

Writing Research Across Borders II Session E
Saturday, February 19 8:30-10:00am

E1

Writing studies in China

Yu Kexun, Wuhan University, China

Feilian Qiu, Wuhan University, China

Guangqi Rong, Wuhan University, China

The History and Status quo of Chinese Writingology

Yu Kexun, Wuhan University, China

Chinese people always think highly of the activity of writing. The ancient Chinese thought there were three immortal things in the world, namely, “high moral values meritorious service and great writing”. “Great writing” was seen as a great undertaking of civilizing people and remodeling the society which would go down in history and be eulogized from generation to generation.

In this paper, I intend to sketch out the history of Chinese writing theory research in the past 2,500 years. “Words cannot express all one intends to say” is a conflict that cannot be solved in writing activities. Thus, ancient Chinese scholars introduced the concept of “image” between words and ideas. Using the method of metaphor and symbolization, writers imply the meanings that can not be fully expressed through words to people. The relationship established among words, images and ideas is the awareness of writing theories as well as the beginning of Chinese Writingology. After that a large part of Chinese writing theory research focused on the relationship among the three, thus formed the historical feature of Chinese Writingology. Writings were for conveying sages’ and rulers’ ideas was a principle which played a central role in ancient Chinese writing even till modern ages. Ancient Chinese writing theory research attached great importance to both origin and teleology of writing, at the same time the forms of expression and stylistics were also emphasized. Ancient Chinese writing theory research also laid stress on “close reading” of literary works, which was embodied in the theory of finding the right words and the best [sentences](#) in poem composing. Carving a [Dragon](#) at the Core of Literature by Liu Xie(465A.D.—520A.D.) epitomized ancient Chinese writing theories, which also illustrates ancient Chinese literature criticism at its height.

Modern Chinese writing theory research arose from the Revolution of Stylistics at Late Qing Dynasty(1644A.D.—1911A.D.). After May 4th Movement (happened in 1919A.D.) , Chinese writing theory research centered around literature writing done in Modern Vernacular Chinese. The problems mostly often concerned were the origin nature and function of literature writing. Contemporary Chinese literature writing theory research(1949A.D. till now) applies indiscriminately many concepts propositions and categories from the west. It is still avid for investigation of universal essence and general rules of literature writing, but lost its individual character and is lack of necessary originality. Only in recent years, more attention was paid to China’s own writing theoretical tradition and experience. Compared with 1980s and the time before when contemporary Chinese writing theory research focused on literature writing, now, the emphasis of research has shifted to practical writing. Both the shifts in theory and

researchers' emphasis indicate that contemporary Chinese writingology research is mounting to a higher ground.

Narrative Art of Chinese Ancient Legendary Historical Opera
Feilian Qiu, Writing Journal, Wuhan University, China

When interpreting history, Chinese ancient legendary historical opera formed several kinds of plots construction models which could perfectly deal with relationship between drama and history, fact and the fiction. "Construction Models of Plots" refer to basic composition forms which Chinese ancient historical opera processed historical materials and unfolded the tales. "Construction Models of Plots", which could be divided into three types, were formed on the base of Chinese traditional cognitive concepts and thinking patterns. Chinese ancient legendary historical opera converted historical events into narrative elements to the best of their abilities. The improving situations of characters are chief sign of their efforts to strengthen the narration. Settings up of characters' situations are gradually complicating changes and development and the "situations" mainly refer to concrete events which could reveal heroes/heroines' characteristics and personal traits.

Setting up of characters' realistic situation has the following artistic functions:

1. make one dimensional characters' connotations abundant;
2. make it easier to confirm "essential meanings" of characters' individualities;
3. create artistic tension of plots.

Mingling unrealistic situations with realistic ones in Chinese ancient legendary historical opera's narration was initiated only to express some kinds of thoughts or to meet the need of unfolding extraordinary parts of the operas but later on it changed into a narrative method that could dissolve confrontations and reverse plots. What connects the narration of two different situations is the "Spiritual Eye" whose noumenon and function derived from the same origin.

The Predicament of the Writing Theory In contemporary China
Guangqi Rong, Wuhan University, China

(Associate Professor, College of Chinese Language and Literature, Wuhan University, Wuhan, 430072 P.R. China; Freeman Fellows Program, The Center for East Asian and Pacific Studies, The University of Illinois at Urbana-Champaign, 912 S. Fifth St. Champaign, IL 61820 USA)

In contemporary Chinese literary discipline categories, The Writing Theory is relatively backward in its discipline development, the team engaged in research and teaching faculty is weak. At present there's no independent doctoral education of Writing Theory in Chinese universities or research institutes. While the source of postgraduate students, somebody believes, appears certain disparity.

As an independent discipline, the Writing Theory is awkward compared with the prosperity in ancient China. The Chinese ancients thought that the writing was closely linked to the national rise and fall, what's more, it was "an immortal and great thing". It produces massive theory works through discussion to the writing activities. But since long, they were regarded as the literature theories. Actually, some of them, their starting points were the questions of the writing theories. It can be said that many of the Chinese classical literature theory were contained in the Writing Theory.

However, today's China writing theory does not have this breadth of spirit. To advance side by side with other disciplines, the Writing Theory has to profit from each kind of trend of literary and artistic thought, even attaches in many fashion literature theories that the Writing Theory had forgotten it was a unique discipline in itself, which pays great attention to practice. The theory it produced should be the primary theory, which is the resources for other literature class to research on. The Writing Theory shouldn't attach itself to other literature theory. Compared with the literature and art, esthetics, comparative literature, today's Writing Theory in Contemporary China is extremely disorderly and superficial.

Because of a lack of practical experience, the Writing Theory is often regarded as one kind of knowledge system just as many writing teaching materials, in which it forms one kind of theory deducing. The writing Theory is attractive for its part of applied article writing, which appears useful in this technical principle's time. However, the people who are engaged in or interested in literature writing often didn't know the use of the Writing Theory. What's worse, some even despised it. The Writing Theory and the literature writing are separated, which results in the lack of interactive.

Historical development in review, the discussion about the writing method of article has frequently led to the literary revolution in different time. The generation of Hu, Shi started the vernacular movement successfully by "*Eight Assertions*" and realized the literary revolution during the period of the May-Fourth Age and then the Chinese literature entered the modern age. The contemporary Writing Theory lacks interaction vigor with the history of literature in the history of literature advancement.

The Writing Theory in contemporary China is facing great difficulties. What reasons are for these problems? This is what I want to think about. Historical reasons, political reasons, social reasons, cultural reasonsMaybe there should be multifaceted reasons, it is a very meaningful topic.

E2

Automation, application, and representation: The search for valid writing assessment

Norbert Elliot, New Jersey Institute of Technology, U.S.

Chaitanya Ramineni, Educational Testing Service, U.S.

Les Perelman, Massachusetts Institute of Technology, U.S.

Andrew Klobucar, New Jersey Institute of Technology, U.S.

Paul Deane, Educational Testing Service, U.S.

Overview: This panel will focus on construct representation in large-scale writing assessment. The application of automated essay scoring to student placement raises arguments about construct validity that focus on prompt design, human and machine scoring, and relationships among performance measures. These arguments, in turn, raise still larger issues of the representation of writing ability in assessment situations where timed submissions of constrained length result in construct under-representation. Deliberately problematizing construct representation will allow this panel to investigate contemporary assessment practices that inform how we construct and judge the importance of writing in school and society.

Presentation 1 Title: Automated Scoring Models for Writing Placement Decisions: A Case Study

Presenter 1: Chaitanya Ramineni, Educational Testing Service

The first presenter will introduce E-rater[®] automated essay scoring technology (Attali & Burstein, 2006) and Criterion[®] online writing evaluation service, a web application of E-rater[®] developed by the Educational Testing Service. This introduction will be followed by a recently completed study: to develop and evaluate prompt-specific E-rater[®] automated scoring models for four writing prompts in Criterion[®] to be used for writing placement decisions at a public science and technology university. The presenter will review the complete process of model building and evaluation, as well as model evaluation standards and criteria (Davey, 2009; Williamson, 2009). The results of model performance for four expository writing prompts will be analyzed, along with flagging conditions, or thresholds, attached to the evaluation criteria as warnings of potential performance problems; these evaluation criteria were well matched under prompt-specific models for two of the prompts. However, the effectiveness of human scoring, a critical measure and basis for building an automated scoring model, did not meet the standards for two other prompts. Table 1 summarizes the prompt performance.

Table 1 *Mean Human and Criterion[®] Scores across Four Prompts*

<i>Prompt</i>	<i>N # responses</i>	<i>Human Mean (SD)</i>	<i>Criterion* Mean (SD)</i>	<i>E-rater** Mean (SD)</i>
Dress code(A) (Failed)	411	3.93 (1.02)	4.94 (0.78)	3.90 (1.02)
Exit exams(B) (Met)	449	3.77 (0.87)	4.60 (0.72)	3.69 (0.92)
Voter registration drive (Met)	448 450	3.46 (0.88) 3.63 (1.02)	5.22 (0.81) 4.73 (0.71)	3.48 (0.95) 3.70 (1.06)

Virtual students(D) (Failed)

**Existing model in Criterion[®], ** Customized models for NJIT*

Selected qualitative reflections from the human raters on the prompt design, the scoring rubric, and the student responses will also be presented. Finally, the presenter will argue against the use of off-the-shelf models, with special attention to the criticality of building a tailored, valid scoring model for an institution's intended use.

Presentation 2 Title: Automated Essay Scoring and Student Placement: A Case Study
Presenter 2: Andrew Klobucar, New Jersey Institute of Technology

The second presenter will focus on the issues raised when an automated essay scoring technology is used for postsecondary placement of students admitted to a science and technology research university. Attention will be drawn from parallel studies with two systems: ACCUPLACER and Criterion[®]. Both systems were subjected to processes of standard setting, comparison with locally-developed measures, score analysis, and score prediction. A sample summary of the detailed analysis is shown in Table 2:

Table 2 *Correlation of Criterion[®] scores for Prompt 1, Prompt 2, and Combined Prompts with Key Measures*

	<i>Prompt 1</i>	<i>Prompt 2</i>	<i>Combined</i>
SAT Verbal (n = 887)	0.34	0.23	0.29
SAT Math (n = 887)	0.26	0.19	0.25
SAT Writing (n = 887)	0.44	0.37	0.45
SAT Essay (n = 887)	0.41	0.41	0.52
SAT Multiple Choice	0.38	0.29	0.34
Cum GPA (n = 887)	0.23	0.20	0.19
Writing Course Gr. (n = 887)	0.34	0.17	0.35
Holistic Portfolio Score (n = 152)	0.26	0.39	0.42
Student Self Score (avg.) (n = 451)	0.35	0.15	0.23
Instructor Score (avg.) (n = 372)	0.50	0.46	0.44

Note. All $p < 0.05$

Of special interest is analysis comparing scores derived from the two placement systems to scores on the locally-developed portfolio assessment. The ACCUPLACER scores (n = 180) were of low predictive power, achieving no statistical significance, when compared with portfolio scores at the end of the university's first semester writing course: WritePlacer *Plus* ($\beta = .12$, $\rho = .09$ ns). Such patterns confirm earlier research on the system (James, 2006). The Criterion[®] scores (n = 152) were of substantially higher predictive value, achieving statistical significance, when compared to the portfolio scores ($\beta = .337$, $\rho = .01$). Other advantages of the Criterion[®] system were also identified. The automated essay scoring system allows submission of two essays, a direct assessment measure that offers increased construct representation. And, because the system is offered within an asynchronous educational platform, connections between assessing and

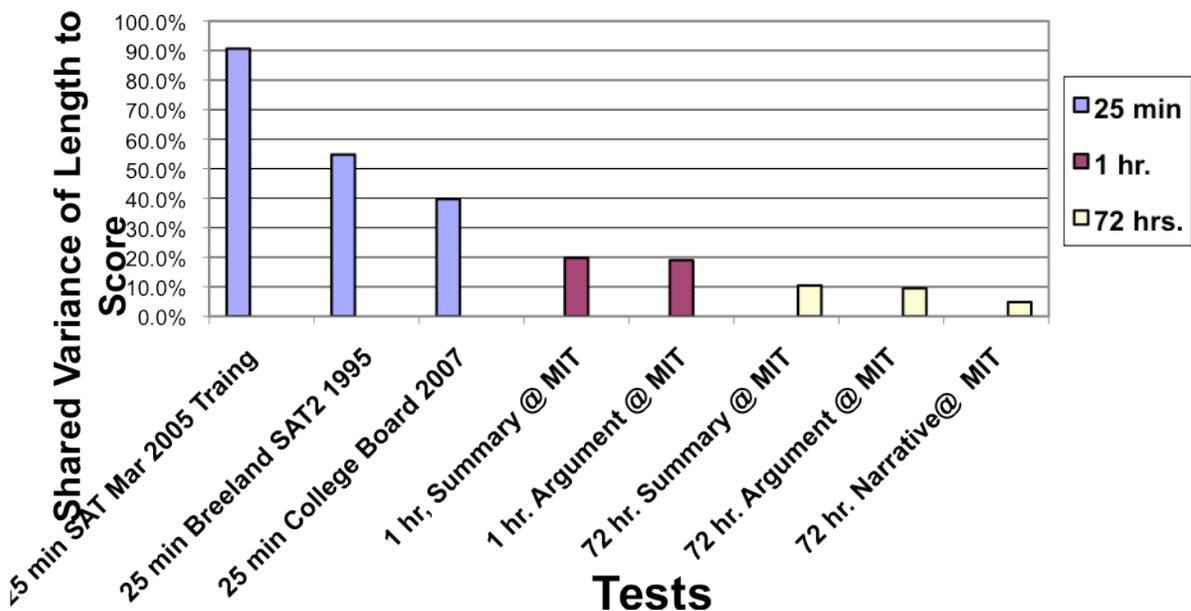
teaching writing are possible (O'Neill, More, & Huot, 2009). Along with performance data, student surveys (n = 476) will also be presented as further analysis of shareholder experience with the automated system. While, for example, students reported that their submitted work was representative of their skills, they emphatically felt that their scores would have improved had they been allowed more time to plan, compose, and submit their work. Such analyses will be presented in the context of a chain of causal reasoning (Kane, 2006; Mislevy, 2007) that must be made when a postsecondary placement system is recommended to a community of educational researchers, university administrators, classroom instructors and students.

