammar issues would be beneficial for many writers, since it appears that many first-year students struggle with proper language, grammar and mechanics, regardless of their L1. It could be approached as a form of teaching rather than editing. Identifying recurring errors and helping students correct them would be a useful strategy to help them improve their writing. Since university classes are filled with students of a variety of linguistic backgrounds and with diverse writing abilities, writing centers should aim to meet these writers' diverse needs. It would also be beneficial to have tutors from a variety of disciplinary backgrounds who have an understanding of the disciplinary

appropriacies and expectations. They would be able to help student writers understand the rhetorical appropriacies of the discipline.

Directions for Future Research

The possibilities for future research in this area are numerous, as few studies have investigated students' disciplinary genre competence (Artemeva & Fox, 2010; Reiff & Bawarshi, 2011), and none to my knowledge have examined L1 and L2 writers in the same study. A version of this study on a larger scale, including various levels of writing competence, and various linguistic backgrounds would help us further understand similarities and differences among writers, and could help teachers of EAP and composition studies. Also, a longitudinal study that explored the development of L1 and L2 writers' genre competence in a discipline would be beneficial in revealing how writers' competences change along the trajectory from novice to expert.

Reflections

This study has allowed me, as an EAP writing teacher, to develop a greater understanding of what I can and cannot accomplish in terms of preparing students for academic writing. I realize that I cannot teach the rhetorical or subject-matter expectations that they will encounter in the various disciplines. However, I can create a learning environment in which they learn awareness of rhetorical expectations and understand how the situation influences writing appropriacies. I can also guide them throughout the writing process, and help them see the value of the various stages, particularly revising and editing what they have written. I can also continue to teach them vocabulary, grammar and mechanics in the hopes that they will be adequately

prepared to perform a variety of writing tasks at university. Finally, and most importantly, I now understand the importance of giving students challenging writing tasks that help them develop their critical thinking competence, such as describing, analyzing, evaluating and synthesizing a variety of sources. Providing them with more cognitively complex tasks than just writing about their opinion on an issue will better prepare them for the type of analytical writing they will encounter at university.

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Appendices

Appendix A: Ethics Clearance



Carleton University Research Office
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Ethics Clearance Form

This is to certify that the Carleton University Research Ethics Board has examined the application for ethical clearance. The REB found the research project to meet appropriate ethical standards as outlined in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and, the *Carleton University Policies and Procedures for the Ethical Conduct of Research*.

New clearance

Renewal of original clearance

Original date of clearance:

Date of clearance	30 November 2011
Researcher	Sarah Lynch
Status	M.A. student, School of Linguistics and Language Studies
Supervisor	Professor Natasha Artameva, School of Linguistics and Language Studies
Funding status	Non-funded
Project number	12-0078
Title of project	Learning disciplinary genres by L1 and L2 undergraduate university students (working title)The transition to academic writing for first year Aboriginal students (working title)

Clearance expires: 31 May 2012

All researchers are governed by the following conditions:

Annual Status Report: You are required to submit an Annual Status Report to either renew clearance or close the file. Failure to submit the Annual Status Report will result in the immediate suspension of the project. Funded projects will have accounts suspended until the report is submitted and approved.

Changes to the project: Any changes to the project must be submitted to the Carleton University Research Ethics Board for approval. All changes must be approved prior to the continuance of the research.

Adverse events: Should any participant suffer adversely from their participation in the project you are required to report the matter to the Carleton University Research Ethics Board. You must submit a written record of the event and indicate what steps you have taken to resolve the situation.

Suspension or termination of clearance: Failure to conduct the research in accordance with the principles of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and the *Carleton University Policies and Procedures for the Ethical Conduct of Research* may result in the suspension or termination of the research project.

Antonio R. Guakieri, Chair
Carleton University Research Ethics Board

Appendix B: Lindsay's World History Essay

The perception of pirates has gone through a romanticized mythical transformation with the series of "Pirates of the Caribbean" movies that have come out in the past few years. The lifestyle the pirates lived was humorously portrayed in the films, but still focused on their traditions and personalities that gave them such notorious reputations. This is the case with Port Royal, Jamaica, described as the "Wickedest City in the World,"³ or the Sodom of the modern era.⁴ Ever since it's discovery in the 1400s Port Royal was consistently affected by the pirates presence in the Caribbean. Pirates weakened Spanish power over their tight monopoly and this created an opening for the English conquest of Jamaica in the 1600s. The English then welcomed the feared buccaneers into Port Royal to build the city, increase population, and for protection. The pirates complied and during their zenith the pirates built and provided economic stability for Port Royal. However, as all good things come to an end, the upper classes of Port Royal no longer wanted the reputation they gained for being in Port Royal and anti-piracy laws were established. Even still, the pirates influence continued through society and affected the city even after catastrophe. As is shown, whether with direct or indirect contact, the pirates influence on Port Royal was formative for the nation and its culture would not exist if it was not for this contact.

This contact begins with Jamaica's first introduction to Europeans. During his second voyage⁵ in 1494⁶, Christopher Columbus discovered Jamaica after the Arawak

³ Anthony Gambrill, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 42.

⁴ Anthony Gambrill, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 54.

⁵ Clinton V. Black, *History of Jamaica* (Great Britain: London and Glasgow, 1958), 8.

⁶ Clinton V. Black, *History of Jamaica* (Great Britain: London and Glasgow, 1958), 25.

Indians of Cuba “wrongly described it as the source of ‘the blessed gold.’”⁷ Even still, he claimed the island in “the name of Ferdinand and Isabella of Spain;”⁸ Jamaica then became under the strict monopoly of the Spanish, and indirectly opened to the influence of pirates.

This indirect influence is a result of the paranoia and fears the pirates had instilled upon the Spanish, as the Spaniards “upon their own short-sighted trading and settlement policies treated honest merchants as pirates and settlers as criminals.”⁹ The pirates were just another major stress to a failed system. This carried over to Jamaica because “the island as a Spanish colony was a failure from the start.”¹⁰ So when the English came to conquest a piece of the Spanish - West Indies, to become “head of the world’s commerce and navigation,”¹¹ Jamaica was prime real estate.

It is during the time of the English conquest and the building of Port Royal, that the Pirates began to have a direct influence on the city. The building of Port Royal was a slow progress and defense forces were not being erected fast enough. As well, it was in a very vulnerable position in the Caribbean, and the military forces were given without an ability to pay them. Therefore, “as early as 1657 [Governor Edward] D’Oyley had begun wooing the Tortuga buccaneers to Port Royal, intending to create some sort of seaborne defense.”¹² The location, size of the harbor, the prizes received for their loot, and the condoning and acceptance of their choices made Port Royal a very compelling location for Pirates. Soon, Port Royal was known as a place where buccaneering “blossomed and

⁷ Clinton V. Black, *History of Jamaica* (Great Britain: London and Glasgow, 1958), 25.

⁸ Clinton V. Black, *History of Jamaica* (Great Britain: London and Glasgow, 1958), 26.

⁹ Alfred S. Bradford, *Flying the Black Flag* (Westport, Connecticut: Praeger, 2007), 83.

¹⁰ Clinton V. Black, *History of Jamaica* (Great Britain: London and Glasgow, 1958), 34.

¹¹ C.H Haring, *The Buccaneers in The West Indies in the XVII Century* (London, England: Methuen & CO Ltd., 1910), chapter 3.

¹² Anthony Gambrell, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 58.

flourished.”¹³ Therefore, the pirates not only made the English conquest possible, but they provided protection for Port Royal during its infant years, and their total influence as they increased the population dramatically.

With an increased population, there is an increase of direct influence. The buccaneer community on the ships has “been characterized as a total institution.”¹⁴ Therefore, returning to Port Royal was a time relax for pirates of all rank. This lifestyle carried over to the city containing “more than a hundred licensed taverns... and numerous [brothels].”¹⁵ Pirates were known for spending their money instantly on prostitutes and alcohol, which is where the negative reputations of the city alluded. However, this is not the only reputation that should be recognized, “Port Royal soon boasted an Anglican church, Jewish synagogue, Quaker meeting house, Presbyterian meeting house and Roman Catholic chapel suggests that a remarkable level of religious freedom was tolerated amongst its diverse population.”¹⁶ This diversity and equity was a sheer contrast from all other British colonies as there was no pressure to conform to anyone else. This is often overlooked as the fierceness of Port Royal is most definitely a consequence of each individual’s independent freedom, but plays an important role in the rebirth of Port Royal later on.

As negative as their reputation was, without their presence, Port Royal would not be in existence. The “economy of Port Royal very much depended on the spoils that were brought to shore.”¹⁷ As gruesome as the dependency of stolen goods is, it worked. It is

¹³ Anthony Gambrill, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 44.

¹⁴ B.R. Burge, “The Buccaneer Community,” in *Bandits at Sea*, ed. C.R. Pennell (New York, NY: New York University, 2001), 211.

¹⁵ Anthony Gambrill, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 52.

¹⁶ Anthony Gambrill, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 52.

¹⁷ Anthony Gambrill, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 52.

important to note, “Port Royal would never have flourished as a buccaneer port without the sympathetic connivance and often overt support of the island’s governors.”¹⁸ Both sides needed the other to be successful; therefore cooperation was the only option. Ironically, “privateering was becoming so attractive to the colonists that merchant-ships as well as plantations were suffering from a shortage of labour.”¹⁹ Port Royal was becoming a booming economic port.

With the economy strong, other areas of the city were able to develop, such as law and governance so the wealthy started to settle in. This is the beginning of the end of the Pirates direct influence on Port Royal. Sadly, with the development of Port Royal, other artisans and colonists came in and eventually the “pirates were regarded simply as a nuisance.”²⁰ In the late 1600s “Sir Henry Morgan as Lieutenant Governor... showed himself to be resolutely hostile to privateering. He even went so far as personally to organize vessels which chased and captured various pirates, who were then tried, convicted and executed.”²¹ With the amounts of executions on display for other pirates, Port Royal could be declared no longer Sodom of the modern era, but as an execution site instead. This does not stop the pirates’ influence on Port Royal, even after their expulsion.

Not long after the pirates were eliminated from Port Royal, the city experienced a catastrophic earthquake, “...whole buildings began to crash down. The church itself, standing at the east end of the town, rapidly slid into the sea, its tower collapsing in the

¹⁸ Anthony Gambrill, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 58.

¹⁹ Michael Pawson and David Buisseret, *Port Royal, Jamaica* (Great Britain: Claredon Press, 1975), 22.

²⁰ Michael Pawson and David Buisseret, *Port Royal, Jamaica* (Great Britain: Claredon Press, 1975), 36.

²¹ Michael Pawson and David Buisseret, *Port Royal, Jamaica* (Great Britain: Claredon Press, 1975), 35.

process.”²² The immensity of damage Port Royal experienced was enough to start completely over. Even though culture remained, a new city had to be built, and the pirates influence did not shy away from this. The pirates gave the gift of family to Port Royal, it is the idea that everyone is equal and can stand a united front. After a series of invasions and maroons, the city continued to stay strong.

The proudest moment of the city can be on March 25, 1807, when the “African slave trade in [the] British colonies [was] abolished.”²³ Revolutionary leaders of religious and faiths upheld a “new demand for liberty being voiced in Europe and a wave of humanitarian reform [swept] Britain at the time.”²⁴ Even though Port Royal was a British colony, it had a large diversity of religions present in the city. A lot of this was because of the pirates who inhabited Port Royal in the past. It is this idea of equality. However, Pirates also had an idea of justice, a very disfigured idea but it comes out with their perspective of slaves. Slaves indentured a Port Royal were to the Pirates knowledge criminals who had to work off their debts.²⁵ Even though they were kept in horrible circumstances, that is how Pirates perceived all criminals on their ships, (excusing themselves). Though this still may not be a morally correct view point, it can be considered better than most of the other slave owners. It was their recognition of justice. Therefore, abolition, total justice, total equality completely coincides with pirates philosophy, and should have come to no surprise to Port Royal when it occurred, because of its founding philosophy’s.

²² Michael Pawson and David Buisseret, *Port Royal, Jamaica* (Great Britain: Clarendon Press, 1975), 120.

