This talk will begin by discussing the socially-situated and fundamentally unstable nature of academic writing, drawing on New Literacy Studies to question the notion of a clear and easily identifiable generic set of ‘successful’ features of student texts. It will go on to examine the complex interplays between print literacies, the digital, the notion of the ‘author’, information literacies and the emergent student text. Drawing on sociomaterial perspectives (e.g. Fenwick, Edwards & Sawchuck 2011, Gourlay 2015) it will conclude by proposing an ethnographically-oriented approach to evaluation which attends to the enactment of day-to-day textual practices within the disciplinary context, as opposed to a predominant focus on the features of student texts.

References: