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Exploring the Case Genre System as a Tool to Guide Case Writing

Cordelia Mason
Asian Institute of Finance, Kuala Lumpur

ABSTRACT

Genres are primarily identified by their social purposes, and learning a genre teaches us to practice what to say, how to say and how to participate in the actions of the community in order to be a member of that community. Within a particular activity in a community, there is a genre system (Bazerman) where the various genres are related intertextually, and one genre in a system may be viewed as an ‘uptake’ of others, developing a diachronic and bidirectional relation between genres in the system (Freadman). This presentation describes how a community of case writers in AIF explores the genres in the case method with the aim of becoming better case writers. The basic premise is that learning and mastering a genre (in this case the case study) and how it relates to the other genres within the bigger genre system will enable the case writer to cater to the needs of the roles of the participants within each genre. A conceptual framework of the case genre system is synthesized based on a focus group discussion of relevant literature on the primary and subordinate genres in this system. The common moves (Swales) of each of the three main genres in the case genre system are identified. Based on this, a guide for writing case studies is developed.

References:

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Swales, J.M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge, Cambridge University Press.



E-mail: cordelia@aif.org.my

Dr Cordelia Mason is a Research Fellow at Asian Institute of Finance where she conducts research and write research based case studies. Dr. Cordelia’s career path spans almost 30 years of experience in the fields of education and management. In the field of education, she has assumed full-time academic positions in Universiti Kebangsaan Malaysia, Akademi Infotech MARA, Universiti Kuala Lumpur and Universiti Tun Abdul Razak. She was previously the Deputy Dean (Academic & Technology) of UniKL Business School, and Dean of UNIRAZAK Graduate School of Business.