

# **A writer for all reasons**

## **Transitions in and out of school**

---

Anthony Paré

University of Limerick, Regional  
Writing Centre 10-year Anniversary  
Symposium on Writing May 2017

# A growing understanding of writing

---



# Cognitive process model

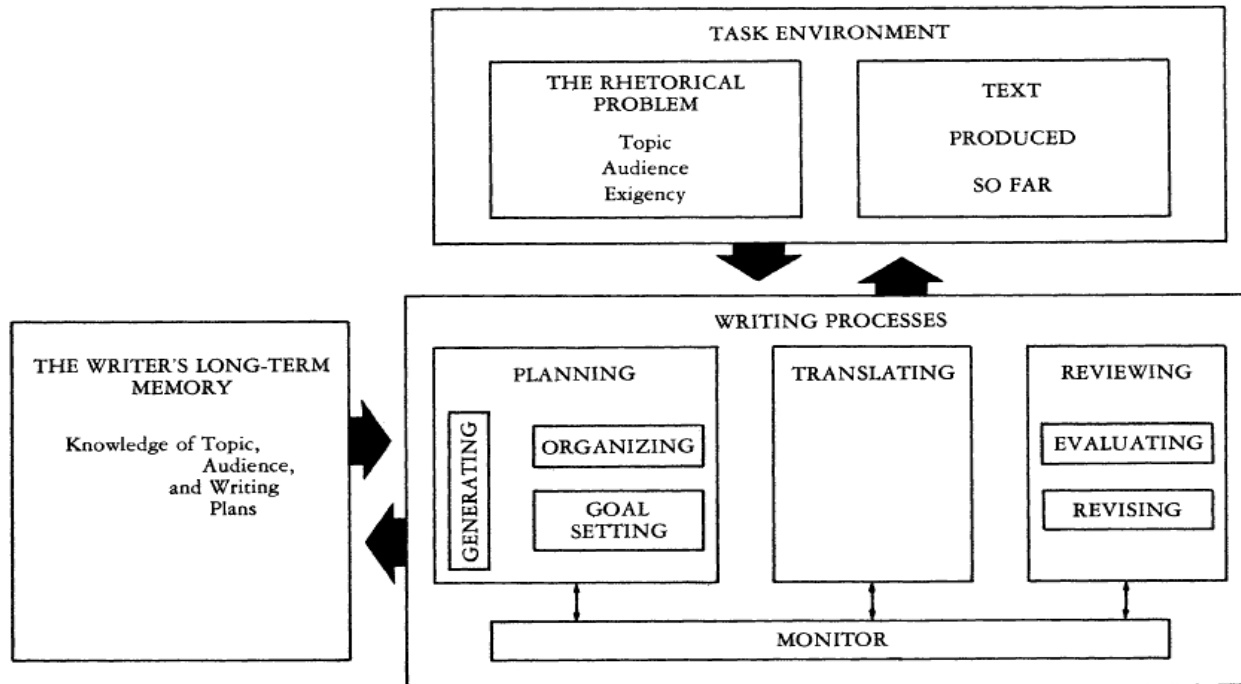


Figure 1. Structure of the writing model. (For an explanation of how to read a process model, please see Footnote 11, pages 386-387.)

