The background is a dark green chalkboard with various white chalk drawings. On the left, there is a large drawing of a microscope. Above it is a globe of the Earth. Below the microscope is a stack of books. In the bottom center, there is a drawing of an open book with some illegible text. To the right of the open book are several mathematical symbols: a percentage sign, a plus sign, and a less-than sign. The overall theme is academic and scientific.

Enter Stage Left

Beyond The Metaphor: Academic Writing as Performance

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Introductory Activity

- Write down your understanding of academic writing on the piece of paper provided.
- Scrunch up the paper and throw it into the corner of the room.
- Read someone else's understanding of academic writing and discuss what you have read with the person closest to you – how does it differ, or how is it similar, to your understanding? Hand on the piece of paper that you have picked up to someone else. Do this two to three times then retrieve your own piece of paper.
- Returning to your seat, if what you have read or discussed has changed your thinking, modify accordingly what you initially wrote.

‘A Conversation About Ideas’

“... enter a conversation about ideas”
(Graff and Birkenstein 2005 p. ix)

The 'Life' in Texts

“. . . to enhance students' understanding of all the “life” embodied in texts”

(Bazerman 1988 p. 320 quoted in Hyon 1996 p. 699).



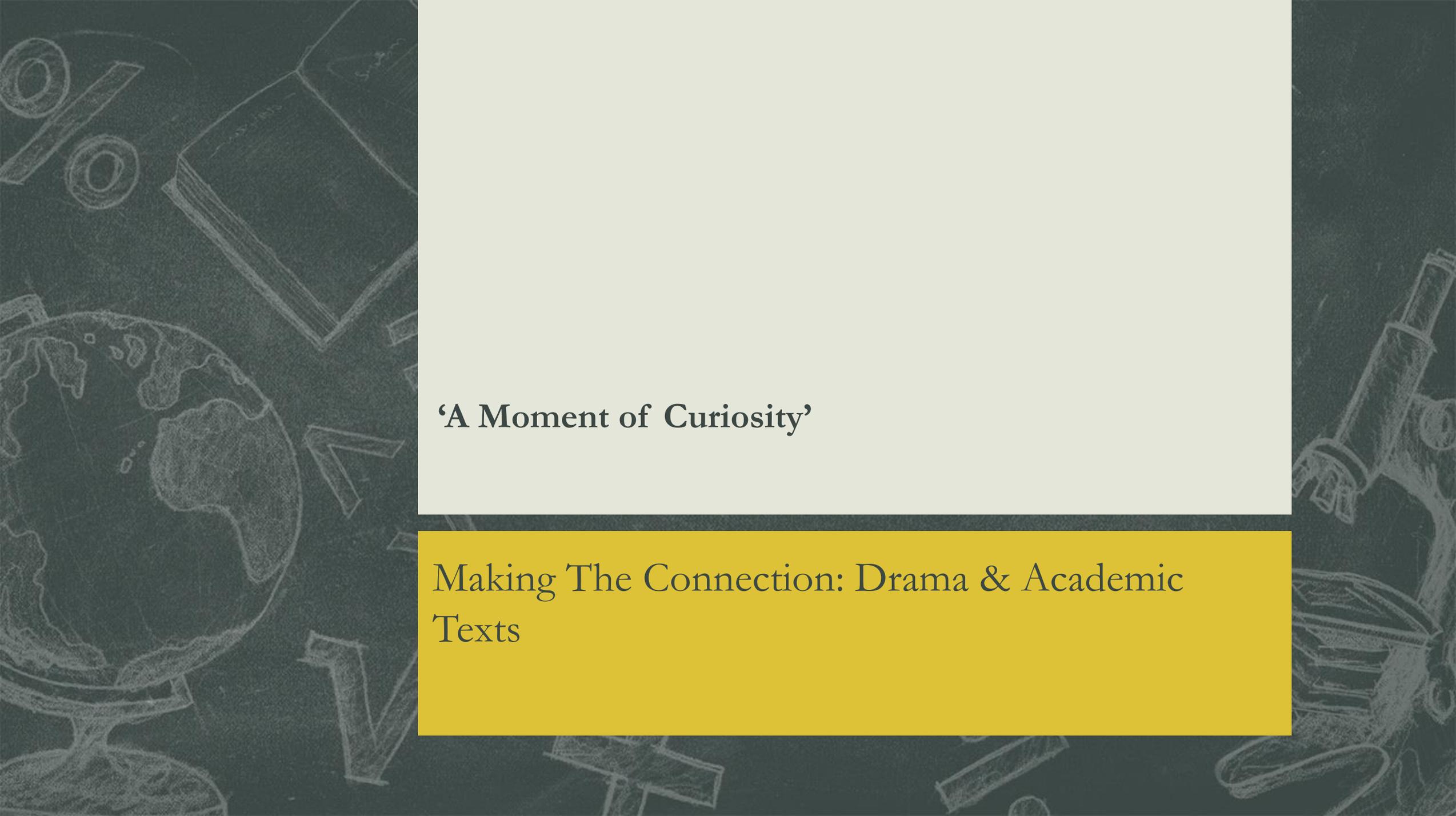
Embodied Metaphor
Skill to Performance
Embodied Learning
Rhetorical Grammar

