Writing Research Across Borders
Conference Schedule

February 22 — Friday Sessions
8:30 am -- Registration in the University Center Lagoon Plaza

8:30 am - 1:00 pm -- Snacks & coffee available in the University Center Lagoon Plaza

A Session: Friday 9:30-10:45
Conference Welcome:
Chancellor Henry Yang, U.C. Santa Barbara
Dean Jane Close Conoley, Gevirtz Graduate School of Education at U.C. Santa Barbara

Plenary Session: The transformation of children’s knowledge of language units during beginning and initial literacy
Chair: Charles Bazerman
Emilia Ferreiro, National Polytechnic Institute, Mexico

During literacy development, children acquire new knowledge about language (usually called “metalinguistic awareness”). In particular, they learn to transform oral language, which they usually master as a tool of social communication, into an object of inspection and inquiry (in epistemological terms).

A literate adult speaker can segment the flow of speech into units at various levels. Some of these units are of linguistic interest. Which units are available before and during beginning literacy (ages three to five)? Which units are acquired during initial literacy, when formal instruction usually begins (ages six to seven)? Do these units evolve?

Children’s written productions will be used to focus on three main units:

a) The word as a conceptual unit and the word as a graphic unit. The theoretical status of this unit is controversial but its psychological status is very strong. In AWS (alphabetical writing systems), the "word" unit has peculiar relevance. (A string of letters separated from other strings by empty spaces is considered to be a single word.)

b) The syllable is a strong psycholinguistic unit ("The shortest bits of speech that people recognize ‘automatically’ are syllables” – P.Daniels, 2006). However, the syllable is not marked as such in AWS. Linguistic interest in this unit is growing.

c) The phoneme is without doubt the most important of the theoretical units. AWS are often regarded as a mapping of phonemes into letters. However, many inconsistencies are evident in the so-called “deep orthographies” (English, for instance) as well as in “shallow orthographies” (Spanish, for instance). Spontaneous awareness of phonemes seems out of reach (or at least very problematic) before literacy in an alphabetical writing system is acquired.

These three units will be inspected through the interpretation of data. The dominant view in English-speaking countries is a unidirectional path depicted as: oral --> written path (i.e., the units must be recognized orally in order to be applied to the written material). The current presentation will emphasize the need to consider an interactive oral <--> written path, while also taking into account a possible written --> oral path. In doing so, a sharp dichotomy between reading and
writing will be considered as an obstacle to our understanding of literacy development as conceptual development.

Room: University Center Corwin Pavilion

**B Session: Friday 11:00 –12:00**

*Plenary Session: The yummy yummy case: Learning to write – Observing readers and writers*

Chair: Chris Thaiss, *U.C. Davis*

Gert Rijlaarsdam, *University of Amsterdam, the Netherlands*

with

Martine Braaksma, *University of Amsterdam, the Netherlands*
Marleen Kieft, *University of Amsterdam, the Netherlands*
Michel Couzijn, *University of Amsterdam, the Netherlands*
Tanja Janssen, *University of Amsterdam, the Netherlands*
Mariet Raedts, *Ghent Polytechnics for Translation & Interpreting, Belgium*
Elke Van Steendam, *Antwerp University, Belgium*
Talita Groenendijk, *University of Amsterdam, the Netherlands*
Anne Toorenaar, *University of Amsterdam, the Netherlands*
Huub van ven Berg, *University of Amsterdam, the Netherlands and Utrecht University, the Netherlands*

The Yummy Yummy Case is a short lesson series of four lessons, where students (Grade 7) learn to write a letter of complaint, without any instruction but with significant student progression. The students function in a community of learners, creating and participating in relevant learning experiences in writing, reading and talking. The teacher scaffolded a series of experiences that helped students learn inductively. In the presentation, we will follow the teacher’s path of reasoning when creating the lesson series.

In this series of lessons students write, act as readers, observe readers, abstract qualities of effective texts, and revise their first versions. We will present some film clips showing the students at work, their processes, and their texts.

Finally we will present the highlights of other studies on the effects of observation as a learning activity in writing. These learning activities vary from observing readers to experiencing the effect of the text the learner wrote, to observing learners doing writing tasks instead of doing these tasks themselves: in some cases students were learning to write without writing. Genres involved are argumentative letters, written instructions, argumentative essays, synthesis texts, and letters of application. Participants involved are students from ages varying from 12-19, in the Netherlands these students were in grade 7 through freshmen in business school.

Room: University Center Corwin Pavilion

**Lunch 12:00-1:00**

Boxed lunches provided in the University Center Lagoon Plaza
C Session: Friday 1:00-2:00

Plenary Session: Writing in multiple contexts: Vygotskian CHAT meets the phenomenology of genre

Chair: Sue McLeod, U.C. Santa Barbara

David Russell, Iowa State University

Texts largely structure the activity of the modern world and—a forteriori—the post-modern world, with its reliance on hypertextual networks. But they do so always in contexts—often in multiple contexts. Texts are given life through activity, through contexts of use. And to study them without studying their contexts (as has often been the case) is to separate writing from its very being. Yet the problem of theorizing context and context-and of operationalizing the theory in empirical research—is one of the thorniest but most important in writing studies. Socio-cultural theories of literacy using Vygotsky and genre theory have been developed in the last 25 years in North America research and applied in a number of fields: primarily organizational (business, technical, and scientific) communication and education (Bazerman & Russell, 2003).

In this paper I sketch out elements of a theory of multiple contexts based on a synthesis of Vygotskian cultural-historical activity theory (growing out of his notion of tool mediation) with a theory of genre as social action (Miller, 1984, 1994) (growing out of Alfred Schutz’s phenomenology). The relationship between CHAT and genre as social action has been developed in various ways by many North American writing researchers to provide a principled way of analyzing written texts in their human contexts. I will illustrate my approach to this synthesis with examples from my group's research on higher education and workplace pedagogy: studies of the genre systems of history for undergraduates, and studies of online multimedia simulations we developed to represent engineers' communicative activity within and between complex organizations.

Room: University Center Corwin Pavilion

Break: 2:00-2:30
Snacks available in the Phelps Courtyard

Book Exhibit opens in Phelps 1172

D Sessions: Friday 2:30-4:00

D1. International changes in large-scale writing assessments: Approaches for studying the effects of global, economic and institutional forces

Chair: John Catalini, U.C. Santa Barbara

The machine in the garden: Economic and global pressures to homogenize machine and human writing assessment
Les Perelman, Massachusetts Institute of Technology

The politics of assessment: Comparability and difference
Anne Herrington, University of Massachusetts, Amherst

National Writing Project's Analytic Writing Continuum and Scoring Conference
Sherry Swain, National Writing Project

Room: Buchanan 1910

**D2. Second language writing processes**
Writing in L1 and L2: A closer look at the relationship between cognitive activities and text quality
Daphne van Weijen, Utrecht University
Huub van den Bergh, Utrecht University, University of Amsterdam
Gert Rijlaarsdam, University of Amsterdam
Ted Sanders, Utrecht University

The use of the first language in written composing processes in SL in a language contact context
Oriol Guasch, Universitat Autònoma de Barcelona

Language difference, error, and writing across borders
Bruce Horner, University of Louisville
Min-Zhan Lu, University of Louisville

Room: South Hall 1431

**D3. Diversity research and teaching for change**
Chair: Mysti Rudd, Lamar State College – Port Arthur

Kathryn Ortiz, University of Arizona, Tucson
Vivette Milson-Whyte, University of Arizona, Tucson
Katia Mello Vieira, University of Arizona, Tucson
Aja Y. Martinez, University of Arizona, Tucson

Room: University Center Mission Room

**D4. Cancelled**

**D5. Alternate writing modalities and literate communities**
Analyzing Genentech’s quarterly earnings reports as multimodal compositions
Carl Whithaus, University of California, Davis

Readers becoming writers: Fan fiction and online communities
Claudia Rebaza, University of Illinois, Urbana-Champaign

Room: Phelps 2536

**D6. Writing as public practice**
The status of writing
Deborah Brandt, University of Wisconsin -- Madison

Writing and research in the new public, performative paradigm: The problem of tracking transformation
Linda Flower, Carnegie Mellon University

Room: University Center Corwin Pavilion
D7. Redefining community literacy borders
Unfinished business
Rhea Estelle Lathan, Michigan State University

Researching family literacy histories
Julie Lindquist, Michigan State University
Bump Halbritter, Michigan State University

Room: Phelps 1425

D8. Researching transfer of writing across situation, time, medium, and genre
Anis Bawarshi, University of Washington
Kirsten Benson, University of Tennessee
Bill Doyle, University of Tennessee
Jenn Fishman, University of Tennessee
Stacey Pigg, Michigan State University
Mary Jo Reiff, University of Tennessee

Room: University Center Harbor Room

D9. New schools, new curricula: Literacy advances in basic international education
Chair: Denise Sauerteig, Escuela Nueva International
Respondent: Karen Boyd, Escuela Nueva International

Erin Krampetz, Escuela Nueva International
Sandra Staklis, Escuela Nueva International
Johnny Lin, Brown University
David Suarez, University of Southern California

Room: Buchanan 1920

D10. National research traditions in international contexts
Chair: Yully C. Nieves, U.C. Santa Barbara

