

## Index

- academic writing cycle, 180  
activity system, 9, 67, 73, 77–78,  
87, 95–104, 109, 141, 143, 146,  
152–153, 160, 210–211, 215,  
225  
Altman, Rick, 13, 24  
Andersen, Jack, 160  
Andrew-Vaughan, Sarah, 7, 185  
Anglicization, 40  
Anson, Chris, 123, 124, 161  
applied linguistics, 3, 8  
Aranha, Solange, 129, 208  
Araújo, Antonia Dilamar, 75–77,  
217  
archetype, 14, 16–17, 37, 224  
Argentina, 5  
Artemeva, Natasha, 107, 136, 147,  
170  
Askehave, Inger, 49  
Australia, 3, 5, 8, 32, 43, 223  
auto-ethnographic, 51  
  
Bakhtin, Mikhail, 25–27, 75,  
82–83, 87, 90, 92, 95, 143,  
216–217, 220, 230  
Baltar, Marcos, 75–76, 161, 187,  
205, 217  
Bangeni, Bongsi, 128  
*Bank of Canada Review*, 147  
Barros, Nina Célia, 148  
Barton, David, 108, 153  
Bauman, Marcy, 160  
Bawarshi, Anis, 86, 91, 131, 230  
  
Bazerman, Charles, 5, 55, 59, 60,  
67, 71, 73–74, 77–79, 82–83,  
88–89, 91, 93, 95, 101–102,  
107–109, 116, 126, 139–141,  
144, 151, 153, 155–156,  
158–160, 178, 188, 190–191,  
198–199, 202–203, 207–208,  
220–221, 223–225, 231  
Beaufort, Anne, 120, 134, 144,  
184, 190–192  
Beebee, Thomas, 18, 21, 26–27,  
221, 228  
Beer, Ann, 130  
Belcher, Diane, 41–43, 49, 52, 55,  
229  
Benesch, Sarah, 52  
Benjamin, Walter, 18  
Berkenkotter, Carol, 78–80, 82,  
87, 90, 92–93, 137, 142, 190,  
221, 230–231  
Bhatia, Vijay, 47–49, 222  
Biber, Douglas, 38, 228  
Bildungsroman, 19  
Bitzer, Lloyd, 62–65, 69, 212, 217,  
222  
Black, Edwin, 62–65, 69, 198  
Black, Laurel, 198  
Blanchot, Maurice, 20, 21  
Bleich, David, 202  
Bonini, Adair, 5, 77, 126, 152, 221  
Bourdieu, Pierre, 79  
Bovet, Ernest, 15

