

Writing Research Across Borders II Session G
Saturday, February 19 1-2:30pm

G1

The challenges of the research to policy to action connection

Peggy O'Neill, Loyola University, U.S.

Linda Adler-Kassner, University of California, Santa Barbara, U.S.

Sandra Murphy, University of California, Davis, U.S.

This roundtable addresses a crucial issue facing English Language Arts and postsecondary writing instructors: what to do about the challenges that teachers experience when entering public discussions about writing research, teaching, and assessment and policy issues (e.g., curriculum, testing, and teacher preparation). The session will feature brief remarks (no longer than 6-8 minutes) from four speakers, each of whom has experience with research, policy, and action, and provide a scenario for participants to consider the issues raised by the speakers in their own contexts for action. Each speaker's presentation will address a specific issue extending from the lines of tension between classroom-based research and practice and educational policy that have become increasingly evident in the early twenty-first century. These lines stem from differences (of varying degrees) among the conceptualization and operationalization of foundational concepts at the core of schooling: the purpose of education; the content of (writing) classes; curricular authority; and (especially) what it means "to assess" the learning taking place in school. The approach to this session extends from extensive research and experience crafting and responding to educational policy and curriculum on the part of the session's presenters. Ultimately, presenters and participants will together reflect on their own scholarly expertise and experience to draft a statement or response for a particular public forum (e.g., a letter to the editor of a local paper, a talk for a local high school PTA, a response for the local NPR affiliate).

Relevant research literatures include scholarly work drawing on a tradition investigating and critiquing framing of education in relation to democracy (e.g., Dewey 1916; Bowles and Gintis 1976; Apple 1979), examining specific aspects of the framing of education (e.g., Labaree 1997; 2007; Boyte 2005, 2006) and of writing, reading, and ELA instruction in the context of broader purposes of education (e.g., Taylor 1998; Altwerger 2005; Adler-Kassner 2008; Adler-Kassner and O'Neill forthcoming;); work involving the conceptualization and operationalization of key terms in assessment (e.g., Cherry and Meyer 1993; Moss 1992; Lynne 2004) and writing assessment (e.g., Huot 2002; Broad 2003; Broad et al 2009; O'Neill, Huot, and Moore 2008); and the intersections among the framing of education and assessment (Murphy 2007; Adler-Kassner 2008; Adler-Kassner and O'Neill forthcoming; Adler-Kassner and Harrington forthcoming). This combined body of research has drawn on case study and textual and discourse analysis to examine the ways in which current documents representing the dominant frame surrounding discussions of education have advanced particular stories about the purpose of education that serve to narrow the possibilities associated with classroom-based instruction by marginalizing research that is not focused on "college and career readiness." Relevant literatures from outside of the academy include policy reports published by organizations such as Achieve, the American Diploma Project, the Common Core State Standards

Initiative, ACT, ETS, the College Board, and other organizations formulating (and/or attempting to formulate) policy affecting secondary and postsecondary instructors.

Speaker 1: Engaging in Discussions beyond the Academy

Speaker 1 will introduce challenges of anticipating and navigating challenges posed to writing programs by policies or potential policies from two perspectives: as the director of a writing program and as the president of an organization representing writing programs. The speaker will draw on examples to highlight one strategy for this navigation, an emphasis on policy underscored by and extending from local action.

Speaker 2: The Challenges of Writing about Research for Public Audiences

Speaker 2 will discuss experiences on task forces at the state and national levels aimed at writing position statements grounded in research. The challenges—which include negotiating different perspectives, purposes and expertise, within the committees as well as expressing theories and concepts in language accessible to multiple audiences—will be illustrated with real-world examples.

Speaker 3: Lessons Learned: Engaging with National Initiatives

Speaker 3 will discuss how different "national" initiatives invoke different views of the role of the teacher in education vis a vis assessment, different views of the proper uses of assessment, and different models of assessment. The speaker will compare and contrast (but mostly contrast) the current top down bureaucratic accountability approach (e.g. high stakes for students and teachers, teach to the test, etc.) with the National Writing Project's national scoring of papers from the local sites initiative (e.g. common scoring but different local initiatives, inquiry-based, teacher professionalism).

G2

Theory and method in international writing research: Connecting conceptual and empirical traditions

Panel Title Theory and Method in International Writing Research: Connecting Conceptual and Empirical Traditions

Panel Overview

Writing research needs methods and theories that support cross-disciplinary and cross-cultural scholars who share and collaborate across research traditions. If we are going to work across borders and disciplines, we must reflect on theory and method in our own work and present them transparently as well as be open to new approaches to theory, method, and their relationships. The panel takes up these issues of theory and method from three perspectives: 1) an examination of problems that collaborative, international projects face in working with multiple research methods and conceptual traditions; 2) an analysis of how a case study of literacy practices among Mexican activists exemplifies the tensions involved when working across traditions; and 3) an analysis of theory as a research practice with its own method and tradition.

Panelists Joyce Neff, Tricia Serviss, and Louise Wetherbee Phelps

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Speaker #1

Title Negotiating Method and Theory in Cross-Disciplinary and International Research Projects: Choice, Compromise, Transparency

No matter how local the topic, a writing researcher must decide where to draw the boundaries around the site and scene of a literate practice. She has to consider various theoretical frameworks; select participants; decide what data to capture; and determine which cultural and political factors impact the practices she is studying. From a procedural perspective, the researcher must craft questions, align methodologies with a project's purpose, make analytic and theoretical moves that produce useful findings, and write in genres that are suitable for reporting findings or generating new theory. One of the most critical choices concerns the roles that theory and method will play in the project's design. Will the emphasis be on theory or method? What is the epistemological basis for that decision? In addition, these choices become more complex when a solo researcher finds herself part of an interdisciplinary team working on an international project. I will discuss the theoretical and methodological compromises to be made in such instances, including the benefits and costs of these compromises, and the value of transparency in reporting them. I suggest approaches for making informed choices about theory and method and for teaching graduate students how to make such choices as well. Finally, drawing on my studies of writing in distance education, I use Grounded Theory as an example of a methodological stance that has currency across disciplines and cultures. I examine the historical and ideological underpinnings of Grounded Theory and how it has been applied in multi-disciplinary, international, and collaborative projects. What makes Grounded Theory promising for literacy research? What are its limitations? What can it offer those of us engaged in the theory/method dialectic?

Speaker #2

Title Between Theory and Method: Negotiating the Local and the Conceptual in Activist Literacies in Juarez, Mexico

Emphasizing the value of reflexivity within qualitative research traditions and speaking from the perspective of a beginning researcher, I explore methodological hybridity between empirical and theoretical research traditions. I specifically illustrate how methodological hybridity functions in my research on public campaigns crafted by female activists in Juarez, Mexico to address ongoing *femicides*. These are the research questions motivating this study: What conceptions of literacy influence the writings and arguments of Juarese activists? What kinds of literacies are used to generate these activists campaigns? To study the literacy practices involved in generating these campaigns, the speaker uses approaches from the research traditions of both grounded theory and conceptual inquiry. The goal of this research is to recover local conceptualizations of literacy within the context of Juarez and to abstract conceptions of literacy generative for researchers working with other sites and within other research traditions. These two simultaneous purposes integrate two purposes typically positioned as binaries by grounded theory methodologists. Representations of Barney Glaser and

Anselm Strauss's stances illustrate this binary within the grounded theory tradition. Glaser is often represented as a staunch abstractionist while Strauss is depicted as a contextualist, advocating the connection of concepts within their contexts. These polarized stances create dilemmas for this case study of Juarese campaigns, which aspires to transfer local conceptions of literacy into broader conversations and studies. The epistemological struggles within grounded theory traditions unfold as I present research findings as both contextual and abstract concepts. This problem of accounting for research as both local and global compounds as research and researchers move beyond local discourse communities themselves and attempt to generate conceptual traditions about writing and the international study of writing. Hybridized approaches born from a synthesis of grounded theory and conceptual inquiry traditions are presented as useful tools in mediating the tensions to recover localized practices and generate theories useful for future literacy studies.

