L Session Abstracts

L1. Language, perception and experience in multilingual settings

Spanish written development of prospective bilingual teachers
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Most studies point out the need for better programs that support the language preparation of prospective bilingual teachers. In spite of the thick data gained in student/teachers' background information about their previous knowledge, school preparation, and attitudes, little is known about the actual language status of their Spanish development.
This presentation describes one specific course aimed at developing the communicative skills of prospective bilingual teachers and other professionals in educational settings. Varied uses of Spanish will be analyzed across content areas, with particular focus on the use of written definitions. The definitional task was chosen because teachers need both to provide and request definitions on their daily activities. Moreover the literature shows how definitions play a key role in the development of academic language (Snow, 1990).
The analysis of definition was drawn on the Systemic Functional Linguistics (Halliday, 1994). This language approach situates language in a socio-cultural context and studies lexico-grammatical features from a meaningful-based approach. Our study showed that the student/teachers (n =16) were very aware of the function and importance of definitions in the language of schooling. However, the participants showed varied knowledge in their written definitions, tracing a continuum that stretched from informal to formal definitions. While the former remained close to colloquial registers and used examples and concrete explanations to illustrate meanings, the latter moved to academic language and presented abstract features, such as nominalizations and grammatical metaphors (Colombi, 2002).

We conclude that frequent practice of written Spanish in an authentic context, based on meaningful tasks, clear objectives, real audience and sustained feedback, favored the language development of these bilingual candidates. In spite of the limitations of this study, given by the low number of participants and short duration of the coursework, the analysis showed writing stages in Spanish that align with previous developmental studies, contributing to the scarce information of the linguistic status in Spanish of our bilingual candidates.

EFL writings: What will teachers' thought patterns tell you?

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This paper will present an examination of how the different thought patterns of Chinese and American writing teachers influence their respective assessment of Chinese EFL writings. The influence of thought patterns on writing and EFL writing has been discussed, yet the focus has been on writers. In fact, as raters, teachers' judgments on writing tests were regarded as cognitive processes (Freedman & Calfee, 1983; Wolfe, 1997), which were laced with the human artifacts and would intentionally and unintentionally influence the validity of the final results (Wolfe, 1997). The article is to address three questions: 1) what are the similarities and differences between Chinese and American raters in assessing ESL writings? 2) What are the relationships between the thought patterns and the raters' judgments? And 3) how the teachers' thought patterns influence their judgment?

A total of fifty undergraduates at Shanghai University, all native Chinese speakers, participated in the present study. Six experienced raters including three Chinese and three Americans voluntarily

graded the compositions holistically. After grading all of the writings, the raters were required to answer two open-ended questions to describe their writing process. Finally, phone and face-to-face interviews with the raters would be separately conducted to probe into their grading process, mainly focusing on the writings that the American and Chinese raters assessed quite differently. A quantitative plus qualitative research design has enabled this study to yield the following four categories of findings: Chinese and American raters share similarities in assessing the essays that stick to English rhetorical patterns or essays free of Chinese and American conventions; Chinese and American raters hold different opinions in assessing the ESL writings characteristic of Chinese rhetorical patterns; the functions of the rubric of EFL writing was damaged due to the raters' different thought patterns as well as their previous teaching and rating experience; Chinese and American raters tend to stick to their thought patterns respectively and the unique rhetorical patterns of L1 rooted in their minds would influence their judgments on the ESL writings.

Diverse English uses in "ESL" writing: A grounded theory approach

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Student populations in writing-focused and writing-intensive courses in the US continue to diversify as a result of both demographic shifts in the US and consistent international enrollments. Many domestic and international students who use English as a second or other language have diverse experiences with English because of their educational backgrounds and/or their intercultural contacts. However, the abilities they develop through these experiences are often masked by instructors' and administrators' default assessments of their distance from perceived English-language norms. The global and local evolution of English raises the question whether other assessments of English-language skill are possible and necessary: that is, if English is used by more and more diverse users, how might the assessment of "ESL" writing change in order to account for wide-ranging abilities and cross-cultural needs?

This presentation discusses initial attempts to address that question through a Grounded Theory-based research project. I will report on ongoing empirical research on written and oral interactions among language-background-mixed students in first-year writing courses in a large, research-extensive university and an urban community college. I will discuss my analysis of data from classroom observations, student and instructor interviews, and student drafts and peer-review comments. Specifically, I will highlight emerging patterns in this dataset that, I argue, suggest overlooked ESL users' competencies in both rhetorical and pragmatic terms. I argue further that calling attention to these competencies can not only refine responses to ESL users' writing but also uncover increasingly necessary intercultural communication skills for all English users.

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

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Children in high quality teacher-child relationships in the early years fare better in their language development (Burchinal, et al, 2000; Peisner-Feinberg, et al, 2001) and overall academic competence (Burchinal, Peisner-Feinberg, Pianta, & Howes, 2002; Hamre & Pianta, 2001, 2005). Research has yet to examine the specific impact the teacher-child relationship has on children's early writing development. Yet, the support of a positive teacher-child relationship may be

particularly salient for children when learning to write, given the complex and personal nature of writing. The current study aims to further understand associations between the quality of the teacher-child relationship (defined as levels of perceived closeness and conflict felt in the relationship), individual child characteristics, and children's writing outcomes in kindergarten and first grade.