Mapping genre researches in Brazil: An exploratory study
Antonia Dilamar Araújo, Universidade Estadual do Ceará (UECE), Brazil

Writing studies: Definition(s) and issues / La rédactologie: Definition(s) et enjeux
Céline Beaudet, Université de Sherbrooke, Canada

Modern ‘Writingology’ in China
Huijun Chen, China University of Geological Sciences, Beijing, and U.C. Santa Barbara

Room: South Hall 1432

D11. Professional writing and the university
Re-languaging: Professional writing across languages and cultures
Penny Kinnear, University of Toronto at Mississauga, Canada

Responding to accreditation pressure: An assessment structure to evaluate business student writing
Scott Warnock, Drexel University
Frank Linnehan, Drexel University

A case study of writing in a particular subject at a Chilean University: Issues and challenges
Mónica Tapia Ladino, Universidad Católica de la Ssma. Concepción, Chile

Room: Phelps 2524

D12. Sharing research
Researching across borders – the “interdisciplinary web portal: Text production and writing research”
Eva-Maria Jakobs, Institute of Linguistics and Communication Science, Germany
Matthias Knopp, Institute of Linguistics and Communication Science, Germany

The visibility of writing: An analysis of the academic poster
Angela Paiva Dionísio, Universidade Federal de Pernambuco – Brazil

Writing research across disciplinary borders: ’Chalk talk’ as the principal genre of teaching university mathematics
Natasha Artemeva, Carleton University
Janna Fox, Carleton University

Room: Phelps 2516

D13. Past, present, and future of scholarly writing
Why German students must write (and how): Tracing the roots of German writing pedagogy back to Humboldt’s reform of higher education in Prussia: A historical reconstruction
Otto Kruse, Zurich University of Applied Sciences, Switzerland

Anti-realism for academic writing and the dimension of self-monitoring
Magnus Gustafsson, Chalmers University of Technology, Göteborg, Sweden
Andreas Eriksson, Chalmers University of Technology, Göteborg, Sweden

Scientific argumentation in distributed systems of publication
Karen Lunsford, U. C. Santa Barbara

Room: Phelps 1260

D14. The high school/college border: Findings and provocations from year one of the University of Denver longitudinal study of undergraduate writing
Doug Hesse, University of Denver
Eliana Schonberg, University of Denver
Jennifer Campbell, University of Denver
Richard Colby, University of Denver
Rebekah Shultz Colby, University of Denver

Room: University Center Lobero Room

D15. Developing “writing-enriched degrees” at a large research institution
Pamela Flash, University of Minnesota
Lee-Ann Kastman Breuch, University of Minnesota
Maggie Van Norman, *University of Minnesota*
Elizabeth M Kalbfleisch, *University of Minnesota*

Room: South Hall 1430

**E Sessions: Friday 4:15-5:45**

**E1. Bilinguality in and far from the borderlands**

Positionality, mestizaje, and Tejano/a counter discourse  
Nancy Nelson, *Texas A&M University -- Corpus Christi*  
Estanislado Barrera, IV, *Texas A&M University -- Corpus Christi*  
Kim Skinner, *Texas A&M University-Corpus Christi*

An account of writing strategies for the development of professional competences of modern language teaching students: Spanish and English  
Margarita Ulloa T, *University of Bio-Bio, Chile*  
José Gabriel Brauchy, *Catholic University of the Holy Conception, Chile*

Room: Phelps 2516

**E2. Strategies for second-language learners**

Roots of reluctance: Dictionary use among non-native English speakers in graduate electrical-engineering programs  
Linda Dailey Paulson, *U.C. Santa Barbara*

Qualitative changes in the reading-writing connection  
Myshie Pagel, *El Paso Community College, University of Texas at El Paso*  
Roselia Galindo, *El Paso Community College*

Room: Phelps 1260

**E3. Engaging middle school students (ages 11-14)**

Genre selection, student motivation and construction of student identity: Middle school students writing in Social Studies  
Kevin A. Hooge, *U.C. Santa Barbara*

Persuading peasants and writing a five-paragraph essay: Genre and intertextuality in middle school social studies writing  
George C. Bunch, Ph.D., *U.C. Santa Cruz*  
Kara Willett, *U.C. Santa Cruz*

Room: Buchanan 1930

**E4. Factors leading to student success**

Reading during writing: Using eye tracking to examine relationships between reading patterns and text quality  
Scott F. Beers, *Seattle Pacific University*  
Thomas Quinlan, *Educational Testing Service*

Linking domain and situated motivation for writing with writing performance and experiences
Gary Troia, *Michigan State University*
Rebecca Shankland, *Michigan State University*
Kimberly Wolbers, *University of Tennessee*

**Self-regulated strategy development for writing: What is needed next**
Karen R. Harris, *Vanderbilt University*

Room: University Center Harbor Room

**E5. Multimodal writing identities**
Chair: Mary M. Juzwik

**Mediated identity: One writer's use of written language to bridge the “communicative canyon” of [his] autism**
Christine Dawson, *Michigan State University*

**Collaborative identity: One teacher/writer participating in a National Writing Project summer institute**
Jim Fredricksen, *Michigan State University*

**Analytic identity: One doctoral student's development of internally persuasive discourse**
Ann M. Lawrence, *Michigan State University*

Room: University Center Lobero Room

**E6. Material experience, visual displays, and learning environments**
Chair: Doug Bradley, *U.C. Santa Barbara*

**Displays of knowledge: Text production and media reproduction in liquid crystal research**
Chad Wickman, *Kent State University*

**Writing research in mixed reality: Tools and methods for exploration**
James K. Ford, *U.C. Santa Barbara*

**Stretching beyond borders: The multiple discourses of an anatomy laboratory and at an urban zoo**
Carol Berkenkotter, *University of Minnesota*
T. Kenny Fountain, *University of Minnesota*
Zoe Nyssa, *University of Minnesota*

Room: Phelps 2524

**E7. Making meaning: Authors, genres, and audiences**

**Do texts need an author? Production of text between constraints and freedom**
Sylvie Plane, *IUF de Paris, France*

**Playing with genre(s) as a meaningful writing activity**
Pietro Boscolo, *University of Padova, Italy*

**Sociocultural environments and control of narrative tools at French pupils ranging from 9 to 14 years**
Christina Romain, *I.U.F.M. Académie Aix-Marseille, France*

Room: University Center Corwin Pavilion
E8. Patterns, methods, and contexts: Case results from a longitudinal study of writing highlighting results from a five-year longitudinal study of college writing

Presenters provide an in-depth view of student writing development both in and out of college and in national and international contexts
Chair: Dr. Andrea A. Lunsford, Stanford University
Respondent: Jenn Fishman, University of Tennessee, Knoxville

International perspectives: Writing across cultures and contexts
Erin Krampetz, Escuela Nueva International

From data to findings: Coherence, contradiction, and cases in the study of writing development
Paul Rogers, U.C. Santa Barbara

From college freshman to classroom teacher: A case study of five years in writing development
Laurie Stapleton, Stanford University

Room: Buchanan 1910

E9. Results from the National Survey of Student Engagement
Writing’s relationship with highly valued educational activities and outcomes: Correlation studies of data from the National Survey of Student Engagement
Paul V. Anderson, Miami University, Oxford, Ohio

The catalytic role of writing within student engagement: Causal modeling of data from the National Survey of Student Engagement
Robert M. Gonyea, Indiana University

Institutional uses of the results of analyses of data from the National Survey of Student Engagement
Denise Krallman, Miami University, Oxford, Ohio

Room: Phelps 1425

E10. Preparing pre-service and in-service teachers of writing across the curriculum
Interdisciplinary conversations on bringing students into a community of writers
Janine Utell, Widener University
Patricia Dyer, Widener University
Rachel Batch, Widener University
David Coughlin, Widener University

Writing in subject specific contexts: Examples from Norwegian secondary education
Frøydis Hertzberg, University of Oslo, Norway
Anne Kristine Øgreid, University College, Norway

Research on the teaching and learning of writing in Portugal: The case of a research group
Luisa Álvares Pereira
Aleixo Conceição
Maria Inês Cardoso


Luciana Graça
Mariana Pinto, Universidade de Aveiro, Portugal

Room: Phelps 3526

**E11. Exploring the kairos of writing program assessment**
Nicole B. Wallack, Columbia University
Alfred E. Guy Jr., Yale College Writing Center

Room: University Center Mission Room

**E12. Uses and abuses of sources in research writing**

*Causes of student plagiarism*
Robert Lankamp, University of Leiden, the Netherlands

*Step into my scenarios: Student identification in issues of ownership*
Kalo Clarke, Northeastern University, Boston
Lynn Dornink, Northeastern University, Boston

An interview-based study of the functions of citations in academic writing across two disciplines
Nigel Harwood, University of Essex, U.K.