Presentation 3 Title: The Relationship of the Correlation between Essay Length and Score to the Time Allotted for Completion

Presenter 3: Les Perelman, Massachusetts Institute of Technology

Based on the published research data (Breeland, Bonner, & Kubota 1995; Hale 1992; Mattern, Camara, & Kobrin 2007; Powers & Fowles 1997)—along with the researcher's own data—the third presenter will argue the following: While there is a very high degree of shared variance between the number of words and holistic scores on brief, impromptu essay tests, this correlation declines sharply as the amount time given to complete the task increases. Figure 1 documents this analysis.

Figure 1 Relationships of Time to Score: Case Studies



The presenter will argue that since most college writing, particularly in writing classes, is not timed based, very short timed-impromptus are invalid measures. Moreover, the presenter will argue that because short timed essays correlate so strongly with essay length, they are very attractive candidates for quantitative approaches of writing evaluation, such as machine scoring.

Respondent Title: The Search for Valid Writing Assessment
Respondent: Paul Deane, Educational Testing Service

With special emphasis on the role of technology in writing assessment, the respondent will summarize and interpret the differences and commonalities of Criterion[®] and iMOAT regarding their representations of student writing ability. The respondent's analysis will be grounded in a framework for understanding writing as a construct closely integrated with reading and critical thinking (Bereiter & Scardamalia, 1987; Deane, Odendahl, Quinlan, Fowles, Welsh, Bivens-Tatum, 2009; Flower, 1994).

E3

Entering the networks of academic publication

Writing in English Across Borders: Experiences and Perceptions of Multicultural Faculty in U.S. Universities

Missy Watson, Syracuse University, U.S.

The power differentials resulting from the predominance of English in academic publishing pose various challenges for some nonnative-English-speaking (NNES) scholars wishing to enter discourse communities through academic publishing. Hoping to examine the implications of such participation, this study began with the following broad research questions: What are the experiences and perceptions of scholars educated in other countries (whose first language is other than English) that have transitioned from novice researcher and writer to published academic in international journals? How might the foresight offered by such individuals inform current approaches to U.S. graduate education and publication practices in response to the influx of international students and scholars?

Drawing on theories which view learning and writing as socially-constructed ideological events where individuals must negotiate their entrance within discourse communities (see, among many others, Berkenkotter and Huckin; Cassanave and Vandrick; Johns; Lave and Wenger; Ramanathan; Swales; Wenger), this study forefronts the experiences of NNES scholars learning to write in English (both in their native countries and in U.S. graduate programs). Then, extending previous research that investigates the experiences of NNESs writing and publishing in English (Belcher; Braine; Burrough-Boenisch; Canagarajah; Cassanave; Curry and Lillis; Flowerdew), this study explores the reflections of NNES U.S. faculty about their development of writing processes and coping strategies for writing in English and their correspondence with journal editors and reviewers during the review process of academic publication.

Results are based on interviews with multilingual faculty teaching at U.S. universities who have experienced the transition from the inexperienced novice researcher to the published researcher. Data collected for this study were taken from semi-structured audio-recorded interviews, copies of email correspondence with journal reviewers, participants' curriculum vitas, and email correspondence between participants and me. Thus, this case study can be classified as descriptive empirical research seeking to present qualitative results. Of the six participants that were recruited and interviewed, three were chosen for this study since they offered unique perspectives while sharing the same field of research. Each are currently working as international faculty at large public universities in the U.S. and are employed through linguistics departments as tenured or tenure-track professors. Prior to the interview, each participant signed or verbally agreed to the informed consent form as part of the Human Subjects research approval process through the Institutional Review Board (IRB) in 2009 at my previous institution.

Narratives of participants' experiences reveal important aspects of (a) their early experiences with academic writing and publication in English; (b) their reflections on their transitions into researchers; and (c) their perceptions on corresponding with reviewers and editors of international journals. Pedagogical implications are discussed, urging U.S. graduate programs to assess whether their students are developing

the disciplinary critical awareness that will help them better succeed at entering disciplinary discourse communities existing through publishing in English.

E3 (continued)

Entering the networks of academic publication

Mapping Academic Research Networks as Resources for English-medium Publishing

Mary Jane Curry, University of Rochester, U.S.

*Theresa Lillis, The Open University, U.K. **

Multilingual scholars located outside of Anglophone contexts face growing pressure to publish in English, particularly in high-status journals. Evidence from our longitudinal “text-ethnographic” study exploring how 50 scholars in southern and central Europe are responding to this pressure indicates that individual linguistic and rhetorical competence alone are usually insufficient for securing publication in English-medium journals. Rather, these education and psychology scholars’ accounts demonstrate that participation in academic research networks functions as a key resource for publishing. In effect, networks represent one type of capital (Bourdieu, 1985) that supports scholars’ access to knowledge, resources, and people who can facilitate their English-medium publishing. However, little writing research has drawn on network analysis methods, particularly to study writing for publication. Studies adopting a network perspective include ethnographic research by Fingeret (1983) and Barton and Padmore (1994) documenting how adults call upon social networks for help in daily writing activities. Studying a middle-school student’s engagement with the literacies of school and gaming, Leander and Lovvorn (2006) propose “literacy networks,” which include artifacts involved in the production and circulation of literacy as members. Considering the “boundary crossing” of adult learners entering higher education, Ivanic and Satchwell (2008) suggest that literacy is “both ‘situated’ and ‘networked’” (p. 103).

Social network analysis (SNA) has been used to analyze a range of personal, familial, neighborhood, and work-related networks by using survey, bibliographic, and interview methods (Scott, 1991; Wagner & Leydesdorff, 2005; Wellman & Berkowitz, 1988). Notions from SNA useful for charting networks include the *range*, or breadth and diversity of network nodes; the *centrality* (or lack thereof) of nodes in a network; the *density/sparsity* of networks, or the degree of connectedness among nodes; and the *strength of ties*, with both strong and weak ties contributing to the flow of resources and providing opportunities to use resources (Boissevain, 1987; Granovetter, 1983). Networks ties (and whole networks) can be characterised as strong or weak based on criteria such as the density of ties, the frequency and length of contact between nodes, the content and intensity of contact, and the degree of reciprocity of resources conveyed along network ties (Granovetter, 1972).

This presentation discusses the importance of networks and maps out how four focal scholars gain (or do not) access to networks and how scholars participate in networks. These focal scholars are ‘telling cases’ (Mitchell, 1984) that represent each study site—Spain, Portugal, Hungary, and Slovakia—both fields (psychology and education), and various points along the academic career trajectory. We present ‘network histories’, an tool analyzing the network participation of these four scholars, and foreground several dimensions of scholars’ networks salient to gaining access to English-medium publishing: local and transnational, formal and informal, strong and weak, durable and temporary. Our findings suggest that strong, local, durable networks are

crucial to enabling scholars' participation in transnational networks, which support publishing in both English and scholars' local languages. Our findings contribute both to understandings about access to academic publishing in a global context and to methodologies for studying writing for publication.

E3 (continued)

Entering the networks of academic publication

Facilitated Immersion at a Distance in Second Language Scientific Writing

Charles Bazerman, University of California, Santa Barbara, U.S.

*Nancy Keranan, Benemérita Universidad Autónoma de Puebla, Mexico**

*Fátima Encinas Prudencio, Benemérita Universidad Autónoma de Puebla**

Through interviews we studied how native Spanish-speaking academic staff, graduate, and doctoral students in the physics / mathematics departments in a Mexican public research university address the challenges of publication in English. We found that they use a variety of personal, print, digital, collegial, and professional editorial supports. As they advance, dependence on some supports (such as dictionaries, machine translation, and personal editors) fade and they move towards the kinds of collegial supports and immersive language experiences typical of skilled native speakers of English. On the basis of these results we are designing workshops and tools to aid increasingly immersive experiences in English language scientific communication. In this presentation we will present interview results, discuss the design of the intervention and interim results of the in-progress intervention.

A growing literature in ESP and EAP has examined the difficulties and strategies of NNS scientists attempting to publish in English (Belcher 2007; Buckingham 2008; Cho 2009; Curry & Lillis 2004; Flowerdew, 1999, 2000, 2008; Flowerdew & Li, 2009; Li & Flowerdew 2009; Hartley et al 2007; Okamura 2004, 2006; Petersen & Shaw, 2002; Swales, 1996; Wang & Bakken 2004). The experience of Spanish speaking scientists has received attention from Englander (2008; 2009) and St'John (1987). The role of social supports including editors and proofreaders has been examined by Burrough-Boenisch, 2003; Flowerdew, 2001; Harwood et al 2009; Li & Flowerdew 2007, Lillis & Curry 2006; and Misak, Marusic', & Marusic 2005. Plagiarism, patchwriting and text re-use have been examined by Abasi & Graves 2008 and Pecorari 2003. Specialized corpora in supporting advanced disciplinary writing have been considered by Gilquin, Granger & Paquot 2007; Hafner & Candlin 2007; Krishnamurthy & Kosem, 2007; and Lee & Swales, 2006. Our approach, extends the scope of supports examined, provides an integrated strategy of reflective use and withdrawal of supports and develops a theoretical socio-cultural model based in Bakhtin, 1986; Vygotsky 1978, 1987; and Lave & Wenger 1991.

This project was funded cooperatively by the University of California and *Consejo Nacional de Ciencias y Tecnología*.

E4

Writing-across-the-curriculum –Variations across disciplines and cultures

French University Writing Practices, from Disciplinary Frames to Curricular Thresholds

Isabelle Delcambre, Université Charles-de-Gaulle-Lille, France

Dominique Lahanier-Reuter, Université de Lille, France

In this individual presentation, we intend to present a recent three-year study about University writing practices in France (funded by the French National Research Agency). In the study, we focused on three main research questions: what are the links between university writing practices and the disciplines? What are the continuities or the discontinuities in writing practices from start to finish of the curriculum? What are the institutional and discursive characteristics of university writing (academic writing *versus* research writing, and in this last case, researchers' writing *versus* doctoral students' writing)?

The theoretical frame of this study is constructed in reference to the bakhtinian definition of genres, sociological points of view on the notion of discipline, and the French field of didactics of writing. It is at the moment emerging in France as a research strand, named "university literacies", crossing both linguistics point of views and didactics frames. In the presentation for WRAB II, we'll focus on empirical data collected from questionnaires (450 students) and focus groups with faculty, treated by statistical and discourse analysis. In order to answer to our research questions, we chose students from five different disciplines of the Humanities (Language Study, Arts, Psychology, History and Educational Sciences), from five different levels (from undergraduate to graduate) and from different programs (teacher training colleges *vs* academic programs). The questionnaire aimed to collect students' perceptions about the genres of writing that may be considered symbolic or emblematic of their academic disciplines. We asked them to specify what focuses their attention while writing these symbolic genres of papers, on what points they think their teachers' attention is focused while assessing these emblematic papers, and what difficulty (or ease) they face while writing these symbolic papers. In parallel, we organized five focus groups with faculty from the same humanities disciplines, to investigate their standards about master theses and the ways of teaching they are currently using.