Hypotheses of the study include:
1)   Teacher-child relationship quality will be positively associated with children's writing quality and fluency.
2)   Teacher-child relationship quality will be positively associated with children's writing quality and fluency when controlling for children's language and spelling abilities.
3)   Associations between teacher-child relationship quality and children's writing will be moderated by child gender and behavior.

The sample for the present study consists of a sub-sample of teachers and students already participating in a federally-funded research project, the Targeted Reading Intervention, being conducted at the University of North Carolina at Chapel Hill.   Information on the perceived quality of the teacher-child relationship will be collected from both the teacher and child?s perspectives. Students will complete two writing samples that will be coded for evidence of writing quality and fluency. Additional language, literacy, and behavioral measures will also be collected. To analyze the data random-effects regression models will be run using SAS PROC MIXED. The resulting models will indicate the relative contribution (if any) of teacher-child relationship quality on children's writing, when accounting for a variety of individual child characteristics.

What comprises development in children's writing?

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The writing of elementary school children in England is currently the focus of national concerns (Beard, 2000; Ofsted, 2005). The concerns are focused on the 'under-attainment' in writing of eleven-year olds in comparison with their attainment in reading. Such concerns also raise the issue of what comprises development in writing and how it is measured (Beard et al., in preparation).

The reported study (funded by the UK Economic and Social Research Council) addresses these concerns by using a repeat-design and standardised tasks that allow developments in specific constituents of children's writing to be rigorously investigated over a specific time-scale.

The study is underpinned by two key research questions: What features of written language are found in 10 year olds' narrative and persuasive writing? How does the profile of features change when the same writing tasks are undertaken a year later?

The data-set for the study comprises the writing of all the Year 5 (9-10 year-old) children (n=112; 60 boys and 52 girls) from five schools representing a range of socio-economic catchments in two LEAs in the North of England.

The scripts have been analysed by the use of modified scales from previous studies of the writing of children of this age-range that allow for the rating of a range of sentence- and word-level features. Additional work has been done to develop appropriate instruments for the rating of text-level features, with dichotomous scales being derived from the literature and extensively trialled and refined. Sub-samples of scripts are also being analysed qualitatively in order to describe and document content, language use and overall effectiveness.

The study is yielding findings on how writing attainment develops in two contrasting genres and between genders. The findings may help inform national debates on a range of issues in literacy education.

L3. Research reviews on effective instruction, multilingual writing, and technology

Multilingual writing in preschool through twelfth grade: The last 15 years

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Historically, interest in multilingual writing has been rooted in the study of college and adult students. But what research has been done on multilingual writing for preschool and school-age students? What issues have been addressed, and how thick is the evidence to support various contentions and theoretical positions about multilingual writing? In the present paper, I address these questions through a comprehensive examination of published preschool through twelfth-grade research conducted from 1988 through 2003. Fifty-six studies were selected that met minimal criteria for inclusion. I analyzed studies using a systematic interpretive procedure, similar to a constant-comparative method used in qualitative research. Several features of the collected research made synthesis of the research findings difficult. There was a tendency toward low levels of research rigor, coinciding with coverage of a wide range of research issues, many of which were narrow in scope. Consequently, topic clusters were not deeply researched. Although I have tried to push toward synthesis where possible, on the whole, this paper stands more as a compendium of studies and my critique of that body of work.   On the whole, there were too few studies that were alike with regard to contextual situations (e.g., studies within a particular country, with participants of the same native-language background learning the same new language under similar circumstances) to draw many generalizations. Very few dependable contentions about preschool through twelfth-grade students' multilingual writing arose. There may be only three possible assertions, and even these are based upon very small numbers of studies and participants: a) For very young children, features of early English-as-a-second-language writing may develop in ways that are quite similar to certain features of early writing development of native-English young children (seven studies). b) For primary and intermediate grade students, knowledge/skill can transfer between first- and second-language writing (seven studies). c) For secondary- and/or intermediate-level bilingual students or students learning English-as-a-foreign language, selected composing processes may be highly similar across native- and second-language writing, though differences may also exist (five studies). The paper presentation concludes with consideration of needed research agenda.

What we know about effective writing instruction

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Many youngsters and children do not write well enough to meet grade-level classroom demands. According to the most recent statistics from the National Assessment of Educational Progress, this is a problem for three out of every four students. Surprisingly, writing has not been a key ingredient in the school reform movement. The National Commission on Writing has argued that we currently have the instructional tools needed to teach writing effectively. They did not, however, identify these instructional tools. This presentation brings together findings from diverse methodologies to identify possible elements of an effective writing program. This includes sharing the findings from a meta-analysis of experimental and quasi-experimental writing intervention

research for students in grades 4 though 12. This review was funded by the Carnegie Corporation of New York and released as the report, Writing Next, in 2006. It will also include the findings from two other meta-analyses. One of these analyses involves experimental and quasi-experimental research with younger children, whereas the other includes single-subject design research with students in grades 1 to 12. The presentation will also include a meta-syntheses of the findings and themes from qualitative research looking at the writing practices of exceptional literacy teachers. The intent of this work is to make use of different forms of evidence to identify instructional practices in writing that work.

