Sub-headings and assignment types across the disciplines in student written assignments

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1.   The BAWE corpus

   ➢   http://go.warwick.ac.uk/bawe

2.   Structural and functional properties of assignments

"Once texts develop to [a] level of internal complexity, **titles, subtitles, headings and subheadings** are commonly deployed to keep track of the composition structure .." (Martin, 1992:443)

   a) (sub-)titles and (sub-)headings function as **macro-themes** that predict text (Ravelli 2004)

   ➢   ideationally

   ➢   textually

   ➢   interpersonally

   b) (sub-)titles and (sub-)headings also structure assignments

   ➢   simple (0022a, 0003b, 0029h)

   ➢   complex (3035a, 0006c, 0006a, 0099d, 0090c, 0023c)

   ➢   compound (3042f, 6066g, 6010a, 6045a, 6033g)

   ▪   "[function] as a unity with respect to [their] environment" (Halliday and Hasan 1976)

   ▪   parts are +/- independent (Hoey 2001)

   ▪   embedding:

      parallel or complementary

      simple or complex

	parallel	complementary
simple	3042f	6066g, 6033g
complex	6045a	6010a

3.   Characterising student writing
   ➢   Psychology 'essays' and Biochemistry 'lab reports': IMRD.
   ➢   Engineering lab reports: Introduction, Theory, Apparatus, Observations, Analysis, Conclusions.
   ➢   Sociology and Politics 'essays': Introduction, …ideational labels…, Conclusion.
   ➢   Medical 'portfolio cases': proforma (Nesi and Gardner 2006)

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<sourceDesc>
<p n="essayID">0022a</p>
<p n="dept">Psychology</p>
<p n="assignment type">essay</p>
</sourceDesc>

<titlePart type="main" rend="bold/underline">Imagine you are
designing a curriculum for primary school science classes.
Consider how research in cognitive development could help
you decide which concepts are taught when.</titlePart>
<p>The structure of education has been shaped by

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<sourceDesc>
<p n="essayID">0003b</p>
<p n="dept">Sociology</p>
<p n="assignment type">ethnography</p>
</sourceDesc>

<titlePart type="main" rend="bold">An urban ethnography of
two bookshops in Leamington Spa, November 2004. </titlePart>
<titlePart>By xxx, History and Sociology. Tutor:
zzz.</titlePart>

<p>On Friday afternoon, the 26th of November, I

<p type="wc">Word count: 1443. </p>
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<sourceDesc>
<p n="essayID">0006a</p>
<p n="dept">Biology</p>
<p n="assignment type">report</p>
</sourceDesc>

<titlePart type="main" rend="bold">Experiment 15: Aspects of
bacterial genetics: Conjugation and Recombination
</titlePart>
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<div level="1"><p rend="bold">Aim / Abstract </p>
<div level="1"><p rend="bold">Introduction </p>
<div level="1"><p rend="bold">Method </p>
<div level="1"><p rend="bold">Results </p>
<div level="1"><p rend="bold">Discussion </p>
<div level="1"><p rend="bold">Conclusion </p>

<div type="appendix"><p rend="bold">Appendix </p>

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<sourceDesc>
<p n="essayID">0006c</p>
<p n="dept">Biology</p>
<p n="assignment type">essay</p>
</sourceDesc>

<titlePart type="main" rend="bold">Endosymbiotic
Theory</titlePart>

<div level="1"><p rend="bold">Abstract</p>
<div level="1"><p rend="bold">Introduction</p>
<div level="1"><p rend="bold">History of Endosymbiotic
Theory</p>
<div level="1"><p rend="bold">Factors in favour of
mitochondrial and chloroplast endosymbiosis</p>
<div level="1"><p rend="bold">Summary</p>

<p type="wc">Word count: 2700</p>

<div type="bib"><p rend="bold">REFERENCE</p>

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<sourceDesc>
<p n="essayID">3035a</p>
<p n="dept">Health and social care</p>
<p n="assignment type">research proposals</p>
</sourceDesc>

<div level="1"><p rend="bold/underline">Research Proposal:
Randomized Control Trial</p>
    <div level="2"><p rend="bold">Explanatory research
question:</p>
    <div level="2"><p rend="bold">Null hypothesis:</p>
    <div level="2"><p rend="bold">Alternate hypothesis:</p>

<div level="1"><p rend="bold/underline">Study design</p>
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    <div level="2"><p rend="bold">Participants:</p>
    <div level="2"><p rend="bold">Interventions:</p>
    <div level="2"><p rend="bold">Data collection:</p>
    <div level="2"><p rend="bold">Reliability and
validity:</p>
    <div level="2"><p rend="bold">Data analysis:</p>