We'll present the final results of this study, showing the importance of curricular evolution, from an instrumental perception of writing (undergraduate students) to a more clear sense of research writing standards (graduate students); comparatively, the disciplinary differences are less clear and more complex, though there are some different perceptions according to the disciplines the students are engaged in. Depending on the questions or the moment in the questionnaire, the differences and similarities between the responses vary curiously, which does not allow us to say that students always clearly discriminate among disciplines. This result has to be considered, in reference to our choice of Humanities disciplines for this research, to the disciplinary awareness of students, and to forms of learning the students are offered. In this presentation, we'll discuss these results about students' perceptions with the on-going results from the faculty focus groups. Do students and faculty have the same perceptions of the standards

and expectations about writing requirements? How could these gaps be an explanation for the smaller impact of disciplines on students' perceptions?

E4 (continued)

Writing-across-the-curriculum –Variations across disciplines and cultures

The Differences of Writing Problems between Science Students and Humanities Students: A Case Study of Thai Students at Kasetsart University

Wichat Booranaprasertsook, Kasetsart University, Thailand

The ability to write effectively is becoming increasingly important in our global community. One way to develop the writing ability is to investigate the real problems that would present an obstacle for the writers and give them more knowledge essential to writing. These problems can be classified into common and specific problems, depending on the personality and characteristics of the writers. According to Entwistle (Entwistle in Haymah, L.1989: 21), students can be divided into three types: students in humanities studies, science studies and social science studies. Humanities students tend to have a higher linguistic intelligence than their science and social science counterparts, while science students tend to have a higher logical/critical intelligence than humanities and social science students. Writing and critical thinking are seen as closely linked, and expertise in writing is seen as an indication that students have mastered their cognitive skills to possess the appropriate and reasoning thinking needed for a good writing (Weigle 2002:5). In Thailand nowadays science students, especially those from the Faculty of Medicine, tend to have a higher ability in writing than the students from the Faculty of Arts, as revealed by Sirindhorn \Thai Centre, Chulalongkorn University in “Language Testing Training” organized from 19-21 January 2010, at the Twin Tower hotel, Bangkok, Thailand). The findings challenge earlier research, which indicates that humanities students have a higher writing proficiency than their science counterparts.

Objectives

1. To compare the writing ability of the Thai science students and humanities students.
2. To explore the differences of writing problems between the Thai science students and humanities students.
3. To develop online-lessons to increase writing proficiency of the science and humanities students.

Methodology

Writing proficiency test (WPT) and questionnaires are used as instruments in this study. According to Bachman (1990), language knowledge is divided into three types; linguistic knowledge (knowledge of the basic structural elements of a language), sociolinguistic knowledge (knowledge of the ways in which language is used appropriately in a variety of social setting), and discourse knowledge (knowledge of the ways in which cohesive text is constructed). The WPT was developed in this study to examine these three kinds of knowledge essential to writing: 1) linguistic knowledge test through gap filling, 2) discourse knowledge test through reordering of information and rewriting in a paragraph with the use of appropriate linguistic cohesive devices, and 3) sociolinguistics knowledge test through rewriting of a given oral statement using written language. To re-check the level of three kinds of language knowledge, the students are required to write a 20-line story. The errors found in their writing are analyzed to investigate their writing problems. Questionnaire was also used to explore the writing

problems (e.g. motivations, cognitive processes, and language problems, etc.) and the causes of the problems of each student. Statistics is used to find the correlation between the writing problems and the causes of the problems in each group and to investigate the differences of writing proficiency and problems between each group.

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E4 (continued)

Writing-across-the-curriculum –Variations across disciplines and cultures

Reading and Writing Practices in Five Courses from Different Disciplines in the Segio Arboleda University

Blanca Yaneth González, Sergio Arboleda University, Colombia

This research project analyzes the reading and writing practices used in first and second year undergraduate courses in the areas of Political Science, International Relations, Law, Philosophy and Spanish Grammar at a Colombian university.

During one semester, we conducted polls, class observations and interviews with teachers. The data collected contains information about the strategies that teachers use to guide, clarify and evaluate the readings they assigned. It also informs about the ways in which teachers classify texts and participate in the process of composing, editing and evaluating the students writing. Finally, the data informs about the role that teachers assign to the practices of reading and writing in their courses.

The project had three stages. Initially, we provided a quantitative description of the main problem. In the second stage we analyzed the data collected. In the third stage, we made a qualitative analysis of the data. Following the results from the first two stages, we decided to concentrate on the most critical problems found in the process.

It has been proven in these studies that the growing interest in the field is not proportional to the training and qualifications of teachers in the practices of reading and writing for their disciplines.

The results of the study prove that there is a misconception based on the idea that there is a unique way of understanding and practicing reading and writing in the academia, and that there are a set of unique strategies that are transferable to any discipline or field of study.

However, the transfer of the strategies and abilities from general writing courses to disciplinary courses is not guaranteed. Reading and writing practices in Law and Philosophy may not have direct correspondences with the strategies that specialists in the field of reading and writing promote. In the same manner, specialist in different disciplines may improve their abilities to promote reading and writing in their courses, by accepting advice from specialist in reading and writing.

An effective university policy on reading and writing strategies is determinant not only for the individual success of students, but for the general improvement of the institution as a center and producer of knowledge. That policy, our study suggests, must be designed taking into account the level of students as they arrive to college, so that the learning process is focus on improving student's conceptual, methodological and technical abilities.

One decisive factor for the improvement of communicative abilities is constant and consistent pedagogical intervention. The cases analyzed in this study suggest that it would be much more effective to incorporate intensive reading and writing strategies in disciplinary courses, than to concentrate on first year writing courses. The dilemma is whether the university is supposed to separate the teaching of reading and writing from the general curriculum for each discipline, or if it is supposed to integrate it in each class for the curriculum.

E5

Information in college writing

Self-regulation Strategies in Reading-Writing Activities: Differences between University Students with Diverse Degrees of Knowledge of the Topic They are Required to Write About

Alicia Vázquez, Universidad Nacional de Río Cuarto, Argentina

The main objective of this research was to identify the strategies for text interpretation and production that students activated to comply with an assignment that required the writing of a synthesis text based on multiple sources. It was also our concern, to investigate whether students with diverse degrees of prior knowledge on the subject about which they had to write, made evident the activation of different self-regulation strategies in the processes of reading and subsequent writing. The conceptual frameworks underpinning the present study are those related to “writing from sources” (Newell, 1984; Newell and Winograd 1989; Lenski and Johns 1997; McGinley, 1992; Nash Schumacher and Carlson 1993; Many, Fyfe, Lewis and Mitchell, 1996; Wiley and Voss, 1999), research on discourse synthesis (Spivey & King, 1989; Spivey, 1996; Nelson, 2001; Sergev-Miller, 2004) and self-regulation strategies of reading and writing (Zimmerman, 1989; Risemberg, 1996; Graham and Harris, 1996; Zimmerman and Risemberg, 1996; Rouiller, 1996; Torrance, 1996; Zimmerman, 1998; Allal, 2000).

The research questions were:

What strategies do University students activate in the production of a written text based on multiple reading sources?

Are there evident differences in the activation of self-regulation strategies for the reading-writing processes deployed by students with more or less previous knowledge of the topic about which they have to write?

The participants for this study were university students of a course that is part of the curriculum for Educational Psychology in the Department of Educational Sciences in the National University of Río Cuarto (Córdoba, Argentina)

The research design was based on case studies; each student constituted a specific case and it was our aim to compare the performance of students with different levels of prior knowledge related to the topic of the assigned task. The data were the verbal reports that students produced in individual semi-structured interviews held prior to and after the completion of the task.

Even though it is possible to identify an apparently similar performance pattern in the production of a text based on sources in both groups, according to what the students report they do, there are some differences that become evident between students with diverse levels of prior knowledge.

The results show that, though a certain uniformity in the students responses, as to which strategies they activate, is noted; such strategies seem to be used in ways that make them more or less productive in the reading comprehension of the source texts and in the students' written productions.

Students with a higher level of prior knowledge employ, more or less consciously, more self regulation strategies and a wider spectrum of reading-writing mediating procedures than do students with a lower level of prior knowledge.

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E5 (continued)

Information in college writing

(IL)Literate: Improving Students' Information Literacy through Library and Composition Instruction

Margaret Artman, Western Oregon University, U.S.

Robert Monge, Western Oregon University, U.S.

Erica Frisicaro-Pawłowski, Daemen College, U.S.

Because composition instructors commonly bear responsibility for general research instruction in first-year programs, helping students to use information resources creatively, purposefully, and thoughtfully should be a prominent goal in our pedagogy and curriculum design. Even as institutions are beginning to embrace direct information literacy (IL) instruction as part of the twenty-first century college curriculum, sustained attention to students' use of information resources has not yet become an everyday facet of composition. Instead, information and research instruction is too often relegated to a "one-shot" library session in which librarians are asked to teach students all the skills they need to become information literate. The term "one-shot" thus describes and conveys the futility of these sessions. Instead of providing any meaningful sense of what it means to engage the complexity of scholarly research, one-shot sessions provide just enough basic skill training for the student to find the 3-5 sources required to write their composition paper.

Furthermore, a recent Project Information Literacy report (2009) notes that students' habits as information seekers are slow to change: "students exhibited little inclination to vary the frequency or order of their use, regardless of their information goals and despite the plethora of other online and in person information resources -- including librarians -- that were available to them" (p. 3). As such, many students will attempt to complete college writing assignments using only a handful of the resources at their disposal. For example, Barratt et al. (2009) discovered that students relied on Web sites 51 percent of the time whether or not students participated in library instruction (p. 41). Similar to Barratt et al.'s research, this study examines the effect of additional library instruction on the types of sources students use in addition to how the students use the sources in their papers.

At one regional state university, introductory composition classes incorporate research skills by having students attend a one-shot library instruction session and produce 1-2 research-based essays. In Winter and Spring Terms 2010, we are conducting a study of student research writing in composition classes incorporating additional face-to-face library instruction and online components. In these in and out-of-class IL sessions, students learn about the research process: selecting a topic, finding background information, internet research, finding articles, finding books, evaluating sources, citing sources, and utilizing peer reviews.

Through analysis of pre- and post-tests, assignment guidelines, student essays, and student and instructor self-assessments, this study addresses the following research questions:

Do the students learn from information literacy instruction?

Do the students learn as much or more from increased IL instruction than from traditional one-shot library instruction?

What types of sources (books, magazines, journals, Web sites) do students use in their essays, when provided with additional library instruction?

Does the students' use of appropriate sources improve when provided with additional IL instruction?

Does student writing improve with increased IL instruction?

Participants include: One researcher who is the library instruction librarian, the composition instructor, and the composition students. In Winter Term 2010, one class acted as the control group (25 students) with traditional face-to-face IL instruction. The experimental group consisted of two classes (50 students) with increased face-to-face IL instruction and online components. In Spring Term 2010, we have the same instructors and three experimental classes (75 students).

Preliminary results suggest that students who participated in increased IL instruction were more likely to choose appropriate sources for their assignments. By analyzing the types of sources students use and how they use the sources within their essays, this study may provide educators with insight on how to incorporate IL instruction in their writing classes and how to improve IL proficiencies.

Speaker #1 will explain the study's methodology and how IL was incorporated in the control group and the test groups.

Speaker #2 will present the results of the pre- and post-tests and analysis of the types of sources students use in their essays.

Finally, Speaker #3 will present pedagogical and theoretical implications for incorporating IL instruction into composition classes.

E5 (continued)

Information in college writing

From Google to Pegasus: A Study of the Meta-navigation Support of Undergraduate Writing Research Students

Mary Lourdes Silva, University of California, Santa Barbara, U.S.

In higher education, students are expected to engage in discipline specific activities that require a range of social cognitive processes and the use of material and immaterial tools and resources. What has transformed higher education in the last 20 years is the digitalization of information and the development of information communication technologies (ICTs) that allow students greater access to information and more opportunities for managing, constructing, and distributing information. When students struggle to access the information to complete disciplinary activities, then the problem is identified as either a technological literacy problem (Selfe & Hawisher, 2004) or an information literacy problem (Webber & Johnston, 2000). The focus is on what students *cannot do* with a computer/hyper-mediated curriculum rather than on *how* students navigate multiple information landscapes (Lloyd, 2007), both material and digitalized, to participate in various disciplinary learning activities. Within online and offline information landscapes, what assumptions and prior knowledge guide students' navigational behaviors, and which tools and strategies are employed? Moreover, in what ways could an instructional model that emphasized a meta-awareness and change of navigational behaviors and rhetorical and disciplinary objectives alter student conceptions about information and students' role as writers?