Room: Phelps 2536

**E13. Writing in doctoral programs – Student perceptions and identities**

The perceived difficulties of doing a doctorate: Is writing one?
Rochelle Skogen, University of Alberta, Edmonton, Canada

Constructing professional identity through log-writing
Nancy Lea Eik-Nes, Norwegian University of Science and Technology

Room: South Hall 1432

**E14. Expectations and pressures on student writing**

Chair: Deborah Kuhlmann, University of Houston, Clear Lake

The impact of expectations in writing for two different student populations: A longitudinal study
Margot Soven, La Salle University

Crossing disciplinary borders (or not): Problem-posing and transfer in first-year honors students’ writing
Jaime Lynn Longo, La Salle University

The company literacy: How big business is buying the schools, the children, and the discourse of the future
Jeffrey W. Perry, Kent State University

Room: South Hall 1430
**E15. Enmeshed in a social network: Collaborative writing in the workplace**

Risk and representation: A tumor board study  
Christa B. Teston, Kent State University

Self-efficacy in the workplace: The collaborative writing process of central documents within a social network system  
Mary Lourdes Silva, U.C. Santa Barbara

Room: South Hall 1431

**E16. The international WAC/WID mapping project: Objectives and current results**

Chris Thaiss, U.C. Davis  
Tara Porter, U.C. Davis  
Erin Steinke, U.C. Davis

Room: Buchanan 1920

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**Friday Evening Reception 6:00-9:00 pm**

*Please join us for a wine and hors d’oeuvre reception sponsored by Bedford/St. Martins*

Room: University Center Multicultural Center and Graduate Student Lounge  
(Across Corwin Plaza from Corwin Pavilion)

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**February 23 -- Saturday Sessions**

8:30 am – Registration in the Phelps Courtyard

8:30 am- 4:40 pm – Snacks & coffee available in the Phelps Courtyard

8:30 am- 6:00 pm – Book Exhibit in Phelps 1172

**F Sessions: Saturday 9:00-10:30**

**F1. New directions in academic literacies: Research in the UK**

Networking across boundaries: Writing for learning on vocational courses  
Roz Ivanic, Lancaster University, U.K.

Academic literacies in a widening participation programme in London  
Brian Street, King’s College, London

Transformative writing research: Issues of theory, method and goal  
Theresa Lillis, The Open University, U.K.

Room: Phelps 3526
F2. Constructing a writing research project for EFL in higher education in Mexico
Maria Teresa Fátima Encinas Prudencio, Benemérita Universidad Autónoma de Puebla, Mexico
Nancy Susan Keranen, Benemérita Universidad Autónoma de Puebla, Mexico
Adriana Tellez, Benemérita Universidad Autónoma de Puebla, Mexico
Andrea Vasquéz, Benemérita Universidad Autónoma de Puebla, Mexico
Guadalupe Salazar, Benemérita Universidad Autónoma de Puebla, Mexico
Room: South Hall 1430

F3. Toward a theory of adaptation: A case study of how students adapt prior writing knowledge to new contexts
Michael DePalma, University of New Hampshire
Jeff Ringer, University of New Hampshire
Leah Williams, University of New Hampshire
Room Phelps 3505

F4. Revision and writing processes
Chair: Patrick Ewing, U.C. Santa Barbara

Writers’ shift between error-correcting and sentence composing
Thomas Quinlan, Educational Testing Service
Maaike Loncke, University of Ghent
Mariëlle Leijten, University of Antwerp
Luuk Van Waes, University of Antwerp

The effect of corrective feedback on written output in content-based language instruction
Catherine G. van Beuningen, University of Amsterdam, the Netherlands

The question of inspiration: Genius, creativity, and the revision process
David Stephen Calonne, Oakland University
Room: Phelps 2536

F5. Personal and social and contextual transformations: The cognitive and the social in writing processes
Chair: Mary Silva, U.C. Santa Barbara

Interplay between cognitive and social processes in writing instruction
Linda Allal, Universite de Geneve, Switzerland

Social and cognitive models of writing: A Vygotskian integration
Hunter W. Stephenson, University of Houston – Clear Lake

Academic writing in compulsory educational institutions of the Madrid region (Spain)
Teodoro Álvarez Angulo, Universidad Complutense de Madrid, España
Isabel García Parejo, Facultad de Educación, UCM, Spain
Room: Phelps 1260
F6. ‘Get the English corrected’: An investigation of the relationships, meanings, and practices behind ‘proof-reading’ in four European universities
Nigel Harwood, University of Essex
Rowena Macaulay, University of Essex
Elizabeth Austin, University of Essex
Nicola Owtram, European University Institute, Florence
Joan Turner, Goldsmiths’ London
Mary Scott, Institute of Education, London
Room: University Center Harbor Room

F7. Cancelled

F8. Theory and textual analysis
Historical research, theories of the middle range, and writing practice
Charles Bazerman, U.C. Santa Barbara

Corpus linguistics and composition studies
Ulla Connor, Indiana University Purdue University Indianapolis

Text analysis as “theory-laden” methodology: Different questions, different approaches
Nancy Nelson, Texas A&M University-Corpus Christi
Room: Buchanan 1930

F9. Researching fully online instruction: Assessment, pedagogy, and a new theory of hybrid online learning environments on the border of the “real” and “virtual worlds”
Christopher Dean, U.C. Santa Barbara
Randi Browning, U.C. Santa Barbara
Jim Donelan, U.C. Santa Barbara
Peter Huk, U.C. Santa Barbara
Kathy Patterson, U.C. Santa Barbara
Room: South Hall 1432

F10. Cancelled

F11. Writing centres abroad
Developing academic literacy in context: a cross-national investigation
Jan Skillen, University of Wollongong, Australia

The writing centre abroad: Researching its efficacy in the UK
Kathy Harrington, London Metropolitan University, U.K.
Peter O’Neill, London Metropolitan University, U.K.

Building bridges: The role of writing centers for L2 graduate writers
Talinn Phillips, Ohio University
Room: Phelps 2524
F12. The university as the writing curriculum
Chair: Monica Bulger, U.C. Santa Barbara

Training college-level writers through cognitive apprenticeship
Ronald T. Kellogg, Saint Louis University

What university professors in art, biology, and psychology looked for when evaluating senior-level student writing
Monica Stitt-Bergh, University of Hawai'i

You can take it with you: Portaging writing lessons across academia
Elizabeth Vander Lei, Calvin College
Dean Ward, Calvin College

Room: University Center Corwin Pavilion

F13. Using writing to build professional identity, knowledge and practice: Writing and learning among K-12 teachers
Chair: Caren Converse, U.C. Santa Barbara

Teaching writing and the professional identities of preservice teachers
Tim Dewar, SUNY New Paltz

Writing and professional development: Learning from teacher leaders
Linda Friedrich, National Writing Project
Tamara Mieles, National Writing Project

Classroom teachers as authors of the professional article
Anne Whitney, Pennsylvania State University

Room: Buchanan 1940

F14. Undergraduate writing in the sciences
“A structure that hints at a function”: Learning to write in a biological engineering laboratory class
Neal Lerner, MIT

“It’s a whole different mindset”: Perceptions of disciplinary writing among upper level zoology and civil engineering majors
Joleen Hanson, University of New Hampshire

To my dear and loving uncle T.C.: The challenges of assigning writing in an animal science course
Christina Saidy, Purdue University

Room: Phelps 3519

F15. What is writing now? Writing on mobile devices and in cyberspace
What is writing now?
Christina Haas, Kent State University
Pam Takayoshi, Kent State University

Mobile technologies, experience sampling research and composition studies
F16. Cancelled

F17. Writing across continents – Writing and research between North America and Africa
Research on the writing of U.S. and South Africa students: The discourse of liberation and equity in online and offline contexts
Arnetha F. Ball, Stanford University
Warren Liew, Stanford University

Intellectual and technological hospitality in an online, international, collaborative teaching and research project
Suzanne Blum Malley, Columbia College
John Ruiters, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

Room: Buchanan 1910

G Sessions: Saturday 10:45-12:15

G1. Chinese-speakers’ experiences with university writing in English
Chinese EFL learners’ awareness in rhetorical strategy use in English writing: A case study in Taiwan
Shih-Chieh Chien, University of Cambridge, UK

Applying contemporary Western composition pedagogical approaches in Chinese EFL university writing classes
Jiajia He, Indiana University of Pennsylvania

Writing across differences: Chinese-speaking students and college English writing
Kai-lin Wu, Tunghai University, Taiwan

Room: Phelps 3519

G2. Cancelled

G3. Systems that augment writing processes
Observing writing and analyzing revisions with Inputlog
Luuk Van Waes, University of Antwerp, Belgium
Mariëlle Leijten, University of Antwerp, Belgium
Nico Verlinden, Karel de Grote Hogeschool Antwerpen, Belgium

A proactive recommendation system for writing: Helping without disrupting
Mari Carmen Puerta Melguizo, Radboud University, the Netherlands
Lou Boves, Radboud University, the Netherlands
Olga Muñoz Ramos, Campus de Cartuja, Granada, Spain
Verbal reporting as an instrument of research into reading and writing processes: The case of the process log
Rachel Segev-Miller, Kibbutzim College of Education, Tel Aviv, Israel

Room: Phelps 2536

G4 Writing in multimedia art and design education
Research and reimagination: Shaping writing pedagogy in an undergraduate art and design university
Jane Milton, Nova Scotia College of Art & Design University, Canada
Christina Halliday, Ontario College of Art & Design, Canada

Researching across disciplinary borders: What writers can learn in the architecture studio
Elizabeth G. Allan, Temple University

Room: Phelps 3505

G5. Research and analysis among modern users and communities
How do you research an online community of writers?
Matthew Pearson, University of Wisconsin, Man on the Street

