Introduction: Graduate Writing Across the Disciplines

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Our Story

This project has been part of our lives for a long time. It began in 2011 when all the editors were working at the Michigan State University (MSU) Writing Center, Trixie Smith as the director and the rest of us as graduate students. Every day we found ourselves grappling with issues and ideas connected to graduate writers through our work at the writing center: working one-to-one with graduate writers, facilitating graduate writing groups, and offering workshops for graduate students, such as our Navigating the Ph.D. workshop series. The work was also personally relevant to most of us since we were graduate students at the time, frequently finding ourselves experiencing imposter syndrome and letting our identities as graduate students consume our lives. Little did we—excepting Trixie, perhaps—know then that our interest in graduate writing would intensify when we became junior faculty and found that we still faced many of the same writing-related concerns that we did as graduate students.

Our motivations for developing this edited collection on graduate writing across the disciplines began when we turned from interacting with graduate writers to researching graduate writers and graduate writing. When the Writing, Rhetoric, and American Cultures department at MSU began an initiative to create research clusters that bring faculty, staff, and students together to engage in conducting academic research and developing publications, we decided that a research cluster focusing on graduate writing would be ideal. We participated in this Graduate Writing Research Cluster for the two years that we were all still at MSU and continued to collaborate when we began moving into faculty positions outside of MSU. Our collaboration culminated in a special issue of *Across the Disciplines* and this edited collection. What

started as a local interest in how graduate writers were supported in various settings across MSU became a larger interest in ways graduate writing is supported across the country.

In *Writing in the Academic Disciplines*, David Russell (2002) discusses how writing instruction has historically been pushed to the margins, especially for graduate students who are often expected to be expert academic writers of a variety of specialized genres—such as academic articles, conference proposals and papers, and grant applications. In many cases, expertise in these academic and professional genres is gradually acquired through implicit and embedded models of teaching and learning. As Simpson (2016) has pointed out, "graduate education has long relied on one-on-one mentoring between an advisor and a student as the primary mechanism of instruction in graduate school" (p. 5). While this type of mentoring has its benefits, both a more diverse and systematic approach to graduate writing education is needed to provide opportunities for graduate students to learn outside the typical advisor-advisee apprenticeship. Yet, disciplinary communities "have rarely integrated systematic writing instruction into their curricula to initiate the neophytes consciously into the written conventions of a particular field" (Russell, 2002, p. 17), which has prompted graduate students to seek out additional university resources, activities, or other third spaces (Grego & Thompson, 2008; Soja, 1996) offered outside their departments such as writing center consultations, writing groups, and writing workshops, and often leads them to develop their own "underground" support systems.

Since we began this project several years ago, we see the wealth of recent scholarship focused on graduate writing (see for instance, Aitchison & Guerin, 2014; Badenhorst & Guerin, 2016; Eriksson & Makitalo, 2015; Lawrence & Zawacki, 2016; Madden & Eodice, 2016; McAlpline & Amundsen, 2011; Olinger, 2014; Simpson, Caplan, Cox, & Phillips, 2016), as well as the founding of the Consortium on Graduate Communication, as both encouraging and indicative of the need for ongoing conversations in this area. In our special issue of *Across the Disciplines*, we worked to bring together articles focused on discussions, strategies, programs, and courses that all address different ways of meeting the diverse writing needs of graduate students. This collection, *Graduate Writing Across the Disciplines: Identifying, Teaching, and Supporting*, also attends to that premise (and includes brief extensions/reprints of four of the articles from the special issue) and emphasizes that addressing diverse writing needs requires multiple forms of writing support.

Graduate Writers Need Multiple Forms of Support

Our experiences as graduate writers and as writing consultants who worked with graduate writers emphasized the reality that, "Writers embody not only desires for the production of certain kinds of texts, but also carry with them the weight of ex-

pectations of other structural and human networks" (Aitchison & Guerin, 2014, p. 11). That is, writing is an inherently social process and one that is embedded in the working lives of graduate students. We have seen first-hand again and again how the practice of writing gets reduced to sentence-level considerations. A simplistic notion of writing reinforces beliefs that the nature of writing is arhetorical, which has produced a decidedly consequential paradox for doctoral student writers.