In a case study of eight students enrolled in the same research-writing course at the University of California, Santa Barbara (UCSB), I present findings on students' online research activities, navigational behaviors, and writing development throughout the entire quarter. The objective of the course is to conduct academic research and draft a single research paper. I employ a mixed-method experimental design that includes the following procedures: the distribution of instructional videos that I have designed to teach students how to do online research in online spaces, such as Google, Wikipedia, and Pegasus (the UCSB library database); the use of a screen-capture software to record all screen activities, both online and offline; a think-aloud protocol of the screen recording; semi-structured interviews and surveys; and a textual analysis of all drafts. A more ecological explanation of college students' online research practices, cognitive strategies, and writing practices are necessary for several reasons. First, online navigational behaviors cannot be divorced from its social rhetorical context. Within the university, students are often expected to write and research like engineers, chemists, historians, sociologists, literary analysts, and so on. To reduce online research activities to a set of prescribed skills that, presumably, transfer with ease to multiple contexts oversimplifies the epistemological differences within the disciplines. Second, an ecological perspective is important for the development of instructional materials that aim to reduce the cognitive overload of navigating the interconnected, multidimensional spaces of the web (Lawless & Schrader, 2009). Last, this study has implications for changing educators' and students' perception of online research as an activity separate from the writing process. Rather, this study attempts to understand and provide

instructional support for the interconnected relationships amongst information literacy, research literacy, and the writing process within a specific disciplinary activity.

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E6

ELL and EFL writers in primary and secondary education

Young Writers in Development-How Kindergarten and 3rd Grade ELLs Became Writers of English

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Many studies have documented writing as part of the classroom activity for students with English as a second language and the majority of research on children's writing development has focused on native English speakers and middle grade or older English language learners (ELLs) (Daiute et al, 1993; Dyson, 1985, 2001, 2002, 2008; McCarthy, 2001; Moutray & Ennis, 1998; Sipe, 2001; Sperling, 1995, etc), but only a few have studied writing in early elementary classroom. Framed with the sociocultural perspective (Vygotsky, 1978; Wertsch, 1991), the current study investigated the writing development of 7 Chinese speaking ELLs from kindergarten and 3rd grade ESL classes in an elementary school in the Midwestern area and intended to discover the factors that affect students' English writing development within a scope of 1 school year. Research questions are: a) How did kindergarten ELLs develop as writers in ESL class? b) How did 3rd grade ELLs become writers of English? And c) What can research and practice benefit from the similarities and differences emerged from the writing development of those ELLs?

Classroom observations, interview with the teacher, students as well as their parents, along with the collection of students' writing samples from 7 cases were conducted in order to delineate the factors that influence participants' writing development (Stake, 1995). Those factors in the school setting emerged as the researcher identify the features running cross cases and cross grade levels by using the within- and cross-case analysis (Merriam, 2009). The close examination of the cases demonstrated that a number of factors were vital to the development of these young writers. In both grades, the focal children's perception of writing and learning was critically affected by the writing instruction in their class as well as the interactive styles between teacher and students during writing activities. Parents' perception of and support for writing also were found to have great impact on students' English writing development in school setting. The study also demonstrated different features that characterized young writers from the two grades. Kindergarteners tended to use pictures in their writings and generated unique understanding of the relationship between the picture and their composition during the writing process. In addition to some scholars' findings of the non-linear development in young children's spelling (Samway, 2006), the current study revealed the non-linear characteristics in kindergarteners' development of story telling. Among 3rd grade participants, the writing techniques learned from their first language was not automatically transferred to English writing. All the evidence above calls for educators of ELLs to pay special attention to the individual needs of young writers. Communication with parents about their perspective of writing also will enable teachers to better accommodate writing instruction in class. The study further suggests the collaboration between ESL teachers and native language teachers (parents) regarding implementing explicit instruction of the writing techniques in L1 to facilitate English writing.

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E6 (continued)

ELL and EFL writers in primary and secondary education

Joining Forces with a Latino/a Community Center in a “Funds of Knowledge”
Approach to Pre-college Literacy Preparation and Research

Anna Varley, Cardinal Stritch University, U.S.

In response to increasingly pressing calls to provide balanced views of the effects of literacy instruction and support for underrepresented student populations (Cammarota & Fine, 2008; MacIntyre, 2007), and in collaboration with a Latino/a community center, I am pursuing the following questions through qualitative participatory action research: What are effective methods of engaging low-income Latino/a students with writing, thus increasing motivation for literacy learning as they transition from eighth to ninth grade? How might participatory action research support community-based efforts to improve college access for Latino/a youth?

Research in this one-year study is underway and will conclude in December, 2010. I am working with pre-college staff at the center to create a sustainable writing program based on students’ assets and needs. I am collecting interview data with 8th grade language arts teachers and analyzing student writing to create a rigorous, relevant summer writing curriculum. Student writing, video recorded classes, and field notes will be collected during the program. Students’ progress during 9th grade will be monitored through grade reports and writing samples.

Most of the 60 + participants are Mexican origin, low socio-economic status students. Among them are first-generation immigrants, children of immigrants, and grandchildren of immigrants. Linguistic backgrounds vary. The rich store of linguistic and cultural knowledge these students possess is at risk of being suppressed because of expectations placed on them by mainstream educational and social institutions (McWhirter, 2007).

I use an asset-based, “funds of knowledge” (González et. al., 2004) approach, wherein specific contexts must be understood in order to create positive changes. This includes a consideration of cultural practices and ways of knowing. These “funds of knowledge” will inform practice in the program in two ways: by advancing college readiness goals for students, such as critical thinking skills, literacy, and academic engagement; and by supporting their identity development as bicultural/ bilingual citizens (Godina, 2004; Martínez-Roldán, 2003; Rymes and Pash, 2001). This furthers a Latino/a critical agenda by foregrounding situated knowledge as a powerful and legitimate means to expose inequities, promote social justice, and affect change (Villenas & Deyhle, 1999). In this study, this includes placing stories at the center, both dominant narratives about Latino/a education as well as counter-narratives gleaned through an analysis of the research site and of the participants’ written and spoken words (Villenas & Deyhle, 1999; Knight, et. al., 2004).

As the education gap between White, middle class students and Latinos/as widens, the Latino population also grows (Wortham, Murillo, & Hamann, 2002). In public schools, Latino/a student enrollment nearly doubled between 1990 and 2006, accounting for 60% of school population growth (Fry & González, 2009). In 2000, the national dropout rate for Latino/a students was over twice the national average (Pew, 2009). The critical year for drop outs is after 9th grade—also the time when large

numbers of Latino/a students fail core classes such as English (Gwynne et.al., 2009). These are compelling reasons to collaborate with communities to address this gap through asset-based praxis designed to best serve this critical population (Yosso, 2006; Darder, 1997; Godina, 2004).

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E6 (continued)

ELL and EFL writers in primary and secondary education

What Impact Does Exposure to English Outside of School Have on EFL Learners' Writing?

Eva Olsson, University of Gothenburg, Sweden

This paper will present the outline of a study and its preliminary results concerning the impact of exposure to English outside of school on Swedish EFL learners' writing. The study was carried out in two grade 9 classes (40 pupils aged 16) in a secondary school in the south-western part of Sweden in May 2009. English is taught as a foreign language in Sweden from the age of 7 or 8. In grades 7-9, all pupils study English for two hours a week at school but many pupils come across English in their spare time, via TV, music and computer games for example. Earlier studies have indicated that pupils who have frequent contacts with or in English outside of school will increase their vocabulary in English and they tend to speak more fluently (Sundqvist 2009). The purpose of the current study is to find out if similar or perhaps other interesting results could be found in written production in two different contexts; one where the pupils could use everyday language and one where they would need a slightly more academic or formal language. I wanted to find out if there were any differences and, if so, of what kind, between texts written by pupils with high exposure and those written by pupils with low exposure to English outside of school.

After watching a five-minute video clip from the BBC about the miraculous landing of an airplane on the Hudson River, the pupils were asked to write two texts relating to the event on the video clip: a letter or an e-mail to a friend and a newspaper article. Each text included between 150-200 words. All pupils answered a web-based questionnaire about their contacts with or in English in their spare time and there were also some questions about their family background and their attitudes towards English. The pupils kept a more detailed language diary for a week where they made notes of minutes or hours they had been exposed to or used English watching TV, chatting, reading, playing games etc.

The texts have been analysed with quantitative and qualitative methods to describe differences in the writings of pupils with high and low exposure to English. Software used for the quantitative analysis was WordSmith Tools. All texts were processed to find out if there were any differences in vocabulary use and sentence length for example. This analysis is still in process. The texts will also be analysed with regard to how attitude (appreciation, judgement and affect) is expressed according to the appraisal method outlined by J. R. Martin and P. R. White (2005), building on Halliday's Systemic Functional Grammar (2004).

Preliminary results show that pupils with high exposure to English seem to vary their language use according to text type whereas pupils with low exposure tend to produce more similar texts, disregarding the change of text type. Pupils with high exposure express attitude explicitly in their letters but implicitly in their newspaper articles, for example. Pupils with high exposure also seem to have access to a richer and more varied vocabulary and they seem able to use various verb forms more correctly, something that might be important for the impression of fluency in a text.

If accepted, my presentation at the conference would report the most important findings of the study.

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E7

Writing at the high school-college border

Making a Case for College: A Genre-based College Admission Essay Intervention for Underserved High School Students

Meredith DeCosta-Smith, Arizona State University, U.S.

One of the most important ways secondary students succeed in the every day written work of school is by mastering specific genre forms, and specifically, by mastering high stakes genres like college admission, Advanced Placement, SAT, aptitude and scholarship essays (Cope & Kalantizis, 1993; Donovan & Smolkin, 2006). Unfortunately, these high stakes writing genres are often left out of the secondary writing curriculum leaving students to manage on their own or to rely on support from family members. If low-income minority students who want to attend college are not provided instruction in high school for high stakes writing genres, such as college admission essays, and if they do not have access to writing sponsors to support their acquisition and practice of these particular genres in their extracurricular lives, they are then placed at a disadvantage in their transition from high school to college (Brandt, 2001; Ball, 2006). It is imperative that secondary schools work to demystify these gate-keeping writing forms for under-represented populations so these students may develop necessary writing skills to help gain admission to colleges and universities and to succeed in an academic context.

This presentation will share findings from a writing intervention that took place at an urban high school in the Southwest of the United States to support sixty underserved first generation college-bound Latino/a students in writing college admission essays. In this study, a quasi-experimental group comparison design was utilized to determine the impact of a genre-based writing curriculum on two underserved high school English classes on the following dependent variables: (a) rubric based rating of the pre and post-test college admission essays and (b) writing self-efficacy surveys associated with this genre. The instructional components of a curricular unit on writing college essays will be presented along with statistical and descriptive data. Findings yielded from this study support the value in embedding “high stakes” writing genres into the secondary writing curriculum and point to the merit of a genre-based instructional approach to writing instruction with underserved, diverse high school students.

Speaker 1 will share details of the format and implementation of the study. She will present on the curriculum design for this month-long writing workshop intervention. Next, she will share the genre based instructional components used for the writing intervention along with the self-efficacy survey. Lastly, the speaker will share examples of students' pre and post test writing to illustrate the impact of instruction on the college admission essay writing process.

Speaker 2 will share findings from this study using data from a writing self-efficacy questionnaire given to students before and after the writing intervention. She will also share the scores students received on the quality of their college admission essays before and after the writing intervention based on a panel of writing experts. Lastly, the presenter will share information about the numbers of students from the study who applied to college and were accepted.

The presentation will close with both Speakers leading a final discussion inviting the audience to enter the dialogue with questions and suggestions.

E7 (continued)

Writing at the high school-college border

Writing as Basic Skills in Vocational Subjects in Norwegian Upper Secondary School, Vocational Education and Training (VET)

Ellen Beate Hellne-Halvorsen, Akershus University College, Norway

Writing skills supposed to be a part of all subjects in all school levels in the Norwegian school system, according to the latest reform from 2006 “The Knowledge Promotion (13 years). In Vocational Education and Training writing skills and writing activities traditionally has been regarded as less important comparing to vocational work practice (Lindberg 2003; Karlsson 2006; Ivanic 2009). However, The Knowledge Promotion, aims that all teachers, also VET teachers to implement writing in their subjects. Literacy and basic skills are important issues and highly relevant concepts to all teachers and educators (Barton 1998; Barton 2007).

My PhD project

The main research question in my project is *Teachers’ implementation of basic writing skills in Vocational Education and Training*. I am investigating opinions and practices of VET teachers in school context in selected vocational education and training programmes; Design, Arts and Crafts, Health and Social Care and Technical and Industrial Production. My research methods for collecting data are interviews, dialogues and observations. To analyse my data, I will use socio-cultural theories (Bourdieu and Passeron 1977) and critical discourse analysis (Fairclough 1995; Fairclough 2003).

Main research questions focus on:

- What kind of learning strategies do VET teachers use in writing activities?
- Do VET-teachers have an explicit argumentation and purpose of writing, concerning increasing knowledge or writing competence to pupils?
- Is writing linked to learning in school context and / or vocational practice in training establishment and future profession?
- Do the data show any differences in required writing skills and activities between writing in school subjects and in work based learning in training establishment?

