

**Instructors Please Note:**

Customization is welcomed and encouraged throughout the process of creating your Custom Text. We are happy to remove superfluous poems or pages in an effort to ensure that you get only the material you want. If you are interested in making changes of this sort, please contact our Custom Text Administrator (custom@broadviewpress.com).

# Contents

Preface	ix
<b>1 Introducing Genre</b>	<b>1</b>
1A Hearing Voices	1
1B Hearing Genres	4
1C High-School vs. University Writing	8
1D The University as Research Institution	10
<b>2 Citation and Summary</b>	<b>13</b>
2A Introducing Scholarly Citation	14
2B Is Citation Unique to Scholarly Writing?	19
2C Why Do Scholars Use Citation?	24
<b>3 Summary</b>	<b>31</b>
3A Noting for Gist	33
3B Recording Levels	37
3C Using Gist and Levels of Generality to Write Summary	40
3D Establishing the Summarizer's Position	46
3E Reporting Reporting	52
3F Experts and Non-Experts	54
<b>4 Challenging Situations for Summarizers</b>	<b>63</b>
4A High-Level Passages	63
4B Low-Level Passages	69
4C Summarizing Narrative	73
<b>5 Readers Reading I</b>	<b>81</b>
5A Who Do You Think You're Talking To?	81
5B Traditions of Commentary on Student Writing	84
5C An Alternative to Traditional Commentary: The Think-Aloud Protocol	87
5D Adapting the Think-Aloud Protocol in the Writing Classroom	89

5E	Reading on Behalf of Others	100
5F	Reliability of Readers	102
5G	Presupposing vs. Asserting	106
<b>6</b>	<b>Orchestrating Voices</b>	<b>109</b>
6A	Making Speakers Visible: Writing as Conversation	110
6B	Orchestrating Scholarly Voices	115
6C	The Challenges of Non-Scholarly Voices	120
6D	Orchestrating Academic Textbooks and Popular Writing	123
6E	The Internet	129
6F	Research Proposals	131
<b>7</b>	<b>Definition</b>	<b>137</b>
7A	Dictionaries	137
7B	Appositions	139
7C	Sustained Definitions	144
7D	The Social Profile of Abstractions and Their Different Roles in Different Disciplines	150
<b>8</b>	<b>Introductions</b>	<b>159</b>
8A	Generalization and Citation	160
8B	Reported Speech	163
8C	Documentation	171
8D	State of Knowledge and the Knowledge Deficit	179
8E	Student Versions of the Knowledge Deficit	184
<b>9</b>	<b>Readers Reading II</b>	<b>187</b>
9A	Think-Aloud and Genre Theory	187
9B	The Mental Desktop	194
<b>10</b>	<b>Scholarly Styles I: Nominal Style</b>	<b>211</b>
10A	Common and Uncommon Sense	211
10B	Is Scholarly Writing Unnecessarily Complicated, Exclusionary, or Elitist?	214
10C	Nominal Style: Syntactic Density	218
10D	Nominal Style: Ambiguity	224
10E	Sentence Style and Textual Coherence	227

<b>11</b>	<b>Scholarly Styles II: Messages about the Argument</b>	235
	11A Messages about the Argument	235
	11B The Discursive <i>I</i>	238
	11C Forecasts	241
	11D Emphasis	245
<b>12</b>	<b>Making and Maintaining Knowledge I</b>	251
	12A Making Knowledge	252
	12B Method Sections	256
	12C Qualitative Method and Subject Position	262
<b>13</b>	<b>Making and Maintaining Knowledge II</b>	269
	13A Modality	270
	13B Other Markers of the Status of Knowledge	274
	13C Tense and the Story of Research	284
<b>14</b>	<b>Conclusions and the Moral Compass of the Disciplines</b>	293
	14A Conclusions	294
	14B The Moral Compass of the Disciplines: Research Ethics	302
	14C The Moral Compass of the Disciplines: Moral Statements	306
	<b>Glossary</b>	313
	<b>References</b>	327
	<b>Subject Index</b>	339
	<b>Index of Researchers Cited</b>	347