Speaker #3

Title: The Method in Theory: Reconstructing a Tradition of Theoretical/ Philosophical Inquiry for International Writing Studies

This presentation calls for a reconsideration of “theory” as an autonomous research practice—namely, philosophical or conceptual inquiry—with its own method and methodological tradition, requiring an open-minded investigation of its complex intersections and complementarities with data-based research methods. While theory is understood as relevant to writing research, both as conceptual framework and as product, little attention has been given to the processes of developing theory, especially when it is not immediately grounded in the data of scientific or historical method. I argue that

- philosophical inquiry, defined as “the formulation and logical exploration of concepts” or “the systematic construction of meanings” (S. Langer), is an autonomous research practice with its own characteristic method and methodological tradition;
- in writing studies, this method remains largely tacit, in part because so much “theory” used to frame writing research is drawn from other fields; and there is little sense of a productive methodological tradition of philosophical inquiry common to diverse theories ;
- Theory in this sense is not dependent on data or data-based methods, but such methods may embed analogous philosophical thinking and aim to produce and test concepts.

I propose that writing studies across borders reconstruct its own tradition(s) of “theory” as theorizing, so that philosophical inquiry can be understood methodologically as a research practice in itself that needs to be self-reflective, accountable, and capable of being taught to young scholars. In doing so, scholars should examine critically and with an open mind the complex relations of intersection and complementarity between theoretical/philosophical and broadly empirical traditions of research practice, and,

within each, how they make themselves accountable and relevant to lived experience, fact, and the material world.

To begin this inquiry, this presentation will:

- characterize theory/philosophical inquiry as a method that is empirically meaningful, if not empirically derived, and which is ultimately accountable not through its sources of concepts but through the consequences of particular conceptualizations, particularly for future action;
- use Susanne Langer's inquiry into mind as a paradigm for philosophic method informed by empirical science as well as art, and responsible to the consequences of conceiving phenomena in certain terms;
- point to accounts of "theory" and its relation to "research" in international writing studies as the starting point for (re)constructing theory as a methodological tradition that is both autonomous in writing studies and also threaded through other research methods as frame, process, and product.

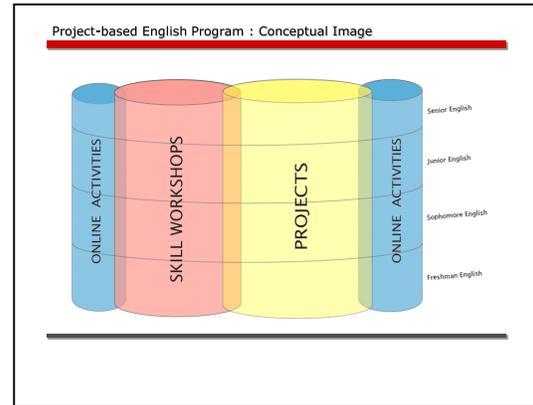
G3

Writing Research Across Borders: Introducing Writing Center Program for the Graduate Program in Life Sciences of Ritsumeikan University at Biwako-Kusatsu

Yuji Suzuki, Ritsumeikan University, Japan

Tsukasa Yamanaka, Ritsumeikan University, Japan

College of Life Sciences and Pharmaceutical College at Ritsumeikan University, Biwako-Kusatsu offer an original project-based English program in order to foster specialists in the fields of life science and pharmacy who can actively participate in various projects globally practiced in these fields. The program consists of two modules, Project and Skill-workshop. In Project, students conduct research into various issues based on their own interests or concerns. Skill-workshop is designed for the students to acquire sufficient



English skills necessary to conduct their projects. We are now preparing for the graduate-level project-based English program as part of the graduate curriculum in life science and medicine, which will start in 2012. We are planning to incorporate writing center services in the program. Two separate levels of services are to be provided. The first level is to provide online workshop to correct lexical and grammatical errors. The second level focuses on the contents, and, for that, we are planning to offer online counseling in cooperation with writing centers in universities in the United States. Writing services are not commonly offered in Japanese universities. Introducing our Project-based English Program and our students' performance thus far at College of Life Sciences and Pharmaceutical College of Ritsumeikan University, we invite ideas, comments and possible collaboration from specialists in writing services.

G4

Preparing teachers of writing: Research on the articulation of the profession

Christine Gaul, University of California, Santa Barbara, U.S.

Sarah Hochstetler, Illinois State University, U.S.

Alison Bright, Grand View University, U.S.

This panel presentation will work to articulate methods and instruments for conducting research into the preparation of teachers of writing. Research in the preparation of writing teachers works to articulate best practices and localized knowledge of teacher preparation programs, in their various formats, into empirical methods of teacher research.

Speaker 1

Developing Knowledge of Practice: The Convergence of Reflection and Resistance in Writing Teacher Preparation

Developing what Cochran-Smith and Lytle (1999) called knowledge of practice asks teachers to examine their classrooms as research sites and investigate the practices and knowledge produced within those sites. Two components of such an investigation are the teachers' reflection on practice and the potential spaces of resistance from the teacher on various aspects of his or her development. However, many TAs successfully complete a preparation course yet fail to critically reflect on their teaching (Ebest, 2005) and instead rely on their past experiences as students as primary models for their teaching (Maxfield, 2000; Williams, 2005). This presentation asks TA and teacher educators to think more deeply upon the effects of reflection and resistance on teacher development. Speaker 1 will discuss the ways that reflection and resistance play into teacher preparation.

This study is based on three case studies of TAs in a first year composition program. Data had been collected in the form of three semi-structured interviews, however the units of the analysis for the cases are the themes of reflection and resistance rather than each TAs individual interview data. The data analysis was based on both a conceptual and relational content analysis. Coding categories had been developed associated with key terms and concepts connected to resistance and reflection. Findings from this analysis suggest that first, resistance negatively impacts a TAs level of uptake from the preparation program. Conversely, what appears as resistance on the part of a TA may instead be a type of reflection of practice. Finally, results from this study show that a TA's level of reflection on and attitudes toward both his or her teaching as well as his or her experience as a student correlate to the level of resistance he or she will show toward their preparation model. While the notion that resistance is an outcome of teacher preparation is not new (Welch, 1993; Powell, O'Neil, Phillips, Hout, 2002; Ebest, 2005), this study suggests specific ways that reflection and resistance both converge and individually impact the uptake from the preparation course and a TAs own teaching practices. This presentation will share the results of this study and suggest components and strategies that would benefit a TA preparation program.

Speaker 2

Preservice Secondary English Teachers as Authors: The Methods Course as a Space for Writing for Publication

English Education students are required to take a variety of pedagogical and content courses in their undergraduate sequences, but seldom are they encouraged to write, in this curriculum, for audiences beyond the university classroom. Further, preservice teachers are rarely coached toward writing for publication, yet publication helps students on the cusp of teaching view themselves as professionals, experts in their fields, and active members of their profession (Grobman & Kinkead, 2010; McCann, Johannessen & Ricca, 2005). Moreover, teachers who publish are more likely to incorporate their experiences into their instruction by providing explicit teaching emphasizing multiple forms of writing, and by framing writing as a process that requires idea development and revision (National Writing Project). Speaker 2 will discuss these ideas in terms of the deficit of writing for publication through writing methods courses in English teacher education and through experiences mentoring preservice English teachers who completed inquiry projects with the goal of publication as a major component of the writing methods course.

Data informing this discussion include: 1) case studies focusing on a fifty-year (1955-2005) history of how preservice secondary English teachers were prepared to teach writing in California and Illinois, and 2) surveys of former students from the Speaker's writing methods courses who participated in writing for publication. Methods for analysis of the data collected from the case studies include textual analysis of university and college course catalogs, as well as interviews with local (CA and IL) and national experts in the fields of teacher preparation and composition studies. Methods for analysis of the data collected from the surveys include textual analysis. Results from triangulating these data provide evidence of: 1) the importance of writing for purposes of developing teacher identity (Alsop, 2006), which better prepares student teachers for the classroom and the teaching of writing, and 2) the importance of offering students opportunities for writing for publication in the space of the methods course and teacher education/content area curriculum. This presentation will be relevant for those involved in secondary teacher preparation, writing teacher development and research on writers and writing, and serves to add to the larger conversation in each of those fields.

