

Use of cognitive genres as textual norms in academic English prose: University essays in English literature and sociology

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Cet article présente une analyse des ressources textuelles utilisées dans la rédaction du genre universitaire "dissertation" dans deux disciplines – la littérature anglaise et la sociologie – dans le cadre d'une théorie des genres. De chaque discipline, quinze dissertations longues d'étudiants, tirées d'un corpus d'écrits en anglais académique (The British Academic Written English Corpus), ont été évaluées par rapport à un modèle de genre proposé par l'auteur (Bruce 2008a). L'analyse s'est focalisée sur l'utilisation des types de texte, appelés ici des *genres cognitifs*, dans les paragraphes entre l'introduction et la conclusion de la dissertation. Les résultats révèlent que, dans les dissertations de sociologie, le genre cognitif appelé "Explanation" était la ressource textuelle prédominante, employée souvent de manière réursive et en combinaison avec trois autres genres cognitifs. "Explanation" se réfère à une partie du texte qui implique "la présentation de l'information en mettant l'accent sur les moyens" (Bruce 2008b: 43). En comparaison avec les dissertations en sociologie, la gamme de ressources textuelles utilisée dans les dissertations en littérature anglaise est plus petite. Le genre cognitif "Explanation" est encore prédominant, mais le genre cognitif appelé "Recount" est couramment utilisé. Ce genre consiste à organiser le texte par rapport à une mise en scène chronologique des événements ou des épisodes marquants de l'œuvre littéraire en question. Les résultats de l'analyse suggèrent que, malgré la nomenclature commune de "dissertation" en tant que devoir interdisciplinaire, l'utilisation par les étudiants-scripteurs des genres cognitifs (comme normes textuelles) dans les dissertations des deux disciplines diffère considérablement en raison de différences des exigences de la consigne et de la nature des savoirs de ces deux disciplines.

Mots-clés:

discours, texte, genre, type de texte, genre social, genre cognitif, dissertation.

1. Introduction

In university student assignment writing, essays constitute a commonly recognized genre. For example, in the *British Academic Written English (BAWE) Corpus*, which aims to be representative of university assignment writing, essays constitute 86% of Arts and Humanities assignments (602 out of 724) and 56% of Social Sciences assignments (444 out of 791). However, despite the ubiquity of this genre across different subject disciplines, theorists and researchers of disciplinary writing suggest that expectations of what constitutes appropriate student writing, such as in essays, will vary considerably among different subject disciplines (see, for example, Prior 1998; Monroe 2003; Lea & Street 2006). In investigating the issue of disciplinary difference in the writing of this common genre, this paper reports a study of

the textual norms employed in the essay as a common student assignment genre. Specifically, the research question addressed by this study was:

What are the textual resources employed in the university genre of the academic essay in one humanities and one social sciences discipline?

The question was addressed by using the genre model of the author (Bruce 2008a) to examine two samples of essays, one sample from the subject of English literature, as an example of humanities writing, and the other from applied linguistics, exemplifying social science writing. This section begins with an overview of the key issues that relate to the use of genre as a theoretical and analytical concept, focusing particularly on the different ways in which the underlying constructs (that relate to the concept of genre) have been operationalized. Following this discussion, the genre model employed in this study is introduced.

1.1 Theorizing genre for research purposes

Genre is a classificatory concept referring to a proceduralized way of using language in a certain context, the linguistic trace of which is a written text or the transcription of a spoken event. The concept of genre as a classifier of written or spoken texts is widely used in applied linguistic research and in language teaching. However, among genre theorists there appears to be a lack of agreement on the operationalization of genre knowledge. For example, while some focus on the socially constructed elements of genre in terms of social actions (Miller 1984; Tardy 2009) or conventionalized texts and their content organization (Swales 1990, 2004), others define genres in terms of more general, rhetorical categories, such as *argument*, *explanation*, *recount*, and *report* (Knapp & Watkins 1994, 2005). Therefore, it is possible to say that genre theory is both divergent and multi-faceted. There are different theoretical approaches and competing terminologies, which often relate to similar, underlying constructs. However, so far, there appears to be no general agreement among these different theoretical approaches on the operationalization of the underlying constructs.