The impact of technology on writing in elementary and secondary schools

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Questions about the impact of technology on writing can be broadly divided into questions about the effects of technology on producing traditional linear texts and questions about transformative effects of technology on the nature of literacy. Despite broad claims about the impact of technology, empirical research on the cognitive and social effects of technology on writing is quite limited, and the results of the research are mixed. In this presentation, I review research on the impact of new technologies on writing and learning to write. Writing is defined broadly to include creation of hypertext or hypermedia, as well as traditional linear text, but not so broadly as to include video and film production. The review is limited to studies focused on writing, not on reading or the effects of technology on acquiring knowledge. Finally, it is limited to elementary and secondary education. The review begins by considering the effects of technology on producing traditional linear texts, including the cognitive processes involved, the development of skills, and how social interactions in instructional settings modify these effects. Sections address word processing, computer support for writing and learning to write, and assistive technology for struggling writers. The next section reviews the emerging research on composing hypermedia or hypertext. Finally, the review considers the effects of computer-mediated communication as it affects writing, including intercultural communication projects and the use of networked communication in writing classes.

L4. Traversing the borders between high school and college writing: The influence of prior genre knowledge on students' acquisition of new genres

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In their recent overview of research on writing (*Written Communication*, Oct. 2006), Juzwik et al. investigate patterns in writing research from 1999-2004. From the 1,502 articles they reviewed, they identify the problem of "genre and writing" as the most commonly studied in postsecondary research (80.9%) but the least commonly studied in P-12 research (19.1%). What also seems neglected in the research are the genre and writing transitions across age groups and activity systems, such as those high school and first-year college students experience. What school, public, and workplace genres (including written, oral and digital) do students write most frequently during their high school years? How do students use prior genre knowledge when they encounter new writing tasks and genres in their college-level first year composition courses? As they traverse the borders of high school and university activity systems, do students rely on some genres more than others? If so, why? To what degree do students articulate genre meta-awareness and does such meta-awareness facilitate the acquisition of genres across activity systems?

Focusing on the above questions, this panel will present findings from a research study that examines what types of genre knowledge the study students acquire by high school, and how they use that prior knowledge when they encounter and write less familiar academic genres in college.

Anis Bawarshi* will describe the study and methodology, including the qualitative and quantitative analyses of student surveys, discourse-based interviews, and student texts. Cathryn Cabral, Sergio Casillas, and Rachel Goldberg will examine what genres students in the study wrote most frequently in their high school years, and how they use prior genre knowledge when they encounter new tasks and genres. Jennifer Halpin and Megan Kelly, will examine why students rely on some genres more than others when traversing the boundaries of high school and college. Finally, Shannon Mondor
and Angela Rounsaville will examine if genre meta-awareness facilitates the acquisition of genres across activity systems—for example, to what extent do genres students describe using outside of school appear in their school writing?

* Presenters may change places with each other.

L5. Models describing writing processes
Writing models for beginning and developing writers?

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The model of writing processes that I proposed in 1996 (Hayes, 1996) is intended to describe the performance of skilled adult writers. In this talk, I will discuss how this model might be modified to describe the writing process of beginning and developing writers. In particular, I will consider how developmental changes in basic writing skills, representation of audience, meta-cognitive control, genre knowledge, and evaluative skills may suggest models more appropriate for writers at different developmental stages.

Cumulated deviation of a linear trend – Describing writing phases with statistical tools

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Whereas interdisciplinary research has managed to empirically ascertain regularities in the structure of oral discourse, the concept of phase is quite underdetermined in theories of written discourse (Wrobel, 2000). Many disciplines, from classical rhetoric to the psychology of language, have developed concepts of sequential patterns in writing processes (Ludwig, 2005) some of which have had strong impacts on writing pedagogy, but these concepts are all based merely on plausibility or on data from laboratory experiments. Little research into writing phases has been based on data from natural contexts. Two exceptions are Boschung and Gnach (2003), who investigated the phases in the writing process of a university thesis, and Wolf (2005), who re-analyzed data on journalistic writing to define writing phases. However, both of these projects are limited to a single case or a small number of cases.

A group of linguists and mathematicians has recently developed a procedure to statistically describe regularities in writing processes. The procedure indicates cumulated deviations of a linear trend: significant structural changes in writing progression, which can be interpreted as transitions between the phases of a writing process. The results of this quantitative procedure are triangulated (Flick, 2004) with qualitative results from Progression Analysis of writing processes (Perrin, 2003). In this presentation, we focus on the research procedure itself and on one example from a research project involving the analysis of a large amount of keylog data: all writing processes from 180 workplaces of the newsroom of a Swiss quality paper, logged for two years. To demonstrate the procedure, quantitative data are triangulated with qualitative data of a single case study. Based on insights obtained using this procedure, advances in the research of writing phases are discussed.

The effect of errors in the text produced so far on writing strategies of professional writers

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'What is the function of the textual task environment ('text produced so far') on the organization and the process of writing?' In this experiment we explore the reasons *why* writers respond differently to deficiencies in the text they are writing. Previous experiments on revision and

proofreading showed that writers have different strategies of dealing with the imperfectness of the text produced so far (TPSF). In that perspective, we have analyzed the writing behavior of ten expert writers that used speech recognition to write a business report. Because of its hybrid character, the speech recognition writing mode helps us to bring characteristics of writing processes to the surface that were previously less explicit. Keystroke logging, speech logging and prompted retrospective protocols were used to elucidate the writers' cognitive processes.

The data reveal two diverse profiles: (a) a handle profile (solve problems in the text immediately) and (2) a postpone profile (delay error correction to a later stage in the writing process). Both strategies consist of substrategies. In the presentation we explore different explanations why writers sometimes prefer strategies to solve problems in their text immediately or sometimes prefer to postpone this process. Another issue related to the strategy writers use - and which might shed a light on the cognitive load of problems in the TPSF - is the use of writing modes during the execution of repairs (speech or keyboard & mouse). To answer these questions we will describe the repairs in detail by means of our categorization model (Leijten & Van Waes, 2005).

