

N Session Abstracts

N1. Roundtable on team grading procedures

Chair: Bob Mayberry, *CSU Channel Islands*

Speakers: Faculty of California State University, Channel Islands

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The composition faculty at Cal State Channel Islands propose a roundtable on team grading. Four full-time composition faculty and the Writing Center coordinator will present data from our on-going assessment of our team grading procedures, including results from 4 years of research on the holistic scoring of in-class essays and portfolios, analysis of the ways team grading alters student-teacher relationships, and discussion of how grading collaboratively reinforces the program criteria and goals. Each speaker will report results from our research in each of those areas, followed by questions and answers. And we will reserve time at the end for more Q & A.

N2. Urban language-scapes: Studies of youth and adult writing and literacy practices in urban settings

Intersubjectivity during writing activities: How context and social interaction support young children's literacy development

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Drawing on cultural-historical activity theory [CHAT] (Engestrom, 1990; Vygotsky, 1978), linguistic anthropology (Goodwin & Duranti, 1992; Rine, 2007), and new literacy studies, the present investigation examines how intersubjectivity (socially shared cognition) at the level of joint activity (Matusov, 1996) and at the level of turn taking (Schegloff, 1992) support children's literacy development through writing tasks.

Data in this ethnographic and discourse analytic study were collected over an academic year in a first-grade classroom in an urban elementary school in northern California. The data set consists of 24 complete literacy lessons (35 hours of video data) including teacher-directed lessons and collaborative group work. Four focal children were selected to be videotaped in group work, two African American and two Latino boys between the ages of 6 and 7. Semi-structured and non-structured interviews were collected from the volunteer teacher and students. Video recordings were transcribed using the Jeffersonian Method (Atkinson & Heritage, 1984). The processes of intersubjectivity were coded by drawing on work in conversation analysis (Schegloff, 1992), CHAT (Matusov, 1996), and linguistic anthropology (Hanks, 1996).

Findings from this analysis revealed:

1. The historical production of the literacy-learning context through routine writing activities and the micro processes of learning during these activities produced three levels of intersubjectivity that were interrelated.
2. At the level of activity (or context), there was evidence of a socially shared perspective on unfolding events. This shared perspective provided resources and constraints that helped children coordinate their engagement in writing activities.
3. At the level of social interaction, the processes intersubjectivity found in turn taking supported children's production of a written text.
4. At the level of the individual, intersubjectivity through self talk promoted the development of elaborated text as well as further coordination with others in writing activity.

Youth performing writing in an urban community: Politics, narratives, and struggles

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In *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*, Edward Soja examines relationships between geography and the social production of space through associations of knowledge, power, and history. He argues that geography plays an important role in how history is documented and represented: "A distinctively postmodern and critical human geography is taking shape, brashly reasserting the interpretative significance of space in the historically privileged confines of contemporary critical thought" (1989, p.11). The social production of space involves interpretive qualities, material realities, and actual practices of and within space, or what Michael Keith and Steve Pile (1994) call spatial metaphors – location, mapping, the geometrics of domination, and city space (p.1). The proliferation of spatial metaphors works to define space as expansive, evolving, and always in the act of creating, narrating, reproducing, and (re)presenting human experiences. This proliferation parallels the spatialization of contemporary social theory in ways that encourage people to be "insistently aware of how space can be made to hide consequences from us, how relations of power and discipline are inscribed into the apparently innocent spatiality of social life, how human geographies become filled with politics and ideology" (Soja, p.6).

Drawing on the scholarship of Soja (1989, 2000) and other postmodern geographers (Castells, 1983; Keith & Pile, 1994) as well as on theories in critical social theory (Freire, 1992; Giroux, 2006; Haymes, 1995) and writing research (Lunsford, 1979; Shaughnessy, 1977; Ede & Lunsford, 1984), this paper discusses the value of narratives – embedded in a struggle for rights – on community by Harlem youth. It explores ways that youth performing writing in and about an urban community can contribute to a politics of place that makes visible acts of, and struggles with, composing texts in the space of a Harlem community that is experiencing rapid gentrification. Additionally, this paper utilizes a qualitative framework to analyze how the experiences of youth performing writing can impact the larger community's re-conceptualization of writing communities/writing urban landscapes/writing identities in a changing Harlem.

N3. The politics of speech patterns: Linguistic analysis in classroom, national, and international settings

On textual silences, large and small

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Writing conveys meaning not only through the words and images on the page or screen but also through their very absence. In the words of Stuart Hall (1985), "Meaning is relational within an

ideological system of presences and absences.” Rhetoricians, writing scholars, and discourse analysts are of course well aware of the power of silence; nonetheless, despite several book-length treatments of the subject (Picard, 1948; Dauenhauer, 1980; Jaworski, 1993; Kalamaras, 1994; Montiglio, 2000; Glenn, 2004), it remains an “underexamined rhetorical art” (ibid.). In particular, little has been done in the way of close textual analysis—the kind of analysis that can be readily put to use in writing pedagogy.

In this talk I want to recapitulate the eight years of linguistic/rhetorical work I have done on textual silences, much of it devoted to developing suitable methods for identifying and analyzing such hidden aspects of texts. I will first present a six-part scaled classification ranging in scope from the micro (single word) level to the macro (full-text) level, including lexical silence, presuppositional silence, implicational silence, discreet silence, conventional (genre-based) silence, and topical silence. I will then use several case studies to illustrate each of these types. For examples of topical silence and conventional silence, I will draw on a 100,000 word corpus of 163 newspaper articles and editorials on the topic of homelessness in America, using frame theory (Donati, 1992) to show how such silences skewed particular texts ideologically right or left. For examples of discreet and presuppositional silences (Jalbert 1994), I will use a smaller corpus of 23,280 words in 23 US and international news reports on the July 2006 Israeli invasion of Lebanon. To illustrate the construction of implicational silences, I will apply linguistic pragmatic principles (Grice, Leech) to a corpus of public statements by George W. Bush, Dick Cheney, and Condoleeza Rice leading up to the US invasion of Iraq. I am currently compiling other corpora (on international protests of the Iraq invasion, on international comparisons of national healthcare programs); time permitting, I will bring these into my talk as well.

In keeping with the tenets of critical rhetoric (McKerrow 1989), my studies are all motivated by a desire to interrogate power and promote political consciousness and action in an increasingly globalized world. I believe that by cultivating an awareness of textual silences, writing instructors can enhance their teaching of critical reading skills, argumentation, genre knowledge, and subject-matter knowledge, especially of topics important to civic literacy and civic activism.