- Brazil, 3, 5, 10, 58, 61, 74, 77, 109, 126–127, 129, 131, 161, 177, 221
- Brazilian genre studies, 9, 76
- Brazilian genre synthesis, 5, 74–75, 77
- Brazilian educational model, 177, 180, 186, 188, 210
- Brazilian Ministry of Education's National Curricular Parameters, 5
- British Columbia, Canada, 154
- Bronckart, Jean-Paul, 75
- Bronia, P.C. So, 50, 229
- Brooks, Kevin, 165
- Brown, Nicole, 135
- Bullock, Richard, 195
- Burke, Kenneth, 61, 69, 215
- Campbell, Karlyn Kohrs, 62, 65, 69, 108, 154, 155, 222
- Canada, 5, 138, 145, 147, 164
- Caple, Helen, 169
- Carter, Michael, 208
- Casanave, Christine, 53
- Chapman, Marilyn, 113, 176
- Cheng, An, 41, 53, 229
- Chile, 5
- Christie, Frances, 29, 32–33, 36, 218
- chronotope, 9, 78, 87, 90, 92, 95
- Church of England, 40
- Clark, Irene, 199
- Coe, Richard, 119, 131, 177, 185, 197–198, 201, 206, 223–224
- communicative purpose, 9, 40, 42, 44–46, 49, 50, 53–55, 57–59, 143, 156, 181, 211, 222, 226
- Cope, Bill, 29, 32, 35
- Corpus Linguistics, 4, 8–9, 13, 29, 37–38, 42, 45, 211, 214, 228
- Council of Writing Program Administrators, 7
- Creating a Research Space (CARS) model, 47, 182–183
- Cristovão, Vera Lucia Lopes, 126, 187
- Croce, Benedetto, 20
- Cross, Geoffrey, 146
- cross-cultural analysis, 13
- Culler, Jonathan, 18
- cultural capital, 43, 82
- cultural studies, 8, 23–25, 211, 214
- curriculum, 5, 8, 125, 176, 191, 207, 209, 218, 221; genre-based, 7; genre-informed, 7
- Currie, Pat, 121–122
- Dean, Deborah, 6
- Derrida, Jacques, 21–22, 36, 231
- Devitt, Amy, 14, 22, 28, 37, 40, 60, 72, 82, 87–88, 92, 108, 116–117, 119, 122–124, 128, 135, 141, 155, 175, 177, 184–185, 192, 200, 213, 223, 230
- Dias, Patrick, 132–133, 190
- didactic sequence, 76, 126–127, 186–187
- Diller, Hans-Jürgen, 37
- disadvantaged learners, 43, 212
- discourse analysis, 3, 8, 109, 129, 150, 180, 222
- discourse community, 9, 40, 44–47, 49, 51–54, 57–59, 95, 134, 156, 176, 181, 191–192, 207–208, 210–211, 215, 219, 222, 226
- discourse-semantic system, 30, 224
- distributed cognition, 9, 90, 94, 171, 211
- Dolz, Joaquim, 75–76
- Donovan, Carol, 113
- DSM IV (Diagnostic and Statistical Manual of Mental Disorders)*, 93, 137, 142

- Dubrow, Heather, 19  
 Dudley-Evans, Tony, 53, 139
- Economics and Language*, 139  
 education, 3, 5, 8, 32, 35, 60, 112, 114, 122, 126, 131, 134, 165, 179, 190, 201, 208, 223  
 Edwards, Mike, 162  
 Emig, Janet, 178  
 Engeström, Yrjo, 90, 95–97, 101, 210, 225; *Learning by Expanding*, 96  
 English for Academic Purposes, 41, 51–52, 181, 183, 202, 229  
 English for Medical Purposes, 41  
 English for Occupational Purposes, 41  
 English for Specific Purposes, 5, 9, 13, 28–29, 39, 40–60, 77, 82, 130, 176–177, 181, 183, 210–212, 214, 221–222, 225, 229  
 ethnographic genre approaches, 35, 46–47, 50–51, 55, 77, 109, 110, 133–134, 144, 146, 149, 202–203, 205, 212  
 ethnography, 46, 51, 61, 131, 212  
 ethnomethodological, 60, 69  
 exigence, 63, 69–72, 79, 212, 217, 222, 225  
 experimental article genre, 74, 79, 81, 107, 139, 220  
 explicit teaching of genre, 10, 32, 43, 52, 54–55, 57, 61, 82, 87, 103, 110–114, 117–120, 122, 124–126, 128–129, 132, 134–135, 177–180, 183–184, 186, 189, 191, 202, 212, 214, 216
- Feak, Christine B., 48, 182  
 Federal Insecticide, Fungicide, and Rodenticide Act, 158  
 Feez, Susan, 34–35  
 Figueiredo, Débora, 5, 77, 126, 158, 221  
 Finland, 5  
 Fishelov, David, 17  
 Fleischer, Cathy, 7, 185  
 Foucault, Michel, 27, 75  
 France, 3, 5  
 Freadman, Anne, 82–87, 90, 95, 219, 223, 231  
 Freedman, Aviva, 57, 90, 107–108, 110–115, 117–120, 122, 128–129, 132–134, 136, 138, 170, 176–179, 184, 196–197, 202, 205, 223, 225  
 Frow, John, 16, 20–21, 23–25, 227  
 Frye, Northrop, 14, 16–17, 37, 224; *Anatomy of Criticism*, 14, 16, 17, 224  
 Fulkerson, Richard, 6  
 Furlanetto, Maria Marta, 177, 187  
 Fuzer, Cristiane, 148
- Gardy, Philippe, 27  
 Genette, Gérard, 15, 224, 227  
 genre: acquisition and development, 9–10, 53, 76, 108, 110–111, 113–114, 116, 119, 122–123, 128, 134–135, 175, 177–179, 181, 188; analytical and pedagogical implications, 3; as a classificatory tool, 4; business communication, 10; categorizations of text types, 3; chronotope, 9, 78, 87, 90, 92, 95; containers for meaning, 3; distributed cognition, 9, 90, 94, 171, 211; early childhood writing development, 10, 113; economics textbooks, 10, 140; historical studies, 10, 108, 139, 223; identity, 104, 145, 149, 158–159, 231; ideology and power, 4, 14, 24–25,