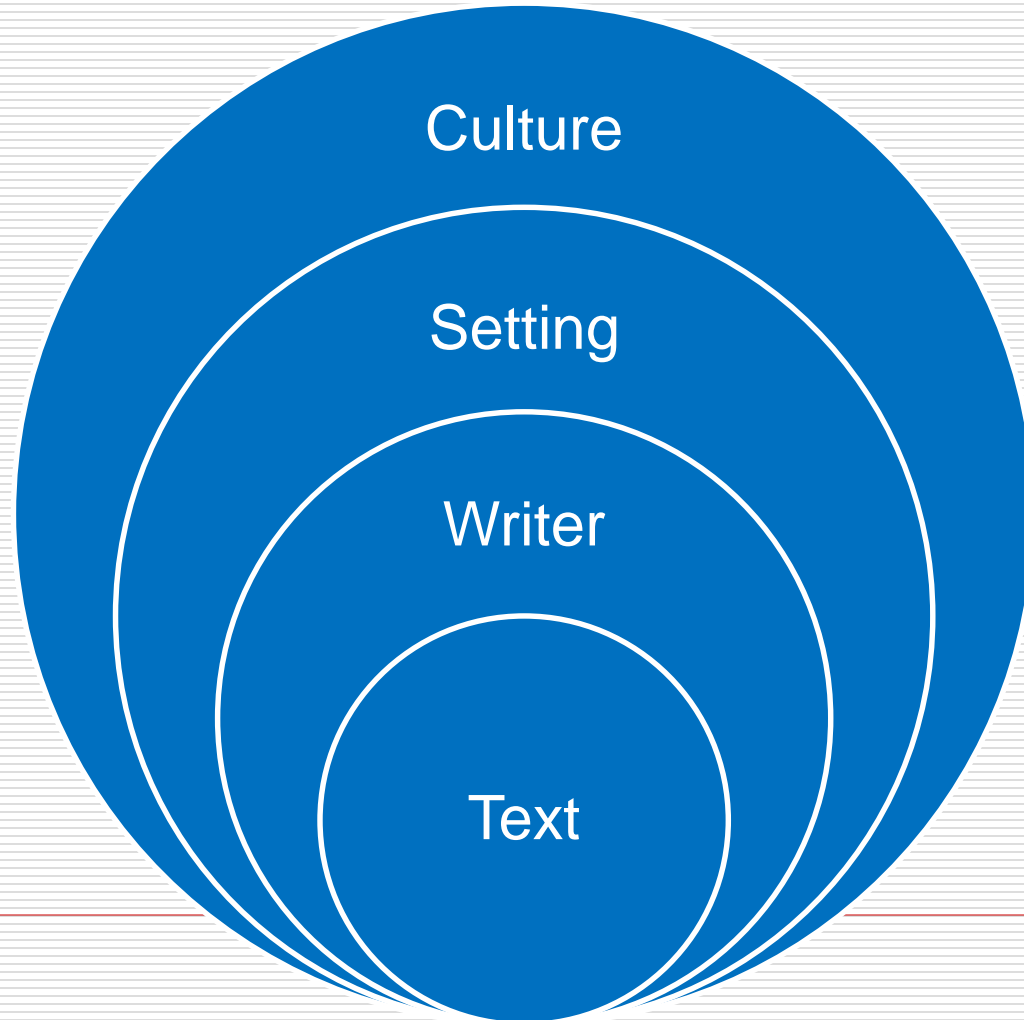
# Process perspective

---

- texts evolve through stages/phases
  - writing is heuristic/generative
  - the writing process comprises sub-processes
    - goal-setting
    - planning
  - an evolving sense of audience and purpose guides writers
-

# A growing understanding of writing

---



# Social perspective

---

- ❑ writing intention/purpose is communal
  - ❑ format/genres are shared resources
  - ❑ writing is a collective heuristic
  - ❑ texts are woven into practice
  - ❑ texts are often co-authored (or no-authored)
  - ❑ texts have multiple readers/readings
  - ❑ texts are multimodal, multimedia
-