Overview

Embodied Metaphors

In groups, discuss one or two embodied metaphors that you could use to talk about academic writing in the introductory lesson of a course.

In groups, discuss an aspect of academic writing that you think might be more accessible to students through the use of embodied metaphor.

The background features a dark, textured surface with faint, light-colored line drawings of various objects. On the left, a globe is depicted with continents visible. Above it, there are several books of varying sizes. To the right, a microscope is shown in detail. Other scattered elements include what appear to be test tubes, a ruler, and various geometric shapes and symbols, all rendered in a sketchy, hand-drawn style.

‘A Moment of Curiosity’

Making The Connection: Drama & Academic
Texts

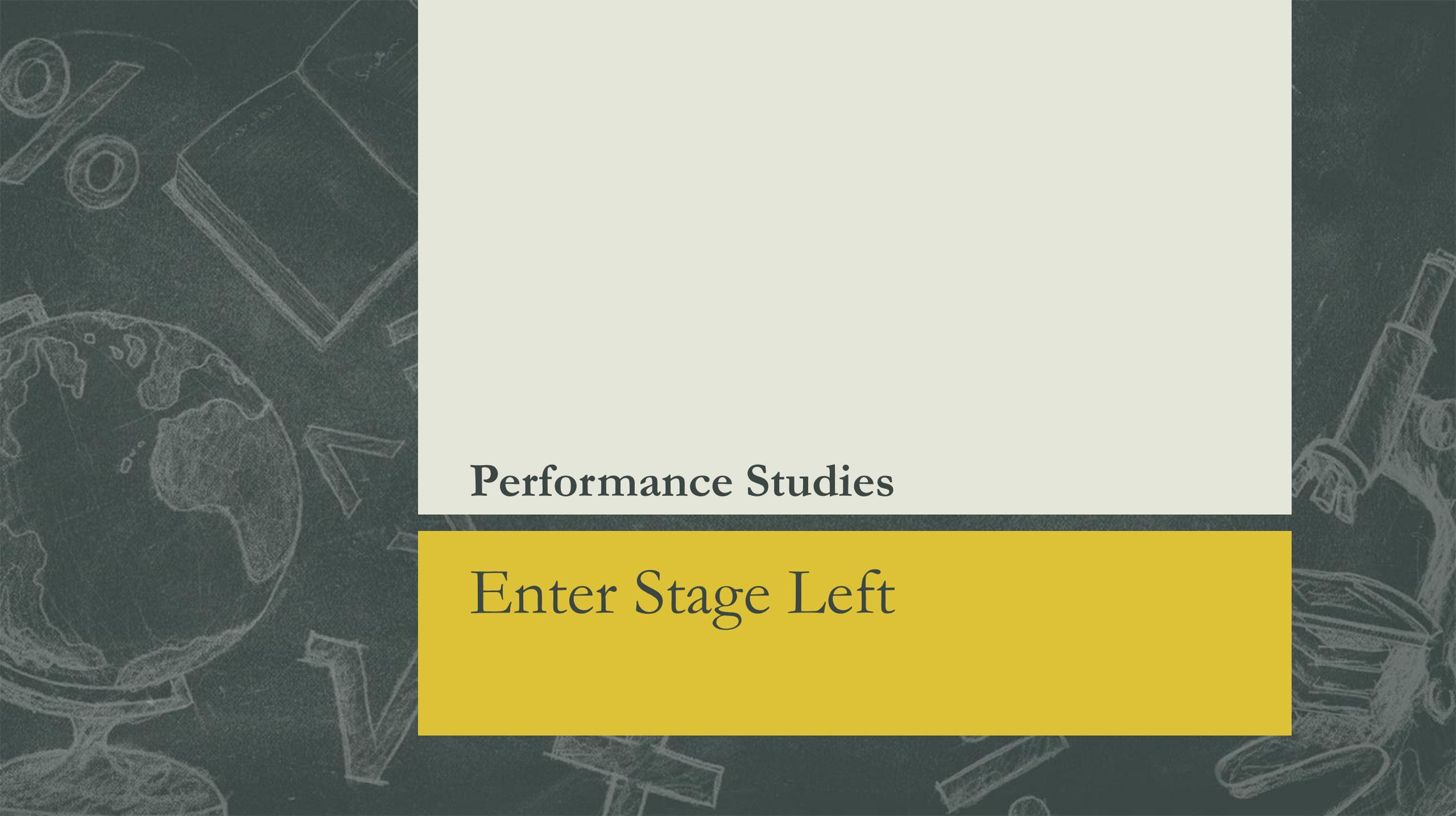
Theatre Metaphors

“the shy person’s version of acting” (Carluccio 2010, p. 7)

“ . . . actors blinded by the footlights but nonetheless acutely conscious of the audience seated around, academic authors acknowledge their readers - the other members of their discipline - in a number of ways, all of them indirect” (Chanock 2003, p. 54)

Rethinking Academic Texts

“A multi-vocal performance (accomplished through various processes of authorship) that resides in the text, as a dynamic entity that is momentarily stilled, awaiting interaction with an audience, whereby its dynamic qualities are once again released through the re-embodiment of the text by the reader(s) and open to appraisal by the reader(s)” (Hinckfuss 2010).



