

The construction of meaning and identity in the composition and reading of an architectural text

PETER SMAGORINSKY

University of Georgia, Athens, USA

LESLIE SUSAN COOK

University of North Carolina, Charlotte, USA

PATTY M. REED

Louisiana State University, Baton Rouge, USA

In this article, we present a case study of a student composing a significant text in a high school class. We focus on his inscription and representation of meaning in the textual codes and the ways in which those codes were interpreted by his readership, particularly his teacher. The text was an architectural drawing of a house that the student, Rick (all names are pseudonyms), designed to suit the life he imagined himself living. It embodied a particular meaning for him and a vision of how it would function in service of his conception of a good life. Critical aspects of that inscription were apparent to his teacher, Bill, following much discussion with Rick. Yet Bill read key aspects of Rick's design as violations of common-sense rules for designing homes for the suburban housing market and consequently resisted, although ultimately accepted, Rick's design as a viable text. The tension between Rick's inscription of narrative meaning in his text and the meaning anticipated and read by his teacher—a tension that existed not only between student and teacher but also between the broader cultures in which each participated—served as the

THIS STUDY analyzes the composition by a high school senior of a house design for a class in architectural design. He produced this text in relation to the readings of that text by his teacher and other potential readers. The authors take a Vygotskian perspective to understand the settings, goals, and tools through which he composed his architectural plans, drawing on a cultural theory of reading to analyze how this text was understood by his most immediate reader, his teacher. The data include field notes based on daily observations of the semester-length course, an observation-based interview with the teacher, artifacts such as the student's drafts and final design, a recorded feedback session in which the teacher discussed the drawing with the student, a concurrent think-aloud protocol provided by the student while designing his house, and a retrospective protocol in which the student reflected on his composing process using the completed architectural design as a stimulus. The analysis identified a set of processes and social relationships involved in the composition and reading of the house design, including the role of cultural knowledge and practice in the student's apprenticeship into an approach to architectural design, tensions between goals of the student and his evaluative readership, tensions between definitions of economics that informed different conceptions of house design, and tensions between the student's inscription of meaning in the architectural text and his teacher's encoding of meaning in his reading of this text. The student's negotiation of these processes and tensions contributed to what was understood to be the larger project in which he was engaged, that being his ongoing development of an identity and life trajectory.

The construction of meaning and identity in the composition and reading of an architectural text

ESTE ESTUDIO analiza la composición del diseño de una casa realizada por un estudiante secundario avanzado para una clase de diseño arquitectónico. El estudiante produjo este texto en relación con las lecturas del mismo hechas por su docente y otros lectores potenciales. Los autores adoptan una perspectiva vygotskiana para comprender las bases, objetivos y herramientas a través de las cuales el estudiante compuso los planos arquitectónicos. Asimismo, desde una teoría cultural de la lectura, analizan la comprensión del texto por parte de su lector más inmediato, el docente. Los datos incluyen notas de campo a partir de observaciones diarias del curso semestral, una entrevista con el docente basada en la observación, elementos tales como los ensayos y el diseño final del estudiante, una sesión de apoyo grabada en la que el docente discutió el dibujo con el estudiante, un protocolo de pensar en voz alta proporcionado por el estudiante durante el trabajo de diseño de la casa y un protocolo retrospectivo en el cual el estudiante reflexionó sobre el proceso de composición usando como estímulo el diseño terminado. El análisis identificó una serie de procesos y relaciones sociales implicados en la composición y la lectura del diseño de una casa tales como el papel del conocimiento y la práctica culturales en el proceso de aprendizaje del diseño arquitectónico. También se revelaron tensiones entre los objetivos del estudiante y su lectura evaluativa, entre definiciones de economía implicadas en las diferentes concepciones del diseño de casas y, por último, tensiones entre el significado del texto arquitectónico construido por el estudiante y la interpretación del docente a partir de la lectura. La negociación de estos procesos y tensiones por parte del estudiante contribuyó al proceso más abarcador de desarrollo de su propia identidad y trayectoria vital en el cual estaba involucrado.

La construcción del significado y la identidad en la composición y lectura de un texto de arquitectura

DIESE STUDIE analysiert die Komposition eines Oberstufen-Gymnasiasten bei einer Hausplanerstellung für eine Klasse in architektonischem Design. Er schuf diesen Text in Relation zu den Vorlesungen jenes Textes durch seinen Lehrer und anderer potentieller Leser. Die Autoren wählen eine Vygotsky-Perspektive, um die Auffassungen, Ziele und Hilfsmittel zu verstehen, durch welche er seine architektonischen Pläne zusammensetzte, unter Bezugnahme einer kulturellen Theorie vom Lesen, um so zu analysieren wie dieser Text durch seinen unmittelbarsten Leser, seinen Lehrer, verstanden wurde. Die Daten enthalten Feldaufzeichnungen basierend auf tägliche Beobachtungen vom semesterlangen Kursus, auf Beobachtungen eines Interviews mit dem Lehrer, Artefakte, wie Skizzen des Studenten und das endgültige Design, eine per Tonband aufgenommene Feedback-Zusammenkunft, in welcher der Lehrer die Zeichnung mit dem Studenten diskutierte, ein fortlaufend aufgenommenes verbales lautes Gedanken-Protokoll, vom Schüler übermittelt im Verlauf des Entwerfens seines Hauses, und ein retrospektives Protokoll, in welchem der Schüler auf seinen Kompositionsprozess reflektierte, unter Nutzung des vollendeten architektonischen Designs als Stimulus. Die Analyse identifizierte eine Anordnung von Prozessen und sozialen Beziehungen, eingebunden in die Komposition und im Lesen des Hausdesigns, einschließlich der Rolle kultureller Erkenntnisse und Praktiken bei der Ausbildung des Schülers zur Gestaltung hin zum architektonischen Design, Spannungen zwischen den Zielvorstellungen des Schülers und seiner ihn bewertenden Leserschaft, Spannungen zwischen Definitionen über die Wirtschaftlichkeit, die über unterschiedliche Konzepte vom Hausdesign informierten und Spannungen zwischen den Vermerken und Eindrücken des Schülers über den Sinn innerhalb des architektonischen Textes und der Verschlüsselung von Sinn und Bedeutung durch seinen Lehrer in dessen Lesung dieses Textes. Handhabung und Auslegung von diesen Prozessen und Spannungen durch den Schüler trugen zu dem bei, was als das erweiterte Projekt verstanden wurde, mit dem er sich befasste, so gesehen als seine fortschreitende Entwicklung hin zu einer Identität und Lebenslaufbahn.

Konstruktion von Sinn und Identität in der Komposition und beim Lesen eines architektonischen Textes

建築テキストの作成と読みにおける意味とアイデンティティの構築

本研究では、建築デザインの授業のために最終学年のある高校生が作成した家のデザインを分析する。生徒は、自分の教師と他に読み手になり得る人達の読みに関して、このテキストを作成した。筆者等は、彼が建築計画を作成した状況、目的、道具を理解するために、ヴィゴツキー的観点を取り、このテキストが、彼にとって最も身近な読者である教師によってどのように理解されたのかを分析するために、読みの文化理論を用いる。データには、1学期に渡るコースの日常的な観察に基づいたフィールドノート、観察に基づいた教師とのインタビュー、生徒の草案や最終的なデザインといった作品、教師がデッサンについて生徒と話をしたフィードバック会の録音、家をデザインしながら生徒が提供した思考表出法による同時的なプロトコル、そして、完成した建築デザインを刺激として用い自分の作成過程を振り返った回顧的プロトコル等があった。分析によって、建設デザインのアプローチに関する徒弟修行における文化的知識と実践の役割、生徒の目的と評価する読み手の目的の間の緊張、家のデザインに対する様々な概念に影響する経済の定義間の緊張、建築テキストにおける意味の銘記とそのテキストの読みにおける教師の意味の符号化の間の緊張といった家のデザインの作成と読みに伴う過程と社会的関係が明らかになった。こうした過程や緊張を交渉することで、生徒は、自分が従事する、より大規模なプロジェクトと理解されること、即ちアイデンティティと人生の軌跡の継続的発達に寄与した。

La construction de la signification et de l'identité dans la composition et la lecture d'un texte d'architecture

CETTE ÉTUDE analyse la composition par un élève de lycée du plan d'une maison pour une classe de dessin d'architecture. Ce texte a été produit en relation avec les lectures de ce texte par son professeur et d'autres lecteurs potentiels. Les auteurs de cette étude ont adopté une perspective vygotskyenne pour appréhender les positions, les buts et les outils au moyen desquels il a composé ses plans architecturaux, s'appuyant sur une théorie culturelle de la lecture pour analyser comment ce texte a été compris par son lecteur le plus proche, le professeur. Les données comportent des prises de notes à partir d'observations effectuées quotidiennement tout au long d'un cours semestriel, un entretien avec le professeur à partir de ces observations, des objets techniques tels que les brouillons de l'élève et son dessin final, une session de compte rendu enregistrée au cours de laquelle le professeur discute du dessin avec l'étudiant, un protocole concourant de pensée à haute voix provenant de l'étudiant pendant qu'il dessinait la maison, et un protocole rétrospectif dans lequel l'étudiant réfléchissait sur son processus de composition en utilisant comme stimulus le dessin architectural final. Cette analyse a permis d'identifier un ensemble de processus et de relations sociales impliquées dans la composition et la lecture d'un plan de maison, comportant le rôle des connaissances et des pratiques culturelles dans l'apprentissage de l'étudiant dans l'approche du dessin d'architecture, des tensions entre les objectifs de l'étudiant et sa lecture de l'évaluation, des tensions entre définitions de l'économie déterminant des conceptions différentes d'un plan de maison, et des tensions entre l'inscription de la signification dans le texte architectural de l'étudiant et l'encodage de la signification par le professeur lors de sa lecture du texte. La négociation que fait l'étudiant de ces processus et de ces tensions contribue à la compréhension que l'on peut avoir du projet plus large dans lequel il était engagé, à savoir le développement continu d'une identité et d'un projet de vie.

