

# I Session Abstracts

## ***11. The effects of writing assessment on higher education***

### **Reforming undergraduate writing in higher education in Norway: A study of change**

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Norwegian higher education has recently undergone a major reform, called the Quality Reform, which has also affected writing and feedback practices. While most educational reforms have very little impact on classroom pedagogy (Cuban 1990, 93, 02), this reform resulted in substantial pedagogical changes, and it is therefore a particular interesting object of research. One of the outcomes was that while Norwegian universities, like most continental European universities, previously demanded very little undergraduate writing and mainly relied on traditional sit-down exams, now virtually all courses include compulsory student essay writing, feedback and in many cases portfolio assessment. In the presentation I will explore positive and negative consequences for students and teachers as well as some institutional and disciplinary differences.

From sociocultural theory perspectives, writing, feedback and learning practices are deeply embedded in academic, institutional and disciplinary traditions, and change can only be understood by analysing the complexity of structural and cultural characteristics. The presentation is based on data about the effects of the reform from nationwide surveys among teachers and students. As a member of the research group that conducted the evaluation of the reform, I also interviewed leaders, teachers and students in 8 institutions and was involved in a separate study of portfolio practices. In addition I draw on data from an interview study of how teachers and students in three disciplines in my own university have been affected by the changes. Three major research questions will be discussed:

- 1) What characterizes the changes in writing and feedback practices in Norwegian higher education, and how were these related to assessment?
- 2) What are students' and teachers' reactions to the changes, and what benefits and problems do they identify?
- 3) What are critical factors in the development of writing in the aftermath of the reform, and what strategies are available to avoid a backlash?

These questions are contextualized in a particular national context, where basic writing courses are unheard of and 'writing teacher' is a non-existent category. The issues raised may still be of interest to everyone involved in integrating writing in higher education

curricula, as they touch on what constitutes quality in the teaching and learning of writing, feedback and assessment.

### **Portuguese university students' performance during written exams**

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During the last two decades, research on writing has increasingly been developed in Portugal. In the beginning research focussed mainly on the assessment of students' abilities and on the promotion of writing skills at school.

Recently new trends are being followed. One of the most important concerns the use of writing as a learning tool.

Writing, Knowledge and Academic Success is a project being developed at the moment, integrating researchers from different universities. Following both quantitative and qualitative methodological approaches, the project involves different school levels from primary school to university.

Aiming at promoting academic success by enhancing writing skills, this project includes, among its objectives, the description of students' performance in order to identify cognitive processes implied in writing tasks and the development and assessment of pedagogical strategies involving writing as a learning tool.

In this presentation, we describe the performance of Portuguese university students when answering questions in exams. Students were asked about different aspects of their writing process: they described how they recall knowledge from the memory, how they put different ideas together, how they write down their ideas on the paper and how far they revise their work before delivering it to the teacher. The performance of freshmen is compared to the performance of older students.

We also try to see if students from different scientific areas perform differently during their written exams.

### **Researching the meanings of writing and literacy: Revisiting the borders of remediation in the CSU**

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One of the questions that is often overlooked when we talk about writing research is just what we mean by writing. How are we defining it and how do those definitions shape the terms of our research and our teaching?

Events in the California State University system have made us keenly aware of the need to notice how definitions of writing and literacy shift and respond to political and economic interests. Currently, there is a system-wide “crisis over remediation” that has its immediate roots in a Chancellor’s directive to reduce remediation in the system to 10% by 2007. The impossibility of this is signaled by the fact that the remediation rate is more than 50% system-wide.

On our campus, we have been working to implement a new writing program that will stretch writing across several quarters and give college credit for all classes taken in fulfilling the writing requirement. Promoting this program has involved trying to ethically rewrite the meanings of writing and remediation in relation to field-based understandings of literacy as a socially situated phenomenon. Despite our firm belief that this program is theoretically and pedagogically well-grounded, many of our colleagues across the disciplines believe that it only masks remediation under a new name and thus “lacks integrity.”

What our colleagues have NOT seen as lacking integrity is a system that designates 50% of the top third of California’s high school graduates remedial. We, however, found ourselves wondering, how did so many good students become remedial? Our presentation reports on what we our research uncovered: the remedial CSU student was manufactured in the late 70’s and early 80’s by the institution of a placement test and a subsequent language shift that converted “placement” to “passing.” We trace how political and institutional concerns, linguistic shifts, and economic interests have intersected, changing attitudes and curricula along the way, and firmly entrenching the practice of constructing half of all CSU students as remedial based upon a test that was never designed to be used in this manner.

## ***12. Needs of second-language writers: Overviews and contextualized applications***

### **A synthesis of the results of basic research on second language writing: 1980 to 2005**

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This presentation will focus on describing and synthesizing the results of basic empirical research done between 1980 and 2005 on second language writers, their composing processes, and their written texts. Altogether, 193 studies were examined. Studies were

limited to those in published form—books, book chapters, and journal articles. Not included were conference proceedings and ERIC documents. Additionally, studies in which writing was the medium, but not the focus were also excluded, as were studies in assessment.

A discussion of findings regarding the characteristics of second language writers will focus on second language variables, first language variables, transfer, psychological and sociological variables, and demographic variables, with special attention paid to second language writing ability, second language proficiency, and second language writing development. A discussion of findings regarding second language writers' composing processes will focus on revision, planning, general composing process issues, formulation, translation, and restructuring, with special attention paid to the findings on revising. A discussion of findings regarding second language writers' texts with regard to grammatical issues will focus on parts of speech/form classes, sentence elements, sentence processes, functional element classes, sentence qualities, and mechanics, with special attention paid to verb forms and lexical issues. A discussion of findings regarding second language writers' texts with regard to textual/discoursal issues will focus on cohesion, organizational/rhetorical patterns, and modes/aims, with special attention paid to the findings on lexical cohesion and narratives. Some generalizations about the entire body of second language writing research with regard to breadth, depth, and sustained programs of research, will also be presented.

### **Genre interfaces: Investigating prior and evolving genre knowledge of second language writers**

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Numerous studies of English language texts written by biliterate students have made claims about contrasts of rhetorics across cultures, but fewer studies have invited the students themselves to voice their own conscious and explicit understandings of the variety of influences that come to bear on their writing in English or their sense of their personal genre repertoires. This presentation reports on empirical research intended first to gauge the type and extent of genre knowledge, both first and second language, of international students newly arrived at a U.S. university and second to trace these students' evolving assumptions about genres by examining how that previous genre knowledge was acquired or developed and is maintained, transformed, abandoned, or expanded in the face of the new sociocultural and educational constraints and affordances of the discourse communities whose unfamiliar and potentially evolving communicative strategies these students may seek to understand.

Data for this study came from surveys of 100 incoming L2 English students and from both synchronic and longitudinal text-based interviews with a subset of that group. Information from the surveys suggests that, despite the emphasis among English as a

Foreign Language programs in the last 10 years on communicative methods of language teaching which focus primarily on oral skills, the role of writing in English language education has expanded dramatically, possibly as a result of the inclusion of a writing exam with the TOEFL. However, interviews with the students suggested another effect of the washback from the TOEFL, the development among the students surveyed of consciousness of a genre that might be called an English writing test genre, one which the students describe themselves as having learned in writing classes, which they employ quite purposefully, and which they regard as narrow, though useful, and fairly strictly limited to English writing tests. Yet this constricted view of English writing is counterbalanced for some of the students interviewed by a less consciously elaborated but nevertheless clearly perceived understanding of a variety of other genres and of differences between L1 and L2 preferences for features of those genres.