²³ Clinton V. Black, *History of Jamaica* (Great Britain: London and Glasgow, 1958), 8.

²⁴ Clinton V. Black, *History of Jamaica* (Great Britain: London and Glasgow, 1958), 145.

²⁵ Anthony Gambrell, *In Search of the Buccaneers* (Thailand: Macmillan, 2007), 53.

The pirates in the Caribbean's indirect and direct contact with Port Royal, is formative because it lays the foundations of the city. If it was not for the pirates, the city would not exist nor would it be the economic empire that it was. This originates from Christopher Columbus' first contact and the fear the pirates instilled on the Spanish. This then lead to the opening of Jamaica for English conquest. The pirates then directly influence Jamaica through the building of its city, protect, and economic development. Sadly, they became nuisances to the elite and were expelled from the city. This did not crumble the foundations the pirates made, and Port Royal, even through catastrophe, stood a united front from wars, attacks and maroons, it lived to see a marvelous day of the slave abolition which coincides on the pirates beliefs. Pirates, they are gruesome, notoriously fierce, use hooks as hands and have gold teeth. It is really simple to get caught up in the typical depiction of a pirate. What is interesting is the final influence Pirates had. The bricks that built the nation, that withstood storms, war and time. What can be taken from this influence is the discernment as a modern society; what are the building blocks of Western culture? Will they withstand the test of time? Or will they be withered away with the worries over the depiction of the people who define it?

Appendix C: Lindsay's Canadian History Term Paper

Society has sanctioned historians with the ability to manipulate the past to what present culture would like to perceive. This authorized ability establishes the importance in approaching any display of historical information with discretion. As well, this includes having knowledge of the sources background and audience, and the willingness to do external research on the particular topic. A cautious approach is highly recommended when viewing the McCord Museum's *Being Irish O'Quebec* exhibit. The museum is Anglophone with Irish Quebecois origins. However, its audience consists primarily of French-Canadians. The bias of this exhibit can be determined within the introduction, as it outlines that, even as the Irish were shaping themselves in this new world, they influenced the formation of Quebec's national identity and should serve as a model for the future. This optimism plays a key role in each of the exhibits seven sections, "Introduction, Biographies, Gross-Île, Town, Country, Parade, and Why do these stories of Irish Quebec matter?" Their focus is on the positive side of each issue, whether it be a horrid epidemic, or a murder, and concludes to a misleading understanding of the Irish in Quebec.

Nevertheless, the exhibit does attempt to let the people of the past speak for themselves in the early section of biographies. These biographies follow a timeline from the first Irishman to arrive in New France, Tec Aubry, to Irish individuals shaping Quebec today. It advances the exhibits argument as it provides personal accounts of how these Irish individuals changed over time in Quebec, and their contributions to the shaping of Quebec society. An example of this is Thomas d'Arcy McGee. In the beginning of his life, he was an "angry young nationalist,"²⁶ but after his immigration to Montreal his worldview changed. He became a Father of Confederation and "he began to promote the vision of a newly blended nationality that in Quebec today might be called interculturalism."²⁷ McGee is just one of the many excellent biographies chosen by the

²⁶ *Being Irish O'Quebec*. Complete texts of the exhibition presented at the McCord Museum, 2009. On McCord Museum website: www.mccord-museum.qc.ca/en/, [Sec. 2.7].

²⁷ McCord exhibit texts, Sec 2.7.

McCord Museum. The museum chooses who could be considered as Irish Quebecois heroes and heroines. This honoured, positivist depiction of these individuals leaves a drastic gap of questioning the opposing reality of the influence the Irish had in Quebec. Consequently, by revealing the names of these individuals it shows how many had to adapt francophone names. Only pertinent information is mentioned in this exhibit regarding these individuals, yet it purposefully avoids other significant details. In turn, this exhibit unintentionally brushes on the assimilation process of the immigrants that had to take place in order for them to become influential; thus questions what their true effect on Quebec was.

To even say the Irish were integrated is a very romanticized view, as many Irish experienced physical isolation from Quebec society outlined in sections “Grosse-Île, Town and Country.” Though they were physically isolated, the Irish “in Montreal accounted for one fifth of the population.”²⁸ In giving this information, the exhibit shows how, even in isolation, the sheer size of the Irish population was going to cause impact. Which, as it turns out, may have been uninvited.

The physical isolation on Grosse-Île is seen when the cholera and typhus epidemics rage in the Irish population. In “Quebec, residents concerned for their health of their own community,”²⁹ built a quarantine station on Grosse-Île. Here immigrants would remain until determined to be of satisfactory health for the French-Canadian population. However, “the number of immigrants who arrived in Montreal in 1847 exceeded the city’s existing population.”³⁰ Montreal was not prepared, therefore the Irish were relocated to Windmill Point “on the shores of the St. Lawrence,”³¹ away from Montreal. This is where many contracted typhus, causing thousands of deaths.

²⁸ McCord exhibit texts, Sec 3.1.

²⁹ McCord exhibit texts, Sec 3.0.

³⁰ McCord exhibit texts, Sec 3.3.

³¹ McCord exhibit texts, Sec 3.3.

The exhibit highlights very effectively on these deaths, and the deaths at Grosse-Île, and it appropriately mentions how these lives have been memorialized. What is never discussed in the exhibit are the conflicts that occurred; how French Protestants were never given credit over their deaths and aid on Grosse-Île during the commemorations.³² Instead, it places a greater emphasis on the contribution French-Canadians (Catholics) gave to the Irish. It mentions the French-Canadians who took care of the orphans and that many of the Irish died “despite the sacrifices of men and women from medical and religious communities in Montreal, a number of whom also died while helping the Irish in need.”³³ This greater emphasis on the French-Canadian contributions is important because of the museums target audience. The film *Remembering A Memory* argues how many French-Canadians have lost connection to Grosse-Île as private Irish groups have taken over festivities.³⁴ Sadly, this emphasis on the French diverts from the tragedy of the thousands of Irish lives lost.

In the section “Town” the theme of romanticizing integration interjects the reality of “Canada’s first industrialized slum.”³⁵ In the city of Montreal, the Irish are physically, economically and socially separated from French-Canadians. It is here “flourishing Irish families,”³⁶ built Griffintown’s economy and “helped make it the hub of Quebec’s emerging industrial economy.”³⁷ What are never discussed are the actual conditions of the slum. Poverty is touched on when the exhibit talks about Joe Beef, who became a “pioneer in what we now call social services.”³⁸ However, the need for having social services is not mentioned, rather who is mentioned are the rich Irish, and the “Irish entrepreneurs [who] made their fortunes in foundries and metalworks.”³⁹ This bias causes two problems; the audience is not given a correct depiction

³² Rudin, Ronald "Remembering a Memory." <http://rememberingamemory.concordia.ca/#>

³³ McCord exhibit texts, Sec 3.3.

³⁴ Rudin, Ronald "Remembering a Memory." <http://rememberingamemory.concordia.ca/#>

³⁵ McCord exhibit texts, Sec 4.2.

³⁶ McCord exhibit texts, Sec 4.

³⁷ McCord exhibit texts, Sec 4.

³⁸ McCord exhibit texts, Sec 4.6.

³⁹ McCord exhibit texts, Sec 4.4.

of the Irish in the town, as well it fails to discuss the French-Canadian opinion of having a slum in their city. It is stated that Joe Beef “was not a favourite among the Montreal bourgeoisie,”⁴⁰ but fails to explain why in further detail. Another example where the French-Canadian opinion is avoided relates to Irish organized labour. The exhibit proudly boasts how the “[Irish] fought to improve working conditions, sometimes resorting to strikes.”⁴¹ With having the disruptions of these strikes and a slum, it is reasonable to assume that the perception of harmony between the two groups is not a realistic perception. This assumption can be rationally made as the exhibit continues to only present one side of the Irish in Quebec, and leaves a gaping void which needs to be assessed.

This unity between Irish and French-Canadians is again questioned in the “Country” section. Even though the Irish, physically transformed “a landscape of rivers and fields into a modern economic environment,”⁴² they also populated this beautiful countryside. The exhibits argument is clearly present as “[r]ural Quebec culture is steeped in Irish traditions.”⁴³ It is worth it to wonder if the Irish influence was too much for French-Canadians, as “rural dwellers often gave their new homes familiar names.”⁴⁴ The other issue that is poorly raised by the exhibit, but is introduced in the end of this section, is the inner conflict between Irish Protestants and Irish Catholics.

Up to this point in the exhibit, not a whole lot is mentioned about this conflict between these two religious groups. The first time it is brought up, it is over the Corrigan Affair. The exhibit mentions how the homeland originated Ribbonmen (Catholics), and Orangemen (Protestants), had “supporters in Quebec, and in 1855 tensions flared in the rural Beauce region when Catholics killed [Protestant] Robert Corrigan.”⁴⁵ The exhibit claims this as the only incident

⁴⁰ McCord exhibit texts, Sec 4.6.

⁴¹ McCord exhibit texts, Sec 4.3.

⁴² McCord exhibit texts, Sec 4.3.

⁴³ McCord exhibit texts, Sec 5.4.

⁴⁴ McCord exhibit texts, Sec 5.1.

⁴⁵ McCord exhibit texts, Sec 5.4.

that occurred and even boldly states, “some of the old-country traditions failed to flourish in the new land.”⁴⁶ Returning back to the idea introduced earlier on in this paper, it is important to seek external research as Mark McGowan in *Irish Catholics: Intergroup relations* says that “much has been written about the divisive nature of religious life in nineteenth-century Canada: the fisticuffs between the Orange (Irish Protestants) and the Green (Irish Catholics).”⁴⁷ Much more conflict between these two groups occurred, contrary to what the McCord Museum leads on. It is also important to note that McGowan is writing about the Irish in Toronto, but this does not affect the value of his information in responding to the exhibits blatant avoidance of a negative aspect of the Irish in Quebec.

Further evidence of the conflicts between the Irish Catholics and Protestants are seen through the evolution of the St. Patricks Day parade, and daily events. The section “Parades” focuses on the joy of this occasion. Through this annual celebration, the community, clubs and societies were joined together to celebrate being Irish. However, Michael Cottrell’s paper, *St. Patrick's Day Parades in Nineteenth-Century Toronto* first argues that the organization of the parades were anything but joyous. He argues that “conflict between different elements both for control of the parade and over the form which it should assume suggests a struggle for control of the Irish Catholic immigrant community and a tension between strategies of protest and accommodation as appropriate responses to the host society.”⁴⁸ As well, they began extremely inclusive as “those who participated, almost exclusively Catholic Irish immigrants.”⁴⁹ Also, the aggressive transfer of control over the Parade in Toronto experienced is emphasized throughout Cottrell’s paper. His paper does focus on Toronto and the location should be taken into account; however, this should not limit the facts of this time in any way with its relation to the McCord

⁴⁶ McCord exhibit texts, Sec 5.4.

⁴⁷ Mark McGowan, “Irish Catholics: Intergroup relations”, in Paul R. Magocsi, *Encyclopedia of Canada's Peoples* (Toronto: University of Toronto Press, 1999): 751. paragraph 1.

⁴⁸ Michael Cottrell, “St Patrick’s Day Parades in Nineteenth-Century Toronto: A Study of Immigrant Adjustment and Elite Control”, *Histoire sociale/Social History* 49 (May 1992): 57.

⁴⁹ Cottrell, “A Study of Immigrant Adjustment and Elite Control”, 59.

Museum's exhibit. The exhibit again attempts to persuade the audience that harmony occurred in these groups as "organizers have also included the Ancient Order of Hibernians, and the United Irish Societies, created in 1928. All these groups are still going strong."⁵⁰ The museum and Cottrell have opposing ideas.

With opposing idea's coming from outside sources, the McCord museum's argument is unconvincing. The concluding section of the exhibit asks "Why do these stories of Irish Quebec matter?" The response they give is "because they provide a glimpse into the vast and crucial process of creating a common culture."⁵¹ Which is very important. However, what is more crucial is the truth. It is the integrity to approach any aspect of history with a variety of viewpoints in order to not convey a biased opinion of that time, on the audience.

