

## **One good thing about lectures: they model the approach of the discipline**

By *cchanock*

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This paper looks at the function of university lectures in modelling the kinds of analysis by which ideas are presented and validated in the humanities and the social sciences. Students who are alert to this modelling function can use it to inform their general strategies for learning in three ways. They can listen more effectively to oral communications in their courses because they anticipate and recognise the rhetorical moves that are commonly found there. They can transfer this awareness to their reading, to the extent that academic reading and speaking share rhetorical purposes and forms, as I will argue they do. Finally, they can improve their own skills of analysis and argument as they realise that knowledge, whether in lectures or in writing, is never a truckload of facts dumped in the driveway of the mind. Facts are always selected in the service of some idea and arranged to demonstrate it.

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Contact details **Email:** [c.chanock@latrobe.edu.au](mailto:c.chanock@latrobe.edu.au)

**Contactable:** Yes

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