### ***13. Teaching and Learning Writing with special needs students***

#### **Writing practices of a high school student with high-functioning autism**

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Autism is a neurological disorder that occurs across a spectrum, with what Lorna Wing (1991) refers to as the “triad” of social, communicative and imaginative impairments ranging in severity from mild to severe. The syndrome also affects motor skills, sensory responses, intense interests, perseveration and executive functions such as organization and cognitive flexibility. When autism is paired with normal to above-normal intelligence levels, the diagnosis is often termed Asperger Syndrome (AS) or high-functioning autism (HFA). Many of the children with AS and HFA in educational settings are not placed in special classes, but rather attend class with their “neurotypical” peers and a number of them attend college. They struggle significantly with the academic demands of the classroom and, of interest to the writing research community, due to the inherently social and communicative nature of writing, their struggle almost always extends to writing activities and assignments.

In my presentation, I will discuss a detailed case study of 9th grade student, Sam Crossing, as he negotiates the requirements of a curricular unit study in his English class, focusing on his writing activities in and out of the classroom. Through thick description and a careful exploration of “rich points” (Agar 1994) where the impairments of AS/HFA tangle significantly with the requirements of the writing tasks that Sam undertakes, I hope to shed light on the writing development process in general for these students. I call on the research and literature in the fields of autism; special education; and literacy and composition to explore how AS and HFA affects the writing process. This exploration ultimately seeks to lay groundwork for effective interventions to assist students like Sam in expressing their ideas in writing, as well as exploring how the notion of “difference” affects the teaching of writing all students.

## **A multiple strategy instructional approach for self-regulating expository reading comprehension and informative writing: A longitudinal components analysis**

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Students with special needs and those at-risk for special needs have considerable difficulty learning to read and write. In this presentation an investigation studying the effects of Self-Regulated Strategy Development (SRSD) instruction (Graham & Harris) for teaching low-achieving students to respond in writing to text will be described. Eighty-seven 4th-grade students were randomly assigned to SRSD expository reading comprehension instruction, SRSD expository reading comprehension plus expository writing instruction, or non-treatment control. Think Before Reading, Think While Reading, Think After Reading (TWA) for expository reading comprehension and PLANS (Pick goals, List ways of meeting goals, And, add Notes, Sequence Notes) for informative writing was taught. Student reading and writing performance and self-efficacy was measured by both formal and informal measures prior to instruction, immediately following instruction, and at three maintenance time points (8 weeks following instruction as well as twice in the year following instruction).

This federally funded 2-year components analysis study examines students' performance reading and writing growth over time. Results indicated that students in both treatment conditions improved and maintained reading and writing performance with medium to large effects when compared to students in control across all reading and writing measures. Students in the combined reading and writing approach performed significantly better, although with small to medium effects, when compared to students in the reading only condition. During year one, no significant effects for self-efficacy were found, however, students in combined reading and writing demonstrated significant positive effects in year 2 when compared to other conditions. Data from initial analysis appeared to be very nonlinear when group patterns were examined in time. Growth curve equations with tests of both linear and nonlinear trends will be completed for presentation during the writing research conference.

## ***14. It's all in the eyes: eye movement tracking and writing and reading processes***

### **Eye movements during handwriting**

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Writing is a complex human activity. The writer has to compose a coherent message and formulate it in accordance with linguistic rules (grammar, spelling), all the while taking the characteristics of the potential reader into account. The ability to manage all these various mental activities, as well as their time course, can be regarded as an indicator of the writer's expertise (Alamargot & Chanquoy, 2001). For cognitive science researchers, identifying the rules that govern the engagement and course of these mental processes is an essential step towards a greater understanding of writing and processing (Levy & Ransdell, 1996). The Eye and Pen software was designed to help researchers attain this goal (Alamargot, Chesnet, Dansac, & Ros, 2006; Alamargot, Dansac, Chesnet, & Fayol, 2006; Chesnet & Alamargot, 2005 - [www.eyepandpen.net](http://www.eyepandpen.net).)

The Eye and Pen device makes a synchronous recording of eye movements during periods of writing and pauses. For researchers in educational sciences, linguistics, or cognitive psychology, the ability to track with high precision the processing of visual information during writing will contribute enormously to their understanding of compositional strategies and the functioning of written language. For instance, investigations in the workplace and in professional writing should provide researchers with insight into the acquisition and development of expertise. Studies conducted with children should give interesting pictures of spelling processing and difficulties. Ergonomics and pedagogical applications are numerous.

Eye and Pen can be mainly (but not exclusively) used in the context of handwriting studies, whatever the graphic format (from text to drawing). The Eye and Pen software was designed to allow the synchronous recording of handwriting (by means of a digitizing tablet: coordinates and state of the pen) and eye movements (via an optical eye-tracking system: eye coordinates in the task environment). The conjunction of these two signals allows us to study the synchronization between eye and pen movements during pausing and writing periods. For instance, it makes it possible to study not only the visual control of graphomotor execution, but also the reading of the text in order to revise it and the consultation of documentary sources with a view to summarizing them. Eye and Pen allows users to conduct these investigations in a continuous way, without interrupting the activity underway or increasing cognitive load.

The aim of this talk is to give an overview of the various characteristics and functions of eye movements during handwriting in adults and children attesting various levels of expertise. Exemplars from experiments will be provided to illustrate the role of vision in the control and the supervision of writing processes, while producing words, sentences and texts of various complexity.

### **Where do writers look when they pause?**

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Writing tends to proceed as a series of bursts of inscription bounded by pauses. Pause location seems to follow the syntactic and rhetorical structure of the text, but little is known about what functions pauses at these different locations serve. Some pauses, or some parts of some pauses, are associated with writers reviewing what they have written. Writers may look back in their text to detect surface-level errors or to assess whether what they have written is coherent and is likely to achieve the author's goals. Writers may also read back to support generation of the next part of the text by, for example, refreshing memory about the rhetorical or syntactic frame that is currently in operation or identifying prompts to cue search for more ideas.

In my paper I will report research that combines eye tracking and keystroke logging to explore where writers look when they pause. I will present findings that indicate a relationship between pause location (at character, word, sentence, and paragraph boundaries) and both how far back writers look in their texts and the kind of reading activity in which they engage. I will also present more fine-grained illustrations of how text analysis based in Rhetorical Structure Theory (Mann and Thompson, 1988) might combine with analysis of writers' eye movements to suggest hypotheses about the planning processes that occur during relatively short, mid-sentence pauses. Taken together, these analyses will, I hope, indicate the value of studying writers' eye movements in developing a theory of the cognitive processes that underlie text production.