Speaker 3

Teacher Identity Research in the Academy: An Investigation into the Development of TA Identities in Preparation Programs

Research in primary and secondary teacher education programs indicates that when preparatory sessions highlight the concept of teacher identity in the preparation of K-12 teacher candidates, then the teacher candidates have higher levels of teacher efficacy, job satisfaction, and retention in the field (Danielewicz, 2001; Alsop, 2006; McKinney et al., 2008). However, the preparation of graduate teaching assistants of writing do not typically include a similar focus on the development of TA identity. Because writing TAs account for much of the composition instruction and support of undergraduate writers, the preparation programs of TAs would greatly benefit from the same attention to teacher identity in the preparation of K-12 teachers. Speaker 3 will

report on the findings of a study that considered three central issues: first, it investigated the types of identities that were encouraged and/or fostered in the preparation of TAs of writing at a large, public university. Second, it examined whether or not the identities promoted in the preparation modes at the university reflected the philosophies of the preparation program. Third, it considered how the construction of identity affected the teaching practices of the participants.

This study employed a case study methodology, using the preparation program of the TAs as the unit of study. Data were drawn from six self-selected participants: graduate composition TAs from various disciplines. All of their preparatory sessions were observed. Each subject's teaching practices were observed two times, and within a week of each observation, the subjects were interviewed regarding the observation. These data were analyzed in individual participants and in parallel across the case. The resulting themes are presented as a heuristic of teacher identity characteristics along a novice-to-expert spectrum focusing on four characteristics: content knowledge and behaviors; flexibility in theory and practice, membership in a peer community, and engagement in reflective practices. The majority of the participants developed teacher identities consistent with the goals of the program in which they were prepared and displayed evidence of the teacher identity characteristics in their practices. Among those not included in the majority, one subset developed identities that were not aligned with the preparation program; another developed identities reflecting the goals of the preparation program but were not aligned with best practices in the field. The presentation will share the detailed results of this study and outline recommendations for improving identity development in TA preparation programs.

G5

Rethinking K-12 writing assessment to support best instructional practices

Paul Deane, Educational Testing Service, U.S.

Mary Fowles, Educational Testing Service, U.S.

John Sabatini, Educational Testing Service, U.S.

Lee O'Dell, Rensselaer Polytechnic Institute, U.S.

In recent years, ETS has supported a research initiative intended to address current problems associated with accountability testing in the U.S. This initiative, 'Cognitively Based Assessments of, for and as Learning', or CBAL, combines two key elements. It integrates accountability testing with pedagogy, formative assessment, and teacher professional support. And it aims to restructure assessment to reflect recent advances in cognitive theory. This panel will report on results of the CBAL initiative as applied to writing assessment. The CBAL writing framework reflects both sociocultural analysis of writing as a literacy practice acquired in meaningful communities of practice, and cognitive analysis of the strategies and skills that support writing expertise. We propose scenario-based summative assessments that recapitulate key writing strategies in a form intended to encourage best practices in writing instruction, and present classroom materials and formative assessments in which writing is explicitly linked to other literacy skills, including reading and critical thinking. There will be four fifteen-minute presentations, rather than the usual three twenty-minute presentations, because we include a non-ETS author, Lee O'Dell, to situate the project and consider its implications for the field.

PRESENTER #1

A Socio-Cognitive Framework for Writing Assessment and Writing Instruction

This paper will present a framework for assessing and teaching writing in which writing is closely integrated with other literacy skills, including reading and critical thinking. The literature on writing expertise, going back to Bereiter & Scardamalia (1987), indicates that writing skill requires both fluency in core text processing skills and strategic control of the writing process. Our interpretation of the literature depends on two key ideas: the existence of analogous reading, writing and critical-thinking strategies, and the fact that such strategies are naturally deployed in genre-specific tasks, as part of well-defined activity systems (Bazerman, 2004). We can exploit the existence of such activity systems by developing scaffolded task sequences, some of which may technically be reading or critical thinking tasks, but which work together to define – and assess – key writing strategies. We can therefore gain a rich picture of student writing skills by sampling performance at several levels of analysis, examining not just the fluency of writers' text production and the quality of the final written product, but also performance on focused tasks that exercise genre-critical strategies.

In 2009, ETS piloted four tests based upon this framework, covering persuasive, expository, and literary genres. Participants comprised 2,561 8th-grade students from 24 schools across the U.S.. Each student took two tests in a counterbalanced design; each test included both lead-in tasks (intended to measure control of key writing strategies) and integrated, essay-length writing tasks. Collected data includes behavioral measures (keystroke timing logs) as well as final written products. Analysis confirms that this

approach can provide instructionally useful information about patterns of student performance. For instance, one piloted test focused on persuasion and argumentation. In addition to the integrated essay task, it included lead-in tasks that exercised argument classification and analysis strategies. 1,054 completed this test. The results were consistent with a prerequisite relationship; that is: while many students could perform an argument classification task successfully without writing a high-scoring essay, 90 percent of the students whose essays received a score of 4 or 5 on a 5 point scale were highly accurate on the classification task (>7 of 10 correct). And conversely, 82 percent of the students who were inaccurate on this task (<7 of 10 correct) received an essay score of 1 or 2 on a five point scale. Such tasks effectively serve double duty: they support writing strategies but also measure whether writers are sufficiently prepared to apply those strategies successfully.

PRESENTER #2

Designing a Writing Assessment to Support Instruction

This paper will detail the design of a system of writing assessment that includes both a summative element (the writing tests discussed in Paul Deane's paper) and a formative element intended to integrate closely with instruction. The system is inspired by general theories of formative assessment (Leahy, Lyon, Thompson & Wiliam, 2005; Wiliam, 2007), language arts pedagogy (Langer, 2001) and writing pedagogy (Graham & Perin, 2007; Perin, 2009). This literature converges on a model of best practices in which effective instruction provides

- Clear standards concretely communicated by models, rubrics and feedback
- Explicit, scaffolded instruction that teaches students strategies for doing the work
- Integrated instruction that builds fluency in component skills (such as summarization or sentence-combining) and recruits those skills in support of metacognitive strategies
- A collaborative environment in which the writing process and peer assessment are deeply embedded in normal classroom practice
- A learning culture in which inquiry and reasoned discourse are highly valued and regularly practiced, so that prewriting, inquiry activities, and writing across the curriculum happen as a matter of course

For the past several years ETS has collaborated with the Portland, Maine school district to embody this vision by developing classroom activities and formative assessments for middle school writing. As part of this effort, we have developed two complementary types of formative assessment: scenario-based project designs, in which a sequence of lead-in and follow-up tasks support the writing process appropriate for specific genres of writing, and component task designs, in which a particular skill, such as summarization or argument-building, is developed systematically by a sequence of exercises and assessments. The scenario-based designs are similar to the task sequences used in the summative writing assessments, though much more fully developed and scaffolded. The component-task designs are more like exercise sequences, but are sequenced to measure student progress along pedagogically-motivated sequences, or 'learning progressions'. This paper will discuss the process of developing these task sequences, with a particular focus on the development of scaffolded task sequences that can be built into the summative writing tests but are motivated by classroom practice. A key element of the

design vision for the CBAL research initiative is the creation of tests that encourage best practices in writing instruction, and, to the extent possible, are themselves models of effective writing strategies.

PRESENTER #3,

Measuring the Relationship among Reading, Writing and Critical Thinking Skills in a Cognitively-Based Assessment

This paper will examine critical issues that arise once we commit to the idea that writing skill must be assessed in the context of other literacy skills. It is a truism that writing expertise builds upon other verbal skills; no one would deny that writing expertise presupposes (among other things) English language fluency, the ability to read and produce English text, and some verbal reasoning. But once we embrace this idea wholeheartedly, and recognize that the act of writing may incorporate a whole series of literacy acts that do not directly involve text production, it becomes necessary to give a much more detailed accounting of the relationship among skills.

