ACADEMIC LITERACY: A SELECT ANNOTATED BIBLIOGRAPHY

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This bibliography lists texts concerned with the academic literacy of students moving into higher studies. The list contains texts that draw on a number of different mainstream traditions concerned with the academic development of second-chance students, traditions that have formed my own approaches to this domain of educational work.

Of course, a list developed by others would draw on other traditions and paradigms and would therefore be quite different. For example, I have not attempted to assemble any of the work on Indigenous academic support.

Ballard, Brigid & Clanchy, John 1981, Essay writing for students: a guide for arts and social science students, Longman Cheshire, Melbourne.

The standard Australian text using the notion that success in tertiary study is a matter of being socialised into a new culture—academic culture and its disciplines.

Bartholomae, D 1986, 'Inventing the University.' *Journal of Basic Writing 5*, No. 1. pp. 4-22.

This is the classic article articulating the double bind that students are placed in when writing for academic assessors: 'use our ideas but not our words; ours are the only ideas that are true and our words are better than your's. In fact, we invented them specifically to express our discipline-based concepts and ideas; but if you steal them, we will accuse you of plagiarism! You must only write your own ideas!' Imitate us, but don't imitate us!!

Bazerman, C 1988, *Shaping Written Knowledge: the genre and activity of the experimental article in science*, The University of Wisconsin Press, Madison.

Bazerman is a US composition theorist who uses rhetorical theory to analyse the forms of writing at work in academic discourse. He has written often and at length on the standard scientific research article and its evolution from the seventeenth century to now.

Belenky, MF Clinchy, BM Goldberger, NR & Tarule, JM 1986, *Women's ways of knowing: The development of voice, self, and mind*, Basic Books, New York.

Belenky et al. use Gilligan's (see below) notion of a 'different voice' associated primarily with women to extend, challenge and alter William Perry's (see below) classic 1970s study of the shifts in epistemological and ethical positioning 'at risk' in undertaking higher education.

Bin-Sallick, Mary Anne 2000, (ed.) *Aboriginal women by degrees: their stories of the journey towards academic achievement*, University of Queensland Press, St Lucia, Qld.

An important collection of articles on Aboriginal women and their learning journeys in academia. Includes a chapter by our Director, Veronica Arbon.

Bizzell, Patricia 1988, 'Arguing about Literacy.' *College English 50*: 141-53.

— — 1982, 'College Composition: Initiation into the Academic Discourse Community.' *Curriculum Inquiry 12:* 191-207.

— — 1987. 'Literacy in Culture and Cognition.' In *A Sourcebook for Basic Writing Teachers*. (ed.) Theresa Enos. New York: Random, pp. 125-37.

One of the key theorists in US Basic Writing movement, Bizzell's articles, because of her straightforward honesty and integrity, provide a very accurate mirror of the changes of thinking and issues in the US concerning both Basic Writers and Freshman Composition over the last 20 years.

Buzan, Tony, www.mind-map.com accessed 24.6.02

The creator and populariser of 'Mindmaps' which are a very useful and widely adopted way of visually diagramming ideas. Personally, I believe that it would radically transform student learning at Batchelor if a shared practice developed whereby each session began with 5-10 mins of Mind-mapping for students to document what they still remembered from earlier sessions, and then again the end of each session for another 5-10 mins so students can 'fix' their learning in a diagram before leaving class. (If your interest is piqued and you want to learn how to use mindmaps, see McCormack and Pancini, *Learning to Learn*, below or Buzon's website).

Cope, Bill & Kalantzis, Mary 1993, *The Powers of Literacy: A Genre Approach to Teaching Writing*, U of Pittsburgh, Pittsburgh.

A collection on and by members of the Sydney genre school. Historically, a bit misleading in that it favours the Gunther Kress construal of 'genre' over against the Martin/Christie/Rothery interpretation. In fact it was this latter tradition that had the most impact on educational practice in Australia.

Corson, David. 1995, *Using English words*, Kluwer Academic Publishers, Dordrecht, Boston.

An extensively undated version of his earlier book, *The Lexical Bar*. Both focus on how 'high English' draws on a lexis from Latin and Greek, not Anglo-Saxon. For Corson, this means that learning everyday conversational English (BICS) (which is based on Anglo-Saxon) does not provide an adequate bridge into the technical and academic vocabulary (CALP) encountered in middle to upper secondary school for articulating the theories, concepts and procedures of academic disciplines and professions of expertise. These latter have developed since the 17th century by importing and inventing words based on the morphemes of the dead languages of classical Latin and Greek (contra German or Chinese which use their vernacular language to build their scientific language). Corson argues

that this places a 'lexical bar' or word hurdle over which middle class students can scramble but most 'othered' students cannot.