This bias would not have been as obvious if it were not for the research of external sources. The film Remembering a Memory, Mark McGowan's Irish Catholics: Intergroup relations, and Michael Cottrell's St. Patrick's Day Parades in Nineteenth Century Toronto all emphasize different views other than the museums. Though, two of the pieces focus primarily on Toronto, as said previously, they should still be taken equally as relevant. They raise the question of the French-Canadian perspective of the Irish populating Quebec, and add in the significance of the Protestant and Catholic conflicts that occurred in Quebec.

What can be determined is to what lengths historians will go to disfigure the past to fit what a particular audience would like to know. The McCord Museum is no exception, as they present their Being Irish O'Quebec with a strong bias, This bias is displayed through its seven sections, by leaving out relevant information, being overly optimistic which is also found in the exhibits argument. As the Irish were shaping themselves, they also were helping to shape Quebec's national identity, and should serve as a model for the future. The Irish did play an influential role in Quebec, however, the external sources question if the exhibits argument of

⁵⁰ McCord exhibit texts, Sec 6.2.

⁵¹ McCord exhibit texts, Sec 7.

influence is the correct perspective to have. It is important to take away from the McCord museum the vulnerability history has, and the integrity needed for assessing and presenting it.

Appendix D: Lindsay's Legal Studies Case Assignment

June 29, 2005, the Supreme Court of Canada dismissed the appeal of Her Majesty the Queen versus Toronto Star Newspapers Ltd., Canadian Broadcasting Corporation and Sun Media Corporation, resulting “that documents be made public except to the extent that the contents of the informations could disclose the identity of a confidential informant.”⁵² During this case, the Canadian Association of Journalists acted as an Intervener. Originally, it was the Crown's intent to conceal the information used for receiving search warrants and other documents involved out of fear of compromising the case.⁵³ However, Toronto Star Newspapers Ltd. learnt of the ruling and immediately brought it before a court of equal stature. The judge of that court ruled with the appeal.⁵⁴ It is then, the Crown appealed to the Supreme Court of Canada, arguing that the judge who overruled their application used the Dagenais/Mentuck test out of context and therefore, their application still applies. The Supreme Court disagreed with the Crown stating; the Dagenais/Mentuck applies to all court orders that limit freedom of expression and freedom of the press; although no previous precedents had been set, this coincides with the previous similar cases of the court and, arguing otherwise is a violation of s. 2 (b) of the Charter,⁵⁵ as well it's secrecy enables a mistrust of the legal system. Therefore, the Court held for the appeal to be dismissed.

The issue the Crown contended was “that the Court of Appeal erred in law in applying the ‘stringent’ Dagenais/Mentuck test without taking into account the particular characteristics and circumstances of the pre-charge, investigative phase of the

⁵² *Toronto Star Newspapers Ltd. v. Ontario*, [2005] 2. S.C.R. 188, 2005 SCC 41. 3.

⁵³ *Ibid.*, p. 3.

⁵⁴ *Ibid.*, p. 3.

⁵⁵ *Ibid.*, p. 7. para. 7.

proceedings.”⁵⁶ The Supreme Court, after assessing the Dagenais and Mentuck cases themselves, as well as similar cases, concluded the “[Dagenais/Mentuck test] has been applied to the exercise of discretion to limit freedom of expression and of the press in a variety of legal settings.”⁵⁷ As well, it emphasized that “‘the open court principle,’ it was held, ‘is inextricably linked to the freedom of expression protected by the s. 2(b) of the Charter.’”⁵⁸ The Court used the Charter as rule of law. However, the Court used Section 487.3 (2) of the Criminal Code as a reference point to the case because of its relevancy, though juridically it could not be applied.⁵⁹

In final remarks, the Court returned to the Crown’s original application stating that “the Crown relied exclusively on the affidavit of a police officer,”⁶⁰ revealing this evidence was too inadequate to ground a case, and that the statement itself was too broad. The Court continued to reject the application, revealing the “‘tainting of statements taken from potential witnesses,’”⁶¹ is contrary to current police force practices of disclosing information to the public to receive information, from citizens.⁶² Secondly, the Court found the Crown’s statement of giving the police an advantage, did not follow reasonable terms to withhold information from the public, and “at the very least allege a serious and specific risk to the integrity of the criminal investigation.”⁶³ None of the judges dissented the Court’s final opinion.

This case holds a level of great importance as it reveals there are limitations that can still be applied to the rights of citizens. In this case, it was determined, information

⁵⁶ *Ibid.*, p. 8, para. 11.

⁵⁷ *Ibid.*, p. 14, para. 28.

⁵⁸ *Ibid.*, p. 14, para. 29.

⁵⁹ *Ibid.*, p. 12, para. 23.

⁶⁰ *Ibid.*, p. 16, para. 36.

⁶¹ *Ibid.*, p. 17, para. 38.

⁶² *Ibid.*, p. 17, para. 38.

⁶³ *Ibid.*, p. 17, para. 39.

under extreme circumstances can be withheld, violating s. 2 (b) of the Charter. Though this is necessary, it reveals how no person's rights are absolute. It also reveals the importance of openness in the Court. This was a critical issue the Court found with the Crown's application. Every angle, had some form of secrecy, and secrecy leads to mistrust. The Court recognized the significance of citizen's trust in the legal system, and therefore did what they could to enable the most transparent conclusion possible. Lastly, this case reveals the importance of citizens to know their rights, and to fight for them. The Toronto Star Newspapers Ltd., saw their rights being violated and immediately went to the courts for action. It is important that citizen's know challenging authority is an option, and can be successful.

Appendix E: Lindsay's Laws Article Assignment

Approaching law is how any person should approach a relationship. It is important to see all sides of the individual, to see him or her in different cultural scenarios. Also, in a relationship it is important to not limit your partner to one persona, defining who they are without a chance for growth. Law should be approached in the same manner, as Maria Aristodemou in “Casting Light on Dracula: Studies in Law and Culture” effectively argues. She explains in order to successfully understand law and its effect on culture, a person must approach it from a variety of fields other than law, and attempt to not limit law to one definition.

Aristodemou begins with a critique of Gaines’ book *Contested Culture: The Image, the Voice, and the Law* with the focus on intellectual property, to ratify the significance of her featured source. What makes this paper effective, is that Gaines’ book is not her only source, she also uses other material to provide further insight. However, the paper becomes confusing to differentiate between Aristodemou’s arguments versus Gaines’. When reading the report it is important to remember Aristodemou’s arguments are assessing the success of Gaines’ approach to law.

This approach is first seen when Gaines questions intellectual property in regards to economics and ownership. The ‘entertainment marketplace’¹ forced the legal system to incorporate economics into the bodies that constitute law. This effects culture as the issue of ‘aesthetic theory,’¹ did not become prominent to the legal system until ‘it became apparent that fortunes could be made by reproducing and exporting such images.’¹ Aristodemou argues it is no longer effective to approach law with only a legal

perspective, as legal doctrine has discreetly altered its character and will leave its 'positivist ideology.'¹

The legal system again leaves precedence when it begins to apply 'tangible property laws to intangible property.'¹ In other words, law is attempting to define what it does not know. Such an ambiguous law is open to much interpretation which is being exploited by businesses, it supports 'theories of commodity fetishism,'¹ and has ignited fears to what extent the 'dephysicalisation of property'¹ could be taken.

The result of legal doctrine's choices, is its conformity to 'meet the demands of the culture industry and to secure its exact opposite, the right of publicity.'¹ Abiding to meet the demands of the industry, means that law cannot meet the demands of the people. This causes inconsistency between classes. The difficulty of pleasing the classes coincides with Aristodemou's argument of not placing a single definition on law.

Therefore, law governs the masses but only appeals to a small sector of the population. This becomes a greater problem when law attempts to define the structure of our culture. The issue with this, is although law has enabled the consumerism, and controls the production of culture, society is influenced by a variety of sources other than law. As well, its doctrine is anachronistic, and cannot relate to today's evolving culture.

Law being anachronistic is not the final opinion of law, as we learned in the article; 'legal doctrine [is also] incoherent, unstable, full of contradictions and ambiguities.'¹ Not really relationship material. What we can take from Maria Aristodemou's well written article "Casting Light on Dracula: Studies in Culture and Law" is how to approach law. We learn it is necessary to approach legal doctrine from a variety of fields, for it is starting to consist of other fields itself.

We learn to not limit law to a single definition. We also learn that law, is like the beginning of any relationship. It is still trying to determine what it is, it is still conforming to what others think it should be. Its Facebook status would read 'it's complicated,' it is not something that would be considered a one night stand. So, how to get law to sleep with you? Its all in your approach.

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Modern Law Review 760.

Appendix F: Alison's World History Essay

When Christopher Columbus made his famous voyage to the New World in 1492, he spearheaded the movement of European mariners after him to go back and forth between Europe and foreign lands and exchange the vast knowledge they acquired. The Columbian Exchange “⁶⁴refers to the exchange of diseases, ideas, food crops, populations between the New World and the Old World” (Nunn and Qian, 2010, 163). Without the Columbian Exchange, Europe would not experience the extraordinary expansion of growth it would see after the fifteenth century. Food crops, populations and diseases are the global exchanges that propelled Europe into prosperity for several centuries and expanded their contact with the world, but their affluence came at the expense of the indigenous people they encountered.

The Columbian Exchange created a global trading network between the Old and New World for agricultural products. This agricultural trading network came to be by two causes. The first cause was the New World introduced the Old World to crops that would drastically alter the European diet. Foods such as ⁶⁵“potatoes, sweet potatoes, maize, and cassava (also called manioc)” provided a higher calorie intake and improved nutritional habits (Nunn and Qian 2010, 167). Also, Europeans were introduced to spices which enhanced the flavour of traditional foods while improving “vitamin intake” ²(Nunn and Qian 2010, 167). Besides sugar, spices such as cloves, nutmeg, mace and cinnamon were popular among European mariners which they usually obtained from Asia ⁶⁶(Tracy 1990, 120).

The second cause that created the agricultural trading network between eastern and western hemispheres was that the New World provided European mariners with the opportunity to cultivate land in a climate would be suitable to grow the products that were popular in Europe

⁶⁴ Nunn and Qian, “The Columbian Exchange: A History of Disease, Food, and Ideas”, 163.

⁶⁵ Nunn and Qian, “The Columbian Exchange: A History of Disease, Food and Ideas”, 167.

⁶⁶ Tracy, “The Rise of merchant empires: long-distance trade in the early modern world, 1350-1750”, 120.

⁶⁷(Nunn and Qian, 2010, 177). It is also worthy to mention that sudden changes in climate [that] [occurred] from north to south in comparison east to west allowed “New World plants [to] find an Old World climate similar to their native climate and vice versa” ⁴(Nunn and Qian,177).

With the Europeans experiencing a dietary revolution, there are three fundamental developments worth highlighting from the article *Diet and Decolonization: Dietary Changes since 1750* by Gretel and Pretti Pelto. First there was “a world –wide dissemination of domesticated plant and animal varieties” ⁶⁸(Pelto and Pelto 2011, 508) meaning there a variety of plants and animals accessible to a larger amount of people. Second, “the rise of increasingly complex, international food distribution networks, and growth of food – processing industries” ⁵(Pelto and Pelto 2011, 508) through the Columbian exchange, mariners have shared the knowledge they have acquired to establish trade networks and begin to provide products for trading. Finally, “the migration of people from rural to urban centers, and from one continent to another, hitherto unprecedented scale, with a resulting exchange of culinary and dietary techniques and preferences” ⁶⁹(Pelto and Pelto 2011, 509). This final development suggests that with trade people went to areas where there was a chance to seize on a trade opportunity. During mass migration, there was an exchange of cultures where individuals became educated and implemented their new findings into their own culture. The significance of this three step dietary process is that it shows how the Columbian exchange provided the Europeans with knowledge that would help them improve their lifestyle and increase their prominence.

Underlined sections refer to issues noted in analysis section of thesis.

The agricultural trade network between the New and Old World allowed the Europeans to not only improve their diets which led to an increase life expectancy, but also have the opportunity to grow various products for people back in Europe for substantial profit.