### **Reading during writing, in writers with and without reading and writing difficulties**

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Little is known about what role reading plays during writing and whether reading during writing plays different roles for different writers – of for example different ages or with different writing skills. In this paper we report from a research project in which keystroke logging is combined with eye tracking in order get a little bit closer to the answers of these questions. 48 15-year olds and 48 university students participated in the project. 23 of the these had reading and writing difficulties. All participants wrote two texts each and read an unknown text. They also undertook a spelling test and a word decoding test. In this presentation we will focus on comparisons between the writers with and without reading and writing difficulties the relations between the tests and the reading and writing

behaviour during text production. So far the analyses show that while the subjects with reading and writing difficulties spend more time on the writing task, they use a smaller proportion of the total writing time for reading. Moreover, preliminary results show that writers with reading and writing difficulties have longer fixations when reading the unknown text than when reading their own emerging text. Writers without difficulties, on the other hand, tend to have longer fixations when reading their own emerging text than when reading an unknown text. One possible explanation for these results could be that skilled writers use the reading time also for other processes like global structuring and forward-planning while unskilled writers need to focus on local proof-reading. Text quality is currently being analyzed. Another explanation could be that reading an unknown text is more cognitively demanding for subjects with reading and writing difficulties than subjects without difficulties.

## ***15. Online learning environments***

### **Studying the extended writing classroom: Reflections on assessing the impact of social networking tools for writers**

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This presentation will present the results and discuss the implications of a two-year study that followed the work of teachers and students in writing courses as they used an instructional writing environment. The study involved 10 instructors and more than 400 students in 20 classes taught in the spring and fall semesters of the 2005-2006 and 2006-2007 academic years. To contextualize the study, I will briefly discuss the theoretical assumptions and design considerations that informed the development of an instructional writing environment that, in the last year, has been used to support more than 800 classes at 20 college and universities in the U.S. and abroad. The Web-based environment, which has supported writing instruction for more than 35,000 writers and writing instructors since its public release in December 2004, offers composing tools, commenting tools, blogging tools, an ePortfolio system, and a course-management system. It is freely available for use by writers and writing instructors.

Drawing on interviews with teachers and students, analysis of email messages sent through the environment, and written work created by students and instructors as they used the environment (course materials, drafts, forum posts, blogs, notes, and so on), I will discuss key findings from the study. The discussion of results will focus on student interaction with instructors and classmates, shifts in student and instructor attitudes about the environment as changes were made to it over the course of the study, reactions of students and instructors to the environment's social networking tools, and their use of those tools.

I will conclude the presentation by reflecting on the challenges – conceptual, methodological, and analytical – facing researchers who attempt to study writing classes

that rely heavily on information technology to extend learning and teaching beyond the classroom.

### **Talking through writing: An investigation into computer-mediated-communication practices among students in a hybrid classroom**

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A period of rapid technological advancement in the delivery of online content in college classrooms has produced a plethora of new modes of student-student communication. In many cases, students communicate in these online environments through email, discussion boards, or instant messaging. Though most computer-mediated communication (CMC) exhibits both oral and written characteristics, people 'talking' with others online must utilize typed text. Writing, then, is central to the move toward technology-based classrooms. In an investigation of communication in a hybrid course that blends face-to-face interaction with online meetings, I examine writing online and use my work to frame CMC as a new genre of written communication replete with newly developed conventions. I investigate how students use text to both construct and take-on certain ways of presenting themselves in their synchronous/live online interactions. By focusing on text-based linguistic conventions, I explore how very mundane acts of 'writing' are productive of new sets of social practices that are shifting how students interact, construct their identities, and co-constitutively produce classrooms, course content, and knowledge. Moreover, this analysis suggests that students 'write their identities' through a number of linguistic conventions. By exploring CMC made possible in new online teaching environments, we can broaden our understanding of this new form of written communication as its own genre.

### **Between peer review and peer production: Wikis, genre, and the politics of code in academe**

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As various scholars have noted, technologies as artifacts (Winner, 1986), including digital technologies as code or architecture (Lessig, 2006), enable shifts in the "order of things" (Foucault, 1966), which can question, undermine, or reproduce established practices, norms, and ideologies. In genre theoretical terms, code may give rise to new genres or question the traditional and accepted order of things reproduced in existing genres. According to Benkler (2006), perhaps the most significant cultural and economic shift enabled by current network code is large-scale peer production in its various forms such as open-source software production or collaborative cultural and knowledge production, for example, in wikis.

This presentation examines the role of one of the most prominent peer production technologies-wikis-in academic discourse, focusing on their potential for disciplinary knowledge making, positioning, and development as well as for facilitating public access and engagement in research. Specifically, the presentation invites participants to explore the ways in which wikis can conflict with, reproduce, or undermine the established codes of peer review in academic discourse and to what extent current institutional academic codes facilitate or inhibit the emergence of new genres for scholarly peer production. For this purpose, the presentation draws on an a contrastive analysis of the codes of peer review and peer production, drawing on case studies of wikipedia and scholarpedia.

## ***16. Writing for net work: Glocality***

### **When everyone is on the border: Writing for net work**

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The Industrial Revolution led to a particular configuration of work in which long-term relationships flourished; workers held long-term or lifelong jobs, maintained steady contacts with other organizations and with the public, and built up considerable expertise. They fulfilled clearly defined roles and developed strong working relationships. These characteristics foregrounded "vertical" expertise (Engeström, Engeström & Kärkkäinen 1995) in which learning happened within a particular domain: a particular activity, discipline, field, or trade carried out in a particular setting.

But these stable settings have been destabilized by recent changes in work: downsizing, automation, flattening of work hierarchies, increasing numbers of relationships between companies, continual reorganization, the breaking down of "silos" or "stovepipes" in organizations, and perhaps most importantly, the increase in telecommunications (phones, faxes, Internet connections), which has made it possible to connect any point to any other, within or across organizations. One result, Nardi et al. say, is that "many corporations operate in an increasingly distributed manner, with workers, contractors, consultants, and important contacts such as those in the press located in different parts of the country or across the globe" (p.206; cf. Zuboff & Maxmin 2004). Such organizations are interpenetrated: anyone can link up with anyone else inside or outside the organization, and consequently any work activities can be intersected. Another result is that constant flux leads to constant learning across boundaries: "vertical" expertise is accompanied by "horizontal" expertise (Engeström, Engeström & Kärkkäinen 1995) characterized by learning across boundaries, including organizations, activities, disciplines, fields, trades, and settings. Such learning is characterized positively, as lifelong learning (Zuboff & Maxmin 2004; Drucker 2003) – and negatively, as continual deskilling and reskilling (Haraway 1991; Ehn 1989).

Let's call this "net work": coordinative, polycontextual, cross-disciplinary work that splices together divergent work activities (separated by time, space, organizations, and objectives) and that enables the transformations of information and texts that characterize such work. In this presentation, I'll examine the persuasive, self-mediational, and coordinative writing skills that are demanded by net work, and I'll discuss the implications for us as researchers.

### **Intersections of the local: Literate activity and digital contexts**

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A primary impetus Selfe and my work is the recognition that digital media can provide a lens for looking at how people continually work to design and redesign their lives through literate practices. In global and local contexts, relationships between digital technologies, language, literacy, and available opportunities are complexly structured and articulated within a constellation of existing social, cultural, economic, historical, and ideological factors that constitute the cultural ecology of literacy (Selfe and Hawisher, 2004; Hawisher and Selfe, 2006).

For the past several years, we have been gathering a series of case studies of those who use global networks to communicate, as well as to perform their identities as literate individuals. Our goal is to situate these cases within the context of cultural and societal trends in local and global contexts, both of which contribute to individuals' literate lives.