Writing in technological systems: The debate over “scientific” research
Olivia Walling, U.C. Santa Barbara

Room: Phelps 1425

G6. Evolving genres and evolving communities
Flat CHAT? Reassembling literate activity
Paul Prior, University of Illinois, Urbana-Champaign

Written discourse construction in the academic environment: A dynamic vision of learning discursive genres
Anna Camps, UAB
Patricia Uribe, U. Tarapacá, Chile

Genres as boundary objects: Transforming knowledge between communities of practice
Catherine F. Schryer, University of Waterloo, Waterloo, Canada

Room: Phelps 1260

G7. Rhetorical inquiry in times of change: Why feminist methods matter
Kelly Belanger, Virginia Tech
Paul Heilker, Virginia Tech
Katrina M. Powell, Virginia Tech
Carolyn Rude, Virginia Tech

Room: Buchanan 1920

G8. Directions in writing instruction and assessment
Reconceptualizing writing across disciplines in higher education
Anne Beaufort, University of Washington --Tacoma
Truth or tale?: The efficacy of teacher-student writing conferences
Nicole M. Martin, Michigan State University
Janine L. Certo, Michigan State University

Room: University Center Harbor Room

G9. French didactic tradition
Defining writing in a “didactic” framework
Yves Reuter, Université Charles de Gaulle, France

University writing: A synthesis of French research in didactics studies
Isabelle Delcambre, Université Charles de Gaulle -- Lille 3, France

Room: University Center Corwin Pavilion

G10. Testing the borders: Researching writing in post-Soviet spaces
Footprints in the classroom: How foreign partners mediate and deploy western-style methods
Gil Harootunian, McDaniel College

Interpreting transformational teaching practices in Armenian writing classes: Methodological considerations in a cross-cultural observation
Louise Wetherbee Phelps, Syracuse University

Education for democracy: A case study in Armenia
Sophia Kananyan

Room: Buchanan 1940

G11. New directions in writing programs
‘The things they carried’: A synthesis of research on transfer in college composition
Kathleen Blake Yancey, Florida State University

What do students take with them? A longitudinal study of a liberal arts college WAC program
Michael Sinowitz, DePauw University
Susan Hahn, DePauw University

Room: Buchanan 1910

G12. Shifting traditions: Writing instruction and research on three continents
Transit Kathmandu: Writing instruction and research in Nepal’s higher education
Iswari Pandey, Syracuse University
Hom Lal Pandey, Tribhuvan University, Birendra Campus, Nepal

Strategies, policies and research on reading and writing in Colombian universities
Alejandro Gordillo Rodríguez, Universidad Nacional de Colombia
Blanca Yaneth González Pinzón, Universidad Nacional de Colombia

Shifting tradition: The past and future of writing research in Canada
Jennifer Clary-Lemon, University of Winnipeg, Canada

Room: Buchanan 1930
**G13. Academic voice: Authorities, opportunities, and constraints**

Developing “authoritative” academic voices: First-year students’ writing for a disciplinary course as initiation to academic culture
Dora Panayotova, U.C. Santa Cruz

Writing in the ‘frame lock’: Writing across borders
Frances Kelly, University of Auckland, New Zealand

Which citation system did Derrida use?: The problem of poststructuralism, APA style, and writing in education research
Tim Laquintano

Room: South Hall 1432

**G14. Nation(s) at risk: Issues of freedom and diversity within the academy**

Academic freedom, writing instruction, and the American academy: A nation at risk
Leanne Warshauer, Suffolk County Community College, Selden, NY
Tina Good, Suffolk County Community College, Selden, NY

Writing nation(s): Addressing diversity in the new European classroom
Erica Cirillo-McCarthy, University of Arizona

Room: South Hall 1431

**G15. Source interaction among L2 learners**

Source integration in students’ L2 writing in tertiary education
Bojana Petric, University of Essex, U.K.

The impact of internet-based plagiarism detection services on learner awareness of academic integrity
İşıl Günseli Kaçar, Middle East Technical University, Turkey
Hale İşik-Güler, Middle East Technical University, Turkey

Room: Phelps 2524

**G16. Tutor training and placement**

Crossing classrooms/writing center borders: Comparing two models of classroom-based writing tutoring with multicultural and non-mainstream students
Steven J. Corbett, University of Washington

But what difference can it make? A small-scale study of course-based peer tutoring
Dara Rossman Regaignon, Pomona College

The efficacy of writing tutor training: Workshop vs. course
Alison Bright, U.C. Santa Barbara

Room: South Hall 1430
**Lunch: 12:15 - 1:00**
Boxed lunches provided in the Phelps Courtyard

**Special Informational Session:**
Research Funding Opportunities for Writing Research at the Eunice Kennedy Shriver National Institute of Child Health and Human Development – National Institute of Health (NICHD – NIH)

Brett Miller, Eunice Kennedy Shriver National Institute of Child Health and Human Development

Phelps 1260

**H Sessions: Saturday 1:00-2:30**

**H1. Needs of second-language writers: Overviews and contextualized applications**
A synthesis of the results of basic research on second language writing: 1980 to 2005
Tony Silva, *Purdue University*

Genre interfaces: Investigating prior and evolving genre knowledge of second language writers
Ilona Leki, *University of Tennessee*

Room: Buchanan 1940

**H2. Talk, text, and coherence**
How talk becomes text: An investigation of how talk activities support writing tasks in early years' classrooms
Susan Jones, *University of Exeter, U.K.*
Debra Myhill, *University of Exeter, U.K.*

Writing aloud: Oral rehearsal in the early years writing classroom
Susan Jones, *University of Exeter, U.K.*
Debra Myhill, *University of Exeter, U.K.*

‘Don’t forget your capital letters’: an investigation into the way teachers introduce writing activities to young writers
Ros Fisher, *University of Exeter, U.K.*

Room: Phelps 2516

**H3. Writing and special needs in higher education**
Dyslexic students’ writing: what kind(s) of problem, and for whom?
Kate Chanock, *La Trobe University, Australia*

Writing and attitudes towards disabilities
Kathleen Patterson, *U.C. Santa Barbara*

Room: Phelps 1425
H4. Writing, multimedia and working memory

Writing a story text with multimedia extensions: comparing the contribution of the working memory
Vasily Tseptsov, Russian Academy of Sciences, Moscow

Content interference during text composition: Effects of resources in working memory
Maria Chuy, Laboratory LMDC-CNRS – University of Poitiers, France
Denis Alamargot, Laboratory LMDC-CNRS – University of Poitiers, France
Jean-Michel Passerault, Laboratory LMDC-CNRS – University of Poitiers, France

Writing and working memory: Verbal, visual and spatial demands of the writing processes
Thierry Olive, CNRS & Université de Poitiers, France

Room: Phelps 2536

H5. Literacies in a flat or fractured global landscape

The psycholinguistics of writing and literacy in a flat world
Alice S. Horning, Oakland University, Michigan

Reading and writing in an age of violence
Sanaa Makhlouf, The American University in Cairo

Appropriating critical spaces for counter narrative construction through international classroom exchanges
Doris Jones, American University in Cairo
Brooke Comer, American University in Cairo

Room: Phelps 3505

H6. Current issues in writing research

Present tense, past perfect: Research methods graduate training in technical communication and composition/rhetoric
Rebecca Rickly, Texas Tech University

Interdisciplinarity and writing research: Manifest citationality trends in three primary research journals
Anthony Garrison, Kent State University
Amanda Lindsay, Kent State University

Room: Buchanan 1930

H7. Models for describing writing practices

Toward a dynamic conception of written production
Michel Fayol, Université Blaise Pascal & CNRS, France

Constructing knowledge objects in writing
David Galbraith, Centre for Educational Psychology Research, U.K

Room: Buchanan 1920

H8. Assessment as a tool for student learning

Automated essay scoring feedback vs. teacher feedback: Effects on student writing
Noreen Moore, University of Delaware
Homeopathic writing: The use of technological, student self-assessment strategies
Aurora Matzke, California Polytechnic University
Genesee Carter, California Polytechnic University

Developing reflection as a genre
Ellen Krogh, University of Southern Denmark

Room:  South Hall 1432

**H9. Global academic, and professional writing**

Research writing for international audiences: Problems and prospects
John M. Swales, University of Michigan

Some rhetorical and discoursive features of Spanish dental academic writing: An exploratory study
Oscar Alberto Morales
Daniel Cassany

Peer review practices in engineering: Patrolling the border between local research and public knowledge
Marty Patton, University of Missouri-Columbia

Room: University Center Corwin Pavilion

**H10. Expanding the borders of literacy practices**

“At the crossroads”: South African students’ negotiation of language, home, institutional and disciplinary discourses in a time of transition
Rochelle Kapp, CHED, University of Cape Town, South Africa
Bongi Bangeni, CHED, University of Cape Town, South Africa

Institutional critique and research ethics: Theorizing a “border” approach to discussions of institutional and administrative identity
Steve Lamos, University of Colorado -- Boulder

The law of unintended consequences: Out-of-school literacies in sustaining and enriching social futures
Sundy Watanabe, University of Utah

