

A framework for analyzing varieties of writing in a discipline

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Writing across the curriculum means more than creating opportunities to learn by writing; it means, also, focusing on the nature of writing for particular purposes, in particular fields. In Australia, B.A. students are required to write extensively for all of their courses, but usually receive no theoretically-informed instruction about writing itself. This paper offers a framework that discipline specialists and their students might use in analyzing the varieties of writing in their field, to inform the students' subsequent choice of suitable forms and language when they write for different audiences in a professional role. The paper follows the application of this framework in an archaeology subject where an academic skills adviser collaborated with an archaeology lecturer in inviting upper level students to closely examine the discourse of their profession.

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