Конструирование смысла и развитие личности при создании и чтении архитектурного "текста"

В центре исследования – проект жилого дома, разработанный старшеклассником для урока архитектуры. Он создал этот "текст" в расчете на преподавателя и других потенциальных читателей. Опираясь на теорию Л. Выготского, авторы анализируют ситуацию создания проекта, его назначение и цели, инструментарий, которым пользовался ученик для проектирования дома, а также восприятие "текста" его непосредственным читателем, т.е. преподавателем архитектуры. Данные исследования включают в себя записи, основанные на ежедневных наблюдениях в рамках семестрового курса; интервью с преподавателем на основе этих наблюдений; такие артефакты как ученические эскизы и итоговый проект; запись беседы преподавателя с учеником, во время которой обсуждался проект; запись собственных размышлений ученика в процессе создания проекта жилого дома (мысли вслух) и его же ретроспективный анализ этого процесса (ученик размышлял над процессом разработки проекта, уже имея на руках конечный результат). Анализ выявил целый набор процессов и социальных отношений, являющихся значимыми как при создании проекта (как текста), так и при рассмотрении этого проекта (как текста). При непосредственном знакомстве с архитектурой значимую роль играют культурное знание и практика, а также внутренние конфликты: между целями студента и оценкой его произведения потенциальными читателями; между возможными экономическими решениями, на которых можно было строить концепцию проекта; между смыслом, вложенным учеником в архитектурный текст, и смыслом, который возник при раскодировании этого текста преподавателем. То, как ученик обсуждает эти процессы и конфликты, вносит определенный вклад в куда более крупномасштабный проект, а именно в непрерывное развитие его личности и жизненной траектории.

impetus for our study of how meaning is inscribed and read in this form of graphic text.

We cast our study of this author–reader relationship as an investigation of reading as an inherently cultural process, drawing on Smagorinsky's (2001) outline of a cultural theory of reading. We first review the tenets of our framing theory, itself grounded in a Vygotskian perspective on literacy development.

Theoretical framework

Vygotsky's (1934/1978, 1987) work has been appropriated by a number of researchers interested in literacy practices (e.g., Lee & Smagorinsky, 2000). Vygotsky's formulation is concerned with the development of mind, including the historical development of whole cultures (and their various subcultures and idiocultures) and the tool-mediated development of individuals through their practical activity within overlapping cultures (Tulviste, 1991). According to this perspective, culture provides the overall goals, values, and notions of appropriate action in settings that sanction the use of tools in particular ways (Leont'ev, 1981; Wertsch, 1985) and of the kinds of signs and texts that people produce through these tools. Each of these constructs is central to the conception of composition and reading that we outline next and that informed our reading of the data in this study.

Meaning in composition and reading

The role of settings

Vygotsky's (1934/1978, 1987) approach emphasized human action in relation to social settings. We use the term *setting* to describe the social environment in which human action takes place. The social environment consists of people and their cultural practices, mediational means, and products. A setting can therefore consist of a human relationship, mediators both tangible (e.g., a computer) and intangible (e.g., a speech genre), and the human-made material environment that embodies and helps to produce human action (e.g., a classroom with chairs bolted to the floor in rows facing the front). Environmental factors that are not human productions can also be part of a setting, such as the geographic conditions that influence cultural practices (e.g., the mountainous Korean landscape that requires strong legs and thus contributes to the kick orientation of the martial art Tae Kwon Do) or the

abundance of particular animals that provide food and shelter (e.g., buffalos in relation to the indigenous societies on the U.S. Great Plains prior to white expansion). Settings involve relationships among people and these environments (Lave, Murtaugh, & de la Rocha, 1984).

Settings are fluid and dynamic and include multiple sets of overlapping goals, values, discourses, tools, and other residue of social life (Smagorinsky & O'Donnell-Allen, 2000). People act in relation to them, are engaged dialectically with them, and in most cases have agency to change them. Settings are not deterministic but rather serve to constrain and afford particular kinds of action (Cole, 1996; Valsiner, 1998) that in turn can reshape these mediating contexts. The relational aspect of a setting is critical in that settings are usually open to negotiation. This relational dimension is found in the settings provided by people (e.g., the people in a classroom or smaller units such as dyads within classrooms) or in those composed of human artifacts (e.g., a constructed environment such as a classroom and its accoutrements), which as Cole argued are saturated with cultural history.

Engagement in multiple settings can produce conflicts in the goals of individuals within settings, which in turn contribute to tensions and contradictions for participants, particularly those who are being apprenticed into a discipline (Prior, 1998). These contradictions and juxtapositions, while capable of producing dissonance, can also contribute to new learning among all participants, whether designated as teachers or students (cf. John-Steiner & Meehan, 2000).

Settings also embody cultural practice over time and thus have a strong historical dimension that in turn helps to channel further cultural practice. People infuse a setting with a sense of ideal purpose or *telos* (Wertsch, 2000) that calls for the development of cultural values and practices that help this destination to be realized. The motives of settings can strongly suggest that particular ways of composing and reading are appropriate (Leont'ev, 1981; Wertsch, 1985). These motives also suggest that participants must solve particular kinds of problems so that cultural goals and destinations may be achieved. Issues of culture inevitably involve power in that cultural practices are situated within historical activities and discourses that propel participants toward particular ends, often those that serve the interests of those who have inherited or attained authority. The culture of the setting in which reading takes place suggests better and worse ways in which a reading might unfold and more and less advanta-

geous ways in which readers position themselves through the capital provided by their readings. Through both explicit and implicit cultural practices, novices are apprenticed to adopt local and societal goals and learn conventional ways of accomplishing them (Wenger, 1998).

This attention to cultural mediation and the broader role of societal enculturation in human development suggests that composing and reading are not solitary acts but are inherently social. This perspective departs from typical conceptions of composition in which an author struggles alone with the blank page (e.g., Murray, 1984) and of reading in which the sole concern is the reader's personal engagement with the text (e.g., Probst, 1988). Instead, both composition and reading practices are mediated by a range of interrelated cultural factors. In this sense, meaning is a function of work conducted among readers and texts under the gravity of teleological ends, rather than of isolated transactions between author or reader and text. The text becomes situated among a host of related tools through which its meaning potential may be realized: speech genres, personal and cultural narratives, cultural schemata, and so on, all of which contribute to relationships among authors and readers that potentially enable similar expectations for texts (Nystrand, 1986). The text is thus the focal, but not sole or necessarily primary, tool through which meaning emerges for a reader.

The codification of texts

While composition and reading are generally understood to refer to verbal texts, in this study we analyzed the production of and response to a graphic architectural text. We thus embrace the semiotic perspective that signs and texts are not restricted to language but are multimodal (Kress, 2000). We consider, then, an architectural drawing to be a text that is both composed and read. Just as is the case with the reading of written texts, the reading of an architectural text requires knowledge of how it is inscribed with meaningful codes, including iconic, numeric, and verbal.

Some degree of fidelity between inscribed intentions and the realization of meaning on the part of a reader follows from shared expectations for textual codes (Nystrand, 1986). So, in spite of the highly individualized nature of the meaning-making process, many people come up with similar meanings for the same text. We explained this phenomenon through the construct of the *transactional zone of meaning construction* (Smagorinsky, 2001), in which authors and their various readers invoke the

same textual conventions in their constructions of meaning for a text. Ideally, both author and reader invoke similar codes to inform their construction of meaning from the configuration of signs depicted in a text, all based on their enculturation into communities of reading practice. In addition to any deciphering or decoding required to understand what a text might mean, readers bring to the experience a host of attributes and conditions that will affect how they engage with the codes by which it is inscribed. Readers thus simultaneously decode texts and encode them through their instantiation of interpretive conventions, experiential images, and other conventional and personal knowledge.

Readers who lack enculturation to the textual codes will not have access to the meaning potential that texts are inscribed to suggest. The transactional zone thus has implications for educational settings, given that capital accrues to those who understand the codification of a text or have the authority to impose particular readings based on their consonance with or authority relative to textual codes. Reading in accordance with inscribed codes does not guarantee agreement between reader and text, but rather affords a similar understanding between inscription and encoding. A reader may also recognize how a text is inscribed with codes yet expect a different codification. When that reader has authority of judgment, as is typically the case when teachers read students' texts, a text may be deemed to be insufficient or inappropriate based on the invocation of particular expectations, regardless of the author's intentions or goals for the text.

Tool mediation in composition and reading

A tool hierarchy

For the purposes of this research, we identified three types of tools that may be employed in the production of a text. We should emphasize that this typology is heuristic rather than absolute, and that the classification of any tool is relational—that is, what is concrete to one person in one situation may be representational to another person in another situation (M. Cole, personal communication, February 20, 2004). The three types of tools germane to our analysis are concrete, representational, and schematic, defined as follows:

- *Concrete tools* are material in substance and are used directly in production (e.g., a pencil and paper for writing or drawing).
- *Representational tools*, like concrete tools, are material (assuming that spoken words are in a sense material). A rep-

representational tool, however, is symbolic; that is, it refers to something other than itself. A representation of this sort might be a book that includes models and plans from which something material might be constructed.

- *Schematic tools* are more abstract than concrete or representational tools. They serve as broad mental codifications of experience or knowledge. Not only are schematic tools not tangible, it is possible that one is not even aware of their mediating role in activity. A genre of activity, for instance, is not tangible and possibly can influence cognitive development in ways not recognized by participants. Schematic tools are mediators that guide production in a broad sense, such as the Prairie or postmodern approaches to architectural design.