Performance Studies

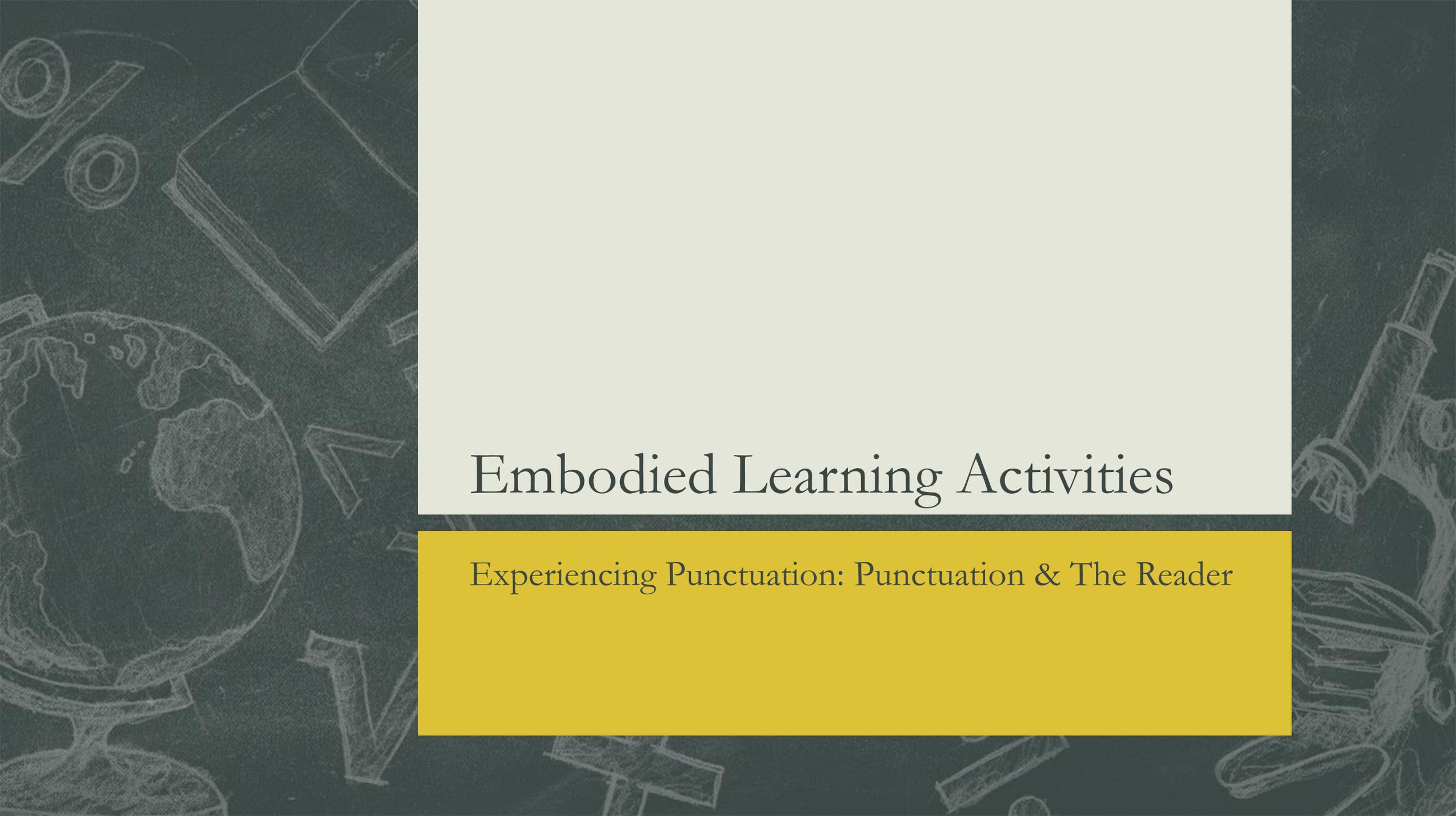
Enter Stage Left

Performance

“assumption of accountability to an audience for the way in which communication is carried out,” (Bauman 1974, p. 293).

Skill To Performance

| Conceptualisation | Nature | Knowledge | Pedagogical Focus |
|---|--|------------------------------|---|
| A Skill | Product | Positivist | Text Accuracy |
| A Cognitive Process | Individual Cognitive Composing Stages | 'Individual Genius' | Text Writing Process |
| A Creative Process | Individual Authentic Creative Voice Cognitive | 'Individual Genius' | Writer Individual Voice |
| A Goal-Oriented Social Action | Social Goal-Oriented Staged Moves | Social | Audience Context Text Genre |
| A Socio-politically Construed & Construing Practice | Socio-political Audience-Oriented | Socially Constructed | Context Audience Performance |
| A Performance | Dynamic, multi-vocal Emergent | Socially Created Embodied | Audience & Writer & Purpose/Topic & Context |

