

A CRITICAL REVIEW OF GENRE BASED INSTRUCTION IN A WRITING AND
RESEARCH COURSE FOR SECOND LANGAUGE GRADUATE STUDENTS

by

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ABSTRACT

This study examines a recently developed EAP (English for Academic Purposes) course that was largely guided by the genre based instruction promoted by Swales and Feak and outlined in the textbook used in the class: *Academic Writing for Graduate Students* by Swales and Feak. Although the theory behind and the acclaim for genre based teaching has received significant attention in literature in EAPs, limited studies have been published about its application in EAP programs for graduate students at language institutes. This project aims to contribute to filling that gap by outlining a course taught at an independent language school in Bozeman, Montana in the summer of 2014. The study looks at the ways sentence level and other larger textual features developed in the students' writing in response to the classroom activities, assigned independent work, and regular student conferences. The results indicate that to varying degrees and in varying areas student writing developed during the course. The study concludes that although the type of genre based instruction used in the course may pose some challenges for a class situated outside of the students' discipline and without disciplinary support, there is still much to be gained from it.

CHAPTER 1

INTRODUCTION AND BACKGROUND

Overview

According to Micciche, a graduate student writing course “can demystify scholarship, put its creation within reach, vividly foreground the amount of time and dedication necessary to accomplish it, and nurture a relation to text production that relies on something other than individual fortitude” (2011, p.479). For those of us who can recall—or who might currently be—spending days, weeks, or months in solitude at our desks typing and revising, the suggestion of a class that offers a supportive community, feedback, and tools to improve and facilitate writing is very appealing. Is such a class possible?

Data presented by Micciche shows that it is. In the reflections on the course Micciche designed, one student wrote “it is of immense comfort to know that I am not alone in my struggle, to know that I [my writing] can and will get better, just as my friends can and have gotten better” (as cited in Micciche, 2011, p.493). Other students described the course as “pivotal to their acculturation in the discipline” (p. 495). The number of students (ten) from the course who have delivered conference papers, the number of students from the class (three) who have received “revise and resubmit” letters from national peer-reviewed journals, and the number of students (two) whose work has been accepted for publication attest to the successes of the class as does the positive student feedback reported by Micciche. Numerous other graduate writing courses

currently offered come to similar conclusions and report similar success and approval (Aranha, 2009; Sundstrom, 2014; Wingate, 2012; Sallee, Hallet & Tierney 2011)

This paper takes as a premise these claims that writing classes are immensely valuable for graduate students and that such writing courses are particularly essential for speakers of English as a second language. In order to write well in academic fields, student writers need to understand a “set of adaptable rhetorical principles usable for different purposes, audiences, genres, and rhetorical constraints” (Micciche, 2011, p.494). Second language writers must understand these rhetorical principles as do first language students, but they also need to apply these principles in a second (or third or fourth) language, and, as Matsuda (2006) points out, to do so in a way that approximates the writing of a native speaker sufficiently enough that difference is unnoticed.

Matsuda (2006) draws attention to the burdens of second language students in the predominantly monolingual academic culture of the United States by pointing out that “writing well” is producing writing that is unmarked by difference “in the eyes of teachers who are the custodians of privileged varieties of English or, in more socially situated pedagogies, of an audience of native English speakers” (p.640) because while racial diversity is generally—at least ostensibly—valued in universities, linguistic diversity does not receive the same approbation (Leki, 2001). Further, Matsuda (2006) points out that the writer’s intelligence, reliability, and education may be evaluated by the way he/she employs English grammar despite that in the case of an L2 writer, the grammar is in a second language. Zawacki and Habib (2014) document similar phenomena in their study of faculty perception of “error” in L2 writing in which they found a near universal expectation of all students (native speakers and second language

speakers) to be able to respond to assignments in standard English with few mistakes (p. 199). Underlying this expectation is a perception that multilingualism is a weakness rather than an asset (Zawacki and Habib 2014). This phenomenon of reifying monolingualism has been further documented by Horner, Lu, Royster, and Trimbur (2011) who explain that despite the changing and fluid boundaries of language, in academia and elsewhere, those who deviate from the conventions of Standard Written English are subjected to a range of negative criticism because syntactic differences and word choice variations are seen as errors and place the writing/writer in an inferior position.

Addressing both the rhetorical and the language needs of second language graduate writers requires a comprehensive pedagogical model. Belcher and Liu (2004) offer genre based writing as this model because “perhaps more than any other pedagogical approach, [genre based writing] offers us a research- and theory-based, text- and community-aware means of teaching beyond the sentence” (loc 168). The second language pedagogy stemming from genre based analysis is concerned with the sentence, but it also demands audience, purpose, and discourse community awareness, making it particularly well suited to meet the needs of second language graduate writers who are both learning the language as well as the academic culture in which it is used.

This study examines a recently developed EAP (English for Academic Purposes) course largely guided by the genre based instruction promoted by Swales and Feak and outlined in the textbook used in the class: *Academic Writing for Graduate Students* by Swales and Feak (2012). Although the theory behind and the acclaim for genre based teaching has received significant attention in literature in EAPs, limited studies exist

about its application at the graduate level in EAP programs. This project aims to contribute to filling that gap by outlining a course taught at ACE Language Institute in the summer of 2014 and then offering some conclusions—through an analysis of the texts produced in class, the feedback received from the students, as well as the shape the class took—about the ways that this style of genre based instruction was and was not successful in the course and did and did not lead towards improved writing. Hopefully, this analysis and the supporting information will be helpful to scholars and other language school administrators and teachers who are developing or teaching similar courses.

The paper begins with a literature review, which first looks at some literature on disciplinary writing in order to situate genre based instruction within a body of theoretical and pedagogical practices concerned with discourse awareness. It then offers some history and introductory information about genre based instruction in English for Academic Purposes (EAP) programs. Because it has been argued that second language genre based instruction reacts directly to process pedagogies, this section also contains a brief mention of the distinctions between the two. Following this, examples are presented of courses and workshops implemented at three universities in order to demonstrate alignment with current practices, to draw on the conclusions gathered from these courses, as well as to demonstrate the uniqueness of the particular course being examined.

Chapter 2 offers a description of ACE Language Institute, the course examined in this study, its schedule, and its assignments in order to situate the class as a genre based course as well as to clarify the role and the position of the language institute within the university. Chapter 3 examines writing samples produced in the class to offer evidence of

the areas where the class both succeeded and struggled as an English language course, as a writing course, and as a subscriber to genre based instruction. Finally, Chapter 4 concludes with a discussion of the successes and missed opportunities of the course in order to ultimately gauge the appropriateness of this type of genre based instruction in this particular class.

Background Information of Disciplinary Writing

To elucidate the complexity and difficulty of teaching writing in a classroom comprised of students from multiple disciplines, Russell (1995) proposes a hypothetical course called ball-handling as an analogy. In this analogy, one course, ball-handling, is offered to prepare students to engage in any ball requiring activity, ranging from football to tennis or jacks. The absurdity of such a course and of such a goal may not be that different from the absurdity of trying to teach a general writing course in today's universities, usually in fifteen weeks, that will prepare students for all future activities involving writing (see also Russell, 2002; Wardle, 2009; Beaufort, 2007).

A time may have existed when student populations were relatively homogenous and scholarly writing was little more than speech transcription; consequently, good writing in this context could be reduced to skills such as proper spelling, punctuation, and sentence construction (Russell, 2002). However, as universities have become increasingly departmentalized and significantly more diverse, writing has come to be seen as a “complex and continuously developing response to specialized text-based discourse communities” (Russell, 2002, p. 5). These discourse communities, as the name implies,

are not individually driven, but rather unified by common goals, common mechanisms of communication, shared mediums of communication (such as journals), a specific lexis, shared genre(s), and a membership comprised of full members and apprentices (Swales, 1990, p. 24-27; Johns, 1997). More generally, a discourse is a sort of “identity kit” because “At any moment we are using language, we must say or write the right thing in the right way while playing the right social role and (appearing) to hold the right values, beliefs, and attitudes” (Gee, 1989, p.484). Writing in the university and professionally has moved from ways of spelling and punctuating to ways of saying, doing, and being (Gee, 2014)

If a writing course aims to prepare students to participate effectively (as novices and eventually full members) in their target discourse communities, it must actively introduce students to these discourses. Often students on their own are unable to recognize either the distinctions of their target discourse communities or the features of the genres within them (Johns, 1997). The result can be “negative transfer” in which the student attempts to apply the lessons learned from studies and writing in one discipline to the writing of another (Beaufort, 2007). In such cases, the students find the writing required in one department to substantially differ from that of another department such as in the case of the lab report in a biology class and the essay assigned in a history class. The style, organization, vocabulary, and voice of one do not have a place in the other. Even within a field, the writing required for one task such as a short answer on a biology test differs significantly from the biology lab report or the biology journal article. In order to impress upon students the notion that writing is discourse dependent, tools must be

taught that allow students to analyze the writing and practices of diverse situations and disciplines (Beaufort, 2007; Micciche, 2011).

In response to an appeal for writing instruction that offers students these crucial analytical tools to help them gain discourse awareness and be able to participate more effectively in written conversations, scholars have turned to genre. Genre focuses on the “specialized communicative needs” of professional communities and sees writing as a “focused, purposive, highly differentiated task” (Bazerman, Bonini, and Figueiredo, 2009, p.x). Further, genres are “intimately linked to a discipline’s methodology, they package information in ways that conform to a discipline’s norms, values, and ideology” (Berkenkotter & Huckin, 1993). Because genres are the ways that professionals communicate with one another, understanding the genres of written communication in one’s field is essential to professional success.

Introduction to Genre Based Instruction

The definition of genre based instruction varies depending on region, application, purpose, and emphasis. In 1994 in a seminal article, Hyon endeavored to clarify the term, first by suggesting that three distinct branches exist: ESP (English for Specific Purposes—the umbrella term for EAPs), North American New Rhetoric studies, and Australian systemic new function linguistics (p. 694). The ESP branch, like the others, defines a genre as “a recognizable communicative event characterized by a set of communicative purpose(s) identified and understood by the members of the professional or academic community... most often it is highly structured and conventionalized with

constraints ... on form” (Swales, 1990, p.13). In this definition, purpose, as defined by the members of the discourse community, is a primary identifier of the genre. Other important identifiers include structure, conventions, and form (Ashekave and Swales, 2001). While all three branches subscribe to slight variations of this definition, according to Hyon (1994) the distinguishing element concerns applications and the distribution of emphases.

ESP, as the name suggests, is the branch most commonly discussed in second-language scholarship and most commonly employed in second language courses. Although, like the other branches, ESP is concerned with purpose and discourse community, its uses are largely pedagogical, and it emphasizes diction and syntactic features more than the other branches do. New Rhetoric studies and systemic new function linguistics are found more often in L1 (first language) scholarship and pedagogy and are generally more interested in the social context surrounding communication (Hyon, 1994). Despite that ten years later Hyland (2004) contended that many of these distinctions had been hybridized, the genre based instruction that will be discussed throughout the rest of this paper is still often referred to as ESP.

Genre based instruction has roots in Vygotskian theory of the Zone of Proximal Development, defined as the area between what a student can accomplish independently and what the student can accomplish with help. In Vygotskian terms, this help is scaffolding, or “teacher supported learning” (Hyland, 2004, loc. 688). In the genre based instruction found in *Academic Writing for Graduate Students*, that scaffolding may come in the form of lessons on sentence level features or it may appear in discussions about movements within texts, audience, purpose, or other components of genre analysis. As

the students become more proficient, the teacher's role is lessened and the students become increasingly autonomous (Reppen, 1995). Also borrowing from Vygotsky, genre based instruction relies heavily on collaboration and interaction among peers. These models are described by Hyland (2004) as depending equally on *shared consciousness*, "the idea that learners working together learn more effectively than individuals working separately" and *borrowed consciousness*: "the idea that learners working with knowledgeable others develop greater understanding of tasks and ideas" (loc 1934).

This emphasis on instruction and collaboration is one aspect used to differentiate the genre based instruction often found in second language classrooms from the pedagogies stemming from the Process Movement. In fact, Hyland (2004) has referred to the genre based instruction movement as a "corrective reaction to the individualistic, discovery-oriented approaches to writing that characterized learner-center classrooms" (loc 272). In many process pedagogies, much of the learning takes place independently as the writer works through the drafting and revision stages. Input on form and style is often provided towards or at the end of the student's writing process. In contrast, genre based pedagogies endeavor to frontload this instruction. Likewise, whereas an expectation exists in many process pedagogies that students will resolve their language needs during the writing process, for many practitioners of second language genre based pedagogies, more direct instruction is initially offered (Hyland 2004).

The fear for Hyland (2003) of too much emphasis on the values of the Process Movement is that "students outside of the mainstream ... find themselves in an invisible curriculum, denied access to the sources of understanding they need to succeed" (p. 20). Since process pedagogies rely so much on learning through the process of writing and not

teaching, “they [students outside of the mainstream] are forced to draw on the discourse conventions of their own cultures and may fail to produce texts that are either contextually adequate or educationally valued” (p. 20). It is important to note that although Hyland (2004) differentiates the two pedagogies in the aforementioned ways, he also points out that they are not binaries and mutually exclusive. Consequently, while the theoretical foundations may be in opposition, the application in a classroom may be much more hybridized. Wingate (2012) furthers this point by explaining the unlikelihood that one model of writing instruction could be adapted to accommodate the needs of diverse universities and diverse student bodies. She offers instead that pedagogy should be constructed from various suitable approaches and methods in order to meet the needs of the students and the program (Wingate 2012 p. 27).

Johns (1995), in her advocacy for genre based instruction for second language students, however, adopted a much more critical tone in her reaction to the process movement (her emphases throughout):

Perhaps the greatest culprit is what has been codified from native-speaker pedagogies as ‘The Process Movement.’ This movement’s emphases on developing students as *authors* when they are not yet ready to be second language *writers*, in developing student *voice* while ignoring issues of register and careful argumentation, and in promoting the *author’s purposes* while minimizing understandings of *role, audience, and community* have put our diverse students at a distinct disadvantage as they face academic literacy tasks in college classrooms where reader and writer roles, context, topic, and task must be carefully considered and balanced. (p. 181)

Like Swales (1990) and Hyland (2003, 2004), Johns’ (1995) concern is for second language and other disadvantaged writers. She contends that process pedagogies largely abandon second language students to teach themselves. Students who have already been acculturated to academic writing may find success in process pedagogies

because of its emphasis on the author and author's purpose. Students who are not thus acculturated will not be served by it. Reppen (1995) continues this line of argument by pointing out that merely engaging in writing activities does not lead necessarily to the production of the "types of writing valued in academic learning" (p.32). For those students who already are aware and have an understanding of those valued genres, practice may be sufficient. For those who do not, that practice may not be particularly productive.

Such observations make a strong case for why process pedagogies may not be as appropriate for second language writers as the more explicit approaches based on genre. As Hyland (2004) explains, "explicitness gives teachers and learners something to shoot for, a 'visible pedagogy' that makes clear what is to be learned rather than relying on hit-or-miss inductive methods" (loc. 340). Dorozhkin and Mazitova (2008) remind readers that even under optimal conditions, the L2 student is disadvantaged for a variety of reasons. The most obvious challenge, of course, is linguistic, but educational backgrounds, distinct educational systems, and cultural differences can provide notable obstacles as well. Likewise, Angelova and Riazantseva (1999) point out that learning to write within a specific genre requires the writer to not only know the syntax, diction, and rules of the language, but also to have knowledge about "the social practices that surround the text" (p.493). Angelova and Riazantseva (1999) comment that there is not a unified standard for writing in academics, but rather that each discipline and each genre within it has its own conventions. For nonnative speakers (and arguably native speakers as well) identifying these conventions and recognizing the distinctions can be difficult. Consequently, the issue for second language students may not be an inability to write.

Instead, it may be that their expression and their thinking differs from that of the dominant discourse. The problem is not necessarily that the students cannot write, but rather that they cannot write within the parameters of what a certain group of people within a certain discipline deem acceptable (Angelova and Riazantseva, 1999).

Genre instruction seeks to make those parameters visible and explicit and to bring transparency to the genres encountered by students. This transparency is often accomplished through the work of researchers who analyze the moves occurring in various genres or parts of genres. Once these moves have been identified and analyzed, they can be taught (Wingate 2012) and students can begin to see these moves “not as templates but as always partly prefabricated, partly improvised or repurposed” (Prior, 2007, p.17). In alternate expressions as might be found in more advanced classes, the students in the class act as the expert identifiers of the movements and the signifiers in the text (Swales and Feak 2012). Genre analysis in the classroom has been envisioned as a movement through three phases from modeling, to joint construction, to independent construction (Callaghan & Rothery, 1988). More recently, this model has been seen as a movement from deconstruction, to joint construction, and then independent reconstruction (Wingate, 2012; Hyland, 2003). Despite differing titles, the model applied in classrooms essentially rests on examination of other texts, collaborative class work, and then independent writing.