In some cases, the category of schematic tool may overlap with the category of setting. For instance, an architect could work within the setting of the Prairie school of architecture. The axioms of this community of practice could then serve as cultural schemata that mediate the production of architectural designs. Other types of schematic tools, such as images that we describe later, do not serve as settings. Although such tools have cultural origins—that is, one’s mental maps and narratives are appropriated from cultural practice—they serve as internal representations rather than contextual factors with which one stands in relation.

According to this typology, tools exist in various degrees of abstraction. For our research, the tools that we found most germane to our interests were those in the schematic category, particularly those we categorized as *cultural* (e.g., design conventions and what teacher Bill called “common sense”) or *imagaic* (e.g., narratives, mental maps, and what we termed participant Rick’s vision of architectural design). That is, all students were required to produce their drawings with pencils and relied on the same models provided by the teacher, so these concrete and representational tools were generally not contested. The tensions that we found informative came in terms of cultural and imagaic tools that resulted in both consonant and dissonant conceptions of meaning and intention between Rick and Bill in Rick’s production of his architectural plans.

Images as tools

Narrative has been recognized for its mediational potential as a cultural tool for whole societies (Brockmeier, 2001) and for individuals within societies (Valsiner, 1998) in the formation of cultural and personal identities (Rymes, 2001). Narrative has been conceived broadly by Brockmeier and others to describe a text consisting of “spaces of meaning” that constitute an integrated whole making up a “narra-

tive program” produced through “a discourse whose meanings are organized along one (or more) story lines, creating a narrative ‘emplotment,’ a synthesis of heterogeneous elements [comprised of] various textual modes or media” (p. 225; emphasis in original).

The juxtaposition of personal narratives with texts enables authors and readers to emplot one reading in dialogue with and in extension of others (Ricoeur, 1983), producing a *configurational act* that lets readers bring together diverse texts into a complex whole. Different readings of the same text thus vary, not just from reader to reader but from reading to reading by the same reader, depending on how each reading is emplotted and configured within the reader’s experience. In this conception, a narrative can both represent a person’s ongoing trajectory and in turn mediate the sense that a person makes of both past and immediate experiences, a process that Medway (2002) had specifically found in architectural students’ design processes. Narratives can also suggest identity paths through the anticipation that they create for personal directions and possibilities that may be realized through goal-directed action (Cook, 2004).

The current study

This study focuses on the composition and reading of a set of architectural plans in a high school architectural design class. Ackerman and Oates (1996) argued that an architectural text codifies social activity and can be read by those enculturated to understand its codes. Our investigation is designed to understand how a text of this sort is produced, inscribed, codified, and read within the context of a particular disciplinary culture and classroom, itself nested within a variety of other settings. We focused on the following questions:

1. In what ways were Rick’s and Bill’s constructions of meaning for Rick’s architectural text both consonant and dissonant, particularly with respect to normative assumptions that guided text production, tensions between their goals for Rick’s drawing, tensions between Rick’s and Bill’s senses of economy, and tensions between Rick’s inscription and Bill’s encoding relative to the textual codes? In what ways were these tensions negotiated and to what extent did these tensions produce new learning?
2. How did Rick’s composition of architectural plans integrate, represent, and mediate his emerging identity and culturally mediated life trajectory in this setting?

Ultimately, we considered how understanding these issues can contribute to a better grasp of how educational settings affect students’ potential to find

school to be a critical site for the production of culturally valued texts and the subsequent actions they may engender in relation to significant readers, as well as for the formation of satisfying identities. This purpose evolved from our initial goals in undertaking this investigation. Originally we had intended to study the cognitive processes of architectural design as a way to investigate the intellectual activity in what some (e.g., New London Group, 1996) have called *multiliteracies*, that is, the infinitely variable forms through which literacy is emerging in the new and growing economy. In our view, multiliteracies have been justified more in political than cognitive terms (see Cope & Kalantzis, 2000). We intended to study the situated cognition involved in the composition and reading of a set of house plans in the particular setting of a high school classroom.

As our analysis proceeded, we saw that this framework limited our understanding of the study's potential. As we worked through the data, we began to see that Rick's cognitive work was more than an assembly of processes. Rather, we began to see a larger project at work for him in his architectural design, that being the construction of a life trajectory in relation to a host of mediating forces such as his teacher's expectations, themselves grounded in the teacher's own position within settings that mediated his understanding of what a house design should include and resemble. We see the significance of this study, then, in studying these cognitive and social processes in relation to Rick's production of his house plans, and illustrating how one student's engagement in design work represented and contributed to his emerging identity during the process of his apprenticeship into the field of architectural design. We further analyzed how his inscription of his life narrative became problematic for his teacher's reading of his architectural text. This process of inscription and reading illustrates the complex nature of composing and reading, particularly in relation to cultural and historical mediators, and raises questions about simplified notions of reading that guide much national policy and instruction (see Allington, 2002).

Context of the investigation

Data collection took place in a southwestern U.S. college town populated by about 95,000 people. The city's public school system served more than 12,500 students, one fourth of whom qualified for free or reduced-cost lunch. The school system's student population was 81.4% European American, 6.6% Native American, 6% African American, 2.6%

Asian American, and 1.7% Latino/a. The high school was a two-year senior high enrolling about 1,800 students. Over 50% of graduates attended four-year colleges, 26% attended two-year colleges, and fewer than 5% entered technical schools or the armed services. Advanced Placement (AP) courses and testing were offered in 11 areas, and students annually scored above the state and national averages on the SAT and the ACT.

We next describe the study's participants, Rick and Bill, and the task that Bill assigned to Rick and his classmates in his architectural design class, Drafting II.

Participants

Rick

Rick is a white male who stands well over 6 feet tall, and he kept his long blond hair tied back in a ponytail. He moved around town on roller blades, a mode of transport for which he and his friends shared a dedication. Rick had dropped out of a vocational-technical school (known locally and hereafter as the vo-tech school) during his senior year, only to re-enroll the following year at age 19 in his community high school's architectural design class. Rick's most immediate plan following school was to rebuild a car with a friend and perhaps become, like his father, an automobile mechanic. He was also considering the possibility of returning to the vo-tech school he had dropped out of previously.

Rick expressed a need to be different. Much of the design work he saw going on in his classes relied on norms and conventions that he wanted to break:

I wanted to do something that just didn't look average. You know, you can drive through some of the nicer neighborhoods here, and there's the same basic shape to all the houses. And I just, I wanted to do something different inside, and if you look at [my house] plan...there are three rooms that are the shape of stop signs. There are three octagons in the house. And [my teacher and my girlfriend's father, an architect] didn't like that. (Rick, retrospective protocol)

Though unique relative to the local conventions that governed life in his town, in terms of his long hair, membership among rollerblading devotees, and beliefs about house design, Rick conformed to other practices and expectations. His long hair, although the exception among mainstream boys at the high school (in which the football coach was paid more than the principal), typified membership in both the small neo-1960s counterculture of the college town and the blue-collar workforce to which

his father belonged. However, like most who consider themselves rebels, Rick was not a complete original but rather embraced values and practices that resisted those of the prevailing norm.

Though he considered his teacher Bill to be his “friend,” Rick’s approach to architectural design often caused conflict between the two:

He and I didn’t agree on my house. I designed it and I said, you know, this is what I wanted to do. And he said, “No, this isn’t, this is a little outrageous, this is going to be hard to draw the measurements in and everything. I’m just going to be eating [antacid tablets] right and left, because you’re going to drive me up the wall.” I said, “Well, you know, this is how I want to do it.” And, I let him, I gave way sometimes and then sometimes I wouldn’t. A lot of times he would just come to my desk, sit down and just put his hands on his face. His face in his hands and just sit there. And he’d have to cool off for a minute, and then he’d look at it, and his eyes would just, they looked like they were almost going to bug out of his head, which is [inaudible] so bad. He just, he always wanted me to change it. He wanted it to be more efficient. I just wanted it to be different. (Rick, retrospective protocol)

Bill’s reading of Rick’s text was referenced to the norms of the local housing market, which Rick willfully disregarded in certain respects. This invocation of different cultural understandings served as the primary tension we observed between Rick’s inscription of meaning in his text and Bill’s reading and assessment of it. This tension existed not simply between two individuals. Rather, their activity in competing systems allowed for the tension to be realized in their relationship over Rick’s composition of a uniquely angled architectural design in an academic setting governed by Bill’s adherence to tract-housing norms. These norms produced houses known by many as “McMansions,” that is, homes in developments in which the houses all share the same features, are the same size, are the same distance from the road, have the same rooflines, and often are larger than their lots can aesthetically accommodate. In such neighborhoods, the context provided by the uniform characteristics of the surrounding houses strongly suggested the features that should be included in any individual home constructed in the vicinity.

Bill

Rick described Bill, his Drafting II teacher, as “one of the better high school teachers.” Bill said that he had “a blast” teaching. He appreciated the chance to see a side of his students that other teachers in the school did not get to see: “I enjoy immensely what I do. It’s fun to get that student that

no one else has success with and they just do wonderful in your class.” Bill enjoyed working with young men and women who, rather than being among the college-bound or AP students, were often told, he reported, that they “aren’t very smart.”

A veteran teacher of eight years, Bill came to his discipline with experience from his brothers’ home construction company:

A lot of my background, other than what I received in college, was I framed [houses] for three summers and that helped.... Also, the fact that my brothers are builders. I’m around job sites all the time. I do a lot of their drafting work to where if they have a kitchen and they want a different type kitchen, I can redo a redraw for them. Which helps me keep up on what architects are doing today. (Bill, interview)

Bill’s experience also helped the students estimate the real costs of materializing their plans, taking into consideration factors that they would often take for granted. He felt that his emphasis on what he called common sense “open[ed] their eyes up a little bit and they start[ed] cutting back” on what he saw as their overly elaborate house designs.