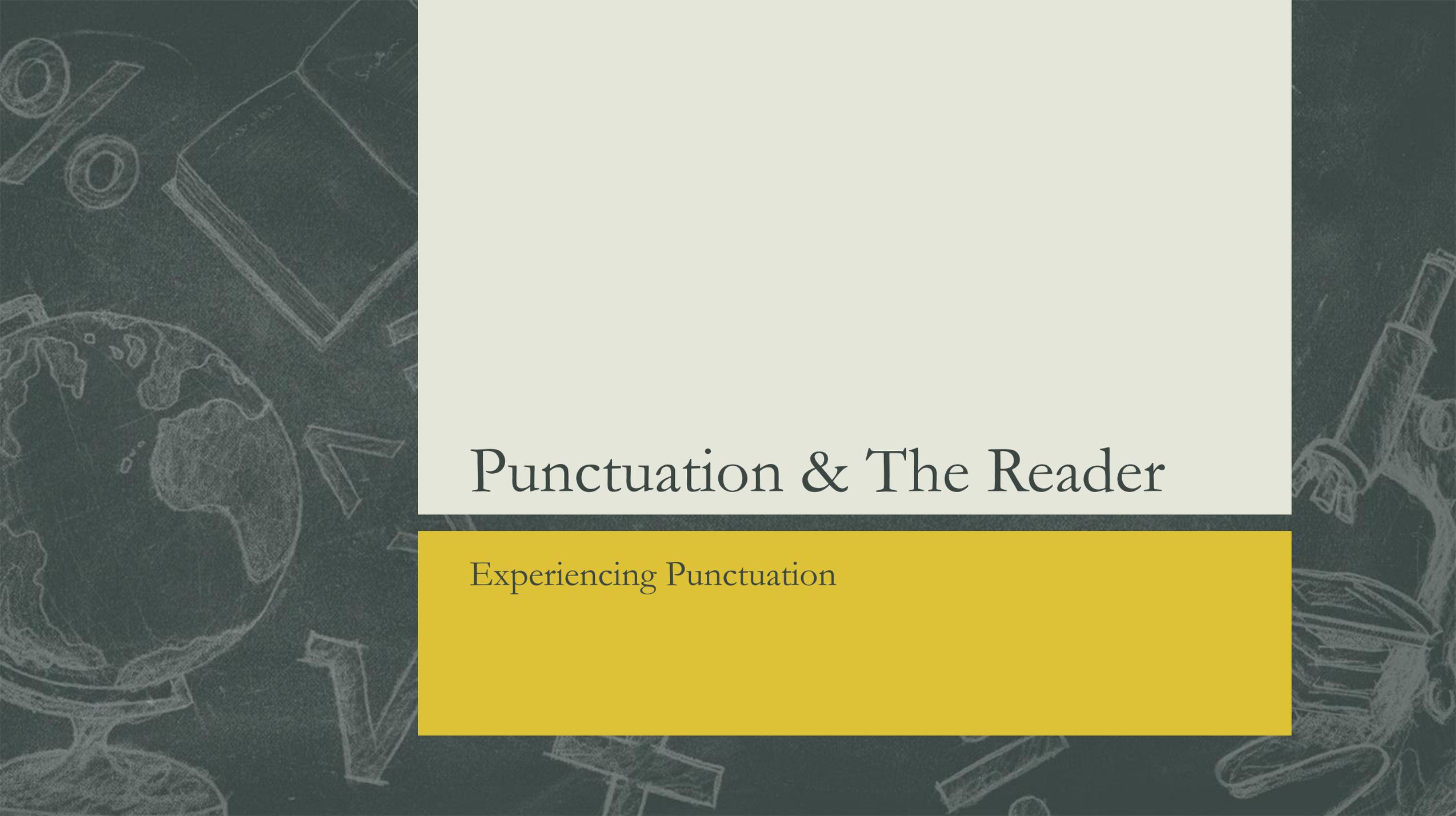


Embodied Learning Activities

Experiencing Punctuation: Punctuation & The Reader

Punctuation Matters?

- As a group, act out the punctuation mark that you have been assigned?
- Guess the punctuation mark being ‘acted.’