Room: Buchanan 1910

**H11. Environmental and sustainability writing**

An evolving genre, sustainability reporting in a global setting: How and why organizations learn to write sustainability reports
LeeAnne Kryder, U.C. Santa Barbara

Intertextuality and the social construction of argumentation in environmental discourse: The case of climate change
Graham Smart, Carleton University

Room: Phelps 2524
H12. Writing in graduate programs – Languages and genres
Mediating tools in PhD defenses: Affordances or constraints
Christine Räisänen, Chalmers University of Technology

Writing tuition as writing research
Jan Pinder, Monash University, Australia

Teaching EAP writing at the graduate level: The role of first year ESL writing courses
Hyunju Lee, Ohio State University

Room: Phelps 1260

H13. Student roles and strategies across the curriculum
Three students join a community of practice and acquire an academic voice to write from:
Chicano Activist Writers and their writing development
Sarah Boggs, U.C. Santa Barbara

Preparing students to write: A case study of the role played by student questions in their quest to understand how to write in economics
Barbara Wake, University of Adelaide, Australia

Science-based written summarization and opinion essay-writing of academically-underprepared community college students
Dolores Perin, Teachers College, Columbia University

Room: South Hall 1430

H14. Words and gatekeeping in academic writing
Spanish scholars writing research articles in English: an intercultural analysis of the use of hedges and boosters
Pilar Mur Dueñas, Universidad de Zaragoza (Spain)

The social function of gate-keeping and mentoring: A genre analysis of moves and the use of “I” in peer-reviews of journals
Tiffany Brook

Room: Phelps 3519

H15. Dialogism in academic argument
“Why does ‘it’ matter?”: The role of perception and argument in writing processes of the college lab report
Jill M. Gladstein, Swarthmore College

Perceptions of persuasion: Persuasive writing, audience, and agency in contrastive fifth grade classrooms
Diane Downer Anderson, Swarthmore College

Room: Phelps 3526

H16. The challenges of international collaboration
Mya Poe, Massachusetts Institute of Technology
Chris M. Anson, North Carolina State University
I Sessions: Saturday 2:45-4:15

**I1. The effects of writing assessment on higher education**
Reforming undergraduate writing in higher education in Norway: A study of change
Olga Dysthe, University of Bergen, Norway

Portuguese university students’ performance during written exams
José Brandão Carvalho, University of Minho, Portugal

Researching the meanings of writing and literacy: Revisiting the borders of remediation in the CSU
Mary Boland, CSU San Bernardino
Kimberly Costino, CSU San Bernardino

Room: Buchanan 1940

**I2. Primary students writing in a second language**
Written representation of normal morphology by Chinese and Arab children learning a romance language
Liliana Tolchinsky, University of Barcelona, Spain
Joan Perera, University of Barcelona, Spain

Teaching writing to Dutch second language learners in primary education in Flanders
Lieve Verheyden, Centrum voor Taal en Onderwijs, Belgium

Cohesion in young Latino English language learners’ English narrative written text
Karren Guthrie

Room: South Hall 1431

**I3. Teaching and Learning Writing with special needs students**
Writing practices of a high school student with high-functioning autism
Teri Chavkin, U.C. Santa Barbara

A multiple strategy instructional approach for self-regulating expository reading comprehension and informative writing: A longitudinal components analysis
Linda H. Mason, Pennsylvania State University

Room: South Hall 1430

**I4. It’s all in the eyes: Eye movement tracking and writing and reading processes**
Eye movements during handwriting
Denis Alamargot, Université de Poitiers, France
Where do writers look when they pause?
Mark Torrance, Nottingham Trent University, UK

Reading during writing, in writers with and without reading and writing difficulties
Åsa Wengelin, Lund University, Sweden
Roger Johansson, Lund University, Sweden
Victoria Johansson, Lund University, Sweden
Kenneth Holmqvist, Lund University, Sweden

Room: University Center Corwin Pavilion

I5. Online learning environments
Studying the extended writing classroom: Reflections on assessing the impact of social networking tools for writers
Mike Palmquist, Colorado State University

Talking through writing: An investigation into computer-mediated-communication practices among students in a hybrid classroom
Catherine F. Brooks, University of California, Riverside

Between peer review and peer production: Wikis, genre, and the politics of code in academe
Doreen Starke-Meyerring, McGill University, Canada

Room: South Hall 1432

I6. Writing for net work: Glocality
When everyone is on the border: Writing for net work
Clay Spinuzzi, University of Texas Austin

Intersections of the local: Literate activity and digital contexts
Gail E. Hawisher, University of Illinois, Urbana-Champaign

Literacies in a global context: International connections
Cynthia L. Selfe, Ohio State University

Room: University Center Harbor Room

I7. Texts as a locus of social change
“And the winner is . . .” : The uses and limits of writing in counter demonstrations
René Agustín De los Santos, DePaul University

Writing, currency, and culture
Kenneth Marunowski, University of Minnesota, Duluth

Room: Phelps 2536

I8. Textual analysis across borders
Chair: Huijun Chen, China University of Geosciences, Beijing and U.C. Santa Barbara

Researching cultural identity through literacy practices: Methodological issues
Susan Ghiauciuc, James Madison University
Anne-Marie Pedersen, University of Louisville
Analysis and interpretation of student texts: Complementary readings across cultures
Christiane Donahue, University of Maine, Farmington

Room: Phelps 1425

I9. Pedagogy and geopolitics
Cross-cultural rhetoric and intercultural communication: U.S. and Swedish students at work
Andrea A. Lunsford, Stanford University
Alyssa O’Brien, Stanford University
Christine Alfano, Stanford University

Writing, from Stalinism to democracy: Language pedagogy and politics in Poland, 1945-1999
Cezar Ornatowski, San Diego State University

Room: Phelps 2516

I10. Cancelled

I11. Academic literacies in three countries: Argentina, Russia, and Australia
The rationale of an itinerary of research, teaching, and promotion of WAC/WID/academic literacies in Argentina
Paula Carlino, CONICET – University of Buenos Aires, Argentina

Technical writing as a significant part of a language program at Tomsk Polytechnic University
Ludmila M. Bolsunovskaya, Tomsk Polytechnic University, Russia

How and why research writing groups work: An Australian story
Claire Aitchison, University of Western Sydney, Australia

Room: Phelps 1260

I12. Student perception, reflection, and metacognition in academic writing
Students’ perceptions of learning to write: Similarities and difference among different student populations
Linda S. Bergmann, Purdue University

The stream of thought in journal writing
İşil Günseli Kaçar, Middle East Technical University, Turkey

Cultural understandings of reflective writing
Nancy Hayward, Indiana University of Pennsylvania

Room: Phelps 3519

I13. Border crossing between private and academic literacies
A sense of place in our lives
Gesa Kirsch, Bentley College
How I learned to be an academic by reading my own archives
Liz Rohan, University of Michigan -- Dearborn

“Speaking through ink”: Exploring the interplay of private literacies and public voices
Kevin Roozen, Auburn University

Room: Buchanan 1930

114. Early elementary students’ conceptions of literacy and writing
Literacy practices in Portuguese kindergartens and children’s conceptualisations about written language
Ana Isabel Santos, Universidade dos Açores, Portugal
Margarida Alves Martins, Instituto Superior de Psicologia Aplicada, Portugal

Approaches to writing in elementary students
Boba Samuels, University of Western Ontario
Perry D. Klein, University of Western Ontario

The linguistic basis of effective literacy instruction: Examination of writing and reading achievement in grades three through five
Deborah McCutchen, University of Washington

Room: Buchanan 1920

115. Exposing invisibility: Rethinking critical pedagogy for Institutions of Higher Education
Imposed emancipation: Conflicting ideologies in a critical pedagogy curriculum
Patricia Mayes, University of Wisconsin - Milwaukee

Contriving critical consciousness: An analysis of how students enact “empowerment”
Jennifer Kontny, University of Wisconsin - Milwaukee

Paved with good intentions: The challenge of incorporating service learning in the composition classroom
Meg Artman, Western Oregon University

Room: Phelps 3505

116. Contingent framing: Disciplinarity and methods
Teacher Making and Literacy Narratives as Methodology
Patrick Berry, University of Illinois at Urbana-Champaign

Interstitial Analogies
Rebecca Bilbro, University of Illinois at Urbana-Champaign

Crossing Ideological Boundaries in Response to Student Writing
Kory Lawson Ching, University of Illinois at Urbana-Champaign

Room: Phelps 2524
J Session: Saturday 4:30 – 6:00

Plenary session: Writing research reference books
Chair: Karen Lunsford, U.C. Santa Barbara

Writing research reference books
Charles MacArthur, University of Delaware

Research on composition, 1984-2003
Peter Smagorinsky, University of Georgia

A different vision of writing studies
Charles Bazerman, U.C. Santa Barbara

Room: University Center Corwin Pavilion

February 24 — Sunday Sessions

8:30 am – Registration in the Phelps Courtyard

8:30 am - 4:30 pm – Snacks and coffee available in the Phelps Courtyard

8:30 am - 4:30 pm – Book Exhibit in Phelps 1172

K Sessions: Sunday 9:00-10:30

K1. Writing assessment: Social processes and social consequences
Chair: Kathy Patterson, U.C. Santa Barbara

The social consequences of writing assessment: Negotiating tensions in design
Sandy Murphy, U.C. Davis

