Today’s lecture

- ‘Labels’ are classifications – e.g. document genres
- Why do we need to analyse documents?
- The elements of a document
- Examples

Genre labels

- Impose order on a chaos of information ‘vehicles’
- Dictate document structure
- Provide clues and shortcuts to the way a document should be ‘read’

We learn to identify genres by experience and “immersion”

Say ‘knock knock’ and the hearer will….

1. Say ‘Who’s there?’
1. Wait for an answer
1. Say ‘XXX who?’
1. Laugh (or groan) at the answer

Analysis of a ‘knock knock’ joke:

- Medium – spoken word
- Technology – language
- Structure – 5 part Q & A
- Purpose – to amuse
- Content – a play on words (a pun)

All documents can be similarly analysed

- Form
- Format
- Medium
- Context
- Authority
- Content
- Purpose
- Technology(ies)
- Accessibility
Form

The label we attach to this kind of document

Format

The elements and organisational features characteristic of the form

Medium

On or in which it carries its information content and structure

Context

Information about a document:
- who created it?
- why was it created?
- under what circumstances?
- in what system?
- for which audience?

Authority

What power, if any, does the document have?
How do we know it is what it purports to be?

Content

Information unique to a particular document
- What is it about?
- What does it contain?
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Technology(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason for which the document was created</td>
<td>Used to create and/or access the document</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>Some examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the document in a format that can be readily used?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further reading</th>
</tr>
</thead>
</table>