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

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Within the Australian context, over the past 25 years, pedagogy and research about writing in the primary years has mainly focused on process writing and genre methodologies. Recent national benchmark data in Australia has raised concerns about the quality of writing in the middle and upper primary years and suggests that many students reach a plateau in their writing development when they transition from upper primary through to secondary school. An initial Pilot Study conducted through the Fogarty Learning Centre, ECU, set out to explore this issue examining how teachers implement the writing process in their classroom. The outcomes of this study suggested that teacher knowledge is critical in being able to provide support for students to further develop their writing after the initial years of school. This paper will report on a continuation of this research which is being conducted in 20 primary schools in Western Australia. During this phase the focus is on building teacher professional knowledge. In doing so, we are highlighting those links between student needs, the areas of essential knowledge that support the composition of text, and appropriate pedagogies.

The areas of *essential knowledge* that underpin this study are:
- Topic knowledge, awareness of audience and purpose,
- Vocabulary development and spelling fluency,
- Sentence construction and fluency + standard Australian English usage,
- Text discourse, and
- Text coherence and cohesion.

This project is endeavouring to develop teacher friendly, systematic support to classroom teachers who are working with struggling student writers in the middle to upper primary years. The outcomes of this research will provide schools with an evidence-based research approach to teaching children who are underperforming in writing, where much of the past research into

writing has overlooked the needs of the less able writers in both primary and secondary schooling.

One program, two classrooms: An exploration of two teachers' mediations of a form-based writing program

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Although no one assumes that teachers are blank slates who blindly follow the programs that their districts choose, this study emphasizes the extent to which former teaching experiences, attitudes, and conceptions of writing affect program implementation and student opportunity. This two-year study on two 8th grade Language Arts teachers focuses on how they introduced a form-based writing program, called *Step up to writing*, into their classrooms. Ethnographic data collected over two years of classroom observations and personal interviews focuses on the teachers' methods and attitudes about teaching writing during the year before they started to use *Step up to writing*. The study then documents their uses and adaptations of the program during the first year that they used it.

Even though both teachers felt that they were teaching *Step up to writing* in the most "basic" and direct way, both ended up teaching different versions of the program. Because both teachers had different teaching styles, as well as different views about what "good" writing is and about their students' abilities to be "good" writers, the two teachers ended up creating different kinds of opportunities for students to use the program. Plus, one of the teachers used the district-adopted program throughout the year, while the other used it to teach some genres of writing, but not others. In addition, both superimposed the program onto instructional units they had already been using, often using it to add new techniques, vocabulary, and methods to the activities and assignments they had used during the previous year. Because of these differences, both teachers ended up generating different adaptations of the same teaching the same writing form.

What teachers say they do in teaching writing: A research on the situation of the actual teaching practices in Catalonia (Spain)

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The most recent reports about 12-16 years old students' written competence in compulsory secondary education in Catalonia show that there are deficits in the discursive organization in the students' written texts, be they in Catalan (the language of Catalonia) or in Spanish (the state's official language). At the same time the last educational reform (LOGSE 1/1990) is questioned because of these unsatisfactory outcomes.

In this context of school bilingualism, the research that we present, following a qualitative and interpretive methodology, is based on a detailed study of a sample of 12 educational centers. It allows us to draw an approximate panorama of the way teachers work in their classes, of the conceptions they hold about teaching writing, of the theoretical framework underpinning their beliefs and attitudes and also their writing proposals, of the way they conceive and evaluate their own work.

Based on the analysis of the answers to an extensive questionnaire by 72 language teachers, the main characteristics of their teaching are identified. Hypotheses are made about the strongest points and the most difficult aspects –even the contradictory ones –concerning their practice.

The research results allow to analyze the impact of the educational reform processes on language teaching as well as to consider the teachers' difficulties to assume new approaches to teaching writing, displayed along the training in-service courses that were offered together with the educational reform launching. Moreover, the project aims to bring the research closer to teacher training courses, and invites the teachers participating in the survey to start reflecting about their practice in order to follow the actual research paradigm concerning writing instruction.

L7. Bringing the community into the research

Border crossings in African American women's public/professional and private literacy lives
Border crossings in African American women's public/professional and private literacy lives

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Many of us who study African American public discourse, rhetorics, and/or literacies, especially in sites like African American churches, have drawn connections between those community literacies and other more public literacies such as school literacies. Yet, we rarely examine how these "community literacies" play themselves out in other public and professional arenas particularly for African American women. In this presentation, I will offer preliminary findings from a study which examines how African American women use literacies that cross borders. Specifically, I present on a qualitative study that focuses on African American women in a range of settings–corporate, athletics, community organizations, and academic, among others–and how they use specific types of literacies that cross the public/professional-private and/or community-professional borders.

Speaking with one another: Avoiding the "problem of speaking for others" in community-based research

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In 2004, several faculty and students at Penn State Berks collaborated with the Reading, PA branch of the NAACP to create a 126-page volume of short essays and compilations of facts called *Woven with Words: A Collection of African American History in Berks County, Pennsylvania*, written primarily by students. A work of community-based research (CBR), the joining together of the academy and the community, dissemination continues to take several forms, including distribution of over 500 copies to local schools, historical sites, and libraries.