- 35–36, 52, 60, 80–82, 92, 139, 149, 213, 228; in film studies, 13; in folklore studies and linguistic anthropology, 13; in new media, 10, 151, 159–170; in public and electronic contexts, 10, 143, 159–161, 166–170; in workplace and professional contexts, 10, 34, 132–149; international studies, 5, 10, 107, 126, 157, 208, 221; legal, 10, 26, 28, 102, 107, 110, 140–141, 148, 155–156; mediate social activities, 4, 10, 13, 54, 59, 67, 87; 90, 95–96, 225; meta-genres, 9, 78, 89, 94–96, 101, 214; pedagogical approaches, 10, 61, 114, 175–176, 181, 189, 197, 202, 205, 207; pedagogical imperatives, 4; power relations, 10, 36, 53, 81–82, 89, 97, 149–150, 216, 231; scholarship, 3, 6, 8, 14, 28, 32, 37, 58, 62, 131, 175, 207, 214, 231; scientific articles, 10, 38, 83, 139, 220; symbolic, 26, 54, 59, 62, 71, 74, 83, 133, 154, 216, 220; teaching and learning, 10, 189, 212, 215, 216, 218, 221; temporal orientation, 18; theory, 4, 6–8, 13, 17–18, 36–37, 39, 56, 85, 131–132, 160, 171, 184, 192, 214, 216, 219, 221–223; traditions, 3, 4, 6, 8, 9–10, 13–14, 16, 20, 29, 41, 56–57, 60, 62, 74–76, 131, 176, 209, 214, 221, 224, 231; uptake, 9, 78, 83, 85–86, 89–95, 98, 101–102, 202, 213, 219
- genre analysis, 9, 33, 41–42, 46, 48, 54–55, 58–59, 109, 129, 152, 164, 167, 181–183, 186, 191–192, 195–197, 201–203, 205–207, 212, 216, 222, 226,
- genre awareness, 61, 113, 117, 119–120, 122, 129–130, 135, 163, 177, 184, 188, 200, 208, 210, 213, 223, 230
- genre chains, 50, 54, 59
- genre ecology, 87, 165, 169
- genre knowledge, 4, 10, 54, 78–79, 82, 98, 103, 108, 112–119, 121–130, 132, 134, 136, 147, 151, 160, 162, 175–179, 184, 189, 191–192, 195, 205, 210, 213, 214, 216
- genre repertoires, 87, 118, 146
- genre sets, 9, 78, 87–92, 94–98, 102, 109, 146, 149, 181, 211, 213–214
- genre systems, 67, 73, 78, 87–92, 94–95, 98–99, 102, 109, 133, 141–142, 146, 160, 167, 170, 181, 210–211, 214, 225, 231
- genres: heteroglossia of, 26; primary, 3, 8, 26, 83, 140, 144, 179, 190, 209, 216, 220; secondary, 3, 6, 8, 10, 26, 32, 43, 83, 112, 122, 179, 209, 216, 220
- German Romanticism, 20
- Giddens, Anthony, 80, 81, 95, 230
- Giltrow, Janet, 89, 94, 101, 121, 135, 152, 208, 214, 223–224
- Grafton, Kathryn, 164
- Green, Bill, 125
- Gross, Alan, 139
- Guimarães, Ana Maria de Mattos, 127, 186
- Gurwitsch, Aron, 67
- habitus, 79
- Halliday, Michael, 29–31, 33, 218, 224, 228; *Language as Social Semiotic*, 30, 224
- Hamburger, Käte, 18
- Hammond, J, 34
- Harmon, Joseph, 108, 139