> On the one hand, the demands placed on doctoral students [are], of course, deeply rhetorical: students [are] expected to perform in the highly contextualized and historically evolved discursive practices of their research cultures. On the other hand, given the non-research-based assumptions about writing as a universal skill, these discursive practices [remain] shrouded in silence and therefore difficult to access for doctoral scholars. (Starke-Meyerring, 2014, p. 68)

At the graduate level, writing is the dominant way in which knowledge is presented and assessed. For graduate students, this happens through coursework, comprehensive exams, theses and dissertations, conference presentations, and—increasingly—publications. Graduate students write frequently, though the actual requirements vary across departments and disciplines. However, as Margaret Salee, Ronald Hallett, and William Tierney (2011) state, "the expectation is that students already know how to write before they begin grad school. Instructors of graduate students may assume that students learned basic writing skills during their high school and undergraduate years" (p. 66). Given this assumption, it is no surprise that many graduate faculty express "exasperation about the quality of student writing" (Rose & McClafferty, 2001, p. 28). Yet, as Mike Rose and Karen McClafferty (2001) also state, "We seem to do little to address the quality of writing in a systematic way at the very point where scholarly style and identity is being shaped" (p. 27), that is, at the graduate level. There is a disconnect between what graduate students are expected to know and the ways they approach and practice writing as they begin their graduate work. In this collection, we emphasize that "writing and knowledge-making are intertwined" (Aitchison & Guerin, 2014, p. 9) and, therefore, both are important to explicitly teach at the graduate level.

Another important consideration that influences the fast-changing landscape of graduate writing education is the increasing diversity of graduate students, including an increase in underrepresented minority and international student enrollments (Kent, 2016). Findings from the 2015 International Graduate Admissions Survey by the Council of Graduate Studies (Okahana & Allum, 2015) indicated that international students had a strong presence (24%) in master's and doctoral programs in the U.S. According to this report, the rate of growth in first-time enrollment for international students (5%) also outpaced that of domestic students

(2%). Among domestic students, graduate enrollment of Hispanic/Latino students showed strong and steady growth (6.8%), and to a lesser extent, other underrepresented minority students (Allum & Okahana, 2015) also increased.

Attention to access and equity in graduate education, then, is more important than ever, and we recommend the recent special issue of *Praxis* on this topic edited by Shannon Madden and Michele Eodice (2016). Madden writes, "When graduate programs fail to offer writing instruction of any kind or when they offer graduate-level writing classes for international students only, they position writing as equivalent to language learning, as a remedial skill that is separate from—rather than constitutive of—disciplinary content knowledge" (para. 3).

Typically, advisors have been responsible for working with graduate student writers, but this can be insufficient for several reasons: "Not all graduate students have the language and other interpersonal skills to activate advice from their supervisors. In addition, not all supervisors have the knowledge and skills to identify exactly what it is that needs to be done in order to improve the comprehensibility of a given piece of writing" (Allison, Cooley, Lewkowicz, & Nunan, 1998, p. 199-200). We would add that advisors often do not have enough dedicated time to work with individual writers consistently over several months or years, meaning writers need both direct curricular instruction as well as various forms of writing support and mentoring.

Unfortunately, the "absence of direct writing instruction for graduate students reinforces misperceptions that writing competency amounts to a set of static skills learned once and for all" (Micciche & Carr, 2011, p. 494). These kinds of "misperceptions" are then transferred to students who seek to learn these static skills, believing that writing is a transparent "vehicle or a conduit for delivering one's findings" (Rose & McClafferty, 2001, p. 29) and nothing more. Additionally, assumptions that writing is a static skill dismiss the nuances of academic writing as they vary by discipline and sub-discipline. We've all seen these beliefs in action while working with graduate students at the MSU Writing Center. Students are often surprised at some of the questions they are asked that basically boil down to: "Why did you make this choice?" Their responses are frequently: "Because that's the way we do it in *x* discipline." The invisibility of genre, voice, style, data presentation, active versus passive writing, structure, and epistemology in writing instruction often allow students to refrain from critically examining their presentation of information and recognizing that the way something is written is just as important as the content being written about (and that the two are inescapably intertwined).