# A growing understanding of writing

---



# Cultural perspective

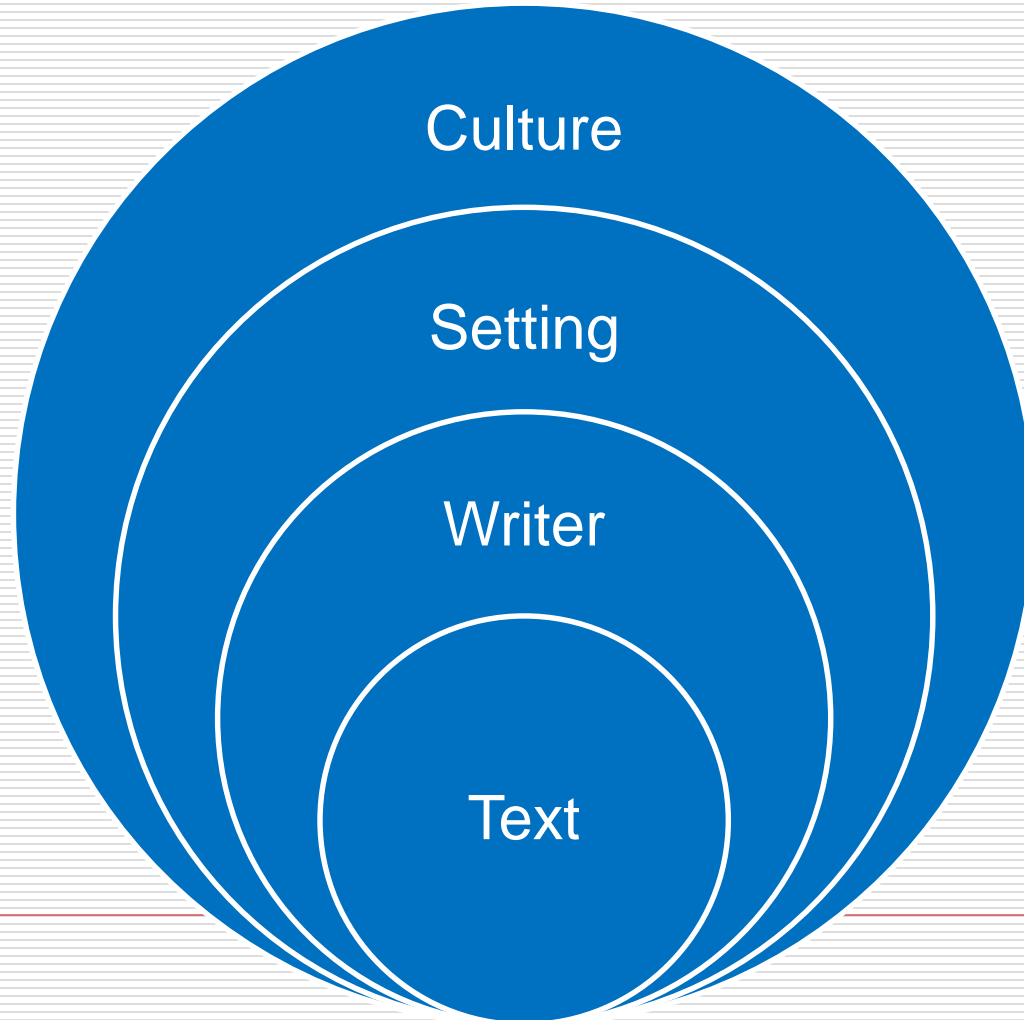
---

- texts depend on local knowledge
  - texts embody collective values, beliefs, assumptions
  - texts enact collective aspirations, desires
  - textual practice is learned by osmosis through participation
  - textual participation is enculturation
-



# A growing understanding of writing

---



# What does writing do?

---

...explores, proposes, explains, argues, orders, challenges, convinces, describes, outlines, implies, summarizes, amuses, directs, speculates, recommends, advises, suggests, illustrates, portrays, expresses, encourages, persuades, assures, dissuades, influences, advocates, exposes, intimidates, counsels, opposes, endorses, conveys, states, questions, demands, imagines, delights, misleads, provokes, reviews, attacks, consoles, reports, narrates, berates, mediates, delegates, delineates, ameliorates, records, enlightens, identifies, elaborates....

---

. . . I have found smart, accomplished colleagues in other disciplines who have little vocabulary for discussing writing beyond the corrective grammar they learned in high school. Although they have learned the genres of their profession and are successful in them, their reflective ability to manipulate them is limited because of a lack of linguistic and rhetorical vocabulary and analytical methods. Their fairly developed language practice has not been professionalized or transformed through internalizing those disciplinary knowledges which would provide them a more sophisticated stance. (Bazerman, 2009, p. 289)

# Thank you!

---

[anthony.pare@ubc.ca](mailto:anthony.pare@ubc.ca)

---