Using videos collected by graduate students from here and abroad, I look at how global networks and the English language contribute to changing notions of international literacies. My talk asks how issues of identity, online and face-to-face, in schools, communities, families, and workplace settings relate to these women's literate activity as it intersects with their local cultures. In addressing this question, the study describes how technologically-savvy women, born in different parts of the world, come to understand their literate practices and how they are able to use early but very different experiences as gateways for designing future literacies. By situating the study within the larger cultural and ideological framework of global feminist activism, I suggest with Donna Haraway that there is a potential to rewrite new kinds of identities based, in part, on "new couplings, new coalitions" (Haraway, 1991, p. 170, and new understandings of literate practices.

### **Literacies in a global context: International connections**

Cynthia L. Selfe

*Ohio State University*

A primary impetus of Hawisher and my work is the recognition that digital media can provide a lens for looking at how people continually work to design and redesign their

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This paper focuses on the literacy narratives of two generations of an Albanian family, examining how literacy values are sedimented in a rich cultural, political, economic, and historical contexts—even in a world undergoing global, world-order transformations. Using video, audio, and alphabetic texts, I will trace how individuals' literate lives unfold within these overlapping and related contexts and how such contexts influence, and are influenced by, the technologies of literacy.

The paper will also examine, using the works of Michel DeCerteau (1984), Anthony Giddens (1979), and Andrew Feenberg (1999), how this duality of structuration works vis a vis the performance of literate identities and how new understandings of literate identities can inform our approach to composition instruction.

## ***17. Texts as a locus of social change***

### **“And the winner is . . .”: The uses and limits of writing in counter demonstrations**

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In a 2003 issue of *Peitho*, Susan Miller writes, “. . .learning to be precise about what I mean by ‘writing’ only emerges after I form unanswered questions about exactly what writing has meant in the specific and purposeful events we still have not catalogued. . .”

(4). In an individual conference presentation, I seek to define the uses, goals, and outcomes of writing in a recent twentieth-century event.

Mexico's 2006 presidential elections were the closest and perhaps most contentious in the last 80 years. Less than one-percent of the general vote officially separated the two leading candidates, Felipe Calderón, the eventual "winner," and Andrés Manuel López Obrador, the leftist candidate. Throughout the State's campaign to assert the legitimacy of the election process, counter demonstrators in Mexico's main square resisted the results. This presentation examines these demonstrators' attempts to use writing to counter the numerous mainstream news reports, and presidential proclamations, that sought to enforce the reality of López Obrador's “defeat.” These writings sought to offer not only

an alternative account of these elections, but also offered critiques of Mexico's current political and social realities, and the changes needing to be made. However, despite their overall persuasiveness, these efforts failed to overturn the official results.

This event invites an interrogation into the uses and limits of writing in counter demonstrations, and compels us to move beyond readings of the pamphlets, graffiti, and poetry divorced from their systems and sites of production, circulation, and consumption. Towards this goal, I employ genre and socio-cultural theories in an effort to make these systems visible, and what writing has meant and can mean in the specific and purposeful writing events we still have not catalogued.

### **Writing, currency, and culture**

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This presentation explores the relationship among writing, currency, and culture through the lens of the euro, the official currency of the European Union. From a research perspective that draws upon Belgian rhetoricians Chaim Perelman and Lucie Olbrechts-Tyteca's (1958) discussion of *presence* and *communion*, I analyze the images and print linguistic text inscribed in the print ads of the Euro 2002 Information Campaign and on euro banknotes and coins. Presence, according to the Belgians, pertains to "the displaying of certain elements on which the speaker wishes to center attention in order that they may occupy the foreground of the hearer's consciousness." Communion, on the other hand, refers to the state of agreement, especially with respect to values, that is achieved among members of a community through the persuasive appeal of those elements conferred with presence in an argument. Through my analysis of the multimodal texts that serve as my objects of study, I demonstrate how the European Union draws upon epideictic appeals that celebrate the cultural diversity of its linguistically diverse population in order to forward its deliberative argument for European integration, which includes the expansion of the euro zone community, the adoption of a Constitution for Europe, and the construction of a European identity. For researchers of writing, the significance of my presentation lies not only in the methodological approach that foregrounds presence and communion as productive means to discover the persuasive appeal of multimodal texts, it is also found in the rapport established between the epideictic and deliberative genres of argument that, together, provide the foundation for new forms of symbolic attachment (i.e. European identity via the euro) and thus, for social and cultural change.

### **18. Textual analysis across borders**

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### **Researching Cultural Identity through Literacy Practices: Methodological Issues**

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While many literacy researchers control their studies for variables, the speakers in this presentation argue that unforeseen influences complicated and enriched their data collection and analysis. The speakers use their recent studies on the representation of identity in the work of multilingual and multicultural writers to demonstrate how the politics of a “globalized” English affected their conception and collection of data in unexpected but productive ways.

Every day thousands of English language learners are memorizing, comprehending, and sometimes re-writing the script of what it means to be an English language learner student. At the same time, research about these learners is often carried out in politically harmful and restrictive environments that ultimately shape data collection. In “Bringing Border Issues to an Elementary Classroom: Re-Shaping Learning and Observations,” Susan Ghiaciuc revisits her data collection on the literacy practices of migrant workers’ children in the midst of repeated ICE (formerly INS) round-ups and subsequent deliveries of white-supremacy literature to local residents. She examines how these incidents impacted her delivery of data and shaped her subjects’ understandings of themselves.

In “Negotiating Identities in Writing: the Case of Arab Scholars in Jordan,” Anne-Marie Pedersen discusses a recent project that began as a descriptive study on the English-language research-writing practices of Arab scholars and ended as a theoretical discussion of identity negotiation. While the researcher planned a study that focused on how participants’ academic literacy practices contributed to discussions of ESL writing and pedagogy, the participants’ responses to interview questions challenged the notion of an ESL writer. Scholars described trans-global linguistic and cultural identities that blurred the divide between native and non-native language speakers, East and West, and English and Arabic and encouraged the researcher to rethink the purpose of her study and participants’ role in it.

### **Analysis and interpretation of student texts: Complementary readings across cultures**

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Contact zones, literate arts, generous readings—these terms are the currency of some composition discussions in the United States. Polyphony, textual movements, reprises-modifications--these terms are found frequently in certain schools of French linguistics

and “*didactique de l’écrit*,” the theorizing of teaching writing in France. As I have worked across the boundaries of these two research traditions, I have come to see how tightly they complement each other. Together they offer a way to read and interpret university student texts with tools that account for some of the specific dialogic dynamics in the interaction between the texts’ readers and writers.

My presentation will first review some of the relevant theoretical frames evoked above, and then describe the methodology that I have been using and refining, a methodology that weaves together approaches embedded in different research traditions from France and the United States, influenced in part by what are considered Bakhtinian perspectives. While my analyses have sometimes focused on categories such as subject position and genre construction in the dynamic set of social and rhetorical negotiating movements that take place in the discursive spaces of the university, in this presentation I will offer examples of specific movements in the complex, embedded category of textual coherence, pulled from a data set of 250 French and United States student texts written at their point of initiation into university discourses.

The examples will show that student writers across different cultural and institutional contexts use what ML Pratt began to inventory in 1990 as “literate arts” to construct their texts. We can localize these arts, dialogic moments, in the identification and description of what we perceive to be students’ “*reprises-modifications*” (François, 1998), a descriptive-analytic tool that enables us to identify and examine the range of specific dialogic elements that contribute to the relationship a text builds with its reader. That relationship occurs in textual movements, what “makes the text move along” for a reader. In the case of coherence, reprises-modifications, literally “re-taking-up-modifications” as essential discursive acts, are studied as moments along at least two continuums, from the most shared and language-constrained reprises (deixis or connectors, for example) to the most individual, “stylistic” reprises, and from the most local to the most global reprises. In each continuum, itself a dynamic construction in which elements shift places for a variety of reader-receptor reasons, other elements studied include syntax, commonplaces, isotopes of meaning, intertextuality, overall organization, and unspoken references.

