

# Foreword

 <https://doi.org/10.1075/swll.8.03for>

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**Students Writing in the University: Cultural and epistemological issues**

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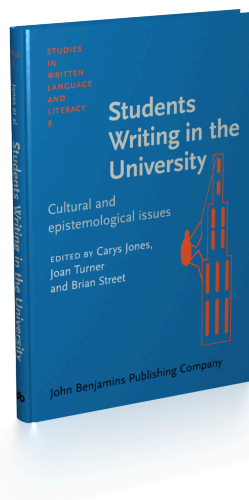
[Studies in Written Language and Literacy, 8]

2000. xxiv, 232 pp.

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## Foreword

The contributors to this book are members of LIHERG, Language in Higher Education Research Group. The research group developed from an awareness of the underlying issues concerning academic literacies, when viewed from the perspective of language and power.

On the one hand this perspective draws attention to the complex, language issues that arise in academic literacy practices in the contemporary academy where competing epistemologies and varying degrees of explicitness about what academic writing entails serve to confuse the student. On the other hand, such a focus highlights institutional marginalisation of academic writing as teaching, learning, and research practice. Discussions around those issues have led to this book.

Writing about academic writing is inevitably a reflexive process and this was heightened by the collaborative nature of the book's production. Notions of agency and subjectivity were not only analytical determinants but a heightened experience as each writer commented on others' work and had their own work commented on. Each voice met the interpretative dynamic of another's, mirroring the issues of who is writing for whom, who can say what, and how can/should it be said. Such issues themselves raise the larger questions of what counts as knowledge, how it is mediated by the rhetorical conventions of a particular culture, how far it can be produced and reproduced by the rhetorical conventions of different cultures, and to what extent the challenging of such rhetorical conventions is itself a crucial epistemological issue.

With the book, we hope to enjoin many others in its debates, including those who may never have thought they had any connection with them.