Because of the current state of genre theory, it is appropriate to consider what it is that constitutes a genre and how the concept of genre may be operationalized for the purposes of research. Because genre categories aim to describe and classify whole units of language, it is important, therefore, to consider the nature of the underlying constructs, those of *text* and *discourse*. Widdowson (2004: 169) says that "text ... is the overt linguistic trace of a discourse process. As such, it is available for analysis. But interpretation is a matter of deriving a discourse from the text". Text, therefore, is the written record on the page (such as a written document or the written transcription of spoken language), while discourse includes the written record as well as the social and cognitive operations that surround it, in both its creation and interpretation.

From the results of a detailed corpus study, the American linguist Douglas Biber (1989) proposes a typology of eight *text types*, categorized in terms of general communicative purposes and characterized in terms of linguistic features. Biber's classifications relate to text and not to discourse. He claims that "text types ... are defined on the basis of strictly linguistic criteria (similarities in the use of co-occurring linguistic features)" (Biber 1989: 39). However, Biber does not support the idea of characterising genre in terms of linguistic features. His conclusion is that "genres correspond directly to the text distinctions recognized by mature adult speakers, reflecting differences in external format and situations of use ... genres are defined and distinguished on the basis of systematic non-linguistic criteria, and they are valid in those terms" (Biber 1989: 39). Therefore, Biber's study and conclusions support an approach that distinguishes between the analysis and classification of text in terms of text types from genres, which I suggest involves both text and discourse. The dual classificatory approach of genre and text types is also proposed by Pilegaard & Frandsen (1996) and Paltridge (2002). In further developing this dual approach, the *social genre/cognitive genre* model proposed by the author (Bruce 2008a) is an attempt to operationalize both the socially-constructed and the more general, rhetorical and linguistic elements of genre knowledge.

1.2 The social genre/cognitive genre model

In developing the two-level approach to genre knowledge in order to account for elements of both discourse and text, I have previously proposed the model of social genre and cognitive genre (Bruce 2008a, 2008b).

Social genre – refers to socially recognized constructs according to which whole texts are classified in terms of their overall social purpose ... such as, for example, a novel, a short story, a newspaper editorial.

Cognitive genre – refers to the overall cognitive orientation and internal organization of a segment of writing that aims to achieve one particular rhetorical purpose [such as] to explain a process, to argue a point of view, or to recount a sequence of events. (Bruce 2008b: 39)

The model involves detailed frameworks for performing analysis. The social genre elements (which I argue are shaped by text-external, discursive influences), include: context, epistemology, writer stance and content schemata. The cognitive genre elements (which relate to more general rhetorical purposes) include: gestalt patterns employed in the higher-level organization of ideas; general text-organizing patterns and relations between propositions (see Table 1). On the basis of previous studies (Bruce 2003, 2009, 2010b, 2013, 2014a, 2014b), I have found that the social genre elements of the model tend to be more salient when characterizing genres as discipline- and context-specific whole texts. However, in researching extended academic writing, I have found that cognitive genres operate as prototypical, text-organizing patterns, embedded within social genres *across disciplines*

(Bruce 2003, 2008a, 2008b, 2010a). Therefore, because the present study aimed to examine the textual resources of university essays in two disciplines, the texts are analysed in terms of the cognitive genre part of the model.

Table 1 following outlines a model for four cognitive genres that I have proposed as textual prototypes that commonly occur in academic English writing. These are loosely based on the four text types that Biber (1989) found to occur commonly in academic prose and also on a needs-based typology proposed by Quinn (1993).