Second Language, Graduate Level, Genre Based Writing Courses

Published literature describing and examining L2 graduate level courses reliant on

genre based instruction is scarce. This section offers short descriptions of three such programs, separated to offer a sense of how these three programs differ from one another in terms of place in the university, enrollment population, and discipline. It is important to note that none of these courses share the defining characteristics of the course at the heart of this current study—a course located outside of a university, comprised of prospective graduate students of mixed language ability, mixed first languages, and differing disciplines.

These other courses are included in part to demonstrate alignment of the program at ACE Language Institute with other second language graduate student programs, and in part because, despite the programmatic uniqueness of each school, the conclusions drawn from these other studies offer insight and background to the conclusions drawn in the present study.

Brazil

In 2004 in Araraquara, Brazil, Solange Aranha (2009) designed and led a thirty-hour course taught over eight weeks in English to native speakers of Portuguese in a dentistry school. The textbook used was *Academic Writing for Graduate Students* by Swales and Feak and the pedagogy was genre based. Notably, all of the students enrolled studied dentistry and all were working on large writing projects for which they had been required to submit their Methods section prior to beginning the class. Equally notable, a base TOEFL (Test of English as a Foreign Language) score was required of all of the participants, thus ensuring an acceptable range of English proficiency. The primary activities of this course included analysis of texts from the students' target genre

(primarily in the student's discipline), peer review of individual work, and collaborative revision—all offered in support of the drafting process of the students' research projects. This same course was later offered by Aranha at the Universidad de Biocencias with less successful outcomes.

Through a comparison of these two courses, Aranha (2009) concluded that English proficiency significantly impacted the efficacy of genre based instruction. In the second iteration of the course at the Universidad de Biocencias, the vision of an L2 genre based course was necessarily replaced by a course in the students' native language when it became clear that low English proficiency was impeding the class.

A second noteworthy conclusion drawn by Aranha (2009) concerned the students' preference for reading within their own disciplines. Aranha (2009) noted that the least productive class session and the one with the lowest student engagement had been dedicated to reading articles outside of the students' field. A lack of understanding of the content of the texts hindered the class conversation and negatively affected the students' energy. These results imply that genre analysis is most productive when the students share a discipline, and course materials are drawn from that discipline (Aranha, 2009).

Australia

A course offered in the engineering department by Melles (2005) shared many characteristics with the course offered in Brazil: the students all were enrolled in graduate programs, all shared a discipline (engineering), and all were second language students. Also similarly, the course relied on text from Swales and Feak. However, it is significant to note that, in contrast to the courses in Brazil, the work for the writing course in

Melbourne was assigned independently and required in addition to the students' research work. While in Brazil, the course work appears to have been entirely supportive of the students' research projects, the coursework at the University of Melbourne was marked by the reading of twelve self-selected journal articles, the writing of two critiques, a presentation, and the writing of a literature review—coursework that bears remarkable similarity to that of the present study. Another notable feature was the diverse levels of English proficiency of the students in the course. Unlike the dentistry course in Brazil, which was populated by very proficient users of English who were all in the final stages of their studies, the course in Melbourne included some students with quite low proficiency who were just beginning their graduate work.

Melles' (2005) findings support Aranha's (2009) conclusion that the success of the class appeared to be strongly correlated to the students' English ability. One student commented "the difficulties for me to write critical review are the professional knowledge is not enough and cannot understand the English professional articles well. I took a lot of time reading for this course this semester" (as cited in Melles, 2005, p.1). Other students shared similar concerns about the difficulty of understanding their chosen readings.

Perhaps most interesting in Melles' (2005) observations about this course was the presence of student resistance to some assignments, particularly critiques. The course in Australia was unique from the other two in this section in that the reading of the journal articles, the writing of summaries, and the literature review were not part of a larger research project being undertaken by the students. Rather, they were ends themselves. Since the students did not see direct connections between the work of this course and

their research work, particularly in the critique assignment, enthusiasm was low for some assignments (Melles, 2007).

The United States

The final course included in this list is found at the University of Kansas and is notably different from the others because of its multidisciplinary nature and its inclusion of both native and second language English speakers. Initially the course had been offered exclusively to second language students, but due to high demand for graduate level writing instruction, the University of Kansas stopped restricting enrollment to its international demographic in 2004 (Sundstrom, 2014).

Like the two previous courses, the students enrolled were all graduate students and the course relied heavily on the textbook of Swales and Feak. It is notable that all of the students enrolled in the course were simultaneously working on large writing projects in their departments. Thus, like the program in Brazil, these courses were directly supportive of the students' disciplinary coursework (Sundstrom, 2014).

The courses offered at the University of Kansas appear to have resulted in very high student satisfaction. This may be attributable to the fact that language ability was likely not an issue for this course because many of the students were native speakers and that the work undertaken for the course was entirely supportive of the enrolled students' research projects. In fact, because this course was an elective, the students had all voluntarily enrolled presumably out of a desire to be involved in a supportive writing community.

Conclusions Drawn from These Courses

The authors of all three of these studies make clear that genre based instruction offered a suitable, or even ideal, pedagogy for the examined classes and benefitted the students. Encouraging outcomes reported by all included positive collaboration, consistent willingness to participate, increased genre awareness, and high levels of motivation. Importantly, all three courses received high marks of satisfaction from the students enrolled (Aranha 2009; Melles, 2005, Sundstrom, 2014).

However, it is significant to note that the level of enthusiasm for the course and the coursework seemed highest when the work was most closely related to the students' work outside of the writing course. Consequently, the Brazilian students were reluctant to participate in analysis of texts from fields other than their own, and the students in Australia were not enthusiastic about genres (critiques) that they did not believe was found in their field (Aranha 2009; Melles, 2005).

It also seems important to note that a somewhat high level of English proficiency is prerequisite. In Australia, the students who could not understand their articles, could not summarize them. Similarly, the Brazilian students who could not comprehend the articles they were reading were unable to analyze them and thus benefit from them.

Finally, from this limited sampling, it appears that the class was most productive when the coursework directly supported the students' research work and the assignments were focused on the students' discipline and/or offered disciplinary support in the form of peer groups, when English language proficiency was high, and when the coursework was largely supportive of the students' research project (thesis or dissertation).

CHAPTER 2

GRADUATE STUDENTS WRITING AND RESEARCH COURSE

Overview

Because of the unique situation of the examined course, part of the following space will be dedicated to a description of ACE Language Institute and its traditional curriculum. The remaining space in this section will be used to describe the course, its background, the assignments, and the class routine in order to give some context and motive to the texts that will be examined in the following chapter.

ACE Language Institute

ACE Institute is a small independent English language school located in Bozeman, Montana situated on the Montana State University campus. Since its founding in 1994, ACE has primarily served international students seeking to improve their English and then continue onto undergraduate work at MSU. These aspiring undergraduates complete a six- level program—a little over a year of study—that strives to prepare them for the challenges of undergraduate work in a second language. The students participate in three classes Mondays through Thursdays: listening and speaking, grammar and writing (up to level 5- after this, the grammar component disappears and it becomes solely a writing class), and reading.

In more recent years, ACE has increasingly found itself host to students who have previously completed their Bachelor's or Master's degrees in their home countries and are in the United States seeking graduate degrees. Generally, these students initially test into one of six levels. Until fall 2012, upon completion of level six, prospective graduate students at ACE began level seven—a class taught on an as-needed basis outside of the regular curriculum. Because the individual student's needs changed from one session to the next and because the students came from different backgrounds and intended to go into different disciplines, ACE took a very student-centered approach, structuring the class around the specific needs—determined by the students and the instructors—of the individuals enrolled. Further, because the teachers at ACE rotated as course instructors and because the class lacked a textbook, the content was often determined by the interests, expertise, and value systems of the instructor assigned to the course. As a result, level seven contained extraordinarily fluid courses that on paper and in practice had only a very vague curriculum.

In recent years, a new director and a growing student body prompted ACE to review these practices and to revisit the level-seven curriculum. It had become increasingly clear to those at ACE Language Institute that the needs of L2 graduate students differ significantly enough from those of their undergraduate counterparts that their instruction cannot merely be an extension of the coursework undertaken by the undergraduates, nor does it necessarily serve them to assemble components of other classes under the guise of level seven. Rather, they need their own articulated program of study and they need some attention paid to the pedagogy of such courses.

In fall 2012, English for Graduate Students (EGS) was created to replace level seven. It falls sequentially where level seven previously did, but the new name recognizes that the classroom practices, content, focus, and instruction substantially diverge from the coursework undertaken in previous levels. The curricular challenge of EGS is to design courses for this level that align with the students' needs and include authentic and valuable course work. In order to accomplish this, the classes focus on giving the students every opportunity to use material from their fields for their coursework and to align the writing and speaking projects assigned as well as possible with the type of assignments they may encounter in their graduate programs.

In its most recent iteration, the EGS student audits a class at Montana State University in his/her field when an appropriate course is available¹ and when a professor is amenable to the prospect of including an L2 international audit student. Depending on availability and the student's background and ability, the student may attend a graduate level course; other times an upper level undergraduate course is selected for the student. In addition, the students enroll in two classes at ACE: an advanced communications course and an academic writing and research course. This study is concerned with the latter.

¹ Montana State University offers a reduced schedule of classes in the summer months. Consequently, it is often difficult to find a class for an EGS student to audit during the summer session.

EGS Writing and Research Course Description

Heavily influenced by the ideas of Swales and Feak, EGS Writing and Research class was offered in summer 2014 and taught by me. The class met four days per week for one hour and forty-five minute sessions over the course of twelve weeks (see appendix B for course calendar). Despite many places of overlap and many ways that the two parts bled into each other, the class was generally comprised of two components. The first six weeks focused on the types of writing that the students would need in order to complete their graduate school applications and accompanying requirements such as professional e-mails of request. In addition, GRE timed essays, introductory letters, and statements of purpose were written during these weeks. The latter half of the class, the second six weeks, was dedicated almost exclusively to the production of summaries, critiques, a reaction, and a literature review. This workload proved manageable for the students and progressed well from simpler to more complex tasks.

On the first day of class, May 12, the four students (pseudonyms Hakim, Fatimah, Alex, and Zahara) were given the majority of the class period to write an answer using only their knowledge—without the aid of dictionaries, texts, or technology—to the following question: “What are the current trends or areas of interest in your field?”. This assignment had two objectives. The first was to provide the instructor with some foundational knowledge about the students’ interests, and the second was to provide a foundational sample of writing.

That first week, the students were tasked with locating five academic journal articles in their field that expanded on the trends written about in class. During these first

five weeks, the students were asked to read one of these articles per week, write a one-page summary of that article, and give an informal presentation in class at the end of the week on the ideas encountered in their reading. This written work was all ungraded, but feedback—primarily on sentence level features, vocabulary choices, and adherence to structural conventions—was offered.

Thus, most of the students' out-of-class work prioritized reading and responding to written work in their fields in preparation for the critiques and literature review required in the second half of the session. In contrast, for the most part, during the class sessions for the first five weeks, the students were given a thirty-minute writing prompt. Generally, these were preceded by discussion of the target and some collaborative brainstorming. Occasionally the prompts concerned the students' fields, but more often they were professional e-mails, components of the students' statements of purpose, or GRE practice topics. After the thirty-minute sessions, the students circled around the room to one another's computers reading the responses produced. The rest of class period was used to discuss these texts. Many, such as statements of purpose, introductory letters, and e-mails, were later submitted by the students as components of or predecessors to applications.

The midpoint of the summer session, June 12, marked a significant shift in the class. On this day, the students were again requested, without the aid of technology or other reference materials, to spend the class period writing about the trends in their fields that interested them. The assumption was that this time their writing would be informed by the content and the style of the articles they had been reading. The purpose of this assignment was largely formative as it was used to gauge where the students were in their

writing and to ascertain the needs that would need to be addressed in the second half of the course. As this marked the beginning of the second component of the class, again the students were asked to visit the library and select five academic journal articles, and again they were required to write weekly summaries of their chosen articles. In addition, all students were also asked to follow up their summaries with a critique or reaction.

In-class time shifted at this point. For the first five weeks, the topics for discussion had been generated from the writing produced in the class and from the general lessons about purpose, audience, academic word choice and organization offered by the course text: *Academic Writing for Graduate Students*. For the second five weeks, the course depended significantly more on the textbook for instruction on genres and subgenres as the students analyzed the summaries, critiques, literature reviews, and reactions contained within it. These chapters of the textbook offer examinations of the organizational patterns and the moves within each of these types of writing while also including lessons specific to the task. For example, the chapter on summaries first outlines the items usually included in a summary and then offers instruction on paraphrasing, finding synonyms, and synthesizing sources. Interspersed between these lessons are sections called Language Focus usually dedicated to word choice and sentence structures particular to the genre studied. Thus, the summary chapter includes a language focus on words such as *similarly*, *similar to*, *whereas*, and *differs from* in order to help student writers compare texts as well as another section on reporting verbs such as *to describe* and *to indicate* to help students compose their topic sentences. In this way, the chapters of the text strike a balance between asking the students to look at what they

are doing with their writing as a whole piece as well as what each sentence is accomplishing and how it is accomplishing it.

Like the first half of the session, each week continued with a weekly summary requirement and each week ended with informal presentations in which each student taught the others what he/she had learned in that week's article. One significant modification was the addition of thirty-minute weekly one-on-one conferences. Due to these, group class time was reduced to one hour and fifteen minutes per day.

The class work culminated in a three to five page literature review incorporating information from the ten articles read and summarized over the course of the semester as well as a final timed writing exam requiring the students to write about current trends in their fields. This final writing prompt shared most features with those given at the beginning and at the middle of the session and the conditions were nearly the same—no dictionaries, translators, texts, or internet use. However, for the final, the writing prompt was supplemented with a short article in each student's area of interest. The students were asked to briefly (in one paragraph) summarize a portion of the article and then build upon or critique the ideas presented using the knowledge that they had gained throughout the summer.

Ultimately, the course progression felt logical, the assignments built on one another, and the work felt authentic resulting in a general sense of success. It had helped that the class was populated by hardworking and motivated students, and that by the end of the session, three of the four students had been offered positions in their desired graduate programs. It also helped that the interactive nature of the class, the class size, and some shared attributes led to the creation of a very supportive and friendly class

community. However, while the perception of success in a class is important, the writing produced in the class may offer a more complete story.

CHAPTER 3

ANALYSIS OF STUDENT WRITING

Overview

Because a second language writing course concerns itself in part with the sentence level features of student writers, the first component of this analysis examines the ways that sentence level features developed in the writing of the students. The analysis is first grouped by the individual writer as each writer in the class had unique needs and requested assistance in different areas. Later the analysis turns its focus to word choice because the textbook used for the class emphasized the importance of vocabulary selection. As best as it can, this first component endeavors to quantify the ways the writing of the students changed throughout the semester.

The second component of the analysis will look at ways that the writing produced demonstrates an awareness and a grappling with the target genres by looking at the ways the students included markers of moves in their writing.

This chapter endeavors to offer the reader a general sense not only of the writing produced in the class but also of the facets of writing emphasized in the class. The class, as will be discussed in the final section of this paper, did not always succeed in balancing a concern for the individual sentences with a concern for the text as a whole, or more specifically, balancing grammar concerns with genre concerns. Consequently, a significant portion of this chapter is concerned with grammar and the sentence.

Sentence Level Development

Of all the writing produced throughout the session, three pieces stand out as being particularly suited to sentence level analysis due to the similarities of the prompts that inspired them as well as the similarly controlled conditions under which they were produced: the in-class timed writings submitted on May 12 (the first day of class), June 12 (the midterm), and July 31 (the final day of class). Initially, the analysis will be organized by student as the study examines specific features that changed in each student's writing. These were features that either the student deemed important and wanted to focus on, such as article placement, or features that the instructor decided to stress such as sentence variety and pronoun-referent issues. The writing of the fourth student in the class, Zahara, will receive only limited attention in this first section because, due to a misunderstanding, her second timed piece (from June 12) was written with other screens open on her computers allowing her access to previously written summaries.

Alexander

The first student, Alexander, for whom English is a third language, came to ACE with a substantial vocabulary and a strong educational background: he had completed his elementary education in his native country and completed his university study in Moscow. He said that his knowledge of Russian substantially helped him to develop his English due to some similarities between the languages. This claim was supported by the apparent ease with which he acquired English. One place, however, where negative

transfer between Russian and English seemed to be occurring was in his use of articles. Not only did he often neglect to use them in his writing and speaking, but he also often failed to see them while reading and hear them while listening. As a result, when he read aloud, he oftentimes did not vocalize the articles in the text. Likewise, when the instructor read his work back to him, inserting articles as appropriate, he did not appear to notice. The student was aware of the absence of articles in his writing and requested that feedback be given on his article usage in his submissions. Once conferences began in the second half of the session, a few minutes of the conference was always dedicated to article inclusion.