Graduate students need "structured writing support in order to succeed" (Phillips, 2012, para. 1) rather than being expected to "learn how to write critically through repeated exposure and an osmosis-like process" (Micciche & Carr, 2011, p. 485). However, the needs of graduate student writers extend beyond the scope of being explicitly taught to write. Graduate education is fraught with

identity struggles and self-doubt, much of which centers around the ability to write effectively to meet the expectations of faculty mentors and the field at large. Thus, professionalization and support in graduate writing education needs to include emotional support. As Micciche and Carr (2011) write: "the pain so many of us experience [while graduate students] need not be private, shameful, or an indicator of unfitness for graduate school," and they go on to argue that "a curricular space devoted to critical writing represents one effective counter-narrative to such ideas while also serving intellectual and professional goals" (p. 479; see also Thesen, 2014). Whether that curricular space is part of coursework or mentoring outside of classes, faculty need to help graduate students understand the demands facing them, and they need to demonstrate how such demands can be met successfully.

One of the primary goals of graduate education is to provide graduate students training for careers in academic disciplines. Despite this purpose, some graduate students are not mentored into the professional writing norms of their disciplines nor do they engage in the process of writing for professional scholarship until they face their thesis or dissertation writing task (Cafferella & Barnett, 2000). The need for attending to professionalization within graduate programs has intensified as the expectations of professionalization change. There is a greater range in expectations and increased demands on scholarly productivity. Claire Aitchison and Cally Guerin (2014) argue this point:

> For both doctoral students and academics, a strong publication record is indispensable for securing certification, establishing an academic career, promotion, grants, awards and privileges. Despite rhetoric to the contrary, higher education institutions continue to reward academics who publish over those whose contribution may be in teaching, administration, or service to the community. So, at all stages, the ability to write well and develop and maintain a strong publication output is a fundamental literacy for academic success. (p. 3)

Having a scholarly identity before entering the job market feels essential and may be a great source of stress and anxiety. Anyone involved with the academic job market knows that the expectations placed on newly graduated masters and Ph.D. students are intense, particularly for those seeking tenure-track positions. With the numbers of graduating students far surpassing the number of jobs available each year (more so in some disciplines than in others), students clamor to produce publications while completing coursework, exams, and theses/dissertations.

The need for strong writing skills becomes even more important once graduate students complete their degrees and move into faculty positions since expectations for promotion and tenure often hinge on the number and quality of publications.

In fact, despite the evident importance of writing and publishing to faculty life, "much research shows that it continues to be marginalized and squeezed out of the everyday practices of researchers and academics" (Aitchison & Guerin, 2014, p. 4).

Supporting graduate writers early—before they move on to faculty positions—can have a significantly positive impact on their ability to persist in their graduate programs and become productive faculty members. As Deborah Page-Adams, Li-Chen Cheng, Aruna Gogineni, and Ching-Ying Shen (1995) found in their study, "New faculty members who learned to balance writing, teaching, and collegiality early in their academic careers had relatively high levels of publication productivity" (p. 406).

In addition to faculty who help graduate students navigate their way through the struggles of academic text production, peer support is also important. Damien Maher, Leonie Seaton, Cathi McMullen, Terry Fitzgerald, Emi Otsuji, and Alison Lee (2008) discuss their experiences working within writing groups: "when the writing became difficult and an end was difficult to imagine, sharing our frustrations and concerns gave us momentum that we perhaps would not have had if we were working in isolation" (p. 273). Encouraging graduate students to discard the image of the struggling lone scholar and to take up practices that provide support and commiseration regarding the emotional struggles of graduate work are just as important as direct writing instruction.

Graduate Writing Across the Disciplines: Identifying, Teaching, and Supporting

Although we knew there was room for more conversations on graduate writing, we were surprised to receive 62 initial proposals for the special issue of *Across the Disciplines*. The enthusiasm of potential contributors seemed to reflect the newly invigorated interest we saw across disciplines in supporting graduate writing, and it also renewed our own commitments to promoting scholarship about graduate writing. This brought about the possibility of not just a special issue but an extended conversation through this collection as well. In this collection, we foregrounded graduate student work, whether pieces were authored by individuals while they were graduate students or dedicated to highlighting graduate voices and stories.