- Heidegger, Martin, 66, 215  
 Herring, Susan, 165  
 Herrington, Anne, 205, 207  
 Hirsch, E.D., 23  
 historical/corpus linguistics, 4, 13, 28  
 Hitchcock, Peter, 25  
 Huckin, Thomas, 78–80, 82, 87, 90, 190, 221, 230  
 humor in dissertation defenses, 49  
 Husserl, Edmund, 66, 215  
 Hyland, Ken, 43–44, 50–51, 54, 57, 131, 183  
 Hyon, Sunny, 49, 57, 129, 176, 183  
  
 ideology, 4, 14, 24–25, 35–36, 80–82, 92, 139, 149, 213, 228  
 implicit teaching of genre, 113, 117–118, 128–129, 177–179, 183–184, 186, 214  
*Information*, 158, 160, 169  
 interdiscursivity, 50  
 International Symposium on Genre Studies, 5, 221; SIGET, 5, 126, 221  
 intertextuality, 50–51  
  
 Jamieson, Kathleen Hall, 62, 65, 69, 108, 154–155, 222  
 John Trimbur, 195, 206  
 Johns, Ann, 43, 50–51, 55–56, 130–131, 176–177, 180, 203, 208  
 Joyce, H, 34, 35  
  
*kairos*, 73, 80, 90–91  
 kairotic coordination, 74, 91  
 Kalantzis, Mary, 29, 32, 34–35  
 Kapp, Rochelle, 128  
 Kay, Heather, 53  
 Knighton, Ryan, 157, 223  
 Kohnen, Thomas, 40  
 Kress, Gunther, 29, 35, 160  
  
 Language for Specific Purposes, 41  
 Lattimer, Heather, 7  
 Ledwell-Brown, Jane, 134  
 Lemke, Jay, 60  
 lexico-grammatical features, 30–31, 33–34, 47–48, 77, 181, 222  
 lifeways, 51  
 life-world, 67–68  
 linguistic features, 35, 38, 42, 46, 58, 211, 229  
 linguistics: historical/corpus, 4, 13, 28; systemic functional, 4, 8, 28–29, 31, 42, 126, 176, 218, 225  
 Literacy and Education Research Network (LERN), 34  
 literacy education, 8  
 literary genre theory, 214  
 literary triad, 15, 224  
 Liu, Barbara Little, 7  
 Longacre, Robert, 37  
 Luke, Alan, 52  
  
 Macken, Mary, 34, 179, 180  
 Macken-Horarik, Mary, 179, 180  
 Maimon, Elaine, 60, 207  
 Makmillen, Shurli, 154  
 Martin, J. R., 29, 31–35, 39, 66, 179, 215, 228  
 Master, Peter, 52  
 Maurer, Elizabeth, 164  
 McCloskey, Donald, 108, 139, 140  
 McComiskey, Bruce, 201  
 McKee, Heidi, 162, 163  
 McLeod, Susan, 207  
 mediational means, 95–96, 102–103, 210–211  
 Medway, Peter, 125, 132, 196–197, 223, 225  
 Menlo Park Notebooks, 102  
 metacognition, 6  
 metacognitive awareness, 120, 186, 191, 207, 214,