Cognitive Genre	Rhetorical Purpose (Biber 1989)	Image Schemata (Johnson 1987)	Discourse Patterns (Hoey 1983)	Interpropositional Relations (Crombie 1985)
Report	Presentation of information that is essentially non-sequential	WHOLE PART; UP DOWN	General-Particular (Preview-Details)	Amplification Bonding
Explanation	Presentation of information with a focus on the means by which something is achieved	SOURCE-PATH-GOAL; LINK	General-Particular (Preview-Details)	Means Purpose Means Result Reason Result Amplification
Discussion	Focus on the organization of data in relation to possible outcomes, conclusions or choices	CONTAINER; LINK	General-Particular (Generalization-Examples); Problem-Solution Matching Relations	Simple Contrast Contrastive Alternation Bonding Reason Result Grounds Conclusion Concession Contraexpectation
Recount	Presentation of data that is essentially chronological	SOURCE-PATH-GOAL	Problem-Solution	Chronological Sequence

Table 1: The Cognitive Genre Model (adapted from Bruce 2008a: 97)

While Biber (1989) describes text types in terms of linguistic features, cognitive genres are identified in terms of a top-down, cognitive structure based on two principles from categorization theory in cognitive psychology. The first principle is that complex categories (in this case, textual categories) are formed in response to intention or purpose (Barsalou 1983; Murphy & Medin 1985). Therefore, each category of the model relates to a purpose to communicate a certain type of knowledge – this is the rhetorical purpose in the second column of Table 1. The second principle from categorization theory is that complex categories have a top-down, internal organizational structure (Rumelhart & Ortony 1977; Miller 1984). In this model, this structure involves three related organizational elements: image schemata (gestalts), discourse patterns and interpropositional relations.

The first element of this structure is gestalt patterns called *image schemata* by Johnson (1987); these reflect the higher-level organization of ideas. As an example, in a previous study (Bruce 2003, 2008a), I found that segments of text concerned with the presentation of quantitative data that was non-chronological (termed here Report cognitive genre) typically employed the gestalt pattern termed WHOLE PART for the overall organization of content ideas; the WHOLE was an overview of the data, and the PART was a more detailed presentation of the component elements (of the WHOLE). Furthermore, in the PART section, the component elements were typically organized according to an UP DOWN schema, meaning the presentation of data from larger (or more important) to smaller (less important) components – in descending order of size or importance. The second organizational element of the model is discourse patterns (Hoey 1979, 1983, 1994, 2001), which organize the actual written text, for example, patterns such as *problem solution*, *general particular*. The third element is *interpropositional relations* proposed by Crombie (1985), which are lower-level, two-part structures that describe binary relations between propositions, relations such as *Reason Result*, *Condition Consequence*. The signalling of a particular interpropositional relation may be linguistically encoded in a considerable number of ways. For example, Crombie (1985: 78) proposes that the *Reason Result* relation may be signalled using: subordinators (because, as, since, now that, seeing that, considering that), prepositions (because of, due to, from, in that, in view of, on account of, owing to, out of, thanks to), conjuncts (as a result, consequently, hence, so, therefore, thus,) verbs (bring about, cause, give rise to, lead to, result in, mean) and nouns (cause, consequence, effect, reason, result).

Evidence for the four cognitive genres of the model as prototypical text organizing patterns in academic writing was provided from the examination of an interdisciplinary sample of extended academic texts including book chapters and journal articles (Bruce 2003, 2008a: 99-100). All of the sample contained instances of at least three cognitive genres and 80% of the texts contained all four. On the basis of this previous research, the cognitive genre model was employed as the framework for identifying textual resources in the two samples of essays in this study.

It is proposed that cognitive genres as textual patterns are *prototypes* (Rosch 1978), which may be realized by writers in ways that conform closely to the characteristics of the model (prototypical instantiations) or in ways that use fewer elements of the model to achieve the same general rhetorical purpose (more peripheral instantiations). To accord with the theme of the 2014 Vals-Asla Conference, 'Language Norms in Context', I use the term 'norm' here in a way that is synonymous with the term 'prototype'. That is, cognitive genres as 'norms' are a prototypical text-organizing structures although different writers

may vary in their degree of conformity to the prototype when writing to achieve these common types of general, rhetorical purpose.

2. Methodology

The cognitive genre model was employed to identify textual norms employed in two samples of 15 essay texts selected non-purposively from the BAWE Corpus:¹ 15 from sociology with an average length of 2,328 words; and, 15 from English literature with an average length of 3,238 words (see Appendices A & B). The samples were enlarged versions of two samples used in an earlier study (Bruce 2010a). All the essays had been assigned the grades of either merit or distinction and, therefore, were considered to be examples of competent student writing. In the analysis, I examined only the body section of the essays and their use of cognitive genres as textual norms. The reason for not including introductory and conclusion paragraphs was that they are often quite formulaic in their structuring, and they were considered to be less likely to reflect the original, compositional efforts of the writers.

