

Academic Culture – Students and culture shock. TESOL Conference in Philadelphia, Pennsylvania, 28-31 March 2012.

Academic Culture – Students and culture shock

Ken Hyland

I want to look at the impact of culture on communication by taking a wider view of culture. If we see culture as an historically transmitted and systematic network of meanings which allow us to understand, develop and communicate our knowledge and beliefs about the world, then academic communities are cultures.

In fact, each discipline has its own norms, bodies of knowledge, sets of conventions, and modes of inquiry which comprise a separate culture. We become members of disciplines by acquiring these specialized skills. Wells describes this as:

Each subject discipline constitutes a way of making sense of human experience that has evolved over generations and each is dependent on its own particular practices: its instrumental procedures, its criteria for judging relevance and validity, and its conventions of acceptable forms of argument. In a word each has developed its own modes of discourse. To work in a discipline, therefore, it is necessary to be able to engage in these practices and, in particular, to participate in the discourses of that community.

Culture shock

Students have a hard time trying to adjust their language to the demands of these cultures as they have to take on new ways of seeing the world and of talking about the world when they get to university. These are so different to their home culture that it is like landing on another planet. It is life on Mars. It is a culture shock.

It means learning what Scollon calls an "essayist literacy". One aspect of this is that academic writing disrupts our everyday perceptions and sets up different expectations. In our everyday use of language, for example, we represent events as things that unfold linearly in time and agents as accomplishing actions: people do things. This is based on the way we see things in the world. Michael Halliday calls this a *congruent* representation: we call it as we see it. Academic writing turns this "natural" way of expressing meanings upside down through an *incongruent* use of language. It treats events as existing in cause and effect networks,

College Knowledge Entries Into Academic Culture

Old alumnus



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College Knowledge Dutch Henry, Pam Dusenberry, T. Sean Rody, 2008 *College Knowledge* Dutch Henry, T. Sean Rody, Pam Dusenberry, 2007-11-16 **College Knowledge** David T. Conley, 2008-01-28 Although more and more students have the test scores and transcripts to get into college far too many are struggling once they get there These students are surprised to find that college coursework demands so much more of them than high school For the first time they are asked to think deeply write extensively document assertions solve non routine problems apply concepts and accept unvarnished critiques of their work *College Knowledge* confronts this problem by looking at the disconnect between what high schools do and what colleges expect and proposes a solution by identifying what students need to know and be able to do in order to succeed The book is based on an extensive three year project sponsored by the Association of American Universities in partnership with The Pew Charitable Trusts This landmark research identified what it takes to succeed in entry level university courses Based on the project s findings and interviews with students faculty and staff this groundbreaking book delineates the cognitive skills and subject area knowledge that college bound students need to master in order to succeed in today s colleges and universities These Standards for Success cover the major subject areas of English mathematics natural sciences social sciences second languages and the arts *Leaps of Faith* Anne C. Benoit, Joann S. Olson, Carrie Johnson, 2018-09-21 This book highlights the experiences of working class students and scholars in higher education focusing on their struggles transitions and successes It aims to enhance dialogue and understanding of this population offering reflections and discussing implications for their learning development and support within higher education *Global University Rankings and the Politics of Knowledge* Michelle Stack, 2021-06-01 For many institutions to ignore your university s ranking is to become invisible a risky proposition in a competitive search for funding But rankings tell us little if anything about the education scholarship or engagement with communities offered by a university Drawing on a range of research and inquiry based methods *Global University Rankings and the Politics of Knowledge* exposes how universities became servants to the education industry and its impact Conceptually unique in its scope *Global University Rankings and the Politics of Knowledge* addresses the lack of empirical research behind university and journal ranking systems Chapters from internationally recognized scholars in decolonial studies provide readers with robust frameworks to understand the intersections of coloniality and Indigeneity and how they play out in higher education Contributions from diverse geographical and disciplinary contexts explore the political economy of rankings within the contexts of the Global North and South and examine alternatives to media driven rankings This book allows readers to consider the intersections of power and knowledge within the wider contexts of politics culture and the economy to explore how assumptions about gender social class sexuality and race underpin the meanings attached to rankings and to imagine a future that confronts and challenges cognitive environmental and social injustice **High-Achieving Latino Students** Susan J. Paik, Stacy M. Kula, Jeremiah J.