In my presentation I will give some preliminary results from my ongoing phd-project about integrated writing skills and writing in and across disciplines, in Vocational Education and Training. My project is a part of the National research project Knowledge Development in Occupational Didactics and Implementation of a New National Curriculum.

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E7 (continued)

Writing at the high school-college border

Writing a Synthesis from Multiple Texts in University Education

Mar Mateos, Universidad Autónoma de Madrid, Spain

The general aim of this research line initiated in 2002 is to investigate the way that students use reading and writing as tools for learning in secondary and higher education. Most of learning tasks students engage in are, to a greater or lesser extent, tasks involving reading and writing. Moreover, reading and writing tasks almost never occur as separate activities, but are usually performed in close connection with each other, so that some authors have defined them as hybrid acts (Spivey, 1997).

At university level we carried out three studies. In a first study, we obtained information through a questionnaire about the reading and writing tasks set by 59 university teachers and carried out by 171 university students, with the purpose of learning in different knowledge fields (psychology, history and biology). The findings suggest that the most common tasks are still those aimed at knowledge reproduction. Those tasks that require high levels of elaboration, different sources integration and written composition are not frequent at higher education in Spain. Nevertheless, students of history differ from students of psychology and biology in that they carry out some of the tasks requiring writing and discussing on the basis of reading multiple texts to a greater extent (Solé et al., 2005; Mateos, Villalón, de Dios y Martín, 2007).

Among these tasks, the production of written syntheses has been characterised as a potentially useful task for promoting constructive learning. A case study was carried out of 11 third-year psychology students performing a written synthesis from multiple texts set by one of their teachers. An analysis was made of the synthesis task set and the syntheses produced, the prototypical procedures carried out, and the quality of the written products. The results corroborate the view that producing syntheses is difficult even for university students with a high degree of reading and writing competence and showed that the most elaborate products are associated with more recursive and flexible use of reading and writing (Solé & Mateos, 2009).

Exploring and integrating various sides of an issue in order to reach a reasoned written synthesis may be affected by the type of epistemological, reading and writing beliefs the student hold. Thus, we conducted a third study in order to analyse the role played by these three types of beliefs in influencing the quality of written syntheses based on reading two or more texts presenting conflicting perspectives on the same topic when are performed individually and by dyads. A total of 118 fourth-year psychology students took part. The three types of beliefs were assessed using different questionnaires. The results show that the different types of beliefs do not occur in isolation, but have an internal coherence. They also indicate that reading and writing beliefs, together with the degree of perspectivism in a prior argumentation task, help to predict the degree of perspectivism in the written task following the reading of the texts (Mateos et al., 2010)

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E8

Issues in technology and writing

Contributing to the Code: Keeping Writing Relevant in the Programming Community

Brian D. Ballentine, West Virginia University, U.S.

Communication technologies are indeed drawing us more closely together. But, among scholars who write and research on the computer code that powers such technologies there are misconceptions regarding code and its relationship to writing. Specifically, this [individual] paper seeks to challenge what the author believes to be two detrimental misconceptions brought about by scholarship on computer code as a new form of text. First, Claudia Herbst's claim that "code contains no narrative" elides the complex and narrative-rich development process that makes the writing of code possible (9). Second, building on the work of new media theorists like Herbst and Kittler, Robert Cummings repurposes the rhetorical triangle as a "coding triangle" comprised of coder, machine, and program. In the process, Cummings makes comparisons between writing and coding but notes that the traditional writer's audience is a reader or editor while "the coder's first audience is a machine" (434). Cummings states that the machine stands in for a traditional editor serving as what he calls an "editor/compiler" (436). To the contrary, the fact that code compiles and runs may serve as little more than proof of concept in the development process. Instead, code, just as text, is read, reviewed, and edited by human beings for efficiency and what programmers often refer to as "elegance." My concern is that these two generalizations (code as absent of narrative and code as having the machine as its first audience) have the unfortunate consequences of propping up an air of mystery around code and coding as well as devaluing the role of human beings in the development process. Both ultimately hinder rather help composition and rhetoric make a substantive contribution to the study of code as text.

Indeed, our field of composition and rhetoric does have much to offer the world of programming. However, we should resist the urge to make comprehensive claims for code and coding and instead come to terms with the notion that the number and complexity of computer languages, operating systems, and even development ideologies make such generalizations fruitless. This paper will proceed by providing evidence for how narrative may materialize in code. As I have argued elsewhere, narratives from software documents such as requirements specifications can be found embedded in an application's code. Next, the paper offers several examples of code that was written to address a particular rhetorical situation. All of the examples compile and run but as will be explained, they were written and run with different degrees of efficiency. The paper discusses the importance of a code review in the development process (very similar to what we refer to as peer review) and will note that code reviews are quite often conducted with the machine "audience" absent. Finally, the paper closes by advocating for scholars in composition and rhetoric who are interested in the relationship between writing and code to seek out specific case studies and scholarship that offer not broad generalizations but research and findings at the code level.

E8 (continued)

Issues in technology and writing

Writing and Writing Tools: Separate Worlds?

Cerstin Mahlow, University of Zurich, Switzerland

Michael Piotrowski, University of Zurich, Switzerland

Over the last decades, there have been several attempts in the field of Natural Language Processing (NLP) to develop and implement authoring aids. The projects range from software for language learners to aids for experienced writers, and from predictive input methods to editing and revising support. In the field of writing research, keystroke logging has emerged as an important source of empirical data. There are projects investigating large corpora of keystroke data focussing on second language writers, translators, journalists, etc.

Even though both research fields could benefit greatly from each other, they did not have much contact until recently. Authoring aids should clearly be based on the findings of writing research: We have to observe writers in their natural environment to know how a system could help. Observations should be made on two levels: The surface of the text following research on writing models and revision taxonomies--and the actual use of the word processor, i.e., keys pressed and functions used by authors. Both aspects of observation have to be combined to allow conclusions that can serve as starting points for development efforts in the field of NLP.

From discussions with experienced writers and writing researchers we can conclude that there is almost no reflection on the tools we use to produce text today. The focus of research and awareness is on the product (with the notion of "text" broadening to include video, images, Flash applications, Twitter messages, etc.) and/or the process (including internal mental processes), but not on the authoring tools and their use.

We expect new editors in new settings like blogs or virtual learning environments to look and feel like the de-facto standard set by Microsoft Word. We don't care about spelling but rely on several checkers. We take what is presented to us by developers who did not ask us what we wanted. It seems we lost the critical view we had when computers slowly appeared in offices and classrooms and conquered our desks---in the 1970s and 1980s we find a broad variety of research and position papers discussing benefits, opportunities, challenges, and dangers.

Only recently projects on exploring keystroke data started that focus on new aspects. Some researchers are aware of the support NLP can give for getting insights on the evolution of a text from a linguistic point of view. We would like to emphasize the need for different settings of keystroke studies to help reflect on product, process, and tools as *interrelated* elements of the concept of "writing." In particular, we will highlight what is needed to enable the development of appropriate tools, opening again the discourse, allowing critical reflection and evoking wishes for tools and functions considering writers' needs in the 21st century.

We will also report on the *Workshop on Computational Linguistics and Writing: Writing Processes and Authoring Aids* held in June in Los Angeles, which brought together both communities, triggered discussions among researchers, and fostered the scientific dialog.

E8 (continued)

Issues in technology and writing

Where in the World is Carmen Sandiego? Not in the MLA Style Guide

Mark Mullen, The George Washington University, U.S.

In the last two years both the Modern Languages Association (MLA) and the American Psychological Association (APA) have revised their style manuals. For each organization the revision was the first in approximately a decade. This was the same decade in which digital gaming broadened the range of game titles, platforms, types of gaming experience, its demographic appeal and its overall cultural presence both within the US and internationally. During the same period game studies grew steadily into an academic field with its own anthologies, conferences and journals. Yet as far as both guides are concerned, electronic games simply do not exist. No citation conventions mention them, no usage criteria are applied to them, and with the exception of one tangential reference in the APA guide, they do not even feature as examples. This presentation, then, grows out of a very simple question. What does it mean to research and teach in a field about which the research, citation, and publication conventions relevant to your profession are completely silent? This presentation probes some of the reasons why games are missing from these style guides, the consequences for the discipline of game studies, and offers some suggestions for the kinds of game-specific factors that a citation practice would need to take into account.

E9

Literate lives of college students

Writing with Popular Culture: The Daily Online Literacy Practices of Students

Bronwyn T. Williams, University of Louisville, U.S.

It is not difficult to find evidence that popular culture is a central part of many of the ways that reading and writing happen online. On personal webspaces such as Facebook and Myspace people use popular culture images, catch phrases, and music as ways of composing identities, rather than expository, written personal statements. Online sites about movies, music, television, and video games are filled with pages and pages of written reviews, analysis, and discussion, sometimes connected to images and video as well. It is important that in our examinations of multimodality and learning we do not overlook the powerful role popular culture plays in the online literacy practices that young people around the world engage in every day.

Whether as subject matter, discourse, or rhetorical patterns, popular culture often shapes the content and form of the multimodal texts young people read and compose online. As Henry Jenkins (2006) and other scholars have pointed out, interactive online technologies now allow students to appropriate, revise, and compose with popular culture content in new ways that are blurring the roles of audience and author. We must, in our teaching, increase students' understanding of the transformations in the symbiotic and exploding realm of popular culture and literacy practices and how such changes influence their learning with multimodal texts.

In this presentation I discuss how participatory popular culture is shaping the conception of texts for students. Rather than experiencing texts as autonomous written products, in participatory popular culture texts are flexible and impermanent collages that are only one link in a larger, global network. Students' writing and reading practices in the much-discussed "sampling culture" of contemporary life have changed their ideas of composing and often blurred the lines between reading and writing. In addition, the multimedia capabilities of new technologies and popular culture have given students tools for composing that are changing their ideas about genre and audience. I focus in particular on how ideas such as mosaic and collage, with their juxtapositions of disparate words, images, and video, are appealing to students and shaping their learning when they read and write online with popular culture. Finally, I will point out how, given the cross-cultural nature of online media, the literacy practices shaped by popular culture online are influenced by the ways in which images, ideas, and references are read and appropriated across borders.

I gathered the information for this research by reading a wide range of online material from content published by popular culture producers to that produced by students, such as social networking site pages, blogs, fan forums, and fan fictions. I then conducted a series of lengthy face-to-face interviews and observations with first-year university students in the U.S. and collected online responses from students in Lebanon, India, and Australia, about their online literacy practices and their engagement with popular culture.

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E9 (continued)**Literate lives of college students**

Does the Internet Bridge Writing in and out of Educational Settings? Views of Norwegian Students on the Threshold of Higher Education

Håvard Skaar, Oslo University College, Norway

Abstract

This study examines the connection between students' writing on the Internet in and out of the educational setting. Previous research has found that young people generally experience a rather weak connection between these writing practices. This study investigates the prerequisites for a stronger connection. The study is based on interviews with 19 students in a Pre-Engineering class at a Norwegian university college. The students described their use of writing and in what ways the Internet laid the foundation for their writing practices. The students especially considered the relation between their own writing on the Internet in out of the educational setting. The analysis of the interviews shows that a *processual* relation to writing, *text-based* interests and a *knowledge-based* relation to networks and audiences made these students experience their leisuretime writing as relevant to their writing in the educational setting. Implications for writing pedagogy and education are discussed in the concluding pages of the paper.

E9 (continued)

Literate lives of college students

“The Things They Carry”: The Literate Lives of Adult Students Attending College in the 21st Century

Michael J. Michaud, Rhode Island College, U.S.

In their 1993 book chapter “Rethinking Diversity: Axes of Difference in the Writing Classroom,” Beverly Moss and Keith Walters forecast important changes in the landscape of the university and writing classroom:

In addition to the increase in the number of students from diverse ethnic backgrounds who will attend college in the coming years, the average age of students attending college will continue to rise, a tendency already clear in many schools. Consequently, no longer can we expect our first-year writing courses to be made up of eighteen- and nineteen-year-old students fresh out of high school” (451).

Ten years later, a series of National Center for Educational Statistics (NCES) studies confirmed Moss/Walters predictions: by 2000, the percentage of college students who were adults (defined as those over the age of 24) had grown to roughly 43% of the national study body. Subsequent NCES studies have demonstrated that this number has held steady: today, almost half of all undergraduates pursuing post-secondary study in the U.S. are adults.

As a result of sweeping changes in the nature of work and workplaces in the U.S. and the proliferation of communications technologies, trends which coincide with the increased rate of participation among adults in higher education, the adult students we find in our writing classes today bring a range of literate knowledge, experience, and skill to their studies. Many of these students move back and forth between the discursive spheres of work and school. Their presence in writing classrooms challenges the traditional separation of professional and academic literacy, where school literacy is often imagined as prior to or in preparation for workplace literacy. Many adult students inhabit academic and professional contexts of literacy simultaneously, negotiating the various conventions and identities that these two spheres encourage and necessitate.