Cranny-Francis, Anne 1993, 'Gender and Genre: Feminist Subversion of Genre Fiction and Its Implications for Critical Literacy.' *The Powers of Literacy: A Genre Approach to Teaching Writing.* (eds.) Cope and Kalantzis, pp. 90-115.

An article by a cultural theorist grounded in literary theory and feminist theory engaging with the ideas of the Sydney genre school.

Cummins, Jim 2000, 'Putting language proficiencies in its place'. In *English in Europe*, (eds.) Jessner U & Cenoz, J pp. 54-83.

Defends his views on BICS (Basic interpersonal communicative skills) and CALP (Cognitive academic language proficiency) against attacks from some neo-Freirians who insist his reliance on standard instruments of language testing place him in the assimilationist camp.

Gilligan, Carol 1982, *In a Different Voice: Psychological Theory and Women's Development.* Harvard University Press, Cambridge, Mass. & London, England.

This is the classic feminist text that introduced the notion of an 'ethic of care' distinct from the 'ethic of justice'. It has sparked an entire new paradigm and is still at the centre of controversy in feminist theory—and of wider theory.

Gee, J 1990 *Social Linguistics and Literacies: Ideologies in discourses*, Falmer Press, Brighton.

James Gee developed the much cited distinction between 'discourse' with a lowercase 'd' and 'Discourse' with an uppercase 'D'. This was his attempt to introduce the more ontological views of Wittgenstein, Heidegger, Bourdieu and Foucault into the field of linguistics and applied linguistics, fields that tend to be cognitively and representationally oriented. Bringing the role of language in 'forms of life', 'language games' and' social practices' into the foreground does opens up new ways of thinking about language and its roles in education.

Halasek, Kay and Highberg, Nels 2001, *Landmark Essays on Basic Writing*, Lawrence Erlbaum, New Jersey.

An excellent collection on the shifts in the US Basic Writing movement—which focuses on 'under-prepared' students beginning tertiary studies.

Halliday, MAK 1985, *An Introduction to Functional Grammar*, Edward Arnold, London.

This is the most accessible account of Halliday's 'grammatics' of English (and potentially of other languages)—Systemic Functional Linguistics. Get the second edition which includes better sign-posting and an Index.

Halliday, MAK & Martin, JR 1993 *Writing Science: Literacy and Discursive Power*, U of Pittsburgh, Pittsburgh.

A joint collection of articles by two leading linguists. Halliday's articles concentrate on the grammatical shifts in English so it could adapt itself to the requirements of scientific discourse, with a side-glance at how Chinese has reorganised itself to accommodate scientific discourse. His primary focus is on what he calls grammatical metaphor. Martin, by contrast, focuses on the textbooks used in schools highlighting what he calls 'technicality' which is the re-definition of everyday ('common-sense') words as technical ('uncommon-sense') terms so that they can enter into stable taxonomic and analytic relationships with other technical terms, thereby forming a vocabulary for theories.

Hirsch, ED Jr. 1988, *Cultural Literacy: What Every American Needs to Know*. 2nd ed. Vintage, New York.

An influential polemic by a conservative US academic who argues that reading is more than just decoding the words on the page, it is recognizing the references embedded in the text. From this he concludes that if the US is to be 'one nation' and 'one people', every child must learn the facts and references that form the 'underpinning knowledge' of school education. he then uses this to try to discredit multiculturalism in education.

Hymes, Dell H 1962, 'The Ethnography of Speaking.' In *Anthropology and Human Behavior*. (ed.) Thomas Gladwin and William C. Sturtevant. Washington: Anthropological Society of Washington, pp. 13-53.

Classic exposition of Hymes' categories for analysing speech events and exploring communicative competence.

Jones, C Turner, J & Street, B (eds.) 1999, *Students Writing in the University: Cultural and Epistemological Issues*, John Benjamins Publishing Company, Amsterdam/Philadelphia.

Latest collection from a number of key British academics in the field of tutorial support and learning centre support for students in tertiary education in Britain. Most of the articles comment on the three-part categorisation of 'academic support' used in 'Approaches to Academic Literacy' elsewhere in this issue of *BiiteN*.

Kintgen, Eugene R Kroll, Barry M & Rose, Mike (eds.) 1988, *Perspectives on Literacy*, University Press, Carbondale, Southern Illinois.

A collection of articles from US.