González, Verónica V. González, 2020-02-28 High Achieving Latino Students focuses on the success of Latino students using a strength based approach It brings together researchers and practitioners to provide research based recommendations from early to later school years on effective strategies for supporting high achievement Handbook of Research on Records and Information Management Strategies for Enhanced Knowledge Coordination Chisita, Colledge Takaingehamo, Enakrire, Rexwhite Tega, Durodolu, Oluwole Olumide, Tsabedze, Vusi Wonderboy, Ngoaketsi, Joseph M., 2021-01-15 The convergence of technologies and emergence of interdisciplinary and transdisciplinary modus of knowledge production justify the need for research that explores the disinterestedness or interconnectivity of the information science disciplines The quantum leap in knowledge production increasing demand for information and knowledge changing information needs information governance and proliferation of digital technologies in the era of ubiquitous digital technologies justify research that employs a holistic approach in x raying the challenges of managing information in an increasingly knowledge and technology driven dispensation The changing nature of knowledge production for sustainable development along with trends and theory for enhanced knowledge coordination deserve focus in current times The Handbook of Research on Records and Information Management Strategies for Enhanced Knowledge Coordination draws input from experts involved in records management information science library science memory and digital technology creating a vanguard compendium of novel trends and praxis While highlighting a vast array of topics under the scope of library science information science knowledge transfer records management and more this book is ideally designed for knowledge and information managers library and information science schools policymakers practitioners stakeholders administrators researchers academicians and students interested in records and information management **Academic Cultures: Professional Preparation and the Teaching Life** Sean P. Murphy, 2008 For better or for worse the goal of securing tenure track assistant professorships frames the graduate school experience for most students Yet what the graduate experience boasts in scholarly training it lacks in institutional training that is in guiding future faculty members to see and experience positively the wide variety of prospective professional identities rooted in assorted academic cultures Academic Cultures Professional Preparation and the Teaching Life gives voice to diversity in postsecondary education a strength of the system rather than a problem to redress Contributors whether they work at a private high school or a public comprehensive university an open access institution or a religiously affiliated college disclose to readers the details and outcomes of their cross sector transitions Their accounts show how faculty members from a range of institutions have built rewarding professional lives based on the traditional components of the professoriat teaching service and scholarship **Evidence-Based Outreach/Service-Learning to Improve Health-Related Self-Efficacy through STEM Education** Jonathan J. Wisco, Carolina Restini, Peter J. Vollbrecht, Tracey Weiler, Kirsten A. Porter-Stransky, 2025-10-13 Outreach and service learning to elementary and secondary schools and community organizations that serve under represented groups URG and under represented minority URM demographics has

long been a focus of pre clinical and clinical health professions education institutions to improve individual and health related self efficacy When health pre professional and professional students teach correct science technology engineering math and medicine STEMM principles to youth they help to improve the health related self efficacy and cultural competency of individuals and the community Service learning is an extension of outreach efforts defined broadly by different accreditation councils as educational experiences in which students purposefully prepare and provide service to the community followed by a reflection on the experience Together outreach and service learning are excellent opportunities for professional pathway students to inspire the next generation of elementary and secondary school children to develop evidence based health related self efficacy and an interest in STEMM careers

Language, Knowledge and Society in Higher Education Ian Bruce,Alex Ding,2026-01-22 Offers a theoretical model of academic language that encompasses holistically its social epistemological and discursive dimensions

From High School to College Michael W. Kirst,2004-04-30 Publisher

Description **Records and Recollections of St. Cuthbert's College, Ushaw** Old alumnus,1889 **Creating College**

Culture Maribel Garcia,2012 This study documents the process for creating a college knowledge curriculum in an urban elementary school Research widely recognizes the disproportionate advantage white middle class students have over minority students of low socio economic status when it comes to college access Social capital amongst privileged students positions them to know the differences between different types of universities and colleges understand the different admission requirements for colleges and universities know the costs and resources available to them to help pay for college tuition take the right classes in middle school and high school understand the significance and nuances of tests leading up to college admission and are aware of the skills needed to be successful in college The aim of the study was to explicitly teach students in 1st through 6th grade developmentally appropriate college knowledge Working with a team of teachers in an urban elementary school grade level appropriate objectives beginning in first grade were created with the intent of establishing a foundation for college knowledge at the elementary level This curriculum was designed to mitigate the lack of college knowledge among students in a predominately minority and low socio economic urban elementary school The intent was to explicitly teach college knowledge as a series of objectives from first through sixth grade with an understanding that each grade level through vertical articulation would build on the concepts and knowledge every year the student advances through his or her elementary education The key findings indicate that students who are explicitly taught about college show gains in their understanding of college entry requirements when using a pre and post assessment In addition teacher s awareness of college knowledge also show gains using pre and post data These gains solidify the role that teacher play as social capital proxies of college knowledge for students Lastly teacher interviews regarding their perceptions of this process show that they see the benefit of teaching college knowledge to elementary students because it reinforces and contextualizes mastery of grade level standards proficiency on state testing and reclassification for English Language Learners at the

elementary level all traits that lend to students eventual attainment of college knowledge and eventual acceptance at four year institutions *The University Records* Cornell University,1905 Uses of Electronic Communication to Document on Academic Community Anne J. Gilliland,1992 *Modern Librarian* ,1930 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , *Journal of the American Medical Association* American Medical Association,1916 *The Supplementary Cyclopedia of Universal Knowledge ...* ,1893 Report[s] of the Royal Commission Appointed to Inquire Into the Working of the Elementary Education Acts, England and Wales [with Evidence, Etc.] ...: 3rd report, 1887-1888 Great Britain. Royal Commission on Elementary Education Acts,1887

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