- meta-genre, 9, 78, 89, 94–96, 98, 101–102, 192, 214
- Miller, Carolyn, 3, 9, 58, 62, 64–66, 68–73, 78–79, 132, 164–165, 200, 212, 217, 223, 225, 230
- Miller, Susan, 200
- Mirtz, Ruth, 202
- Mitchell, Sally, 122, 125
- Motta-Roth, Desiree, 180–181
- Mozdzinski, Leonardo, 140
- Myhill, Debra, 128
- Natanson, Maurice, 68
- National Council of Teachers of English, 7
- National Environmental Protection Act, 158
- Neale, Steve, 13
- Neoclassical genre approaches, 14–16, 18, 25, 214, 215, 224, 227
- New Rhetoric, 131, 176–177, 183, 185, 206, 215, 223, 225
- Nichols, Cindy, 165
- North American Genre Theory, 5, 13, 75, 183, 215–216, 221
- occluded genre, 48, 50, 54, 59, 215
- ontogenetic, 15
- Orlikowski, Wanda, 82, 87, 91, 143, 166–167, 170, 223, 230
- Palmquist, Mike, 163
- Paltridge, Brian, 13, 29, 34, 36, 39, 42, 51, 53, 57, 131, 183, 202, 228
- Paré, Anthony, 88–90, 92, 132–133, 136, 144, 148, 190, 223–224, 231
- pedagogy, 3, 7, 8, 32, 34–35, 37, 43–44, 50, 52–53, 55, 60, 177, 179–180, 182, 184, 192, 200, 205, 207, 223, 229
- Pennycook, Alastair, 52
- Pereira, Tânia Conceição, 138
- Perelman, Les, 153
- Perkins, D.N., 190
- Perl, Sondra, 178
- Perloff, Marjorie, 20
- Peters, Brad, 200–201
- phenomenology, 60, 66–67, 69, 215
- Philosophical Transactions*, 139, 220
- phylogenetic, 15
- Physical Review*, 139, 220
- Portugal, 5
- Priebe, Sybil, 165
- primary genres, 26, 83, 216, 220
- Privy Council, 40
- prototype theory, 39
- psychology, 60, 121, 123, 190, 229
- Quint, David, 24
- reader response, 14, 22–23
- reading regimes, 24
- recording genre, 81, 149
- register*, 30, 31, 33–35, 42, 89, 224, 228
- Reidy, Michael, 108, 139
- Reiff, Mary Jo, 55, 131, 230
- Rhetoric and Composition studies, 6, 29, 37, 175
- rhetorical criticism, 8, 9, 62, 65, 69
- Rhetorical Genre Studies, 5, 9, 10, 13, 28–29, 56–57, 59–60, 62, 64, 65–69, 77–80, 82, 83, 86–87, 102–104, 107, 160, 170, 175–177, 188–189, 191–192, 194–195, 197, 200, 202–203, 207, 216, 230, 231

