

ALDS 5905  
**ALDS 5905/Genre 2012 Workshops**

Summer 2012

Last name	First name	Topic	Time
<b>25-Jun-12</b>			
<b>Coffee Served</b>			
Martin	James	<b>Genres as recurrent configurations of meaning</b>	9:00:00 - 9:55 AM
		A fundamental tenet of SFL approaches to genre is that genres are made of meanings. In this presentation I'll explore this orientation to genre by means of text synthesis (rather than analysis), building up a small set of physical geography genres, beginning with the word <i>tree</i> . This process will offer us a glimpse of the way in which genres draw on different systems of meaning to enact social processes, including verbal and non-verbal resources (a multimodal perspective). In addition it will gesture towards the sense in which cultures can be conceived as a system of genres, in a social semiotic model of language and attendant modalities of communication.	
Miller	Carolyn	<b>New Genres, Now and Then</b>	10:00 -
		Two periods of discursive proliferation have seen particular interest in genres and the theory of genres: the Renaissance and the current era. Both of these periods are times of cultural and technological change, and it is these similarities that invite a comparative inquiry into the role of genre and genre change in these two eras. This presentation explores the Renaissance debates over the authority of genres, the possibility of genre change, and the problem of mixing genres with an eye to understanding genre circulation and function in a rapidly changing cosmopolitan culture in which genres transcended their situations and helped produce a unified European culture. This situation is compared with our present globalized media culture and the contemporary proliferation of new genres and new attention to genres.	
Swales	John	<b>Genre analysis into action</b>	11:00 -
		Where do ideas come from? Which ones are worth pursuing? What are the better methods of pursuit? And what about the writing up?	
<b>Catered Box Lunch</b>			
Bazerman	Charles	<b>Domain-Specific Cognitive Development through Writing Tasks in a Teacher Education Program</b> <b>by Charles Bazerman, Kelly Simon, and Patrick Ewing</b>	1:00 - 1:55 pm
		specific thinking and cognitive development by placing the writer in a defined problem space, giving shape to the problem and providing specific tools to solve the problem. Evidence further suggests that thinking and learning may at some junctures reorganize and reintegrate the writer's mode of thinking in a new functional cognitive system. The evidence comes from an ethnographic and textual study of a year-long teacher education program where the students engage in a series of internship and writing activities aimed at inquiry inquiry-driven reflective practitioners based on evidence gathered from classroom experience. Spoken and written data were coded to determine kinds of thinking expressed in various genre-shaped activities across the year, and patterns of genre specific thought expression were noticed along with patterns of influence across activities and over time.	
Russell	David R.	<b>Genres of Writing in European Higher Education: False Friends and True</b>	2:00 - 2:55

		Over the past three years a team of researchers from 14 European countries worked to analyze the genres students produce in EU countries. This proved to be a great opportunity for me, as an outside consultant, to understand how the term <u>genre</u> works in international research.	
Paltridge	Brian	<b>Contextualising genre studies</b>	3:00 -4:00
		This workshop examines ways of exploring the relationship between text and context in applied genre studies. First, it reviews ways in which the relationship between text and context has been viewed in linguistics more generally. It then considers how context might be explored in genre-oriented research. The workshop concludes with a discussion of future directions in genre studies and, in particular, the use of critical ethnographies as a way of helping us better understand the texts our learners are engaged in and the worlds of which these texts are a part.	
<b>30-Jun-12</b>			
<b>Coffee Served</b>			
Schryer	Catherine	<b>Genres in Professional Communication</b>	9:00 - 9:55
		This brief workshop will demonstrate an appropriate pedagogy for teaching one from of professional communication: the press release. Students re asked to bring lap tops to class or have access to the internet.	
Lirola	Maria	<b>The relationship between Genre Theory and the improvement of students' literacy. Practical examples</b>	3:00-3:55 pm
		This presentationl explains how introducing the Sydney School approach to genre in a language course at the university level has helped students to improve their literacy. The presentation will highlight that the Sydney School approach to genre is a suitable approach to establish a relationship between culture, society and language use because it focuses on the relationship between texts and the context in which those texts occur. The main steps in teaching the Sydney School approach to genre will be provided and practical examples will illustrate the presentation.	
Driskill	Linda	<b>Extra-textual Issues of Understanding Genre Perception</b>	11:00 - 11:55 am
		designers has led to widespread applications. People now speak of organizational life as "genred," of our expectations and perceptions as "genre-directed," of warnings disregarded as having "failed to meet genre requirements." The underlying assumptions of genre theory, sometimes unspoken, were that features of texts were somehow congruent with physiological structures and functions that facilitated patterns of mental activity. These mental activities were trained to operate in types of social, economic, or political transactions that themselves belonged to and were instantiated by "genre sets" and "genre systems." As our eagerness to apply genre's powerful illuminating gaze continues, some of the activities we wish to examine involve non-textual types of processing. The first inclination of theorists has been to broaden the definition of "text"---to make the whole world a text. This presentation takes a "first look" at the theoretical and interdisciplinary problems and practical issues of accounting for "genred" responses based on perceptions of space, lighting, sound, and technological manipulation.	
<b>Catered Box Lunch</b>			
Johns	Ann	<b>Genre and L2 Literacies: Pedagogical Approaches to Reading and Writing</b>	1:00 - 1:55

		Although "genre" is an abstract concept defined, often metaphorically, in a number of ways, it still can provide a means for students to view and produce written texts as "social actions" (Miller, 1984). Drawing from her considerable experience with teaching diverse secondary and first year college students, the presenter will offer some approaches that have worked for her (and her students) as well as for the teachers with whom she consults.	
Gentil	Guillaume	<b>A Biliteracy Agenda for Genre Research and Genre Pedagogy</b>	2:00 - 2:55
		This presentation highlights the potential of a biliteracy perspective on genre research that combines insights from literacy and bilingualism in order to examine how multilingual writers develop and use genre expertise in more than one language. We will explore how this line of research helps to address two interrelated questions. The first is pedagogical: How can instructors help multilingual writers draw on the genre knowledge they have learned in one language when they write in another? The second is more theoretical: How does genre knowledge intersect with writing expertise and language knowledge?	
Giltrow	Janet	<b>Knowledge transfer &amp; Genre activism</b>	3:00 - 4:00
		Conceptually and theoretically, this presentation focuses on two questions for or challenge to genre theory: (1) can genre research identify the absence of genres—spaces in and between spheres of activity where no genre has arisen to prompt or motivate interaction, to extend or intensify it? (2) would genre theory endorse an activist pedagogy in the absence – the invention and teaching of a missing genre? Practically, the presentation focuses on what is called 'knowledge transfer': the transmission of research knowledge to public domains. One familiar knowledge-transfer genre is the journalist's interview of the scientist. There are others, and many have been studied rhetorically and discourse-analytically. The research in this area suggests that knowledge-transfer genres are concentrated in the domains of science, and missing from those of the social sciences and humanities. Yet the social sciences and humanities have as much to contribute to public consciousness as science, especially in areas of social justice. This presentation reviews some of the research on knowledge-transfer genres; it invites discussion of the possibility of designing new	