Alexander's first writing assignment contained the following introductory sentences (my emphasis on the singular count noun phrases):

I interested in **stock market** and its instruments. **Stock market** is **part** of **financial sector** in **economy**. At **the stock market**, investors buy and sell stocks, bonds, derivatives (futures, options, etc). However, all these instruments are risky. That's why **wise investor** should choose between risks and yields. They often build **portfolio**. (Alexander, May 12, 2014)

These first sentences are indicative of a trend throughout his early writing to omit articles before singular count nouns. Throughout his first paragraph, Alexander included nine singular count nouns that required articles. He inserted two articles correctly but neglected to include them in the other seven locations, resulting in approximately 22% accuracy. In his mid-session writing (June 12), thirty-seven singular count nouns that required articles were included. He correctly inserted sixteen of those, resulting in 43% accuracy. In his final timed, in-class writing of the session (July 31), of the thirty-seven singular count nouns used in his text, thirty-two of them were preceded by an appropriately placed article, giving him 86% accuracy.

Thus his first paragraph in his final writing assignment of the semester contained the following sentences (again my emphasis on the singular count noun phrases):

The author emphasizes **the role** of institutions in **the Mongolian economy's development**. As he states, **the big government** institutes has negative effects on **the economy**. (Tuvshintugs, 2014) Because of weak institutions (policies, laws, regulations), the foreign investors aware to invest in **the Mongolian economy**. There are certain ways to solve these problems. First, **the government** should change the laws. (Alexander, July 31, 2014)

Notably, many of the singular count nouns that appeared in his first writing piece without articles, appeared in his later assignments appropriately accompanied by them.

Article usage for second (or third) language learners whose first language does not include them often comes very late (or sometimes never) in their English acquisition. Because of the complexity of the rules that govern their usage and little evidence of the effectiveness of instruction, articles are generally only minimally taught using rule based instruction. For the most part, the incorporation of articles is acquired (or not) through exposure and practice. Although some students who come from linguistic traditions that do not include articles are frustrated by articles and are consequently reluctant to grapple with them, Alexander was particularly amenable to work on including articles in his writing, and because he was such a proficient user of English, instruction on including them seemed appropriate.

Hakim

The second student, Hakim, had worked extensively with English in his home country as a researcher and lecturer in his department, which advocated that all classes be taught primarily in English and required all writing to be in English. The bulk of the

instructor comments on his work focused on sentence structure, transitions, and sentence variety. His writing tended to be heavily reliant on short, simple sentences that often followed a subject-verb-object pattern. The sentences were remarkably correct in areas of mechanics, but lacked sentence variety and rhythm. The concern was both for the ways that these sentences limited his ability to express more complex ideas and also negatively impacted the way his writing was received by a reader.

For example, the following is the introduction to the first in-class writing task:

My field is Mechanical Engineering. Mechanical Engineering divides into three branches: applied mechanics, power and industry. My area of interest is power/thermal power. Thermal power divides into different areas. For example, fluid mechanics , heat transfer, thermodynamic and solar energy. There are many applications in each area. In my master degree, I worked on heat transfer. Heat transfer means the energy transfer due to the temperature difference. (Hakim, May 12, 2014)

The result is a very repetitive rhythm and an abundance of short sentences. For the purpose of this analysis, a sentence is considered to have occurred every time a period appears in the original text regardless of the grammaticality of the sentence. Thus, a comma splice still was calculated as a single sentence and a fragment was likewise considered to be a sentence. His first piece of timed, in-class writing on May 12 consisted of fifteen sentences, each ranging from five to sixteen words per sentence with an average of 9.6 words per sentence. Of those fifteen sentences, one was a compound sentence (6%), one was a complex sentence containing a subordinating conjunction (6%), and thirteen were simple sentences (87%). Although his sentences were generally longer, there was little stylistic change in his writing by the midterm: on June 12, Hakim wrote twenty-one sentences ranging from four to twenty-one words with an average of 11.42 words per sentence. None of the sentences was compound (0%), one of those sentences

was complex with a subordinating conjunction (5%), and the other twenty were simple sentences (95%). Weekly conferences began the week after the June 12 writing assignment was submitted. One of the focuses of these meetings was sentence variety and transitions. During the meeting, articles from academic journals were examined for some guidance about the kinds of transitions and kinds of sentences commonly utilized in his field. For his final in-class, timed writing, Hakim wrote eighteen sentences ranging from five to twenty-four words each and averaging 15 words per sentence—significantly longer than those 9.6-word sentences that occurred in his first submission. Of those sentences, three were compound (17%), one was complex containing a subordinating conjunction (6%), and fourteen were simple (77%). Thus, while a heavy reliance on simple sentences persisted in his final writing submission, there was some movement towards a more equal distribution of sentence type in the final submission as can be seen in Figure 1. A movement was also made towards longer sentences as can be seen in Figure 2.

Figure 1. Distribution of Sentence Type in Hakim's Submissions

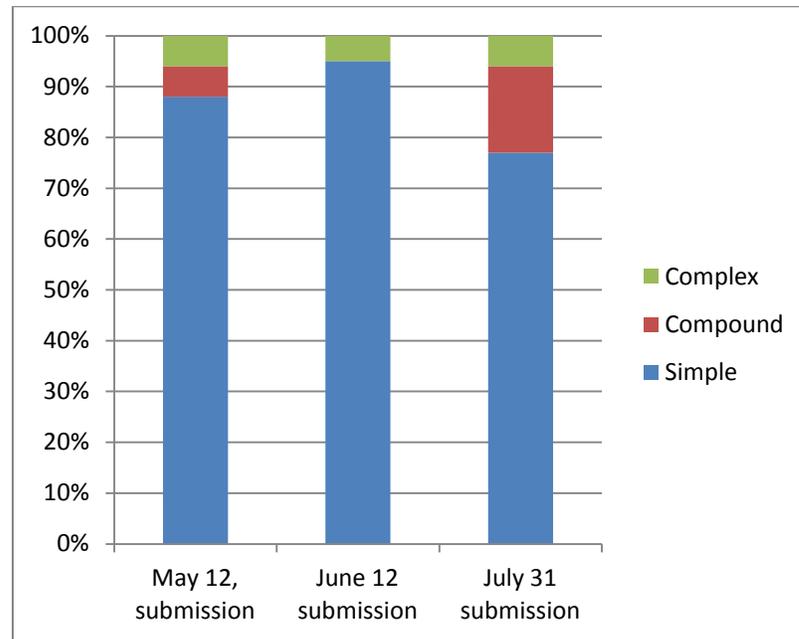
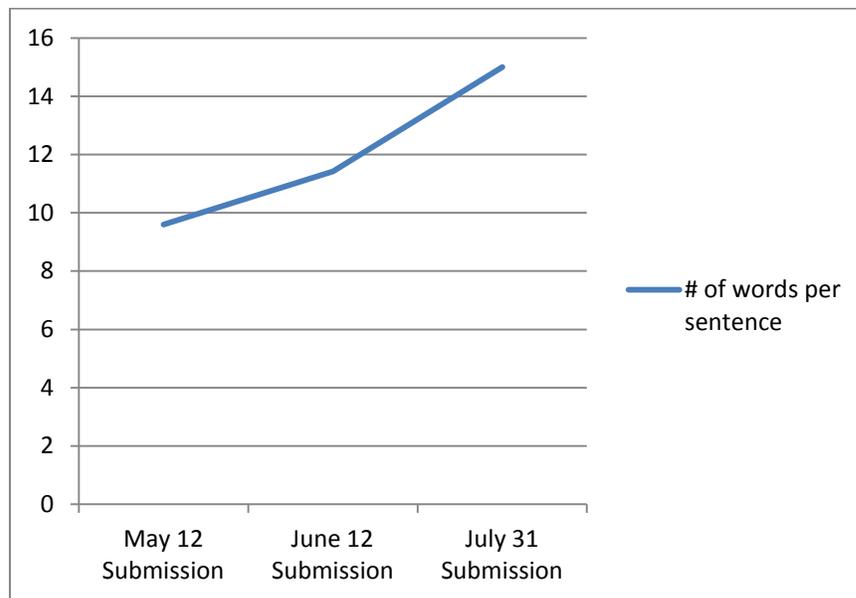


Figure 2. Number of Words per Sentence in Hakim's submission



While these numbers show an increase in sentence length and some increase in variety of sentence type, they fail to draw attention to another, more substantial way in which his sentences improved throughout the session: his inclusion of introductory

elements, which had been nearly absent in his early submissions. The following is an excerpt from the introduction to Hakim's final piece (my emphasis on introductory elements):

In his article about nanotechnology, John Jones explained the uses of nanofluids in engineering applications. **In many industrial applications**, there is many challenges faced the designers. One of the most important challenges is heat transfer in many devices. **Depending on the type of application**, we might need to increase or reduce the heat. **For instance**, scientists have been working on develop heat transfer fluids and coolants system in cars for many years ago (Hakim, July 31, 2014)

In Hakim's first piece of writing of fifteen sentences, eleven began with the subject (73%), two began with conjunctive adverbs (however, therefore), and one began with a prepositional phrase (for example). By the midterm, little had changed; in fact, slightly more of them began with the subject. Of the twenty one sentences that were written, two began with prepositional phrases (for instance, for example) and two began with conjunctive adverbs (therefore, also). The other seventeen began with the subject (81%). There were some notable changes, however, in his final writing assignments. For his final timed, in-class writing, one sentence began with a participial phrase (depending), seven began with prepositional phrases (in, for example, for instance, due to, according to, for), and one with a conjunctive adverb (therefore). Thus, of the eighteen sentences written, only nine (50%) began directly with the subject. Further, although the sentences were still quite short, they were longer than those found in the initial writing assignment. In addition, the paragraphs contained more rhythmic variety than had existed in previous submissions.

Fatimah

The writing of the third student in the class, Fatimah, contained significant sentence level concerns. Unlike the other students in the class (two of whom had taught, studied in, and written in English in their home countries), Fatimah had been an English user for only eighteen months, a remarkably short time to learn a language. While the other students had been placed into standard levels at ACE upon arrival (two had begun in level 4 and one in level 3), Fatimah had been placed in pre-1 also called Beginning Foundations—a level outside of the standard curriculum that had been designed for those who come with little vocabulary and with only minimal familiarity with the Roman alphabet. Despite numerous issues in her writing, very little of the conferencing time was spent on writing because reading comprehension mandated greater attention. While the course did not concern itself primarily with the content of the student's chosen articles, a base level of understanding was expected and required. It was also necessary that the students' demonstrate understanding through presentations and their writing.

Thus, although the majority of the conference time was allocated to reading comprehension, five to ten minutes were generally dedicated to the text produced that week. Often, the discussion concerned removing or limiting first and second person when writing about education (her field). A tendency persisted in her writing to move between first, second, and third person pronouns—more so in her summaries than in her in-class essays—in a way that made it difficult to decipher the referent. At other times, a reliance on one, often inappropriate, pronoun pervaded her writing as can be seen in the following summary submitted early in the course.

The education now in Saudi Arabia different form the past. Now the education is very useful because now in Saudi Arabia every city have many schools to boys and to girls. Saudi Arabia has 14 universities and **you** can study free also, the government will get **you** 330 dollars when **you** want to go the university. The education now is developing than the past. (Fatimah, June 1, 2014)

The use of *you* was problematic given the curricular focus on academic writing conventions as well as the early emphasis in the class on audience. The inclusion of *you* could be interpreted as a lack of audience awareness, as the readership for this piece were the other students in the class, none from Saudi Arabia, and the instructor.

In general, work focused on reducing *I* and eliminating *you* from Fatimah's writing. In Fatimah's first in-class writing about the trends in her field, she wrote eight sentences². All eight were dominated by first person *I*. In this piece, the *I* is very clear, but somewhat misplaced since the prompt asked her to write about the trends in her field.

I am interesting to study a higher education. **I** have many idea about this major, so when **I** was in level 6 **I** read about the education in Saud Arabia also about the women and the education, and **I** read about the first-generation students. Really, **I** like the last topic because it talk about my situation. (Fatimah, May 12, 2014)

Similarly, at the midterm, Fatimah wrote eleven sentences. Ten of those were dominated by first person markers (*I*, *me*, *my*) and one of those also contained second person (*you*). Just one sentence was comprised of an impersonal statement about the content of her reading.

In contrast, for the final, Fatimah wrote nine sentences. This time, "I" appeared only once, and "you" was absent from the writing. Although first person plural markers (*we*, *us*, *our*) were present in eight of the nine sentences (a slightly misleading percentage

² In order to maintain consistency, throughout this examination of student writing, a sentence is marked by a period and not by the grammaticality of the construction.

because of the extraordinary length of some of her sentences), there is a definite shift towards third person.

Technology Reshapes America's Classrooms the Technology, as **we** know the children now like to use the Internet in their lives, so that can make the study is simple and easy. Each country tries to enter the technology in their schools because that will help the students to complete their study. However, in United States the increasing the number of the students how they come in the class from 92 percent to 94 percent, so that make **us** to understand the technology is important in **our** lives, but why most the responsible people buy the Curricula traditional book but **we** know the laptop in the class can make the students to understand quickly and that help the students to come the class early, therefore, when **we** deliver the laptop for the students in the class. (Fatimah, July 31, 2014)

Despite that at times it is unclear if the “we” referred to is the general public, the readers of the journal article, the instructors, or the students, a slight shift towards a more academic style occurs in this piece. Ultimately, positive changes could be found in many places in Fatimah’s writing, and by the end of the session second person had disappeared and first person was no longer a dominant and repetitive feature.

Vocabulary Development

In other ways, the writing of all of the students changed throughout the session. The class studied three new vocabulary words each day and practiced with them and played review games each week. The main goal of the vocabulary component of the class was to improve the students’ reading comprehension and to build up their active and passive vocabularies. At the beginning of the summer session, the class focused on GRE words to improve their passive vocabularies in hopes of raising test scores. After June 12, the class directed attention to active vocabulary development with the goal of increasing

the variety of words incorporated in their writing as well as increasing preciseness. In addition to their in-class work towards vocabulary development, they were each tasked with selecting three words each week that were unknown to them but that were found more than one time in their journal articles. The students were asked to list these three words at the end of their summaries alongside the English dictionary definitions. To varying degrees, improvement in vocabulary usage was found in all of their writing. For the purpose of quantifying vocabulary development, this study focuses on the variety of verbs the students used as well as the sophistication of those verb choices. This section of analysis will again rely on the three pieces of writing composed in class and without the assistance of such tools as dictionaries, original texts (except in the case of the July 31 submission where one text was provided to the student), previously written texts, each other, an instructor, or technology such as the internet.

In order to measure verb choice variety, the number of verb uses was counted in the text then the number of times a single verb was repeated among those was counted. A percentage was then calculated. As an example, the previous two sentences contained four verb locations: *was counted*, *was repeated*, *was counted*, and *was assigned*. The verb *to count* was used twice while *to repeat* and *to assign* were both included only once and are therefore considered unique verbs. In this case 50% of the verbs are unique and 50% are repeated. While an imperfect measurement tool, it does provide a general sense of the range of vocabulary words used in the text. It deserves note that because percentages are used, text length could have the ability to affect data. This is corrected for by adjusting the length of the pieces examined. For example if the student included only fourteen verb

locations in the first written piece, then only the first fourteen verb locations are examined in the student's subsequent pieces.

A second means of quantifying vocabulary complements this first data set. Whereas the first data set is concerned with word choice variety, the second data set endeavors to quantify the sophistication of those verbs choices. It takes as its premise that the majority of common verbs in the English language such as *to have*, *to take*, *to do*, and *to make* are monosyllabic. In contrast, more sophisticated are often multisyllabic. Using this distinction as a guide, the analysis will quantify and compare the number of basic and sophisticated verbs used

Alexander

An examination of the percentage of unique verbs that Alexander used in his writing does not show quite as remarkable of a progression as that found in some of the other students' writing due quite possibly to the already advanced vocabulary that he had arrived with. In his first timed writing, Alexander included thirteen verb locations. Of those, eight (62%) were unique verbs. Forms of the verb *to be* accounted for the other five. Notably, a lot of variety existed in his verb choices in this early piece of writing. Of those eight unique verbs, some were quite simple such as *to buy*, *to sell*, *to choose*, *to build* and *to work*. However, he also included *to provide* and *to balance*.