Against the background of white privilege and the erasure of African American histories, students were able to (re)write poorly documented and erased local histories. They considered issues of historical truth and interrogated traditional versions of American history. In so doing, they came to understand how writing inscribes and (re)inscribes realities; how histories are written by socially

constructed individuals; and how they as writers might step outside master narratives to write responsible and truthful histories.

Yet, the racial makeup of the faculty and student group, overwhelmingly white, raises the question theorized by Linda Alcoff of whether it is "valid to speak for others," a significant issue in community-based research that must be examined and theorized, and which must take into account the views of community partners and students of color.

In the proposed talk, drawing on a lengthy interview with four African American community partners and a student questionnaire, I suggest that the *Woven with Words* project *approached* a model of CBR in which whites and African Americans *spoke and wrote with one another*, a productive collaboration that one of the African American community partners labeled "one of the best things that happened in our community in a long time."

L8. Teachers' preparation for writing instruction

Changes in secondary English teacher preparation in writing instruction: An historical study of three teacher education programs

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Research on the teaching of writing in secondary schools is especially timely at a moment when the College Board has added a direct assessment of writing to the SATs and when the past year has witnessed several publications bemoaning the state of competent writing to the civic and economic health of the nation. More specifically, work by Applebee and Langer (2006) suggests the need for increased writing instruction in secondary classrooms, while a recent National Writing Project-sponsored survey indicates public support of increased teacher training in writing pedagogy.

This presentation will discuss research on how secondary English teachers are prepared to teach writing, with a focus on three education programs over the past half-century. Data collected from schools representing each coast and the Midwest includes textual analysis of program documents and publications (e.g. course offerings and requirements) from the time period.

Preliminary results indicate gaps in course requirements focused on teaching writing which suggests a lack of understanding of writing pedagogy in future secondary English teachers. The study further reveals the role of teacher training institutions and programs in either helping to solve or serving to perpetuate the curricular and instructional problems that account for the historic failure of American schools to teach secondary students to write effectively.

Open conversation: How well are we preparing teachers to teach writing? A study

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English departments regularly find themselves on the other side of teacher education, engaging preservice teachers in disciplinary knowledge but largely removed from training them to explore issues of pedagogy and classroom practice. As both a compositionist and English teacher certification program coordinator, I am located on a strange divide: How are we (compositionists housed in English departments) preparing new teachers to teach writing? Given the dismal reports of students' writing proficiency in our nation's schools, teachers face increased scrutiny

and often without the necessary resources for success. [1] Preparation to teach writing is far more involved than completion of an undergraduate English major allows; once the new teacher arrives in the classroom, she is often so inundated with responsibilities, district mandates, and students that implementation of process-based writing pedagogy is often an overwhelming challenge. While colleagues in Education departments surely have their own duties to prepare new teachers for the classroom, I believe that compositionists are in a particularly crucial position to do the essential work of exposing preservice English teachers to writing pedagogy.

Inspired by Frances Rust's "conversation groups" at NYU, which are founded on the idea that sharing stories and dialogue are crucial to teachers' learning and professional development, I am currently conducting a series of discussion groups to study preservice and new teachers' perceptions of MSU's effectiveness in preparing them to teach writing.[2] Currently, I am conducting data collection via two groups, one for preservice teachers and the other for recent graduates, new teachers in their first two years of teaching. Ultimately my findings are meant to inspire revisions to MSU's current efforts to prepare teachers of writing. I would also like to use the conversation groups as a model for effective writing teacher preparation: I propose development of a collaborative network that bridges the communication gap between preservice coursework and classroom reality.

Classroom-based research on effective writing instruction and perceptions of the role and efficacy of feedback

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As a new teacher, the researcher struggled with a seemingly oppressive workload and a sense that all her work was for naught: she spent hours reading and responding to student papers but did not know whether her work was truly effective. In addition, she felt she lacked a clear understanding of how to effectively teach students to improve their writing. A research project thus began in an attempt to assist the researcher in improving her instructional practice.

The purpose of the research was to identify effective writing instruction practices, with an emphasis on teacher and student perceptions of the role and efficacy of teacher feedback. Research subjects were the researcher's colleagues and students. The research was guided by three questions: What effective writing instruction practices are used at the site? What feedback practices are used to help students improve their writing? What kind of feedback do students feel they get/need to improve their writing?

Preliminary findings suggest that effective writing instruction balances the process and products of writing, emphasizing content of writing more than form. Effective instruction provides students with ample opportunities for practice, supported by clear, specific, timely, and meaningful feedback. In providing feedback, teachers should focus on their roles as mentors rather than judges to more effectively foster student development. The data collected indicate that most teachers at the site practice effective writing instruction as defined, with some concerns raised regarding the amount of writing practice and a potential overemphasis on product. Disparities between student and teacher perceptions were also found, indicating a need for more explicit instruction on the order of concerns and on how to apply feedback.

A presentation of this research would begin with an overview of the findings and research process followed by an open discussion on instructional and research practices used by attendees.

[1] See especially the National Commission on Writing in America's Schools and College's Report, *The Neglected 'R': The Need for a Writing Revolution.* Princeton: The College Board. April 2003.
[1] See Rust, "Professional Conversations: New Teachers Explore Teaching Through Conversation, Story, and Narrative" in *Teaching and Teacher Education.* 15 (1999). 367-380.