⁶⁷ Nunn and Qian, “The Columbian Exchange: A History of Disease, Food, and Ideas”, 177.

⁶⁸ Pelto and Pelto, “Diet and Colonization: Dietary Changes since 1750”, 508.

⁶⁹ Pelto and Pelton, “Diet and Colonization: Dietary Changes since 1750”, 509.

When European explorers ventured into new territories they managed to spread communicable diseases to indigenous peoples of the foreign lands they explored. The Europeans presence would be subsequently followed “by a rapid, even catastrophic, decline in the aboriginal population” ⁷⁰(Crosby 2011, 6). The diseases the Europeans carried with them were “smallpox, measles, diphtheria, trachoma, whooping cough, chicken pox, bubonic plague, malaria, cholera, yellow fever, scarlet fever, amoebic dysentery, influenza and certain varieties of tuberculosis” ⁷(Crosby 2011, 6). Those deadly diseases gave indigenous peoples no chance to react simply because they never had experience treating such ailments. The lack of ability among indigenous peoples to treat such illnesses in a fast manner brought about “numerous epidemics of an extent and mortality comparable to the fourteenth – century Black Death in Eurasia and North Africa” ⁷(Crosby 2011, 6). Since Europe had experienced such devastating epidemics as seen in the Bubonic Plague, once an individual had exposure to the disease they had built up immunity in their bodies. These epidemics gave the Europeans the opportunity to seize traditional lands and the resources they possessed for their own benefit without consulting indigenous peoples.

The rapid rate of transmitting diseases destroyed entire indigenous societies and in the process those cultures faded. That gave the Europeans an advantage to capitalize on those lands and make them their own. Indigenous peoples lack of knowledge of European ailments put them at a significant disadvantage through no fault of their own. For those who managed to survive those epidemics would find it difficult to reclaim their traditional lands when the Europeans had secured a large portion or if not all of the lands. -

In native populations like in the Americas and Africa where because of contact with the Europeans had witnessed astonishing decline in the population, Europe saw an unprecedented surge in population growth. Between 1750 and 1850 there was increase from 140 million to 266 million people ⁷¹(Langer 1975, 1). The improved nutritional health of the European diet was a

⁷⁰ Crosby, “Infectious Disease and the Demography of the Atlantic Peoples”, 6.

⁷¹ Langer, “American Foods and Europe’s Population Growth 1750-1850”, 1.

factor in Europe's population growth, but the introduction of immunization from diseases such as smallpox not only increased the longevity of their lives but marked the beginning of a medical revolution.

To describe the magnitude of smallpox in Europe in the article *The decline of adult smallpox in eighteenth-century London* puts it best. "Smallpox was probably the single most lethal disease in eighteenth-century Britain"⁷²(Davenport et al. 2011, 1) while also having cataclysmic effects on other countries before the eighteenth century. Smallpox targeted both rural and urban populations. During that period, there was "the emergence of class differences in mortality, heralding the modern mortality regime where urban and higher socioeconomic groups [enjoyed] [a] significantly higher survival chances than their rural and poorer peers"⁹(Davenport et al. 2011, 1).

A possible reason for the social disparity is that the urban centres contained important institutions such as the medical facilities. For people living in rural communities, the commute from getting in and out of the city was quite difficult therefore having a lack of access to the medicines to help them. Even though the cities were bustling with development, there was a great deal of poverty as well. Some individuals worked menial jobs, were paid very little and worked in abhorrent conditions.

After the year 1800, Britain began to see a decline in the amount smallpox burials⁷³(Davenport et al. 3). That demographic trend can be attributed to the fact that the "Jenner's cowpox vaccination method, and despite incomplete coverage and low –levels of re-vaccination, vaccination programmes succeeded in reducing smallpox to a relatively minor of death" (Davenport et al. 3). The Jenner approach was a well – known method to reducing smallpox mortality. Another popular practice was inoculation and it was known to have a "spectacular effect in reducing mortality" (Davenport et al. 3).

⁷² Davenport et al. "The decline of adult smallpox in eighteenth-century London"¹, 1.

⁷³ Davenport et al. "The decline of adult smallpox in eighteenth-century London"¹, 3.

Immunization marked the beginning of the medical revolution in Europe and with scientific innovations like that helped the population to grow rapidly. The uprising of disease is one of the legacies of the Columbian Exchange. Although the Europeans were able to find ways to heal themselves of disease, indigenous people were not aware that type of information existed. Therefore, the Europeans were able to exploit traditional lands for themselves and reap the rewards the land produced.

The Columbian Exchange provided the Europeans with an extraordinary opportunity of exchanging cultural practices and innovative methods that would radically transform European societies for future generations. Food crops, populations and diseases are the global exchanges that propelled Europe into prosperity for several centuries and expanded their contact with the world but their affluence came at the expense of the indigenous people they encountered.

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Appendix G: Alison's PAPM essay

In John Locke's *Second Treatise of Government*, he makes the argument that we acquire a title to something through mixing our own labour as an adequate basis for the right to private property. *The labour mixing argument and the invention of money are the factors that have allowed the access to private property become the determining factor in the ability of society's citizens' to attain a decent life, but the eminence of obtaining material wealth must be quelled.*

Before one begins to justify the right to private property, it is important to highlight the theories mentioned in the property chapter that contribute to Locke's theory of private property. It is valuable recognize the refutation Locke makes in response to Sir Robert Filmer's perspective on property. Locke argues that it is "impossible that any man, but one universal monarch, should have property, upon a supposition, that God gave the world to Adam, and his heirs in Succession, exclusive of all the rest of his posterity" (Laslett, 2010, p. 286, Section 25).

Locke disagrees with the notion that an absolute monarch who descends from Adam is the only individual entitled to property and the yields it produces. Rather, Locke points out that God intended that the land be owned equally among the people because as mentioned in chapter two of the *Second Treatise*, men are born free and equal (Laslett, 2010, p. 269, Section 4). All the resources the earth produces "belong to Mankind in common" (Laslett, 2010, p. 286, Section 26).

The significance of mentioning Sir Robert Filmer's and Locke's original views towards property is that the debate discussed in the property chapter centres around what property the ordinary individual possesses. The definition of what property is to the

Underlined sections refer to issues noted in analysis section of thesis.

individual is defined by the labour mixing argument which consists of following components: you own your own body, you own your own labour and you own the property your body produces from it.

In section 27, Locke states that “though the earth and all inferior creatures [are] common to all men, yet every man has a *property* in his own *person*” (Laslett, 2010, p. 287, Section 27). The significance of that statement is that there is value within individual, but also no one else can access those internal resources except the individual themselves. An example to illustrate this would be the differences found between humans. Every human being possesses different characteristics and skillsets that can be employed in a variety of settings. Over time, people begin learn about what they can excel in and begin to specialize in areas of expertise that demonstrate their strengths.

The ownership of our labour and the property that comes from using the labour of our bodies are complimentary arguments. Locke states that whatever resources one’s labour yields belongs only to the individual and no longer to mankind (Laslett, 2010, p. 287, Section 27). The assertion Locke makes is a true one. For example, most jobs offered western society come with salaries. The salaries are dependent upon the amount of hours a person works. If the person works a certain amount of hours they can expect to receive a certain salary. The salary acts as an incentive to the individual to produce the best work they can and ensures that they will be rewarded for their hardwork.

Locke points out that labouring is not a human engineered concept, but rather ordained by God (Laslett, 2010, p 291, Section 32). Furthermore, he states that “God and reason commanded [us] to subdue the Earth, *i.e.* improve it for the benefit of life” (Laslett, 2010, p. 291, Section 32)”. This quotation demonstrates that although the

individual is productive, society benefits as well. If people are working on the land, it becomes fertile and in the process the living standards for everyone increases.

Although the labour mixing argument presents positions that justify the right to private property, there are limitations. The first limitation is because of a man's labour, he has a right to what he is "joined to, at least where there is enough, and as good left in common for others" (Laslett, 2010, p. 88, Section 27) that affirmation means that an individual's labour allows one to take as much as they need from the commons as long as there is enough for everyone. The spoilage limitation gives the individual the right to take as much crops from the commons as they please before the yields spoil (Laslett, 2010, p. 290, Section 31). The final limitation is that one can only appropriate what they can produce through their own labour (Laslett, 2010, p. 288, Section 27). Despite the three limitations, they encourage the individual to live within their own means and not waste resources that others can benefit from.

The Labour Mixing argument and the limitations associated with the Labour Theory of Property of Entitlement demonstrate when one has to access private property; the individual is able to reach their full potential without harming the self-preservation of others while simultaneously contributing to the betterment of society as a whole.

The invention of money allows individuals within a society to consent upon a universal symbol in which they can determine value. On the other hand, the invention of money breeds inequality among citizens in how resources are accumulated and distributed. It is valid to explore where the origins of money began. According to Locke, money came to be as soon men decided that they wanted to have more than they needed by agreeing to give their consent to put a value to such needs (Laslett, p. 293, Section

36). All of a sudden, “before the desire of having more than Men needed, had altered the intrinsic value of things, which depends only on their usefulness, to the Life of Man; or [Men] had *agreed, that a little piece of yellow metal*, which would keep without wasting or decay, should be worth a great piece of flesh; or a whole heap of corn” (Laslett, 2010, p. 294, Section 37).

The significance of this quotation is that shows a shift in societal values. At first labour determined value because people did not take more than they needed also one’s labour is finite, there is a limit to what an individual can do. Now, people are now placing value in gold, a material item that can multiply rapidly and does not spoil easily unlike crops such as fruits and vegetables. Locke is unhappy with the invention of money because the yields an individual’s labour produces benefits mankind. Now what unfolds is the situation where the few individuals are simply able to stake land and use in an inefficient way.

Locke reveals that people begin to place more priority on wealth than what they need to survive, they have essentially agreed to “disproportionate and unequal possession of the earth, they by having a tacit and voluntary consent found out a way, how a man may fairly possess more land than he himself can use the product of receiving in exchange for the overplus, gold and silver, which may be hoarded up without injury to anyone” (Laslett, 2010, p. 302, Section 50). In that passage, Locke alludes to the fact there will be issue in the accessibility of resources and its ability to sustain people for future generations. The question is raised among ordinary people will be what occupations will allow one to accumulate enough wealth that will permit them to purchase lands and other resources that others are securing for themselves. One can also

conclude that there is also the conflict of a future population increase which means that there will be a decrease in the amount of resources available.

The greed that money can breed is reminiscent of capitalism. Capitalism is about the individual and what the person can do for themselves, and the market place favours those who are highly productive. Although society wants people to be productive not everyone has the means to do so, it is a matter of balancing the abilities of those are able and those who are not in order to create a harmonious society for all.

If a few individuals are using money as a way to purchase excess resources that they do not need, it means that the government is needed to regulate property. For as Locke states that “for in governments the laws regulate the right of property, and the possession of land is determined by positive constitutions” (Laslett, 2010, p. 302, Section 50).

The role of government in property important to mention because in society there needs to be a ‘third party’ who formulates laws that make accessibility to property fair. Without such laws, people create monopolies and exclude other people from being productive in society. Also, another reason for government involvement in property rights is that there needs to be someone who is has to be thinking about the best interest of society as a whole. With the introduction of money, people pursue their own self-interest there has to be another entity that is able to protect rights and meet the needs of people. Finally, one begins to have a glimpse into the kind of conflicts people may begin to engage in when the government becomes a major player in roles of peoples’ lives.

The invention of money diminishes the fact that labour determined value. Money puts more emphasis on material wealth an individual accumulates and hinders the person

Underlined sections refer to issues noted in analysis section of thesis.

from focusing on what they contribute to society. Although money does become a common symbol that individuals consent to assign value to, it creates inequalities. Since money is not a non-perishable item it has the ability to multiply itself faster than the amount of resources available and that becomes problematic as populations grow. The influence of material accumulation must be maintained in order that the livelihoods of people are not in jeopardy and titles that were acquired by mixing their labour with something are protected.