Each essay was extracted from the corpus files, and a paper copy was manually analysed in relation to its use of the features of the cognitive genre model in Table 1. Following a bottom-up approach, I marked up a copy of each text in terms of their use of these elements. Appendix C shows a two segments of a marked-up text to illustrate the type of manual analysis undertaken. The sociology essay sample consisted of 78 pages of this type of marked up text and the English essay sample included 89 pages of marked-up text. The size of the samples was based on what was considered feasible for an intensive manual analysis of the texts in this genre-based study. Following the manual analysis, I performed some further analysis using corpus software *Oxford WordSmith Tools 4.0* (Scott 2004), which involved creating a wordlist for each sample and using the concordancing tool to examine specific linguistic features relation to the signalling of interpropositional relations – the third element of the cognitive genre model.

3. Results

3.1 Sociology Essays

Table 2 following shows the occurrences of the cognitive genres in each sociology essay. The numbers in parentheses indicate more than one occurrence of the same cognitive genre. The sociology essays employed an

¹ The data in this study come from the British Academic Written English (BAWE) corpus, which was developed at the Universities of Warwick, Reading and Oxford Brookes under the directorship of Hilary Nesi and Sheena Gardner (formerly of the Centre for Applied Linguistics [previously called CELTE], Warwick), Paul Thompson (Department of Applied Linguistics, Reading) and Paul Wickens (Westminster Institute of Education, Oxford Brookes), with funding from the ESRC (RES-000-23-0800).

average of 3.8 cognitive genres (CG) – a total of 57 CG segments over the 15 sample texts. The cognitive genre that I term *Explanation* was used the most frequently, often recursively within a single essay with 31 instances in 13 texts. The second most frequently occurring CG was Discussion with 13 instances in 10 texts:

Essay	Cognitive Genres in the Body Section of the Essay
1	Recount, Explanation (2)
2	Explanation (2), Report, Explanation
3	Explanation, Report, Explanation (2), Report (2)
4	Explanation, Discussion, Recount (2)
5	Explanation, Discussion
6	Discussion, Explanation (4)
7	Recount, Report
8	Recount, Report, Explanation (2), Discussion
9	Discussion, Explanation, Discussion (2)
10	Discussion, Recount
11	Explanation (2), Recount, Discussion
12	Discussion, Report, Explanation
13	Explanation, Discussion, Recount, Discussion (2)
14	Explanation (6), Recount, Explanation (3)
15	Explanation (2), Discussion

Table 2: Sociology Essays

To further validate aspects of the manual rater analysis, I examined some of the key characteristic features of cognitive genres using corpus analysis. For example, in the Explanation cognitive genre, four interpropositional relations are particularly characteristic of this cognitive genre: *Means Result*, *Means Purpose*, *Reason Result* and *Amplification*. The following example is the first of these, *Means Result*. Table 3 defines and provides an example of this relation.

Interpropositional Relation	Description	Examples from the sociology essay sample
Means Result	Involves a statement of <i>how</i> a particular result is/was/will be achieved. (Crombie 1985: 20)	" <i>By becoming</i> more involved in the management of the independent sector, New Labour governments have created a dependency by the independent sector on government backing". (Sociology Essay 12)

Table 3: The Means Result relation

Means propositions were frequently signalled by the structure: *by* + *verb(ing)* e.g. *by becoming*. To confirm this type of finding from the manual analysis, I also searched the sociology essays using corpus software – Oxford WordSmith Tools. I first created a Wordlist. Table 4 shows the 20 most frequently occurring function words.