<div level="1"><p rend="bold/underline">Ethical issues</p>

<div type="bib"><p rend="bold/underline">References</p>

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<sourceDesc>
<p n="essayID">0023c</p>
<p n="dept">Engineering</p>
<p n="assignment type">report</p>
</sourceDesc>

<titlePart>ES21V INTERMEDIATE TECHNOLOGY AND FIELD
COURSE</titlePart>
<titlePart>Assignment 1</titlePart>
<titlePart type="main" rend="italic">Micro-hydro
report</titlePart>

<div level="1"><p rend="underline">Background</p>
<div level="1"><p rend="underline">What is the state of play
of the stream?</p>
<div level="1"><p rend="underline">What's the estimation of
the pipe?</p>
<div level="1"><p rend="underline">What about ROCs?</p>
<div level="1"><p rend="underline">Is connection to the grid
an option?</p>
<div level="1"><p rend="underline">How about a new
turbine?</p>
<div level="1"><p rend="underline">Which pipe and how is it
best to route it?</p>
<div level="1"><p rend="underline">Would a grant be
possible?</p>
<div level="1"><p rend="underline">What is the likely
longevity of the scheme?</p>
<div level="1"><p rend="underline">Conclusions</p>

<div type="bib"><p rend="underline">References</p>

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<sourceDesc>
<p n="essayID">3042f</p>
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<p n="dept">Hospitality, leisure and tourism management</p>
<p n="assignment type">analytical bibliographies</p>
</sourceDesc>

<titlePart>TOURISM IMPACT ANALYSIS, U57266. </titlePart>
<titlePart>Module leader: Jamie Elwin</titlePart>
<titlePart>COURSEWORK ELEMENT ONE</titlePart>
<titlePart type="main" rend="bold/italic">Analytical
bibliographies</titlePart>
<titlePart>Alastair Wilkinson</titlePart>
<titlePart>02068371</titlePart>
<titlePart>March 2005</titlePart>

<div level="1"><p rend="bold">Jones, D L, Jurowski, C &
Uysal, M (2000), "Host community residents' attitudes: a
comparison of environmental viewpoints", Tourism and
Hospitality Research, 2 (2): 129-156.</p>
    <div level="2"><p rend="bold">Notes</p>
    <div level="2"><p rend="bold">Comment & Analysis</p>
    <div level="2"><p rend="bold">Evidence to support
argument </p>
    <div level="2"><p rend="bold">Key links</p>

<div level="1"><p rend="bold">Dyer, P, Aberdeen, L &
Schuler, S (2003), "Tourism impacts on an Australian
indigenous community: a Djabugay case study", Tourism
Management, 24 (1): 83-95.</p>
    <div level="2"><p rend="bold">Notes</p>
    <div level="2"><p rend="bold">Comment & Analysis</p>
    <div level="2"><p rend="bold">Evidence to support
argument</p>
    <div level="2"><p rend="bold">Key links</p>

<div level="1"><p rend="bold">Sheldon, P J & Abenoja, T
(2001), "Resident attitudes in a mature destination: the
case of Waikiki", Tourism Management, 22: 435-443.</p>
    <div level="2"><p rend="bold">Notes</p>
    <div level="2"><p rend="bold">Comment & Analysis</p>
    <div level="2"><p rend="bold">Evidence to support
argument</p>
    <div level="2"><p rend="bold">Key links</p>

<div level="1"><p rend="bold">Lynch, P A (1999), "Host
attitudes towards guests in the homestay sector", Tourism
and Hospitality Research, 1 (2): 119-144.</p>
    <div level="2"><p rend="bold">Notes</p>
    <div level="2"><p rend="bold">Comment & Analysis</p>
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    <div level="2"><p rend="bold">Evidence to support
argument</p>
    <div level="2"><p rend="bold">Key links</p>


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<sourceDesc>
<p n="essayID">6066g</p>
<p n="dept">Classics</p>
<p n="assignment type">essay + review</p>
</sourceDesc>

<titlePart type="main" rend="underline">In the Iliad, is
being a good hero compatible with good
leadership?</titlePart>
<titlePart rend="underline">By Phil Catt</titlePart>

<p>Although there are many heroes in the Iliad who are
rulers and
<div type="bib"><p rend="underline">Bibliography</p>

<titlePart type="main" rend="underline">In the Iliad, is
being a good hero compatible with good
leadership?</titlePart>
<titlePart rend="underline">Literary Criticism:</titlePart>
<titlePart rend="underline">By Phil Catt</titlePart>