At the midterm, a similar pattern emerged. Of the first thirteen verb locations in his essay, ten (77%) were unique. Although *To be* appeared four times, and *to depend* appeared twice in the essay and some basic verbs such as *to have*, *to find*, *to make*, and *to*

start were used, many of the verbs including *to diversify*, *to develop*, *to contribute*, and *to depend* point to a richer vocabulary again, my emphasis on the verbs):

There **is** a phenomenon called the “Dutch disease” or “resource curse”. In the middle of twenty century, near to the Dutch offshore **was found** natural gas. After that Holland started to use natural deposits. However, economists and experts **realized** that Dutch economy heavily **depended** on natural gas which it made the country’s economy too sensitive to the sudden changes of price on natural resource. The ideal economy should **be diversified** into the different sectors (Alexander, June 12, 2014).

Alexander’s final writing assignment contained a significant variety of verb choices. His essay contained forty-one verb placements. Of the first thirteen, eleven (85%) were unique uses. The high percentage of unique uses provides evidence of an expansive vocabulary.

In addition, his writing generally contained good word choice variety as can be seen in his concluding paragraph:

In short, the Mongolian economy develops with a high speed. It will likely remain it’s develop in the next decades. The mining sector will play the main role in the economy as well. However, Mongolia faces serious constraints on its way. If Mongolia could develop their institutions and social responsibilities, Mongolia definitely will lead the Asian countries by its developed institution and rapid economy. (Alexander July 31, 2014)

Thus slight improvement in verb variety can be found in his writing. Likewise, slight improvement is evident in the sophistication of his verb choices. According to the previous separation of common versus advanced verbs based on number of syllables, in Alexander’s first piece, the ratio of common to advanced vocabulary was 6:3. Thus, advanced choices represented 33% of the verb selections. In his second piece of writing, the ratio improved to 7:5 such that advanced choices represented 42% of all verbs in the piece. His final piece of writing contained eleven (38%) advanced choices of the twenty

nine verbs used in the work. These advanced choices included *to develop*, *to contribute*, *to emphasize*, *to encourage*, *to decrease* and *to increase*. Thus despite a slight decline between his second and third pieces, improvement could be found between the first submission and the final submission.

Hakim

More noticeable change is found in the writing of Hakim. In his first writing assignment, Hakim included seventeen verb locations. Of those, four (24%) were unique—used only once in the written piece. Variations of *To be* appeared 8 times, and *to divide* and *to need* were used twice and three times respectively. For the most part, the verbs included were relatively basic such as *to work*, *to mean*, *to need*, and *to think*. However, some more complex choices were present as well such as *to divide*.

In his midterm writing assignment, of his first seventeen verb placements, seven (41%) were unique. *To use* and *to do* were both used three times, *to have* was included four times, and *to be* appeared as the main verb six times. While there were some common verbs in this piece such as *to have*, *to use*, *to do*, and *to start*, Hakim also included *to divide*, *to consist of*, and *to concentrate*.

Hakim's final writing assignment was significantly longer, containing fifty three verb places. Of the first seventeen verb placements, eight (47%) were unique. *To be* was heavily used—appearing thirteen times as the primary verb in the text. *To work*, *to find*, *to help*, *to face*, and *to improve* occurred between two and four times each in the total text. Despite this repetition of some verbs, even without correcting for total numbers of verb placements, Hakim's work shows more variety. In his first piece 24% of the total

verbs were unique, in his second piece 27% of the total verbs were unique, and in his final piece, unique verbs accounted for 47% of the placements.

These numbers show a substantial increase in the variety of word choices that Hakim included in his writing. Even more prominent was the quality of the verb choices. He came to EGS with an extensive English vocabulary such that his midterm writing included many good vocabulary selections (my emphasis on all verb locations):

The discovery of nanofluid technology **has** a huge impact on the scientific research. Many investigations **have been done** to know the great effect of these tiny nanoparticles on heat transfer enhancement. Therefore, during my research, I **concentrated** on these studies. The researchers in these articles **used** different techniques to solve the problems. Also, they **used** different enclosures like square, triangle, plates and cylinder. Every problem **has** its own application. Most of studies **has been done** numerically. (Hakim June 12, 2014)

Word choices like *enhancement, numerically, concentrated, techniques,* and *enclosures stand out.* However, as can be seen in this excerpt, there was heavy reliance on many basic verbs: *to have* (two times), *to do* (two times), and *to use* (two times).

By the end of the session his writing contained substantially more precise verb choices as can be seen in the following excerpt.

U.S. Department of Energy (USDOE) **present** an important information about the future of technology using nanofluids, In the field of transportation, nanofluid **can improve** cars. Scientists **work** on using nanofluids in radiators in order to get high performance. Particularly interesting **is** the use of nanofluids in radiators **could lead** to reduce the size of radiators and this **would lead** to reduce the size of other components which **related** to the radiators. The high cooling properties of nanofluids **could achieve** such task. (Hakim July 31, 2014)

In this excerpt, as is characteristic of the entire piece of writing from which it came, the word choices are generally strong and precise despite some repetition (e.g. *to lead*). In addition, the verbs in this excerpt are significantly different from those included in the first piece of writing: the common verbs of the first piece consisted of *to have, to*

do and *to use* while *to lead*, *to achieve*, *to improve* and *to present* appear in his later piece.

Using the previously described syllable count model, Hakim's first submission on May 12, contained seven verbs, one (14%) of which was advanced. Hakim's midterm submission contained ten verbs, four (40%) of which were advanced. For his final submission on July 31, Hakim included seventeen (59%) advanced verb choices of the twenty nine total verbs in the piece.

Fatimah

In contrast to Alexander and Hakim, while Fatimah could recognize a wide variety of vocabulary words, her usage was quite limited due in no small part to the limited time that she had studied English. In her first in-class writing, Fatimah included twenty verb places. Of those, eight (40%) were unique. Her second piece of writing included thirty-two verb placements. Of the first twenty, nine (45%) were unique. Although this trajectory of improvement was promising, her final submission contained an abundance of repetition in the first twenty verb locations. Only seven (35%) of the verbs were unique.

A slightly more promising trajectory at first appears in the ratio of common to advanced verbs in her submissions. Her first submission contained only one advanced verb (*to prepare*). Thus of the thirteen verbs she included, only 7% were advanced. Some improvement could be found in her second submission where she included seventeen different verbs. Of those, five (29%) were multisyllabic and therefore considered advanced. This time her writing included *to increase*, *to complete*, *to decide*, *to study*,

and *to forget*. Fatimah's final writing piece included twenty-five verbs. Of those, six (24%) were advanced. Thus, her trajectory was quite similar to that of Alexander and ultimately shows improvement between the first submission and the final submission, despite a slight decline between the second and third pieces.

Numbers aside, the writing tells much the same story. The verbs that Fatimah included in her May 12 submission were the same or very similar to those that appeared in her writing on July 31. A strong preference for monosyllabic verb choices is present in her writing both at the beginning and at the end of the semester despite that a few more precise verbs exist in the writing. In her first assignment, she included *to prepare* and in her second assignment included *to increase* and *to complete*. Her final assignment had more variety of advanced verb choices such as *to deliver*, *to dispense* (*although used incorrectly*), and *to depend*.

Her concluding paragraph begins as follows:

In the previous this article **can help** us to understand the technology **can get** the students motivation to come to the class, so why **would we ever buy** a book when we **can buy** a computer? This question **is** important to ask the responsible about the traditional Curricula book because we **understand** the students when they **want** from their to love their studies, they **will learned** more and they **will become** success in their lives (Fatimah July 31, 2014).

There are some strong vocabulary selections in the text that show content and some vocabulary development through the inclusion of such words as *motivation*, *curricula*, and *previous*. However, for the most part, the vocabulary choices are not substantially different from those that appeared in the first writing sample.

Zahara

Perhaps the most notable improvements can be seen in the writing of Zahara. Her first, submission contained quite common verb selections: only 18% of her verb choices were advanced and only 29% of the twenty-four verb locations were occupied by unique verbs. *To be* (appearing ten times), *to have* (appearing three times), and *to do* (appearing twice) dominated the text.

Heat transfer **is** a very huge field. It **consist** of three methods depending on the way that heat can **transfer**. The three methods **are**: conduction, convection, and radiation. In my opinion, the convection heat transfer **is** very important because it **takes** place a lot in natural. Therefore, I **like** do some work in this area of heat transfer. In addition, this area **has** many and different aspects can I **work** with. For example, I **need** to do some work in nanoflow. Nanoflow **is** an amazing technic to heat transfer by convection. So I **'m** very excited to discover and to do some research in this field. (Zahara, May 12, 2014)

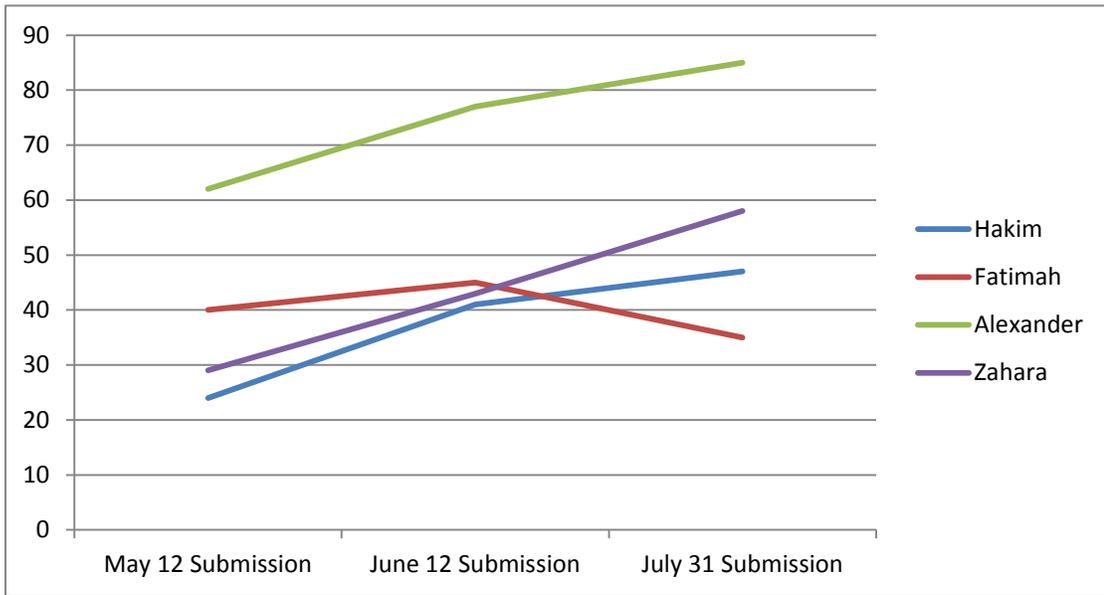
In sharp contrast, in Zahara's final writing from July 31, 58% of her first twenty-four verb locations were unique, and of the total verbs used in this submission 64% represented advanced choices.

Nanofluids, in which nano-sized particles (typically less than 150 nanometers) **are suspended** in fluid (liquid or gas), **has emerged** as a potential candidate for the design of heat transfer fluids. This fluid **enhances** a thermal conductivity of the base and this inherent **provides** an expectation that the present level of heat removal **can be enhanced** significantly by designing fluids that **are** more conducting. All past efforts **has been made** improve transport processes of heat transfer, very little attention **has been paid** to the fact that cooling fluids themselves **are** very poor conductors of heat. (Zahara, July 31, 2014)

This selection contains notably more advanced verb choices such as *to suspend*, *to enhance*, and *to provide*. Elsewhere in her July 31 submission, Zahara included *to neglect*, *to consider*, and *to suffer*. Her vocabulary choices, for verbs as well as other

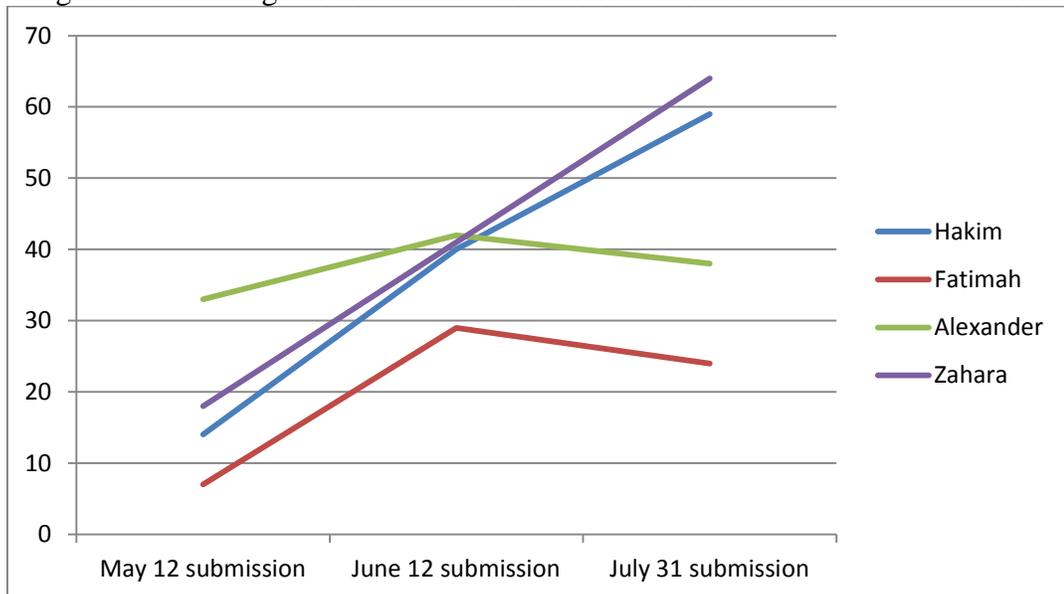
parts of speech, are noticeably more precise and indicate a much larger vocabulary than was exhibited in her first submission.

Figure 3. Percentage of Unique Verb Choices in Three Student Submissions



*Data from Zahara’s midterm writing submission has been omitted for aforementioned reasons

Figure 4. Percentage of Advanced Verb Choices in Three Students Submissions



Other Textual Developments

The second part of the analysis concerns itself with some of the other textual features that received dedicated class time in an effort to examine the development of genre awareness. This part of the analysis is conducted quite differently than that found in the first due in large part to the positioning of the lessons. No instruction had preceded the May 12 submissions. Consequently, the May 12 submission provided a baseline from which to compare the other submissions of the class. In contrast, for the writing tasks examined in this second section, instruction was provided as the students were working on the task and completed prior to the assignment's due date. For example, the week that preceded the first critique assignment was spent reading, analyzing, and evaluating sample critiques and practicing common signals and lexical markers in critiques. Likewise, corresponding chapters were reviewed before the reactions, summaries, and literature reviews were assigned.

This next section looks at the ways the student produced texts demonstrated genre awareness through the inclusion of moves appropriate to the target genres in their texts and the inclusion of signals to mark these moves. The texts for this section will be limited to those written by Zahara and Hakim in order to keep the data focused and within manageable limits. These two were chosen for this section because they came to the class with the most background knowledge in their fields and were therefore most prepared to write critiques and reactions. Notably, neither of them, however, had studied their chosen topics for this course, nanoparticles and cyclones respectively, prior to coming to the United States.

Reactions

To transition from writing summaries to writing summary/critiques, the students were asked to write a brief reaction to an article. It may be important to note here that the students had been consistently amenable to the tasks assigned in the course. They appeared to see value in them and to believe that the assignments were improving their English, their subject knowledge, and their writing. However, there was some resistance to the reaction assignment. The students, particularly the two engineers, Hakim and Zahara, expressed doubt that they would ever be assigned a reaction or anything similar to it. Their concern was supported by Swales and Feak's observation that some disciplines relied heavily on reactions while other rarely or never assigned them. The text introduced the task with the following description: "throughout this book, we have placed strong emphasis on academic style ... However, in this section of Unit Six, we would like to introduce you to a kind of critique that permits—and encourages—a more personal and informal style of writing: reaction or response papers." (Swales and Feak, 2012, p. 270). Perhaps, the informality did not appeal to the students. More likely, the students prioritized the type and style of writing they would need to engage in in their graduate work, and did not see reactions as valuable for this reason. Nevertheless, they all completed the assignment appropriately and responded to one or more of the questions posed by their textbook to guide them

Zahara

Despite that Zahara expressed uncertainty that reactions were ever required or expected in her field and despite her reluctance to use first person in her writing, she submitted a reaction that subscribed to many of the recommendations of the textbook:

Personally, I found this work attractive and I praise the authors because they used the different turbulent models and mathematical approaches. I always used RANS, this paper give me a guide to use URANS rather than RANS (to describe flow in cyclone) to increase the converged solution and then reduce the computation time. (Zahara, July 9, 2014)

In this section, she allows first person “I” to dominate and she begins with the word “personally”, a word discussed in class and provided in the textbook as a transition to first person as well as from an academic description (summary) to a personal opinion. She also directly calls on her personal history and experience, successfully inserting herself into her text while also responding to a question posed in the textbook, “Can you identify with or do you see yourself in what you read or heard” (Swales & Feak, 2012, p.270).