There are many scholars actively researching graduate writing education. In particular, a wealth of literature exists in the field of second language writing spanning various aspects of graduate writing and support. In addition to shedding light on the complexities of navigating scholarly publication (e.g., Aitchison, 2009; Aitchison, Kamler, & Lee, 2010; Curry & Lillis, 2004; Flowerdew, 1999; Flowerdew & Li, 2009; Lillis & Curry, 2010), this body of research has contributed to better understanding how graduate students learn to write in their disciplinary genres

(e.g., Castello & Donahue, 2012; Cuthbert, Spark, & Burke, 2009; Dressen-Hammouda, 2008; Simpson, 2013a; Simpson, 2013b; Tardy 2005, 2009). For instance, through her longitudinal study of multilingual graduate students in the STEM fields, Christine Tardy (2009) theorized how graduate students gradually learn how to write in their discipline's specific genres, and how the literacy practices they engage in across various contexts affect this development. Her framework for building genre knowledge—for both monolingual and multilingual writers—has been valuable in understanding how writers acquire expertise in genre knowledge and how we can facilitate this process.

The mentoring and apprenticeship of graduate advisees has also been a fruitful area of research in second language writing with implications for graduate writing education across the disciplines (e.g., Belcher, 1994; Casanave & Li, 2008; McIntosh, Pelaez-Morales, & Silva, 2016). Many of the chapters on mentors and mentees in Christine Casanave and Xiaoming Li's edited collection (2008), *Learning the Literacy Practices of Graduate School*, share the stories, conversations, and interactions between graduate writers and their academic mentors, and the process through which graduate students become familiar with the ways of thinking and writing within their disciplines.

In addition to scholarship on the mentoring of multilingual graduate student writers, there is much insight we can gain from previous research on the development and implementation of English for Academic Purposes (EAP) courses as well as other initiatives designed for graduate writing support such as dissertation boot camps, writing groups, workshops, and writing center programs (e.g., Fredericksen & Mangelsdorf, 2014; Lawrence & Zawacki, 2016; Phillips, 2013, 2016; Simpson, 2012; Starfield, 2003). These programs, coupled with pedagogical texts designed for multilingual graduate students and/or their academic advisors (e.g., Paltridge & Starfield, 2007; Swales & Feak, 2012), have been instrumental in helping disciplinary newcomers become familiar with the expectations of academic and professional writing. They also point to future directions and possibilities for graduate writing support across the disciplines.

It seems, then, that the central complication is not so much the lack of scholarly work on graduate writing education and support, but that much of this work is carried out in disparate disciplines that do not always speak directly to each other, including but not limited to Rhetoric and Writing, Writing Centers, TESOL, Education, Communication, Speech Pathology, Linguistics, Second Language Acquisition, Writing Across the Curriculum, Writing in the Disciplines, Technical Communication, Professional Writing, and Curriculum and Instruction. We've attempted to work across these disciplines by organizing the collection into four sections that emphasize sites where graduate writers receive writing support: in the classroom through their coursework; in the classroom as teachers and writing fellows; from programs and facilities that exist alongside the curriculum; and from

the various discourse communities they engage in and the genres produced in those communities. We've given each section a title that echoes advice we were given as graduate students; the advice might sound familiar to you. There is overlap across these sites, but we hope the organization shows a need for support in direct and structured ways that are both disciplinary and institutional and for support that is informal and peer-focused that might be less structured.

PART 1: "Read and write like a grad student" OR 'Inside' the Institution: Graduate Writing Courses and Programs

In our first section, we focus on the ways graduate curricula are structured to push graduate students toward a disciplinary identity. Reading and then creating academic writing like a graduate student involves learning the practices they will be expected to enact as professionals in their discipline. However, being told to "read like a graduate student" then "write like a graduate student" is usually unclear advice while that initial disciplining is occurring. It is also difficult for faculty to explain—what exactly does reading like a graduate student look like? What does this practice entail? While it is clear when it is, and is not, being done, explaining the process itself is complex. After all, most of us learn how to engage in these activities through trial and error, through years of experience receiving feedback about what is and is not working, so breaking down these practices requires careful examination and self-reflection. The four chapters in this section speak directly to the disciplining process, explaining some ways that existing programs have approached this task.