L9. Training and assessment for tutors and WAC practitioners

Research on interactions in writing center tutorials: Crossing the hermeneutic-empirical border

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Response to students' writing consumes not only a considerable portion of the literature in composition studies but also a considerable portion of composition instructors' time and energy. Increasingly, written feedback is being replaced by or augmented with other forms of response such as the face-to-face conference or tutorial. Yet little empirical research exists on the nature and effects of oral response. Thus, in order to provide knowledge that supports work in composition studies and also speaks to writing in other disciplines that highly value the empirical approach, empirical research on interactions with writers is needed. Our research, situated in writing centers, targets this gap. Writing centers, while becoming important parts of the collegiate writing scene, lack empirical research highlighting the interactions between tutor and tutee. Instead, most current writing center scholarship uses the anecdote as a basis for describing and critiquing writing center practice.

We argue that while we have prescriptions of what should, and second-hand descriptions of what does, transpire in tutorials, we have few first-hand, carefully analyzed descriptions of the structure and function of tutorials, few analyses of patterns of what happens as well as how it happens. These close descriptions and analyses can serve to help us better understand the dynamics of tutorials and thus serve to inform oral response to writing and writing center practices.

The panelists will report on their empirically-based studies in which they recorded a total of 35 writing conferences. Panelist one used an interactional sociolinguistic approach which included case study methodology, interviews, focus groups, and grounded theory to describe and analyze recorded interactions between graduate-student tutors and undergraduate-student native speaker (NS) tutees. This analysis concentrates primarily on the collaborative nature of the tutoring session, comparing the collaboration that actually occurs in the session to the prescriptions of collaboration in writing center literature.

Panelist two used conversation analysis to describe and analyze recorded interactions between graduate-student tutors and graduate-student non-native speaker (NNS) tutees. This analysis focuses on the sequential nature of talk-in-interaction and the strategies used by interactants to initiate, continue, and repair interactions. Our results show that patterns in tutorials do indeed exist; however, prescriptions and second-hand descriptions do not begin to elucidate the complexity of interactions in tutorials.

We envision our audience as composition specialists, writing center directors, and writing program administrators who can use our results as well as our methodologies to advance scholarship in composition and to share that knowledge with scholars in other disciplines.

"Where's the beef?": Scoring and assessment in a grass-roots WAC partnership with an animal sciences course

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Many Writing-Across-the-Curriculum programs and partnerships face challenges when assessing student work in non-humanities disciplines. This paper examines the development of an assessment tool used to measure improvement in student writing in an animal sciences course at a large, midwestern university. First, it will describe the history of the assessment tool and the sometimes competing interests of its stakeholders (Lynne). Next, it will review some of the advantages, disadvantages and best practices for developing assessment tools. For example, scoring assessment tools often rely on formulas or patterns that do not encourage students to "discover and shape meaning" (White). Furthermore, students may spend more time worrying about obtaining points than actually constructing effective pieces of communication (Glenn, Goldthwaite and Connors). Finally, the paper will conclude by searching for a balance between scoring and instructional assessment tools that facilitate continued instruction (Andrade). In the end, this presentation will provide teachers and WAC coordinators with ideas about how to manage and negotiate assessment situations in various academic contexts.

L10. Pedagogical memory and the transferability of writing knowledge

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This panel discusses the disciplinary borders students cross over four years of writing experience in college. It presents the results of a multi-phase, qualitative research study of undergraduate student writers at a public, research-one university. In the first phase (2003-04), we interviewed 35 juniors as they were completing a disciplined-based, upper-division requirement and learned that many had internalized the practice of writing as a process and mode of learning but lacked fluency in basic writing terminology. WAC research in from a number of angles helped to explain the failure of pedagogical memory in interview setting (Carroll; Wardle), the form of which (no matter what the content of the questions) interpellates students as individual bearers of "writing knowledge" as a banked resource, ready to hand.

In a second stage (2006-07), we conducted 64 more interviews with upper-division students, refocusing our attention on the contexts of student writing and the interviewees' distinctive accounts of writing development. In other words, we asked some of the same questions, but we listened differently to the answers. Our interpretive strategies in the second stage draw on Thaiss and Zawacki's 2006 study of upper-division writers, specifically their three-part taxonomy of development. Students may begin with a belief that good writing is grounded in the authority of "generic academic" rules, or they may hold a radically relativistic view that teachers all want different things. Some develop a more balanced approach to situated writing tasks: a stance Thaiss and Zawacki call "coherence-within-diversity."

As in the first phase of our research, we found that in our more recent sample some students' memories fit solidly within Thaiss and Zawacki's first category: they rely on widely generalizable writing knowledge and practice--such as distinguishing opinion from argument, and supporting claims with evidence. (A significant number track this knowledge back to their high school writing experiences, claiming first-year composition added little.) When students were asked to repeat a specific task across courses, however, they were better able to distinguish discipline-specific writing practices from general composition fundamentals.

Our findings also suggest a relationship between passion and transfer. Students who found writing in lower-division courses tedious, frustrating, or simply uninspiring, were more likely to think of writing as a general set of academic rules ("be concise") applicable in all situations, and produced little memory of earlier courses. In contrast, students who became engaged in their lower-division writing projects approached their upper-division assignments with a feeling for writing as a mode of invention and inquiry, not just as a medium of communication. These findings suggest that lower-division writing might be more productive of transferable writing knowledge if it were angled toward the disciplines and students' interests rather than toward the production of generic academic discourse.