Language difference, error, and writing across borders

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This joint twenty-minute presentation outlines the implications of recent scholarship in the linguistics of contact and on academic literacies for research on the relationship between language difference and “error” in writing. Much of the research on “error” within composition studies postulates a direct relationship between language difference and “error” in writing by following a model in which writers are seen as moving from one language to another or from a subordinate to a dominant dialect. Such research follows structural linguistics in privileging spoken over written language, accepting a homogeneous speech community as the norm for communicative events, treating languages as discrete, and neglecting the mediation of language effected in the material production of writing. Recent scholarship on the development of world Englishes (Kachru), English as an International Language (EIL) (MacKay), and English as a global lingua franca (Leung) challenge several of the assumptions on which such a model of error is based: a universal standard English; sharp distinctions between languages (Gal and Irvine) and between native and non-native speakers of English (Singh); and the unidirectionality of language users’ aims toward native fluency in a target language (Widdowson). In place of these

assumptions, scholars have offered models of writers “meshing” codes and languages (Canagarajah), constructing novel language identities (Leung et al.; Pennycook), and “re-designing” language itself through writing (Lu). Writing is viewed as the occasion not for the “development” of the individual’s writing ability but for the mediation of language through writers’ deployment of various linguistic and textual resources. The plurality of fluctuating language practices mediated through power relations assumed in such models is consonant with research on “academic literacies” (Lea and Street) identifying significant differences within as well as across academic disciplinary writing practices.

The presenters’ current research on “China English” writing is used to illustrate the ways in which these new models of the mediation of language difference complicate standard conceptions of “error” in writing and the development of writing ability. We outline the implications of this research for the teaching and assessment of writing and writers now understood to circulate globally and across linguistic borders.

The discourse of propaganda: North Korean news genres

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In the field of functional linguistics, recent years have yielded the emergence of a significant body of literature concerning the subject of appraisal in discourse. Much of the pioneering work in this area has been developed under the framework of Halliday’s Systemic Functional Linguistics (SFL). In this field, Martin and White (2005) have proposed a tripartite structure of appraisal that illustrates how resources of ENGAGEMENT (the position of the authorial voice in relation to other voices, propositions, and values), GRADUATION (how the authorial voice’s commitment to these positions is amplified, downplayed, and/or tuned) and ATTITUDE (how affect, judgment, and appreciation are manifested) become realized lexically and grammatically in English texts. Although this framework has provided a rich body of research, few attempts have been made at extending it to the analysis of non-native English speaker discourse. Addressing this lack, the present paper reviews work in progress on the textual analysis of news articles published by the Korean Central News Agency (KCNA), the mouthpiece of the North Korean government. Specifically, this study uses mixed methodologies to examine three different KCNA news genres: Denouncements, articles that decry the actions and policies of foreign powers; Calls to action, pronouncements that made the people of North Korea to undertake a social struggle; and Homages, articles written to honor and praise a political hero or leader. This talk illustrates the utility of mixed methodologies by showing how genre analysis, SFL appraisal analysis, and corpus linguistics complement each other in identifying the salient lexio-grammatical, rhetorical, and socio-communicative features of the KCNA genres.

N4. Grammar, parts of speech, and writing skill development

The Adverbial Cycle revisited: expressing linking, stance and circumstance

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In this talk I present the follow-up research to my earlier work on “The Adverbial Cycle”. In the opening paper in the symposium on academic writing at the annual IATEFL conference in Harrogate (12th April 2006), and published in *IATEFL Conference Selections 2006*, I presented the first stage of the project, including the rationale and pilot study. This work examines the

incidence and communicative effectiveness of adverbials in student academic writing. Comparisons between individual students' work are organised diachronically with studies taking place before and after language treatment. This treatment comprises a lecture and subsequent class work focusing on the strategic inclusion of the adverbial from the starting points of meaning, function or form. Based on the organising principles in Biber et al's *Longman Grammar of Spoken and Written English* (1999) there are three semantic areas: circumstance, which covers many meanings from contingency to process; stance, which explicitly expresses the writer's attitude to the material expressed in the clause; and linking, which supports cohesion and signposting needs at a linguistic level. These are expressed through adverbials as phrase- and clause- based structures. Following the classroom treatment, examples of adverbials in the text of a student with an advanced level of English included simple adverbs such as *therefore* through a rich range of prepositional phrases (which are the most frequent adverbial exponent) including *in terms of psychological and mental health* and *without being aware whether the behavior is suitable or not* to a number of finite and non-finite clauses. The follow up research, to be completed by January 2008, will use a range of measures to assess and evaluate the quantity and appropriacy of adverbial incidence before and after treatment, offering the likely recommendation that such an approach leads to efficient and effective linguistic realisation of key semantic needs.

A corpus-based study of the use of nouns to construct stance by native and non-native academic speakers of English

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This study investigates the construction of stance through the use of nouns in two corpora of research articles published between 2000 and 2006 in *Social Behavior and Personality*, an internationally published journal. It examines specifically nouns which are preceded by sentence initial deictic *This* and nouns which encapsulate earlier propositions, which are called 'retrospective labels' by Francis G (1994). Being one way of creating cohesion in text, retrospective labeling helps both the writer and the reader: while helping the writer in taking a stance, it helps the reader to understand the text by enabling him/her to see how it is organized. Constructing stance using nouns is important both for native and non-native academics as it helps construct convincing arguments and appropriate stance. Though some studies have been carried out to investigate this issue using texts by native speaker writers in different disciplines, no comparative study between native (American) and non-native (Turks) academic speakers' use of nouns to construct stance in research articles has been made.

I explore retrospective labels used by native and non-native academics in internationally published research articles. It examines nouns which are preceded by sentence initial deictic *This* and nouns which encapsulate earlier propositions. By so doing, I seek to compare and contrast native and non-native speakers' retrospective labels.

The data was analyzed qualitatively and quantitatively, paying particular attention to the context and purpose of the use of retrospective labels.

The study shows that there are both similarities and differences between the native speakers and the non-native academics' employment of retrospective labels. The findings and implications for academic writing will be discussed in some detail.

Grammar and editing in the writing classroom: Going against the grain

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Teachers often question the utility of teaching grammar to undergraduates. They may feel students at the University level are already equipped with a sufficient understanding of grammar, or they may cite studies positing the lack of correlation between formal grammar competence and improved writing performance. Students react similarly. They may roll their eyes at the mention of *coordinating conjunctions* and *nominative absolutes* and complain that grammar is arcane or immaterial to higher education.

For this individual presentation, I will argue that grammar instruction in tandem with metawriting assignments which foreground rhetorical analysis is an effective means of teaching writing and rhetoric. With examples from my Grammar and Editing courses at UC Santa Barbara, we will discuss how writing assignments and essays can test students' knowledge of the rules of grammar and help students perceive how writers' stylistic choices are rhetorical decisions. This move from grammar and "correctness" to style and rhetoric is essential to the writing class.

The assignments I have designed prompt students to do what we want all of our writing classes to do: stimulate students to think and write critically, engage an audience, and improve as writers. After studying grammar and mechanics in this context, students begin to see how an understanding of grammar is vital to effective written and oral communication—and why grammar is a living discipline.