We begin broadly with Laurie Pinkert's "Snapshots, Surveys, and Infrastructures: An Institutional Case Study of Graduate Writing Courses." Although scholars have often studied the development of undergraduate writing courses, evidence of curricular support for writing at the graduate level is not as well-documented. Addressing this need, Pinkert adapts questions from Golding and Mascaro's (1987) survey of writing courses; however, unlike Golding and Mascaro's study, her project includes graduate students as participants alongside their faculty and administrative counterparts, offering a more contextualized understanding of how courses are perceived by various stakeholders as an infrastructure for engaging writing.

We then move to a focus on specific courses and graduate student populations. Brian R. Henderson and Paul G. Cook look to specific classroom environments in "Voicing Graduate Student Writing Experiences: A Study of Cross-Level Courses at Two Master's-Level, Regional Institutions." They note that while much scholarly attention has been given to undergraduate writing pedagogy, relatively few research studies have explored the writing experiences—pedagogical, curricular, institutional, and otherwise—of graduate students, particularly graduate students pursuing master's degrees at regional, branch, or satellite campuses. This qualitative

study makes a step toward filling the gap by addressing so-called "hybrid" courses (i.e., courses with both undergraduate and graduate enrollments), which are fast becoming a fixture at many regional colleges and universities.

An emphasis on support for the growing L2 populations in American graduate programs is featured by Jennifer Douglas in "Developing an English for Academic Purposes Course for L2 Graduate Students in the Sciences." She describes strategies for teaching an interdisciplinary, graduate-level scientific writing course for non-native English speakers. Teaching strategies emphasize the students' transitioning from the role of consumer to the role of producer of knowledge. English for Academic Purposes (EAP) courses like the one outlined by Douglas are important to graduate education both for and beyond the population of non-native speakers of English because they can address needs that are difficult to meet through campus-wide programming, such as writing centers staffed primarily by undergraduate writing tutors less familiar with writing at the graduate level.

PART 2: "If you really want to know something, teach it" OR Learning to Write by Teaching Writing: Professionalization through Instruction

Graduate students exist in liminal spaces: between being students and faculty. As graduate instructors, there is an added layer of complexity to their professional identities. In our second section, we look to ways that graduate student experiences as teachers provide a clearer and deeper understanding of writing pedagogy that can provide them with important teaching tools and influence their writing in positive ways. Teaching writing comes with the assumption that the person teaching is an expert; in this section, we look at the ways that graduate students are both writing experts and learners. In "Graduate Student Perspectives: Career Development Through Serving as Writing-Intensive GTAs," Amy Lannin and Martha A. Townsend examine the ways Graduate Teaching Assistants in writing-intensive (WI) courses that sponsor writing across the curriculum (WAC) and writing in the disciplines (WID) programs acquire experience with discipline-based writing. This chapter reports on one such well-established program in which over 100 GTAs each semester serve in a variety of capacities for WI courses in their own disciplines.

The next chapter presents an important, additional consideration to the way teaching writing and being trained to teach writing can impact graduate students as writers. In "Towards an Integrated Graduate Student (Training Program)," a reprint from *Across the Disciplines*, Elliot Shapiro describes how being teachers of writing can help graduate students become better writers. He focuses on the two training courses for graduate writing TAs that are offered through Cornell's Knight Institute for Writing in the Disciplines: a course that prepares graduate students

to teach first year writing courses and a course that prepares graduate students to teach writing within specific majors. These classes also include particular features of the training curricula that help graduate students learn to write as academic professionals through their practice of teaching discipline-based writing. Shapiro discusses "the idea that teaching can be research into how students learn—in this case, how graduate students learn." Graduate students in this teaching program create a community of shared knowledge which helps them develop discipline-appropriate reflective writing practices as they learn how to be disciplinary teachers.

Terri Fredrick, Kaylin Stravalli, Scott May, and Jami Brookman-Smith provide personal narratives of the enculturation experience of students transitioning into graduate school and moving from the role of student to teacher in "The Space Between: MA Students Enculturate to Graduate Reading and Writing." The chapter concludes with brief suggestions for how faculty might support students during this transitional period.