<p>"So they spoke in tears to their dear son. But all their
<div type="bib"><p rend="underline">Bibliography</p>


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<sourceDesc>
<p n="essayID">6010a</p>
<p n="dept">Linguistics</p>
<p n="assignment type">assignment</p>
</sourceDesc>

<div level="1"><p rend="bold">Assignment 2.       Task
1.  An exercise in multimodal discourse analysis.</p>

<div level="1"><p rend="bold">Task 2.  An interview
concerning an area of contested language use.</p>
    <div level="2"><p rend="underline">Introduction</p>
    <div level="2"><p rend="underline">Experiment </p>
    <div level="2"><p rend="underline">Method</p>
    <div level="2"><p rend="underline">Results </p>
    <div level="2"><p rend="underline">Comments</p>
    <div level="2"><p rend="underline">Conclusion </p>
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<div level="1"><p rend="underline">Conclusion to tasks 1 and 2.</p>

<p type="wc">1097 words</p>

<div type="appendix"><p rend="bold">Appendix 1</p>
<div type="appendix"><p rend="bold">Appendix 2</p>
<div type="bib"><p rend="bold">References</p>

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<sourceDesc>
<p n="essayID">6045a</p>
<p n="dept">Linguistics</p>
<p n="assignment type">essay</p>
</sourceDesc>

<titlePart type="main" rend="bold/underline">Chimpanzees can use signs, but do they have language?</titlePart>

<titlePart type="main" rend="bold/underline">Children's reading and writing has to be learnt in contrast to speech.</titlePart>

<titlePart type="main" rend="bold/underline">Does understanding the organisation of language in the brain contribute to the study of language?</titlePart>

<div type="bib"><p rend="bold">BIBLIOGRAPHY</p>

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<sourceDesc>
<p n="essayID">6033g</p>
<p n="dept">Archaeology</p>
<p n="assignment type">skeletal report</p>
</sourceDesc>

<titlePart type="main" rend="bold">Skeletal Report</titlePart>
<titlePart>Name of assessor: </titlePart>
<titlePart>Skeleton number: (500) 20</titlePart>
<titlePart>Context: Hulton Abbey 00273</titlePart>

<div type="ToC"><p></p>

<div level="1"><p rend="bold/underline">1) Description of Preservation:</p>

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<div level="1"><p rend="bold/underline">2) Sex Estimate:</p>
    <div level="2"><p rend="underline">Skull:</p>
    <div level="2"><p rend="underline">Pelvis:</p>
    <div level="2"><p rend="underline">Metrical Data:</p>

<div level="1"><p rend="bold/underline">Age Estimate:</p>
    <div level="2"><p rend="underline">Skull:</p>
    <div level="2"><p rend="underline">Dentition:</p>
    <div level="2"><p rend="underline">Rib Ageing:</p>
    <div level="2"><p rend="underline">Pelvis:</p>

<div level="1"><p rend="bold/underline">Stature Estimate:
</p>
    <div level="2"><p rend="underline">Ulna:</p>
    <div level="2"><p rend="underline">Radius:</p>
    <div level="2"><p rend="underline">Femur:</p>

<div level="1"><p rend="bold/underline">Summary:</p>

<titlePart type="main"
rend="bold/underline">Diary:</titlePart>

<div level="1"><p rend="bold/underline">Practical session
1:</p>
<div level="1"><p rend="bold/underline">Practical session
2:</p>
<div level="1"><p rend="bold/underline">Practical session 3:
</p>
<div level="1"><p rend="bold/underline">Practical session 4:
</p>
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References:

Halliday, M.A.K. and R. Hasan. 1976. *Cohesion in English*. London: Longman.

Hamp-Lyons, L. 1988. "The product before: Task-related influences on the writer." In P. C. Robinson (ed.) *Academic Writing: Process and Product.* ELT Docs. 129. Modern English.

Hoey, M. 2001. *Textual interaction: an introduction to written discourse analysis*. London: Routledge.

Martin, J.R. 1992. *English text: system and structure*. Amsterdam: Benjamins.

Nesi, H. and S. Gardner 2006. Nesi, H. & S. Gardner (forthcoming Sept 2006) "Variation in disciplinary culture: University tutors' views on assessed writing tasks." In: Kiely, R., Clibbon, G., Rea-Dickins, P. & Woodfield, H. (eds) *Language, Culture and Identity in Applied Linguistics*. London: Equinox Publishing.

Ravelli, L. 2004. In L. Ravelli and R. Ellis (eds) pp. 131-152. *Analysing Academic Writing: Contextualized Frameworks.* London: Continuum.