The property chapter in John Locke's *Second Treatise of Government* has been relevant and controversial throughout world history. Ultimately, the chapter explores what the individual is entitled to in response to the shift in societal values to acquire material wealth in excessive amounts. John Locke presents argument that we acquire a title to something through mixing our labour as an adequate basis for the right to private property. The labour mixing argument and the invention of money are the factors that have allowed the access to private property become the determining factor in the ability of society's citizens' to attain a decent life, but the eminence of obtaining material wealth must be quelled or else the existence of all peoples are threatened.

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Appendix H: Alison's Canadian Political Environment Research Paper

“As a rule, in a federal polity the least favoured areas are the seat of the greatest resentment” (Bercuson 142). This quotation is the quintessential feeling of western Canada towards the rest of country especially central Canada. As the western region of the country began to transform into an economic hub for Canada during the latter half of the twentieth century, the west has endured blatant acts of discrimination from the federal government. The lack of respect from the central government has spurred the region to create a movement that would bore political parties devoted to western inclusion in the Canadian federation.

The western provinces of Canada have not received fair and equal treatment from the rest Canada both politically and economically. This lack of respect has manifested itself in the Reform Party which strives to not only promote and defend western interests but to be more inclusive in ensuring the needs western Canadians are met. The National Energy Program is perhaps the single most important event in the history of western regionalism that encouraged the West to maintain the greater autonomy over its sources of revenue. The Reform Party and the National Energy Program are the best examples of how the west has had to fight to earn their right as a valuable and dominant force in the Canadian political landscape.

In 1987, the Reform Party led by Preston Manning would transform the political panorama of Canadian politics. When describing the goal of his newly found political party, Manning replies that:

Reformers seek a New Canada –a Canada which may be defined as a balanced democratic federation of provinces, distinguished by the sustainability of its environment, the viability of its economy, the acceptance of its social responsibilities, and the recognition of the equality and uniqueness of all its

citizens and provinces. New Canada must include a new deal for aboriginal peoples and a new Senate to address the problem of regional alienation. New Canada must be workable without Quebec, but it must be open and attractive enough to include a New Quebec. (Manning viii)

The quotation mentioned above captures Preston Manning's vision of Canada through the perspective of the western provinces. For the first time in Canadian politics, the Reform Party was the saviour who provided western Canadians with an articulate and credible voice that was devoted to western interests. Through the populism and contentious issues that have contributed to western regionalism, the Reform Party recognized an opportunity to inform the rest of Canadians about their palpable dissatisfaction with central Canada.

The Reform Party defined populism as "the common sense for the common people" (Flanagan 56). The party believed that if politicians and governments made a greater effort to in understanding the ordinary people, politics would be far more effective because it would "allow the public to have more say in the development of public policy through direct consultation, constitutional conventions, constituent assemblies, national referenda and citizens' initiatives (Flanagan 22). From the Reform Party's perspective, the "populist ideology stresses the worth of the common people and advocates their political supremacy" (Flanagan 24). Therefore, allowing citizens to participate in democracy in the truest form because populism is about inclusiveness and that means that everyone's opinions matter. It is also important to make the distinction that populism is a "methodology, not an ideology in conflict was conservatism" (Flanagan 23). Populism is a method to unite people under a cause regardless of an individual's background.

The Reform Party believed that populism could be expressed in Canadian political culture through “more free votes in the House of Commons, publication of votes in caucus , and the introduction of direct democracy (including referendums and plebiscites, but not recall)” (Flanagan 56). The reforms exemplify how the Reform Party sought ways to include western Canada in the national affairs of the country, while adding some legitimacy to the political process in the sense that the *all* viewpoints held across Canada are being reflected in the decision making process.

Underlined sections refer to issues noted in analysis section of thesis.

In the latter half of the twentieth century, western regionalism in Canada became prominent. The salient issues that embody the Reform Party’s mission to increase the status of western Canada are the Triple-E Senate and the central government’s treatment of Quebec.

The Triple-E Senate stands for “elected, equal and effective” (Dobbin 185). This type of senate reform calls for “each province [to] have an equal number of senators –six is the number most often suggested – elected by province-wide elections” (Dobbin 185). The benefit of adopting this type of senate reform is that it addresses regional grievances in Canada. The Canadian population is sparse; because of this the population is unevenly distributed. The majority of the Canadian people live in Ontario and Quebec. This is problematic because in a federal election, there are more seats given to more densely populated regions such as Central Canada. If the Senate becomes an elected chamber in Parliament, not only is it more democratic but it “would make federalism work more fairly” (Dobbin 186). Federalism would work more fairly because the less populous regions of Canada will not be overshadowed by larger regions when it comes to passing legislation in the country. Proponents of the Triple-E Senate argue that if Canada had

adopted this kind of Senate, legislation such as the “National Energy Program, the awarding of the CF – 18 contract to Quebec, and the imposition of the GST” (Dobbin 185) could have been prevented had western Canada had stronger representation in the electorate.

When Brian Mulroney came into power in 1984, western Canada was frustrated by the Liberals led by Pierre Elliott Trudeau. During the Trudeau era, western Canada was subjected to policies such as the National Energy Program which angered many western Canadians. Finally, with a Conservative government western Canada was guaranteed a better chance of having their interests addressed.

As the Mulroney administration approached the mid-eighties, the ‘Quebec question’ that defined Trudeau’s reign as Prime Minister resurfaced in the 1987 Meech Lake Accord. The goal of the accord was to encourage Quebec to sign the constitution but, in order for the province to agree they insisted that Quebec be granted a ‘distinct society’ clause in the Constitution. The Reform Party expressed their opposition by identifying that:

Behind...the distinct society clause was a fundamental question, not fully explored during the Meech Lake debate, which will be at the heart of any future attempt to rewrite the Canadian constitution: will we achieve constitutional unity by insisting upon the *equality* of all Canadians and provinces in the constitution and in federal law, or by guaranteeing *special status* to racial, linguistic and cultural, or groups?
(Harrison 145)

The argument the Reform Party presents in the quotation is that when the federal government decides to grant special status to a province or group in society, it fractures national unity. When national unity is fractured, it is extremely difficult for democracy to function effectively because it “emphasizes our differences and downplays our common

ground, by labelling us English-Canadians, French-Canadians, aboriginal Canadians, or ethnic Canadians – but never Canadians” (Manning 304) . Another issue that arises is, if provinces like Quebec are advocating for special status that opens the door for other groups in society to do the same and that is problematic. For example, in the Meech Lake Accord it did not seek to recognize social actors such as Aboriginal peoples of Canada who for centuries have had their own distinct society before the Europeans settled in Canada. As the true inhabitants of Canada, they were not back then and to this day not recognized in the constitution, in the same way Quebec sought to be although the Aboriginal population is far more marginalized than French – Canada. If a government is willing to grant special status to a group in society, the state must be willing to hear the cases of other social actors who claim to seek such status.

The attempt to establish special status recognition of Quebec in the Meech Lake Accord was the final event that set the Reform Party in motion. The growing presence of the party reflected in the polls in 1990 as the Meech Lake Accord ratification process was taking place. During February and March of 1990, the national support for the Reform Party “rose by one percentage point each month” (Harrison 151). The increase in national support for the Reform Party demonstrates how the west was not going to be a ‘pushover’ to central Canada and stood for their right to be seen as an equal partner in the future of Canada.

Finally, opposition to bilingualism and biculturalism is the final salient issue that has contributed to western regionalism. When the Royal Commission on Bilingualism and Biculturalism was established in 1963, the western Canada viewed it as a policy that served central Canada. The Reform party argues that the commission recognizes Canada

“built on a union of the French and the English is a country built on the union of Quebec and Ontario in which the other provinces are a little more than extensions of Ontario” (Manning 303). When individuals say Canada was founded by an equal partnership between French and English, western Canada views that as simply Ontario and Quebec. These two provinces from the beginning of Confederation have had the advantage of setting course for the country and the power to make decisions virtually between themselves without much consultation with the other provinces. The notion that Canada was found by an equal partnership between French and English “bypasses the constitutional concerns of Atlantic Canada, western Canada, northern Canada, aboriginals” (Manning 304) and the Canadians who are of neither French or English origin. The establishment of bilingualism and biculturalism is basically a policy relevant to central Canada because that is where the majority of the population is.

When it comes to the issue of language, the federal government led under the Liberal party failed to recognize “the multicultural character of the prairie population or towards the region’s history of conflict with language legislation” (Gibbins 178) as seen in conflicts such as the Manitoba School Question. The conflict between the French and English population was over the funding of Protestant (English) and Catholic (French) schools. The French speaking individuals were in the minority. The provincial government led under Liberal leader Thomas Greenway ruled that the funding to Catholic schools would be terminated and that French would not be recognized as an official language in the province (Manitoba). The Manitoba School Question demonstrates that French language and culture in Western Canada was not relevant and is not a significant presence in the region. The issue of French language and culture is one that pertains to

Quebec and therefore the rest of Canada particularly the west should not be forced to accept bilingualism and biculturalism.

In 1993, the Reform Party of Canada became the official opposition in the House of Commons. That astonishing accomplishment speaks volumes of how well the party's message to Canadians was resonating. The party sought to increase the status of western Canada through the Triple-E Senate and the central government's treatment of Quebec embodied the prejudice the west faced in trying to be considered an equal partner in the state of national affairs.

The National Energy Program (NEP) was introduced by the Liberal party and this piece of legislation became an issue that mobilized western Canada to harbour deep resentment for Canada. The program was created in response to the rising oil prices in the world during the 1970's and 1980's. The fluctuation in the markets saw economic indicators such inflation and unemployment reach precarious levels. In 1980, Pierre Elliott Trudeau announced three objectives of the program. First, the program must "establish to seize control of their own energy future through *security* of supply and ultimate independence from the world oil market" (Price 2). Second, the program must "offer Canadians... the real *opportunity* to participate in the energy industry in general and petroleum industry in particular and to share in the benefits of industry expansion" (Price 2). The final objective of the program was to "establish a petroleum pricing and revenue sharing regime that recognizes the requirement of *fairness* to all Canadians no matter where they live" (Price 3).

The actions of federal governments toward western Canada particularly, Alberta in this case is viewed as an infringement of provincial rights. Under the constitution,

natural resources are the responsibility of the provinces. The western Canada's response to the NEP can be seen through a political and economic perspective.

From a political standpoint, the actions of the Trudeau government against Alberta are unfair because natural resources are a provincial jurisdiction, and Alberta should have been consulted on this matter. The Trudeau government acted in defiance when they decided to implement such a policy. Trudeau was able to act in the way he did because he won seats in virtually all of central and a good amount eastern Canada. Therefore, having the majority of the population on his side gave him the ability the act. To counter the government's efforts, Premier Peter Lougheed "planned actions against the federal government and central Canada included cutting oil production" (Heritage). The way in which Alberta responded reaffirms the contentious relationship between the central and western Canada and the federal government in matters related to the west. The National Energy Program would motivate the Reform Party motivation to be the primary representative of western Canada.

From economic a standpoint, when the federal government decided for Canadian oil to be sold below the world price Alberta lost a significant amount of oil revenues (Tomblin 53). Those potential profits could have gone towards the province and the endeavours they would like to pursue in the future. With the oil being sold below the world price, how does the government decide how much they can take and the province can keep. The federal government robbed Alberta from wealth they could have earned from the oil sands. The province sacrificed their own well-being by force in order to satisfy the rest of Canada. The meddling nature of the federal government in the finances of western Canada would encourage the provinces to create an economic union among

themselves that would protect the abundance of natural resources and other issues pertaining to the west (Bercuson 164).

In recent times, western Canada particularly Alberta has become an economic powerhouse. Recently, the Alberta government has been working with the US government in building the Keystone Pipeline which ships oil from Alberta to through the United States and into the Gulf of Mexico. This example is a sign of the rising economic prowess of the west and a potential shift in the balance of power going from east to west.

The National Energy Program is an example of how Canada has exploited the western provinces for their benefit. Since 1980, this issue has been controversial among western Canadians and has allowed them to become suspicious when dealing with the federal government. Also, the National Energy Program has been a mobilization method that has spurred western Canada into a political movement to represent their interests on a national level.