These specific examples will bring us back to a broader discussion focused on accounting for the construction of these readings of student writing and seeing how they might inform theories of writing. We will explore how both subtle and more obvious methodological differences in linguistics, literary theory, and composition theory, in both French and United States variants, play out and help us to move beyond worn out dichotomies such as “analysis” v. “interpretation” (systematic exploration and open-ended interpretation as mutually insightful) or reductive cultural dichotomies such as “French” and “American” student writing.

## ***19. Pedagogy and Geopolitics***

**Cross-Cultural rhetoric and intercultural communication: U.S. and Swedish students at work**

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The recent furor over a series of cartoons depicting the Prophet Muhammed focused worldwide attention not only on the power of images but also on the violence that can result from miscommunication stemming from narrow perspectives that fail to take into consideration intercultural contexts. Researchers Carl Lovitt and Dixie Goswami label this increasingly important skill intercultural competence and sensitivity. [1] In such a globally connected world – where published words and images give rise to bombing and burnings – teachers need to know how to instruct students in intercultural rhetoric, illuminating how people located in different global contexts perceive, analyze, and produce situated knowledge. Scholars such as Cynthia Selfe and Gail Hawisher [2] have called for studies on how technology can address global needs, and our research project attempts to explore the use of persuasive technologies for producing positive change in global worldviews, improved cross-cultural communication, and a deepened understanding of audience and context to facilitate improved international relations. This proposed session builds on the scholarly literature to present research findings on the design, implementation, and dissemination of a model for cross-cultural learning using persuasive digital technologies.

This special session addresses significant educational problems that are common to the United States as well as many other countries and cultures: the need to foster effective intercultural communication through information and communication technologies (Royster, Villanueva, Mral, Kress [3]); the need to teach and learn how to collaborate effectively in producing knowledge and arguments based on modern rhetorical principles (Fruchter, Lunsford; Ede [4]), and the need to develop intercultural competence through teaching and learning strategies that highlight careful and purposeful listening (Ratcliffe, Booth, Glenn [5]). We will address these problems through a report of a two-year research project we have conducted on Cross-Cultural Rhetoric and Intercultural Communication: U.S. and Swedish Students at Work. We have recently been funded for a third year of research, so by the time of the February 2008 conference, we will have additional findings. Our larger goal is to build meta-knowledge for researchers, scholars, teachers, and students about the critical role that intercultural competence can play in improving global communication and international relations.

## **Writing, from Stalinism to democracy: Language pedagogy and politics in Poland, 1945-1999**

**Cezar Ornatowski**

Prior to 1989, writing as such did not play a significant role in the centralized educational experience of Central and Eastern European students. Education privileged oral discussion rather than written presentation as well as “pure” areas of study rather than practical applications (of which writing was regarded as one). In professional practice, for instance, in journalism, writing was subjected to strict guidelines. In consequence, as the Yugoslav dissident Slavenka Drakulic noted, under communism “[w]riting meant testing out the borders of both language and genres” (*Café Europa: Life After Communism 2*). Basing on an examination of textbooks, official regulations and curricula, relevant pedagogical literature, and regulations and records of the state censorship office, the proposed presentation will explore the (changing) interrelations between writing and language pedagogy, as well as attitudes toward writing and language on the one hand and their larger (and changing) political context on the other hand, beginning with the initial educational reform of 1945 that “Stalinized” Polish education and through the comprehensive “democratic” educational reform of 1999. It is widely assumed today that political systems involve specific rhetorics, forms of articulation, genres, styles, and vocabularies. Political transitions provide opportunities for research into such connections in a diversity of political and socio-historic contexts, in effect providing a better understanding of the connections between ideology, political relations, writing, and educational practice necessary in a multicultural and increasingly global context. Such research may also help us understand better the relationship between “critical thinking,” writing, and pedagogy.

### ***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**

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The scholarship and teaching of academic writing are endeavors only recently undertaken in Argentine universities. In this presentation, I trace the development of my ten years in the field to share a line of research and to discuss whether its underlying motives are idiosyncratic or general. My route has been guided by a blend of epistemological rationality, personal enthusiasm, commitment to democratic distribution of knowledge,

rhetorical pursuit of data to make a case, and almost no budget. These influences shaped a research and action program consisting of seven partially overlapping stages of inquiry.

The first one treated academic writing as a cognitive skill and researched, through draft analysis, how Psychology and Education undergraduates' texts were revised during an exam. The second stage proceeded from the difference found between these Argentine students' revisions compared to those of French and North Americans' which had been reported in the inspiring literature of my study. After successive enlargements of the sample and repetitions of the procedure, I realized this difference was not cognitive but cultural, and attributed it to the dissimilarities of national instructional experiences regarding writing, which needed to be researched. This gave rise to a comparative study, through an extensive Internet search "discovering" realities previously unknown within Latin American literature, such as the Australian teaching and learning units and teacher development programs, and the North American writing centers, writing intensive courses, as well as the WAC/WID and academic literacies contributions. Almost simultaneously, the third line of work was a 6-year action research project, which tried out several reading and writing tasks in Psychology and Education courses involving guidance, dialogue and response. Particularly, I began to teach how to substantively revise a text through classroom discussions. The results of these two lines of inquiry, which I considered key to promoting the need to integrate writing support in the teaching of any university course, were used as arguments against local institutional indifference, teachers' passive complaint, previous research focused on *students'* difficulties, and consequent exclusion of those coming from families alien to the university. Stage four is a current project involving interviews with undergraduates and their teachers about how writing and reading are presented in different subjects, as well as analysis of the syllabi, assignments, and (scarce) teacher response, with the aim of providing detailed knowledge relative to actual practices and viewpoints. The fifth to seventh lines of inquiry are similar to the three former ones but regarding graduate studies.

This itinerary has been productive in Latin America, encouraging related research and being used as a reference in incipient attempts by institutions and individual teachers to incorporate writing to learn and learning to write in their disciplines. The questions my presentation leaves open concern how research problems and designs develop in other countries, and whether the factors detected in this case (the pursuit of international disciplinary contributions, researcher's interests and values, sensibility to the local context, and the need of evidence for debate) influence the conception, execution, and publication of new research.

### **Technical writing as a significant part of a language program at Tomsk Polytechnic University**

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Developments in information technology over the past few decades have contributed largely to the changes in the nature of communication and the ways in which we communicate with each other. With these changes, writing has become an increasingly important tool for managing this.

Precision in technical writing tends to be critical because if anything is described incorrectly, readers may act improperly on what is said, causing mistakes and problems at work. How one writes is as important as what one writes.