His guidance of students’ designs was informed by his activity in his brothers’ contracting business and his understanding of the constraints within which they had developed a profitable company that built and sold homes in a struggling state economy. As a consequence of the oil bust of the mid-1980s, the state’s economy had become badly depressed, with many residents of the city relocating to other states in order to find work. During this period many people lost their homes. Housing and Urban Development (HUD) foreclosures had flooded the market with inexpensive homes, making the new home construction business difficult to sustain. Local architects and contractors, therefore, were quite sensitive to the need to produce marketable new homes in a city that had very recently experienced a deep economic recession. At the time of the oil bust, Rick had been a child and early adolescent and so had not understood its impact on virtually all facets of life in the region. As a result, the issues that confronted Bill and shaped his approach to the building and selling of houses were neither evident nor relevant to Rick in his design of a personal space for him to occupy at a point when the general economy and the home construction business had begun to rebound.

Task

Bill described the assignment that each student would work toward in Drafting II:

They are to design a house from 1,250 square feet to 1,800 square feet. There are restrictions, single story, must have two-car garage, must have at least one full bath, does not have to have a formal dining, but must have a kitchenette, like a breakfast nook. Must have a minimum two bedrooms, three quarter brick veneer. (Bill, interview)

He encouraged each student to enter his or her design in a state competition in which their drawings were read by architects and university architecture professors who evaluated their full set of house plans. Bill's assessment of the students' work explicitly anticipated the standards used by these judges.

Method

Data collection

Observations were made by the third author, who visited Bill's class each time it met from early February to early May, encompassing most of the duration of the course. Field notes from these observations helped to provide an account of the instructional context in which Rick produced his design.

Bill provided an extended interview that probed for the content, curriculum, and goals of the architectural design class.

Rick provided two protocols in which he revealed his composing process. One was a concurrent protocol (Ericsson & Simon, 1993) that Rick produced for the third author while working on his drawing. Because the classroom was too noisy and distracting for Rick to work with a tape recorder in school, he provided his think-aloud in a series of episodes while drafting at home. He also produced a retrospective protocol (Greene & Higgins, 1994), an interview with the first author based on the series of drafts and final architectural plans he produced during the semester.

The data also included an audiotape of a feedback conference between Rick and Bill while Rick was working on his drawing.

Data analysis

The field notes and interviews, along with data collected from other research at the school (O'Donnell-Allen & Smagorinsky, 1999; Smagorinsky, 1995, 1997; Smagorinsky & O'Donnell-Allen, 1998a, 1998b), served as the basis for describing the context of the investigation. The protocols and feedback session were transcribed and then collaboratively coded by the first and second authors. The question of reliability through indepen-

dent coding was thus addressed because we discussed each coding decision until we agreed on how a unit of text should be coded.

The coding system embodied principles from our theoretical framework. We identified three general types of codes to help us understand Rick's situated composing process: *setting* that served as the social context in which Rick learned to use the tool, *problem* to be solved through and attendant to text production, and *tool* employed to solve goal-oriented problems. Not all of our coding led to insights with respect to our research questions. We next review those codes that enabled us to identify tensions between Rick's and Bill's attribution of meaning to Rick's architectural drawing. The full set of codes and their frequencies is listed in Table 1. We report these frequencies with the understanding that they are a sample of Rick's thinking that may or may not accurately represent the whole of his thinking during his semester-long process of composition. We infer, however, that they suggest centers of gravity for the situated cognition through which Rick produced his architectural plans.

Problem: Economics

Tulviste (1991) has argued that people's frameworks for thinking develop in response to the types of problems an environment presents to solve. Through tool-mediated action used in problem solving that helps achieve cultural goals, people are apprenticed into ways of thinking that are appropriate to addressing culture-specific needs. Coding the protocols for the kinds of problems Rick was attempting to solve, then, was central to our analysis.

Economics codes referred to decisions about the economy of either the budget or the spatial relations among housing elements that enabled a more efficient household. Our sense of economics comes from its roots in the Greek word *oikonomia*, meaning management or law (*nemein/nomos*) of household (*oikos*). Our notion of economics therefore relates to how architectural design takes into consideration both the prudent management of resources and the orderly, functional arrangement of a household's various parts. The economic codes that produced tensions between Rick and Bill were primarily concerned with Rick's arrangement of space, which Bill believed to be wasteful. An ill-conceived design, he believed, would increase heating and cooling costs, turn usable space into unnecessary space, and result in a house that was difficult to market.

TABLE 1
CODES AND FREQUENCIES

Setting	Total
Setting:Formal	
Setting:Formal:Teachers	45
Setting:Formal:Architects	10
Setting:Informal	
Setting:Informal:Lifestyle	6
Setting:Informal:Peers	11
Problem	
Problem:Design	
Problem:Design:Aesthetics	17
Problem:Design:Appearance	15
Problem:Design:Assessment	15
Problem:Design:Assignment	40
Problem:Design:Perspective	5
Problem:Design:Revision	20
Problem:Design:Time	13
Problem:Economics	
Problem:Economics:Care for comfort/needs	15
Problem:Economics:Home in residential context	5
Problem:Economics:Functioning of house	14
Problem:Economics:Heating/air	6
Problem:Economics:Proximity/logistics	7
Problem:Economics:Scale	14
Problem:Economics:Spatial efficiency	11
Problem:Economics:Structural soundness	7
Problem:Economics:Traffic flow	5
Tool	
Tool:Concrete	
Tool:Concrete:Assignment	6
Tool:Concrete:Drafting tools	13
Tool:Concrete:Drawing techniques	9
Tool:Representational	
Tool:Representational:Drafting plans	38
Tool:Representational:Representational sources	4
Tool:Schematic	
Tool:Schematic:Field	
Tool:Schematic:Architectural design	53
Tool:Schematic:Climate/geography	5
Tool:Schematic:Construction science	25
Tool:Schematic:Economics	5
Tool:Schematic:Electrical engineering	4
Tool:Schematic:Geometry	20
Tool:Schematic:Graphic design/drawing	32
Tool:Schematic:Interior design	13
Tool:Schematic:Landscape architecture	6
Tool:Schematic:Mathematics	10
Tool:Schematic: Culture	
Tool:Schematic:Common sense	11
Tool:Schematic:Design conventions	84
Tool:Schematic: Image	
Tool:Schematic:Mental map	34
Tool:Schematic:Narrative	30
Tool:Schematic:Vision	27

Schematic tools

Schematic tools serve as cultural schemata or scripts that mediate activity. We next describe two such tools that we found contributed to tensions between Rick’s and Bill’s reading of meaning into Rick’s drawing, *cultural mediators* and *images*.

Cultural mediators

We identified two categories that we determined to be broad cultural mediators: what Bill called *common sense*, which we see as logic emerging through cultural practice, and *design conventions* that Rick drew on or resisted in producing his plans.

Images

Schematic tools included three types of image based on Rick’s personal experiences. Damasio (1999) equated an image with a mental image or mental pattern. We categorized such images as *mental maps*.

We coded a second type of image as *narrative*; these were the stories that Rick produced to imagine how he would live and thus how the house should be designed. For coding purposes, we identified a narrative as any account that involved temporal change or action. Ultimately, these codes add up to the fuller notion of narrative described by Brockmeier (2001), but the individually coded narratives we identified were often quite brief.

A third type of image was what we called Rick’s *vision* of what made up good design, particularly in relation to his emerging identity. His development of this vision relied on cultural knowledge acquired through relational activity in various settings.

Example of coded text

We next provide a sample from Rick’s retrospective protocol to illustrate how we coded his transcripts:

As far as the kitchen goes, I wanted a breakfast nook in the bar with another small round type of table, which is just an extension that goes all the way around. Just for an easy—half the time, if I go in my house and I want something to eat, I’m not going to fix something to eat and sit down at the table in the dining room, because that’s just not me. And we’ve got new white carpet in our house, so we’re not allowed to take it in the living room. So, I’ll just pick it up and just eat in the kitchen. We don’t have a bar, so I can’t actually sit down. If I’ve been out rollerblading all day I can’t sit down, so I’ve got to stand there and eat. And so, you know, that was something that played a part in it. I wanted something just so I could sit there. (Rick, retrospective protocol)

We bracketed this segment as a codable unit because all of Rick’s remarks concerned the same design decision: how to configure the breakfast nook in his kitchen. The *setting* from which he drew his understanding of how to use these tools was *informal*, drawing on his current *lifestyle*. We saw him addressing two *problems*, both *Economic: Care for*