After drawing attention to the merits of the work, she continues her reaction with another reference to herself, situating herself as an expert presumably in order to develop the academic persona described by Swales and Feak and discussed in class:

However, as a researcher, I have found this work has some drawbacks; firstly, they didn’t mention which mathematical approaches is better. Secondly, they didn’t write the main governing equation and the boundary conditions (Zahara, July 9, 2014).

This final part of her reaction seeks to be evaluative, a primary component of a reaction or a critique according to *Academic Writing for Graduate Students*. Her evaluation aligns well with the suggestion in the text and concerns itself with conclusions, applications, or

methods (p.229). It is promising to see the application of material learned in the textbook so diligently applied to the writing assigned.

Hakim

Hakim's reaction shares some of these same elements:

I'm interested about what I read because it gave me a brief introduction about different articles. My impression is that the text was well organized, and the author could analyze it perfectly. I agree with what I read, but it would be more interested if the author gives more information about the application of every situation. (Hakim, July 3, 2014)

Like Zahara, Hakim transitions well from third person in his summary to first person in his reaction and also like Zahara, he endeavors to be evaluative and the address methods, conclusions, or applications. Whereas Zahara had focused on methods, Hakim addressed applications.

Perhaps what is most interesting in Hakim's writing is that the content of his reaction in large part is a series of answers to the questions that the text provided to inspire an answer. The class discussion had focused on the following four questions offered by the text, and these were also the questions that appeared on the assignment: "1. How do you feel about what you read or heard?" 2. "What impressions did the text or talk have on you?" 3. "What do you agree or disagree with?" 4. "Can you identify with or do you see yourself in what you read or heard?" (Swales and Feak 2012, p.270). Hakim fused the main idea and how he felt—"interested" in his first sentence. Then he directly includes the words, *impression*, and *agree*, presumably in order to align his answer with the textbook's suggestions.

Like in the work of Zahara, this application of the lessons from the text demonstrates diligence and a belief in the value of the textbook information. Both students seem to be coming to an understanding of the elements of a reaction and attempting to incorporate these elements in their work. The result is a response that feels somewhat formulaic, particularly when juxtaposed with the suggestions offered by the text. This type of writing could be worrisome if it is interpreted to mean the student sees these genres largely as formulas and templates. On the other hand, such inclusions can be interpreted as the work of a student who is in the process of learning and exploring the parameters and the markings of a new genre.

Critiques

In Swales and Feak's description of a critique, the authors note that articles assigned for critiques to students in their early graduate work usually contain weaknesses that have been discussed in class. The example given in the text is that if a class has been studying data support, then a professor might assign the students to read an article that contained some questionable methods of supporting data. Consequently, the students are guided by classroom focus or perspective in their critique (Swales and Feak, 2012).

In the case of the assignments in EGS Writing and Research, no such scaffolding was provided for guidance. Because the students had chosen articles outside of the writing and research class and because the topics were far removed from the writing topics discussed in class, the students largely had to be self-reliant in this task. They had developed some knowledge of their subjects and genres through the reading and summary writing of the first session, and it was hoped that this knowledge would provide

a framework for these critiques. Like the unit on reactions, to stimulate the students' critique writing, the unit on critiques provided a list of questions such as "Are the author's conclusions valid or plausible based on the evidence?" and "Does the research make an original contribution to the field, why or why not?" (Swales & Feak, 2012, p.250)

Other support came from a sample article about joint authorship in the text. The students were tasked with reading it and then generating ideas for critiques. This was a very challenging task for the class, both because they had spent little time thinking about joint authorship and because they were unaccustomed to the task of critique. At the end of the unit, the students were offered some critiques about the article to evaluate; they were jointly able to accomplish this task with moderate success. The chapter also guided the writing of the students by providing a brief review of unreal conditions in order to give the student a sense of the possibilities for their transition sentences between their summaries and critiques. In addition, the text offered some examples of adjective choices that may be appropriate in a critique such as *unsuccessful*, *limited*, *ambitious*, *flawed*, and *innovative* as well as some space to practice using these adjectives as contrasts such as in a "flawed, but ambitious study" and also using them as emphasis as in "an ambitious, but flawed study" (p262-264). Finally, some suggestions of some inversions that may be used for emphasis were included. This next section examines the way two of the students incorporated these features into the two critiques assigned.

Hakim

Hakim's first critique begins with the following sentences (my emphasis on notable features of the text):

Pop and Sun present **useful** results about flow in triangular enclosures with nanofluid and porous media; these results **could be** a base for other researchers to depend on. **However**, the study **might be improved** if it covered all the parameters that are mentioned in the problem. It seems like that the authors did not want to cover many things in their study because they know it would be difficult due to the fact that every two or three parameters could be a research project. And they have about seven or eight parameters in their work. **Of greater concern** is the unachieved experimental work in this study because **if the study has been done** experimentally, many facts might be discovered. (Hakim, July 10, 2014)

It appears that Hakim had spent some time studying the list of questions provided in *Academic Writing for Graduate Students*. This critique concerns itself with questions about the contribution of the research, the limitations of the study, and the results—all mentioned in the textbook. Further, Hakim incorporated all of the lessons from the Language Focus sections of the chapter in his critique. The reader finds an opening that mentions the authors by name and then incorporates an appropriate adjective chosen from the list offered in textbook. Hakim then hedges somewhat with the modal “could be”—a hedge offered by the text—followed by *however* as a reversal to signify the thrust of his argument. His central argument comes in the form of an unreal condition marked by the phrase, *might be improved if*. Finally, Hakim draws attention using the inversion of *greater concern*.

This writing incorporates the moves that can be made in a critique and the vocabulary and sentence structures that may be used to make them. In doing so, Hakim, also responded to a mandate in the text that the writer create a persona of authority.

Hakim's second critique followed a similar trajectory as can be seen in this excerpt (again my emphasis on textual features):

Ali, Zeitoun, and Almotairi present an **important** discussion of experimental work about nanofluids in natural convection heat transfer. **Particularly interesting** was the way that the authors analyzed clearly the experiment and the apparatus that they used. Their results were good. **However**, the rate of error between their study and the previous study was found... **If the study had been done** theoretically, it would be especially noteworthy in case of agreement between experimental and theoretical work (Hakim, July 17, 2014)

Again, Hakim demonstrates his mindfulness of the advice offered by Swales and Feak. As in his first text, he introduces the authors, incorporates a defining adjective, and then draws attention to his statement through the inversion that follows the phrase *particularly interesting*. His later use of *however* demonstrates a reversal, and again he uses an unreal condition to complete his critique.

The incorporation of so many features from the textbook point to the diligence of this particular student. It also draws attention to a trend that began to occur at this point in the class. As the writing became more difficult—with the inclusion of critiques and reactions—the students increasingly turned to the text for writing assistance and increasingly relied on the sentence structures and vocabulary choices offered by the text. Like with the reactions, this reliance on the texts could be interpreted as a promising sign of learning as the writer is stretching beyond what he can do on his own and relying on the scaffolding provided by the text.

Zahara

Zahara independently studied the unit on critiques before it was assigned in class and began submitting critiques earlier than the other students. In her first submission, on

May 29, her critique was largely a continuation of her summary. She separated it with a subheading “response”, but did not include any particular phrases or markers to signal a shift to the reader. Thus her critique begins, “This work studied the effect of the presence of nanoparticles on the heat transfer and fluid flow inside cavity filled with porous media with present discrete heat source at the base” (Zahara, May, 29, 2014). The next three sentences adhere to this same writing style. However, in the last two sentences, some evaluative word choices and phrases emerge:

This is a **good** indication that their results are accurate. There is no big gap between this work and other recent works. **But they studied two values of Da (0.001 and 0.00001). I think it **would be better if they studied $Da=0.1$ and 0.001** because Mittal et al, 2013, showed that the porous media behaviors are very different between values of $Da =0.1$ and $Da=0.001$.** (Zahara, May, 29, 2014).

Zahara, uses an adjective, *good*, in the first sentence, which appears evaluative, and then includes an if clause to mark an unreal condition: “it would have been better if they had studied”. In this critique, Zahara was concerned with the relationship between this study and others. She mentions the absence of a gap as well as the similarities between this study and that of Mittal et al. In offering this comparison, she places herself as an expert in the field through her knowledge of existing studies as well as through the inclusion of details.

A significant shift in language occurs in the submission of July 17. The word choices by July are heavily influenced by the recommendations of the text. While Hakim had been focused on the limitations of the studies he examined, Zahara instead chose to focus her attention on the way the study contributed to the field. Thus, in her critique, the following excerpts can be found (my emphases):

The real strength of this analysis is **how the authors succeed** in illustrating the results although they used this method. **Especially notable** is the fact that RSM method has already been given a good results when it was compared with experimental data ...In short, Park K et al. have written an **attractive** results and discussion section, there are many **strengths** even though they have used a very complex procedure (Zahara, July 17)

The writing submitted by Zahara, like that of Hakim, contains abundant evidence that the textbook had a strong influence on the students' understanding of critiques.

Zahara incorporated many of the features from the textbook as can be seen in the phrases, *the real strength, the authors succeed* and *especially notable*. Further, like Hakim, Zahara selected an adjective, *attractive*, from the list provided in the text. This critique succeeds both in demonstrating Zahara's knowledge of her subject as well as her awareness of the expectations of a critique.

As is evident in these samples from the class, the expert analysis provided in the text strongly influenced the students' understanding of these genres. The features included in the lessons appeared regularly in their texts and may point to the success of the lessons guided by the course textbook. At the least, these critiques and reactions are the work of students grappling with new sentence constructions and new ways of expressing their ideas. Optimistically, this is the work of students gaining genre awareness and working to accommodate the expectations of their target genres.

CHAPTER 4

ANALYSIS/ DISCUSSION

Overview

The course, EGS Writing and Research, described throughout this text is a work in progress. It continues to be a difficult class to design because the integration of students with unique academic disciplines lends itself more to independent study. Nevertheless, because the class is located in a traditional language school, which recognizes the benefit of community, it is situated in a traditional classroom. The result is a hybrid class with an expectation that the students learn just as much about writing from the reading within their fields that they do independently as they do from the activities in class and the guidance of the textbook. During the initial design of the course, the genre based instruction model appeared to be ideal for such a class because the textbook work provides structure for classroom lessons, but the assignments within the text allow the students to engage in a significant amount of independent reading and writing in their disciplines.

Because this project examines the suitability of genre based instruction in this second language graduate student classroom, this discussion begins with a description of the successes in the class. This section relies on information described in the analysis of the previous section, which shows how the students' writing developed, as well as information from student evaluations and from the activities engaged in during the

course. The second part of this discussion focuses on some of the missed opportunities in the class as well some missteps in the trajectory of the class. The final section provides some closing thoughts as well my personal reflection on the course and my teaching of it.

It is important to note that there are many ways to measure the success of a writing class. This discussion will rely primarily on the following: the extent to which the students were satisfied with the course, the extent to which the writing elicited in the class demonstrated improvements, the degree to which the outcomes of the course corresponded with the goals of the course as stated on the syllabus, the degree to which the practices of the class remained true to the theory/theories which guided them, the extent to which the practices of the class aligned with currently accepted models of best practices.

Successes

In many ways the class felt successful to the students and teacher involved in it daily. Particularly notable throughout the semester was the consistent energy, remarkable attendance and participation, and good student attitudes that carried the class activities. In levels one through six at ACE, the required reading is predetermined and consequently rarely affected by the interests or plans of the students in the class. In contrast, in EGS, the reading texts are determined by the students, who select them based on their personal academic interests. The students are given various reading, writing, and presentation assignments, but they control the content. As mentioned previously, this presents a course design challenge, but this is more than compensated for by the way that it energizes the

students and introduces them to more of the target language and writing of their degree programs. This encouragement to read material in their fields both helped to maintain the interest of the students throughout the session as well as to provide context for the discussions about genre undertaken by the class. In the end, the students³ expressed general satisfaction with the text and the coursework. Hakim, in his final evaluation of the class wrote:

My writing has changed faster over the course of this semester. I have gained several skills that help me. The blue book [*Academic Writing for Graduate Students*] was so **useful** in develop my academic voice with the help of my teacher. The most important activity that I engaged in this session is summarizing one article in my field every week. It was particularly **valuable** because it helped me to focus on my area of interest, heat transfer in nanotechnology. Now I have many articles about nanofluid that I read and summarized, and this would help me in my study at MSU. Therefore, I could say that my writing is good, but I need to improve my grammar. I think EGS is so **useful**. (Hakim, July 29, 2014).

Fatimah also expressed that she had gained from the class:

I learned many things in this semester. The first thing vocabulary for GRE test and after summer one I learned how I can use the acadmic vocabulary in the writing, but my writing evolve day by day (Fatimah July 29, 2014)

Likewise, the following is an excerpt from Zahara's submission:

At the end of this semester I wrote a lit review and I think that my writing is behave like a good compared with the past. Finally, I think all activities are **usefull** and I'm very engaged with. For example, write summaries, give presentation about our articles which we chose and the game of vocab. In short, thank you (Zahara, July 29, 2014).

All of the students expressed that they had learned from the course and that their writing had developed in the course. This assessment by the students is corroborated by the analysis in chapter three of the texts produced throughout the session. Whereas all of

³ Alexander was unfortunately absent on the day of final evaluations and therefore did not submit one.

the students had been able to produce only a few paragraphs on the first day of class, they all produced a couple of pages by the end of the semester given the same amount of time. Further, their writing was mechanically more correct, contained a larger variety of vocabulary choices as well as a more sophisticated vocabulary, and had more developed content. Thus not only were they more efficient and effective writers by the end of the course, but also more knowledgeable writers such that the content of their final writing was better developed and more informed.

In addition, the textbook work gave students confidence in their writing by offering concrete information about style, audience, and purpose in an engaging way. It introduced them to the types of writing they might encounter and then guided them through practicing those types. At the same time, it responded to their desire for explicit instruction in mechanics and other sentence level features by offering them useful phrasing, sentence constructions, and vocabulary choices common to the types of writing they were engaging in. Both Hakim and Zahara described the course as useful, most likely because of these concrete lessons about structures as well as genre. By the end of the session, all of the students understood the general expectations of academic summaries, critiques, reactions, and literature review assignments. The students also possessed enhanced awareness of American professional communication styles from the time spent examining the moves in e-mails and letters as was evidenced by the very polite and organized e-mails being sent by the students by the end of the session.

Another notable success in the class was the positive collaboration that took place. A lot of class time was spent reading one another's writing and examining the writing of professionals as well as samples of other student texts. The daily class

activities relied heavily on positive interactive discussion about the students' writing, ideas, and fields. The class was comprised of diverse students with diverse interests and as much as possible that diversity became an integral part of the class as the students shared their knowledge and their expertise. At times this concerned the content of their fields. For example, one week, Zahara read and presented about the use of cyclones in clean coal technology. That same week, Alexander had read about the economic impacts of Mongolia's and China's dependence on coal for energy. An informed and multidisciplinary discussion ensued that drew on their expertise in their fields and their cultural and geographical areas of knowledge.

Other times, peer teaching and learning occurred related to writing. Because two of the students had written and published journal articles in English, these two offered a lot of guidance and instruction to the others, particularly towards the end of the session when the students began working on their literature reviews. The two students who had done some professional writing were able to share their insights, resulting in some very productive, student-led conversations that complemented the information provided in the textbook.

Finally, some mention should be made of some of the secondary goals of the class that were accomplished satisfactorily. Other valuable outcomes of the class included increased familiarity with the campus library resources available as well as an improved understanding of citation practices and common citation styles used in academic writing.

Arguably, most, if not all, of these successes in increased confidence, mechanical skills, disciplinary knowledge, discourse awareness, collaboration, and genre knowledge were directly linked to the genre based instruction and the genre based textbook of the

class. Accordingly, it can be concluded that genre based writing instruction in many ways was successful in this classroom. However, when the class is examined through other lenses, the success becomes murkier.

Missed Opportunities

While the course did address all of the objectives/student learning outcomes (SLOs) found on the syllabus (see appendix 1) for the class and recommended in ACE Language Institute's curriculum for the course, it did so in ways that exaggerated the importance of some aspects of writing and passed quickly over others. This analysis is concerned that this overemphasis of some objectives and lack of emphasis on others was both the greatest weakness of the class and the greatest source of unease about the use of genre based instruction in such a class.