N5. Online literacy

Research across the digital border

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How do we research students' study habits in an online environment? The first panelist will discuss a study of an introductory writing course that was offered online. The study follows up on a finding that students who rate themselves highly on making good use of study skills earned lower grades than students who rated themselves moderately (West et al, 2006). Course management statistics give a lot of information about students' online behavior, but can be confusing. For instance, the time students spent on the course web site varied from 12-90 hours. To better understand how online students are using their study time, this researcher used a case study approach and examined course management statistics, student interviews, surveys, and student performance in the form of grades and papers. This presentation shares preliminary findings of this research and reactions of students encountering online learning for the first time.

How do we build a first-year online writing program? The second panelist will discuss three pilot versions of online and hybrid first-year writing courses. Factors considered in the decision to continue the online program were enrollment demands for the course, performance of students, and student evaluations regarding the effectiveness of teaching and how much was learned in the course. Other considerations included the degree of standardization in the course, instructor training for teaching in the online environment, and a variety of web courseware tools that can be used to support the course. Generally, results from the three pilots indicate that there is "no significant difference" in student performance in online vs. face-to-face versions of the course but

that students appreciated the organization of material as well as technology used in the online course.

Beyond search: Online literacy practices in academic settings

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In university settings, students are increasingly required to use online environments to complete course-related research tasks. Currently, this online reading experience is a convergence of information from multiple media, including search engines, blogs, wikis, forums, social networks, RSS feeds, and traditional web pages. While the Internet has increased the ease of accessing information, the process of sifting through these countless information options can be cognitively overwhelming. At its core, *online literacy* involves the management of multiple documents, but also includes both the cognitive processes involved in document management and the multiple literacies – such as computer literacy and information literacy – required for navigating and assimilating information online. *Online literacy*, then, is the processing of information from multiple sources in dynamic, non-linear, digital environments. The key components of this process are goal-setting, gathering, evaluating, and integrating information from multiple online sources.

How is online literacy practiced? Imagine you've just heard about a major news event. How do you find more information about it? Do you turn to a news channel or an online news source? How do you find specific details? This everyday practice of seeking, locating, and understanding information online is the practice of online literacy. Drawing on research methods used across the disciplinary borders, I apply theories from composition, cognitive psychology, computer science, and communication to the study of online literacy practices. In this presentation, I attempt to define what it means to be literate in traditional online environments, as well as in immersive and mobile learning environments.

Verifying web-based information and writing as a system of representation

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Verifying web-based information and writing as a system of representation

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Contemporary scholarship on literacy has amassed a considerable amount of work that argues writing is more than a replacement for speech and instead needs to be recognized as an independent system of representation. The question now becomes: how can one identify the ways in which writing is independent of speech in such a way that can generate awareness of how its production and use differ from those of speech? In this presentation, I will discuss data from three think-aloud protocols of adult professionals as they verify web-based information in order to support claims verifying information in written form involves certain rhetorical behaviors ideal for processing written texts but realistically impossible for processing speech. Specifically, participants demonstrate the ability to analyze web-based information by extending the temporal-spatial dimensions of their transaction-intrinsic encounter with the texts they examine. They read texts backward and forwards, review particular passages multiple times, pursue various links among web sites in a variety of combinations, and sustain a prolonged focus on certain sites within a particular topic of interest. I argue that this approach to determining the credibility of web-based information reveals rhetorical behaviors not realistically feasible for determining the credibility of a speaker. Conversely, extra-linguistic cues such as body language, eye contact, tone of voice, and capacity to withstand scrutiny from an interlocutor are rhetorical means of analysis well suited for processing speech but not realistically available for analyzing writing. I then argue that a fruitful means for recognizing writing as a system of representation independent of speech are the ways in which readers make credibility assessments that differ from how they

would assess speech, a difference that requires an awareness of different means of persuasion available to respective systems of representation. This work should be valuable for scholarship and pedagogy concerned with generating an awareness of the rhetorical influences of media and technology.

N6. Evidences of young writers' developing competencies

Good writers always have a sharp pencil: The relationship between knowledge of writing and narrative writing quality in elementary students

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Knowledge of the writing is an important component in writing development, playing a role in almost every major theory of writing proposed in the last 25 years. However, substantial evidence to support the necessity of knowledge for writing development is lacking. The purpose of this study was to examine the relationship between knowledge of writing and narrative writing quality in elementary students. Research questions included: 1) What do second- and fourth-grade students know about writing? 2) Are there developmental differences in writing knowledge between second- and fourth-grade writers? and 3) Do individual differences in writing predict narrative writing competence when framed within the Model of Domain Learning (MDL; Alexander, 1997)? The Model of Domain Learning theorizes that academic competence is achieved by developing skills in knowledge, strategic processing, and interest. To answer the research questions, 32 second-grade and 32 fourth-grade students were given an open-ended verbal interview designed to assess their knowledge of writing, consisting of the purposes of writing, attributes of good writing, strategic knowledge of writing processes, and narrative genre characteristics. Other MDL components, strategic processing and interest, were assessed with an advanced planning writing task and a writing attitude survey. Additional measures included handwriting fluency and word spelling, as these have been shown to predict writing competence in elementary students. To index narrative writing competence, students wrote a story using a picture prompt. This talk will present results for each of the three research questions. At this time, preliminary results suggest that fourth-grade students have more mature conceptualizations about the purposes, characteristics, and processes of writing as compared to second-grade students. In addition, multiple regression analyses suggest that knowledge of writing predicts narrative writing competence within the MDL framework. Descriptive data representing patterns of writing knowledge demonstrated by second- and fourth-grade students will also be presented.

The quest for a motivated pause threshold for young non-expert writers

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Recent advances in writing research methodologies allow us to study writing processes in non-expert and even beginning writers (Caporossi, Alamargot, & Chesnet, 2004; Chesnet &

Alamargot, 2005). While considerable research has been developed to uncover the cognitive status of pauses in adults' computer written, as well as in oral, discourse (see Schilperoord, 2002 for a review) much less is known about pauses in children's and adolescent's handwritten discourse. The cut-off value for adults' written pauses generally equals 1sec. whereas it is 0.250sec. for pauses in the spoken modality. These values are often recognized as being somewhat arbitrarily defined (for example by using the mean length of one syllable production, or the perception threshold, etc.). To study writing processes in French-speaking children and adolescents, our team gathered on-line data for 3 gender-balanced school level groups (5th, 8th and 11th year of schooling). Each group consisted of 40 subjects and our data collection procedure used the Eye and Pen software with electronic writing tablets (Chesnet & Alamargot, 2005). In the attempt to accommodate the fact that we are dealing with beginning writers showing significant variability in the degree to which grapho-motor activity is automatized, we searched for a method to establish a motivated pause threshold. The work proposed here will present the assets and weaknesses of the different methods we tested (evaluation of pause distribution using a k-gaussian mixture model, mean speed analysis, etc.) as well as the final decisions we took to establish a well motivated pause threshold.