It has become clear in recent years that writing communication among engineers is critical for their professional success. Technical communication is created and distributed by most employees in service organizations today, especially by professional staff and management. Thus, writing is an essential skill for the successful engineer or scientist. As technical writing is a subset of technical communication, it can be used in diverse fields such as chemistry, physics, biotechnology, software and so on. Therefore, including technical writing into engineering university curricula is very important. To adapt international requirements in engineering education and meet the challenges of international academic and professional workplaces, Russian technical universities need to introduce courses in technical communication in their engineering curricula. So, including technical writing in the ESP program is critical. According to “The Requirements to the Language Competence Level of Non-linguistic Graduates of TPU” validated in 2005-03-25 graduates of TPU (Tomsk Polytechnic University) should possess a certain set of skills in written communication (correspondence and job application, formal and informal reports, executive summaries, abstracts and so on.)

### **How and why research writing groups work: An Australian story**

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A concern with research writing is relatively new in Australia. Traditionally, following the British model, those who enter higher degree research are expected ‘to know how to write’. However, given the significantly altered contemporary student and academic demographics, the changing expectations around research and research scholarship, and the new policy agendas that tie funding to doctoral completion and output –this new focus on research writing is timely.

In the absence of a strong tradition of writing development at any level in Australian universities, this belated attention to research writing is characterized by innovation, diversity and inconsistency. Institutions have responded in a variety of ways including: pre-entry research writing courses for international students, institution-wide workshop series by academic developers, cross university ‘writing out’ initiatives facilitated by published authors, and ad hoc assistance to students undertaken by supervisors and

language lecturers located in Learning Centres. There is a real need for a more systematic, sustained and pedagogically appropriate response.

This paper reviews these changes in the Australian scene and then speaks about a research writing group program at one large metropolitan university. This program, now operating for six years, offers one model for responding to the changing needs of doctoral writers. These small on-going, non-assessable interdisciplinary groups are facilitated by language specialists. The presentation details the results of a retrospective evaluation of the experiences of participating students (many of whom are also academic staff). The participants reflected on how writing groups had worked to support them in their construction of multiple research-related texts, including the thesis, and, in the evolution of their changing academic identities. In addition, the evaluation involved a fascinating close-up recording of a 'regular' session discussion of text which revealed the nuances of inflection, suggestion and co-construction characteristic of a re-working of text through facilitated peer critique.

## ***112. Student perception, reflection, and metacognition in academic writing***

### **Students' perceptions of learning to write: Similarities and difference among different student populations**

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In the 2000-2001 school year, a colleague and I completed a study of students' attitudes toward first year composition and of their own sense of how and when they developed as writers. This study will be published in the *WPA Journal* in Fall 2007. The results were disturbing: the students considered themselves good writers, but located learning to write in courses other than English. While they believed they had transferred writing skills learned in history and metallurgy (for example) to writing in other fields or on jobs, they perceived fyc as non-transferable. They saw "English" classes (both literature and composition) as teaching "creative writing," i.e., writing without a disciplinary base and therefore not applicable to the serious writing demanded in other courses in the workplace. One of the *caveats* of this earlier study is the question of how closely students' perceptions indicate actual learning. Another is the question of how institution-specific these results are: whether they describe perceptions of students from a loose, un-directed first year composition program, or point to perceptions that cross institutional borders, perceptions that may not be generally acknowledged because they threaten to undermine many instructors' perceptions of the value of first year composition.

This project seeks to replicate the study at a larger land grant university with a prominent program in Rhetoric and Composition and an award-winning program in first year composition. It will use the same questions with focus groups of upper class students in

professional schools (as in the first study) to and compare the attitudes of these students with the results of the first study. The ultimate goal is to repeat this study at several more colleges and universities, to see how widespread these attitudes are, to generate questions for a larger and more quantitative study of how students perceive the process of learning to write, and to compare attitudes to actual writing practices.

### **The stream of thought in journal writing**

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For the past decades, journals, also called logs or diaries, have obtained a significant place among research tools, as Nunan points out, “journals are important introspective tools in language research” (Nunan, 1992, p.118). They reflect the writers’ thought processes and open up fields that are normally not accessible to researchers, thereby providing an important complement to other research tools. Journals are also regarded as a valuable pedagogic tool since “when teachers ask students to introspect about learning, comment on the class, and communicate about what they are learning, students get more involved in the course and make connections between themselves and the course materials” (Porter et al., 1990, p. 227). Taking both aspects into consideration, the study adopted William James’ (1950 / 1890) theoretical model of consciousness known as “the stream of thought” as an impetus for English as a foreign language (EFL) learners’ self-reflections on the purpose of journal writing. Learners’ thought processes were evaluated through a guided questionnaire designed to elicit thought patterns based on James’ concept as well as through a semi-structured interview. 25 English major learners enrolled in a freshman Grammar and Composition course at tertiary level participated in the study. It took a case study approach to delineate individual differences by focusing on the learners’ writing processes. Having written their journals over a 3-month period, learners were able to trace their strengths and weaknesses and describe their own learning patterns and needs concerning how to write in English for both personal expression and academic writing. An analysis of their reflections revealed certain general patterns related to language learning strategies, invention, personal expression and thought, providing examples of individual variation concerning learners’ conscious awareness of their writing processes. The study provided valuable insights into the role of journal writing in the academic and affective realm.

### **Cultural Understandings of Reflective Writing**

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This paper, based on classroom research, explores what is often referred to as *reflective* writing as seen through the eyes of international students. US educationists commonly hold that students’ explicit awareness of their learning goals, processes, and progress will

result in better learning, higher achievement, and ultimately more academic success (Buck, Sobiechowska and Winter, 1999). However, many international students come from cultures in which this philosophy is not part of best practices. However common reflective writing is for US students, most internationals have virtually no knowledge of or experience with reflection.

While reflection and other metacognitive activities might be oral activities, they are more often written in an expected--but not often articulated--genre. Thus when international students are asked to produce such written work as introductions to writing portfolios, personal responses to reading assignments, reflective essays on current issues, learning logs or journal entries, they experience confusion and frustration. Furthermore, resources for writing, such as reference guides, textbooks or style manuals, provide them with scant guidance and/or models for producing such writing.

This paper begins with an investigation of the role of reflective writing in learning environments in the US (see Bickner and Peyastiwong, 1988 for a cross-cultural perspective). Drawing from the work begun with Vygotsky's social cognition and from analyses of the cultural expectations of writing, it begins to unpack, critically, practices of metacognitive writing activities. Using 60 international students who have recently arrived at US institutions, the study surveys the following: students' familiarity (or lack thereof) with reflective writing; their interpretations of professors' expectations of reflective writing; difficulty with reflective writing because of its complex cognitive nature; and their emerging processes in writing reflectively. Follow-up interviews with 5 international, ESL students explore the processes used in developing genre competence.

### ***113. Border crossing between private and academic literacies***

While there has recently been emphasis in writing studies about the relationship between an academic's *research interest* and their identity, this panel suggests that personal *literacies* can also inform academic methods, and profoundly.

#### **A sense of place in our lives**

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Gesa Kirsch uses the theme, "A Sense of Place in Our Lives," as a starting point for exploring questions of identity, culture, and social responsibility. The speaker begins with the premise that in an increasingly global culture, a sense of place is becoming *both* less common and more important. It is becoming *less common* because we are increasingly mobile, travel around the world, spend large amounts of time in virtual places, and often lack a deep connection to the land around us.

Because we are more likely to lack a sense of place in our lives, this speaker argues, we are more likely to experience dissonance, disconnection, and alienation, all of which can have disastrous outcomes: a blatant disregard for the natural environment; a lack of caring for the places where we live and work; and an attitude which leads us to squander, rather than preserve, resources. Consequently, paying attention to place is becoming *increasingly important* because it allows us to explore who we are, where we come from, and where we might go. Further, it can help us understand how identity, culture, and history shape our sense of self.