This kind of issue is not unique to writing. Reading theory posits a developmental trajectory in which certain skills, such as decoding and verbal comprehension, start relatively independent, and gradually become integrated and entangled as expertise develops. Over time, some skills become increasingly fluent and backgrounded in cognitive processing, while others become increasingly strategic and more finely sensitive to details of the situation in which communication takes place. It thus becomes necessary to consider skills both as stand-alone capabilities and as capacities invoked as part of a larger, more complex skill-set. Similar considerations apply to the description of writing expertise. Developing writing expertise involves both the development of certain skills, and their attachment as strategic resources within an activity system. The problem is that we have to measure both the fluency and accuracy of skills viewed as stand-alone tasks and the effectiveness with which writers are able to recruit those skills flexibly to accomplish specific writing goals.

This view, which forces us to speak of tasks in a compound way, variously as reading-for-writing, writing-for-reading-comprehension, text-production-to-stimulate-reasoning, or reasoning-in-support-of-writing, creates significant measurement issues, since it is incompatible with simple factorial models of skills and ability. The entire direction of literacy development is toward greater integration and mutual dependency among skills, so that (for instance) an expert writer, by employing a knowledge-transforming composition strategy, is far more dependent upon skilled reading (both for knowledge acquisition and self-evaluation) and upon verbal reasoning/critical thinking skills, than a novice writer who relies almost exclusively upon knowledge-telling.

Tracking the development of writing expertise thus requires a highly nuanced account, since expert writers are distinguished from novice writers not by the possession of any single skill, but by the ability to coordinate many skills strategically to achieve writing goals.

PRESENTER #4

What's at Stake: A View from the Field

In part, what is at stake in the work reported here is the role of scaffolding in teaching writing. The ETS work reminds us that it is both possible and desirable to provide the scaffolding that helps students formulate and articulate their ideas. In the

current context, it would be easy to assume that providing students with the technological means and the opportunity to address “real audiences”—e.g., students in other classrooms, perhaps in other parts of the country—is all that is needed in order to help students grow in their ability to communicate. This assumption is at best questionable, at worst, simply wrong. The ETS work provides a model of ways to teach—as opposed to simply assign—writing.

There is more at stake, of course. Not enough has been done to explore the relation between writing and related verbal skills, and yet it seems probable that much student success or failure at writing is due to overall development in literacy skills. Some of the results reported provide hard data on these relationships. This work also raises – but does not yet solve – important questions about how to enable students to generalize skills across assignments. That is, it is going to be important to develop assessment rubrics for finished products, rubrics that will help students see what they need to begin doing, quit doing, or do differently in their subsequent writing. Another question not yet addressed in this work is how one might scaffold literacy skills to help students integrate visual and verbal information to compose in digital media. There is much to be done. But the work raises important questions about how students learn to write, and suggests a new and potentially fruitful approach.

G6

Digital practices in Writing Instruction

Toward Complexity of Online Learning: Profiles of Learners in Online First-Year Writing Courses

Merry Rendahl, University of Minnesota, U.S.

Lee-Ann Kastman Breuch, University of Minnesota, U.S.

Although many scholars have addressed computer-supported writing and online writing instruction in the field of writing studies (Cargile Cook; Hewett and Ehmann; Selfe; Warnock; Wysocki), few studies focus on online instruction of first-year writing. This presentation shares results from two case studies of online first-year writing courses that originally addressed the following question: What do students in an online first-year writing course perceive as good study habits?

Data included results from three surveys, course management statistics, online discussions and peer review sessions, and selected interviews of instructors and students. Themes emerged from these data in the following areas: (1) student perceptions about the course structure; (2) student attitudes toward online learning; (3) student communication with instructor and peers; and (4) student study habits in the online course.

Results from these case studies suggest the following: (1) students preferred clear, organized course structure with an emphasis on clear due dates and deadlines; (2) the majority of students in this course were not first-year students, but rather advanced students (including some working adults) who had positive attitudes about online learning; (3) students appreciated communication with instructor about assignments and peer review with classmates, but did not perceive this communication to be a primary activity of the course; and (4) students study habits varied widely. The most surprising result was the lack of appreciation for student-student online interaction in the course, despite very deliberate attempts by the instructors in these cases to build constructivist pedagogy online. Consequently, we explored differences between social constructivist and social cognitive pedagogies, and found social cognitive pedagogies (Bandura) to more closely match the activity of online students in these case studies, which required a complex look at the individual, social, and environmental issues surrounding learning, instead of social issues primarily.

In alignment with social cognitive theory, we explored profiles of individual students as a way to provide a more complex, and perhaps more accurate, picture of how individuals interacted with the online first-year writing course. Students in these case studies did not always make clear distinctions between online and in-person interactions (as when one respondent referred to the online Breeze meetings with the instructor as a “face-to-face interaction”) and often had mixed reactions to the online experience. For example, students in the study appreciated interactions with the instructor much more than with fellow students, and some expressed more passion for engagement with the class even though they logged fewer or shorter sessions on the course web site. These profiles more fully described the experiences students had in the online first-year writing course and may suggest profitable directions for future research regarding online first-year writing students and courses.

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G6 (continued)

Digital practices in Writing Instruction

Online Directed Self-Placement for Multilingual Writers: Improving the Ethics of Our Placement Practices?

Talinn Phillips, Ohio University, U.S.

This individual presentation uses qualitative approaches to investigate the efficacy, outcomes, and the ultimate ethics of a newly-developed online directed self-placement (ODSP) program for international students. The program is currently being piloted by one basic writing class of 14 multilingual undergraduates, a study which will continue throughout 2010. This presentation will first overview the students' placement context along with the problems and anticipated benefits of ODSP. The main focus of the presentation will be addressing the ethics (Schendel and O'Neill) of this ODSP program through an analysis of 1) students' experiences with ODSP; 2) their outcomes in their chosen writing courses; and 3) experiences of their teachers and the administrators of the mainstream writing program.

The ODSP program was developed with the hopes of providing a revenue-neutral means of improving the ethics of our placement practices for international students. Under our current system, no mainstream version of basic writing exists and all incoming international students from non-English dominant countries are forced to take a sheltered (i.e. non-native-speaker-only) version of basic writing. This is followed by a sheltered version of first-year writing. No true placement process exists, nor does any exemption process. This system has continued for decades without regard to students' personal goals, curricular needs, and absent any kind of assessment.

This existing process is unethical at best and illegal at worst (Silva; "CCCC Statement on Second Language Writing and Writers"). Yet given the catastrophic state of the university's budget, few, if any other options exist. The researcher is therefore piloting the use of ODSP via the Blackboard course management system in the hopes of identifying a cost-effective way to end this unethical placement practice. Though directed self-placement has become increasingly popular in recent years (Royer and Gilles; Smith and Yancey) and has been recommended by the 2009 "CCCC Statement on Second Language Writers and Writing", *online* directed self-placement entails additional challenges and has been less well studied. Further, little research has been conducted on DSP practices with multilingual writers (Crusan). This pilot study then seeks to answer the following questions through a series of semi-structured interviews with participating international undergraduates and their first-year writing instructors:

What were students' reasons for choosing either a mainstream or sheltered version of first-year writing?

What were these students' experiences, successes, and failures in first-year writing (either mainstream or sheltered)?

In what ways did students believe the ODSP process prepared them (and failed to prepare them) for their chosen first-year writing experience?

How could the ODSP process be improved?

What are the hidden costs of ODSP?

Ultimately, these interviews and research questions are in search of a larger question: Has ODSP improved our ethics of placement practice, or have we simply traded one set of problems for another?

G6 (continued)

Digital practices in Writing Instruction

The Writing-Pal: An Interactive Tutoring System that Provides Writing Strategy Instruction and Game-based Practice

Danielle S. McNamara, The University of Memphis, U.S.

Rod Roscoe, The University of Memphis, U.S.