Developmental trajectories in orchestration of paragraphing

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The paragraph is at the heart of effective textual organization. Arguably, it is a meso-level organisational structure bridging the micro-level organisation of the sentence and the macro-level organisation of the text: mastery of the paragraph requires that writers are able to manage both intra-paragraph cohesion, and inter-paragraph cohesion and connectivity. Managing paragraphing is a complex task, however, because it requires orchestration of both local and global coherence. Atwell (1987) first coined the concept of local and global coherence, observing that sentences in a paragraph might have local coherence, in that there are clear connections between the ideas in one sentence and the adjacent sentence, but there may be an absence of global coherence across the paragraph, and across the text.

Although it is widely accepted that learning to write paragraphs is part of a developmental trajectory in acquiring writing maturity, and most teachers of writing will include explicit instruction in paragraphing techniques, there is relatively little empirical attention devoted to understanding that development. In particular, the nature of the route from not using paragraphs at all to effective use of paragraphs, and understanding of what might constitute increasing sophistication in paragraphing are less well understood. This paper reports on a large-scale nationally-funded research study, one aim of which was to investigate the development of paragraphing in secondary school (aged 11-16) writers. 720 writing samples were analysed at sentence, paragraph and text level using a systematic coding framework building on the methodology of an earlier QCA (1999) study. The paragraphing was analysed in terms of competence in dividing text into paragraphs, and management of topical organisation, and inter and intra-paragraph connectivity. The paper will present patterns of difference found between writers of differing ability and will offer a theoretical model of linguistic development in use of the paragraph.

'Don't forget your capital letters': an investigation into the way teachers introduce writing activities to young writers

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It has long been argued that talk supports young writers in the act of writing. The *Talk to Text* Project, a two year study funded by the Esmée Fairbairn Foundation, sought to investigate the transitions from talk to writing in the early years. As part of the project, teachers and researchers developed a set of activities to encourage talk. Teacher and student talk during the implementation of these activities was captured on video and analysed using AtlasTi software.

The act of writing requires the orchestration of a range of knowledge and skills. Writers are '*creating coherent ideas in the private realm of thought and mapping those ideas into the public world of linguistic symbols*' (Kellogg 1994). For young writers this includes the transcription of spoken or thought words into graphemic script, as well as the translation of ideas into written form. Yet teaching and learning take place within a socio-cultural context and participants' understandings of what is taught and learned impact on student performance and attitudes.

Although each teacher used a variety of the project activities as well as their own favourites, the way in which each teacher introduced and taught the writing tasks varied considerably. Such variations seemed to impact on how children responded to the tasks. Close analysis of teacher practice together with analysis of children's behaviour and the writing samples revealed important implications for how teacher talk impacts on student writing. This paper will explore how teachers' understandings of writing can impact on the way they conduct writing instruction and on their students' attitudes to writing. Drawing on in-depth interviews with teachers and students, as well as video data of writing lessons, the paper will explore the relationship between teachers' views of writing, the lessons they give and the attitudes of their students to writing

N7. Studying genre in teaching and teacher development

Toward the experimental confirmation of North-American genre theory: A study of student on-line academic writing in undergraduate literature classes

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This study examines the development of a particular genre of academic writing within the context of literature classes, where students wrote and replied in writing to weekly "literary commentaries" and posted their commentaries and replies on a class online forum. Over the course of an academic term in these courses, the "commentary" developed as an artifact of the culture and activity system of these classes into a distinctive genre of academic discourse, recapitulating the socio-cultural model of genre development posited by such theorists as Bazerman, Russell, Medway, and Freedman, and thereby confirming what is sometimes known as the North-American School of genre theory.

Redrawing the borders: Accounting for technologies in genre theory & research

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Study of rhetorical genres has emerged as an important means toward understanding realities of texts and textual practices—and their ideological implications (Bazerman & Prior, 2004; Coe, Lingard, & Teslenko, 2002; Freedman & Medway, 1994). Recent work in genre studies has emphasized the need for researchers to attend not only to texts, but also to socially-defined contexts (Bawarshi, 2003; Devitt, 2004) and to other "observable constituent elements" of genre

as social action (Paré & Smart, 1994). However, in spite of the proliferation of technologies that are integral to many current writing contexts, theories and methodologies for genre research have given relatively little attention to the transforming roles that technologies play in genre practices.

The speaker argues for redrawing the borders of genre studies in order to “share territory” with scholars in computers and composition in developing technology-sensitive approaches to theory and research. Drawing from scholarship about the transforming nature of technologies (Porter, 2003; Star, 1999; Suchman, 2000), the speaker discusses ways that redrawing borders—and therefore accounting for technologies—can extend and reshape current approaches to genre studies. To illustrate the significance of accounting for technologies in genre theory and research, the speaker cites examples from her longitudinal study of an e-mail discussion list for novice English teachers. The study combines analysis of 3 years of archived e-mail messages with interpretation of data from discourse-based interviews. The findings offer insight into teachers’ participation in on-line genres for reflection and inquiry, and the roles of technology in the discussion-list conversations are foregrounded in the presentation. Examples from the study are presented to address a key methodological issue: How can we account for technologies in research of rhetorical genres, and how and why does it matter?

Conducting the scholarship of teaching: Spanning boundaries and blurring genres

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For the past 30 years, I have participated in what have been described as the North American teacher research movement in K-12 education and the scholarship of teaching movement in post-secondary education. In these contexts, I have been engaged in an on-going study of what I have called—borrowing my terms from the new historicists Stephen Greenblatt and Catherine Gallagher—overlooked and under-valued genres of practitioner research. The first two chapters of this evolving study drew attention to two genre in which I have observed scholar teachers conduct and publish the findings of their inquiries: the “anecdote” (Stock, 1993) and the “workshop” (Stock, 2001).

In this presentation, I will report on what figures as a third chapter in this developing inquiry. In this study, one among a set of studies underway within the National Writing Project (NWP), I am exploring the nature, sources, conduct, and impacts of what is called the teacher inquiry workshop in the NWP. Simply put, in teacher inquiry workshops, NWP summer institute fellows and teacher consultants engage participants in teaching practices, framing the engagements as inquiries. In the process, workshop leaders circulate productive teaching practices for peer review and community use and involve colleagues in “re-search” grounded in those practices.

To conduct this inquiry, over the past three years, I have worked primarily as a participant observer of teacher inquiry workshops in four geographically diverse National Writing Project sites, and in local, regional, and state-level conferences. I have also conducted observations in classrooms at all levels of instruction of teacher consultants who have adapted practices they experienced in these workshops to serve their own, various curricular goals and requirements. In addition, I have conducted interviews and focus group discussions with teacher consultants and NWP site directors from across the country. In another avenue of inquiry that I have been able to pursue because I have been associated with the NWP in a variety of ways for the past twenty-five years, I am “revisiting” workshops that have influenced my teaching and research. This strand of work has added a historical dimension to my current study of the teacher inquiry workshop and provided me additional data sets for examination and cross-examination (i.e., interviews, e-mail exchanges, documents of various kinds produced at the classroom, school, school district, state, and professional levels).