Word	Number of occurrences	Number of texts
the	2,261	15
of	1,394	15
and	1,031	15
to	1,011	15
in	753	15
a	659	15
that	644	15
as	493	15
this	340	15
it	325	15
for	257	15
by	217	15
with	168	15
from	158	15
an	140	15
which	137	15
on	120	15
or	115	15
but	105	15
at	101	15

Table 4: Function Words in the Sociology Essay Sample

Among the function words in the wordlist, there is a relatively high frequency of 'by'. A concordance search of the 217 occurrences of 'by' identified 46 occurrences (over 12 texts) were part of the *by* + *verb(ing)* structure that signalled means (in a Means Result relation). There also were 54 occurrences of the preposition 'through', of which 52 were part of a *through* + *noun* structure that also signalled means in a Means Result relation e.g. *through increased political awareness*. However, it is important to state that the Means Result relation between two propositions was also signalled in other ways, such as lexically, by verbs like *enable*, *ensure*, *facilitate* and nouns, such as *the means*, *the way*.

3.2 English Essays

I also analysed the body sections of the English essays in terms their use of cognitive genres. Table 5 shows their occurrences in the body section of each essay.

Essay	Cognitive Genres in the Body Section of the Essay
1	Recount (2)
2	Recount (2)
3	Recount (2), Discussion, Recount (2)
4	Explanation (3)
5	Explanation (2), Recount (2)
6	Explanation (3)
7	Explanation (3)
8	Explanation (3)
9	Explanation (4)
10	Recount (2)
11	Explanation, Discussion, Recount
12	Explanation (6)
13	Recount (2)
14	Explanation, Report (2)
15	Explanation, Recount (2)

Table 5: English Essays

The English essays employed an average of 3.2 cognitive genres – a total of 48 CG segments over the 15 texts. The cognitive genre that I term *Explanation* was still used the most frequently – 31 instances in ten texts. The second most frequently occurring was Recount – 17 instances in nine texts. I found that Recount cognitive genre was used when the essay focused on a single, whole work of literature, such as a novel. In such cases, the essay usually employed a chronologically staged commentary on particular events or details in the order that they occur in the work.

I also created a wordlist for the English essay sample, and the 20 most frequent function words (Table 6) are almost that same as for the sociology essays, suggesting similar textual resources being used – the main cognitive genre here also being *Explanation*.

Word	Number of occurrences	Number of texts
the	3,154	15
of	2,006	15
and	1,515	15
to	1,332	15
in	1,123	15
a	922	15
that	670	15
as	524	15
this	389	15
it	379	15
by	328	15
with	289	15
which	247	15
for	226	15
on	221	15
an	217	15
from	175	15
but	154	15
or	146	15
more	110	15

Table 6: Function Words in the English Essay Sample

Recount cognitive genre, used in the English essays frequently, uses the interpositional relation of *Chronological Sequence*. However, this relation was not easily identifiable through corpus-based wordlists and frequency counts, but through the manual analysis it was possible to identify the key markers of chronology, which were usually lexical. For example, in English Text 13, an essay about the Shakespearean play, *Richard III*, the following key discourse markers, distributed over two pages, indicate the chronological (Recount) organization of the text:

at the beginning ...
soon after the opening section ...
the scene progresses ...
From then on ...
After Richard becomes protector ...
The early-on Margaret ...

Later on ...

After Richard succeeds and is crowned King

3. Discussion

The purpose of this study was to identify the textual norms employed in the extended essay as a university assignment genre in two different disciplines of English (a humanities subject) and sociology (a social science subject). Textual norms were operationalized here as cognitive genres. While all of the essays appeared superficially similar in their presentation (that is, each had an introduction, body and conclusion), the two samples differed somewhat in their use of textual norms in the body section of the essay, by either the recursive use of a particular cognitive genre, or by making rhetorical shifts from one cognitive genre to another. This notion of shifting between cognitive genres or making rhetorical shifts within extended texts has been identified in previous research (see, for example, Selinker et al. 1978), but in the present study the focus was on considering how those purposes were realised in terms of textual resources, operationalized by the cognitive genre model. Within each discipline, different writers made use of different combinations of cognitive genres to fulfil their own particular rhetorical and communicative purposes. The study found that the predominant cognitive genre across the two samples was that of Explanation, but where the two disciplinary samples differed was in the use of secondary cognitive genres (sociology mainly used Discussion and English literature mainly used Recount).