In this presentation, I share findings from a series of case studies I conducted with seven adult students pursuing bachelor’s degrees at Northeast State College, a four-year public institution that serves adult and non-traditional student populations. I conducted five to eight interviews with each research participant, focusing on the role of literacy in participants’ lives both in and out of school and collecting literacy artifacts across three domains: home/community, school, workplace. After my interviews were completed, I analyzed and coded transcripts and artifacts to identify patterns of literacy development and use among participants. In this presentation, I illustrate the diverse range of past and present literate experience these students “carry” into the writing classroom and suggest pedagogical implications and avenues for further study.

E10**The influence of working memory on error correction strategies during sentence production**

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David Galbraith, Staffordshire University, United Kingdom

Mark Torrance, Nottingham Trent University, United Kingdom

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Title	<u>The influence of working memory on error correction strategies during sentence production</u>
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Research project	This research project is funded via a Leverhulme visiting fellowship (Mariëlle Leijten, Staffordshire University, January-September 2008)
Type of presentation	Individual paper
Abstract	<p>Introduction</p> <p>'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 15 writers while completing sentences. We have partly replicated a study by Leijten & Van Waes (Leijten, 2007, Quinlan et al., 2009, Van Waes et al., in</p>

press). These articles have shown that error type does influence the writing strategy of writers. In this study we would like to draw a direct relation between strategy choice and working memory.

Design

In this experiment three types of sentence production tasks were varied: sentence completion of correct sentences, sentence completion of sentences that might contain an error, and full sentence production. In each of the three types of sentence production the focus was on a different sub process of sentence production.

1. reading, **text generation** (and monitoring)
2. reading, **monitoring**, text generation (and monitoring)
3. **planning**, text generation (and monitoring)

The sub process monitoring is put between brackets because not all writers monitor their text during sentence production (since this is a rather small unit of text production).

Sentence completion: correct sentences

The participants had to complete eight sentences that contained no errors. In this part we were interested in the sentence completion behavior of writers who *are sure* that the first part of the sentence is correct. The participants could only write errors in the part they completed. These errors needed to be corrected too.

Sentence completion: correct and incorrect sentences

In the part of the experiment where correct and incorrect sentences were combined, writers had to complete 24 sentences. 8 sentences were correct, 8 sentences contained a lexical error and 8 sentences had a typing error. In this part we were interested in the sentence completion behavior of writers who are not sure that the first part of the sentence is correct. Besides, the participants could generate errors themselves in the part of the sentence that they complete. These errors needed to be corrected too.

Each partial sentence contained a single word that could appear in one of the three different experimental conditions (which were counterbalanced across participants): (1) correct word, (2) lexical error, and (3) typing error. Previous experiments showed that lexical errors take more cognitive effort, because it takes longer to correct them (Quinlan et al, 2009). Van Waes et al. (in press) show that the general characteristics of eye fixations were significantly affected by the type of error. E.g. the frequency and duration of fixations in the error zone are affected by the type of error. Therefore we have integrated lexical errors and typing errors in this experiment.

Correct: The students *waited* anxiously in their seats for

the teacher

Lexical error: The students *wedded* anxiously in their seats for the teacher

Sentence production: correct sentences

The participants had to produce 8 sentences of which the first part of the sentence was dictated to them twice. In this part we were interested in the sentence production behavior of writers who had to compose a whole sentence.

Apparatus & procedure

Data collection has been conducted at Staffordshire University (March – July 2008). The experiment was conducted individually in a one-hour session.

The experimental session consisted of 4 main parts:

1. span tests
 - a. forward digit span
 - b. reading span
 - c. backward digit span
2. typing test
3. reading test
4. reading-writing task (three parts)
 - a. sentence completion: correct sentences
 - b. Sentence completion: correct and incorrect sentences
 - c. Sentence production

Results

Preliminary analysis show a relation between working memory and writing strategy. There seems to be a relation between memory span and the number of problems that are solved immediately, before continuing with text production. Furthermore, the quality of the sentence, i.e. the content of the sentence, is better when writers finish sentence production before correcting the error in the text produced so far.

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E11

Composing teacher authority

Anne Elrod Whitney, Pennsylvania State University, U.S.

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James E. Fredricksen, Boise State University, U.S.

Overview:

As long as there have been teachers, there has been public exchange of ideas about teaching between teachers. From articles in professional journals, to presentations at conferences, to inservice workshops, to conversations with the teacher down the hall, teachers can and do frame their work for audiences beyond the four walls of the classroom. In doing so they both enrich their own professional development and enrich the field through the contribution of their ideas to wider conversations about teaching (Bush, 2000; Fleischer, 1994; Gillespie, 1991; Grossman, et al., 2000; Hatch, 2005a; Hatch, 2005b; Horn & Little, 2010; McEntee, 1998; McLaughlin & Talbert, 2001; Ray, 1993; Robbins, Seaman, Yancey, & Yow, 2009; Grossman, Wineburg, & Woolworth, 2001). Yet in recent history of education in the United States, we note a decided trend toward silencing or ignoring teachers' voices, positioning teachers as the objects of or recipients of educational discourse rather than as agents of or participants in that discourse-- even as, paradoxically, professional learning communities and similar models of professional development gain prominence.

Thus when teachers compose public communication about their work, such as in professional presentations and articles, they must navigate tensions--with respect to their authority to join in public discourse about teaching, their power relative to others participating in that discourse (e.g. policymakers and researchers), and questions of audience and genre. Our research considers teachers' "going public" from a rhetorical perspective, examining how teachers grapple with issues of authority as they communicate with other educators in spoken and written forms, including professional articles and presentations about teaching. We will share results from studies in a range of contexts including preservice teacher education, summer professional development settings, and activities of teachers in their local school settings.

Individual Abstracts:

Speaker 1:

Co-Authored Authority: Feedback and Writing Groups among Teacher-Writers

As teacher-writers craft writing for a professional audience, they often seek and receive feedback from other teachers, sometimes in the context of an organized writing group and other times independently. Scholarship on writing groups (Gere, 1987; Moss, Highberg, & Nicolas, 2004; Spigelman, 2000) has highlighted the politics of working in such groups and the ways writing groups inform rhetorical choices; I extend that work to examine how those same politics are tied also to the wider sociohistorical positioning of teachers as unauthorized to participate or, if participants, as marginal participants in the discourse of the field of education.

This presentation will draw upon data from a study of classroom teachers who have published articles about teaching in three prominent language arts journals over a ten-year period. Study participants were identified first by establishing a database of all authors of articles in the journal across a ten-year period (n=1772), then contacting individuals in the database who were working in K-12 classroom positions at the time of writing to participate in an online survey (n=407); from the pool of survey respondents (n=120) a subset of interviewees was then selected. Random stratified sampling was used to identify a group of 17 respondents representing the full range of grade levels (self-reported as elementary, middle, or secondary) and amount of publishing experience present in the pool as well as gender and ethnic diversity similar to that of the pool. Standardized open-ended interviews (Patton, 1990, pp. 284-287) were conducted by telephone. Interview transcripts were analyzed using both descriptive and interpretative codes as well as analytical memos (Miles & Huberman, 1994, pp. 57-66, 72-76).

Findings indicate that teacher-authors drew on feedback to experiment with and practice using authority stances vis-a-vis both their topics and the field. They interpreted both local peer feedback and, sometimes, feedback from journal reviewers and editors in ways that helped them to envision and respond to wider discourse communities in the field. They used layers of feedback from responders in various positions as proxies for the multiple communities-- such as practitioners, researchers, and policymakers-- to whom they imagined their work might speak, and they used members of writing groups as mirrors to see how they "looked" in various stances of authority.

Speaker 2:

Learning to be Teacher-Writers

Research on how teachers learn to write for professional publication is limited. Available studies tend to focus upon in-service teachers immersed in the supportive contexts of graduate coursework or professional development settings (e.g., Whitney 2009; Cremin, 2006). The study presented here shifts the focus to preservice teachers who are learning to write for publication.

Understanding the challenges faced by novice teacher-writers—and examining instructional methods intended to help them navigate through their struggles—can be useful in two ways. First, for teacher educators who work with preservice teachers, the study provides insights about these writers' composing struggles and about the efficacy of corresponding instructional approaches. Second, for researchers interested in how writers develop, this study offers insights into the kinds of challenges that may be faced by those who are new both to their work and to the situation of writing about their work.

This teacher-research study centers on the writing practices of 36 undergraduates in a Writing Workshop for Teachers course who composed manuscripts intended for publication in professional journals for educators. To examine how teacher-authors struggled in their beginning attempts to write for publication—and how they responded to instructional approaches intended to help them, three data sources were analyzed: reflective journals kept by participants throughout their project work, and the teacher-researcher's lesson plans and teaching journal. Using methods for rich feature analysis (Barton, 2004), the researcher first examined the students' reflective journals, identifying and coding passages in which they discussed their writing struggles. In the second analytical phase, the researcher reviewed lesson plans and the teaching journal to identify

what specific instructional approaches had been used to help student writers. Then, another round of rich feature analysis of the students' reflective journals was conducted to find patterns in how they responded to the instructional approaches--to find what it was that students, without prompting, identified as helpful to them as writers.

Two major factors were found to be associated with participants' writing struggles: (1) lack of confidence in their credentials and capabilities and (2) limited knowledge of rhetorical strategies for establishing authority and credibility in their writing. Instructional approaches consistent with what Stock (1995) has described as a "dialogic curriculum" were among those that the teacher-authors identified as being most helpful to their efforts to address crises of confidence and build their practical knowledge of rhetorical strategies for establishing authority and credibility in their writing.

Speaker 3:

Composing Teaching Demonstrations: Teachers "Size up the Situation"

When teachers learn together in the context of professional development networks, they act not just as receivers of information, but as knowledge makers (Cochran-Smith and Lytle, 2003; Lieberman & Grolnick, 1996; McDonald & Klein, 2003; Vescio, Ross, & Adams, 2008). The National Writing Project (NWP) is one such network (Lieberman & Wood, 2003), offering teachers frequent opportunities to "go public" by sharing demonstrations of their teaching and inquiring together into the foundations for and efficacy of classroom practices. When teachers compose demonstrations, they offer rationales for choices in their teaching practice, and they make determinations about what their audiences value, believe, and know about teaching, writing, and life in the classroom. They forward arguments to one another about why they do what they do as teachers. In short, they make rhetorical choices about how to present their pedagogical choices.

This study examines teachers' composing of teaching demonstrations using Wenger's (1998) notion of "communities of practice" as a theoretical framework. Within a community of practice, participants negotiate meaning; examining this meaning-making process with Burke's (1969) dramatic pentad offers a way of understanding how individuals learn to make those negotiations. This study offers "an account of how actors size up a situation within which action occurs" (Burke, 1969, p. 44), which helps to make visible the implicit process of negotiation meaning in composing one's teaching for a community of colleagues.

This presentation will draw upon data from a case study of three teachers who participated in the Rust Belt Writing Project (pseudonym). Data used in this study are drawn from a teacher group tasked with writing a letter in response to peers' teaching demonstrations in the summer institute. These include:

1. transcripts of interviews and conversations with the participant-observer (researcher) and/or with their teaching demonstration coach in preparing for each of their own teaching demonstrations
2. transcripts of demonstration response group conversations
3. copies of each participant's final reflection for the summer institute, which includes sections on teaching demonstrations

Findings indicate that when teachers size up the situation of going public with their teaching, they consider two contexts simultaneously, the context of the teaching demonstration and the context of their teaching in secondary classrooms. This involves not only learning to compose any one kind of text (like a presentation), but also learning to navigate and move between communities of practice and learning what it means to take authority within each of those communities.

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E12

The science and art of transfer revisited

The Neurodynamics of Transfer

Alfred Guy, Yale University, U.S.

'Forget Everything They Taught You in High School': Fostering Positive Transfer to College

Nicole Wallack, Columbia University, U.S.

The Three "R's": Reading, Writing, and Research and the Fear of Failure

Natalie Friedman, Vassar College, U.S.

"Ways of Knowing": Report from a Pre-College Summer Course on
Disciplinarity

Kristin Dombek, Princeton University, U.S.

In their seminal article “The Science and Art of Transfer” from 1992, David Perkins and Gavriel Salomon posited that future research should focus primarily on how a more “connected curriculum” would support students’ ability to access and apply knowledge and skills in novel learning contexts. In the years following Perkins and Salomon’s article, rhetoric and composition scholars have studied the issue of knowledge transfer particularly as an intellectual and pedagogical dilemma for students, teachers, and writing program administrators of first year writing courses. This panel will contest the boundaries in current research about transfer, looking at transfer of knowledge not only out of the writing classroom into the disciplines, but within the writing classroom, among teachers, from the disciplines into the writing classroom, and in neural webs themselves.