Cognitively-based assessment of learning: Writing
Thomas Quinlan, Educational Testing Service
Paul Deane, Educational Testing Service

Exploring effective ways to assess the writing of young students
David Coker, University of Delaware
Kristen D. Ritchey, University of Delaware
Sara B. McGraw, University of Delaware
Eileen Erwin, Gesu School, Philadelphia

Room: Phelps 1260

K2. English language learners’ writing development

The role of home and school contexts in supporting literacy: Cases of Taiwanese students
Sarah J. McCarthey, University of Illinois at Urbana-Champaign

Developing biliteracy in Korean-Americans
Yeonsun Ellie Ro, University of Illinois at Urbana-Champaign
Biliterate writing development of a Korean student
Hye-Young Park, University of Illinois at Urbana-Champaign

Chinese students’ writing development within an ESL context
Xun Zheng, University of Illinois at Urbana-Champaign

Room: Phelps 3519

**K3. Growing into academic language: Students’ writing development**
A developmental study of referential cohesion
Audrey Mazur, Université de Lyon, France
Michel Fayol, Université Blaise Pascal, France
Harriet Jisa, Université de Lyon, France

Writing development and knowledge crafting
Eva Lindgren, Umeå University, Sweden
Mariëlle Leijten, University of Antwerp, Belgium
Luuk Van Waes, University of Antwerp, Belgium

Transitions from high school senior writing to college freshman writing
Jim Webber, University of New Hampshire

Room: Phelps 2516

**K4. Growth from rich soil: Multimodal learning environments for young writers**
Young children’s informational writing: A multimodal perspective
Marilyn Chapman, The University of British Columbia, Vancouver

Learning to write in science: Insights from young children’s multimodal informational texts
Christine C. Pappas, University of Illinois at Chicago
Maria Varelas, University of Illinois at Chicago
Tamara Ciesla, University of Illinois at Chicago
Sofia Kokkino, University of Illinois at Chicago

Effects of a literacy curriculum that supports writing development of Spanish-speaking English learners in Head Start
Carola Matera, U.C. Santa Barbara

Room: Buchanan 1910

**K5. Crossroads in the global village: Online internationally**
Do international online collaborative projects affect ethnocentrism in students?
Diane Boehm, Saginaw Valley State U., Michigan
Herman Kurthen, Grand Valley State U., Michigan
Lilianna Aniola-Jedrzejek, Poznan U. of Technology, Poland

Blogging across borders: Multimodal, conversational writing for students in Sweden and the United States
Magnus Gustafsson, Chalmers University of Technology, Gothenburg, Sweden
Donna Reiss, Clemson University
**Marginalized cultures within the university setting**

Writing outside the lines: Extra-curricular writing practices of Latino college students  
Jessica Singer, Arizona State University

Impact of non-native speakers on collaborative writing projects in an undergraduate business communication course  
Gina Genova, U.C. Santa Barbara  
Jeff Hanson, U.C. Santa Barbara  
Janet Mizrahi, U.C. Santa Barbara

Locating discursive spaces: Self-identifying with science through academic writing among American Indian women in higher education  
Carol Brandt, Virginia Polytechnic Institute & State University

**The visual dimension: Multimodal tools to promote student interaction with texts**

The impact on learning with the multimedia and multimodal social presence of the author: Results from three case studies in Social Sciences  
Terry Inglese, University of Lugano, Switzerland

Pushing the boundaries of writing: The multimodal literacies of bilingual youth radio  
Deborah Romero, University of Northern Colorado  
Dana Walker, University of Northern Colorado

**Ethnographies of writing: Local and global**

Ethnographic writing research from a cross-national perspective  
Birgitta Ramsey, Southeastern Louisiana University

Analyzing the extra-function of text in local music culture  
Patrick Thomas, Kent State University  
Jillian Coates, Kent State University  
Christa Teston, Kent State University

**Reflective writing: Preparing critical and professional practice**

Reflective writing in service of literary writing for future teachers  
Marlène LeBrun, Université de Provence, France

Learning to reflect  
Luigina Mortari, University of Verona, Verona, Italy

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Art Young, Clemson University

Room: Phelps 2524

K6. Marginalized cultures within the university setting

Writing outside the lines: Extra-curricular writing practices of Latino college students  
Jessica Singer, Arizona State University

Impact of non-native speakers on collaborative writing projects in an undergraduate business communication course  
Gina Genova, U.C. Santa Barbara  
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Janet Mizrahi, U.C. Santa Barbara

Locating discursive spaces: Self-identifying with science through academic writing among American Indian women in higher education  
Carol Brandt, Virginia Polytechnic Institute & State University

Room: University Center Harbor Room

K7. The visual dimension: Multimodal tools to promote student interaction with texts

The impact on learning with the multimedia and multimodal social presence of the author: Results from three case studies in Social Sciences  
Terry Inglese, University of Lugano, Switzerland

Pushing the boundaries of writing: The multimodal literacies of bilingual youth radio  
Deborah Romero, University of Northern Colorado  
Dana Walker, University of Northern Colorado

Room: Phelps 3505

K8. Ethnographies of writing: Local and global

Ethnographic writing research from a cross-national perspective  
Birgitta Ramsey, Southeastern Louisiana University

Analyzing the extra-function of text in local music culture  
Patrick Thomas, Kent State University  
Jillian Coates, Kent State University  
Christa Teston, Kent State University

Room: South Hall 1432

K9. Reflective writing: Preparing critical and professional practice

Reflective writing in service of literary writing for future teachers  
Marlène LeBrun, Université de Provence, France

Learning to reflect  
Luigina Mortari, University of Verona, Verona, Italy

Room: University Center State Street Room
K10. Effective instructional strategies
Modelling: An effective instructional strategy in collaborative revision
Elke Van Steendam, Universiteit Antwerpen, Belgium
Gert Rijlaarsdam, Universiteit Amsterdam, the Netherlands
Lies Sercu, Katholieke Universiteit Leuven, Belgium

Strategy-focused writing interventions for typically-able sixth graders: They work, but why?
Mark Torrance, Nottingham Trent University, UK
Raquel Hidalgo, León University, Spain
Patricia Robledo, León University, Spain
Jesús-Nicasio García, León University, Spain

Effects of sentence-combining instruction
Bruce Saddler, University at Albany- SUNY
Kristie Asaro, University at Albany- SUNY

Room: Phelps 2536

K11. Research on creativity across the curriculum
Can first year composition papers be creative, and if so, what does that mean?
Irene L. Clark, California State University, Northridge

To what extent can papers across the disciplines be creative and what might ‘creative’ mean within various disciplinary contexts?
Julie Neff, University of Puget Sound

Creativity in psychology research papers
Catherine Hale, University of Puget Sound

Room: South Hall 1431

K12. Histories of composition: Research and theory
The Dartmouth Conference and the geohistory of the native speaker
John Trimbur

Unpacking critical thinking: Seminal theory in the service of pedagogy
Cheryl Hogue Smith, California State University, Bakersfield

What’s the story here? Turning towards narrative in composition and rhetoric scholarship
Kathryn Comer, Ohio State University

Room: South Hall 1430

K13. Research as rhetoric: Composition faculty/librarian deep collaboration
Community-based research as a rhetorical lens for library research
Phyllis M. Ryder, George Washington University

A proto-disciplinary approach to first-year writing: The comics medium as an object of student research
Phillip Troutman, George Washington University
Faculty/librarian deep collaboration
Cathy Eisenhower, George Washington University

Room: Buchanan 1940

**K14. “Diving into the wreck”: A feminist inquiry of the dissertation in composition**
Re-calling the ghosts of feminists past: How feminist dissertators have negotiated the dissertation process
Jennifer Johnson, U.C. Santa Barbara

Diving into the recent past: Exploring the use of feminist action research in the dissertation process
Mysti Rudd, Lamar State College-Port Arthur

Present practices of two dissertating compositionists: Collaborating through blogs, listservs, and dissertation study groups
Amy Lynch-Biniek
Kathleen Klompien, C.S.U. Channel Islands

Room: Buchanan 1930

**L Sessions: Sunday 10:45-12:15**

**L1. Language, perception and experience in multilingual settings**
Spanish written development of prospective bilingual teachers
Barbara Merino, University of California, Davis

EFL writings: What will teachers’ thought patterns tell you?
Jing Fu, Michigan State University

Diverse English uses in "ESL" writing: A grounded theory approach
Jay Jordan, University of Utah

Room: University Center Harbor Room

**L2. Formative experiences: Factors contributing to writing development in early childhood (2)**
Associations between teacher-child relationship quality, child characteristics, and children's writing in kindergarten and first grade
Kelley L. Mayer, University of North Carolina at Chapel Hill

What comprises development in children's writing?
Roger Beard, Institute of Education, University of London, UK

Room: Buchanan 1910

**L3. Research reviews on effective instruction, multilingual writing, and technology**
Multilingual writing in preschool through twelfth grade: The last 15 years
Steve Amendum, University of North Carolina Chapel Hill
Jill Fitzgerald, *University of North Carolina Chapel Hill*

**What we know about effective writing instruction**  
Steve Graham, *Vanderbilt University*

**The impact of technology on writing in elementary and secondary schools**  
Charles A. MacArthur, *University of Delaware*