A limitation of the research was the relatively small size of the samples of essays although it must be emphasized that the study still involved the intense manual analysis of 167 pages of written text. Also, because it was not logistically possible to fund and train multiple raters to provide comparative analyses of the texts, the results can, therefore, only be considered to be indicative. Nevertheless, from the exploration of this common academic genre, implications arise in relation to the teaching of academic writing, such as to students for whom English is an additional language and also for the field of genre theory.

In relation to the conventional advice about essay writing in English, such as in textbooks, the study raises two issues: the central focus on argumentation and the failure to highlight the need to make rhetorical shifts in extended essays. For example, a number of academic writing textbooks emphasize the centrality of argumentation in academic writing, including essay writing (e.g. Creme & Lea 1997; Craswell 2005; Oshima & Hogue 2006; Murray 2012). While the tasks and essays of both samples require the writers to present a case (an argument in a very broad sense), direct persuasion or even contrastive argumentation (the Discussion cognitive genre) were not strongly evident in the two samples of writing. Rather each writer used a range of other

textual resources to develop the complex case that s/he was presenting. Furthermore the issue of rhetorical shifting (between cognitive genres) to fulfil the requirements of the assignment tasks tends to receive little or no attention in academic writing textbooks.

The findings of the study also raise implications for genre theory when applied to the classification and analysis of written academic texts. Researchers using the *rhetorical genre studies* approach (Miller 1984; Artemeva 2008; Tardy 2009) focus on genres as social actions, and have employed ethnography as a research tool in order to uncover important contextual and strategic knowledge relating to the use of genres. However, the social genre/cognitive genre model used here is an attempt to provide a systematic approach to characterizing and analysing the textual dimension of genre knowledge, central as it is to academic writing. While it is difficult to characterize text types or cognitive genres prescriptively in terms of specific linguistic features, the approach here identifies them in terms of clusters of knowledge-organizing elements (gestalts, discourse patterns and interpropositional relations), with each cluster being used to construct a segment of text that realizes a particular general, rhetorical purpose. At the most specific level of the model, interpropositional relations identify key elements of cohesion and coherence in the texts; however, it is important to emphasize that each relation may be encoded linguistically by the use of a wide range of lexical and grammatical devices. It is suggested here that characterizing textual norms in terms of these interrelated types of organizational (or procedural) knowledge may provide a manageable approach to subsequent research that examines the internal structuring and characteristics of written academic text.

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Appendices

Appendix A: Sociology Essays from the BAWE Corpus

Sociology Text	Assignment Task	Level	Grade	Corpus File
1	Discuss the implications for women, in gender and class terms, of the rise of medicine as a profession	1	merit	001c
2	Why do women have children? Why do some not do so?	2	distinction	001d
3	What groups and individuals are most at risk from unemployment and what explains their vulnerability?	2	merit	001e
4	Outline the social and political factors that led to the development of feminism in Japan	1	distinction	002b
5	'Having a View About the Nature of Social Reality is not an Option'. What is your Own View Now, Towards the End of the Course, and What Has Persuaded you to Adopt it?	1	distinction	004b
6	Critically Evaluate the Assertion that Sporting Practices and their Associated Subcultures Bear no Relation Whatsoever to the Social Construction of Masculine Ideals	2	merit	004c
7	Foucault's writings went a long way towards challenging the presumption that in the Victorian period 'On the subject of sex, silence became the rule' (Foucault). Explain and evaluate Foucault's views	3	unknown	0156d
8	Are all forms of art part of the 'culture industry'?	2	merit	0179b
9	There are no parallels in life to the concentration camps. Its horror can never be fully embraced by the imagination for the very reason it stands outside of life and death. Discuss	2	merit	0179c
10	What factors led to the idea that there could be a science of society?	1	merit	0179f
11	The social division between man as 'breadwinner' and woman as 'homemaker' is a product of modern society.	1	merit	0179h
12	What are the distinctive features of 'modern societies'?	1	merit	0179i
13	Is motherhood a woman's destiny or the source of her subordination?	2	unknown	0214d
14	Private/independent and state schools are completely different (and separate) entities. Critically discuss.	3	distinction	0252j
15	What conclusions should one draw about the 'self' from Goffman's work?	2	distinction	0252k