Western Canada has been overlooked too long by the federal government, especially under the Liberal party. Although western Canada is not the most populous region in the country one cannot leave them out and cannot continue to treat them unfairly in Canadian society. In the last few decades, the West has been harnessing their natural resources in a way that is attracting business and this success has seen them transform into Canada's new economic powerhouse. The west in this century is beginning to come into its own and rest of Canada will not have the luxury anymore to simply ignore the west. The Reform Party and National Energy Program are iconic examples of how the west has not received fair and equal treatment from the rest of

Canada both politically and economically. This alienation at one point excluded the west from engaging in national affairs. As the twenty-first century promises prosperity for western Canadians, the intensity of their battle to be recognized as an important member of the Canadian federation can no longer be disregarded.

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Appendix I: Beata's World History Essay

The Columbian Exchange refers to the exchange of diseases, ideas, crops and population between the New and Old World following the arrival of Christopher Columbus to America in 1492. The New World refers to America or the Western Hemisphere, and the Old World refers to the entire Eastern Hemisphere, meaning Europe. The interchange resulted in an ecological revolution between the New and Old World, the Eastern Hemisphere gained new staple crops, such as potatoes, maize and cassava. The New World soil provided suitable lands for the plantation of sugar and coffee which set the foundation for the Atlantic slave trade. However, the exchange also brought losses to the Western Hemisphere. European contact enabled for the transmission of diseases to the once isolated communities of the New World, such transmittable diseases as smallpox, measles, whooping cough, chicken pox, bubonic plague, typhus and malaria. This paper will argue that the Columbian Exchange spread of old world diseases resulted in depopulation and social disruption throughout the New World, through the spread of such diseases as smallpox and measles. Social disruption hindered the community from working together, destroyed religious practices, and threatened their history from being passed down to the next generation.

The New World's population was devastated by the transmission of infectious diseases such as smallpox and measles. Upon the arrival of these diseases many people in the once isolated communities died. One can dispute that the mortality rate was high upon the contact with the European diseases possibly because deficiency of natural immunity. Before the Columbian Exchange the New World had diseases, but as Crosby

stated diseases tended to be endemic rather than epidemic, hence their population was not threatened. However, upon the arrival of the European diseases many of the communities' population were destroyed by the thousands. Thus an epidemic a foreign idea to the New World, became familiar. In areas where European first settled depopulation exceeded the reproduction rate, for example Mexico, Central America and Peru's population was annihilated by the thousands making it the worst loss to the Aboriginal people. In his novel Crosby writes that the transmission of the European diseases was one of the most severe single losses of the Aboriginal's population that ever occurred, which depicts the severity of the contact between the two Worlds as a result of the Columbian exchange. Furthermore, in certain regions such as Massachusetts these diseases almost resulted in the extermination of several tribes. One can say it was unintentional genocide on the inhabitants of the New World, the purpose of the contact was not to destroy and extinguish a population. However the introduction of the Old World's disease altered this motive.

The American Historian Cook described the arrival of smallpox to the New World as similar to the black death in the old world. Smallpox was one of the deadliest diseases to arrive to the New World, it was a ruthless disease that did not distinguish between age or gender, the New World population nearly came to an extinction with the transmission of smallpox, as stated in this "...the native population of many of the islands of the Caribbean had already fallen sharply and most were near extinction."¹ For such a disease to take such a toll on a population that was once flourishing in the millions to the edge of extinction is quite impressive and destructive, above all it delineates the consequences of the contact between the two Worlds. Furthermore, one can argue that the arrival of

smallpox was one of the most vital weapons the Europeans had at their disposal. Arriving in the Fall of 1518, it took as much as half of the population by the winter of 1518.

Crosby stated the toll of smallpox slaughtered one-third of the natives and it continued to rage unabated. The concept that one-third of a population was annihilated illustrates the strength, and effect of the transmission of the European diseases to the communities of the New world. The contact between the two worlds did more harm than good to the New world. One can argue that unintentional genocide or holocaust are two nouns one can attribute to the death toll of the New World from the interchange of the Old World diseases. The horrendous crimes of the Nazis' toward the Jewish population resulted in 6 million dead, however, upon the arrival of smallpox more than 6 million people died, if there is another word for holocaust or genocide it would be ascribed to the number of people who died from this contact, as this quote exemplifies, "...pre-conquest population of Mexico....19 million dropped in 80 years to 2.5 million"² For such population to drop from 19 million to 2.5 million is beyond genocide or holocaust. Also, the magnitudes of the depopulation from all the diseases are unimaginable, it is estimated that up to 80-95 percent of the Native American population was decimated within the first 100-150 years following 1492. Cook stated that within 50 years following contact with Columbus, the Native tribe Taino which had an estimated population between 60,000 and 8 million, was essentially extinct. Considering all these facts, one can conclude that the transmission of the Eastern diseases had a great devastation on the New World population.

Smallpox being on the front line of the frightening array of the infectious diseases against the inhabitants of the New World; measles was the second deadliest killer of the Old World's disease, as stated in this quote, " Throughout New Spain, there passed a sickness

which they say is measles, which struck the Indians and swept the land, leaving it totally empty....”³ This horrific disease was relentless and this quote exemplifies the intensity of this disease. To say the Columbian Exchange obliterated the population of the New World is an understatement. However, to dispute that an apocalypse was unleashed upon the New World population is appropriate, with nearly 20 million dead from this contact one can argue that it was a biblical scene, god was punishing the natives by unleashing upon them this ghastly disease. Hence, the Aboriginal communities themselves came to believe that their population was being destroyed by God, as illustrated in this “God sent down such sickness upon the Indians that three out of every four of them perished.”⁴ It is evident the calamity level of the transmission of the European diseases was unlike anything the New World has ever experienced. Depopulation among their communities was unexplainable, thus they turned to God as form of explanation.

Underlined sections refer to issues noted in analysis section of thesis.

Social Disruption:

———The Columbian Exchange’s diseases outbreak caused great social disruption throughout the New World. Before the Columbian Exchange the Natives lived in an environment with no diseases and certainty about the future. The introductions of these diseases altered the course of their future, as Crosby writes, “There was then no sickness; they had then no smallpox, they had then no burning chest...At that time the course of humanity was orderly. The foreigners made it otherwise when they arrived here.”⁵ As this quote depicts upon the arrival of the European diseases their life became one of uncertainty, depopulation threaten their heritage, identity and history from being passed to the next generation.

Furthermore, with no foreseeability of these infectious diseases many fled their village leaving behind families, children, and siblings to save themselves, as depicted in this quote, “With everyone succumbing to infection, basic social services broke down; sick individuals were left without food, water, and care, making survival even more difficult.”⁶ With many fleeing to save themselves, those left behind are abandon to fend for themselves; thus furthering the depopulation. One can dispute that with many people fleeing it probably broke the social and culture norms that these people once valued, for example family. Their whole tradition and social system is built on the idea of family, therefore the spread of the diseases forced many to abandon it. Also, one can dispute that the destruction of family institution can be attributed to possible future self destruction behaviour, for example drinking, drugs, and abuse.

During the bubonic plague in the third-century many people deterred away from the church and looked at an alternative way to religion, thus decreasing the power of the papacy. Similar reaction is seen within the New World’s attitude regarding their spiritual values and leaders, for a population that was once very spiritual upon the arrival of the European disease many deterred away from all form of spiritual belief or practices. They lost all faith in their spiritual values and especially leaders, as a result of not having answers to any of the vile diseases. As this quote depicts “Unable to cure individual or impede epidemics, Indian religious leaders became discredited; their followers abandoned them, and tribal ceremonial life suffered irreversible damage...”⁷ It is evident from this quote that not only did the contact with the Old World destroyed their

population, but also their spiritual and religious beliefs. Many of the Aborigines stopped performing their tribal ceremonies which possess their rituals, ideologies, justice, healing and beliefs. All these things were gone due to the fear of the diseases.

In addition, many Indians turned to Christianity because their spiritual practices no longer worked, thus they thought this new colonizer religion might bring salvation to them if their God was punishing them. It is indisputable that during uncertainty and turmoil individuals are quick to blame each other as a form of relief, thus disconnect and hatred toward one another arises. For these reasons, individuals can no longer work together, but rather against each other. The same is seen within the New World's social norms, the once close and connected tribes began to blame each other for the diseases, thus wars between different tribes furthered the depopulation. As stated in this quote "Wars among the Four Nations probably originated with one group blaming an epidemic on the witchcraft of another."⁸ As this quote emphasizes the outcome of the contact devastated the once peaceful culture of the new world, individuals no longer worked as a close community, but rather waged wars amongst each other as a way of coping with the depopulation and social breakdown. Also, many whose relatives have died blamed it on individuals suspected of witchcraft. Hence, those suspected of such treason are killed furthering the depopulation and destruction of traditional norms. Medicine healers are looked upon as the cause of the many diseases instead of looking to them for solution, thus they are killed. The author Kelton writes that sometimes it is dangerous to be a medicine man because when someone dies, the Indians attribute the death to them. It is

evident the contact with the New World, not only destroyed the population of the well flourishing inhabitants of the new world, but also their social and cultural values which they once treasured.

The lethality of smallpox was very high among the young, thus high infancy rate exceeded the level of reproduction. Riley explains, "...an average overall lethality of about 15 percent, suggesting that smallpox attacked not just infants and very young children but older children as well."⁹ Thus, the validity of arguing that European diseases threatened the native's heritages would be accurate because with disproportion between reproductions and death rate, it probably resulted in limited knowledge being passed to the next generation. Adults who were supposed to pass the culture and traditional values to the younger generation were killed by the diseases. Also many of the people who were suspects of witchcraft were the village elders, the same people who possess all the village traditions and values, many were murdered, furthering the depopulation. Therefore, with both generations dying at a colossal level the possibility of their traditions and culture values being passed to the next generation was hindered.

In Conclusion, the Columbian Exchange enabled for the transmission of diseases; which destroyed the traditional values and population of the New World. The spread of smallpox and measles nearly resulted in the extermination of several tribes. In certain regions, population dropped from 19 million to 2.5 million. Within the first 100 years of the contact, 80-95 percent of the Natives population was gone. With an imbalance between reproduction and death rate the breakdown of social norms was inevitable, hence many tribes began waging wars among each other, blaming each other for the diseases. Many stop performing tribal ceremonies which contains all of their ideologies and

traditions. Medicine healers the one group whom they look to for spiritual healing were blamed for causing the illness, thus they are killed. Mortality rating exceeded reproduction, hence the possibility of their history being passed down to the next generation was threatened. Above all, many deterred away from all forms of spiritual practices and abandoned their religion and converted to Christianity.

Appendix J: Beata's Making of Europe Document Analysis

The Barbarian invasion in Rome during the fourteen and fifteen centuries was one of a revolution opposed to a destruction, contrast to being attributed to the fall of the Roman empire, they set the emergence of modern Europe. This paper will argue that based on Tacitus' description of the Germanic tribes he was able to depict them as a civilized group, who were very militaristic. This description is salient in Tacitus' ethnographic novel *Germania* composed in 98 ca, A.D. which describes the Germanic tribes outside Europe.

The Barbarians were seen as savage beast and inhuman by many writers, contrary to this view Tacitus praises the barbarian tribe Germanic. One of the quality that the tribe valued the most was family, which is something many Romans would not have considered as an ideology which savages value. This is evident in their battle tactics, when the men go to battle they are often accompanied by their wives and close family members. Having their family present motivates the men as a result of not wanting to see their family suffer. Tacitus explains that family is seen as a hallowed witness, "These are each man's most sacred witness, these are his greatest supporters: it is to their mothers and to their wives that they bring wounds..."¹ This quote delineates the civilized manner which this tribe conducted itself, because they seem to uphold the family institution as a holy object that must be honoured. Thus by having their family witness the battle it motivates them to win because it is like fighting for their God. Also it is a very strategic way of carrying out battles because they do not think about conquering, rather how they can win or protect their family. Above all, honouring the family institution further goes back to the Greeks' core value which was allegiance to the family, Arete.