In "Creating a Culture of Communication: A Graduate-Level STEM Communication Fellows Program at a Science and Engineering University," Steve Simpson, Rebecca Clemens, Drea Rae Killingsworth, and Julie Dyke Ford report on a graduate-level Communication Fellows Program developed in cooperation with three science and engineering disciplines along with their Center for Graduate Studies. In this reprint from *Across the Disciplines* with an epilogue by Jesse Priest, the new writing center director at New Mexico Tech, the authors focus on the specific environment of New Mexico Tech (where this research was conducted) and how the voices of graduate student Fellows has led to adapting programs to local conditions.

PART 3: "Help each other. Find a writing group!" OR Collaborations and Programs 'Alongside' Curriculum

In our third section, we look to programming and collaborations outside of classroom experience. Graduate students are often asked to consider their support networks inside and outside the institution and are encouraged to participate in campus-sponsored co-curricular activities such as writing center visits, writing camps, and writing workshops. Graduate students are sometimes directed by faculty members to "find a writing group" and "help one another," but it can be a nerve-racking task to ask colleagues to participate in a writing group. Even when students are successful in forming a writing group, the group may not be sustainable because members want different types of support. For instance, some members may want to use the time to write, while others want to use the time to discuss works in progress, and another member sees the meeting time primarily as a way to be social with other graduate students. It is easier to "help one another" if students have

some structured advice and programming to guide the ways that they provide and receive support. The four chapters in this section speak to the benefits of structured support "alongside" the curriculum.

First, we look to programming that is multidisciplinary in nature and accessible to graduate students across the disciplines. In "Making Do by Making Space: Multidisciplinary Graduate Writing Groups as Spaces Alongside Programmatic and Institutional Places," Marilee Brooks-Gillies, Elena G. Garcia, and Katie Manthey present the perspectives of four graduate students who participated in graduate writing groups through the Writing Center at Michigan State University. They find that because of the multidimensional roles graduate students have to play there is a great need for spaces that are free from the judgment of institutional assessment—outside but alongside department and curricular spaces—while still meeting the institutional writing needs of graduate students.

Soo Hyon Kim and Shari Wolke also look to the potential of writing groups in "Graduate Writing Groups: Helping L2 Writers Navigate the Murky Waters of Academic Writing." Their chapter examines the discourse practices at a U.S. graduate school via Graduate Writing Groups (GWGs) sponsored by the University's Writing Center. Unlike the simple portrayal of all L2 graduate student writers as novices and their enculturation into academia as linear and unidirectional, L2 graduate students have multi-faceted identities as writers depending on academic task, context, and previous academic literacy experiences. Their work suggests that the complexity inherent in multidisciplinary GWGs can create a favorable environment for socialization into graduate writing discourse communities.

In "Camping in the Disciplines: Assessing the Effect of Writing Camps on Graduate Student Writers," Gretchen Busl, Kara Lee Donnelly, and Matthew Capdevielle look to another co-curricular program. Their chapter, an extended reprint from *Across the Disciplines*, advances a research-based set of best practices for the design and implementation of writing camps to support advanced graduate student writers across the disciplines. By tracing the trends they saw emerging in data collected from twelve graduate writing camps occurring over the span of three years, they suggest that writing camps that teach students strategies for managing their writing processes result in small but meaningful improvements in student attitudes and behaviors.

We complete this section with "Crossing Divides: Engaging Extracurricular Writing Practices in Graduate Education and Professionalization," by Laural Adams, Megan Adams, Estee Beck, Kristine Blair, April Conway, Martha Schaffer, and Lee Nickoson. This chapter features six graduate student voices and two faculty voices and explores the potential for multimodal and collaborative writing to disrupt the hierarchy among participants. The constellation of these eight voices can be seen as an investigation into how writing currently figures in these particular students' professionalization in rhetoric and composition.

