“Someone will agree that ...”
Lexicogrammatical adventures in source use

Nigel A. Caplan, PhD
Associate Professor, English Language Institute
University of Delaware, USA
nacaplan@udel.edu | www.nigelcaplan.com | @NigelESL
The pros make it look easy

- Researchers have explored this aspect of student writing at the undergraduate level (Angélil-Carter, 2000; Chandrasoma et al, 2004; Currie, 1998; Starfield, 2002; Thompson, 2002, 2005) and/or the graduate level (Chandrasoma et al., 2004; Dong, 1996; Flowerdew & Li, 2007; Pecorari, 2003; Petric, 2004). [Shi, 2011]

- Michael Carter, a writing-across-the-curriculum specialist, suggests that the ways in which academics organize and process disciplinary writing can be classified and clustered into four ‘macro-genres’ (Carter 2007). [Johns, 2008]
... really easy

- David R. Russell's notion of learning as a collaborative rather than solitary phenomenon contrasts significantly with White’s.
- Linda Hutcheon asserts that plagiarism occurs only in the reader's interpretation.

[Howard, 2005]
Someone will agree that guns can lead many crimes, however, a study found that weapon bans did not significantly affect murder rates.
Really ... not so much

• Maybe **someone will argue that** the dancers must be professional dancers rather than ordinary people.

• **There are people who believe** smartphone has brought the human being a brighter future on many aspects, such as education, medication.

• **However, some people argues that** acupuncture is not that efficiency because the weight will increase again after stopping the treatment.
I CAME HERE FOR AN ARGUMENT!
THIS IS JUST CONTRADICTION

NO IT ISN'T
But not everything is an argument

- **Social Science**: Genres that require students to investigate a question or issue first, and then draw conclusions based on the research or analysis — not genres requiring students to choose a thesis first, then defend it.
- **Science**: Transactional and informational genres—proposals, reports, plans, presentations.
- **Law**: Most courses assigned an internal memo to analyze a question of law for a supervisor on your “side”.

The UNC Genre Project [http://genre.web.unc.edu/](http://genre.web.unc.edu/)
“We can’t not mean genres” (Martin, 2009)

<table>
<thead>
<tr>
<th>(Nesi &amp; Gardner, 2012, 2018)</th>
<th>BAWE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise</td>
<td>Research Report</td>
</tr>
<tr>
<td>Explanation</td>
<td>Case Study</td>
</tr>
<tr>
<td>Critique</td>
<td>Design Specification</td>
</tr>
<tr>
<td>Essay</td>
<td>Problem Question</td>
</tr>
<tr>
<td>Literature Survey</td>
<td>Proposal</td>
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<tr>
<td>Methodology Recount</td>
<td>Empathy Writing</td>
</tr>
<tr>
<td></td>
<td>Narrative Recount</td>
</tr>
</tbody>
</table>
Beyond “They Say, I Say”

- Give background
- Establish authority
- Argue against a claim
- Summarize as an example
- Critique/evaluate a source
- Demonstrate wide reading

- Validate a contested statistic or idea
- Show convergence or divergence among experts
- Credit an author with “coining” an idea or phrase

Adapted from Mott-Smith, Tomaš, and Kostka (2017)
### The 3x3 Matrix

<table>
<thead>
<tr>
<th>What kind of sources and evidence are used/allowed?</th>
<th>Does the text make an argument or claim?</th>
<th>How is the organisation of the text signalled?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language to express and develop ideas</td>
<td>A1</td>
<td>C1</td>
</tr>
<tr>
<td>Language for interaction and engagement</td>
<td>B1</td>
<td>C2</td>
</tr>
<tr>
<td>Language that organizes and structures</td>
<td>C1</td>
<td></td>
</tr>
</tbody>
</table>

Caplan (under review): Adapted from Humphrey, 2013; Humphrey & Macnaught, 2016; Pessoa, Miller, & Mitchell, 2017
### How is information developed?

<table>
<thead>
<tr>
<th>Language to express and develop ideas</th>
<th>Paragraph/Stage</th>
<th>Sentence/Word</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>A1</td>
<td>A2</td>
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### Does the writer evaluate claims and evidence?

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Caplan (under review):
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The 3x3 Matrix

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- How do writers use modal verbs? Attributions?
- Reporting verbs? How do writers show opinion, evaluation, and judgment?

