

# 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*

Huib van den 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 fortiori--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 Tejanola 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**

Luísa 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 WAG/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

**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)**February 23 -- Saturday Sessions**

8:30 am – Registration in the Phelps Courtyard

8:30 am- 4:40 pm – Snacks &amp; 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*  
 Maaïke 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 Miele, *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**

Joanne Addison, *University of Colorado-Denver*

Room: Buchanan 1910

**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: Phelps 1425

**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**

Işıl Günseli Kaçar, *Middle East Technical University, Turkey*

Hale Işık-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*  
 Genesea 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 discursive 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*  
 Bongani 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*

Tiane Donahue, *Université de Lille III, France*  
 Rob Oliver, *University of London, U.K.*  
 Mary Scott, *University of London, U.K.*  
 Paul Skrebels  
 Claire Woods

Room: University Center Harbor Room

## **I Sessions: Saturday 2:45-4:15**

### ***11. 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

### ***12. 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

### ***13. 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

### ***14. 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

**15. 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

**16. 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

**17. 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

**18. 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 Ghiaciuc, *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

**19. 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

**110. Cancelled****111. 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

**112. 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**Işıl Günseli Kaçar, *Middle East Technical University, Turkey***Cultural understandings of reflective writing**Nancy Hayward, *Indiana University of Pennsylvania*

Room: Phelps 3519

**113. Border crossing between private and academic literacies****A sense of place in our lives**Gesä 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

***I14. 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

***I15. 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

***I16. 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*

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*

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*

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**

Marléne 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-focussed 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-Binieck

Kathleen Klompfen, *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 Faulkner, *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***Daylaine 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

**M3. National study of writing instruction: A close look at three settings**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*S  verine Maggio, *Universit   Blaise Pascal, France*Michel Fayol, *Universit   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 Taczak, *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. Llúcia 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 Sílvia Cintra, *Federal University of São Carlos*

**Trans-collaboration: Productively engaging difference in the 21<sup>st</sup>- 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, *Bellarmino 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 L ete, *University of Lyon, France*  
 Fran ois 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**

Rui Alexandre Alves, *University of Porto, Portugal*  
 São Luís Castro, *University of Porto, Portugal*  
 Thierry Olive, *CNRS and University of Poitiers, France*

**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

**0 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