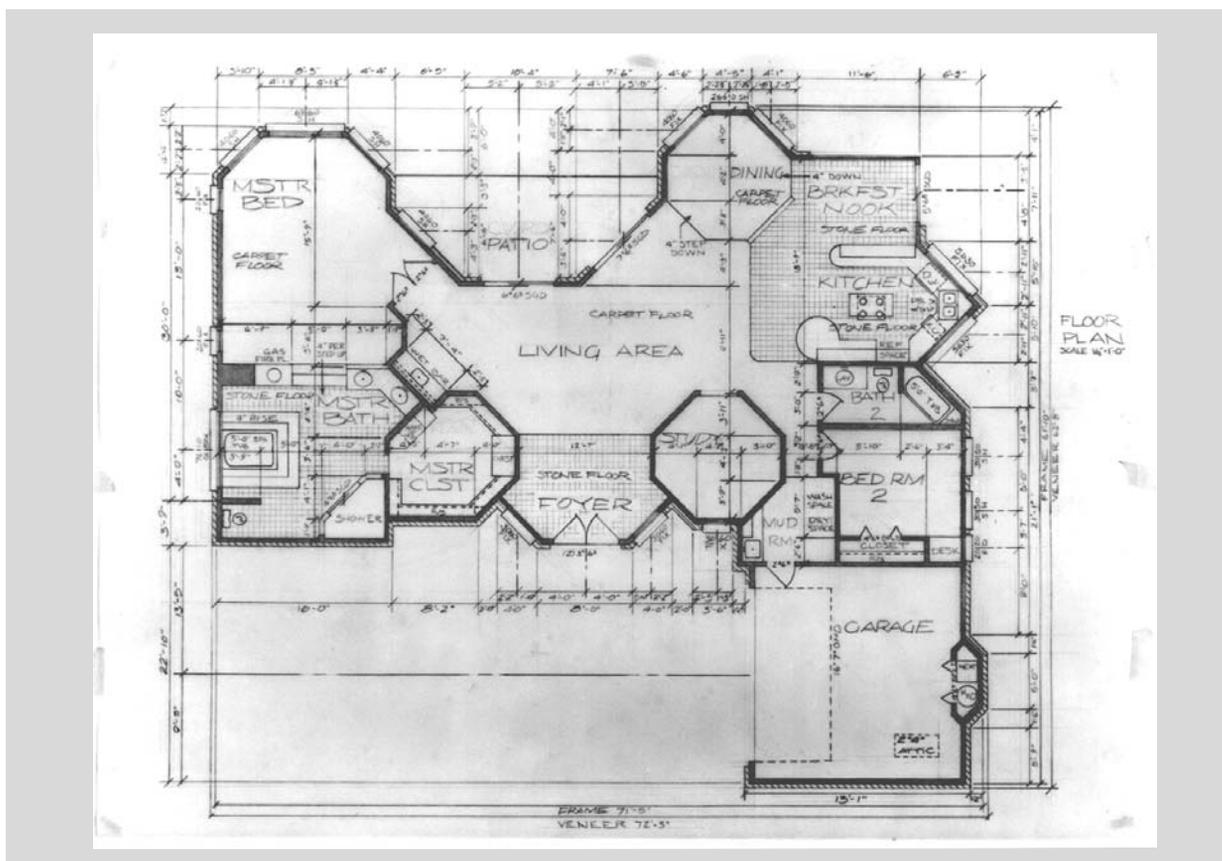
comfort/needs by creating a breakfast nook for informal dining and directing a favorable *traffic flow* through his placement of the table. He relied on six *schematic tools* to create this design. These included all three types of *image* that we identified: a *mental map* of both his parents' house and the house he was designing, the *narrative* of how he prepared himself a meal after rollerblading, and his *vision* of how he wished to live within the confines of his own home. We also coded the *cultural mediator* of the *design conventions* that suggested the placement of a breakfast nook and bar in the kitchen. Finally, we coded the schemata provided by the *fields of architectural design* and *interior design* to inform his design decisions.

Results

We present the results as they relate to the research questions that drove our analysis. The first research question concerns the ways in which meaning

was inscribed and encoded by the author and readers of the architectural text (see Figure 1 for Rick's final design). Through our interpretation of the data, we identified a set of recurring tool-mediated, goal-directed processes in Rick's production of the text in the cultural setting of Bill's classroom, itself an extension of the culture of the local housing market. These processes included the role of normative assumptions in Rick's apprenticeship into an approach to architectural design and tensions between goals of Rick and his evaluative readership, definitions of economics that informed different conceptions of house design, and Rick's inscription of meaning in the architectural text and Bill's encoding of meaning in his reading of this text. Rick's negotiation of these processes and tensions contributed to what we understood to be the larger project in which he was engaged, that being his ongoing development of an identity and life trajectory, the subject of our second research question.

FIGURE 1
RICK'S FINAL DESIGN



Inscription and encoding of meaning

Normative assumptions guiding text production

One code that emerged as central to our analysis was the *Tool:Schematic:Culture* code of *common sense*. Bill and Rick used the term *common sense* on a number of occasions to describe Bill's assumptions about architectural design and home construction. Bill, for instance, said during his interview that the principles for architectural design are "a very common-sense thing to me.... I think it's a knowledge base. If I could even go off of the subject here, I coach both football and soccer. Football is very common sense to me. Soccer, I've only coached for a few years, is very, very complex to me." Bill's recognition that one's common sense is a function of experience and local knowledge suggests an awareness of the learned nature of common sense.

In many ways Rick recognized and appreciated the reasoning behind Bill's common sense and took it up in his own work:

He took it a step further and explained, you know, okay, like in a bathroom, it's going to be much easier on your plumber if you put everything on one side. Put your sink and your toilet on one side. Then when you put your bathtub, you put it at the end. Put the spout at that one side. Don't put a sink way over here in one corner, and then you're just going to have plumbing going everywhere. You know, just teaching us some common-sense things that you really wouldn't think of. (Rick, retrospective protocol)

In our reading of the data, we saw these references to common sense—or "practical" knowledge as they referred to it on occasion—as instances of what D'Andrade (1995) called *cultural schemata*, that is, "patterns of elementary schemas that make up the meaning system characteristic of any cultural group" (Cole, 1996, p. 126). These schemata often take on a normative value that is generalized as "common sense" that, one presumes, ought to inform any reasonable analysis of a situation. Cole argued that one's sense of what is reasonable is a cultural construct that is inherently ideological and, when unexamined and imposed on others, hegemonic.

To illustrate the ideological nature of Bill's notion of common sense, we offer the following excerpt from Rick's retrospective protocol in which he explained the virtual context in which the students' house designs should be developed. This context consisted of a site blueprint from a housing development in town—a representational tool in our analysis—in which Bill's brothers' construction company was building houses:

When we got to where we chose our site, he brought in an actual block or additions, just a block away from [inaudible]. He brought in an actual blueprint of it, and said, okay, everybody choose their space. Everybody got to choose their space and they got to choose where they wanted to put their house.... It just seemed the type of house that I can picture in an area like that. You wouldn't put a beach house in Montana. (Rick, retrospective protocol)

Rick's insight that the house site suggested a particular kind of housing design is consistent with our cultural analysis of his composition process. The siting of the house as part of a large housing development plot in a location occupied by McMansions suggested a particular set of design principles and appropriate intertext in which to situate the students' designs. With this site providing the residential context for their house designs, a particular kind of common sense governed Bill's thinking during his advisement and assessment of Rick and his classmates. The recurring social practices that normalized this notion of common sense came from a specialized community of practice, that of contractors in the suburban tract-housing market. They also helped to establish a motive for the setting of Bill's class, one that suggested the goal of producing modular house designs, a value that Rick resisted throughout his design process.

Bill's notion of common sense governed decisions made within the house as well. During his interview Bill explained how he tried to get students to understand how common-sense ideas should be incorporated into their designs:

Bill: What they have to think about and what I try to make them think about and the process I try to make them go through is what is easy and what is convenient.

Questioner: Uh huh.

Bill: And I don't mean easy as far as easy for them to draw. Easy for them to live in. When you walk in, make sure the light switch is on the door handle side.

Questioner: Yeah.

Bill: So you don't have to walk into a dark room.

Questioner: Uh huh.

Bill: Make sure a door opens a certain direction; therefore it doesn't open into someone coming down a hallway. (Bill, interview)

We imagine that such rules govern house design decisions in most societies that have Western values, practices, and resources. In other settings—for example, those in which electricity is not available or affordable or in which interior walls and

doors are not feasible—a different kind of common sense would need to inform decision making so as to conform with prevailing social practices. These design conventions, however, are so thoroughly ingrained in Bill's thinking, and so sensible to Rick and other students in the context of the task on which they were working, that they appear to be common-sense decisions that are not open to question. Because of this consonance in terms of what is sensible, those aspects of Rick's design that incorporated these values were easily read, understood, and approved by Bill in his role as teacher.

A final set of institutionalized norms was provided by the local building code. In explaining his plot, Rick said,

Right here you've got your sidewalk. A foot off the sidewalk in the grass, you do not own, from there out to the street, you do not own. The city owns that. Then you have to come back 25 feet. That way, everything is built. Your long, your farthest point out has to be 25 feet back. That's your building line. That runs straight down the block. Everybody's would line up their farthest point. Everybody's sticks out the same point, so you don't have one sunken way back and one sticking right up really close. That's according to building codes. (Rick, retrospective protocol)

Rick was thus apprenticed toward a particular set of norms and practices, characterized as practical or common-sense knowledge, that were either presented from Bill's perspective based on his contracting experiences or embedded in local building codes. We have described this process in previous work (Smagorinsky & O'Donnell-Allen, 1998a, 1998b) as activity that channels new actions, according to either stated or implicit governing rules, toward the motive that suggests appropriate activity in this setting. Within these accepted constraints Rick designed his drawing, encountering the tensions we outline next.

Tensions between goals

In our analysis we attended to the goal-directed nature of human action. Ackerman and Oates (1996) found adherence to convention to be a necessary consideration when architects work with clients for the housing market: "We find it interesting to imagine either client or architect designing *against* such cultural determinants and templates" (p. 108; emphasis in original). While accepting many of Bill's common-sense views about architectural design, Rick found himself often at odds with the conventions Bill invoked for his house plans. One recurring tension we found in the data was that between Rick's goals for his drawing and the expectations of the

adults who read and assessed his work. Rick's house design was intended to afford a particular way of living, including attention to his preference for odd angles and his need to have an open design to account for his feelings of claustrophobia. Bill, on the other hand, embodied the norms of the field of architecture and the subfield of southwestern, suburban, mass market tract-housing design.