Appendix B: English Essays from the BAWE Corpus

English Text	Assignment Tasks	Level	Grade	Corpus File
1	How have any two writers that you have read conceived of social identity through the politics of space and/or place?	3	distinction	301b
2	Discuss the handling of the discourses of religion and the effects of religious and ethical change in the Victorian period	3	distinction	3003a
3	The construction of gender and gender roles in <i>The Good Soldier</i> by Ford Madox Ford and <i>Mrs Dalloway</i> by Virginia Woolf	3	distinction	3004b
4	Discursive Written Analysis	1	distinction	3006a
5	With reference to at least two authors, explore the conflict between the public and private 'self' of the Renaissance	2	distinction	3006e
6	"Writers that were part of that period of experimentation that is often termed Modernism" seem to have lost faith in narrative. Instead of telling interesting stories, they, the preferred to capture a mood or create a complex character." Do you agree? Discuss with reference to at least two texts on the course.	2	distinction	3006g
7	Consider the ways in which Orwell articulates the relationship between power and language in at least two texts	2	distinction	3007a
8	'The author's text is only half the story'. In what ways is meaning always mediated through discursive dialogues?	3	distinction	3007b
9	How does the text reflect the culture, society, ideas or historical events or combination of these of the time in which it was written? What commentary does the text make upon these issues?	3	distinction	3008e
10	'Women talk: men are silent: that is why I dread women' (Dickinson). How is the question of gender and speech or eloquence rendered in	3	distinction	3008f

	any of the texts?			
11	Discuss a single stanza, scene or chapter from two texts from different literary genres assessing their significance to their respective narratives overall.	1	distinction	3080b
12	Examine the relationship between language and spectacle in the texts of at least two authors	2	distinction	3080c
13	'Writers that were part of that period of experimentation that is often referred to as "Modernism" seem to have lost faith in narrative. Instead of telling interesting stories, they ...	2	distinction	3110a
14	How important is Montaigne's "To the Reader" for our appreciation of any two or more of the essays?	1	merit	3110e
15	Discuss the representation of knowledge in English Renaissance literature	2	merit	3129a

Appendix C: Examples of Analysis

Image Schema	Discourse Pattern	Sociology Text 5. Corpus Item 004b	Interpropositional Relations
Link Link Link Link Link	General Particular	Having a view of social reality is a prerequisite for both constructing a methodology and conducting research. The role for the researcher's ontology is to regulate which explanations for social phenomena are acceptable; this therefore determines the researcher's area of focus and influences how they devise their practical social theories (Archer, 1995: 20-21). This means that the Individualists' premise that social reality is ultimately constituted by individuals determines that their explanations must consist of statements about a persons 'dispositions, beliefs, resources and interaction' (Watkins 1971: 106). Similarly , the Collectivists' belief that society has structural features which cannot be reduced to the dispositions of individuals determines that their explanations of human action must refer to the influence of non-human features (such as the banking system) (Mendelbaum 1973: 223-224)/	Means Result Means Purpose Bonding Amplification Amplification Amplification Amplification Bonding Bonding Amplification Simple Comparison

Figure 1: Text Segment from the Sociology Sample: Part Example of *Explanation* Cognitive Genre

Image Schema	Discourse Pattern	English Text 5. Corpus Item 0006e	Interpropositional Relations
Source Path	Problem Solution	In Marlow's Doctor Faustus it might be plausible to argue that the character of Mephistopheles illustrates this manipulative nature of the Renaissance course through the way I which he uses multiple forms in order to pursue his own interest. A key example of this is his first appearance . In order to secure the entrapment of Faustus, he complies with the protagonists' command for him to appear as a Franciscan friar. Indeed Mephistopheles is a very interesting and complex character, who discourages Faustus from pursuing the route to damnation when he tells him that he would rather be in heaven . . * Marlowe continues to play with this notion of self-fashioning at the end of scene four . . Faustus's servant Wagner offers ... *Chronological Sequence relation	Result Means Means Purpose Result Means Amplification Means Purpose Bonding

Figure 2: Text Segment from the English Sample: Part Example of *Recount* Cognitive Genre