The Writing-Pal (W-Pal) is an intelligent tutoring system (ITS) that provides writing strategy instruction to high school and college students. It is interactive, adaptive, engaging, provides game-based practice, and provides automated, directive feedback on practice essays. The W-Pal teacher interface allows an instructor to create and co-manage *classes*, monitor students' performance, post bulletins, assign practice essays, create and assign new essays, and make comments on essays. The W-Pal student interface comprises three principle components: *Strategy Lessons*, *Lesson Challenges*, and *Essay Writing*. Among the Strategy Lessons, *Prewriting* lessons include (a) Freewriting, and (b) Planning. *Drafting* lessons include (a) Introduction Building (b) Body Building, and (c) Conclusion Building. *Revising* lessons include (a) Paraphrasing, (b) Cohesion Building, and (e) overall Revising. In addition, a Prologue module introduces the students to the program. W-Pal lessons are presented by three pedagogical agents, a teacher agent, and two student agents who learn the strategies, engaging in discussions and asking questions about the strategies. Throughout the lessons, students practice the strategies by completing *checkpoints* (i.e., brief probes, multiple-choice questions, or mini-games) that help to maintain student engagement and provide reinforcement of learning. The second component is game-based Lesson Challenges, which allow the student to practice the strategies. The third component of W-Pal is the Essay Writing module, in which students write complete essays with automated feedback and suggestions to use particular strategies to improve the essays. Teachers may assign practice essays with automated feedback or create new essay assignments, which are evaluated by the teacher. Our current evaluation of W-Pal is focused on evaluating its usability and efficacy. We are currently conducting studies in which teachers are using W-Pal in classrooms. We are modifying W-Pal based on feedback from the teachers and students, and we also anticipate analyzing the efficacy of W-Pal in improving students' writing abilities.

G7

Rethinking disciplinary text analysis

Investigating Writing Research Methodologies in Language for Specific Purposes
Sandra Gollin Kies, Benedictine University, U.S.

This paper reports on some results of a survey of research methodologies used in papers published in two of the most influential peer-reviewed journals of interest to LSP practitioners: *English for Specific Purposes*, and the *Journal of English for Academic Purposes between 2001 and 2010*. The study was conducted as preliminary research for a book on *Language for Specific Purposes* (xxxxx forthcoming). The purpose of the survey was to discover the approaches most commonly used by successful contributors to these journals, with a view not only to guiding early researchers in choosing methodologies that might enhance their chances of getting published, but also to making suggestions for the greater inclusion of other research paradigms in LSP. The survey showed that LSP research (including that on writing) in these journals has been overwhelmingly qualitative, with a high emphasis on both textual analysis (including corpus-based), and case studies utilizing a range of naturalistic methods. Comparisons were drawn with other publications such as *The Asian ESP Journal*, *ESpecialist* (Brazil), *ESP World*, *La revue du GERAS*, *TESOL Quarterly*, *System*, *Applied Linguistics*, the *Journal of Second Language Writing*, and the *Journal of Business Communication*. The survey results contrast with earlier research in the broader field of applied linguistics, e.g. Lazaraton (2000), who found quantitative-based research was favored over qualitative, and Gao, Li et al. (2001), who compared leading applied linguistics journals in Chinese and English from 1987 onward, concluding that research of both types was published with equal frequency in the western journals, though quantitative research was on the rise in China. Hewing's (2002) overview of articles in ESPj over a period of twenty years did not specifically compare the frequency of qualitative and quantitative approaches, although it was clear that text and discourse analysis had increased steadily throughout the period.

My findings indicate that leading LSP journals, much more than their comparable relatives, are becoming less concerned with issues that traditionally have lent themselves to quantitative research, such as second language acquisition, testing, reading, and cognition; instead they are becoming more concerned with social issues related to communities of practice. This shift may reflect increasing acceptance of qualitative methodologies in applied linguistics in general as the epistemological barriers that kept qualitative and quantitative researchers confined to separate camps now seem to be weakening in force (Ellis and Larsen-Freeman 2006; Duff 2008). As a counterpoint to the qualitative shift, the survey showed the use of electronically accessible corpora which may be analyzed quantitatively has also expanded dramatically. Although there was almost no purely quantitative LSP research, there was a growing number of "mixed method" studies drawing on the strengths of both qualitative and quantitative approaches. I argue that the development of more rigorous theorizing, modes of inquiry and reporting within naturalistic research methodologies may lead to even greater constructive dialogue between the two paradigms, and should encourage even more mixed-methods research in LSP writing. Presently under-utilized qualitative modes such as action research, narrative modes of inquiry and critical approaches may also expand.

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G7 (continued)

Rethinking disciplinary text analysis

Framing Humanities Inquiry: the Swales Moves Reconsidered

Phillip Troutman, The George Washington University, U.S.

Scholars and teachers of writing are familiar with linguist John M. Swales's rhetorical model for describing research article introductions. Dubbed "Creating a Research Space" (CARS), its components are more commonly known simply as "the Swales moves": *establishing the field of inquiry, identifying a scholarly gap or niche, and occupying the niche*. Swales and others have found these to prevail (with some variability) in medicine, biology, psychology, language pedagogy scholarship, and in the physical sciences and the social sciences more generally. The model, then, is a robust one. But its applicability across all disciplines has come to be assumed. Overlooked, however, are the humanities, especially literary and cultural studies, whose purposes for inquiry may differ substantially from those in the natural and social sciences. Charles Bazerman has shown that, while scientific writers and readers often assume both topic and criteria as givens, humanities scholars may need to argue not only for a particular set of evaluative criteria but perhaps even for the viability of the topic itself. We might expect these epistemological differences to surface in article introductions, where scholars usually establish the research context for their readers. Yet no study has looked for the Swales moves-or analogous or alternative moves-in the humanities (with the exception of one recent analysis in history). My paper, then, reports results from the analysis of a corpus of 60 recent research articles drawn from three premier U.S. journals in literary and cultural studies: *American Literature*, *American Literary History*, and the *American Quarterly*. My findings suggest that while it is important to recognize shared or closely analogous features--and implicitly, assumptions and values--that set academic writing apart from other types of writing, we (scholars and teachers of writing) must also attend to the epistemological differences that give rise to particularly disciplinary modes of research, writing, and reading, the traces of which may be seen, in this case, in how humanities scholars frame inquiry.

G7 (continued)

Rethinking disciplinary text analysis

Toward a Taxonomy of Argument in Scientific Discourse

Heather Graves, University of Alberta, Canada

Recent scholarship investigating the structure of argument in scientific discourse has adopted models and concepts from various sources including Stephen Toulmin (Jenicek 2006; White 2009), John Swales (Teufel et al 2009) and Ken Hyland (Teufel et al 2009). Perhaps because these models are adapted from studies of discourse from fields other than science, they have proven an awkward fit in science. The practice of adapting these models rests on several underlying assumptions: 1) that generic models of argument can illuminate the structure of argument in any discipline; 2) that all disciplines in science argue in similar ways; and 3) that we can identify one argumentative structure that operates independent of discipline.

In this presentation I challenge these three assumptions by presenting findings from the first stage of a three-year research project on argument in academic discourse. This stage analyzed the techniques of argumentation used in 40 publications and 40 theses/dissertations drawn from four disciplines in science: physics, geology, microbiology, and chemistry. The publications were chosen from the top international publications in each field (as identified by experts in those fields), and the theses/dissertations were selected using a random numbers table starting with the most recently published results in a database search and moving back in time until the quota had been filled. During analysis of the selected texts, the features of the different argumentative techniques were identified, defined, and tabulated as the first steps in creating a framework for patterns of argument in science. This framework was then applied and further refined during ongoing analysis and description of remaining sample texts.

Findings indicate that, far from using the techniques of explicit argument assumed in traditional models of argument, these texts can use a variety of techniques of implicit argument including objective, enthymemic, and cumulative argument. In the presentation I will describe the primary features of these techniques and provide illustrating examples to demonstrate the ways in which these types of argument differ from more traditional (at least from rhetoric and composition's perspective) and direct methods of argument. I will conclude the presentation by addressing the implications of this study for the assumptions delineated earlier about applying generic models of argument to scientific discourse.