In this presentation, I will draw attention to observations I have made about this genre of the teacher inquiry workshop, which my research leads me to regard as a distinct genre that has developed within the National Writing Project. Among those observations will be this one: The conduct and publication of the teacher inquiry workshop are often not discrete activities. In this genre, the conduct, publication, and pilot-test application of research are fluid, mutually-dependent, integrally-realized activities, accomplished dialogically and dynamically in interpretative communities of practicing teacher researchers. Furthermore, the all at once, altogether conduct and publication of research accomplished in this genre is neither accidental nor a flaw of the work. It is, in fact, intentional, generative, and demonstrably productive.

N8. Research on writing instruction

Linking research with practice for writing and literacy education

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What does it mean for English education research, in particular research in the area of writing and literacy education, to influence, inform, or have implications for practice? For that matter, what counts as research in writing and literacy education, and what counts as writing and literacy practice in the context of the English or language arts classroom in current times? In this presentation, I address these questions, reporting on a project that I have been involved in that seeks to understand the field of English education, and writing and literacy, as it exists today, as it contrasts with the past, and as it looks to the future. The project draws on published research literature in English education, on my experiences serving for a number of years as co-editor of the journal *Research in the Teaching of English*, and most particularly on a number of interviews with leading English educators in the field today in which we discussed issues related to the above questions. Interviewees were chosen for their wide recognition as leading researchers or theorists in the field, their strong commitment as researchers to informing classroom practice, and the diversity of perspectives that they represent. The interviews, along with the other sources of information, helped to suggest what kind of research in the field is exemplary, and why; what writing and literacy issues, problems, and questions are most urgent for today's researchers to address; and what challenges lie ahead for writing and literacy researchers and practitioners. On the basis of this project, I suggest who benefits from our work and how so, and, indeed, whether we need to re-imagine the field of English, and writing and literacy, education.

Context and activity, a powerful framework for writing instruction and research

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Students writing in school face different challenges and constraints according to educational level, teachers' expectations and discursive genres within the curriculum. Writing in the disciplines reveals differences among these educational contexts, added up to the individual contexts that students bring to the writing activity, to the students' representation of the task and to the specific context of writing instruction. Learning activity, conceived both as writing to learn and learning to write, goes through every composition task and becomes another specific context to be considered in writing research. These different perspectives of "context", pointed out by well known scholars (Nystrand, Rubin, Brandt, Witte, Flower, Heath...) are integrated in a model of context interaction that becomes the theoretical basis to the research: a multiple case study in natural school settings applied to verbal interactions among the participants (eleven-year-old students) in five collaborative writing groups in a science course. The research results show the relevance of taking into account the contexts dynamically interacting both in the writing activity and in the learning activity, and argue for the importance of designing instructional sequences

that allow the negotiation of explicit learning goals and the monitoring and control of one's own learning and writing process.

Further considerations about a specific model of instructional sequences (didactic sequence (SD): Camps, 1994) are presented, considering both its theoretical foundations in writing research, pedagogy and sociocultural psychology (Dewey, Leontiev, Vigotsky) and relevant research outcomes derived from its empirical application in school contexts in Barcelona. Some relevant aspects of SD model are pointed out concerning the double activity and its interrelationship –writing and learning- carried out through the writing projects. Benefits of SD model as a framework for writing research are also presented.

Crossing the border from university to middle school—and back again

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Academic literacy is a concern that bridges the boundaries between middle school and college writing. Students begin to explore the processes and practices of expository writing in their early teen years as they are introduced to the constructs of the genre. They continue to practice with forms of academic writing throughout their high school years, but many students, especially English learners, arrive in college still needing structured reinforcement of the basics. College instructors pass the blame for students' missing skills down to high school teachers, who in turn blame middle school teachers for not enforcing "good writing." This presentation examines the experiences of an eighth grade language arts teacher and a university composition instructor (the presenters) conducting action research in a middle school class and subsequently revisiting their own teaching practices. The initial project involved a study of the creation of developmental- and age-appropriate scaffolding for a unit on persuasive writing. Part of the research focused on the progress of English learners. In conducting the study, we noted the considerable similarities across levels in content and skills we were teaching, as well as the differences between our respective students in terms of development and maturity.

The follow-up project will compare the academic writing processes of eighth grade students to those of first-year college students in a developmental composition course. Research will be based on Bakhtinian concepts of genre, focusing on language as a dynamic practice that is shaped by the social contexts of use. We will develop parallel lessons focused on academic literacy development in the genre of persuasive writing and compare our students' progress. The presentation will also include our reflections on the similarities and differences between our respective teaching situations, focusing on the role of academic writing as a pathway for students to access higher education.

N9. National research, international perspectives: A cross-cultural exchange about disciplinary writing research at French universities

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Consulting and collaborating within the international research community is becoming essential to the field of writing research. This intercultural work carries intriguing challenges and productivities. The group proposing this roundtable is engaged in a breakthrough project, studying writing in four *Sciences Humaines et Sociales* disciplines at French universities. The project is unique on two levels: A) in France, it is first-of-its-kind in its focus on higher education, writing, and disciplinary knowledge construction from both a “didactics” and a linguistic frame; each of these aspects has been extensively developed in French research but not in this combination. B) In terms of international research work, it is led by two French research teams (both of the principal investigators will participate in the roundtable) and features a UK and a US team offering review and response to the project at each stage. This project marks the largest such international collaboration ever attempted.

The project, supported by a generous grant from the French government, seeks to describe the genres of research writing in each targeted discipline, to identify the support offered to the students, and to note the obstacles they face. The project uses both classic methods (questionnaires, interviews) and more novel methods (gathering information about writing norms and materials through faculty focus groups whose purpose is to discuss how students succeed in research writing tasks). It will result in a comprehensive report, rare in Europe, on university-level writing.

The unique cross-national research configuration has another purpose as well: it is intended as a site of exchange, raising questions for all the researchers about what we take as “natural” about theory, practice, and the project of research, pushing us to recontextualize our individual research paths in cross-cultural and cross-institutional frames. At this proposed session, five of the researchers involved will offer brief comparative individual perspectives and commentary on this common research project, from their differing cultural and institutional stances. Each will offer commentary on the methodology and its usefulness for cross-disciplinary study and engage some of the collective and individual outcomes of this research to date. In particular, discussants will treat the project’s relevance to the larger context of writing research in each institutional-cultural context. The presentation will conclude with dialogue among the roundtable participants and the audience.