Room: Phelps 2524

**L4. Traversing the borders between high school and college writing: The influence of prior genre knowledge on students’ acquisition of new genres**  
Chair: Mary Jo Reiff, *University of Tennessee*

Anis Bawarshi, *University of Washington*  
Cathryn Cabral, *University of Washington*  
Sergio Casillas, *University of Washington*  
Rachel Goldberg, *University of Washington*  
Jennifer Halpin, *University of Washington*  
Megan Kelly, *University of Washington*  
Shannon Mondor, *University of Washington*  
Angela Rounsaville, *University of Washington*

Room: Phelps 2536

**L5. Models describing writing processes**  
Writing models for beginning and developing writers?  
John R. Hayes, *Carnegie Mellon University*

**Cumulated deviation of a linear trend – Describing writing phases with statistical tools**  
Daniel Perrin, *Zurich University of Applied Sciences, Switzerland*  
Marc Welti, *Zurich University of Applied Sciences, Switzerland*

**The effect of errors in the text produced so far on writing strategies of professional writers**  
Mariëlle Leijten, *University of Antwerp, Belgium*  
Luuk Van Waes, *University of Antwerp, Belgium*

Room: Phelps 2516

**L6. Teachers’ approaches to implementing writing instruction and instructional reforms**  
Linking knowledge of students, content, and context: Studying teachers’ approaches to teaching under-performing student writers  
Judith Rivalland, *Edith Cowan University, Australia*  
Val Faukner, *Edith Cowan University, Australia*

**One program, two classrooms: An exploration of two teachers’ mediations of a form-based writing program**  
Suzie Y. Null, *U.C. Santa Barbara*
What teachers say they do in teaching writing: A research on the situation of the actual teaching practices in Catalonia (Spain)
Pilar Adell, Universitat Autònoma de Barcelona, Spain
Teresa Ribas, Universitat Autònoma de Barcelona, Spain

Room: South Hall 1432

L7. Bringing the community into the research
Border crossings in African American women’s public/professional and private literacy lives
Beverly Moss, Ohio State University

Speaking with one another: Avoiding the "problem of speaking for others" in community-based research
Laurie Grobman, Penn State Berks

Room: Buchanan 1930

L8. Teachers’ preparation for writing instruction
Chair: Sarah Hochstetler, U.C. Santa Barbara

Changes in secondary English teacher preparation in writing instruction: An historical study of three teacher education programs
Sarah Hochstetler, U.C. Santa Barbara

Open conversation: How well are we preparing teachers to teach writing? A study
Jessica Restaino, Montclair State University

Classroom-based research on effective writing instruction and perceptions of the role and efficacy of feedback
Robin Lilly, Newbury Park High School

Room: Buchanan 1920

L9. Training and assessment for tutors and WAC practitioners
Research on interactions in writing center tutorials: Crossing the hermeneutic-empirical border Part 1
Jessica Clark, Christopher Newport University
Laurel D Reinking, Purdue University

Research on interactions in writing center tutorials: Crossing the hermeneutic-empirical border Part 2
Jessica Clark, Christopher Newport University
Laurel D Reinking, Purdue University

“Where’s the beef?”: Scoring and assessment in a grass-roots WAC partnership with an animal sciences course
Thomas Sura, Purdue University

Room: South Hall 1431

L10. Pedagogical memory and the transferability of writing knowledge
Susan C. Jarratt, University of California, Irvine
Katherine Mack, University of California, Irvine
Alexandra Sartor, University of California, Irvine
Shevaun E. Watson, University of South Carolina

Room: Phelps 3519

L11. Transforming the doctoral degree in education: Teaching and learning writing without borders
Chair: Jennifer Johnson, University of California, Santa Barbara

Write from the start: Integrating graduate writing with diverse identities, genres, and forms
Joel Colbert, Chapman University

Strangers in a strange land? Welcoming ALL graduate students as future stewards of the discipline
Jan Osborn, Chapman University

Modeling reciprocity in learning: Faculty development through collaboration and the promotion of graduate-level research and writing instruction
Gerri McNenny, Chapman University

Room: University Center State Street Room

L12. Figures, problems, texts, and contexts: Inside and outside genres
Chair: Clara Vaz, U.C. Santa Barbara

Re-figuring writing studies: Whither the figurative in contemporary writing pedagogy and research?
William FitzGerald, Rutgers University Camden

The role of context in academic text production and writing pedagogy
Désirée Motta Roth, Universidade Federal de Santa Maria, Brazil

Room: Buchanan 1940

L13. Archival research of writing practices
Troubling the borders of writing history: Gender, nation and commerce in George Fisher’s Young man’s best companion
Shawn Casey, Ohio State University

Believe you me: Secular talk and the ontology of the personal essay
Douglas Christensen, University of Utah

Room: South Hall 1430

L14. Comparative pedagogies and transborder experiences as a glimpse of the future
Cross-national views on U.S. and Oaxacan pedagogies
Anne-Marie Hall, University of Arizona

Global rhetorics of professionalization: A cross-cultural study in Costa Rica
Susan Meyers, University of Arizona
¡Si, se puede!: Latina student persistence in FYC  
Anne Varley, University of Arizona

Border-crossing in the classroom: Immigrant students and habitus  
Daylanne Markwardt, University of Arizona

Crossing borders and the “educated person”  
Rebecca Richards, University of Arizona

Composing the college student identity: ‘La familia’ rhetoric in the literacy practices of early outreach on the U.S./Mexico border  
Rachel Lewis, University of Arizona

Room: Phelps 3505

L15. The European Research Network on learning to write effectively

Room: Phelps 1425

Lunch: 12:15 -1:00  
Boxed lunches provided in the Phelps Courtyard

M Sessions: Sunday 1:00- 2:30

M1. Levels of language in assessment and instruction: Lessons from longitudinal studies grades 1 to 7  
Panel Organized by: Virginia W. Berninger, University of Washington  
Chair:Brett Miller, NICHD Discussant: Gary Troia, Michigan State University

Virginia W. Berninger, U. of Washington  
Noelia Garcia, University of Washington  
William Nagy, Seattle Pacific University  
Scott Beers, Seattle Pacific University  
Amy Augsburger, University of Washington  
John R. Hayes, Carnegie Mellon University

Room: Phelps 1260

M2. Learning to write and writing to learn among elementary school students  
Build students’ capacity for writing to learn: A design experiment  
Perry Klein, The University of Western Ontario  
Boba Samuels, The University of Western Ontario  
Mary Johnston, The Thames Valley Board of Education

Metatextual awareness and the establishment of textual cohesion: An intervention study  
Kátia Leal Reis de Melo, CE – UFPE – Brazil  
Alina Galvão Spinillo, CFCH – UFPE – Brazil
Improving first grader’s writing through genre study and reproduction
Sara B. McCraw, University of Delaware

Room: Phelps 3519

Linda Baker, University at Albany, State University of New York
Renee Banzhaf, University at Albany, State University of New York
Chin Ee Loh, University at Albany, State University of New York
Kristen Campbell Wilcox, University at Albany, State University of New York

Room: Phelps 3505

M4. What spelling errors can tell us about writing development
Spelling errors in written French: An on-line investigation
Harriet Jisa, Institut des Sciences de l’Homme, France
Séverine Maggio, Université Blaise Pascal, France
Michel Fayol, Université Blaise Pascal, France

The effects of an adapted writing program on elementary school students’ ability to write coherent narrative texts: A longitudinal Canadian study in a Francophone minority situation
Martine Cavanagh, Campus Saint-Jean, University of Alberta, Canada

Invented spelling activities and the phonetization of Portuguese pre-school children’s writing
Margarida Alves Martins, Instituto Superior de Psicologia Aplicada, Portugal
Ana Cristina Silva, Instituto Superior de Psicologia Aplicada, Portugal
Marta Sousa, Instituto Superior de Psicologia Aplicada, Portugal

Room: Buchanan 1920

M5. Multimodality in teaching and research
Making use of the multimodality of scientific texts in broadening writing research and conceptions of narrative about the material world
Steven Forbes Tuckey, Michigan State University

Multimodal texts: Situating narratives across borders
Kevin J. Burke, Michigan State University

Re-presenting scientific literacy: How subjectivity emerges in multimodal contexts
Kelly Zacha Merritt, Michigan State University

Room: Phelps 1425

M6. Cancelled
M7. Critical, democratic pedagogy and participant observation: Methodology to uncover students’ understandings and reactions
William H. Thelin, University of Akron
Kara Taczkak, University of Akron
Tricia Rashidioun, University of Akron
Room: University Center State Street Room

M8. Overviews of K-12 writing instruction
Writing in the secondary school: 25 Years of progress, or déjà vu all over again?
Arthur N. Applebee, University of Albany, SUNY

Writing as critical and creative thought
Judith A. Langer, University at Albany, SUNY

Defining writing in a “didactic” framework
Yves Reuter, Université Charles de Gaulle, France
Room: Phelps 2524

M9. Assessing the writing proficiency of future elementary school teachers: Results from year one of the Teachers for a New Era Literacy Research Project at California State University, Northridge
Chair: Kathleen Dudden Rowlands, California State University, Northridge
Tina Bertacchi-Love, California State University, Northridge
Pamela Bourgeois, California State University, Northridge
Sandra Chong, California State University, Northridge
Irene Clark, California State University, Northridge
Renee Ziolkowska, California State University, Northridge
Theresa Montaño, California State University, Northridge
Room: University Center Harbor Room