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G8

Changing social communication

Digital Discussions and Dialogical Discourse Analysis

Mari-Ann Igland, Hedmark University College, Norway

“[I]t is in the spirit of dialogism to adopt as a meta-methodological principle the quest for integrating explanations”, states Linell (2009, p. 433). In the proposed presentation I will briefly present an ongoing study of writing in a digital learning environment, before I go on to discuss the integrating ambitions and possibilities of a dialogically oriented approach to the data presented.

In the project used as my case, I study how students at a partly net based master’s degree programme construct and negotiate new meaning in task focused digital group discussions. During their first year these students are required to take active part in 12 such seminars; 6 in their first semester (fall) and 6 in their second (spring). Background data for the project comprise written material from all the seminars that were carried out in 2009–2010, including tasks, instructions and student writings, programme and course descriptions, as well as other relevant documents and artifacts. In the presentation I will, however, focus on examples from a subset of 27 students, divided into 5 groups. All of them took part in one of two net seminars required for a course on language and text theory in the fall of 2009. Their group discussions were followed closely over the three days they lasted, and the same students were interviewed in focus groups towards the end of the academic year.

My understanding of the digital practice in question is informed by sociocultural theories of human sense-making and semiotic mediation (especially Vygotsky 1987, Wertsch 1991); dialogicality, discourse, and interaction (especially Bakhtin 1986, 1993, Linell 2009); situated literacy events and situation transcending literacy practices (e.g. Lankshear & Knobel 2008). On this basis I have developed an analytical approach that may be characterized as a specific version of dialogical discourse analysis. In my presentation I will give examples of this approach as it is applied in the empirical study outlined above and discuss some of its methodological problems and possibilities. I cannot, however, promise to include conclusive interpretations (or findings) as the project will not be finished until June 2011.

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G8 (continued)

Changing social communication

Self-Publishing, Ebooks, and Peer Review Online

Tim Laquintano, Lafayette College, U.S.

In their 2006 collection *The Future of the Book in the Digital Age*, Cope and Phillips concentrate on the influence mainstream publishers and technologies will have on the trajectory of contemporary book culture. With one minor exception, they devote little attention to how self-publishing writers might figure into these dynamics. This omission is not surprising. Self-publishing writers have long faced the “vanity” stigma (Dilevko & Dali, 2006), with their books being dismissed as “poorly written pieces of drivel” (Manley, 1999). In some ways this legacy remains salient in digital environments, as self-publishing an ebook requires almost no capital investment. Because these texts do not suffer from material scarcity, their abundance makes them easy to dismiss when considering how information technologies and digital publishing will shape the future of the book. Without the investment of publishers, and the “quality control” that investment often signifies, self-published ebooks still have the same problematic status they did in print culture.

From the standpoint of writing studies, however, dismissing self-publishers’ role in the future of the book precludes important avenues of inquiry. Digital environments can make self-publishing a viable alternative to working with traditional publishers, and thus even established writers have begun to participate in the growing trend of self-publishing their work online. Issues of “quality control” and peer review still remain however, for the bulk of everyday writers trying to circulate their books online. This paper examines how self-publishing ebook authors acquire ethos and how the “quality control” heretofore provided by professional publishers can become distributed through online communities as written peer review practices. Working from a study of professional poker players who wrote and sold complex pedagogical texts for hundreds of dollars per copy, I argue that absent the capital investment of publishers, online “communities” have provided the conditions of trust that enabled these digital texts to achieve commodity status. Ad hoc digital peer review processes have provided individual authors the ethos they lost when they decided to self-publish ebooks. These processes have become so robust that some poker authors began refraining from entering into relationships with traditional publishers in favor of self-publishing, and they provide important insight into the writer’s role in the future of the book.

This paper is drawn from an ethnographic data set that has been collected over a period of three years that addresses the larger question: What literate activity and processes are involved as ebook authors engage with reader/writers to produce and self-publish pedagogical texts? And how do they work to maintain possessive individualism over texts in digital environments of mass collaboration? The data has been collected and analyzed using theoretical sampling and grounded theory methods (Strauss, 1987). The data includes interviews with thirty-five ebook writers, reviewers, and readers, as well as web texts such as blog posts, ebooks, podcasts, and forum discussions.

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G9

Emotions and writing across the lifespan

Writing Emotions

Luigina Mortari, University of Verona, Italy

An educational research should start from a real and significant question and a significant question emerges when the researcher thinks through the problematicity of the educative experience by dialoguing with significant theories.

A significant pedagogical theory is constituted by the Socratic perspective, which assumes the concept of care as the node of the pedagogical discourse; according to the Socratic theory the main aim of education is educating young people to the practice of “to care for oneself”, which first at all implies above all to know oneself, because knowing oneself is the necessary condition for having a human life.

If we accept the ontological assumption according to which the essence of our self is that immaterial substance created by the life of the mind as our starting point then knowing oneself is investigating the life of the mind.

The intellectualistic framework, which dominates in our culture, induces us to think the life of the mind is made basically by the thoughts we think. But by identifying the essence of the mind has also an emotional side. The emotional side of the mind, which expresses itself through emotions, sentiments and moods, plays a very important role in human existence, because it conditions our own way of being in the world.

If emotions play a prominent role in life, then education, which finds its reason for being in facilitating human flourishing, cannot avoid being concerned with the emotional side of life, in order to allow the educative subject to contribute in the promotion of his/her emotional well-being.

Given this theoretical assumption, then learning to care for oneself implies also caring for the emotional life; since a fundamental part of caring is knowing oneself and the act of knowing implies also thinking over the emotions we feel, consequently educating to care for oneself is educating to understand the emotional life of the mind.

At this point a vital pedagogical question is the following: how can pedagogical discourse face up to the issue of an education about emotional life?

We assume that (a) education to reflect plays a relevant role and (b) the capability of reflecting on our own life of the mind is nourished by writing reflections.

2. research experience

2.1 an educative experience to write

On this premise in the context of a graduating course at the University of Verona (Italy) I organized a training laboratory for learning to “write reflections on the life of the mind”. In order to facilitate the students in learning the capability of reflection I proposed to them to write a ‘reflective journal’ in which to record all the reflections about our own emotional life in relation to the tasks of learning in which they were involved.

After having presented the type of activity proposed to the students, the epistemological frame of the activity was explained and then the task was assigned:

epistemological frame: phenomenology states that what appears to the awareness is a phenomenon and that describing a phenomenon is the way to accede to the comprehension of its essence; because interior life can also be conceived of as a

phenomenon then the emotional life can be described in order to reach understanding of it; task: on the basis of these phenomenological premises the students were asked to describe our own emotional life in relationship to the learning university experience and then write your reflections in a journal designated as “the journal of emotional life”.

The work of writing consists of two activities which here are named as: a, b.

(a) The students were asked to write up their emotional journal every day, precisely they had to write our own reflections on the lived emotions.

(b) The second phase required analyzing one’s writing. This analysis consisted in re-reading the lived emotions in order to identify the quality of the emotions which were described.

During the experience some group-discussions were organized in order to give some kind of theoretical and critical scaffolding to the process; indeed, from a previous explorative research it had emerged that reflection on the emotional life is a difficult task and as such it requires that the students are supported during the activity.

2.2 method of analysis

At the end of the experience, all the reflective journals were verbatim transcribed. The method of analysis is qualitative. On the basis of a phenomenological method (Mortari, 2009), I worked out an inductive process of analysis which consists in approaching the journals without preconceived devices in order to construct one which is faithful to the quality of the precise kinds of writing which are present in the reflective journals. This inductive method implies repeated readings of the journals in order to: (a) identify the qualities of the writing and (b) label these qualities in order to grasp the essence of this kind of reflective writing.

The paper presents the data which emerged from this analysis.

G9 (continued)

Emotions and writing across the lifespan

The Role of Affect in Students' Writing for School

Peter Smagorinsky, The University of Georgia, U.S.

Elizabeth Daigle, The University of Georgia, U.S.

