**To instructors of Pillars and Perspectives:** English 165 and 265 instructors will be using the terms *language, structure,* and *reference* to discuss writing with the hope those terms can be used throughout Civitae when the topic of writing or texts is discussed. The assumption is that if we, the instructors, are using common terminology to interrogate writing, and the students are learning that terminology, we will have a foundation on which to rely as we teach, assign, and assess writing.

The chart below explains the terms *language, structure,* and *reference* to be introduced in English 165 and English 265. It will be up to you to interpret specifically what these terms mean for your courses and your field.

We will instruct students in ways to identify and describe conventions of *language, structure,* and *reference* particular to disciplines of humanities, natural and social sciences, and applied fields of business, education, nursing, etc. We will use samples of scholarly writing for the instruction and assist students in the analysis of those texts. In addition, we will assist students in defining what is a discipline, what does the term liberal arts mean, and how our institution fits that category of liberal arts.

**Language**

The convention of language includes the discussion of disciplinary approaches to: active and passive voice, uses of terminology, styles of disagreement, and how scholars make knowledge claims. Samples of disciplinary writing will be analyzed for, among other things, methods use in some fields to hedge conclusions or results with or without qualifiers and overtly or subtly disagree with arguments made in the respective field.

**Structure**

**The convention of structure includes the discussion of how writing is organized and formatted within disciplinary conventions. An initial lesson designed to activate an understanding of structure will be the concept of ‘genre’ as a tool to communicate to the discourse community in which university courses operate. Questions of structure will be used as an examination of where and if thesis statements are used, the order of presentation of research in an article, the content for each section or area of a research article, and the function of each section.**

**Reference**

The convention of reference includes the discussion of disciplinary standards regarding: what is considered credible according to the discipline and purpose of the writing, how to locate credible evidence, how to incorporate that evidence within sentences and a larger body of work, and how to cite it according to a required citation style. Issues of direct and indirect quotation will also be discussed as disciplinary specific actions.

Adapted from Linton, P., Madigan, R., Johnson, S. (1994). “Introducing students to disciplinary genres: The role of the general composition course.” *Language and Learning Across Disciplines. 1.2* pp. 63-78.