M10. Examining cross-cultural interactions with "home" discourses in WAC/WID work
Interdisciplinary (writing) collaboration, interdisciplinary (cross-cultural) communication
Maureen Mathison, University of Utah

Not at home at home: Rich feature/context sensitive analysis of English department discourse on disciplinary writing
Doug Downs, Utah Valley State College

The WID research interview as a rhetorical frame for generating collaborative interdisciplinary conversation
Sarah Reed, University of Washington
Room: South Hall 1430
**M11. Writing instructional practices in UK and European schools**

Policy and practice in teaching writing in UK schools
Roger Beard, *University of London, UK*
Debra Myhill, *University of Exeter, UK*

The Role of Writing in European National Curricula (year 1 - 13)
Sigmund Ongstad, *Oslo University College, Norway*

Room: Phelps 2536

**M12. Languages of book reviews**

The impact of contextual configuration on genre: A comparative study of academic vs. “mass-market” book reviews
Ma. Lluísia Gea Valor, *Universitat Jaume I Castelló, Spain*

The language of evaluation in literary academic journal book reviews: Matching theoretical descriptions of evaluation and practical applications to teaching
Ana I. Moreno, *Centro Superior de Investigaciones Científicas, Madrid, Spain*
Lorena Suarez, *Universidad de León, Spain*

Room: South Hall 1432

**M13. The research exchange: Redefining writing research and scholarship**

Joan Mullin, *University of Texas*
Glenn Blalock, *Baylor University*
Jenn Fishman, *University of Tennessee*
Doug Hesse, *University of Denver*
Mike Palmquist, *Colorado State University*
Stephen Wilhoit, *University of Dayton*

Room: Phelps 2516

**M14. Literacy in a diverse world**

Approaching literate practices on the basis of the continuum restricted-full literacy
Maria Silvia Cintra, *Federal University of São Carlos*

Trans-collaboration: Productively engaging difference in the 21st-century
Mara Holt

The rhetoric of global citizen action
Ljiljana Coklin, *U.C. Santa Barbara*

Room: Buchanan 1930

**M15. Teaching writing through inquiry**

Writing expository texts based on inquiry learning
Michel Couzijn, *University of Amsterdam, the Netherlands*
Gert Rijlaarsdam, *University of Amsterdam, the Netherlands*

Writing in history: The need for secondary content-based writing instruction
Susan De La Paz, *Santa Clara University*
Mark Felton, *San Jose State University*
Writing instruction to improve students’ compare-contrast reports
Lori Kirkpatrick, University of Western Ontario, Canada

Room: South Hall 1431

M16. Open session for international networking

All conference participants are invited to this open meeting to discuss international networking and organizational possibilities.

Room: Buchanan 1910

N Sessions: Sunday 2:45-4:15

N1. Roundtable on team grading procedures
Chair: Bob Mayberry, CSU Channel Islands
Speakers: Faculty of California State University, Channel Islands

Room: University Center State Street Room

N2. Urban language-scapes: Studies of youth and adult writing and literacy practices in urban settings
Intersubjectivity during writing activities: How context and social interaction support young children’s literacy development
Lynda D. Stone, California State College, Sacramento
Sarah Gibbons, California State College, Sacramento
Kathleen Lyden, California State College, Sacramento

Youth performing writing in an urban community: Politics, narratives, and struggles
Valerie Kinloch, Ohio State University

Room: University Center Harbor Room

N3. The politics of speech patterns: Linguistic analysis in classroom, national, and international settings
On textual silences, large and small
Thomas Huckin, University of Utah

The discourse of propaganda: North Korean news genres
Brandon Loudermilk, U.C. Davis
Marcus Piazzola, Texas State University

Room: Phelps 1425

N4. Grammar, parts of speech, and writing skill development
The Adverbial Cycle revisited: expressing linking, stance and circumstance
Edward de Chazal, University College London, UK

A corpus-based study of the use of nouns to construct stance by native and non-native academic speakers of English
Hüseyin Kafes, Anadolu University, Turkey
Grammar and editing in the writing classroom: Going against the grain  
Craig Cotich, *U.C. Santa Barbara*

Room: South Hall 1432

**N5. Online literacy**

**Research across the digital border**  
Merry Rendahl, *University of Minnesota*  
Lee-Ann Kastman Breuch, *University of Minnesota*

**Beyond search: Online literacy practices in academic settings**  
Monica Bulger, *U.C. Santa Barbara*

**Verifying web-based information and writing as a system of representation**  
David W. Overbey, *Bellarmin University*

Room: Phelps 3505

**N6. Evidences of young writers’ developing competencies**

**Good writers always have a sharp pencil: The relationship between knowledge of writing and narrative writing quality in elementary students**  
Natalie G. Olinghouse, *Michigan State University*  
Steve Graham, *Vanderbilt University*

**The quest for a motivated pause threshold for young non-expert writers**  
Florence Chenu, *University of Lyon, France*  
Bernard Léte, *University of Lyon, France*  
Francois Pellegrino, *University of Lyon, France*

**Developmental trajectories in orchestration of paragraphing**  
Debra Myhill, *University of Exeter, U.K.*  
Susan Jones, *University of Exeter, U.K.*

Room: Phelps 2516

**N7. Studying genre in teaching and teacher development**

**Toward the experimental confirmation of North-American genre theory: A study of student on-line academic writing in undergraduate literature classes**  
Sheridan Blau, *U.C. Santa Barbara*

**Redrawing the borders: Accounting for technologies in genre theory & research**  
Leah Zuidema, *Dordt College*

**Conducting the scholarship of teaching: Spanning boundaries and blurring genres**  
Patricia Lambert Stock, *Michigan State University*

Room: Buchanan 1920

**N8. Research on writing instruction**

**Linking research with practice for writing and literacy education**  
Melanie Sperling, *U.C. Riverside*
Context and activity, a powerful framework for writing instruction and research
Marta Milian, Universitat Autònoma Barcelona, Spain

Crossing the border from university to middle school—and back again
Betsy Gilliland, U.C. Davis
Shannon Pella, U.C. Davis

Room: Phelps 1260

N9. National research, international perspectives: A cross-cultural exchange about disciplinary writing research at French universities
Tiane Donahue, Chair, University of Maine-Farmington
John Brereton, The Boston Athenaeum
Cynthia Gannett, Loyola College in Maryland
Theresa Lillis, The Open University
Françoise Boch, Université de Grenoble III
Isabelle Delcambre, Université de Lille III

Room: Phelps 2524

N10. Chapters from the Handbook of research on writing
Chair: Charles Bazerman, U. C. Santa Barbara
Pietro Boscolo, Università degli Studi di Padova, Italy
Jennifer Clary-Lemon, University of Winnipeg, Canada
Ulla Connor, Indiana University Purdue University Indianapolis
Sandra Murphy, U.C. Davis
Nancy Nelson, Texas A&M, Corpus Christi
Paul Prior, University of Illinois at Urbana-Champaign
Graham Smart, Carleton College
Peter Tiersma, Loyola Law School

Room: Buchanan 1910

N11. Writing across the border: Writing practices among more diverse student populations
A study of ‘international’ students’ writing: From norms to politics in a globalising academic world
Mary Scott, Institute of Education, London, UK

Academic writing socialization: ESL students’ border crossing across geographic and curricular spaces
Hyechong Park, Oregon State University

Room: Buchanan 1930

N12. Working memory, fluency and performance
Writing, speaking, and memory performance: Scope and limits of the writing superiority effect
Joachim Grabowski, Heidelberg University of Education, Germany

The automaticity of transcription allows longer execution bursts in typing, but not in handwriting
How cognitive processes and working memory impact writing fluency:
Revisiting the literature
Sara C. Lewandowski, Michigan State University
Room: Phelps 2536

N13. Writing in adolescence: Hypertexts and contexts
Writing hypertexts: Effects on writing and knowing
Martine Braaksma, University of Amsterdam, the Netherlands
Gert Rijlaarsdam, University of Amsterdam, the Netherlands
Tanja Janssen, University of Amsterdam, the Netherlands
Writing research, adolescents, and the new mainstream
Kerry Enright Villalva, U.C. Davis
Room: South Hall 1430

N14. New ways of promoting community literacy
Community literacy research, 1980-2008: Cross-cultural perspectives from Nicaragua and the U.S
Michael R. Moore, Michigan Technological University
Community writing, and writing communities: How rhetoric and composition scholars construct community literacy
Kendall Leon
Room: Phelps 3519

N15. Constructions of meaning: Texts in international contexts
Researching writing through virtual exchange
George Pullman, Georgia State University
Susan Thomas, University of Sydney, Australia
Minding the home front: Lessons on internationalization from technical communication textbooks
Paul Kei Matsuda, Arizona State University
Aya Matsuda
Matt Schneider
Room: South Hall 1431

O Session: Sunday 4:30-5:30
Closing Plenary: Reflections on writing research and writing praxis
Chair: Sheridan Blau, U.C. Santa Barbara & Columbia Teachers College
Peter Elbow, University of Massachusetts Amherst
Room: Buchanan 1910