N10. Chapters from the Handbook of research on writing

Chair: Charles Bazerman, *U. C. Santa Barbara*

Pietro Boscolo, *Università degli Studi di Padova, Italy*
Jennifer Clary-Lemon, *University of Winnipeg, Canada*
Ulla Connor, *Indiana University Purdue University Indianapolis*
Sandra Murphy, *U.C. Davis*
Nancy Nelson, *Texas A&M, Corpus Christi*
Paul Prior, *University of Illinois at Urbana-Champaign*
Graham Smart, *Carleton College*

Peter Tiersma, Loyola Law School

N11. Writing across the border: Writing practices among more diverse student populations

Lost in translation: Exposing assumptions in the research process

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After moving to the University of Texas-Pan American in Fall 2006, I decided to continue research – begun at the University of California, Santa Barbara in 2005 and presented at CCCC in 2006 – with my new students. The original study explored student use of reader response theory, in light of its critical resurgence and the concomitant claims that it was especially appealing to students. I concluded then that composition students devalued reader response theory for the precise reasons that critics believed they would embrace it: students felt it justified any reading and was thus not “theoretical” enough to support their arguments.

Attempting to duplicate my study with UTPA’s student population revealed fundamental differences in their academic preparation and notion of self in relation to texts. UTPA’s students are unique for a number of reasons. Situated only 17 miles from the Mexican border, over 90% of the student population is Hispanic and most are first generation college students. Their college preparation tends to be insufficient, and a majority of composition students face ESL challenges. I realized that my UCSB study was ineffectual at UTPA; it did not result in useful data from which I could draw useful conclusions.

The ineffectiveness was attributable, I believe, not to the difference in student abilities or preparation, but to my conception of student learning which was honed at UCSB and was unsuited to the experiences of UTPA students. For example, before they could be expected to embrace or even apply reader response theory, they had to be convinced not only that their readings had value, but that they were capable of generating a reading. This paper explores the results of my research with particular emphasis on the assumptions about learning and reading implicit in the study that were revealed when I attempted to transfer the research across borders.

A study of ‘international’ students’ writing: From norms to politics in a globalising academic world

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In the UK, as in many other countries, the last decade has seen a substantial increase in the number of ‘international’ students on undergraduate and graduate programs of study. The typical institutional response to this diversity has been to provide language or writing support classes in which the emphasis is on inducting students into the linguistic forms and rhetorical conventions of academic writing as set out in subject departments’ handbooks. It is this situation that provided the context of the research reported in this presentation in which I outline issues relating to the mobility of students’ linguistic and communicative resources across borders, with reference to the writing of ‘international’ students who were moving from the ‘periphery’ to the ‘centre’.

My role in the research was that of a ‘reflective practitioner’ teaching on undergraduate and graduate courses in literacy studies. The research materials comprise copies of students’ draft assignments and dissertations, notes I made during and after one-to-one ‘feedback’ discussions

with the students about the assignments or dissertation chapters, and transcriptions of interviews with the same students.

The presentation will focus on how these materials led me to question my interpretive repertoire and strategies and to seek for other theoretical orientations that could enable me to look beyond normative linguistic forms, or contrastive rhetoric, to ways of theorising 'international' students' re-sourcing of their linguistic and communicational resources in written knowledge-construction. I will outline the possibilities I see in Hymes' (1996) concepts of 'second linguistic relativity' and 'voice' for new directions in studies of student writing, which could embrace the politics of a globalising academic world.

Academic writing socialization: ESL students' border crossing across geographic and curricular spaces

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I define academic writing socialization to become a member of an academic discourse community by an enculturation process in multiple genres of various disciplines. The purpose of this study is to illustrate the complexity of negotiating U.S. academic writing expectations of English as a Second Language (ESL) students in their consequential transitions (Beach, 1999) across geographic and disciplinary borders in writing. The inherent assumption in this paper is that there are tensions and conflicts in border crossings of writing spaces and the related sociocultural dimensions. Academic writing socialization is grounded in a social model of literacy called New Literacy Studies in general and the academic literacies model developed by Lea and Street (2000) in particular.

The research context was a Midwestern research university. This university manages three-tiered composition classes as part of the General Education Curriculum: basic, first-year, and second-year disciplinary composition classes. A two-year ethnographic research method was employed, including classroom observations, discourse-based interviews with eight students, and their composition and disciplinary instructors, as well as text analysis.

The main findings are fivefold: (a) students perceive multicompetence (Cook, 1993) across their first-language literacy and English academic literacy; (b) students' contradiction is piqued in their initial socialization stage at the basic composition class that demands the rigid norms of U.S. essayist expectation in writing, which is different from their first-language writing; (c) students utilize adaptive expertise (Bransford, Brown, & Cocking, 2000) of analysis skills that they learned in a first-year composition class through disciplinary content classes; (d) students' genre awareness through identifying internal discourse patterns (Paltridge, 2002) has increased by opportunities to write, which are determined by their majors; (e) each student's path on writing improvement is idiosyncratic, as compared to the universal skills model (Moffett, 1981).

N12. Working memory, fluency and performance

Writing, speaking, and memory performance: Scope and limits of the writing superiority effect

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We repeatedly showed proof of the writing superiority effect: With adults, the diagnosis of knowledge has a higher content validity in written than in oral mode of recall. This effect has been established for episodic knowledge as well as for geographic or experimentally induced, list-like

knowledge. We will first report on two experiments in favor of the replicability and generalizability of the effect. Through careful experimental dissociation, it turns out that some obvious differences between speaking and writing processes (e.g., pacing, physical persistence of the products) do not account for the effect; individual working memory capacity, however, significantly contributes to it.

In contrast, working memory performance (for example, listing span measures) does not show similar modality-dependent differences in adults—but in children! Evidence for children's higher cognitive load of writing as compared to speaking has mainly come from French studies. We will report on German studies in which the French results were replicated, and expanded by a developmental perspective as well as by an attempt to separate children's mental costs for grapho-motoric and orthographic efforts in the written mode.

What happens when we try to integrate both lines of research? Will a restricted automation of writing processes impair memory performance also with adults? Two experiments in which the writing process has been made more difficult (by manipulating the position of keys on a keyboard; by forcing adults to use an unusual handwriting script) show that, expectedly, working memory performance becomes worse.

The results will be discussed with respect to the role of writing (as opposed to speaking) in the diagnosis of knowledge and memory capacity as well as in the related processes. It appears that it makes a process difference whether knowledge is retrieved from long-term memory for written language production or for oral language production, respectively.

The automaticity of transcription allows longer execution bursts in typing, but not in handwriting

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It is common observation that written composition proceeds with bursts of motor execution punctuated by pauses. Comparatively to pauses, these bursts of activity have received considerably less attention. Kaufer, Hayes, and Flower (1986) were the first to show that the length of these bursts is dependent upon the writer's expertise. They showed that expert writers compose using longer bursts than novices, and that this correlates with better text quality. Chenoweth and Hayes (2001) operationalized expertise in writing with being L1 or L2 in language learning. Congruently, they have shown that the bursts' length decreases from writing in L1 to L2. Thus, evidence was found that high-level translating processes contribute for producing longer segments of language. In this study, we show that low-level transcription also contributes to producing lengthy bursts of written language. We randomly assigned 84 undergraduates to four groups, in a 2 x 2 between-subjects design, and manipulated the writing medium (typing vs. handwriting) and the automaticity of the motor execution response (trained vs. untrained). Some participants wrote on keyboards with QWERTY layout or with a new, unfamiliar, layout. Others wrote using their usual handwriting or an uppercase cursive script. Typed narratives were collected with ScriptLog (Stromqvist & Karlsson, 2002), and the handwritten texts were logged with a digitizing tablet. Pauses were set at 2 sec. Results portray usual handwriting as the more automatized, fluent and productive condition. The duration of bursts was longer in handwriting than in typing. Using the unfamiliar response modes lead to significant decreases in fluency, productivity, and text quality. Confirming an observation by Alves et al. (2007), a significant decrease was found in burst length of untrained typing. Yet, no similar decrease was found in

untrained handwriting. These results make the case for fundamental differences in execution demands between typing and handwriting.