PART 4: "Stop reading. Start writing. The best dissertation is a *done* dissertation." OR Examining Discourse Communities and Genres

In our fourth section, we look to specific disciplinary expectations in terms of discourse community and genre norms. Graduate students are exposed to a range of new discipline-specific genres as they move through their graduate school career. They may need to become familiar with writing response papers and seminar papers while completing their coursework, comprehensive exams, dissertation prospectus, and dissertation. Outside of the course environment, they are asked to learn how to write for publication in their fields: conference papers, book reviews, book chapters, and journal articles. What often goes unnoticed, however, is that becoming familiar with these disciplinary genres goes beyond simply learning the specific textual features of each genre. Learning how to read and write in disciplinary genres requires graduate students to learn how to *be* a graduate student writer: how to be conversant with literature in the field, how to make meaning from the texts they read, and developing and performing their scholarly identities through intertextuality. For students in interdisciplinary fields, it also means learning how to navigate and move between different fields by connecting and synthesizing ideas from different disciplines. In this sense, faculty advice such as "Stop reading; start writing," "The best dissertation is a *done* dissertation," and "Go deeper" can often come across as cryptic to graduate students who have yet to fully experience participating in their discourse communities. The following three chapters address how graduate student writers gradually develop their scholarly identities and become familiar with their disciplinary genres in the academy.

We begin with Michelle LaFrance and Steve Corbett's discussion of identities threaded through the collection indicating that our scholarly identities are shaped not only by meeting and exceeding the expectations of graduate school but also by our failures in graduate school. In "Discourse Community Fail! Negotiating Choices in Success/Failure and Graduate-Level Writing Development," an autoethnographic essay, they explore the implicit assumptions about the productivity of failure, as it discusses the difficulties of learning to write as a graduate student. They draw on Halberstam's notion of queering the institution and recent transfer theory to argue that failing is a crucial part of learning to be academic authors.

Sarah Blazer and Sarah DeCapua attend to the ways corpus research can be helpful to support structures advising students on various disciplinary-specific genres. In "Disciplinary Corpus Research: A Data-Driven Approach to Developing Situated Literacy Instruction," they use a sociocultural framework to demonstrate how corpus research can help writing center, composition, and WAC/WID

disciplinary outsiders prepare to support graduate students who are newly engaged in reading and writing the genres of their discipline.

We finish our collection with Nigel Caplan's work, which focuses on results from a needs analysis conducted by one pre-matriculation program that teaches international MBA students speaking English as Second Language (ESL) in "Genres and Conflicts in MBA Writing Assignments." He notes that in addition to online surveys and focus groups, a verbal protocol analysis was conducted with four MBA professors to better understand one key written genre that emerged from the analysis as both important for and challenging to ESL students: the case study write-up. His work can inform other programs on designing needs analysis that can promote helpful classroom approaches to disciplinary-specific genre expectations.

Conclusion

Research into the practices of graduate writing and the experiences of enculturating into graduate school and academic life abounds. Such research can be found in many disparate disciplines, and we are eager to share a publication that directly addresses multiple disciplines. We argue, like Starke-Meyerring (2014), that

> Approaches to research writing in doctoral education must be research-led to help students understand why they find themselves in the situations they do; how research writing works to produce particular kinds of knowledge; what politics are involved; and how writing groups might work to push that knowledge work as well as the sedimented knowledge systems doctoral scholars are entering. (p. 78)

Graduate education must include various forms of writing support that seek to identify writers' needs, teach writers through direct instruction, and support writers through various programs such as writing centers, writing camps, and writing groups. We are looking forward to how conversations in this area of research continue to develop.

Of course, publications like this are only one way to increase awareness and access. Campus-wide initiatives that link writing programs in all their forms—including but not limited to EAP, WAC, WID, Writing Centers, and First-Year Writing (FYW) programs—could be productive local ways to address graduate writing education and support. Additionally, national and international initiatives are important to improving graduate education and support in writing. To this end, organizations such as the Consortium on Graduate Communication (CGC), "an independent community of educators who provide professional development in academic written and oral communication to (post-)graduate students before and during their master's

and doctoral degrees" (Consortium on Graduate Communication, n.d.) created in April 2014, can provide momentum for the movement and important resources for educators and students. The CGC creates "online and face-to-face opportunities to discuss and share resources, ideas, research, and program models for this vital segment of international higher education" (Consortium on Graduate Communication, 2015, para. 1). As the articles showcased here demonstrate, attending to the needs of graduate writers requires various approaches and attention to the unique circumstances and available resources of individual universities while being mindful of research on and across similar programs at other universities.

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