L11. Transforming the doctoral degree in education: Teaching and learning writing without borders

Chair: Jennifer Johnson, *University of California, Santa Barbara*

This panel will report on research documenting the impact of a new Ph.D. graduate writing program that addresses the ontology of language and meaning with three innovative features: 1. the conceptualization of writing as multi-layered and central to concerns of identities, genres, and professionally relevant forms; 2. faculty development that strives to foster the integration of critical inquiry and dialogic engagement with scholarship and research strategies for graduate students; and 3. an advising and mentoring program that encourages reciprocity between graduate students and faculty.

Write from the start: Integrating graduate writing with diverse identities, genres, and forms

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Joel Colbert will introduce Chapman's new Ph.D. program in Education and the ways in which writing instruction has been integrated into every aspect of the graduate program from the beginning in order to assist students in growing into their roles as stewards of the discipline by situating writing and learning as multi-layered and responsive to the concerns of identities, genres, and professionally relevant forms.

Strangers in a strange land? Welcoming ALL graduate students as future stewards of the discipline

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Research on students' ability to adapt to the demands of the Ph.D. program will be presented through several case studies that document students' processes in doing so as they establish their research and writing agendas.

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?

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If genre has emerged as a key term in contemporary writing studies with a new emphasis, not on form per se, but on the performative, on the situated, socially active character of discourse, what then is the present status of genre's 'lower level' analog, the figure? In what sense does familiarity with the figurative resources of language--the tropes and schemes of classical rhetoric, the characteristic gestures, devices, and 'moves' of contemporary texts (and hypertexts)--parallel, build upon, and contribute to the kinds of genre knowledge upon which successful rhetorical practice depend?

Although writing pedagogies rooted in the canon of style have largely fallen out of favor, the persuasive power of suitably figured language has suffered no such dimunition. My research, inspired by signs of a revival of interest in the figurative, e.g., Jeanne Fahnestock's Rhetorical Figures in Science, examines the performative nature of writing at the intersection of the micro- and macro-level, where figurative language interacts with higher-order rhetorical concerns. Specifically, I will present work in progress on efforts among advanced undergraduate student writers to apply formal knowledge of figurative discourse to their own writing in a variety of genre specific situations. The findings I will report on will be based on a combination of participant observation, textual analyses, and interview and survey-based follow up to a semester-length course of instruction.

The role of context in academic text production and writing pedagogy

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The problem of text production in academic genres has been a challenge for undergraduate and graduate students as well as for writing teachers from different departments. Previous research has provided important results on the structural aspects of academic genres (Swales, 1990) and the discursive construction of identity in academic writing (Ivanic, 1998). However few studies have concentrated on the contributions of exploration and reflection on context to the actual teaching practices. From the perspective of Systemic-Functional Linguistics (SFL), in this paper I would like to focus on the reciprocal relationship between text and context, i.e., the way context can be recreated by analysis of text and vice versa. The presentation aims at pointing out some practical implications derived from applications of SFL to academic writing research and teaching, and academic context exploration. A novice academic writer's context and text will be explored in relation to writing activities that aim at foster students' awareness of the connections between contextual features - activity, identity and relations, and role performed by text in the situation - and their respective linguistic realizations – expression of content, instantiation of relationships between interlocutors, and organization of text. Two simple (and to a certain extent obvious) arguments will be put forth in the form of activities: first, in order for students to become writers in their field they have to become discourse analysts (to produce the texts that are adequate to the discipline, they must learn to read these texts); and second, in a crossdisciplinary classroom,

some basic SFL principles can be productively used in teaching materials to help students from different fields realize how language works from a sociointeractionist perspective.

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*

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This work in progress traces a history of extra-curricular writing acquisition in the transatlantic world of colonial North America and Great Britain. The inquiry follows the 70-year publication history of George Fisher's reading, writing and accountancy manual, *The Instructor, or Young Man's Best Companion*. Shifts in the content and marketing of the text suggest how its printers' imagined its audiences. These include Ben Franklin's nationalistic additions to his *American Instructor*, as well as the inclusion of instructions for performing household and business tasks, and a special section addressed to women. E. Jennifer Monaghan has suggested that we can also observe how writing instruction in the eighteenth century allowed readers to "write back" in the margins of these texts (2005). In addition to quantifying the publication history of the *Instructor*, during the next year I will examine several different editions for bibliographic documentation and marginal content. In this presentation I will submit the micro evidence of marginal response as well as the macro evidence of publication history in the context of writing acquisition and use in the transatlantic eighteenth century.

Taking the history of the book itself as an object of inquiry, and approaching that object in bibliographic detail, this study asks how accounting for this cultural artifact can help writing scholars investigate the cultural forces in which it is embedded. Ultimately, the recovery of this text reveals the boundaries of our disciplinary research and the borders we must cross in order to write the history of writing. Our institutional histories, national, gendered and classed frameworks and habitual approaches to writing instruction in the contexts of rhetorical practice may have lead us to neglect the role of instrumental writing in commercial capitalism. This research expands the history of writing to include marginalized texts like Fisher's *Instructor*.

Believe you me: Secular talk and the ontology of the personal essay

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This I Believe began broadcasting in 1951. Its creator, Edward R. Murrow, said "the program sought to point to the common meeting grounds of beliefs, which is the essence of brotherhood and the floor of our civilization" (NPR). Using Critical Discourse Analysis to examine the corpus of *This I Believe* – studying essays written in the fifties and those written in the current decade – I will explore the way these essays function as a rhetorical site for what Lisbeth Rand recently called "witnessing talk" characteristic of "faith centered discourse." This body of personal essays suggests a commonplace shift from a more conservative, religious perspective to one more secular.