Speaker 1 talk contextualizes the role of place in writing studies and draws on recent work in the rhetoric of geography and mapping (e.g., Reynolds; Mathieu; Bruch; Marback); in eco-composition (e.g., Owens; Weisser; Dobrin); and in multi-media literacies (e.g., Hawisher; Selfe; Gurak). By being more mindful of the importance of place, Speaker 1 argues, we are more likely to become thoughtfully engaged with the locations where we work, travel, and live. The speaker suggests that engaging with place physically, metaphorically, and imaginatively encourages us to make more ethical and socially responsible decisions, goals which are increasingly important in a global culture and environment.

### **How I learned to be an academic by reading my own archives**

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Liz Rohan also features the importance of place and identity by describing the process she underwent to better understand an experience she had as a young adult—leaving home, both physically and psychologically, before she was ready. Years after the fact she better understood this displacement as a compounding set of circumstances after reading her old letters and diaries. She compares this process of gaining personal awareness by reading personal archives to those she employs as an academic when piecing together the identities and motives of historical individuals through the letters and diaries *they* have left behind. For instance, in order to better understand the choices made by a historical figure, Enoch Price, who abandoned a career choice of becoming a college professor to be a lawyer, in order to honor his commitment to his fiancé, the speaker explored the contents of his diary and that of his brother's diary (who was Price's role model). She also investigated other cultural factors shaping men's lives at the turn of the century when the Price's life story was set.

Through a combined study of her own literate practices in relationship with those of historical others, the speaker foregrounds a meaningful relationship between methods--how we use texts to unlock conflicts and foreground themes shaping lives in general. This study promotes profound connections rather than mutual exclusivity between our personal literate practices and those undertaken as academics. This study challenges the notion that personal writings in the academy are necessarily so-called confessional narratives. Rather, stories about how we understand the our own lives can enrich our

perspectives as scholars. Such studies better highlight why research is undertaken in the first place while situating scholars as human beings foremost and academics second when analyzing texts—theirs and others—to make meaning.

### **“Speaking through ink”: Exploring the interplay of private literacies and public voices**

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Kevin Roozen’s presentation argues that undergraduates’ experiences with so-called “private” writing can play a crucial role as students take up and transform the literate practices privileged in the academy. Drawing upon interviews, text collection, and observations from a four-year ethnographic study of Angelica, a Latina undergraduate at a large university in Illinois, and informed by sociohistoric theory (Bakhtin; Scollon; Wertsch), Speaker 3 elaborates how Angelica employs key features of her extensive history with journaling to scaffold her participation into literary analysis and to resist an academic literacy that threatens to rob her of agency and voice.

Although much writing studies research continues to situate undergraduates’ writing development tightly within the privileged borders of school, a small but growing body of scholarship has attended to the ways students’ non-school literate activities mediate school writing tasks. Fishman, Lunsford, McGregor, and Otuteye, for example, document Stanford University students’ engagement with “everything from spoken-word events and slam-poetry competitions to live radio broadcasts, public speaking, and theatrical presentations” (226) and argue that such writing performances help to transfer literacy skills from non-school to school contexts. But while spoken-word events and other public performances are increasingly recognized as significant additions to undergraduates’ repertoires, the contributions of more “private” forms of self-initiated writing have figured less prominently in studies of literate development throughout the undergraduate years.

Beyond detailing the profound impact Angelica’s private writing has on her participation in school tasks throughout her undergraduate years, Speaker 3’s presentation argues for the continued expansion of research on undergraduates’ literate development along two key fronts: broadening our understanding of students’ multiple and diverse extracurricular experiences with writing and following longitudinally as elements of those experiences continue to shape the pace and path of students’ literate lives.

## ***114. Early elementary students’ conceptions of literacy and writing***

**Literacy practices in Portuguese kindergartens and children’s conceptualisations about written language**

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The aim of this communication is to present the results of a study developed in 18 public kindergartens in Terceira Island, Azores, Portugal, in order to characterise the relationships between the quality of the literacy practices pursued in those kindergartens and the development of children's conceptualisations about written language.

The participants were 18 kindergarten teachers and their 4 and 5 year-old pupils (146 children with ages ranging from 4 years to 5 years and 11 months). The literacy practices were evaluated through direct observation, taking into account aspects such as the pedagogical project conception, space and time organization and management, and reading, writing and metalinguistic practices. The results were registered on an "Observation and Registration Scale of Kindergarten Teachers Pedagogical Practices on Literacy" (Alves Martins & Santos, 2005). The development of children's conceptualisations concerning written language was evaluated through nine different tests, applied at the beginning and at the end of the school year, which evaluated children's knowledge about the functional uses of written language, about certain formal aspects of reading and writing, about the letters and about the relationships between oral and written language (invented reading and spelling).

The kindergarten teachers were divided into three groups depending on their literacy practices. The data were analysed using MANOVA and the results revealed that there were statistically significant differences between the evolution of children's conceptualisations about functional, formal and conceptual aspects of written language in function of the pedagogical practices concerning literacy pursued by their kindergarten teachers.

The results of this study show that kindergarten teachers can play a decisive role as promoters and mediators of significant experiences in relation to written language.

### **Approaches to writing in elementary students**

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Student attitudes towards writing, including their beliefs and intentions, are expected to influence both the quality of their writing and their capacity to learn from writing. Approaches to Writing (Lavelle 1993; Lavelle & Guarino, 2003), is a construct drawn from an attitude questionnaire validated with undergraduates, the Inventory of Processes In College Composition (IPIC). Factor analysis of the IPIC revealed five distinct factors, two associated with a deep approach to text, and three identified with surface approaches. To date, the IPIC has also been used with secondary students, but not with elementary students. We adapted the survey for elementary students and used it in three separate studies in a 3-year project investigating writing-to-learn.

Factor analysis of data from the first two years of the project ( $n = 94$ ) indicated 12 factors with eigenvalues greater than 1.00, accounting for 70.06% of the variance in approaches and KMO sphericity of .74. Varimax rotation produced four clear factors. The first factor, loaded positively with items reflecting intrinsic motivation and enjoyment, accounted for 24.48% of the variance in approaches. The second factor (8.21% of variance), revealed moderate positive loadings on items concerning elaboration. The third and fourth factors reflected extrinsic motivation and planful approaches, bringing the total variance accounted for by these four factors to 42.82%. This model suggests that relative to secondary and postsecondary students, elementary students' approach to writing may be a relatively unitary construct, reflecting a deep versus shallow dimension. Data from the third year of the study ( $n = 145$ ) will allow us to further explore the factor structure of this survey and validate students' approaches against their writing grades, quality of written arguments, and performance in a writing-to-learn task. This data is currently being analysed and will be presented at the conference.