Although just a set of drawings, Rick's architectural plans represented a particular reality for himself and his primary readers (Medway, 1996). Thus Rick's house design served as a text that Rick and Bill treated as real and worth contesting. We found evidence to support the existence of the tension between their goals for Rick's design in codes within the *Problem:Design* category, especially those pertaining to the *assessment* of the drawing from Bill and state design competition judges. These differences are evident through two codes from the *Tool:Schematic:Image* category, Rick's *narratives* and his *vision* of how he wanted to live.

In particular, the codes reveal that Rick's projection of the house design in relation to his lifestyle needs was quite different from Bill's sense of convention and market pragmatism. Bill emphasized what could realistically be built and sold in a community such as the one in which they lived. His sense of housing norms and marketability was based on his knowledge of which house designs resulted in quick, and thus profitable, turnarounds on the market.

Rick, on the other hand, had a unique vision of himself and his lifestyle that caused him to resist certain norms invoked by Bill. He continually found himself at odds with the conventions governing the shapes of rooms emphasized by Bill and his girlfriend's architect father, who embodied the discipline of architectural design to Rick along with the more abstract presence of the state design competition judges. Rick worked against these conventions because he wanted to include unusual angles in his design. Rick's sense of what was and was not conventional was a construct available through our identification of the tools through which Rick composed his text.

One general shared goal for Bill and Rick was for Rick and other students to impress the judges at the state architectural design competition. Rick said,

I am only drawing it for one reason and that is to win the state competition.... Hopefully I am right in that they are looking for something a little different from the rest, and if they have never seen anything different from the rest, they are definitely going to see it now. Because this house is definitely odd. There are three rooms that have the exact same sized octagon-shaped walls. (Rick, think-aloud protocol)

As Rick explained here, his means of achieving statewide recognition were unorthodox. His design ideas often brought him in conflict with Bill, in disagreements that typically ended up in compromises. Rick said during his think-aloud protocol, “I had a tendency to, whenever the instructor told me you should try this, I would try it and not like it and change it to something totally different which I did like and he would, I guess, tolerate it.”

Rick often revealed his preferences for his house’s function through the schematic imagaic tool of *narratives* that illustrated how his lifestyle would be accommodated by his design decisions. During his retrospective protocol he described his design of the foyer:

Rick: The teacher wanted to put some coat closets in there, and I didn’t.... I couldn’t think of a place to put it without taking away from the overall—he was talking about, okay, let’s cut this wall down like this, and we’ll make this a closet. The door will be right there. Well, at, really to me, that just wouldn’t be right. To have that study, then, like that. It just doesn’t look right.

Questioner: Wouldn’t be symmetrical like that?

Rick: Yeah. It would, it would make it, the plan, easier. But yet not what I was shooting for. I was shooting for something just totally different. I wanted something nice and open, but at the same time I wanted some closed-off areas. I used to have a—there was a door coming out here. And there was actually a patio, like a garden that you could go out in the morning and drink coffee or whatever, and it was, there was a four-foot brick wall going all the way around it. So that, you know, you had a little bit of privacy, but not too much. Which kind of fit in with the rest of the theme of—you know, your dining room, you’ve got a little bit of privacy, that wall there, that had no shade. But at the same time, you could still get, you could still see into the living room. (Rick, retrospective protocol)

Rick’s design ideas did not meet Bill’s cultural schema for a home entry, one in which a resident or visitor was immediately met by a coat closet upon entering the house for convenient storage. This feature did not, however, meet with Rick’s need for openness and symmetry, as evidenced through his narrative of how he envisioned traversing and using this living space. Yet Bill composed a different reading for this foyer, one that envisioned discommoded visitors who had no place to hang their coats and hats upon entering the house. These different evocations produced different meanings for these two critical readers of Rick’s architectural text.

Tensions between definitions of economics

Rick’s sense of spatial organization both did and did not match Bill’s sense of good design economics. To examine the degree of consonance between their notions of economics, we looked to statements coded in the *Problem:Economics* category and those in the *Tools:Schematic:Culture* category.

As an instructor of many students with diverse tastes, needs, and interests, Bill was accustomed to accommodating his own preferences for house design to those of his students:

Let’s say a kid is just kind of a gloomy person and wants a dark house.... If the kid disagrees with your suggestions and says, no, what I want is a dark house, is that something that the student can justify then and my next question would be why? And if they defend it—go. My main problem is making sure the inside of that house is functional, whether there’s a lot of windows or not. (Bill, interview)

Bill yielded to students’ preferences as long as the house was “functional,” which we understood to mean functioning economically.

Rick did accept the wisdom of many of Bill’s suggestions regarding efficiency. During his retrospective protocol he said,

Like this room was angled off this way and there was a bathroom going across the top, and there was a big hall right here. And he’d say, you know, let’s make this more practical. You know, you don’t need a 7-foot-wide hall. There’s no sense in it. A hall is actually wasted space. So, I tried to keep the halls down to a minimum. (Rick, retrospective protocol)

As he did with many of Bill’s common-sense guidelines, Rick accepted Bill’s recommendation for efficient design as functional and efficient. In this regard Bill apprenticed Rick into norms for tract-housing design that stressed efficient use of space, a value not shared in all home architecture approaches (e.g., the relatively opulent and capacious Victorian design style).

While accepting some principles of tract-housing efficiency, Rick rejected others, particularly the rectilinearity of the overall design. Rick was critical of the boxy yet efficient designs he observed among his peers:

I like to think about it rather than, okay, I’ll just put a bathroom over here, you know, basically taking modular pieces, you know, bedroom here, okay, I’ll put a bathroom somewhere on near this. I’m going to put a kitchen over here. And you know, a lot of people basically drew it like that. They would draw the bathroom. They would draw the bedroom. Kind of put it in blocks. Whereas I was looking at the holistic picture of it, you know. Okay. I want this to be different and I don’t want any—no 90-degree walls, I want

45. I wanted to do something different. (Rick, retrospective protocol)

These angles created a feeling of open space for Rick. During his retrospective protocol, Rick said, "I didn't want everything tight, compact.... A lot of the houses, and even the houses that won state, looked tight and uncomfortable to me...I don't like feeling cramped in. I am extremely claustrophobic and I don't, I wanted something large." Yet an open design worked against the notion of efficiency that Bill hoped to impress on his students. And in the context of the virtual neighborhood plot that Bill had provided for the students, Rick's preference for inefficient angles and open spaces would violate the sense of uniformity expected in such neighborhoods. During his interview Bill said, "Suppose I like a Spanish look to a home, well, I wouldn't want to put that in the middle of a Cape Cod neighborhood." Similarly, he believed that a home with rooms angled at 45 degrees facing the street would disrupt the style of the neighborhood he anticipated for the students' houses and be difficult to market to people hoping to live in such an environment.

Tensions between writer's inscription and reader's encoding

Our analysis revealed tensions between what Rick inscribed and what Bill read. Ackerman and Oates (1996) described a problem they found with professional architects that anticipates the tension we observed between Rick and Bill well: "their professional challenge was to read an audience and situation and to produce a design concept that fits their agenda as well as that of their client" (p. 83). Medway (1996) further found that architects must consider how both the architectural plans and the resulting building "will be perceived—or, in the designers' language, 'read.' Their concern is, in other words, with meaning.... Architecture...distinctively takes responsibility for the viewers' experience, seeking to ensure that some satisfying interpretative interaction takes place" (p. 495). Rick and Bill attributed different meanings to Rick's design in critical areas. To identify these tensions, we drew on evidence from various codes within the *Problem:Design* category, from two tools—*mental map* and *narrative*—in the *Tool:Schematic:Image* category, and from our interview with Bill regarding his approach to teaching the class and his relationship with Rick.

Rick had little trouble reading his audience, given his close relationship with Bill throughout the design process. The tension resulted from the kinds

of competing goals that we have described previously and Bill's reluctance to recognize Rick's sense of style and notion of economy as legitimate in the context of the task. Though sharing the setting of the classroom, Rick and Bill brought different intertextual images, cultural practices, and motives for house design to their joint activity in producing Rick's architectural text.

In many ways Rick and Bill worked collaboratively on aspects of Rick's design. Rick's design became problematic for Bill when it departed from Bill's normative sense of what constituted practical or common-sense approaches to designing a home as a commodity within the economy to which he had become enculturated, the postrecession suburban mass housing market. Rick, however, had a different purpose for his design: to embody and facilitate a specific and unique approach to living. In one sense, Rick's composition might be read with reasonable proximity to his intentions by anyone conversant with the codes of architectural design. Readers who have inhabited homes in the United States, even those with no experience in reading architectural plans, might have little difficulty in determining from Rick's drawing what is a hallway and what is a bedroom. Rick and knowledgeable readers of architectural plans would likely share the same transactional zone of meaning construction and could build very similar homes based on the same set of plans.

In another sense, Rick's inscription is potentially lost when the text is unmediated by his own account of his decision-making process. Medway (1996) argued that architects work on two levels of semiosis:

First, to create and to convey—through graphical, linguistic, and gestural representation—the spatial configuration of the virtual artifact, its material composition, and so on; and second, to represent the experience the building will induce, the meaning the play of the parts will have. (p. 496)

Our research method provided access to Rick's inscription of meaning through his accounts of narratives and other schematic tools. These narratives suggested the sorts of experiences his design might induce and how those experiences might contribute to a more meaningful life for him within the home. Texts are in one sense static in that they are fixed upon the page. Yet Rick's protocols, particularly his narratives, revealed that he inscribed his house design with abundant movement and activity that he anticipated within the house, movement of a particular kind and motivated by a particular ideology. These evocations accumulated to comprise the sort of configurational act described by Ricoeur (1983)

in which a meaningful whole emerges from a set of emplotted narratives.

