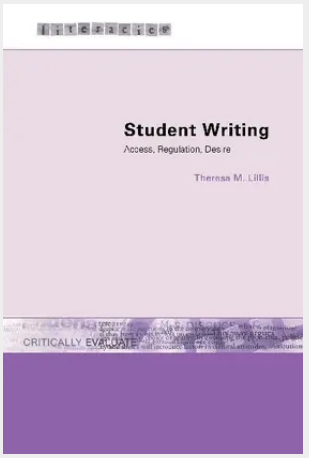
Lillis

Student Writing

Access, Regulation, Desire

Student Writing presents an accessible and thought-provoking study of academic writing practices. Informed by 'composition' research from the US and 'academic literacies studies' from the UK, the book challenges current official discourse on writing as a 'skill'. Lillis argues for an approach which sees student writing as social practice. The book draws extensively on a three-year study with ten non-traditional students in higher education and their experience of academic writing. Using case study material - including literacy history interviews, extended discussions with students about their writing of discipline specific essays, and extracts from essays - Lillis identifies the following as three significant dimensions to academic writing: * Access to higher education and to its language and literacy representational resources * Regulation of meaning making in academic writing * Desire for participation in higher education and for choices over ways of meaning in academic writing. Student Writing: access, regulation, desire raises questions about why academics write as they do, who benefits from such writing, which meanings are valued and how, on what terms 'outsiders' get to be 'insiders' and at what costs.

Lillis' reflective study of academic writing practices challenges current discourse on writing as 'skill'. Containing detailed studies, as well as theory and analysis from the UK and US, the book has a strong international focus.



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