### **The linguistic basis of effective literacy instruction: Examination of writing and reading achievement in grades three through five**

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This paper reports the results of study examining the effects of teacher knowledge on the performance of students struggling with reading and writing. We worked with teachers of grades three, four, and five during a ten-day summer institute focused on various levels of linguistic knowledge that support effective literacy instruction, from the phonemic structure of spoken English and the orthographic conventions of written English (both phonological and morphological) to various discourse structures. We embedded our discussions within broader contexts of effective literacy instruction, examining student work and developing actual lessons. Over the following school year, we followed teachers back to their classrooms (both intervention-group teachers and control-group teachers), observed their teaching, and assessed their students' learning across the school year. To determine whether significant group differences existed on students' Time 1 assessments (after two months of instruction), we specified ANOVA-like two-level models with students nested within teachers. To analyze the effect of teacher-level

variables (including treatment effects) on students' Time 2 outcomes (after eight months of instruction), we specified ANCOVA-like, two-level models in which students assessment scores at Time 1 (after two months of instruction) were explicitly taken into account. Compared with their peers in control classrooms, lower performing students in the intervention classrooms showed significantly higher levels of performance at year end on all literacy measures, including spelling, writing fluency, and narrative development, as well as word reading and comprehension. Equally striking was a finding that teachers possessing more knowledge of English phonological and orthographic structure had students who outperformed their peers from other classrooms on measures of spelling, nonword-reading, and narrative development. These findings are especially noteworthy in light of our observation that early writing difficulties may snowball over time, even more so that reading difficulties.

## ***115. Exposing invisibility: Rethinking critical pedagogy for Institutions of Higher Education***

### **Imposed emancipation: Conflicting ideologies in a critical pedagogy curriculum**

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Critical pedagogies are based on the work of Paulo Freire and have the primary goal of addressing social inequalities by creating a more equal relationship between teachers and students, thereby empowering students. Although Freire's ideas may be successful in contexts similar to those in which they were developed – teaching literacy skills to the poor in developing nations – this study sheds light on some of the problems in transporting such an approach to a highly institutionalized setting, as is typical of universities in the industrialized nations of the 21<sup>st</sup> Century. Using an ethnographic approach coupled with discourse analysis, I examine the implementation of a critical pedagogy curriculum in an English composition program in one diverse, urban university in the U.S. My data show that in this context traditional power relations are merely reproduced rather than disrupted, due to conflicting practices that are based in conflicting ideologies. For example, teachers asked students to set specific, individual goals for their writing, but at the same time, “one-size-fits-all,” teacher-constructed goals were used to evaluate that writing. The driving force for these conflicting practices seems to be an underlying ideological conflict between the tenets of critical pedagogy (i.e., catering to individual students' needs and encouraging active learning) and the belief that academic writing should conform to certain standards. This conflict was not only a source of confusion, but also a way of concealing the institutional power structure that the curriculum was supposed to be challenging. More specifically, the constant emphasis on individual students' goals and active learning drew attention away from the contradiction between this ideology of emancipation and institutionalized ideologies of academic writing. The overall effect of this contradiction between student and institutional

interests undermined any emancipatory hopes and ultimately made institutional power structures more covert.

### **Contriving critical consciousness: An analysis of how students enact “empowerment”**

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In Freirian critical composition pedagogies, dominant literacies, such as academic discourse, are seen as means and medium of reproducing social inequality. One of the central goals of critical pedagogy then, is to disrupt existing power structures by encouraging students to develop a critical consciousness. By urging students to attain some meta-awareness through writing, those practicing critical pedagogies purport that students are being “liberated” or “empowered”; however, these claims are often made without attention to how the institutional sanctioning of critical pedagogy co-opts student motivation to gain a critical consciousness in the first place. In other words, because the institution is defining “empowerment” for students, “empowerment” loses potential to be liberatory due to the fact that it is dictated by a source of power – an institution. For this reason, I contend that an analysis of how students define critical pedagogy and empowerment in their writing is crucial in assessing the likelihood that critical pedagogy “empowers” students by bringing about consciousness.

In many classrooms, one formalized attempt to invoke critical consciousness is through a reflective writing assignment where students are asked to write about the relationships between their texts and other discourses, including dominant academic discourse. Although reflective writing assignments are intended to be sites where students reflect on the broader ideological implications of literacy and social practices, an analysis of these assignments reveals that students instead have come to see the “liberatory” goals of the critical classroom as merely another dominant discourse with which they must comply. Given this, I argue that although critical Freirian models of education have often been linked with liberation, when models such as these are embedded within an institution, the social setting of the academy works in opposition to the critical curriculum making the development of a critical consciousness difficult, if not impossible.

### **Paved with good intentions: The challenge of incorporating service learning in the composition classroom**

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One theoretical way to disrupt the inherent power structure in academic writing classes is to change the audience to whom the students write. When writing to the teacher, students need to negotiate the teacher’s expectations and what constitutes “academic” writing. A

service-learning component, then, creates a different audience and ostensibly places power in the students' hands by considering the needs of a "real" audience and a "real" knowledge of the subject. This paper discusses the difficulties of incorporating a service-learning component at a public university, in which basic writing students created an admissions office brochure, which was then edited by students in an advanced writing class.

At a university where 48 percent of the students are first-generation, communication with parents is crucial in order to help them understand their children's college experience; thus, the admissions office wanted a document that would facilitate communication between the university and parents. The basic writing students determined the content and design. Then, an advanced writing class reviewed the material and met individually with the basic writing students to assist their revision. The next term, a public relations class edited and formatted the brochure. Unfortunately, as the document moved through multiple drafts and teacher authority was reduced, the original students' voices were lost as the advanced students imposed their perception of academic and grammatical "rules." Analysis of the drafts and students' reflective journal entries show that, despite the teacher's best intentions, the students' anticipation of their audience's needs was not the primary factor in their choices. Rather, their perception of what constitutes academic discourse was the predominant factor that affected their writing. This analysis suggests that because students reproduce the institutionalized patterns they have been socialized to expect in an academic context, attempts to transform these patterns are unlikely to be immediately successful.

## ***116. Contingent Framing: Disciplinarity and Methods***

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Writing researchers (e.g., Prior, Perl) are becoming increasingly aware of how their research practices are shaped by the assumptions and conventions of their disciplines. Without such frameworks, no meaningful research could happen. And yet, disciplinary boundaries constrain research even as they enable it.

This session's three panelists draw on their own writing research to explore the contingency of disciplinary frames. We ultimately argue that, in order to equip ourselves for crossing disciplinary borders, writing researchers must foster a critical awareness of the ways in which our purposes and methods are framed by our disciplinary histories.

### **Teacher making and literacy narratives as methodology**

As Britzman and Alsup have shown, teacher training cannot be severed from teachers' own experiences with school. Speaker 1 reports on an ethnographic study of pre-service English teachers in a course on language and literacy, where teachers' own experiences came in conflict with the theories taught in class. The paper suggests the literacy narrative, represented through drawings, written, and oral accounts, as a research methodology for re-framing disciplinary theories.

### **Interstitial analogies**

Drawing on data from an autoethnographic study of a diverse group of students in a professional writing class, Speaker 2 suggests "interstitial analogies," a contingent framework for navigating disciplinary borders, as methodology and pedagogy. As Snow notes, multiple languages are in play both within institutions and among researchers. The paper argues that interstitial analogies can scaffold paths to interdisciplinary collaboration, while enabling discursive flexibility.

### **Crossing ideological boundaries in response to student writing**

Studies of response to student writing often confine themselves to a single pedagogical context, like peer response groups or student-teacher conferences. Speaker 3's classroom-based research crosses these boundaries by analyzing discourse in small group conferences, which combine elements of both teacher and peer response. This paper explores the way disciplinary ideologies of teacher authority, student autonomy, and textual ownership shape how (and why) we research response.