As previously stated the Germanic tribe had a militaristic society, were very strategic in battle and about their leaders. Tacitus explained that leaders were chosen based on merit and noble birth. The leaders are to lead by example not by authority, meaning they cannot impute fear as a form of threat to conduct its citizens. As cited in this quote, "They pick their kings on the basis of noble birth, their generals on the basis of bravery...the chieftain fight for victory" ², these are characteristics upon which individuals are picked to lead their army and tribe, which illustrates how cultivated the Germanic people are. Above all, Tacitus identify this quality of the Germanic people to show that ancient Rome conducted itself in a similar condition, and leaders were chosen based on merit. Further, if one is to look at the Roman Republic and later imperialism, there are significant changes, leaders ruling by example to an authoritative leader, i.e. Augustus. Despite not explicitly stating it Tacitus sees the Germanic tribe as a threat to their empire because of the Germanic's military strategy, i.e. fighting for the family. Also battle to them was not about conquering, but rather victory which the Romans lack.

One of the Germanic tribe which Tacitus eulogize is the Chatti, he describes them as a militaristic and knowledgable tribe. According to Tacitus they have a disciplined warriors, who are very strategic and prudent. Some of the tactics they use are recognizing opportunities and knowing when to attack. As Tacitus stated, "...They have considerable judgment and skill: they choose their commanders and obey them...recognize opportunities, delay their attacks, map out the day, entrench themselves at night..." ³ This quote shows how civilized and enlightened this Germanic tribe is, because for them to use such tactical maneuvers requires critical calculation to determine their actions. Another tribe that demonstrate similar military strategy is the

Chauci, which according to Tacitus had a powerful army and horses, which is an advanced way of modern warfare. Moreover, Tacitus stated that they choose their commander, thus it demonstrate the type of government they had, possibly a democratic. Furthermore, he stated that they have considerable judgement, skills and obey their commander, which poses a great danger to the Roman empire because the Roman empire no longer cherish loyalty within the army. This instability within the army was evident when the Barbarians were attacking Rome, many of the soldiers were non-Roman and even Germanic. Thus, their loyalty was not to the Romans, but rather the Germania people.

Certainly many of the tribes are illustrated by many writers as savages who are constantly fighting and refuse peace, but Tacitus contradicted this belief with his description of the Chauci tribe, a civilized and noblest of the Germanic tribes. They enjoyed life and peace, above all they prefer passive approaches to conflict, but if war presented itself they accepted it. As this example cites "...they do not gain their superiority through aggression, nonetheless, they have their arms at hand, if a situation demands it, there is an army, very powerful in men and horses..."⁴ This example identifies the skill and intellect the Chauci had because they do not go out of their way to find conflict, however if it presents itself they welcome it. Above all, they let it come to them because they will be at an advantage, which is an intelligent military strategy.

In conclusion, the purpose of Tacitus' writing is to delineate to the Roman people how civilized and militaristic these barbarian tribes were, which can be seen in their advance warfare tactics, for instance allowing the battle to come to them and fighting to protect opposed

to conquering. Despite the Germanic tribe sharing common characteristics they did not conduct their tribes in a similar manner. Illustrating these Germanic tribes in a such favorable way demonstrates the threat the Germanic tribes posses to the Roman empire because they do not all lack intellect or competence as perceived by the Romans. Furthermore, despite appearing uncivilized, they did not conduct their society in an uncivilized fashion.

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Appendix K: Beata's Human Rights Essay

The debate over same-sex marriage involves both social, and legal reasoning. This debate ended on July 20th, 2005, when the Canadian Federal Government received the Royal Assent on Bill C-38. An Act which extends the legal right to marry for civil purpose to same-sex couples. This Act is cited as the Civil Marriage Act; "marriage for civil purpose, is the lawful union of two persons to the exclusion of all others" ¹. In respect to religious freedom it recognizes that, "...officials of religious institution are free to refuse to perform marriages that are not in accordance with their religious beliefs" ². One organization that debated in favor of same-sex marriage is Egale Canada; a national organization committed to advocating equality, and justice for lesbian, gay, bisexual, and trans-identified persons. They argued that by preventing same-sex couple the right to marry is a violation of s.15 of the Canadian Charter of Rights and Freedom. The website familyfacts which provide data on family, and religious practices, argued against same sex-marriage. Their argument states that to extend same-sex couples the right to marry will corrupt the family institution, and the marriage union. The central argument of this essay will show the weakness of the same-sex marriage opposition, and the strengths of the supporter.

The core argument of the same-sex marriage opposition centers the family institution. They do not want to extend marriage to same-sex couples because they claim that families thrive when they are based on the legal marriage of a man and a woman. It could be refuted that this theory is essentially an attack on common relationship families, or single parents because as the quote stated they are bound to fail, and become dysfunctional. Above all they will not thrive. This quote begs the question about couples who get married outside Canada, or in a religious institution, but do not obtain a legal marriage license. Are their families less functional because

they do not have the Government's consent. Further, Familyfacts state, "...children with married parents are likely to have...less behavioural problem, and emotional problems,...a lower risk of being sexually abuse..."³ Again, this has nothing to do with same-sex marriage, or parenting. However, an attack on single, or common relationship families. By allocating negative stereotypes on children whose parents are single, or in a common relationship could be harmful to them, because they are told systematically they are mentally unstable. Perhaps such negative characteristics could affect a child, and the way they perceive themselves. Also, by saying children of a single parent are at a higher risk of sexual abuse is very destructive to them, and their families. It is possible if they do get sexually abuse they will blame their parents, thus enable them to developing an unhealthy relationship between them. Perhaps such unhealthy relationship between a parent, and a child could lead to possible self-destructive behaviour toward themselves, or others. As well, saying that they are less likely to succeed discourages children to pursue a secondary education. By constructing these negative characteristics on children with a single, or common parents reinforces the stereotypes that are associated with divorced parents, common, or homosexual families.

Furthermore, they argued that the best environment for raising a child is one that has both parents. Again, this argument is downplaying the efforts that single parents put into raising their children. Speaking as a person raised by a single parent having one parent is no different from having both parents. As well, the best environment for raising a child is not having both parents, but rather a loving parent, or parents. In addition if the best environment for raising a child is one that has both parents then, it should not matter whether it is heterosexual, or

homosexual. As this quote illustrates, "...of 49 studies claimed that the sexual orientation of parents makes no difference to the well-being of a child..."⁴ As well, if such high risk are attributed to single, or common relationship families, why not extend marriage to homosexual couples, thus it will enable them to have a family that is constructed on legal marriage.

Despite denying same-sex couples the right to marry is a discrimination; Familyfacts disputed that it is not because homosexual couples want to change an inherent concept of marriage, and they are preventing them from redefining it. As stated in this quote "...redefining an inherently heterosexual institution."⁵ To contradict this premise, same-sex couples do not want to change the definition of marriage, but rather want to be given the same equal civil rights as heterosexual married couples. As well, to be ensured that they are protected under the charter, and their rights are not going to be infringed on by the government, or private organization. Further, if religious institution cannot recognize their marriage; the Government can give them the respect, and recognize it. Moreover, It is discrimination on the basis of sex because it makes one's ability to marry depend on one's gender. Thus, privileging heterosexual over homosexual is homogenous to privileging one race, or gender over another; regardless it is discrimination and unconstitutional.

On the issue of changing an inherently heterosexual institution; it is a weak justification because throughout history there were many perceived inherently accepted behaviours, or ideas. Nonetheless, over the course of history these ideas, and behaviours changed. For example, as Egale Canada stated it was inherently accepted that slavery was okay, and violence against black by the KKK group was acceptable, but as society evolved these inherent behaviour changed. Slaves, or interracial couples were not permitted to marry. Women were denied their civil and fundamental rights, and treated as the legal property of their husbands. Importantly, husbands

were permitted to rape their wives. Nonetheless, as societies progressed these so-called inherently notion, and behaviours changed. Thus, same-sex marriage changing the inherently heterosexual institution should not be an issue because its an indication of society's progression.

Another concern Familyfacts raised is procreation; the purpose of marriage as they see it is for procreation. Hence, as a result of same-sex couple unable to procreate they do not see the purpose to extend them the right to marry. However, there are many flaws within this argument because many heterosexual couples decide to marry with no intention of procreating; while others are unable to procreate due to medical reasons. Thus, should their right to marry be taken away because they do not want children, or unable to procreate due to circumstance that is beyond their control. Also, linking procreation and marriage will lead to other consequences. It is possible if the essential reason for marriage is procreation then, the Government will be forced to prohibit marriage in which one, or both partners are sterile, or impotent. Which raises another issue of discrimination to those who are sterile or impotent. Further if procreation is the essential goal of marriage, postmenopausal women will not be allowed to marry. Thus, if elderly, sterile or impotent couples are not denied the right to marry despite, the linkage of marriage and procreation neither can lesbian, or gay couples be denied the right to marry on that reason.

The argument in favor of same-sex marriage tend to be legal driven; the essence of their argument centers the premise that by depriving same-sex couples the right to marry is a violation of their basic human right. Egale Canada argued that the institution of marriage both reflects and

affects society. For instant, over the course of history there were things that were considered the norms, such as slavery, husband raping their wives, or not permitting inter-racial couple to marry. Despite that as society evolved so did people's perspective, and view about these ideas. They see the same with same-sex marriage; society has to evolve and accept it. If family, and marriage both reflects and affects society, perhaps permitting gays to marry will help better integrate them, and their relationship into society. Ensuring that gay relationships are stable and receive support will benefit the stability of society overall.

On creating a separate category for same-sex couples Egale argues that it, "...would only reinforce the message that same-sex relationship are inferior to opposite-sex relationship...are second-class citizen." ⁶ This argument brings a good point because if society does see them as equal than extending them the right to marry for civil purpose should not be an issue. To create a separate legal category will only reinforce the idea that they are second class citizen; because if they were not there would not be a need to create a separate sector to accommodate their fundamental rights. It is possible a separate sector will only intensify the debate; because in theory creating a separate category seems harmful, but in reality it will create a segregation in society between heterosexuals, and homosexuals.

Egale Canada disputed that by passing Bill C-38 it would be a symbolic gesture to same-sex couples because it will enable the public to recognize their marriage. Further it is important for Parliament to pass Bill C-38 because of the influence Parliament has on individuals; they said: "It is important that parliament pass Bill C-38 not only for actual legal changes...but because of the symbolic importance of Parliament definitively Legislating to

extend equal marriage across Canada." ⁷ They make an important point here because it is possible if Parliament recognizes their marriage Canadian would be more acceptant, and candid about same-sex marriage. Above all, it will delineate to the public that Parliament does not privilege certain race, gender, or sexual orientation from another. Further, Egale Canada said Bill C-38 will inform Canadian that they are not second-class citizens, and are entitled to the same legal rights, and protection as everyone else including charter protection. It is possible Bill C-38 will end the marriage discrimination, but importantly it will end the negative attitude people have toward homosexual's families, or children. Further the name calling such as immoral or evil, perhaps will be taken out of society's vocabulary. Importantly it will end the need to use gay slurs as a method of insult toward heterosexual individuals.

Further they debated that Bill C-38 will enable them to share something that most Canadians take for granted, "Their right to legally marry." ⁸ To concur their point by depriving same-sex couples the right to marriage is similar to depriving a group from voting. Despite the right to vote is a fundamental right to say that someone is not allowed to vote because of their race is discrimination, and unconstitutional. Perhaps the most important aspect of Passing Bill C-38 is that it will enable them to establish a legal and social relationship which makes it easier for people to be there for each other, for instant, economically, emotionally, and psychologically. Most of the rights and privileges that go with marriage are, in fact, ways to help spouses support each other. Married couples are thus much better off than unmarried couples, giving relationships the ability to grow stronger and deeper.

Misconception about same-sex marriage tend to deter people away from the idea. Many think the purpose of same-sex marriage is different from heterosexual. However, as Egale Canada argued the purpose for homosexual marriage is for the same reason as heterosexuals, which to publicly proclaim and celebrate their love, but importantly, " ...to ensure legal and social recognition, and for a whole host of other reasons....as a basic human right." ⁹ Perhaps one could say this quote sums up Egale's contention that same-sex couples just want to be treated equal, given the same rights, and protections. However, by depriving them of such right is a violation of their basic human right.