- rhetorical situation, 63–64, 69–70, 72, 117, 155, 177, 185, 198, 212, 217, 222
- rhetorical theory and sociology, 5, 28
- Romano, Tony, 7
- romantic and post-romantic genre approaches, 14–15, 20–21, 214, 217, 224
- Rosch, Eleanor, 38, 216
- Rose, David, 179
- Rosmarin, Adena, 20, 22, 23; *The Power of Genre*, 22
- Rothery, Joan, 29, 33, 34
- Royal Society of London, 74, 220
- Russell, David, 67, 73, 95, 97–99, 101, 208, 210, 223, 225, 231
- Salomon, Gavriel, 90, 190, 211
- São Paulo State University, 129
- Schlaffer, Heinz, 18
- Schlegel, Freidrich, 20
- Schneuwly, Bernard, 75, 76
- Schryer, Catherine, 59, 60, 79, 81–82, 92, 132, 149, 150, 223, 224
- Schutz, Alfred, 66–71, 219
- Scotland, 40
- secondary genres, 26, 216
- Segal, Judy, 157
- semantic and lexicogrammatic patterns, 224
- Shepherd, Dawn, 164–165
- situational theory, 70
- Smart, Graham, 90, 135, 138, 144–146, 224
- Smit, David, 190
- Smith, Frank, 23
- Smith, Summer, 140, 198
- Smolkin, Laura, 113
- social action, genre as, 3–4, 9, 23, 25, 30, 55, 58–60, 62, 64–66, 68–69, 72–74, 76–79, 82–83, 86–88, 90, 93, 107, 108–109, 123, 132, 134–135, 144, 146, 148–149, 158–159, 164, 195, 202–203, 207, 211, 213–214, 216, 218–219
- social phenomenology, 9, 69
- social semiotic, 30, 224
- socio-discursive interactionism, 75–77, 177, 210, 217
- sociology, 3, 8, 60, 62, 67
- Sokolowski, Robert, 66, 230
- Spinuzzi, Clay, 87, 102, 153
- structural interpretation, 47
- structuralist genre approaches, 14, 17–20, 24, 27, 214, 218
- Swales, John, 9, 41–51, 55, 57, 95, 108, 129, 140, 144, 156, 176, 177, 181–183, 211, 215, 225–226, 228–229; *Genre Analysis: English in Academic and Research Settings*, 41, 44, 55, 181–183, 225; *Other Floors, Other Voices*, 144; *Research Genres*, 49, 50
- Swales, John and Christine B. Feak: *Academic Writing for Graduate Students*, 181
- Swarts, Jason, 169
- Sydney School, 4–5, 13, 31, 176–177, 179, 218
- systemic functional linguistics, 4, 8, 13, 28–30, 32–33, 35–37, 39, 41–44, 46, 57, 82, 131, 176, 179–180, 183, 212, 214, 218, 221
- Talamo, Alessandra, 168
- Tardy, Christine, 42, 55, 103, 108, 130–131, 228
- taxonomy, 15–17, 20, 22, 176–177, 208, 215, 217, 224
- teaching-learning cycle, 34–35, 39, 179
- TESOL, 3, 7

- textographic, 46, 51  
 text-patterning, 47–48  
 textual clusters, 38  
 textways, 51  
*The Georgia Straight* (Vancouver), 157  
*The Province* (Vancouver), 157  
 Threadgold, Terry, 20–21, 36  
 Todorov, Tzvetan, 14–15, 17–18, 24, 27, 37, 226–227, 229, 231  
 trajectories of classification, 37;  
     Deductive text typologies, 37;  
     Inductive text typologies, 37  
 trajectories of literary genre study, 14;  
     Cultural Studies, 14, 23, 211, 214;  
     Reader-response, 14;  
     Romantic and post-Romantic, 14, 15, 20, 214, 217, 224;  
     Structuralist, 14, 17, 214, 218  
 transfer, 10, 114, 123–126, 132, 175, 180, 189–192, 195, 197, 205, 207, 214  
 transferability, 6, 123–124, 190  
 transhistorical categories, 18  
 Trupe, Alice, 161  
 typification, 62, 66–68, 70–71, 73–74, 77, 222, 225  
 typification, intersubjective, 68  
 typification, rhetorical, 69  
 Unfamiliar Genre Project (UGP), 185–186  
 United Kingdom, 5  
 United States, 5, 154; U.S., 6, 10, 43, 88, 143, 200, 208, 212  
 University of Sydney, 29, 51  
 University of Tennessee, 114  
 University of Washington, 114  
 uptake, 9, 78, 83, 85–86, 89–95, 98, 101–102, 202, 213, 219  
 uptake profile, 86  
 Van Nostrand, A.D., 156, 224  
 Ventola, Eija, 29  
 Wardle, Elizabeth, 119, 190  
 Weblogs, 160, 164–165  
 Weisser, Christian, 206  
 Wells, Susan, 206  
 Wittgenstein, 39, 75  
 WPA Outcomes Statement, 7  
 Writing Across the Curriculum, 60, 189, 206–208, 219, 221  
 Writing In the Disciplines, 206–208, 219  
 Yates, JoAnne, 82, 87, 91, 108, 140, 143, 166–167, 170, 223, 230  
 Zucchermaglio, Cristina, 168