Abstract

Bullshit is a ubiquitous feature of discourse, yet has never been operationalized in research to study its role in student writing. This study employs protocol analysis to study one writer's use of bullshit to complete an analytic essay on *Much Ado about Nothing* in a high school English class.

Proposal

When students are put in the position of having to sound more learned than they are, they often bullshit their way through their assignments to create the appearance of knowledge according to scholarly specifications. This study employs a think-aloud protocol analysis to study one high school senior, "Carly," as she wrote an essay on Shakespeare's *Much Ado About Nothing*. We posed the following research questions:

1. What role did her conception of bullshit play in her composition of an essay written in relation to a prompt that required thinking and writing that initially seemed to be beyond her capacities?
2. How did Carly's knowledge of content, genre, and process contribute to her bullshitting process, both individually and in relation to one another?
3. What aspects of the setting of Carly's writing figured in her bullshitting process?

Theoretical Framework

Based on our reading of philosophical treatises on the general construct of bullshit, we conclude that academic bullshit involves an ability to produce text that appears to meet a disciplinary standard yet masks the author's insufficient grasp of appropriate content knowledge. Whether the capacity to bullshit one's way through academic discourse marks one as an insider (Perry, 1967) or as a charlatan (Postman, 1969) remains in the eye of the beholder.

Academic bullshit also includes the potential for understandings to emerge through the process of spoken or written speech as one plays and experiments with new ideas, as argued by Perla and Carifio (2006). Through this process one may think generatively "at the point of utterance," using writing "as a tool for exploring a subject" (Applebee, 1981, p. 100; cf. Vygotsky, 1978).

Philosophers have thus far dominated the scholarly inquiry into the nature of bullshit and how it functions in society (e.g., Frankfurt, 2005; Hardcastle & Reisch, 2006). Our study of Carly's authoring of an interpretive essay on *Much Ado About Nothing* for her high school British Literature class provides the rare effort to study this universally-known, yet curiously under-researched, phenomenon through empirical means.

METHOD

Data Collection

Carly provided protocols in five distinct sessions, thinking aloud while composing her essay in her room at home. The protocol collection was situated and dialogic; i.e., her writing took place in times and places of Carly's choice.

Data Analysis

We found that Carly's composing broadly fell into three categories: content, genre, and process:

Code	Frequency
Content	
Action of the play	11
Assignment	16
Popular culture	1
Prewriting from class	21
Genre Knowledge	
Body paragraph function	17
Global structure	37
Model from class	4
Thesis statement	40
Process	
Block solution:Placeholder	10
Block solution:Proceeding	3
Characteristic writing tendency	10
Content-task relation	18
Efficacy	30
Evaluation:Negative	18
Evaluation:Positive	14
Exploratory speech	28
Exploratory writing	24
Orienting self	24
Problem-solving deferral	10
Problem-solving hierarchy	4
Problem-solving projection	12
Revision:Attention to phrasing	68
Revision:Rereading	75

Our study reveals how Carly orchestrated her very limited knowledge of the play's content with her understanding of genre and process knowledge to bullshit her way to a successful essay on this difficult play.

G9 (continued)

Emotions and Writing across the Lifespan

Dignity Interviews: Constructing Discursive Order at the End of Life

Catherine F. Schryer, Ryerson University, Canada

Healthcare researchers (Chochinov 2002) have documented that dignity interviews have positive clinical results. A dignity interview consists of a physician using an established protocol to ask a dying patient about events in his or her life. The interview is tape recorded, transcribed and returned to the patient as a “legacy document.” However, no research exists that attempts to explain this finding. Our research investigated a set of 12 dignity interview transcripts conducted by 12 physicians. Using genre theory (Bazerman, Miller, Schryer), we identified many of the narrative and linguistic strategies present in these transcriptions. We concluded that the dignity interview protocol exists in a genre network that facilitates patients in accessing the genre resources of the eulogy which many successfully used to create discursive order out of the events of their lives. This discursive order is enhanced by the transformation of an oral event (the interview) to a written text (the legacy document).

G10

EFL teaching

Feedback Strategy of Responding to Student Writing beyond Sentence Level

Zhenjing Wang, University of Auckland, New Zealand & China

University of Geosciences, (Beijing)

Good writing depends not only on the accuracy of separate sentences, but also on how the writer creates cohesive links in the text to present ideas. Even advanced learners often have difficulty in making their writing cohesive and coherent (Basturkmen, 2002). However, to date there has been little research done on how teachers actually give feedback on discourse features, and what the underlying reasons for such feedback practices are. The purpose of this paper is to show how teachers actually give feedback to students on discourse features in their writing, and also to demonstrate teachers' thinking underlying their feedback practices both for individual written feedback on student scripts and whole-class oral feedback. Exploring teachers' stated beliefs also enables us to better understand their thinking, and identify factors which influence the way they give feedback.

This case study used an interpretive/qualitative approach to explore how 2 experienced teachers give feedback on discourse features in student writing. It aimed to address the following research questions: to what extent do teachers provide feedback on discourse features; what strategies do they use; what is the relationship between their feedback practices and their beliefs? Data was collected over a 2-month period using:

- interviews to explore beliefs about feedback and discourse;
- observations of teachers giving whole-class oral feedback on student writing;
- stimulated-recall interviews to explore underlying reasons for incidental feedback practices;
- analysis of written feedback scripts.

In contrast to a previous study by Lee (2008), this study found that teachers' feedback practices did show a distinct focus on discourse features, in addition to corrections of lexico-grammatical errors. Teachers' stated beliefs showed that teachers recognised the important role of discourse in writing, and that they valued the provision of explicit feedback to students on their use of discourse features. Although teachers' observed feedback practices were generally in line with their stated beliefs, there were times when their specific practices were not consistent with their beliefs. Such mismatches tended to be caused by a range of factors, such as learner expectations, curriculum demands, individual learner differences, lack of teacher confidence, workload and time-pressure. Findings also showed that teachers were very conscious of student affect, and that they varied their feedback strategies depending on how they thought these strategies would impact on students cognitively and affectively.

An important conclusion from this study is that providing feedback to students on discourse features in writing is a highly complex process. Teachers require discourse awareness, confidence in their own knowledge, experience and time in order to give feedback in the way they would like in order to best help students improve their writing. By understanding the reasons underlying the practices and the underpinning beliefs for practices, I hope the findings will assist teachers in similar situations to help their students improve coherence in their writing.

G10 (continued)

EFL teaching

An Experiment on Pre-Writing Classroom Instruction and its Effect on Fluency, Quality of Idea Generation and Self-efficacy of EFL Vietnamese Novice Writer Students

N.T.Phuong Nam, University of Amsterdam, Netherlands

Gert Rijlaarsdam, Wilfried Admiraal**

Classroom high-stakes exams often give writers little time to be “creative” while writing (Hillocks, 2002, cited in Beck and Jeffery 2009, p. 262). And setting rhetorical goals early in the writing process may force a premature focus on presenting ideas, rather than discovering and constructing new ideas (Galbraith 1999, Torrance and Galbraith 1999; Torrance et al. 1996). For L2 writers, the small space for being creative, being more reflective, more subjectively involved seems smaller with textual constraints and worry, there needs to be more open-ended assignments playing the role of bridge pre-writing activity encouraging creative, expressive, and personal related experience from writer However, in L2 writing teaching classroom condition it must be quite hard to encourage writer students to start with such an open-ended writing activity without being clear on the rhetorical goals. Many times the writer students and the teaching practitioners ignore the kind of writing because from the first sight it seems not very directly relevant to writing tasks contributing to classroom assessment and evaluation routine as well as not very urgent to be invested in time and effort in a classroom condition. The experiment is aimed to find a connection of being aware of rhetorical goals of a writing genre and an open-ended pre-writing activity in a L2 writing classroom condition for novice writers.

Research question: How does model analysis facilitate fluency, idea generation process and self-efficacy improvement in writing of EFL Vietnamese novice writers- students?

Method

From 10 September 2009 the first quasi-experimental study was carried out in Tra Vinh University, Mekong Vietnam to answer the research question. 66 students of EFL university writing course in Vietnam were chosen as subjects for the study. They are divided into experiment group (33 students) and control group (33 students).