Speaker #1: Alfred Guy

“The Neurodynamics of Transfer”

Speaker #1 will focus on what brain conditions must apply for students to use in a new context knowledge—and especially skills—that were learned previously. fMRI studies of language recognition demonstrate that the same word is differentially processed depending on its context. Not only are some usages understood more quickly, but they also activate different neural networks—additional and alternate neurons are active when we process puns, homonyms, or words used in unfamiliar contexts. This paper extends these findings of how language is processed on the inside to explain something we know from the outside: that certain conditions facilitate the transfer of learning from one performance domain to another. Drawing on the work of Perkins and Salomon, Speaker #1 explains what must happen neurologically to let a student who can write a good literary thesis use this knowledge—rather than learn it again—when writing a history paper. There is no simple “internalized knowledge,” accessible at all times; most of what we learn is initially compartmentalized in different neuron webs. Speaker #1 describes the cognitive practice (and neurological growth) necessary to make these webs accessible in new settings.

Speaker #2: Nicole Wallack

“‘Forget Everything They Taught You in High School’: Fostering Positive Transfer to College”

This presentation will examine how reading student work in professional development contexts reveals tenacious—and often negative—myths about how writing is taught in high school and college. These myths shape teachers’ expectations and writing curricula in both secondary and higher education, and interfere with transfer of knowledge and skills across educational levels. Speaker #2 will explore how teachers articulate, test, and revise their values about academic writing when they share student work with colleagues in professional development workshops. Data drawn from surveys of 100 high school and college teachers in 2008 will highlight assumptions that teachers make about one another’s work, and report on surprising areas of intersection and divergence in their responses. Speaker #2 will address a gap in the growing literature on knowledge transfer in writing studies, which has focused primarily on students’ learning and development. Collections such as Patrick Sullivan and Howard Tinberg’s *What is ‘College-Level’ Writing* often juxtapose accounts and articles about high school and college teachers’ expectations for academic writing, which leave those expectations in place rather than putting them into conversation with one another. Speaker #2 will suggest how professional development workshops can provide participants with data with which to test productively the boundaries between what “counts” as high school and college writing, cultivating the knowledge transfer too often blocked by assumptions.

Speaker #3: Natalie Friedman

"The Three 'R's": Reading, Writing, and Research and the Fear of Failure

Writing intensive courses designed for first-year students often aim to provide an introduction to "research," a flexible term that can mean anything from using the library to find secondary source material to marshaling evidence from a primary source (like a novel) to support a thesis. The assumption behind asking students to incorporate "research" into a paper is that the additional material will expand a student's knowledge, and that this expansion will be represented in the paper itself. However, teachers often complain (and this is one of the most typical comments they write on the papers) that students don't seem to transfer or translate the "research" successfully into an original paper. The use of texts becomes a fraught enterprise, in which students and teachers are enervated by the efforts to manage knowledge. Drawing from experiences in a faculty development center, Speaker #3 will discuss the fears that instructors share about the failure of transfer in the art of research in a typical freshman writing seminar, and the kinds of assignments they have created to try and allay those fears. Speaker #3 will also discuss how these fears inevitably transfer to students, and how the best instructors manage those fears by breaking down the process by which "research" is turned into "writing," nyms, or words used in unfamiliar contexts.

Speaker #4: Kristin Dombek

"Ways of Knowing": Report from a Pre-College Summer Course on Disciplinarity
How does the transition from our courses to those in other departments vary for freshmen with different levels of privilege and preparation? What transfers out of the writing classroom, for whom, and when? To illuminate these familiar questions, Speaker 4

reports on an experimental course called “Ways of Knowing,” part of a summer bridge program for incoming freshmen deemed likely to struggle with the transition to college. For this course, writing program faculty devised a pedagogy and curriculum that—rather than working on “basic” or “study” skills--helps students decipher the secret codes and assumptions of a range of disciplines, try out their methods, and identify as junior scholars. Treating “Ways of Knowing” as a kind of laboratory of teaching and learning about disciplinarity, Speaker #4 suggests concrete ways that cultivating disciplinary consciousness in the writing classroom can help a wider range of composition students transform into engaged and enthusiastic academic writers. While we tend to focus on the transfer of knowledge out of the writing class into the departments, this means transferring more knowledge about the disciplines into our courses, staging there what Perkins and Salomon hoped for: a “connected curriculum” that cultivates metacognition about disciplinarity.

E13

The impact of metacognitive strategies within writing in the disciplines

Naomi Silver, University of Michigan, U.S.

Danielle LaVaque-Manty, University of Michigan, U.S.

Mika LaVaque-Manty, University of Michigan, U.S.

Zak Lancaster, University of Michigan, U.S.

This panel will present preliminary results of a three-year research study at the University of Michigan, Ann Arbor funded by the Spencer and Teagle foundations. Situated in a theoretical framework that draws on the literatures of education and composition, this study investigates the role and impact of metacognition in upper-level writing in the disciplines courses. In particular, the study asks: what role does metacognition play in student acquisition of disciplinary writing conventions, and how might the implementation of metacognitive interventions in connection with major course writing tasks affect the "fit" between expert (instructor) and novice (student) conceptions of what it means to think and write like a member of the discipline? The study utilized a range of instruments to address these questions, including pre- and post-semester surveys of students, pre- and post-semester interviews and focus groups with participating faculty and Graduate Student Instructors (GSIs), electronic collection of all student paper drafts with instructor comments, and electronic collection of students' written responses to a series of metacognitive activities.

Participants on this panel include two faculty and one graduate student research team members, and one faculty study participant. Our differing relationships to the project will allow us to explore the implications of our findings to date from a diversity of research and pedagogical perspectives. Speaker One will offer a theoretical framework for the study, situating it in the literature on metacognition and writing in the disciplines, and will provide an overview of the metacognitive interventions and results of student survey data as it pertains to expert/novice "fit." Speaker Two will present a qualitative analysis of student and instructor responses to one of the metacognitive interventions. Speaker Three will begin to address the possible spread of effect of the study for faculty in describing the experience of participating in the study and implementing the metacognitive interventions in an upper-level political theory course. Speaker Four will further extend the study's research frame in presenting preliminary findings from his dissertation project, which analyzes high and average graded student papers in two of the courses represented in the current study, using appraisal theory from systemic functional linguistics (e.g., see Martin and White, 2005).

Speaker One: "The Role of Metacognition in the Development of Disciplinary Writing Expertise"

Research in education has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit to teachers. For example, Shulman (2000) has noted that students often demonstrate an "illusory understanding" that belies their actual grasp of course material. The field of metacognition provides a number of models and frameworks for addressing these issues (Kuhn & Pearsall, 1998; Zohar & David, 2008). Recent research in writing in the disciplines (Ciccone, 2008; Jarratt et al, 2009; Melzer, 2009; Thaiss & Zawacki,

2006) confirms the role of metacognition (or self-reflection) in attaining a nuanced sense of the rhetorical modes of disciplinarity – what Thaiss and Zawacki (2006) call "coherence-within-diversity" – and in achieving a sense of self-efficacy within those modes and expectations.

Following a model outlined by Schraw (2001), faculty in our study asked their students to engage in a three-part reflective process: 1) before each writing assignment, students reflect on how the assignment will develop their disciplinary thinking and writing skills; 2) while writing, students insert in the margins comments or questions about aspects of their writing they found difficult, interesting, or successful; 3) after completing the assignment, students reflect on how it promoted their disciplinary thinking and writing skills and what insights it gave them for future assignments. These exercises were designed to systematically uncover students' internal thinking in such a way that, together, instructors and students "can test it, move it around, rearrange it, co-construct it, and repair it," in regard to disciplinary modes and expectations (Shulman, 2000). Following a brief review of the relevant literature, this paper will introduce the study's major components and present analyses of quantitative and qualitative student survey responses to questions about what it means to think and write like a member of their discipline. Qualitative analyses are based on an emergent coding scheme derived from faculty and GSI pre-interview responses to similar questions, and so provide an organic framework for assessing expert/novice "fit."

Speaker Two: "Metacognition in the Margins: The Role of Self-Monitoring in Improving Student Interest in Writing Feedback"

For this study, students were asked to engage in a three-stage process of metacognition: planning, monitoring, and evaluating their own understanding of course material and disciplinary writing norms in advanced writing courses in their disciplines. This paper offers a qualitative analysis of the role of the monitoring stage in improving students' motivation to engage actively in the process of soliciting and using feedback from others, as well as instructors' ability to understand and respond to students' pedagogical needs. Drawing on student responses to open-ended survey questions, instructor responses to interview and focus group questions, and written conversations that take place in the margins of student papers, this paper suggests that requiring students to insert comments and questions about the strengths and weaknesses of their own writing and disciplinary understandings in the margins of their papers and inviting instructors to respond to these marginal notations improves not only students' ability to reflect on their own work, but also student engagement with instructor feedback. In addition, these marginal comments can help both instructors and peer interlocutors better address individual writers' specific concerns. Preliminary findings suggest that this metacognitive strategy appeals to both students and instructors, is easy to adopt, and improves not only student learning, but also student motivation to revise written work. It can also aid instructors in bridging the communicative gaps that produced by students' difficulties in understanding connections between "big picture" comments and more targeted comments typically provided in the margins of student papers (see, e.g., Hodges, 1997).

Speaker Three: "User Perspective on Implementing Metacognitive Interventions"

This paper offers an instructor's perspective on the logistics and pedagogical experience of implementing the three-stage process of metacognition. The course in question was an upper-level, writing-intensive political theory course, and the goal of the interventions was to make students reflect consciously on what it means to write like – and therefore what it means to *be* – a political theorist. The primary instructor and writing-focused graduate student instructor shared reading and grading roughly 40%-60%. Technically, the interventions are easily adoptable; nothing more than instructors' willingness to read and comment on student writing electronically is required. The three-stage process meant a slightly greater amount of work for the instructors, although some of this was because of one-time setup costs. Pedagogically and intellectually, however, the interventions were worth their cost. The first benefit is applicable even in contexts that aren't primarily about making students conscious of disciplinary writing: by requiring students to plan their papers and reflect on them afterward, the *process* aspect of academic writing became explicit. Second, making students conscious of what it means to write like a political theorist and how one does it seemed, from the instructors' perspective at least, to make them think more carefully about the substantive course materials.

The primary instructor's intuitive sense as of this writing (and prior to a systematic comparison) is that student work at the end of the term was, on average, stronger than in the five previous iterations of this course, when the metacognitive practices were not used. The metacognitive process also meant that the instructors themselves had to address the question of disciplinarity more explicitly and to develop new in-class exercises to do that, thus enriching the course. Despite all these interventions, the instructors were surprised, at the end of the term, by how hard it still seemed for many students to grasp some key ideas about writing in political theory (e.g., the difference between "opinion" and "argument"). These difficulties do not show, the paper argues, that the interventions failed; rather, they vindicate metacognitive practices: they reveal how big the differences between instructors' and students' understandings of disciplinary practices are, and they show that we need to address them more explicitly.

Speaker Four: "The Construction of Intersubjective Stance in Student Writing in the Disciplines"

This paper presents preliminary findings from an ongoing dissertation project, which uses Appraisal theory from systemic functional linguistics (SFL) to analyze very high and average graded papers written in two of the courses represented in the current study. Approaching disciplines as discursive cultures, this project seeks to better understand how student writers in two disciplinary contexts linguistically construct stance in their writing, as well as how (if at all) their stancetaking choices are noticed, addressed, and commented on by their instructors. It furthermore aims to account for possible differences in the students' papers in terms of their instructors' articulations of what it means to think and write like members of their fields. Broadly, the project aims to uncover patterns of stancetaking that work to construct valued discursive behaviors, e.g., "critical analysis" and "argumentation," in particular disciplinary contexts. First, the speaker will outline an approach for studying how students construct an intersubjective stance in their argumentative writing. "Intersubjective stance" refers to a large and diverse group of lexical, grammatical, and textual resources speakers/writers

use to construct an authorial presence in texts, engage with putative other voices, and signal community-recognized knowledge and values. Stancetaking, as this definition suggests, offers a useful lens for investigating students' awareness of audience/genre expectations. Second, the speaker will present preliminary findings from his analysis, which suggest that the higher graded papers in both courses make use of a greater range of stancetaking resources to strategically contract and expand dialogic space (Martin & White, 2005) in key argumentative stages. Finally, the speaker will discuss pedagogical implications of functional language analysis for WAC/WID research. Implications include the need to develop a more robust metalanguage for discussing valued discursive moves with students and faculty across the disciplines, and the need to incorporate metalinguistic and metadiscursive awareness as part of students' developing base of metacognitive strategies for assessing new and unfamiliar rhetorical situations and responding appropriately in their writing.