—————~~To sum up~~, the dispute over same-sex marriage centers both religious, and legal proposition. Egale Canada argued that to deprive same-sex couples the right to marry is a violation of their basic human rights. Further, passing Bill C-38 will enable the public to recognize their marriage, and that they are not second-class citizens. Above all, it will end the discrimination. Familyfacts, took a religious stand, and argued that the best environment for raising a child is one that has both parents, which contradicts, and downplay the efforts that single parents put into raising their children. Despite saying that the best environment for raising a child is one that has both a mother and a father, 49 studies claimed that the orientation of the parents makes no different to the well-being of the child. Further, they claimed the essential reason for marriage is procreation. To refute it many postmenopausal woman, sterile, or impotent individuals are permitted to marry despite, the linkage between marriage and procreation. Thus, due to the many flaws within the opposition of same-sex marriage argument, Egale Canada was able to make a strong case, in comparison to familyfacts.

Appendix L: Interview Questions for Professors

How would you describe writing in your field?

What kind of writing do students do in your discipline?

What are your expectations of first-year student writing?

What would you say are first year students' strengths and weaknesses in terms of writing?

What kind of research processes are students expected to go through?

Are students expected to synthesize multiple sources?

Do you talk about assignments in class?

Were students provided with any models of similar writing?

What grade would you give this paper? Why?

Is the content appropriate? (enough, too much)

Appendix M: Interview Questions for Student Participants

1. Where did you go to high school?
2. What program are you taking? Have you chosen a major?
3. What other courses did you take last semester?
4. What kind of grades did you receive?
5. What percentage of classes would you say you attended?
6. Did you receive any instruction or explanation the assignment in class or tutorial?
7. What other instructions did you receive about the assignments?
8. Did you receive any work returned with instructor feedback?
9. What feedback did you receive on your writing?
10. Have you read any type of texts similar to this?
11. What do you think was the purpose of the assignment?
12. How did you know to write that way?
13. Where did you get the material for the content of the essay?
14. What kind of research did you have to for the assignment?
15. How would you describe your writing process?
16. Did you write a draft?
17. Did you get any help writing your paper, like from a friend, or the WTS?
18. Did you proofread your draft or have anyone else proofread it?
19. Do you see any similarities and differences among these assignments? If so, what are they?
20. Which one was easiest for you to write? Why?
21. Which one are you most satisfied with? Why?
22. How would you describe writing in History?
23. How would you describe writing in (other disciplines)?

Appendix N: Background Information Questionnaire

Name:

Age:

Gender:

Nationality:

1. What is your first language?
2. What is the main language spoken in your home?
3. Are you fluent in any other languages? If so, what are they?
4. What was the primary language of instruction at your school (prior to university)?
5. Was there a secondary language of instruction? If so, what was it?
6. Had you taken any History courses at university before last semester?
7. Had you had any experience writing in history before last semester?

Please note: E-mail is not a secure or confidential form of communication. Interview questions will only be sent to your university e-mail account. You must ensure the responses are sent to slynch1@connect.carleton.ca.

Appendix O: Diagnostic Writing Assessment Rubric

Adapted from Knoch, U. (2009). Diagnostic assessment of writing: A comparison of two rating scales. *Language Testing*, 26 (2), 275-304

Category	5	4	3	2	1
Fluency					
Organization	Well-organized-clear introduction, logical paragraphing, clear conclusion that sums up the paper	Evidence of organization-appropriate introduction, paragraphing is mostly logical; conclusion may not summarize paper	Evidence of organization, but paragraphing may not be entirely logical; conclusion may not correspond to the introduction	Some organization-introduction and/or conclusion may be inappropriate; illogical paragraphing; may be lacking a conclusion	Little organization-introduction and/or conclusion may be absent; little or no paragraphing
Cohesion (Flow)	Well-developed transitions within and between paragraphs and ideas; easy to follow through	Some use of transitions between and within paragraphs, but does not cause strain for reader	Lack of transitions between and within paragraphs causes some strain for reader	Transitions are absent or inappropriate; considerable strain for reader	Transitions are absent or inappropriate; causes considerable strain for reader
Style	Academic (formal phrasing, appropriate tone and so on)	Generally academic (may make some errors in formal phrasing, appropriate tone and so on)	Some understanding of academic style, but often uses inappropriate expressions and tone	Little understanding of academic style, frequently uses inappropriate expressions and tone	Style is not appropriate to task
Content					
Purpose/thesis	Clear and supported; returned to throughout the paper and in the conclusion	Thesis is provided; may not be clearly articulated; may not always be clearly supported	Attempts to provide a thesis, but it is not well formulated and not supported	Thesis statement is unclear; a position may be evident, but not well supported	Lack of or unclear statement of purpose/thesis; not supported
Development of ideas/Support	Ideas are well-developed and explained; well-supported through sources	Most ideas are well-developed and explained; may contain some unclear or inappropriate support	Ideas may be underdeveloped; may not be expressed clearly or supported appropriately	Ideas expressed are underdeveloped; inadequate or inappropriate support	Too few ideas expressed; they are inappropriate and/or too brief; inadequate supporting evidence
Interpretation/	Interpretation	Interpretation	Interpretation	Interpretations	Interpretations

analysis	clear and sufficient; data are properly analyzed and explained	is mainly clear and sufficient; most are properly analyzed and explained	may be brief; not always appropriate or explained	may be inaccurate or inappropriate; little explanation of analysis provided	are inaccurate or inappropriate; not explained
Form					
Sentence structure/ Mechanics	Controlled (proper and complete sentences; varied in length and complexity); no significant errors in mechanics	Mainly controlled, a few errors or awkward constructions exist; a few errors with mechanics	Sentences are varied in length and complexity but contain several awkward constructs, run-on sentences or sentence fragments; numerous issues with mechanics	Limited use of complex structures; frequent awkward sentences, run-on sentences or sentence fragments; limited control of mechanics	Limited control of sentence structure, both simple and complex. Numerous run-on sentences or sentence fragments; limited use of proper mechanics
Vocabulary/ Grammar	No significant grammatical errors; Appropriate vocabulary; proper spelling	Some errors persist, but do not interfere with expression of ideas;	Errors may cause some problems with expression of ideas	Frequent errors cause problems with expression of ideas;	Frequent errors interfere with the writer's ideas
Format	Follows appropriate format (length, font, spacing); citations are properly formatted	Follows appropriate format, may contain a few errors with citations	Format may be inappropriate; paper may be too short; numerous errors with citations	Format may be inappropriate; paper is too short; citations may be lacking or absent	Inappropriate format; paper is too short; citations absent

Appendix P: Codes from Course Materials

Table 16: *Sample of Qualitative Coding for Course Materials*

Source	Example	Descriptive code	Conceptual code	Theme
LS AS	“Use the first paragraph to convey the basic facts of the case and the issues. It should also include the Judgment. . .”	Explaining what to include in each paragraphs	Expectation of rhetorical organization	Rhetorical expectations
CPE AS	“ . . . address each topic in detail and state your researched arguments, backing it up with quotes.”	Explaining how to support arguments	Expectation of proper modes of persuasion	
PAPM AS	“The goal of the essay is to interpret Locke’s intention in the light of the textual evidence.”	Describing goal of essay/expectation of interpretation	Awareness of rhetorical goal	
CPE AS	“Why has one group been successful in a policy area and not another? How and why has a particular social cleavage evolved over time?”	Providing frames of analysis	Expectation of interpretation	Critical thinking expectations
			Expectation of analysis	
CPE AS	“Why has one group been successful in a policy area and not another? How and why has a particular social cleavage evolved over time?”	Providing frames of analysis	Expectation of proper frames of analysis	Subject-matter expectations
			Expectation of particular content	
WH CO	“ . . . You need to choose one geographical area within the world and show in more detail how either isolation or contact with other peoples was formative for the people of this region.”	Providing topic	Expectation of particular content	Subject-matter expectations
PAPM AS	“please follow the Chicago Manual of Style or APA format”	Describing citation style	Expectation of proper citation practices	
LS AS	“write about the assigned case in 750 words, Times New Roman, 12 point font, double spaced with one inch margins.”	Describing appropriate length, font, spacing, margins	Expectation of assignment format	Formal expectations
PAPM AS	“Exact quotations must be in quotation marks and referenced clearly.”	Describing format for quotes	Expectation of citation format	
LS AS	“The assignment is to be handed in to your TA at the start of class on the due date.”	Describing submission process	Expectation of submission Process	Process expectations
CH CO	“This assignment will take time, so get started on it <u>early</u> .”	Providing advice on writing process	Advice on writing process	

Appendix Q: Coding of Instructor Interviews

Table 17: *Sample of Qualitative Coding of Instructor Interviews*

Source	Example	Descriptive Code	Conceptual Code	Theme
History Professor	“to find that information and to bring it sort of into conversation with this other broader argument”	Indicating a goal of essays is entering a conversation	Awareness of disciplinary writing goals	Rhetorical Expectations
Political Science Professor	“it involves interpretation as well as making arguments”	Describing writing in political science		
Human Rights Instructor	“you have to provide a more thorough rendering of their position before criticizing them”	Describing proper way to combat an argument	Expectation of disciplinary modes of persuasion	
Political Science Professor	“quoting and paraphrasing is important. . . also. . . to think of original examples to back up their assertions”	Describing how to support arguments		
Law Instructor	“a well-organized, presentation of their ideas.”	Indicating expectation of organized ideas	Expectation of organization	
History Professor	“we’d like them to have the elements of a paper in place: the introduction, the body, the conclusion.”	Indicating expectation of proper organization		
History Professor	“writing is a process, and revising is part of the process”	Describing writing as a process	Awareness of the writing process	Writing Process Expectations
Human Rights Instructor	“I say ‘the best writers revise and revise and revise and revise’”	Advising students to revise their writing		
Political Science Professor	“we ask them just to read the texts assigned in the class, and even discourage them from using outside sources”	Indicating that students are not expected to use outside sources	Expectation of limited research	
Political Science Professor	“[they] are quite good at organizing their arguments”	Indicating that some are good at organizing ideas	Strength in organization ideas	Rhetorical competence
History Professor	“they do all arrive out of high school with a sense of the elements of the essay”	Indicating strength in organization		
Human Rights Instructor	“some struggle a lot, both in terms of structure and organizing an argument is problematic	Indicating students’ have difficulty with organizing an argument	Weakness in organizing argument	
History Professor	“Weaknesses...I think the grammar is just/ and some of the mechanics”	Indicating weakness with grammar	Weakness in grammar and mechanics	Formal competence
		Indicating weakness in mechanics		

Law Instructor	“Yeah, put a sentence together that is grammatically correct, which we didn’t see a whole lot of”	Indicating weakness with grammar		
Political Science Professor	“one thing that I’m actually concerned about as a teacher is that I see a disturbing lack of critical thinking”	Describing concern with lack of critical thinking	Weakness in critical thinking	Critical thinking competence
Human Rights Instructor	“some struggle a lot. . . understanding the point of making an argument”	Describing weakness in understanding how to make an argument	Weakness in understanding	

Appendix R: Permission to Reproduce

Subject: RE: permission to reproduce in an MA thesis

Date: Wed, 04 Apr 2012 19:49:13 +0000

From: Wilson, Leslie <lwilson@uwsp.edu>

To: natasha_artemeva@carleton.ca <natasha_artemeva@carleton.ca>

She has permission with attribution – wish her good luck for me.

Leslie

Leslie Owen Wilson, Ed. D. Professor Emerita
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From: Natasha Artemeva [mailto:natasha_artemeva@Carleton.ca]
Sent: Wednesday, April 04, 2012 1:16 PM
To: Wilson, Leslie
Cc: Sarah Lynch
Subject: permission to reproduce in an MA thesis
Dear Dr Owen Wilson,

My MA student Ms S. Lynch would like to request you permission to use some of the material presented at

<http://www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>

in her thesis on first-year university student writing in the disciplines.

In particular, she would like to reproduce the visual comparison of the two taxonomies.

It would be most helpful if you could provide us with your permission by the end of next week.

We would greatly appreciate your help with this matter.

Thank you.

Dr. Natasha Artemeva

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