Caplan (under review): Adapted from Humphrey, 2013; Humphrey & Macnaught, 2016; Pessoa, Miller, & Mitchell, 2017
Novice Undergraduates

**ACADEMIC TRANSITIONS**

**How does AT work?**
udel.edu/eli/at

**AT1**
Semester #1 | Earn up to 6 credits
Academic English courses, electives and the Cohort Experience | 4 months

Qualified new students can skip AT1 and begin ELI in AT2

**AT2**
Semester #2 | Earn up to 9 credits
First-year composition course, 2 academic courses and Cohort Experience | 4 months

Students who meet requirements can begin full-time UD after AT2

**AT3**
Semester #3 | Earn up to 12 credits
3 UD courses & 1 ELI course. Optional for those who meet requirements in AT2 | 4 months

UNDERGRADUATE FOUNDATION PROGRAM FOR INTERNATIONAL STUDENTS
Source Use Across the Disciplines

POSC 150: “Propose a political outcome for the class to explore”

ARTH 151: “Research Paper”
Expanding the Repertoire

• Noun clauses (projection) vs. assertion (simple tenses)
• Reporting verbs:
  – Endorse (“Align”)
  – Acknowledge (“Neutral”)
  – Distance
Islam, as any other religion or culture in the world, has its own type of art. In the 19th century, historians produced the concept of Islamic art to simplify categorization and researched the artworks that were created by Islamic nations (Macaulay-Lewis, 2018). [...] Islamic art has a variety of patterns and styles which reflects its beauty, richness, and uniqueness. According to the article “The Nature of Islamic Art”, the three main elements used in mosque decoration are calligraphy, geometrics, and vegetal (2001).
As we know, religion has existed for a very long period. Religion has existed since the creation of humankind. [...] Also, based on the history, the first mass group of people who arrived in the American Continent was the group of protestant who escaped from the British. Therefore religion plays a significant role in building America. Lyden explained that today, virtually every aspect of American life directly or indirectly involves religion. [...] Every human being attaches themselves to a specific religious belief.
Hedging, boosting, or both

<table>
<thead>
<tr>
<th>B. Language for interaction and engagement (interpersonal)</th>
<th>(B1) Are claims and evidence presented as factual or contested?</th>
<th>(B2) Does the writer evaluate claims and evidence by aligning or distancing the reader?</th>
<th>(B3) How do writers show opinion, evaluation, and judgment?</th>
</tr>
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- Part of the answer **may indeed** lie in our genes.
- The climate **may** depart **significantly** from its natural course …
- This fascination with gold **can easily** be explained …

(Caplan, 2019, p. 143)
In the Bill of Rights, the First Amendment is for freedom of Press, Religion, Assembly, and Petition (Barbour, Wright, 2017). Why there are some American public against flag burning?

In 1792, the framers of the United States Constitution added ten amendments to this document, named as the Bill of Rights. The First Amendment contains the agreement for people to have freedom of speech, press, religion, assembly, and petition. At first, the Bill of Rights, including the First Amendment can only be used in federal government. In 1868, the Fourteenth Amendment passed and the guarantees of personal liberty extended the First Amendment protections to the state level, the First Amendment now applies to states and federal government (First Amendment Rights, 2003). The Bill of Rights absolutely protect the civil rights of people in the United States. However, arguments about the symbolic speech still exist in the United States.

Gun ownership is a kind of American unique culture and a tradition older than the country itself. As we all know, roots of American gun culture were led by the history of the United States which are colonial history, revolutionary roots and frontier expansion. The legacy of history will not be easy to doubt.

The reason of owing guns for majority Americans is protecting themselves. Someone will agree that guns can lead many crimes, however, a study found that weapon bans did not significantly affect murder rates.
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Grammar Choices (ahem)

• Reporting verbs and noun clauses
• Passive reporting verbs (*it is believed that ...*)
• Appropriate general subjects with the right tense (*Historians have argued ... Scientists have demonstrated ...*)
• Controlling the Theme
• Hedging, boosting, hedged boosting
The Task

“learning how to mean is essentially a continuous expansion of a person’s *registerial repertoire*: Learners keep mastering new registers, thereby expanding their personal meaning potential”

(Matthiessen, 2009)
Consortium on Graduate Communication

CGC Summer Institute
June 6-8
George Mason University,
near Washington, DC
www.gradconsortium.org
Resources, listserv, syllabi
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