The original calendar for the class intended for a class heavily focused on lessons surrounding genre in context, audience, and purpose with corresponding lessons evenly distributed throughout the units on sentence level features such as vocabulary, the construction of passive voice, the construction of conditionals, and the use of transitional phrases. Genre based instruction in a second language classroom encourages a perspective that recognizes the social and contextual aspects of textual construction, but also shows appropriate concern about the vocabulary choices, organization, and sentence structures of the final product. In classroom work, this agenda was largely followed, particularly in the first half of the session. Tasks such as the composition of professional e-mails and statements of purpose lent themselves quite readily to the type of genre

analysis introduced in the class textbook as the audience, purpose, context, and form were somewhat less layered than those of later classroom assignments. All four students had a real and immediate need that existed independently of the classroom assignment to compose these documents and all had or developed a strong sense of their purpose, context, and real audience. Notably, when responding to drafts of e-mails and statements of purpose or even the practice GRE essays, the instructor was able to offer comments and ask questions about multiple aspects of the work such as organization, content, and voice as well as sentences and word choices. For these assignments, genre based instruction was ideal and resulted in both good final products as well as raised discourse awareness.

The Benefits and Challenges of a Multidisciplinary Course

In contrast, in the second half of the session, as the students became increasingly engaged in writing critiques, reactions, and literature reviews about topics in their fields, the purpose of the writing became less transparent, the audience was murkier, and the context in a second language classroom far removed from the students' intended discipline assumed more importance. Particularly problematic was the divergence between the real audience of the piece, an ESL instructor, and the imagined audience, a professional in the student's field. Thus the feature at the heart of the success in the class, an ESL writing course that gave the students the opportunity to write and read in their fields, also played a central role in the primary weakness of the course (see Wardle, 2009 for further discussion on this tension).

Swales and Feak (2012) emphasize in the introduction to *Academic Writing for Graduate Students* that their experience using this text primarily exists in multidisciplinary classrooms and that there are many benefits to a diverse classroom. They point out that the discussion in a classroom of students from mixed disciplines focuses the conversation away from the correctness of the information and towards topics of rhetoric and language and thus increases rhetorical consciousness. Further, they point out that multidisciplinary classrooms create a supportive and noncompetitive atmosphere, which can lead to interesting interdisciplinary conversations. The experience of EGS Research and Writing supports all of these conclusions, and, in fact, a lot of the energy and terrific attitudes in the class may have been due in large part to the supportive and noncompetitive community of this class. In addition, much of the enjoyment in the class came from the weekly lessons provided by the students as everyone learned something new about diverse topics in diverse disciplines.

However, in EGS writing and research, this unshared subject knowledge was both an asset and a liability as it both energized the class and limited it. In peer readings, the students often commented on one another's vocabulary choices, transitions, and general organization, but were unable and/or ill-equipped to comment on idea development, quality of the critique or writing, or clarity. Instead, the discussion of one another's writing generally focused on sentence level features. Occasionally, a reader would have a question about the content that the writer would explain, but even on these rare occasions, discussion about the writing and about the content were never bridged. Thus an idea—peer audience groups—that had its roots in good intentions and best practices was weakened due at least in part to a lack of a common knowledge base.

The instructor and other evaluators encountered the same difficulty. Confronted with a critique, reaction, or literature review about an unknown subject in an unknown field using unknown terminology, the instructor felt limited. It was rare that the writing made much sense to its reader(s), but without subject knowledge, it was difficult to determine if the confusion stemmed from poor writing, poor organization, or an unfit reader as can be seen in the reactions to the following submission for panel grading from Zahara.

Secondly, Author presents a brief discussion about the size of the nanoparticles but he didn't consider the factors that the size of particles depend on such as the volume fraction, mass fraction, and the shape. Most of researchers used the practice volume fraction between (0-0.2). Because many papers showed the nanofluid is sufficiently dilute with mass fraction ≤ 0.2 such that nanofluid is considered Newtonian and incompressible. In addition, many authors assumed the shape and size of the nanoparticles are uniform and don't effect on the processing. Especially noteworthy thermal conductivity is depending on the volume fraction only in order to simplify the calculations, but recent papers assumed the thermal conductivity for the nanofluid is depending on the thermal conductivity and the size of particles. (Zahara, July 31, 2014)

The evaluators responded (my emphasis) that “writer *presumably* has strong knowledge of the subject matter. Is able to respond in an informed way” (grader 1, July 31, 2014). The second grader wrote, “The writer discusses the material with *apparent* ease and displays plenty of background knowledge of the topic” (grader 2, July 31, 2014). The instructor's comments were consistently similarly hedged throughout the session. Feedback regarding content often centered on the appearance of idea development and the impression of expertise since the texts that the students read and the texts they wrote were rarely understood by the instructor. Consequently, comments concerned how the writing looked, but never what it did. Thus, one extremely

problematic component of the class was the limited way that the instructor, other graders, and the other students were equipped to offer feedback on the assignments submitted in class

As the session progressed, the students' knowledge of their topics increased and the information presented by them became increasingly esoteric. Consequently, student writing became less and less understandable to its readership. Length, some vocabulary choices, mechanical issues, appearance, and general form could be commented on in written feedback; in addition, some questions about other features could be posited. However, such questions rarely received much attention from the student writers as these questions were often perceived not as questions about the writing but rather of the subject itself. As a result, many of the comments on students' papers increasingly became reduced to a focus on sentence level features such as a particularly good word choice or phrase or a problematic construction. The students appear to have sensed and responded to this increasing focus on lower order issues. By the time critiques were routinely being submitted, the students seem primarily focused on including the markers of a critique – adjectives, reversals, unreal conditions – than with actual engagement in critical evaluation.

Written feedback, generally believed to be hallmarks of best practices, thus fell short of the target as the instructor comments became increasingly hedged and focused on the appearance of the writing instead of other aspects. Notably, while the students mentioned many beneficial aspects of the class in their final evaluations, none of the students included written feedback in these lists.

Genre based writing has at its foundation an awareness of the complexity of writing tasks and a concern for placing writing in its context and viewing it as part of a larger conversation and a larger body of writing. While genre analysis is concerned with the form the writing takes, it is equally or more concerned with the discourse community surrounding it. Feedback focused solely on the sentence level features of the writing contradicts this complexity and instead reinforces problematic beliefs that good writing can be reduced to correct writing.

The Effects of a Monolingual Bias on the Classroom

The opening of this paper included a quote from Matsuda (2006) that in a culture biased towards monolingualism “‘writing well’ is often the ability to produce English that is unmarked” by linguistic difference because “the writer’s credibility or even intelligence [may be judged] on the basis of grammaticality” (p. 640). This sense of the importance of grammaticality is a pervasive undercurrent in second language classrooms. As theory and best practices push practitioners away from grammatical emphasis, the reality of a monolingual bias often pulls students and instructors back.

At the beginning of the course, most of the students asserted that grammar was a large concern. Hakim wrote, “I need to improve my skills in vocabulary and grammar. I think my writing is good, but it needs to improve” (May 12). Similarly, Zahara expressed in her initial writing assignment that “I maybe will have some problems. For instance, grammer, because I sometimes do grammer mistakes and I’m afraid if I have some assignment in future may do some of it. So I need to improve my grammer a lot to do a good work in my field” (May 12). Lastly, Alexander commented that “I’m still in my

emerging state of grad writing. I should study very intensively on my grammar. That's my weak point. Also I notice that I make some mistakes in centense structure" (May 12). The students had largely internalized that good writing means good grammar and that without good grammar, they would be unable to successfully complete the work required of them in their fields.

Further evidence of this reductionist belief surfaced regularly throughout the session. The day before the first conference that required a draft, Zahara submitted the summary excerpted here:

(Furthermore) According to my personal knowledge, there are many researchers exhibited (revealed, showed) that when the flow inside cyclone is described by Lagrangian model is more better than Eulerian model due to the volume fraction (the air volume to the solid particles volume) is very small.

.....
 *[(Furthermore) According to my personal knowledge, there are many researchers exhibited (revealed, showed) that (, ;) due to the minuscule volume fraction (the air volume to the solid particles volume), the used of Lagrangian model to describe flow inside cyclone is better than the use of Eulerian model.] While, some works showed that the iteration error in Eulerian model for two phase flow inside cyclone is increased with time and may give a wrong description for the particle's trajectory (Zahara, July 2, 2014)

The two paragraphs explain the same content, yet Zahara chose to include both of them, presumably in order to guide the conference scheduled for that week. Using brackets and parentheses, Zahara provided alternative vocabulary, phrasing, and punctuation options. This notion that learning a language is dependent primarily, if not solely, on learning the grammar of the language is quite typical of second language students (see Wingate, 2012), and the instructor is generally tasked with disabusing students of this idea so the class can focus on communication instead of correctness.

Unfortunately, feedback focused on sentence level features does little to accomplish this task.

It is important to note that it was not only the multidisciplinary nature of the course that led to a misdirected focus in feedback. Ultimately, both instructor and student shared an awareness (real or imaginary) that the students would be judged (see Horner et al) on their English usage, and that this judgment would be a determining factor in their admission to their graduate programs and their reception by their peers and professors within their program. Out of a tacit desire to aid the student to slip under the radar of our academic culture's bias towards the English of native speakers, the scope of a language class often exceeds that which is listed on the syllabus and ultimately finds itself trying to help the students mask linguistic differences.

Usually, however, this is only a very small component of the course and such feedback does not dominate. In this course, however, a definite trend towards prioritizing correctness took root as can be seen in the emphasis on features such as article usage in the writing of Alexander instead of higher order concerns.

Conclusion

Guiding this research project was a concern about the suitability of genre based instruction in a graduate level writing class in a language school. Other graduate level writing classes located within universities have touted genre based writing instruction as ideal in their programs, this project endeavored to determine if genre based instruction was ideal at an independent language institute as well. Having taught the course and now

extensively reviewed the course, I offer a tentative yes that it is suitable, but I recognize that the execution of it in this classroom was in many ways imperfect.

For many reasons, genre based instruction was an appropriate and beneficial model for this class. I come back to the fact that the students were motivated to attend class every day, do their reading, write their assignments, and participate in the class activities. I believe that this energy and motivation stemmed from the sense that they were doing real work, engaging in their disciplines, and writing texts that could be useful to them later in their studies. Essentially, they believed in the work they were doing. This belief and the motivation that came from it positively affected their writing.

However, unlike the courses offered in this text for comparison—those at University of Kansas, University of Melbourne, and in Brazil—the course at ACE enrolled students who had not yet been accepted into their programs and were writing papers in a language school far removed from their disciplines and discourse communities. Ultimately, the concerns about genre based instruction raised by Wardle (2009) proved to be very valid concerns for this class. Because the class operated in a setting removed from the students' disciplines, the context, audience, and purpose became increasingly contrived in the class as the students moved farther into their fields and away from the knowledge domains of the instructor and the other students in the course. Because of this, the genre based instruction that had been so productive in the first half of the course had been largely reduced to instruction by the time the final projects were submitted.

Over the past ten years, I have had the opportunity to teach Level 7 (now EGS) many times through its different iterations, texts, and pedagogical models. Without doubt,

this textbook and this model have been the most productive and have received the most positive feedback from students thus far.

AFTERWORD

This project has been immensely valuable to me personally. I teach ESL year round, and often the work of one semester closes just days before the next one commences. Between planning and grading tasks, little time is left to come up for air, let alone reflection. Consequently, a good class ends with no contemplation about its successes. Likewise, a problematic class is left barely revisited.

As this project evolved, I had opportunities to look back at some of the choices I made for the class. Many components turned out better than I had anticipated. The weekly presentations were fun and informative. It was beneficial to relinquish control of the class one day per week and become the student because it gave me the opportunity to see the students for the experts that they were. Often presentations are not relaxing for the student or for the instructor as the instructor is busy evaluating and the student is constrained by awareness of the evaluation. Because these presentations were ungraded, it really was just a time to listen and ask questions. I think the writing that they submitted benefitted from this talk through that preceded it.

Another surprisingly beneficial component of the class came at the beginning of the course. When planning, I had thrown in a few days to work on e-mail and letter writing conventions. My only regret about this component of the class was that I did not put it even earlier on the calendar and allow more time for it. E-mails provided such a direct way to get at purpose, audience, and the social aspects and conventions involved in writing. By the time we arrived at this section of the calendar, all students in the class had submitted applications to their departments and all recognized the need to personally

contact their departments for follow up. However, there was a general lack of awareness about the conventions of such communications, and in some cases there was little awareness that conventions existed. In the work we did examining e-mails, looking at the moves (aided by our textbook) in correspondence, and in writing our own, a sense of the complexity of writing and of genre developed. It became clear that the students really did have to be saying the right thing in the right way while appearing to hold the right values—all in a three-paragraph e-mail.

Aside from the e-mail section functioning to introduce genre, it also served to bring authenticity to the work of the class. This first half of the class was replete with writing that served as classroom work as well as authentic communication pieces outside of the classroom. The Statements of Purpose and the e-mails composed for classwork were all eventually sent. Similarly, the writing assignments for the GRE served dual purposes as it offered a chance to examine the genre of the timed essay and also to prepare for a high stakes test.

Much of this authenticity was lost in the second half of the class. Fortunately because of the design of the textbook and the nature of the course, the students were able to read almost exclusively in their fields and write almost exclusively about topics in their fields. Because of this the writing tasks and reading tasks still felt connected to their lives outside of this particular classroom. However, their authentic audience was lost.

For the e-mails, we had been able to imagine, and even envision (thanks to posted pictures and bios online), the future recipient. Likewise for a statement of purpose, we could conceive of the committee or the person who might be a reader. Finally, for the GRE essays, we were able to research who might be evaluating them, what the

evaluator's background would most likely be, and how much time the reader would spend in assessment. For the summaries, the literature review, the critiques, and the reaction, no such real audience existed. Instead, the students submitted writing about very specialized topics in their fields to an ESL instructor who barely possessed general knowledge of their fields.

Not only did audience thus become distorted, but purpose as well. The assignments of the first session had a tangible purpose; the assignments of the second half had a purpose that felt significantly more contrived. We all knew the unlikelihood of a summary being assigned as a task in a graduate course, and we were unsure if critiques or reactions would appear as assignments as well. During my graduate work in an English department, I had been tasked with critiques and reactions, and I often included summaries in order to lead into these assignments. However, I knew little of the type of work assigned in the future departments of the EGS students. Because of their lack of familiarity with the educational system of the United States, the students were as poorly informed as I was.

Nevertheless, given this time to reflect, I'm not sure that I will change these assignments in the future if given the opportunity to teach the class again. There are some aspects of this course that I will never repeat—most notably the vocabulary component—but these written assignments will probably appear again because they did add value to the class.

No class is ever perfectly situated with the right students, the right instructor, the right resources, and the right location. We do our best with the circumstances we encounter and some accommodations must always be made. In this case, we sacrificed

authentic audience, which compromised feedback, but we gained motivated students who were becoming acculturated to the writing of their fields through their reading, who were developing their vocabulary and knowledge in their fields, and who were developing writing competence and writing confidence. In reflection, despite some foibles, I look back on this class as a success. In the future, I will be a little more diligent in writing my comments and conducting conferences and a little more cognizant of the importance of balance, but I will continue to recognize that genre based instruction, particularly the type promoted by Swales and Feak has a lot to offer second language graduate students.

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APPENDICES

APPENDIX A

COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES

DESCRIPTION:

This course is designed to further improve your writing and research skills and help you become an independent and skilled writer in your chosen academic field/subject area. You will write summaries, critical essays, problem solution essays, and a literature review based on library research. The course will focus on audience, purpose and strategy, organization, and style in academic writing. The course also addresses writing for standardized tests, vocabulary development, critical reading skills, and grammar instruction as needed. The key to your success in this class is your self- motivation to improve your writing skills.