Bill's encoding of meaning during his reading, however, was quite different: The octagonal rooms suggested narratives in which consumers house hunting in this neighborhood, and thus seeking a tract home, walked through the door, saw the odd angles, and quickly walked out in search of a home more accommodating to their furniture layout, pathways for movement, and the life afforded by such a configuration. Just as important, the narrative extended to include the contractor stuck with an unmarketable home in an economy recently troubled by low housing starts and scant new home purchases.

Identity and life trajectory

Rick's data from his experiences designing a house within the confines of Bill's classroom and the state architectural competition, and the communities of practice in which these settings were situated, suggest that his production of architectural plans helped to integrate, configure, represent, and mediate his emerging identity and culturally mediated life trajectory. Our understanding of identity comes from Brockmeier's (2001) view that individual identity is emplotted within a larger cultural identity; that is, one's identity is not insular as conceived by Rousseau (1762/1979) and expounded in much subsequent Romantic educational discourse, but is mediated by society's teleological goals and the cultural practices that they suggest. Brockmeier argued that this larger cultural identity helps to define "some of the fundamental trajectories of our existence" (p. 216). In this sense the production of cultural texts reflects and contributes to one's ongoing identity development within the settings and through the mediational tools provided by culture.

Brockmeier (2001) argued that one's process of identity development is "a cultural process through which individuals symbolically and semiotically integrate themselves into a social order of meaning.... [I]t is the individuals who 'suture themselves into the story'" (p. 221). People's identities are bound in broader cultural narratives, "creating a narrative 'emplotment,' a synthesis of heterogeneous elements" (p. 225). Though acting in relation to cultural narratives, individuals have agency to resist, reconstruct, reinterpret, and otherwise reenvision the trajectory suggested by existing cultural goals and practices.

Rick was both a product of his culture and one who resisted it. He accepted and acted within the constraints suggested by institutionalized rules such as building codes and common-sense rules that governed

building construction in this geographical area. In doing so he accepted the trajectory of producing marketable suburban tract housing that was encouraged by his teacher and followed by his classmates. At the same time, Rick's vision of how he wanted to live, reinforced by narrative images of how a house might facilitate his particular living and spatial needs, created critical points of departure from this trajectory, particularly with regard to his angular design: "Everybody's got this real basic shape. You see a lot of squares. And I wanted to stray away from that" (Rick, interview).

John-Steiner and Meehan (2000) have argued that creativity follows from new juxtapositions of existing ideas. Rick brought new juxtapositions (e.g., a different sense of geometry) to Bill's class and to the field, yet they were discouraged because they departed from Bill's common sense with regard to profitable architectural design and house construction. We see Rick and Bill working collaboratively, if occasionally at odds, to produce an architectural design that juxtaposed existing conventions in new ways. Rick did not invent the octagon but did, at least in this setting, introduce this shape as a new configuration. As such, it was a creative decision consistent with his belief in himself as a unique individual. Outside the confines of Bill's class, this creative design met with greater approval as indicated by Rick's fourth-place finish in the state architectural design competition. We were not able to follow Rick beyond the semester of his participation in the study because career moves created logistical separation. We see, however, his design of this cultural text as both an embodiment of his vision of himself and as an opportunity to develop that vision.

Discussion

Nystrand (1986), in discussing the qualities of good writing, described the *reciprocity* that enables readers and writers to invoke roughly similar conventions and, if not to arrive at the same meaning, at least to have shared expectations regarding their efforts to understand one another (cf. Schutz, 1967). "In terms of communication," Nystrand wrote, "writers and readers are not so much right or wrong in their expression and interpretations as they are *in or out of tune with each other*" (pp. 73–74; emphasis in original).

In this study, we have looked at the reciprocal relationship between Rick and his primary reader, Bill, in relation to Rick's production of an architectural drawing. This largely iconic text included both words and numbers in supplementary roles to

communicate to Rick's evaluative readerships and ideally a construction company what sort of structure would be built on a given suburban housing tract. For the purpose of the research, Rick additionally produced a verbal text in the form of his various protocols and his discussions with Bill, a complementary use of speech that likely contributed to his thinking about how to produce the plans (Smagorinsky, 1998). The communicative clarity of such a text is critical if the drawings are to be acted upon with fidelity by a construction company; a poorly rendered text might lead to high-stakes consequences that misconstrue authorial intent.

Yet, as Nystrand (1986) argued, clarity is not a property solely of authorship but a quality that emerges through the joint activity of composers and readers. Bill had taught his students how to follow particular conventions that made their architectural texts comprehensible to trained readers such as himself and the judges in the state design competition. Further, he taught a particular value system that privileged rectilinear designs that fit within the context of housing developments such as those constructed by his brothers. Houses were not so much individual constructions as texts that met codes for both city planners and consumers.

Rick's skillful incorporation of ideas into the representational text of his house plan met most of these expectations well, in spite of Bill's disapproval of Rick's preference for octagonal rooms. Rick's high finish in the state competition suggests that Bill apprenticed him effectively into the expectations of this community of practitioners and readers and that Rick's design was in tune with his readers' ability to understand and potentially act on his design. Through this cultural mediation, we would argue, a new concept emerged for Rick, one that integrated his own design needs with the norms that Bill impressed on him to produce a set of plans that was unique relative to the conventions of local practice. Rick's final design represented the emplotment or construction of new, alternative versions of the world based on astute intercontextual links to competing activity systems. Rick's acquisition of new ways of reading the world in relation to his apprenticeship experience suggests that reading and reading development entail more than comprehension of texts. Equally critically, they involve new ways of interpreting and constructing the world through the appropriation, adaptation, transformation, and construction of cultural tools.

Rick's protocols reveal that narrative images informed his design and inscribed a personal trajectory into his architectural plans and his plans for how to

conduct his life. This production intention provided the chief impediment to understanding between Rick and Bill; Rick worked within the conventions expected by Bill in executing his drawing but worked with different conventions in inscribing his design with a particular lifestyle. His inscription of meaning was thus not evident to Bill, at least not sufficiently to keep Bill from ingesting large doses of antacids in frustration over his inability to persuade Rick that his ideas were not marketable.

It is important to situate these immediate relationships within their larger social context. In previous work (Smagorinsky, 2001; Smagorinsky & O'Donnell-Allen, 1998a, 2000), we have argued that the reading relationship is more than what takes place between reader and text; rather, it takes place among readers and texts. Readers and texts are parts of larger communities of discourse and practice that suggest appropriate ways to encode texts with meaning. These communities provide the larger harmonic structure and performative genres that enable different players to be in tune with one another. Both Rick and Bill invoked these conventions in the production and interpretation of the house designs. To provide for this broader view, we have looked at this collaborative social act as not just a tug-of-war between Rick and Bill over what constituted a suitable house design but an illustration of the ways in which composition and reading include a host of complex social acts.

We have discussed at length the personal level at which this mediation takes place, that is, the production of architectural plans that provided the mutual text that formed the basis for the relationship between Rick and Bill. This relationship was further mediated by the norms of the school and Bill's instantiation of community norms within his classroom, which allowed for a relaxed, conversational atmosphere in this noncore course. Furthermore, Rick was able to produce this text in this setting because, after dropping out of school at one point, he returned with a more engaged approach to his studies. Our prior work at this school has found that students' engagement with class assignments is part of their broader engagement with school as a whole; that disengagement from the institution of school can make it difficult for any teacher to promote engagement with a discipline or its practices (Smagorinsky, 2001; Smagorinsky & O'Donnell-Allen, 1998a, 2000). By choosing to return to school, Rick positioned himself to become a productive member of Bill's class and successful student in its disciplinary expectations, a mental framework that might not have been available to him when he dropped out of school a year earlier.

We have also described the mediational context of the community's standards for home architecture, one that discouraged the kinds of design favored by Rick. Rick's preferences and needs worked against him in this setting because his design ideas were not easily marketable to the typical consumer. While he produced a text that met Bill's expectations for competence in architectural drawing, the actual design represented in the drawing was likely too unusual and therefore too speculative to be actually constructed in this community, unless undertaken by Rick himself for his own living quarters.

We see Rick's composition of this plan as mediated by the broader disciplinary culture of architectural design and the many fields with which an architect must be conversant in order to design a functional house in a specific setting: electricity, plumbing, materials science, geography, climate, and other schematic tools described in Table 1. This broader disciplinary culture appeared more flexible than the immediate expectations conveyed by Bill, as evidenced by Rick's high finish in the state architectural design competition. The field of architecture's expectations for Rick's text appeared to accommodate a wider range of design features than were available to Bill's brothers' firm, which had to respond to market preferences in a region that only recently had begun to recover from a severe economic recession that had crippled the housing market.

Our study contributes to reading research by broadening the notions of textuality generally considered by reading researchers with its focus on the difficulties of understanding an author's inscription of meaning in a text. While much current reading theory emphasizes the reader's constructive role in the generation of a meaningful response, our research has featured a textual production and interpretation in which a reader's fidelity to the author's intentions is critical to the successful completion of the author-reader relationship: a house that meets its designer's specifications. Being in tune with these design expectations is among the reader's primary responsibilities if one is to stay in business for long in a competitive business environment.

Our study further focuses on the complexity of inscription that requires attention in relationships such as this one. Ricoeur's (1983) notion of *emplotment* informed our understanding of the ways in which texts are inscribed with meaning by authors and encoded with meaning by readers. Drawing on their storehouse of prior narratives from personal experience, readers and authors emplot each new textual experience, that is, situate them in dialogue with and in extension of other texts and the cultural values that

they represent (Wertsch, 1999). Engagement with texts thus enables readers to bring together diverse texts into a complex whole. Rick's architectural plans were emplotted differently by Rick and Bill. Rick saw the house as a text that embodied his narrative knowledge of how he wanted to live; Bill emplotted it in his narrative of how houses sell in a mass housing market, particularly one in the process of recovering from a depressed economy. Understanding these varying acts of configuration in readers' and authors' determinations of textual meaning appears to us to be a central point when considering the readability of texts that mediate the transactions of authors and readers and their communicative exchanges.