The background features a dark, textured surface with faint, light-colored illustrations of various school and scientific items. On the left, there is a large globe showing continents. Above it are several books, some with titles like 'MATHS' and 'SCIENCE'. To the right, there is a detailed drawing of a microscope. Scattered throughout are other items like a ruler, a compass, and various geometric shapes.

Punctuation & The Reader

Experiencing Punctuation

Frankie



Punctuation & The Reading Experience

“There is an underlying rhythm to all text. Sentences crash and fall like the waves of the sea, and work unconsciously on the reader. Punctuation is the music of language. As a conductor can influence the experience of a song by manipulating its rhythm, so can punctuation influence the reading experience, bring out the best (or worst) in a text. By controlling the speed of a text, punctuation dictates how it should be read” (Lukeman 2006).

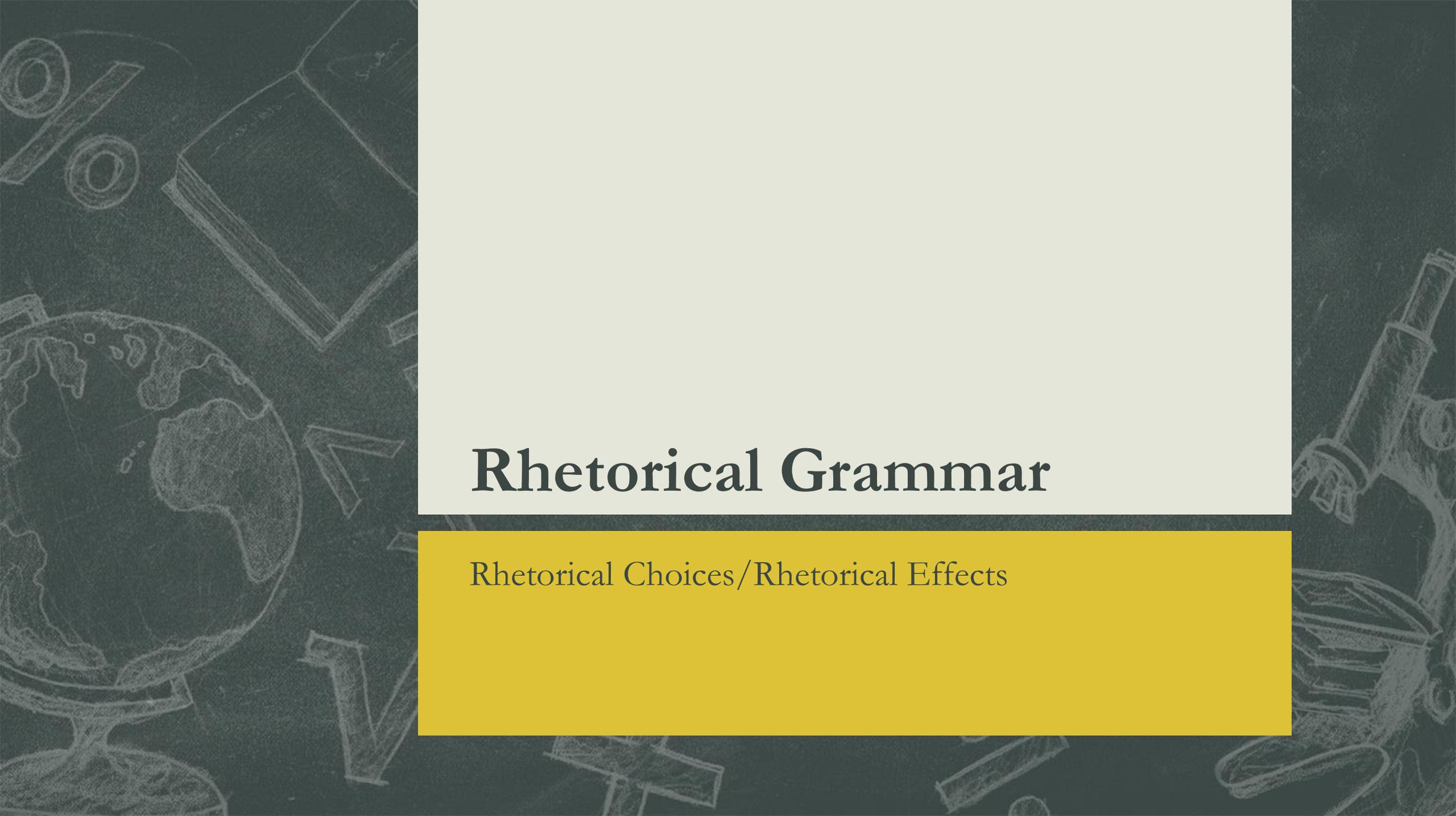
Punctuate 'Me!'