I. STUDENT LEARNING OUTCOMES:

*Upon exit, students will do the following with a minimum of **80%** accuracy:

1. Students will be able to demonstrate essential rhetorical writing skills used at the graduate level, including:

- Analyzing: analyze issues by identifying conclusions, implications, and consequences; analyze issues by identifying person perspectives and positions as well as salient perspectives of others
- Defending an Opinion. Students will: assert an informed claim about an academic issue and support it with authentic, researched details and commentary; use persuasive language and tools such as a sense of authority, logic, and proper emotional reaction in the reader
- Synthesizing: students will combine at least two different supporting or refuting points through summary, evaluation, comparison, and/or discussion of the relationship among points

2. Students will demonstrate writing with the EGS requirements for fluency, vocabulary, and linguistic accuracy. The student will:

- write with unity, coherence, and organization (possibly collocation) that enhance the paper
- write with very few minor errors in language structure, grammar, usage, spelling
- use effective, fluent non-mechanical style marked by syntactic variety and sophisticated use of cohesive devices
- use powerful and sometimes exacting word choice that impacts meaning
- address the topic clearly, developing and insightful response/point of view that makes the reader want to read on
- incorporate university-appropriate vocabulary into all papers

3. Students will conform to standards of academic honesty. Students will be able to:

- summarize effectively

- incorporate quotations effectively and use appropriate citation
- paraphrase effectively
- synthesize information from different sources
- recognize and avoid plagiarism

4. Students will be able to access material appropriate to his/her research topic.

A student will demonstrate the ability to :

- use a variety of researching sources, such as library databases and appropriate internet sources
- evaluate the importance of relevance, timeliness, credibility, and accuracy of researched sources
- annotate research resources with all necessary citation information

APPENDIX B

EGS COURSE CALENDAR

Session 1 May 12-June 19

	Monday	Tuesday	Wednesday	Thursday
	12 Introductions/ Syllabus First Timed Writing	13 Library @ 8:30	14 Introduction to GRE	15 Informal field presentation
SUMMARY UNIT 5 AWG	19 Vocab Quiz 1 GRE ISSUE ESSAY	20 GRE ISSUE ESSAY	21 GRE ISSUE ESSAY	22 Article 1 presentation
APA / MLA / OTHER	26 Holiday	27 Summary 1 due Vocab Quiz/ Game 2 GRE ANALYSIS ESSAY	28 GRE ANALYSIS ESSAY	29 Article 2 presentation
AUDIENCE / PURPOSE / STYLE UNIT 1 AWG	2 Summary 2 due Vocab / word choice Quiz GRE ANALYSIS ESSAY	3 GRE ANALYSIS ESSAY	4 GRE ANALYSIS ESSAY	5 Article 3 presentation
WRITING A STATEMENT OF PURPOSE	9 Summary 3 due INTRO PARAGRAPH SOP	10 PAST PARAGRAPHS SOP	11 PRESENT AND FUTURE PARAGRAPHS SOP	12 Midterm timed Writing
ORGANIZATION UNIT 1 AWG WRITING E- MAIL / LETTERS	16 LETTERS OF REQUEST Summary 4 due Final Vocab Test	17 LETTERS OF REQUEST	18 LETTERS OF INQUIRY	19 Final Writing Exam

AWG = Swales, J. M., & Feak, C. B. (2004). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor, MI: University of Michigan Press.

Session 2 June 23 to July 31

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
UNIT 6: AWG WRITING REACTIONS CONFERENCE S 8:00-8:30	23 Vocabulary: Abstract, Access, Accommodate	24 Vocabulary: Accompany, accumulate, Acquire	25 Vocabulary: Adapt, Adjacent, Advocate	26 Vocabulary: Aggregate, Allocate, Analogous Article 5 presentation
UNIT 6: AWG WRITING CRITIQUES CONFERENCE S 8:00-8:30	30 Vocabulary Game – Slap Jack Summary- Reaction 5 due in class	1 Vocabulary: Compensate Compile, Complement	2 Vocabulary: Concurrent, Constrain, Confer	3 Vocabulary: Cease, Commence, Clarify Article 6 presentation
UNIT 4: ETRW THE LIT REVIEW CONFERENCE S 8:00-8:30	7 Vocab Game: Who wants to be a millionaire Summary/Critiques 6 due in class	8 Vocabulary: Discrete, Deduce, Duration	9 Vocabulary: Dominate, Incorporate, Infrastructure	10 Vocabulary: Domain, Derive, Denote Article 7 presentation
UNIT 4: ETRW THE LIT REVIEW CONFERENCE S 8:00-8:30	14 Vocab quiz Summary/Critiques 7 due in class	15 Vocabulary: Economy- Empirical - Emerge -	16 Vocabulary: Equate - Evolve - Erode Vocabulary Review Game	17 Vocabulary: Exceed - Extract - Exploit - Vocabulary Review Game
FIRST DRAFTS OF LIT REVIEW DUE CONFERENCE WEEK	21 Full Class Conference – Zahara	22 Full Class Conference - Alexander	23 Full Class Conference - Fatimah	24 Full Class Conference - Hakim
	28 Vocabulary Final	29	30 Final draft of lit review due	31 Final Timed Writing

ETRW = Swales, J. M., & Feak, C. A. (2000). English in today's research world. Univ. of Michigan Press.

APPENDIX C

THREE TIMED WRITING SAMPLES FROM ALEXANDER

May 12, 2014: Write about the trends in the fields you intend to study. After you have written about the trends, include a separate paragraph that answers the question: what aspects of your writing would you like to improve in EGS?

I interested in stock market and its instruments. Stock market is part of financial sector in economy. At the stock market, investors buy and sell stocks, bonds, derivatives (futures, options, etc). However, all these instruments are risky. That's why wise investor should choose between risks and yields. They often build portfolio. And I'm interested in stock portfolio. I merely forgot tell that at the stock market works certain law (rule). Risky market instruments provide to investors high dividend (profit) whereas low risk-low yield. By making portfolio, investors balance between risks and profit.

I'm still in my emerging state of grad writing. I should study very intensively on my grammar. That's my weak point. Also I notice that I make some mistakes in sentence structure. However, I'm doing well on my vocabulary. Since I arrived in U.S., I did significant progress in my writing and speaking. I'd better practice more on timed writing essay.

June 12, 2014: Drawing on the reading from this session, write about current trends in your fields.

In the past decades, Mongolian economy has developed significantly. Entering to the free market system, Mongolia faced opportunities and challenges to develop its economy and society. Before the world economic crisis, Mongolia led low income countries by its fast growth of GDP. Such a fast growth was due to rich mineral deposits. Mongolia has vast minerals such as gold, silver, iron ore, copper, and coal. Therefore, the mining sector contributes the most part of national income. In one word, whole Mongolian economy depends on mining sector. Despite rich resources plays vital role in Mongolian economy, it also might be a constraint for economy. There is a phenomenon called the "Dutch disease" or "resource curse". In the middle of twenty century, near to the Dutch offshore was found natural gas. After that Holland started to use natural deposits. However, economists and experts realized that Dutch economy heavily depended on natural gas which it made the country's economy too sensitive to the sudden changes of price on natural resource. The ideal economy should be diversified into the different sectors.

July 31, 2014: Using the knowledge that you have gained from the reading completed this session, respond to the article about a topic your field

Mongolia's economic prospects and challenges (Tuvshintugs Batdelger, 2014)
Summary

In the past decades, the Mongolian economy has developed rapidly; even it was ranked on the top of list countries with high GDP growth. The engine of Mongolian economy is the mining industry. It contributes over 30% of GDP (Tuvshintugs, 2014), which indicates high dependence of economy from the mining sector. The mining sector also provides the most stake of export. Even though the macroeconomics indicators show

the increase of national welfare, the economy faces several obstacles such as bribery, weak institutional development, and inefficient government policies, to fully develop.
Critique

The author emphasizes the role of institutions in the Mongolian economy's development. As he states, the big government institutes has negative effects on the economy. (Tuvshintugs, 2014) Because of weak institutions (policies, laws, regulations), the foreign investors aware to invest in the Mongolian economy. There are certain ways to solve these problems. First, the government should change the laws, and make it more efficient. However, this method has showed the low results. The direct planning and intervention to the economy often have negative effects on the market. The social planning methods often do not count the specifics of the market. In the other word, government should make some law frameworks or game rules for the entities, and it should encourage the private business. The Mongolian government should share their jurisdictions with the local authorities, and give them more power. The natural recourses are the local property and also its people property by the Mongolian Constitution. If the government could define property rights on the mining deposits, the local communication could take dividends from the resources. In addition, the part of the revenues from the mining should be invested to the local development.

Second, Mongolians should change their minds about bribery. It is not surprising that all actions against the corruptions have failed. The main reason of this failure might be the inefficient government services and post soviet mentalities. In order to access to some social goods (health care, social insurance, education, pension. etc.) or take permissions from the authorities, the Mongolians used to pay bribes. And it is normal for both parties. Due to the inefficient public services, people tend to pay extra costs for their services. As I said earlier, they should decrease the government bureaucracy, and increase the role of third governance such as massmedia, social forums, etc.

In short, the Mongolian economy develops with a high speed. It will likely remain it's develop in the next decades. The mining sector will play the main role in the economy as well. However, Mongolia faces serious constraints on it way. If Mongolia could develop their institutions and social responsibilities, Mongolia definitely will lead the Asian countries by its developed institution and rapid economy.

APPENDIX D

THREE TIMED WRITING SAMPLES FROM HAKIM

May 12, 2014: Write about the trends in the fields you intend to study. After you have written about the trends, include a separate paragraph that answers the question: what aspects of your writing would you like to improve in EGS?

My field is Mechanical Engineering. Mechanical Engineering divides into three branches: applied mechanics, power and industry. My area of interest is power/ thermal power. Thermal power divides into different areas. For example, fluid mechanics, heat transfer, thermodynamic and solar energy. There are many applications in each area. In my master degree, I worked on heat transfer. Heat transfer means the energy transfer due to the temperature difference. There are three modes of heat transfer: conduction, convection and radiation. Therefore, it is interesting area, and there are many application for each one.

The writing process is difficult because it need different skills. For example, form, audience and purpose. However, in my field, the writing is different because it deals with equations, results, and mathematics. I need to improve my skills in vocabulary and grammar. I think my writing is good, but it needs to improve.

June 12, 2014: Drawing on the reading from this session, write about current trends in your fields.

Mechanical engineering is one of the important departments in Engineering because it deals with a lot of applications in our life. It divides into different fields. For example, thermal power. Industrial and design. Thermal power is consist of different fields such as heat transfer, fluid flow, thermodynamic and solar energy. My interest area is heat transfer. Heat transfer is the energy transferred due to temperature difference. There are three important modes for heat transfer: conduction, convection and radiation. Every mode has its special principles. These principles are used to determine the amount of heat transfer in different application problems. Convection heat transfer many studies has been done in this area. I focused in my research on natural convection heat transfer and especially those which is related to porous media. Heat transfer in porous media has a lot of application. For instance, oil production. thermal insulation. environmental application and so on. The recent studies are starting to focus on different ways to enhance heat transfer. The discovery of nanofluid technology has a huge impact on the scientific research. Many investigations have been done to know the great effect of these tiny nanoparticles on heat transfer enhancement. Therefore, during my research, I concentrated on these studies. The researchers in these articles used different techniques to solve the problems. Also, they used different enclosures like square, triangle, plates and cylinder. Every problem has its own application. Most of studies has been done numerically.

July 31, 2014: Using the knowledge that you have gained from the reading completed this session, respond to the article about a topic your field

In his article about nanotechnology, John Jones explained the uses of nanofluids in engineering applications. In many industrial applications, there are many challenges faced by the designers. One of the most important challenges is heat transfer in many devices. Depending on the type of application, we might need to increase or reduce the heat. For instance, scientists have been working on developing heat transfer fluids and coolants systems in cars for many years ago. The progress of technology for the last few decades opened the doors for a new revolution, the nanotechnology revolution. Due to the high thermal conductivity of nanoparticles at the nano-scale size, they could solve many heat transfer applications. In the past, scientists used these tiny particles to improve heat transfer but with limitations. The first nanoparticles (microparticles) were large, so in many applications they accumulate in one place due to their large size, and they didn't give any benefit. The early nanoparticles were larger than current nanoparticles because of manufacturing limitations. Then the scholars found that the small size of particles would be more effective. Therefore, they have been working on developing this technology. According to Steve Choi of Argonne's Energy Technology Division, the use of nanofluids in cars could help in developing the coolant system. Choi is the first person to use the term of nanofluid or smart fluid. He suspended nanoparticles in a conventional fluid (base fluid) and found an enhancement in heat transfer energy, so he called the base fluid the nanofluid. The revolution of nanotechnology could make the technology faster and smaller, and this would change people's lives in the future. Especially in the heat transfer field.

Critique:

The U.S. Department of Energy (USDOE) presents important information about the future of technology using nanofluids. In the field of transportation, nanofluids can improve cars. Scientists work on using nanofluids in radiators to get high performance. Particularly interesting is the use of nanofluids in radiators, which could lead to reducing the size of radiators and other components related to them. The high cooling properties of nanofluids could achieve such a task. Also, this would solve many other problems in the automotive industry. Of greater concern is that the author doesn't mention the side effects of using nanofluids in radiators. One of the problems that researchers work on is radiator corrosion. Scientists are working to find the best type of nanofluid to avoid the corrosion of radiator materials. Therefore, the work hasn't been done yet. We could predict, but we couldn't confirm anything because there might be some side effects that researchers face during their work. Especially noteworthy is that scholars can manipulate tiny particles. Scholars found that materials start to behave in different and useful ways at the nano-scale. This could help us to deduce and expect many progress in this area even if there are some constraints. John's argument could be improved if he talked about the side effects of using nanotechnology because there are advantages and disadvantages of using this technology. However, especially notable is that thousands of researchers try to work and develop nanotechnology. In this case, scientists would know more about the secrets of nanotechnology.

APPENDIX E

THREE TIMED WRITING SAMPLES FROM FATIMAH

May 12, 2014: Write about the trends in the fields you intend to study. After you have written about the trends, include a separate paragraph that answers the question: what aspects of your writing would you like to improve in EGS?

I am interesting to study a higher education. I have many idea about this major, so when I was in level 6 I read about the education in Saud Arabia also about the women and the education, and I read about the first-generation students. Really, I like the last topic because it talk about my setuation.

I prepared myself to grad student when I came to Bozeman because I met two graduate students and I am always read about the department and what they want also I took the GRE two times and I took the Tofel five times. But I did not bused in the test.

Before two months I meet with the supervisor in my department and I talked with her about what I feel and why I want to study higher education. I think how I know I prepared myself to study in adult and higher education .

June 12, 2014: Drawing on the reading from this session, write about current trends in your fields.

My name is XXX XXXXX. I am from Saudi Arabia. I have big dream to continue my study in the adult and higher education, so when I came to United State I had motivation to learning the second language "English". As you can see, now I am trying to join in the MSU in Bozeman, so I will not forget my dream.

The first important thing in my life, I want to be freedom when I get the masters degree because when I have master degree that will increase my opportunity to have a good job in my country. Most the people in my country they did not complete their studies because when you want to complete your study in Saudi Arabia, that hard for you because they did not have enough chairs for you.

In United States, I red a lot of articles a bout the education. The first article was a bout the education in Saudi Arabia in the past. It was crashing me because it has many steps how the education development in my country, which first school was, how many students learned in the school, where the girls were study and why the girls studied in the home but the boys studied in the school. After this article, I changed my mind, so I decided to read a bout the first-generation student because my mother just had elementary certificate and my father just studied high school, so this subject has same my situation. Now, I am near to have my target because now I am in the level 7, so after level I wish from the MSU to accept me in this field because that what I want.

July 31, 2014: Using the knowledge that you have gained from the reading completed this session, respond to the article about a topic your field

According in Stasz, J. (2010). Technology Reshapes America's Classrooms the Technology, as we know the children now like to use the Internet in their lives, so that can make the study is simple and easy. Each country tries to enter the technology in their schools because that will help the students to complete their study. However, in United States the increasing the number of the students how they come in the class from 92 percent to 94 percent, so that make us to understand the technology is important in our lives, but why most the responsible people buy the Curricula traditional book but we

know the laptop in the class can make the students to understand quickly and that help the students to come the class early, therefore, when we deliver the laptop for the students in the class, that is a best way to motivation the students because they can do the chatting with their parents when they have free time in the class and in the same time the laptop can help the students to improve their skills in the mathematical. Finally, as we know the education always need to develop every time, so when we get the students a good stuff in the technology, they will help us in the future.

Critique

In the previous this article can help us to understand the technology can get the students motivation to come to the class, so why would we ever buy a book when we can buy a computer? This question is important to ask the responsible about the traditional Curricula book because we understand the students when they want from their to love their studies, they will learned more and they will become success in their lives, because also the statistic get us some information about the increasing the number of the students when they learned by the laptop, so we should looking again about the electronic curricula book because as we know the students can not dispense about the internet in their lives. For example, now in Iraq when the government did conference because they want to see the people if they agree to study by the online classes, they find most the parents and students like to study by the online classes, also in Dubai increasing the number of the students who want to have the electronic curricula book, so that can get us a good sign to think for the future because the technology is Spread in the world. Finally the technology make our lives simply, easy and activity. Also, we should to understand any think in the world have advantages and disadvantages like the Internet because some people thinking the Internet is useful and some of the people thinking the Internet just waist the time, but I think it is depended for what the people use it.

APPENDIX F

THREE TIMED WRITING SAMPLES FROM ZAHARA

May 12, 2014: Write about the trends in the fields you intend to study. After you have written about the trends, include a separate paragraph that answers the question: what aspects of your writing would you like to improve in EGS?