Lu, Min-zhan. 1992, 'Conflict and Struggle: The Enemies or preconditions of Basic Writing.' *College English* 54 pp. 887-913. Reprinted in *Landmark Essays on Basic Writing*, 2001. (eds.) Halasek, Kay and Highberg, Nels P, Hermagoras Press, Lawrence Erlbaum Associates, New Jersey.

Min-zhan has almost single-handed turned the field of 'Basic Writing' in US on its head by demonstrating to the satisfaction of many that the field is fundamentally assimilationist—what we at Batchelor would call 'one-way'.

McCormack, R & Pancini, G 1991, *Learning to Learn: Helping Adults understand the Culture, Context, and Conventions of Knowledge–A Manual for Teachers*, Ministry of Education, Victoria.

This widely-used manual describes the first 5 sessions of a 27 session 'second-chance' course preparing students for entry into tertiary studies. It focuses mainly on study skills and such matters.

McCormack, R 2002, *Learning to Learn: The Next Step.* Language Australia, Melbourne.

A follow-up to the earlier *Learning to Learn*, this volume (all 567 pages) describes the second half of a return to study course and contextualises this against the history and practices of Western academic discourse. It focuses on academic reading and writing.

Martin, JR 1993, 'A Contextual Theory of Language.' In *The Powers of Literacy: A Genre Approach to Teaching Writing*. (eds.) Cope and Kalantzis 116-36.

Jim Martin is the key theorist underpinning the so-called 'Sydney genre school'. He is a student and close colleague of Michael Halliday, the world-famous linguist who formulated Systemic Functional Linguistics. This is just one of many articles in which he expounds his version of SFL and its use as an educational linguistics to assist teachers teach the languages of school more explicitly and effectively.

Pancini, Geraldine 1993, *The Impact of Feminist Academic Discourse: A case study of four mature aged woman.* University of Melbourne, unpublished.

This MA thesis is a detailed study of the effects of tertiary study on four working class. It applies the categories of 'Women's Ways of Knowing' to a number of 'second chance' women students in Melbourne and evaluates how well the categories hold up.

Perry, William Jr. 1998, *Forms of Intellectual and Ethical Development in the College Years: A Scheme*, San Francisco, Jossey-Bass.

This classic text in developmental psychology extends Piaget's notion of stages of development for children into adulthood. He developed his categories by interviewing young men attending Harvard University during the 1960s-70s. Basically, he argues that to succeed at university students need to move beyond an unreflective adherence to the beliefs of their primary community; avoid the dangers of scepticism and relativism; and finally take up a more pragmatic concept of knowledge, belief and truth. His work has been extensively used to theorise and design orientation to study courses and to assess students.

Pratt, Mary Louise 1991, 'Arts of the Contact Zone.' *Profession 91*. 33-40.

———. 1981, The Ideology of Speech-Act Theory.' *Centrum 1*: 5-18.

Pratt's concept of 'the Contact Zone' has become a widely cited tool for many educators in their efforts to think through what education could be in a multicultural neo-colonial world.

Shaughnessy, Mina P 1977, *Errors and Expectations: A Guide for the Teacher of Basic Writing*, Oxford Univ. Press, New York.

This classic text formulated the values, concepts, intentions and practices of 'teachers of basic writers' as a community of pedagogic practice that emerged when the City University of New York (CUNY) embarked on a policy of open entry to meet the street protests and demands of African Americans and Latinos demanding a 'second chance'. As a result of the attacks by Min-zhan Lu, it is now a bit tarnished ideologically by the charge of monocultural assimilationism, but it is still an inspiring and instructive read. BTW, I first came across it when W. H. Auden reviewed in *New York Review of Books*!

Stuckey, J Elspeth 1991,*The Violence of Literacy*, NH: Boynton, Portsmouth.

The title says it all. Examines the dark side of literacy education and the alienation it causes.

Swales, John 1990, *Genre Analysis: English in Academic and Research Settings*, Cambridge University Press, New York.

This is a wide-ranging analysis of genre from the point of view of 'English for Academic Purposes'. It also contains Swales' now widely adopted schema for the Introductions in the scientific research report genre.

Williams, Joseph M & Colomb, Gregory ,1990 *Style: Toward Clarity and Grace*, U of Chicago Press, Chicago.

This classic style guide has gone through many editions now. It is very practical and clear on the nominalisation in bureaucratic and academic discourse and concentrates on how to get rid of it—denominalise. To use it to assist our students, you simply reverse the process—assist them to learn how to nominalise! It contains very clear analyses of Theme/Rheme structures, grammatical parallelism, summatives and resumptives.