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E14

The state of research writing in doctoral education at Canadian research-intensive universities: A multi-year, cross-institutional, and cross-disciplinary study

Doreen Starke-Meyerring, McGill University, Canada

Roger Graves, University of Alberta, Canada

Heather Graves, University of Alberta, Canada

Nazih El-Bezre, McGill University, Canada

Anthony Paré, McGill University, Canada

King Yan Sun, McGill University, Canada

Although the majority of research on writing development in higher education has focused on writing by undergraduate students, new pressures on knowledge production, research education, and publishing by new researchers have begun to place doctoral student writing in the spotlight of policy and research attention (Aitchison & Lee, 2006; Kamler & Thomson, 2006; Lee & Boud, 2003; Lee & Aitchison, 2009). This panel presents preliminary results of a multi-year, cross-institutional, and cross-disciplinary study of doctoral writing practices, perceptions, and pedagogies at 11 English-speaking research-intensive Canadian universities. The study is motivated by increasing concerns about growing pressures on doctoral students and their supervisors for timely degree completion with a strong early publication and funding record. These trends raise important questions about how different participants in doctoral education respond and what consequences these pressures and responses have for doctoral student writing as a site not only of original knowledge production, but also of researcher identity development (Green, 2005).

To address these questions, the study uses a multi-layered methodology of policy analysis, surveys, interviews, and focus groups with various participants in doctoral education, including doctoral students, supervisors, administrators, and program directors. Working from a systemic perspective (Bazerman & Prior, 2005) and rooted in theories of writing as a social practice, the Canadian Doctoral Writing Study works with research participants—doctoral students, supervisors, program directors, and administrators—to understand the traditional, regularized, and habitual practices of doctoral writing that participants often inherit from previous generations, but that are increasingly under pressure as a result of growing demands on doctoral student writing.

The purpose of this roundtable is to invite participant discussion of preliminary results emerging from the study as well as of strategies for facilitating research-driven institutional change.

Writing development during doctoral education: Student experiences

Doreen Starke-Meyerring, McGill University

This presentation provides an overview of the Canadian Doctoral Writing Study and shares emerging results from a survey of 3,000 doctoral students at Canadian research-intensive universities as well as from interviews and focus groups with participating students. In particular, the presentation focuses on how doctoral students currently experience practices of research writing in doctoral education, for example, what kinds of interactions students have around their writing, what challenges they face,

what support and resources they have available, what perceptions underlie current practices, and what consequences these have for doctoral student learning. The presentation shares results emerging from this study and invites participant discussion of their implications for further research, doctoral curricula, and policy.

Re-thinking inclusion and exclusion in doctoral student writing experiences: Perspectives from historically under-represented and/or racialized students.
Dana Salter, McGill University, dana.salter@mail.mcgill.ca

Drawing on focus group interviews with doctoral students from historically under-represented and/or racialized backgrounds, this presentation examines the experiences these doctoral students have had as emerging scholars learning to write in order to participate in academe. These experiences highlight the social, political and personal impact of regularized and transparent practices associated with inherited doctoral writing traditions that can potentially further marginalize and exclude students who come from diverse and/or under-represented backgrounds.

Doctoral student writing across linguistic boundaries: Experiences by students writing in English as an additional language

King Yan Sun, McGill University, kingyan.sun@mail.mcgill.ca

Drawing on responses to the Canadian doctoral writing survey by more than 800 students who identified English as an additional language (EAL), this presentation explores the experiences these students report related to writing during their doctoral studies and examines possible consequences of these experiences for the students' participation in academe. Although similar concerns on writing and writing support were expressed by both EAL students and students for whom English is the first language, survey comments show that some experiences of EAL students, namely feedback on writing, exposure to research practices, preferences regarding writing support, and pressure to publish, are complicated by the role of being an EAL doctoral student, which might further exclude them from participation in academe.

Supervising Doctoral Student Writing: Cross-Institutional and Cross-Disciplinary Perspectives

Anthony Paré, McGill University, anthony.pare@mcgill.ca

Drawing on survey data and interviews with doctoral supervisors, this presentation considers the challenges supervisors face in supporting dissertation writing as well as some of the successful strategies they have developed. A summary of survey data will describe supervisors' judgments of the writing support offered to doctoral students, including an assessment of their own ability as writing tutors, the support offered by institutions, and the increasing pressure on doctoral students to publish before graduation. A critical question raised by the data is this: Are faculty adequately prepared for the task of dissertation supervision?

Supervisor perceptions of writing by international doctoral students

Nazih El-Bezre, McGill University, nazih.el-bezre@mail.mcgill.ca

Drawing on survey responses from doctoral supervisors at Canadian research-intensive universities, this presentation considers the perceptions of supervisors toward the challenges that the international doctoral students face when writing in a foreign

language. These perceived challenges include: 1) rhetorical, syntactical, and semantic problems, 2) negative attitudes towards writing, 3) lack of concern and commitment to writing, and 4) difficulty publishing papers at top journals in the students' disciplinary fields.

Administrator Input in Doctoral Student Writing Instruction in the Disciplines

Heather Graves, University of Alberta, hgraves@ualberta.ca

This presentation will share the responses from graduate program administrators in this study as they comment from their perspectives within disciplines across the institutions. Using both quantitative data and open-ended responses, this part of the presentation will provide an overview of the kinds of strategies used in the disciplines to help doctoral students participate in the discursive practices of their fields. This presentation will also describe some of the innovative approaches being developed and used by discipline specialists to facilitate the development of doctoral student writing.

Supporting Doctoral Student Writing: Writing Centre Director Perspectives

Roger Graves, University of Alberta, rgraves@ualberta.ca

This presentation will share the results of the survey of writing centres at the institutions in this study. Writing Centres in Canadian universities are the most ubiquitous form of writing instruction, far more common than courses or WAC programs (Graves & Graves 2006). Each of the research universities in our study have at least one writing centre, and one has a writing centre devoted to graduate students. This part of the presentation will describe the range of activities these centres provide, including data on how prevalent each activity is. We will report on both formal instruction (tutoring sessions and workshops), informal instruction (peer writing groups), and work with specific disciplinary groups across campus.

E15

Teaching genre and writing awareness across languages and cultures

New Rhetorical Figures: Teaching Flexible Formulaic Sequences in Arab and American Contexts

Meaghan O'Keefe, Carnegie Mellon University, U.S.

Recent work in applied linguistics has focused on how to adapt research on formulaic sequences for pedagogical purposes (e.g. Bishop, 2004; Boers, Eyckmans, Kappel, Stengers, & Demecheleer, 2006; Erman, 2009). Solutions include teaching academic phrase lists and templates in order to build academic vocabulary and style. Other studies concentrate on helping students recognize formulaic sequences in academic discourse (Bishop 2004). One of the major difficulties in teaching students to use these formulaic sequences is that, since academic writing is unfamiliar, students frequently fail to recognize structural formulaic sequences that are not lexically identical. Conversely, once introduced to the flexibility of some formulaic sequences, students tend to have difficulty understanding that this flexibility is semantically limited and that the use of these sequences is restricted by discourse function.

This presentation explores one approach to teaching the complex interaction between discourse function, formulaicity, and semantic flexibility. The research focuses on two academic contexts: a private American university in Qatar, and a public university in California. Because students' ability to recognize and use flexible formulaic sequences grows out of repeated exposure within shared rhetorical contexts, the pedagogical approach focused on students' experiences with formulaic language in familiar contexts. In Qatar, because nearly 80% of the students have studied classical Arabic, part of their shared rhetorical context is classical Arabic literature. In California, given the diverse student population, one of the few shared rhetorical contexts is social networking sites such as Facebook. In Qatar, students identified figures of repetition in course texts and incorporated these rhetorical figures into their own writing. In California, students identified meta-discursive functions of formulaic structures, such as sentence fragments in Facebook profiles, and used these structures in a reflective essay.

In order to assess the effectiveness of this approach, the use of flexible formulaic sequences in writing samples from the beginning of the respective courses is compared to their use at the end. The analysis is guided by the following questions:

1. Do students deploy flexible formulaic structures for the appropriate discursive function?
2. Do the lexical items used in formulaic structures come from the expected semantic fields?
3. Do students transfer the recognition and use of formulaic sequences to other contexts?

The data consist of student writing from three different sessions of a four-week intensive English writing course held in Qatar and student writing collected from two separate twelve-week first year writing courses in California. A later phase of this study includes follow-up interviews with six representative students.

Overall, the project contributes the growing body of research in how to apply insights from corpus linguistics to composition pedagogy.

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E15 (continued)

Teaching genre and writing awareness across languages and cultures

The Writing's on the Board: Genres of Teaching Undergraduate Mathematics in L1 and Additional Languages

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In this presentation we propose to draw on recent theoretical and research developments in L1 and L2 genre studies in professional and educational contexts (e.g., Artemeva & Freedman, 2006; Bazerman, Bonini, & Figueiredo, 2009) when addressing the issues of genre development and use across linguistic and socio-cultural contexts. In the longitudinal study that we propose to present, we investigate genres of teaching university mathematics at the undergraduate level used in different countries and different languages. When responding to recurrent social situations, communities of practice (CoPs) (e.g., Wenger, 1998) operating in different linguistic contexts may develop different typified responses (genres), but they may also develop similar genres. Drawing on Rhetorical Genre Studies combined with corpus analysis, we examine these multimodal genres, which integrate writing, saying, and doing, as enacted by university mathematics professors who have different linguistic, cultural, and educational backgrounds and are teaching in different linguistic, cultural, national, and educational contexts. In the proposed presentation, we discuss genres of teaching mathematics used by a group of professors who teach in English. This group includes both native speakers of English and speakers of English as an additional language. We focus on what *repeats* and what *differs* across participants and sites (cf. Paré & Smart, 1994) in the enactment of these teaching genres with the goal to explore whether and how the use of these genres differs among speakers of different languages and among veteran and novice mathematics professors, and to further investigate how genres of teaching develop in different linguistic and socio-cultural contexts (Artemeva & Fox, in press).

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E15 (continued)

Teaching genre and writing awareness across languages and cultures

A Cross-linguistic Investigation of Audience Awareness and Personal Voice in Chinese EFL University Students' Argumentative Writing in Chinese and English: A Systemic Functional Linguistic Approach

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Current literature about Chinese EFL students' English writing indicates an inadequacy in their management of interpersonal features in writing, such as ***expressing critical stance, personal voice and engaging readers***. Hyland (2006) pointed out that "effectively controlling interpersonal features becomes central to building a convincing argument and creating an effective text" (p.364). However, this interpersonal aspect of Chinese EFL students' writing has long been neglected. Current research on Chinese EFL students' writings is predominantly concerned with the correctness of linguistic features (Li & Li, 2005; Ma, 2002; Wang & Nash, 2000; Wen, Ding, & Wang, 2003) and discourse organizations (Chen, 2008; Kirkpatrick, 1997; Li, 2003). No systematic and comprehensive study has ever been done to investigate the interpersonal or communicative aspect of their English writing.

In addition, contrastive studies concerning Chinese EFL students' writings (Bloch & Chi, 1995; Cahill, 2003; Kirkpatrick, 1997; Matalene, 1985; Taylor & Chen, 1991) report the negative influence of Chinese rhetoric and cultural thought of Confucianism upon their English writing. Then, it is of theoretical and pedagogical significance to make a contrastive study about the use of interpersonal features in their English and Chinese writings in order to examine whether there are any differences and/or similarities in the use.

Therefore, a study, from a contrastive perspective, aiming to investigate the use of interpersonal features in Chinese university EFL students' English and Chinese argumentative writings is warranted.

This study will employ the newly developed Appraisal Theory within Systemic Functional Linguistic (SFL) to manage the analysis of interpersonal resources in language use. The Appraisal Theory provides "the array of interpersonal resources variously concerned with authorial attitude, social evaluation and the positioning of both reader and authorial voice" (White, 1998, Chapter 3: 75) and "offer particularly valuable resources because they explicitly accommodate linguistic accounts of a writer's identity and voice. These resources are core resources used to create writer identity and voice" (Lee, 2006, pp. 30-31).

30 third-year English-majors from an intact class in a university in China mainland participated in the investigation. Data were collected on two occasions. In late October, 2009, these students were asked to write in the classroom on a given topic about Internet use in Chinese, finish a questionnaire about their past Chinese writing experience and attended a short discourse-based interview about their writing process. In early March, 2010, students were invited to write on the same topic about Internet use in English, finish a questionnaire about their past English writing experience and also attended a short discourse-based interview about their writing process. Their Chinese and English argumentative writing will be analysed within the Appraisal framework and thus patterns of appraisal resources could be identified and compared.

This study is part of the ongoing Ph.D project and the data analysis will be finished by the end of December, 2010.