How cognitive processes and working memory impact writing fluency: Revisiting the literature

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Current research in the field has highlighted a growing concern: reading problems and written expression problems comprise the largest number of referrals and placements in special education (Hallahan & Kauffman, 1986; Howell, Fox, & Morehead, 1993, as cited in Baker & Hubbard, 2002). It has come to the attention of many in the education field that there are growing concerns about the development of writing skills in children across the country. The National Assessment of Educational Progress (National Center for Education Statistics, 1998) found 16% of fourth grade students, 16% of eighth graders, and 22% of twelfth grade students couldn't write at the basic level and according to Issacson (1995, as cited in Baker & Hubbard, 2002), writing problems stay with children through their formal education with little progression.

Current research in written expression look at three factors: explicitly teaching the writing process, explicitly teaching the components of text, and providing feedback for students (Baker & Hubbard, 2002). The purpose of this proposal is to revisit and present the literature on the explicit instruction of the writing process with an emphasis on understanding how cognitive processes and working memory impact writing fluency. Writing fluency can be defined as "the ability to generate words, simple sentences, and compositions of gradually increasing length" (Baker & Hubbard, 2002). Specifically, the literature review serves as a springboard for a larger project examining methods like talk aloud, also termed self-talk or thinking aloud, to increase writing fluency (Englert & Mariage, 1992; Englert & Raphael, 1989, as cited in Baker & Hubbard). Part of Vygotsky's research focused on a child's use of self-talk when faced with a challenging task as a way to direct their behavior without the support of an adult (Berk, 1994). Much like other challenging tasks, a child might use self-talk as a precursor to inner speech when learning how to write. Furthermore, best practices in school psychology stress the importance of using research-based strategies to enhance student outcomes. If the literature and the larger study find talk aloud improves writing fluency in students, this could have great implications for school-based practices, and could even be used as an accommodation for students with problems in written expression on assessments. Even more so, implications for this study also include linking effective interventions in the classroom (using talk aloud on an assignment) to assessments (using talk aloud as an accommodation).

N13. Writing in adolescence: Hypertexts and contexts

Writing hypertexts: Effects on writing and knowing

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Hypertext writing at school might have beneficial effects on learning outcomes in two respects: (a) acquisition of writing skills and (b) acquisition of content knowledge.

To test these assumptions, we set up an experiment in which 203 students (tenth grade) followed a lesson series in argumentative writing. In the experimental condition students wrote an essay in hypertext form; the control group wrote an essay in linear form. Pre-tests (aptitude, writing style, computer skills, content knowledge, knowledge about writing, and self-efficacy for writing) and post-tests (content knowledge, knowledge about writing, self-efficacy for writing, and quality of a linear text) were administered. At particular moments during the lesson series, measurements of self-efficacy for writing were performed as well. In addition, for a sample of participants (N=90) log files of (linear) post-test essays were collected, providing indicative data for writing processes.

Both groups increased in self-efficacy, (declarative and procedural) knowledge about writing, and content knowledge. Effects of hypertext writing were found on writing skills: students in the hypertext writing condition wrote linear texts of a better quality (i.e., structure of the text and goal orientation) than students in the linear writing condition. For content knowledge (i.e., knowledge representation of a new topic of writing), the hypertext writing condition showed more relations between concepts but less categorized concepts than the linear writing condition. Moreover, interactions between writing style and form of writing were found: students who usually revise little produced more sentences in the hypertext condition than their peers who are used to revise thoroughly. In the linear writing condition, this interaction was just the other way around: students who are used to revise their drafts thoroughly produced more sentences in this condition than students who revise little.

Writing research, adolescents, and the new mainstream

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Writing research with a focus on adolescents in the United States generally either addresses the writing experiences of monolingual speakers of the societal language or the “special” circumstances and experiences of speakers of languages other than English as they struggle to acquire academic writing proficiency in English. Rarely do studies include equal attention to the writing experiences of both native and non-native speakers of English, in spite of the growing linguistic diversity of U.S. classrooms. This paper, however, focuses on the cases of four linguistically diverse high school seniors from a language socialization and multiple literacies perspective as they engaged in their year-long Senior Exhibition research and writing projects. Case study students from the same 12th grade English class represented the linguistic and cultural diversity of the “new mainstream” of many K-12 classrooms: a transnational Mexican-origin bilingual female, an immigrant Mexican-origin bilingual female, a Caucasian English-speaking female, and a Caucasian English-speaking male. Specifically, I describe students’ experiences with regard to the following questions:

- (a) What forms and functions of language were required for successful completion of the Senior Exhibition essay according to school norms?
- (b) How did students from diverse linguistic and cultural backgrounds understand and respond to the language demands of this assignment?
- (c) What literacy practices were demonstrated by students throughout the course of the writing project; and how could notions of academic writing be challenged or expanded by attention to these literacy practices?

Data for qualitative analyses included student planning documents (student proposals, outlines, notes), multiple drafts of Senior Exhibition essays, and transcripts of student and teacher interviews, writing conferences, and student presentations. Findings suggest that by including the full spectrum of linguistic diversity in writing classrooms, teachers and researchers can expand notions of “academic writing” without relinquishing academic rigor.

Pushing the boundaries of writing: The multimodal literacies of bilingual youth radio

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This paper discusses ongoing research that explores literacy and language learning in an innovative school-community linked Youth Media project. Informed by New Literacy studies (Street, 2003), Activity Theory (Engeström, 1999), and prior research on Youth Media (Chávez and Soep 2005), we examine how the literacy practices of one activity system, a community-based Youth Media program, intersect with and support the academic literacies and youth development in the second activity system, a middle school ESL reading class that includes high school mentors.

Using sociocultural perspectives and neo-Vygotskian learning theory (Wertsch 1998), coupled with an ethnographic-sociolinguistic analysis (Putney, et al. 2000), we conducted microanalyses of audio-video recordings and student artifacts to examine what individuals did to learn, and what members of the collective knew, created, and displayed through their linguistic and literate practices in the moment-to-moment interactions and in events over time and across contexts.

