Contents

Preface
Richard W. Bailey ix

Introduction
Bridging epistemologies and methodologies: research in written language function
Barbara Couture 1

Part 1 Describing the functions of written language 11

1. An ethnographic study of corporate writing: job status as reflected in written text
Robert L. Brown, Jr. and Carl G. Herndl 11
1.1 Two problems in business writing 11
1.2 Definition of analyzed features 13
1.3 The nominalization study 14
1.4 The narrative structures study 19
1.5 Toward theory and application 22
1.6 Epilogue 26

2. Close cohesion with *do so*: a linguistic experiment in language function using a multi-example corpus
Michael P. Jordan 29
2.1 An argument for analysis of actual language use 29
2.2 Guidelines for corpus-based text analysis 31
2.3 Preliminaries about the use of *do so* 32
2.4 An analysis of *do so* 34
2.5 General criteria for *do so* and counterparts 40
2.6 Conclusion 45

3. Thematic distribution as a heuristic for written discourse function
Mary Ann Eiler 49
3.1 Theme and discourse genre 49
3.2 Selection of a text for thematic analysis 49
3.3 Distinctions in thematic choice 50
3.4 Method of analysis 54
3.5 Major findings 56
3.6 Summary 67

Part II Exploring the processes of written language production and interpretation 69

4. Effective ideation in written text: a functional approach to clarity and exigence
Barbara Couture 69
4.1 Toward an analysis of effective textual ideation 69
4.2 Logical conceptualization as a function of text 73
4.3 Semiotic contextualization as a function of text 79
4.4 Summary and implications 88

5. Text and context: how writers come to mean
Deborah Brandt 93
5.1 Toward uncovering conditions for textual meaning 93
5.2 A theory of 'language as social semiotic' applied to written text 94
5.3 Some indicators of social context in written text 95
5.4 An analysis of student composition: revealing the writer's conditions for meaning 99
5.5 Implications for research and teaching in composition 105

6. Achieving impact through the interpersonal component
Edward L. Smith, Jr. 108
6.1 Comparing guidelines for effective writing with actual writing practice 108
6.2 Applying systemic analysis to interpersonal functioning in writing 109
6.3 Examining acceptable gradations of tone and purpose in prose 110
6.4 Conclusion 118

7. Clause relations and the writer's communicative task
Michael Hoey and Eugene Winter 120
7.1 An introduction to clause relations 120
7.2 Clause relations and inferential and explicit meaning 126
7.3 Conclusion 138

Part III Determining how written language is valued 142

8. Static and dynamic cohesion: signals of thinking in writing
Carolyn G. Hartnett 142
8.1 Cohesion in written discourse 142
8.2 Static and dynamic ties: toward a definition 145
8.3 Static and dynamic ties: toward analyzing effects 146
8.4 Conclusion 151

9. Global marking of rhetorical frame in text and reader evaluation
Christine A. Hult 154
9.1 Analyzing frame development in texts 154
9.2 Comparing reader evaluation of texts with frame development 158
9.3 Findings and discussion 160
9.4 An alternate analysis of rhetorical frame 163

9.5 Implications 166

10. Getting the theme across: a study of dominant function in the academic writing of university students
Pamela Peters 169
10.1 Why a study of academic writing 169
10.2 The data and method of analysis 172
10.3 The experiment and results 175
10.4 Discussion 180
10.5 Implications for theory and practice 182

Part IV Applying functional language theory to writing instruction 186

11. Applying a functional model of language in the writing classroom
Stephen A. Bernhardt 186
11.1 What functional models of language do 186
11.2 How functional models have influenced research in writing 189
11.3 How a functional model applies to writing instruction 190
11.4 How a functional model succeeds where other models fail 194
11.5 Summary 196

12. Literacy and intonation
Martin Davies 199
12.1 Introduction 199
12.2 Intonation systems and written English 201
12.3 Intonation and reading: an experiment 207
12.4 Evaluation and conclusions 217

13. Writing in schools: generic structures as ways of meaning
Frances Christie 221
13.1 Learning to write and to mean 221
13.2 Skills, capacities, and attitudes valued in a contemporary school education 223
13.3 Writing in the primary school language arts program: an early narrative text 225
13.4 Writing in the primary school science program: an early scientific essay 229
13.5 Writing in the junior secondary literature program: a literary character-study 233
13.6 Conclusion 239

14. What a functional approach to the writing task can show teachers about 'good writing'
James R. Martin and Joan Rothery 241
14.1 The task of learning to write 241
14.2 Toward better teaching of the writing task 242
14.3 How the functional approach explains 'good writing' 254
14.4 Pedagogical methods that assist the functional approach to writing 260
14.5 Conclusion 262