its weird to admit this but i have a deep and profound love for public transport saying this is probably similar to declaring you love oh i dont know furniture or biros or the economy or cement but cest la vie public transport does it for me travel to tokyo london beijing or hong kong and tell me youre not impressed by their speedy metro systems all miracles of infrastructure government investment and robust urban planning and what a glorious thing it is to ride through a city in the company of your fellow man strangers with their own lives a thousand human stories in motion together as one

Rhetorical Choices: Rhetorical Effects

“It’s weird to admit this, but I have a deep and profound love for public transport. Saying this is probably similar to declaring you love - oh I don’t know - furniture or biros or the economy or cement. But c’est la vie: public transport does it for me. Travel to Tokyo, London, Beijing or Hong Kong and tell me you’re not impressed by their speedy metro systems; all miracles of infrastructure, government investment and robust urban planning. And what a glorious thing it is to ride through a city in the company of your fellow man! Strangers with their own lives! A thousand human stories in motion, together as one!”

(Source: Frankie, May/June 2013)



Rhetorical Grammar

Rhetorical Choices/Rhetorical Effects

Rhetorical Grammar

“... the grammatical choices available to you when you write
and
the rhetorical effects those choices will have on your reader”
(Kolln & Gray 2010 p. 3).

“Their Body is Different, Our Body is Different . . .”