This paper will explore three things: (1). The value of CDA as a methodological tool. (2). Implications of the kinds of people represented in the corpus of essays. Is National Public Radio reflexive about religion, race, class, and gender? Has NPR's rhetorical framing changed over time to reflect particular kinds of values? For example, is it obvious that NPR supports a secular shift, or does the public network seem equally open to individual religious interests? How might the essays function as a quasi religious "witnessing talk?" Moreover, is a certain level of literacy

required for vetting these essays, and is the outcome class related? (3). Does the personal essay belong in today's college composition classroom? What is its current status as a form? Should it be used outside a creative-nonfiction writing pedagogy? I will argue that if the field's current expressivist pedagogies continue, then the personal essay fits very nicely as medium for exploring identification, as in the case of a literacy narrative. Even if the field moved away from a theme based critical pedagogy toward, say, a pedagogy focused on writing studies, the personal essay would deserve emphasis on its value as a form.

Recent scholarship addresses theoretical and methodological concerns in each of the three areas. The writing of Wendy Bishop, Lynn Z. Bloom, Kenneth Burke , Douglas Hesse, Thomas Huckin, Richard T. Hughes, Candace Spigelman, et al. will inform my inquiry.

L14. Comparative pedagogies and transborder experiences as a glimpse of the future

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We will conduct a roundtable in which 5 graduate students and 1 faculty member in Rhetoric, Composition, and the Teaching of English at the University of Arizona will talk about their experiences of both theorizing and experiencing border crossings (in local schools and in Mexico) and how this journey into the borderlands of literacy led to diverse research projects in the United States and abroad.

Cross-national views on U.S. and Oaxacan pedagogies

Dr. Anne-Marie Hall will give an overview of the comparative pedagogies course based on her own ethnographic research in Oaxaca where she studied literacy in a rural and urban school. She will focus on the relationship between culture and education, specifically how the culture of particular countries drive pedagogy and theory about the teaching of reading and writing. For example, what happens when North American theories about literacy collide with indigenous cultures in completely different contexts? Why do some ideas "take" and become domesticated while others do not? What does it mean to write and learn in a cross-national perspective? This course culminates with a trip to Mexico to visit schools and talk with Mexican educators and observe classes. From this experience, several graduate students have developed research projects that cross literal, theoretical, and imaginative borders. Finally, we will end the session with a discussion format.

Global rhetorics of professionalization: A cross-cultural study in Costa Rica

Susan Meyers
University of Arizona

Observational data from a year's study in a professional masters program at the University of Costa Rica were analyzed in order to describe the rhetorics of professionalization in a Latin American university setting as they relate to intercultural communication. Results suggest that an important difference between professionalism in the U.S. and Latin America is that the latter is developing a more fluid—and perhaps more adaptable and strategic—identity toward professional behavior. To this end, U.S. educators and communicators may need to spend more time considering their own rhetorics of professionalization, and their positioning in the global market. Related pedagogical considerations are outlined with these concerns in mind.

¡Si, se puede!: Latina student persistence in FYC

Anne Varley
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In order to promote equity in access to education, those of us who teach in college "gateway" courses such as First-Year Composition (FYC) have a responsibility to gain a better understanding of factors affecting Latino/a student retention during the critical first year. Writing has the potential to help students bridge home and university knowledges and cultures. Ethnographic data surrounding the high-school-to-college experience of four Latina FYC students in a borderlands university will be examined through the lenses of Chicana feminism and Latino/a Critical Theory.

Border-crossing in the classroom: Immigrant students and *habitus*

Daylanne Markwardt
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Peirre Bourdieu's theory of *habitus* suggests that immigrant students bring with them from their homelands socially inscribed notions of style and propriety but are largely unaware of a colliding set of tastes and values here in the U.S. This exposes them to potential discrimination in the classroom, where they may be judged within a framework of distinctly American academic practices and values. Drawing on educational theories of Bourdieu, Ivan Illich, and Antonio Gramsci, as well as comparative educational research by Robin Alexander, Anne-Marie Hall, and others, this presentation will explore how instructors may negotiate differing *habitus* in their classrooms to better serve immigrant students and avoid reinforcing what Illich calls a "hidden curriculum" of guilt and prejudice.

Crossing borders and the "educated person"

Rebecca Richards
University of Arizona

What is an educated person? By surveying critical theory, ethnographies, and interviewing students and education professionals, the definition of an educated person becomes as permeable as the multitude of borders students cross pursuing their educations. Bourdieu's theory of habitus, Althusser's Ideological State Apparatuses, and Gramsci's analysis of traditional and organic intellectuals begin the discussion, allowing for cultural, economic, and political usages of the adjective "educated." In this presentation, I will consider critical questions of identity and border crossing as it applies to the label of "an educated person."

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

To prepare, recruit, and retain low-income Mexican-American students, institutions of higher education must bridge the deeply ingrained cultural borders that have historically kept this community's college-going rates low. In this presentation, I will discuss how one public university is attempting to appeal to the family-centered values of its local Chicano community to increase access for Mexican-American students. By focusing on "la familia," institutions can foster a form of literacy that I suggest is crucial to the formation of a college student identity and, ultimately, to academic success—a way of knowing, speaking, and writing between cultural lines that Juan C. Guerra calls "intercultural literacy."

L15. *The* European Research Network *on learning to write effectively*