Heat transfer is a very huge field. It consist of three methods depending on the way that heat can transfer. The three methods are: conduction, convection, and radiation. In my opinion, the convection heat transfer is very important because it takes place a lot in natural. Therefore, I like do some work in this area of heat transfer. In addition, this area has many and different aspects can I work with. For example, I need to do some work in nanoflow. Nanoflow is an amazing technic to heat transfer by convection. So I'm very excited to discover and to do some research in this field.

Nanoflow is a new technic to heat transfer by convection, So there are some research about it. Maybe most of these research are between 1990-2014. I think this is one of the advantages that I chose this new filed but I maybe will have some problems. For instance, grammer, because I sometimes do grammer mistakes and I'm afraid if I have some assignment in future may do some of it. So I need to improve my grammer a lot to do a good work in my field.

June 12, 2014: Drawing on the reading from this session, write about current trends in your fields.

My experience on my field honestly made me very pensive and actually forced me to read different research in order to discover the new aspects that I could work with. In fact, Heat transfer is the one of the most important specialization in mechanical engineering and it has an eclectic topics, one of these topic is Natural Convection. Natural Convection, is an important one because it deal with our life and finally there are many research on it. Therefore, I try to focus on this area. After I have read some journal articles I have vacillated to choose the best area that I could work with. Finally, I like to work with nanofluid. Many studies examined the nanofluid. For example, Bourantas, et al in their work "Heat Transfer and Natural Convection of Nanofluids in Porous Media", investigated numerically the natural convection of a nanofluid in a square cavity filled with a porous matrix. They used four types of nanoparticles: copper (Cu), silver (Ag), alumina (Al₂O₃) and titanium Oxide (TiO₂). The authors incorporated a Darcy–Brinkman and the energy transport equations to describe the nanofluid flow and the heat transfer process in the porous medium. An another researchers, Tanmay and Ali also analyzed numerically the fluid flow and heat transfer within square cavity filled by nanofluids (Cu–Water, TiO–Water and Alumina–Water) with various heating patterns of walls. They visualized the heat flows inside the cavity via heatfunctions (heatlines) and fluid flow via streamfunction. This work is more antithetical to all studies before because the authors assumed two types of boundary conditions in their study: case-1, where hot left and cold right walls in presence of adiabatic horizontal walls, case-2 where hot bottom wall with cold side walls in presence of adiabatic top wall. They used Galerkin finite element method with penalty parameter to solve the main governing equations (momentum, energy, streamfunctions and heatfunctions).

July 31, 2014: Using the knowledge that you have gained from the reading completed this session, respond to the article about a topic your field

Summary

Nanofluids, in which nano-sized particles (typically less than 150 nanometers) are suspended in fluid (liquid or gas), has emerged as a potential candidate for the design of heat transfer fluids. This fluid enhances a thermal conductivity of the base and this inherent provides an expectation that the present level of heat removal can be enhanced significantly by designing fluids that are more conducting. All past efforts has been made improve transport processes of heat transfer, very little attention has been paid to the fact that cooling fluids themselves are very poor conductors of heat. In the present study, the importance of using cooling nanofluid to enhanced heat transfer and the methods that are used to produce nanoparticles are investigated. Jones, studied widely the types of methods that usually are taken into account in the production of the nanofluid particles. Particularly interesting is the way in which author display the nanofluid importance in the industry.

Critique

Increasing thermal conductivity make up a major part of the heat transfer inside cavity. In this article, author showed that the presence of nanoparticles in the main fluid is very effected in the thermal conductivity but this work has some drawbacks; firstly, Jones didn't write about how the thermal conductivity increases by using nanofluid. The previous studies, assumed the thermal conductivity of the nanofluid is constant and depending only on the volume fraction, in spite of many papers showed this value may be depending on the nanoparticles shape and the temperature. Secondly, Author presents a brief discussion about the size of the nanoparticles but he didn't consider the factors that the size of particles depend on such as the volume fraction, mass fraction, and the shape. Most of researchers used the practice volume fraction between (0-0.2). Because many papers showed the nanofluid is sufficiently dilute with mass fraction ≤ 0.2 such that nanofluid is considered Newtonian and incompressible. In addition, many authors assumed the shape and size of the nanoparticles are uniform and don't effect on the processing. Especially noteworthy thermal conductivity is depending on the volume fraction only in order to simplify the calculations, but recent papers assumed the thermal conductivity for the nanofluid is depending on the thermal conductivity and the size of particles. For more accurate data, when the nanofluid for particles volume fraction greater than 0.2, the nanofluid is assume two phase flow between liquid (base fluid) and solid (nanoparticles). The two phase flow for liquid and solid also depending on the volume fraction value and the method of application. Furthermore, the density of the nanofluid is constant and depending only on the volume fraction, in spite of limited papers showed this value may be depending on the temperature. Finally, Jones didn't display the types of heat transfer that are used in nanofluid analysis. For instance, the constant wall temperature is the simple way and studied in many papers, while the constant heat source is more complicated. Most of the studies neglected the heat transfer by radiation, in spite it very important in many applications like electronic equipment's. In conclusion, the author provide a small piece of research on an interesting topic; even though, the study apparently suffers from a number of limitations.

APPENDIX G

SUMMARY/REACTION AND SUMMARY/CRITIQUE FROM HAKIM

Summary/ Reaction

July 3, 2014

Mahmoodi, Mostafa. "Numerical Simulation of Free Convection of Nanofluid in a Square Cavity With an Inside Heater." *International Journal of Thermal Sciences* 50(2011):2161-2175. Web.

Summarize the introduction:

Natural or free convection fluid flow occurs in different Engineering applications. Rectangular enclosures are so important in the design of electronic devices. The cooling process of this equipment is necessary therefore researchers have been investigating many studies in this area. Researchers are using heaters inside cavities because they are considered as a model. Some studies in this area have been done numerically or experimentally. The position of heaters is so important because it gives indication about the amount of heating or cooling. Also, the length of the heaters has been studied. Different results have been determined depending on the kind of application. Now the use of nanofluids gives researchers possibility of enhancing heat transfer. The researchers have used different boundary conditions. Their investigations have been done for many parameters. For example, Rayleigh number, length, width, type of Nanofluid etc. also, the effect of inclination angle for some cavities has been calculated. The researchers found that the angle of inclination has significant impact on heat transfer.

Response:

In general, the paper talks about Nanofluids in free convection heat transfer. The main idea in the introduction was introducing the works in this area and the details of this works. The main goal is to review the researches which have been done in this field, and the location of the present work from the previous work. I'm interested about what I read because it gave me a brief introduction about different articles. My impression is that the text was well organized, and the author could analyze it perfectly. I agree with what I read, but it would be more interesting if the author gives more information about the application of every situation. I found myself in what I read because I saw it interesting and related to my work. I'm interested in the applications of Nanofluid in electronic devices and transportation fields. For example, in the field of transportation, Nanofluid can improve automotive and increase cooling rates of heavy duty engines. In electronic applications, Nanofluid are used for cooling of microchips in computers and elsewhere. The present paper represents one of the different models that used in such applications.

Summary/ Critique

July 10, 2014

Sun, Qiang and Pop Ioan. "Free Convection in a Tilted Triangle Porous Cavity Filled with Cu-Water Nanofluid with Flush Mounted Heater on the Wall with an Inside Heater." *International Journal of Numerical Methods for Heat & Fluid Flow* 24(2014):2-20. Web.

Summarize the conclusion:

According to the present study, the influence of inclination, the Rayleigh number (Ra) of porous media and the solid volume parameter of nanofluid have been determined numerically on the triangle porous cavity filled with Cu-water Nanofluid. The aim of present study is to show the way that the flow would act inside the inclined triangular enclosure and the style of heat transfer within the enclosure. Applying the results in different applications like nuclear system, industrial sectors including transportation, power generation, etc would be useful. Finite Difference Method (FDM) was used to solve the continuity, momentum and energy equations including the porous media model. The study found that the highest value of average Nusselt number (Nu) is achieved at highest Ra and at angle of inclination equal to 1500, while the lowest value of average Nu number occurs at low Ra and angle of 2400. Also, the effect of solid volume fraction parameter was studied, and it was complicated. It is found that the enclosure aspect ratio (AR= ratio of width of enclosure to height of enclosure), the heater position and the size of heater effect the flow and heat transfer. However, these three parameters are not studied in the aimed investigation. The present study has stated that the nanofluid is a new study and there is still a lack in comprehensive understanding of its properties and characteristic.

Critique:

Pop and Sun present useful results about flow in triangular enclosures with nanofluid and porous media; these results could be a base for other researchers to depend on. However, the study might be improved if it covered all the parameters that are mentioned in the problem. It seems like that the authors did not want to cover many things in their study because they know it would be difficult due to the fact that every two or three parameters could be a research project, and they have about seven to eight parameters in their work. Of greater concern is the unachieved experimental work in this study because if the study has been done experimentally, many facts might be discovered. The authors explained that the present study could be a base to know more about the properties of nanofluids and really this was the particularly interesting thing because this means many future applications and discoveries in Nanotechnology area. The conclusion gave me indication that my thinking about Nanofluids is in the right direction because this paper has been published in 2012, so it is so new. However, the authors predicted a lot of research in future.

APPENDIX H

SUMMARY/REACTION AND SUMMARY/CRITIQUE FROM ZAHARA

July 9, 2014

Gronald, G., and J.J. Derksen. "Simulating Turbulent Swirling Flow in a Gas Cyclone: A Comparison of Various Modeling Approaches." *Powder Technology* 205.1-3 (2011): 160-171. *Academic Search Complete*. Web. 8 July 2014.

Summary

In the paper "Simulating turbulent swirling flow in a gas cyclone: A comparison of various modeling approaches", Gronald and Derksen, try to discuss one of the main problems in description of flow inside a cyclone. So far, the choice of the turbulent model is one of the common problems. Especially notable is the recent turbulent models (LES and DNS) are very accurate but need special developed hardware and more time for computation. Rarely does a researcher have a supercomputer; therefore, they try to use the other traditional turbulent models that are based on RANS. The authors have written an interesting and timely section which appears under the title, "Computational approaches and turbulence modeling". In this section, the authors discuss and compare their results with experimental LDA velocity measurements, which support the results and conclusion of their work.

Reaction

In the computational approaches and turbulence modeling section, Gronald and Derksen demonstrated that the turbulent velocity fluctuation is predicted much better by using LES than by using URANS even though URANS with a relatively coarse grid can provide reasonable and industrially relevant results compared with LES. From my experience in this field, the use of LES needs more computation time; therefore I have found the authors' argument can be true. Usually, the computation time of LES model is 30-50 times that of RANS model. Moreover, the LES is used only in the unsteady state which makes the problems more complicated.

In the most of the research that I have read previously, researchers commonly focused their studies on the mathematical approaches of analysis. In general, a reason for that is the computation error which is one of the main factors that affects the results. Hence, researchers in the present work used the two mathematical approach methods to analyze the problem; finite volume (most usable and familiar method) and lattice-Boltzmann to compare the effect of the mathematical approaches method on their results.

Personally, I found this work attractive and I praise the authors because they used the different turbulent models and mathematical approaches. I always used RANS, this paper give me a guide to use URANS rather than RANS (to describe flow in cyclone) to increase the converged solution and then reduce the computation time.

However, as a researcher, I have found this work has some drawbacks; firstly, they didn't mention which mathematical approaches is better. Secondly, they didn't write the main governing equation and the boundary conditions.

All in all, even though there are a number of small weakness in this research, the remarkable conclusion which is drawn from this work is very important because it can lead to a recommendation for the researchers to use RAND in the industrial field and design.

July 17, 2014

Park, K. et al. "The Effect of Cyclone Shape and Dust Collector on Gas-Solid Flow and Performance." *World Academy of Science, Engineering and Technology*.6.1 (2012): 217-222. *Academic Search Complete*. Web. 17 July 2014.

Summary

The most interesting section in the article "The Effect of Cyclone Shape and Dust Collector on Gas-Solid Flow and Performance" is Results and Discussion-E. Separation Efficiency. In this section, Park K. et al. try to determine the effect of the cyclone shape on the separation efficiency. As mentioned in many works, the effect of the cyclone dimensions affected the separation efficiency. Especially noteworthy are three important groups' parameters that affect the cyclone separation efficiency: choice of turbulence model, computational fluid dynamics models for cyclone separators, and the geometry dimensions with boundary condition. The performance of a cyclone separator is measured in terms of the separation efficiency defined as the fraction of solids separated and the pressure drop.

Critique

In the separation efficiency section, Park K. et al. studied the effect of the vortex finder diameter, con tip diameter, and the inlet velocity on the cyclone separation efficiency and the pressure drop. The authors used RSM method to describe the turbulence inside the cyclone. The real strength of this analysis is how the authors succeed in illustrating the results although they used this method. Especially notable is the fact that RSM method has already been given a good results when it was compared with experimental data. Additionally, the authors compared their results with the experimental data and they found a good convergence.

The researchers show that the pressure drop increases as the inlet velocity increases. Also, Park K. et al. pay particular attention to the range of the vortex finder diameter that can affect the separation efficiency. They indicate that the vortex finder diameter is more affected than the con tip diameter; the authors' effort is fully successful. According to the previous studies, although this analysis is very complex, it is very useful to figure out the cyclone separation efficiency. Moreover, authors present an important effect of the particles sizes on the separation efficiency.

Particularly prominent, the calculation of the cyclone separation efficiency in many application is very difficult because it depends on the gas residence time and the diameter of particle. Indeed, the diameter of particle has a 50% probability of capture by the spin of the inner vortex. Therefore many works avoided it in calculation. Park K. et al. present a plausible case that the inlet velocity, the vortex finder diameter, and the con tip diameter are not affected on the separated cyclone efficiency when the diameter of the particle is higher than 5 micrometers. Particularly interesting is the way in which researchers display the results depending on all the parameters that they were studied. In short, Park K. et al. have written an attractive results and discussion section, there are many strengths even though they have used a very complex procedure.

APPENDIX I

FINAL EVALUATIONS

1.

In this semester, my writing improved a lot especially about my field.

During the advance writing class I had many activities and assignments, and all of them enhanced my writing. For example, I learned how to write summary for academic articles in my field, how to write my reaction for any article, and how to write GRE essay. We did many practices about GRE essay beside we learned many GRE vocabulary.

Furthermore, my grammar also evolved because everyday during the class the teacher explained how to correct our grammar and gave us some assignments and homeworks. At the end of this semester I wrote a lit review and I think that my writing is behave like a good compared with the past.

Finally, I think all activities are useful and I'm very engaged with. For example, write summaries, give presentation about our articles which we chose and the game of vocab.

In short, thank you.

2.

I learned many things in this semester. The first thing vocabulary for GRE test and after summer one I learned how I can use the academic vocabulary in the writing, but my writing evolve day by day. This session had many activity. For example, write summary and critique

3.

My writing has changed faster over the course of this semester. I have gained several skills that help me. The blue book was so useful in develop my academic voice with the help of my teacher. The most important activity that I engaged in this session is summarizing one article in my field every week. It was particularly valuable because it helped me to focus on my area of interest, heat transfer in nanotechnology. Now I have many articles about nanofluid that I read and summarized, and this would help me in my study at MSU. Therefore, I could say that my writing is good, but I need to improve my grammar. I think EGS is so useful

APPENDIX J

CONSENT FORM

SUBJECT CONSENT FORM FOR PARTICIPATION IN HUMAN RESEARCH AT
MONTANA STATE UNIVERSITY

Project Title: L2 Graduate Student Writers

You are being asked to participate in a research study of the writing of second language learners (L2). The study endeavors to track changes in L2 writing throughout a semester with the goals of improving pedagogy and contributing to knowledge about L2 academic writing.

You were chosen to participate in this study because of your enrollment in EGS

Procedures involved: Participation is voluntary. If you agree to participate you will be asked to submit drafts of your writing from the following course: EGS Writing and Research.

Confidentiality: Your identity as the author of the writing samples will remain anonymous to the public. The records of this study will be kept private. In any sort of report I make public, I will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researcher will have access to the records.

Risks and benefits: There is a very minor risk to privacy if you choose to participate in this study. There are no direct benefits.

Taking part is voluntary: Taking part in this study is completely voluntary and will not affect your grade in EGS since your grade will already have been determined prior to using your writing for research purposes. You will not be penalized in any way for refusing to take part.

If you decide to take part, you are free to withdraw at any time.

If you have any questions about the research, you can contact Shannon Mahoney at shannonm@cultural.org. If you have additional questions about the rights of human subjects they can contact the Chair of the Institutional Review Board, Mark Quinn, (406) 994-4707

AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I, _____ (name of subject), agree to participate in this research. I understand that I may later refuse to

participate, and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed: _____

Investigator: _____

Date: _____