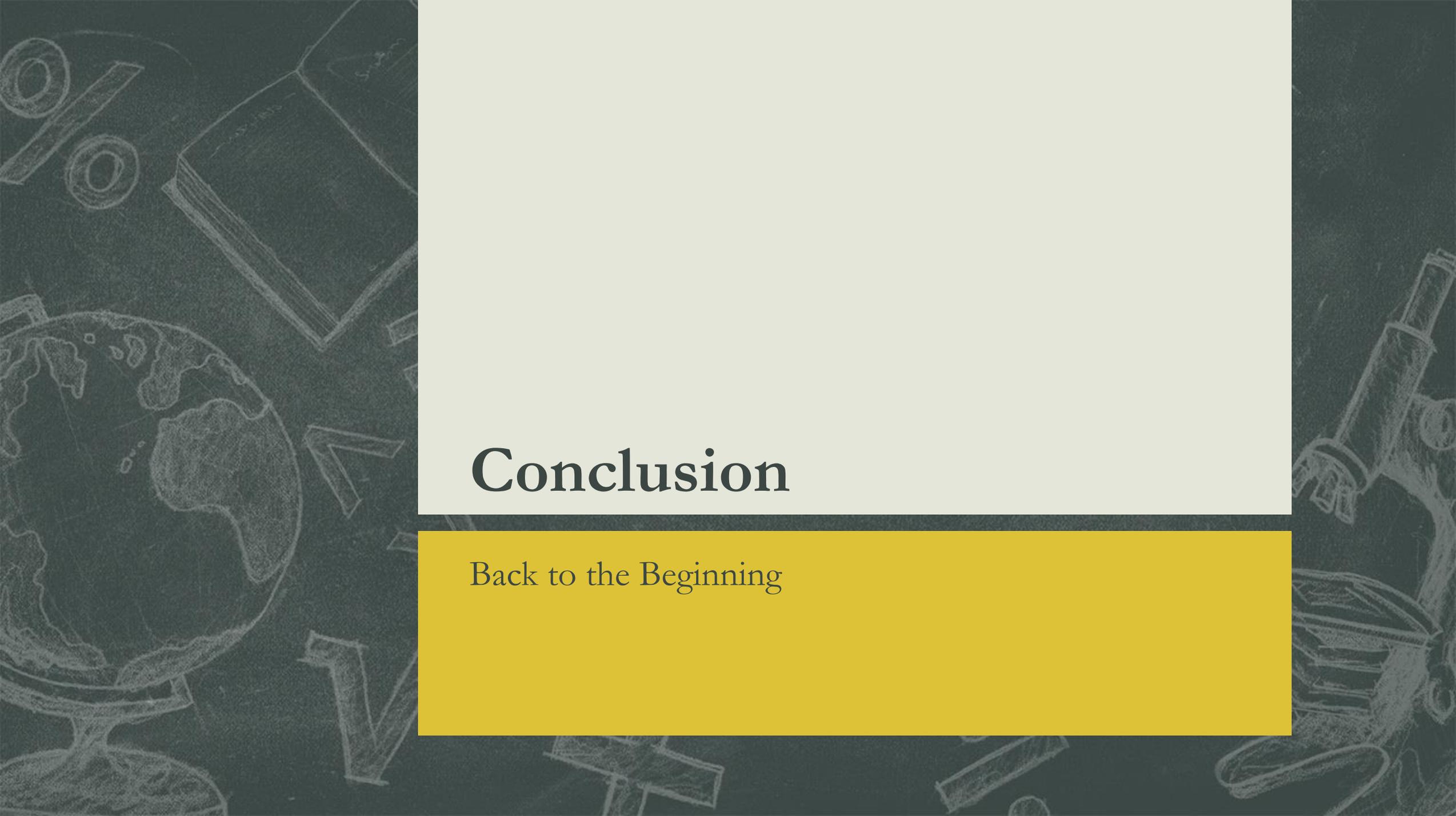
“When the *Dolphin* arrived at Tahiti, the island was “discovered” and the islanders entered European history. Equally, however, the Europeans entered Tahitian history, tangling these histories together. Wallis was searching for Terra Australia incognita, hoping to inscribe its coastlines on the maps of the world, while the Tahitians thought that the *Dolphin* was a floating island, or perhaps a craft from Te Po, the realm of ancestors.

Enacting Academic Integrity

Paragraph One: Context and purpose

Writing from an anthropological perspective, Salmond wants to provide an ‘even-handed’ account of the arrival of Europeans in Tahiti. That is, she wants to offer an account that gives equal weighting to both the European and Tahitian perspectives.

- a) Do you think she achieves her rhetorical purpose?
- b) If ‘yes’, how does she achieve her purpose and if ‘no,’ why doesn’t she achieve her purpose?

The background of the slide is a dark grey color with faint, light-colored sketches of various scientific and educational items. On the left side, there is a large sketch of a globe. Above it, there are sketches of a book, a pair of glasses, and a ruler. On the right side, there is a sketch of a microscope. The sketches are rendered in a simple, line-art style.

Conclusion

Back to the Beginning

Rethinking Academic Writing Pedagogy

In what ways do you think that the use of embodied metaphor, embodied learning activities and approaching rhetorical grammar from a rhetorical perspective could alter your pedagogical practice?

What is your understanding of academic writing?

Before

- sentence structure
- logic(?)
- organization

Jordyn Moon (2017)

After

Academic writing is not simply about using sophisticated vocabulary and sentence structure. It's more of a communication with courtesy between the author and the reader. The author carefully design his or her writing for the reader so that they can be welcomed into the writer's idea.

Jordyn Moon (2017)

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