Initial findings suggest that in this Youth Media project the intersection of two activity systems created a boundary zone where multiple literacies and cultural practices emerged and interacted. Moreover, boundary-crossing learning opportunities resulted as youth moved into literate activities associated with communication media and civil society. Through meaningful engagement in literacy and media production for real audiences in English and Spanish, on topics of interest to the youth and their communities, participants constructed not only their literate and public voices, but also they reconstructed their academic identities as competent readers and writers.

Considering that current educational trends often restrict rather than empower youth voices and critical literacy development, we hope that educators, young people and their communities will benefit from research that demonstrates the expanded opportunities for self-expression and access to the public sphere made possible through school-community linked projects involving Youth Media.

N14. New ways of promoting community literacy

Community literacy research, 1980-2008: Cross-cultural perspectives from Nicaragua and the U.S

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Many teachers and researchers point to Shirley Brice Heath's *Ways with words* as a foundational moment in what has become known as "community literacy." Her book is the most cited in the first two issues of the newly inaugurated Community Literacy Journal.

And yet it was not until Wayne Peck's, Linda Flower's, and Lorraine Higgins's 1995 article, "Community Literacy" that the term gained—and has kept—cultural capital in research contexts. Since 1995, books, articles, proceedings, position papers, web sites, and conference presentations attest to the growing commitment to this emerging field, which is not surprising, since it provides a framework and resources for researchers and teachers working in "literacies outside of school" and in multi-modal literacies.

My presentation reports on one aspect of my community literacy research: what community groups, teachers, and scholars were doing between those years, 1983-1995, and subsequent emerging methodologies. I think it is important to look at that phase now because that is where many of the assumptions, approaches, and generative ideas about community literacy began to take shape, and that inform current practice.

One future need that community literacy proponents and practitioners will need to address is how to address the diverse literacies and identities that we see in increasingly hybrid form in local communities and in global contexts.

The discussion I want to invite with audience members, then, will include opportunities to learn from our recent histories as we engage immediate work in teaching and learning with genuinely diverse identities in and out of school.

Community writing, and writing communities: how Rhetoric and Composition scholars construct community literacy

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Research and scholarship on "community literacy" is becoming increasingly common in Rhetoric and Composition (Higgins, Long & Flower (2006), Grabill (2001 & 2006), Brandt (2001), Cushman (1998). Indeed, the trend toward community-based research in writing studies—in both composition and technical communication—and the audience for it, is evident in the publication of the *Community Literacy* journal, and with the rising level of programs with available concentrations and specializations in community literacy and writing.

However, very little scholarship has been performed that provides a comprehensive tracing the common, or not so common, problems community literacy researchers are investigating, or the methods used for such investigation. In this sense, our field is lacking an awareness of our community rhetoric. Based on my preliminary research, I argue that we are also lacking shared methodologies and/or epistemologies of "community"; a lack that may lead to employing inappropriate methodologies for speaking to our concerns as writing researchers.

Given this growing concern with the "community," specifically with the literacy practices of community, I propose an analysis of journal articles spanning the discipline that convey a primary commitment to understanding, explicating, expanding, and improving, "community literacy." Borrowing from the model set forth by Juzwick et al.'s 2005 Writing Conference presentation, and the follow up article (2006), documenting the "terrain" of writing research from 1999-2004, this presentation maps "community literacy scholarship," spanning a seven year period: 2000-2007. Through this mapping, I construct an argument about how our field defines community, and who (or what) is overlooked.

Through the publications and course offerings, scholars in the field are creating a history—and argument—of “community,” and of “literacy.” To do this responsibly, we should critically take account of the discourse we are creating about community literacy: the methodologies we employ, the metaphors we adopt, and the politics we enact.

N15. Constructions of meaning: Texts in international contexts

Researching Writing Through Virtual Exchange

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In 2006, the Australian Tourism Bureau launched a controversial ad campaign featuring 'real Aussies,' instead of professional actors, in an attempt to reveal the 'true identity' of Australia and entice tourists to visit (<http://www.wherethebloodyhellareyou.com.au>). The commercial concludes with the line “So where the bloody hell are you?.” It was soon banned in the UK due to the use of 'bloody,' and a few weeks later, Canada followed suit, claiming that 'hell' was too strong a word for prime time. Americans were surprisingly neutral, not offended by the ad, but indifferent to it—the worst possible outcome in advertising.

This example of 'real world' writing demonstrates why global approaches to writing research are vital, especially in an age of information. The need has never been greater for writing pedagogies that transcend cultural borders. With most writing textbooks published in North America and most pedagogical practices situated within American social and political contexts, the discipline seems not to have kept up with globalization and the acute cultural awareness it demands. This prompts us to question the very identity of 'Writing Studies' and to ask ourselves: “Who/Where are we as a discipline? Who/Where do we need/want to be?”

In an attempt to identify and bridge cultural gaps in writing pedagogies, the presenters have introduced a 'virtual exchange program' (designed by _____) through which students and teachers from the United States, Australia, and China are discussing writing, cultural identity, and politics online—and analyzing each other's writing approaches.

This presentation will discuss the successes and imperfections of the project, using examples of student work, correspondence, and feedback, as well as various cultural responses to the project. The presenters will reflect on how the project has informed their perceptions of 'Writing Studies' and their own identities as writing teachers and researchers in a shrinking world.

Minding the home front: Lessons on internationalization from technical communication textbooks

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Over the last decade, internationalization has become a popular theme among North American writing researchers. Some of the most extensive efforts to internationalize have been made in the field of technical communication, where the benefits of internationalization is most readily apparent to the dominant student population—U.S.-born native speakers of dominant varieties of English. Therefore, studying the internationalization of technical communication can be instructive as other areas of writing research try to internationalize.

In this presentation, we present a study of introductory technical communication textbooks in terms of their internationalization efforts, focusing on four textbooks that showed the greatest degree of success in incorporating international issues. The rhetorical analysis of the textbooks suggests that they tend to construct technical communicators—i.e., textbook users—as U.S.-born native speakers of privileged variety of English, reflecting the myth of linguistic homogeneity (Matsuda, 2006). People from non-U.S. cultures are generally construed as Other, in the roles of collaborators or colleagues, or more commonly, the audience in intercultural technical communication.

We also found that those textbooks focus mostly on cultural issues, while language issues play a peripheral role. Furthermore, when it comes to cultural issues, textbook authors tend to take an egalitarian stance that emphasize the importance of respecting *differences*. In discussing language issues, however, the authors tend to take a patronizing stance, in which technical communicators (who are generally assumed to be native speakers of dominant varieties of U.S. English) are encouraged to help nonnative English speakers with language *deficiencies*.

Based on the study, we suggest that the current efforts to internationalize technical communication textbooks focus on external internationalization (i.e., communicating *with* an international audience) while neglecting the home front—or internal internationalization (i.e., communication *by* diverse and multinational students). We also argue the importance of recognizing language issues as *sine qua non* of internationalization, and urge writing researchers to develop a better understanding of those issues as they continue their paths towards internationalization.