Rick's composition and reading and Bill's reading of this architectural text represent their participation in an activity that drives certain ways of producing, attending to, and interpreting texts for the purpose of constructing new texts and meanings. The cultural theory of reading upon which we drew allows for the notion that Rick inscribed and encoded his house plans with his narrative life trajectory. The tensions arose when his readers did not have, or did not recognize as significant, knowledge of Rick's goals for his life and house. This disjuncture appears to be a common problem in teaching reading and writing, or any discipline in a Deweyan sense: Those who are invested with evaluative authority are not often aware of the goals of students in producing schoolwork (Dewey, 1916). Bill's ultimate acceptance of Rick's design, after much negotiation, granted Rick a certain level of accomplishment as an architect, a status further confirmed by Rick's high finish in the state competition. Without the negotiation that took place between Rick and Bill, where Rick accepted much of Bill's common-sense advice and Bill yielded to Rick's design preferences, this house would likely not have taken shape the way it did either in form or in meaning. Through the tensions involved in the acts of composing a text in this classroom setting, both Rick and Bill engaged in expanding the concept of what was acceptable in the discipline and what could be read as competent in the setting of this classroom.

PETER SMAGORINSKY is a professor in the Department of Language and Literacy Education at The University of Georgia, where he teaches courses in English education. He is coauthor, along with Joel Taxel, of *The Discourse of Character Education*, to be published by Erlbaum. He can be contacted at the University of Georgia, Department of Language and Literacy Education, 125 Aderhold Hall, Athens, GA 30602, USA, or by e-mail at smago@coe.uga.edu.

LESLIE SUSAN COOK is an assistant professor at the University of North Carolina at Charlotte, where she teaches courses in the program

of Middle School Education. Her doctoral dissertation, defended in 2004, is titled *Authoring Self: Framing Identities of Young Women Diagnosed With Mood Disorders*. She can be contacted at UNC–Charlotte, Department of Middle, Secondary, and K–12 Education, College of Education, Colvard Building, 9201 University City Blvd., Charlotte, NC 28223-0001, USA, or by e-mail at lcook9@unccl.edu.

PATTY M. REED is an instructor in the Department of English at Louisiana State University. She completed her doctorate in 1997 at the University of Oklahoma. She can be contacted at the Department of English, 336 Allen Hall, Louisiana State University, Baton Rouge, 70801, USA, or by e-mail at preed2@lsu.edu.

REFERENCES

- ACKERMAN, J., & OATES, S. (1996). Image, text, and power in architectural design and workplace writing. In A.H. Duin & C.J. Hansen (Eds.), *Nonacademic writing: Social theory and technology* (pp. 81–121). Mahwah, NJ: Erlbaum.
- ALLINGTON, R.L. (2002). *Big brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann.
- BROCKMEIER, J. (2001). Texts and other symbolic spaces. *Mind, Culture, and Activity*, 8, 215–230.
- COLE, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: Harvard University Press.
- COOK, L.S. (2004). *Authoring self: Framing identities of young women diagnosed with mood disorders*. Unpublished doctoral dissertation, University of Georgia, Athens.
- COPE, B., & KALANTZIS, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. New York: Routledge.
- DAMASIO, A.R. (1999). *The feeling of what happens: Body and emotion in the making of consciousness*. New York: Harcourt Brace.
- D'ANDRADE, R. (1995). *The development of cognitive anthropology*. New York: Cambridge University Press.
- DEWEY, J. (1916). *Democracy and education. An introduction to the philosophy of education*. New York: Free Press.
- ERICSSON, K.A., & SIMON, H.A. (1993). *Protocol analysis: Verbal reports as data* (2nd ed.). Cambridge, MA: MIT Press.
- GREENE, S., & HIGGINS, L. (1994). "Once upon a time": The use of retrospective accounts in building theory in composition. In P. Smagorinsky (Ed.), *Speaking about writing: Reflections on research methodology* (pp. 115–140). Thousand Oaks, CA: Sage.
- JOHN-STEINER, V.P., & MEEHAN, T.M. (2000). Creativity and collaboration in knowledge construction. In C.D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy development: Constructing meaning through collaborative inquiry* (pp. 31–48). New York: Cambridge University Press.
- KRESS, G. (2000). Multimodality. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 182–202). New York: Routledge.
- LAVE, J., MURTAUGH, M., & DE LA ROCHA, O. (1984). The dialectic of arithmetic in grocery shopping. In B. Rogoff & J. Lave (Eds.), *Everyday cognition: Its development in social context* (pp. 67–94). Cambridge, MA: Harvard University Press.
- LEE, C.D., & SMAGORINSKY, P. (Eds.). (2000). *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry*. New York: Cambridge University Press.
- LEONT'EV, A.N. (1981). *Problems of the development of mind*. Moscow: Progress.
- MEDWAY, P. (1996). Virtual and material buildings: Construction and constructivism in architecture and writing. *Written Communication*, 13, 473–514.
- MEDWAY, P. (2002). Fuzzy genres and community identities: The case of architecture students' sketchbooks. In R. Coe, L. Lingard, & T. Teslenko (Eds.), *The rhetoric and ideology of genre* (pp. 123–153). Cresskill, NJ: Hampton Press.
- MURRAY, D.M. (1984). *Write to learn*. New York: Holt, Rinehart & Winston.
- NEW LONDON GROUP. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60–92.
- NYSTRAND, M. (1986). *The structure of written communication: Studies in reciprocity between writers and readers*. Orlando, FL: Academic Press.
- O'DONNELL-ALLEN, C., & SMAGORINSKY, P. (1999). Revising Ophelia: Rethinking questions of gender and power in school. *English Journal*, 88(3), 35–42.
- PRIOR, P. (1998). *Writing/disciplinary: A sociohistoric account of literate activity in the academy*. Mahwah, NJ: Erlbaum.
- PROBST, R.E. (1988). *Response and analysis: Teaching literature in junior and senior high school*. Portsmouth, NH: Heinemann.
- RICOEUR, P. (1983). *Time and narrative* (Vol. 1; K. McLaughlin & D. Pellauer, Trans.). Chicago: University of Chicago Press.
- ROUSSEAU, J.-J. (1979). *Emile: Or, on education* (A. Bloom, Trans.). New York: Basic Books. (Original work published 1762)
- RYMES, B. (2001). *Conversational borderlands: Language and identity in an alternative urban high school*. New York: Teachers College Press.
- SCHUTZ, A. (1967). *Collected papers, vol. 1: The problem of social reality*. The Hague, The Netherlands: Martinus Nijhoff.
- SMAGORINSKY, P. (1995). Constructing meaning in the disciplines: Reconceptualizing writing across the curriculum as composing across the curriculum. *American Journal of Education*, 103, 160–184.
- SMAGORINSKY, P. (1997). Personal growth in social context: A high school senior's search for meaning in and through writing. *Written Communication*, 14, 63–105.
- SMAGORINSKY, P. (1998). Thinking and speech and protocol analysis. *Mind, Culture, and Activity*, 5, 157–177.
- SMAGORINSKY, P. (2001). If meaning is constructed, what is it made from? Toward a cultural theory of reading. *Review of Educational Research*, 71, 133–169.
- SMAGORINSKY, P., & O'DONNELL-ALLEN, C. (1998a). The depth and dynamics of context: Tracing the sources and channels of engagement and disengagement in students' response to literature. *Journal of Literacy Research*, 30, 515–559.
- SMAGORINSKY, P., & O'DONNELL-ALLEN, C. (1998b). Reading as mediated and mediating action: Composing meaning for literature through multimedia interpretive texts. *Reading Research Quarterly*, 33, 198–226. doi:10.1598/RRQ.33.2.3
- SMAGORINSKY, P., & O'DONNELL-ALLEN, C. (2000). Idiocultural diversity in small groups: The role of the relational framework in collaborative learning. In C.D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry* (pp. 165–190). New York: Cambridge University Press.
- TULVISTE, P. (1991). *The cultural-historical development of verbal thinking*. Commack, NY: Nova Science.
- VALSINER, J. (1998). *The guided mind: A sociogenetic approach to personality*. Cambridge, MA: Harvard University Press.
- VYGOTSKY, L.S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. & Trans.). Cambridge, MA: Harvard University Press. (Original work published 1934)
- VYGOTSKY, L.S. (1987). Thinking and speech. In L.S. Vygotsky, *Collected works* (Vol. 1, pp. 39–285) (R. Rieber & A. Carton, Eds; N. Minick, Trans.). New York: Plenum.
- WENGER, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge University Press.
- WERTSCH, J.V. (1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University Press.
- WERTSCH, J.V. (1999). Revising Russian history. *Written Communication*, 16, 267–295.
- WERTSCH, J.V. (2000). Vygotsky's two minds on the nature of meaning. In C.D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry* (pp. 19–30). New York: Cambridge University Press.

Received May 30, 2003

Final revision received March 11, 2004

Accepted March 18, 2004

AUTHORS' NOTE

This research was supported by a grant to the first author from the Spencer Foundation. The views expressed herein are those of the authors and do not necessarily represent the views of the foundation. Special thanks are due to Rick and Bill for their generous contribution of time to this project. Thanks to Rick Beach, Chip Bruce, Mike Cole, Kevin Leander, Jamie Myers, and the editors of *Reading Research Quarterly* for their useful feedback on earlier drafts of this article.