	Group A-experimental group (33 students)	Group B (33 students)-control group
Pre-test text	Text quality	Text quality
Intervention 1	Model Analysis	Analyzing context in writing; text organizer, and conventions in writing a 5 paragraphs text.
Measurements	1. Fluency (length of free-writing text) 2. Idea generation (<i>Perception of writer students</i>)	1. Fluency (length of free-writing text) 2. Idea generation (<i>Perception of writer students</i>)

	<i>on value of ideas produced in free-writing texts)</i>	<i>on value of ideas produced in free-writing texts)</i>
	3. Self-efficacy (Questionnaire)	3. Self-efficacy (Questionnaire)

Data

Totally 198 free-writing texts of 66 subjects are collected after the intervention and processed with SPSS for length and counted for the number of ideas that the students themselves found significantly meaningful and/or they like very much; 264 self-efficacy questionnaires of subjects are collected before the experiment, after the intervention, and after the free-writing and processed with SPSS.

Findings

- + Writers’ fluency in free-writing is improved in experiment group
- +The higher self-perception and more effective exploitation of experiment group towards free-writing texts as a pre-writing content resource are found.
- + Self-efficacy improvement in meta-cognitive strategies for idea generation and organization in correspondence with higher frequency of writing and pre-writing classroom instructions is achieved.

The scope and duration of the research project

Subjects are university students with half of them are older students who are defined as ones graduated from a 3 years college course in English and another half are younger one who are now the second year students in English. The proportion of male and female is 14/66, like many other language classes in Vietnam where males usually take one third or one fourth of the total population.

The experiment was carried out in 8 weeks with an intensive meeting agenda with students (6 meetings/week; 2.30hrs/meeting)

Table 1: Improvement in length in free-writing of the two groups

Table2: The propotion of number of ideas coming back in Text and total number of ideas marked in free-writing¹ between the experiment and control group

Table 3: Reliability of the self-efficacy questionnaire

Table 4: Self-efficacy in metacognitive strategy in writing of experiment and control group in time 1 (pre-test) time 2 (after the intervention) time 3 (after the real writing) and time 4 (after 4 weeks when the experiment ends).

G10 (continued)
EFL Teaching

A Case Study on Teacher Practice of Genre Based Writing at Advance and Classroom Interaction Patterns

Fidel Çakmak, Mersin University, Turkey

This present paper is a classroom-based research study, which aims to explore the practice of non-native English teacher genre-based writing in an EFL setting regarding to the classroom interaction patterns. The study took place in a private tertiary institution in Istanbul, Turkey during the academic year of 2008-2009. To preserve the essence of the qualitative research design, interpretive participant fieldwork was used and data were collected from classroom observations, semi-structured and structured interviews, analysis of documents such as the course pack, syllabus and handouts. The data collection and data analysis were done simultaneously. The categories and subcategories as regards *teacher pedagogy of genre-based writing approach, learning outcomes and interaction patterns* were created and revisited concurrently while the data were being collected. For ensuring the external reliability of the findings, triangulation and member checking were employed. The findings of the study indicate that genre-based writing classes focus on the model texts and production of similar texts disregarding two other major phases, contextual explanation and joint construction of the text, which are vital for the delivery of social purposes of the writing skills.

Key words: Genre-based writing approaches, product

G11

Measuring quality, tracking curricular changes: Methods and results of a large, four-year assessment undergraduate business student writing

Dylan Dryer, University of Maine, U.S.

Scott Warnock, Drexel University, U.S.

Frank Linnehan, Drexel University, U.S.

Nicholas Rouse, Drexel University, U.S.

*Chris Finnin, Drexel University, U.S.**

In this panel, we will describe a collaborative assessment effort between a college of business and an English department both to evaluate the writing quality of a large number of business students and to develop a structure to measure how pedagogical changes affect student writing. Describing four years of data representing nearly 2,000 assessments, we will substantially update research presented at the Writing Research Across Borders conference at Santa Barbara and published in the *Journal of Business and Technical Writing*.

As part of its program to meet the Assessment of Learning requirements of the Association to Advance Collegiate Schools of Business (AACSB), the business school of a large, private urban university identified “writing skills” as one of its four learning goals to assess and improve student learning. This required the school to devise methods for ongoing assessment of student performance as well as assessments of curricular and instructional interventions aimed at improving performance. To achieve this “writing skills” goal, the business school initiated a collaboration with the university’s writing program. The two entities developed a novel methodology for a broad, long-term assessment structure designed to measure the quality of the writing of business school undergraduates. Using a Web-based rubric and data-gathering tool, we piloted this methodology successfully in summer 2006; the details of this pilot were the subject of our earlier presentation.

Since 2006, we have used the methods of distributive evaluation (Whithaus) to conduct an annual assessment in which 30 assessors (15 with a business/industry background and 15 with a writing instructional/English background) evaluate 300 documents created by undergraduate business students for a range of assignments and representing a range of genres. The reports were assessed on nine criteria: ethics, gross mistakes, purpose/main point, document design, organization, audience, evidence, sentence style, and correctness/grammar. We will describe the results of analyzing the nearly 2,000 feedback records generated over four years by our assessors (including 2010), focusing on these areas:

1. The primary areas of writing strength and weakness among the nine areas.
2. The ranking disparity between assessments generated by those with a background in business/industry background and those with a writing instructional/English background.

Our presentation will focus particularly on the 2009 data, which were the result of an experimental intervention designed to improve the writing of first-year students. In summer 2008, four business school faculty who taught the introduction to business classes attended a series of workshops provided by the writing center in which they discussed how to create and sequence writing assignments and response to student

writing. The faculty agreed to meet during the 2008-9 academic year to discuss the assignments and also agreed to require students to revise each of their assignments that were submitted during the term based on the feedback from the initial submission. These faculty taught six sections of the introduction to business class over the first two terms of the academic year. Given the writing-intensive format of these sections, the number of students enrolled in these classes was limited to 20 (compared to 30 in a normal section) and students were randomly assigned into these sections in the first term. At the end of the academic year, following from the assessment protocol described above, 150 student writing samples were chosen from these smaller sections for the external assessment and 150 were chosen from the regular sections. This was a blinded study, i.e., the assessors did not know if the documents they assessed were from the experimental or non-experimental sections. The results of non-parametric statistical tests indicated that the assessor ratings in five of the nine assessment criteria were statistically significantly higher for the samples taken from the smaller, experimental sections than those taken from the regular, “control” class sections.

In the spirit of this interdisciplinary effort, four of us will present the background, methods, assessor training strategies, and data from this long-term project: two members of the writing instructional/administrative team that designed the study and developed the experimental design in 2008, an associate dean of the business college, and a faculty member who teaches in the freshmen business sequence and helped implement the 2009 study.

Our approach—with its four years of data—offers a promising, reproducible method of helping writing researchers conduct large interdisciplinary writing assessments, in particular those that are being encouraged by the increased emphasis on external accreditation.

G12

Varied approaches to rhetorical and linguistic competence

Christa B. Teston, Rowan University, U.S.

Sara Newman, Kent State University, U.S.

This panel considers the ways that writing researchers' methodological approaches shape not only the kinds of data we collect, but the claims we make about writing practices. Drawing on Haas' (1996) definition of writing as "language made material" (p. 3), this panel suggests that the study of writing and the claims we make about meaning-making should be broadened beyond the analysis of texts. Historically, Medway (1996), Witte (1992), and Winsor (1994) have argued for the analysis of more than alphabetic text, or "extended arrays of connected sentences and paragraphs" (Medway, p. 475) when studying the connection between writing and meaning-making. Yet, few methodologies in the field of rhetoric and writing studies aptly model ways of collecting and analyzing sources of data that involve the corporeal body or ambient materiality as contributors to meaning-making.

Each panelist, therefore, (1) presents unique, empirical research about the ways that meaning-making is an activity that involves a set of "complex multilayered representations in which no single layer is complete or coherent by itself" (Hutchins and Palen, p. 23), and (2) proposes replicable methodological approaches that facilitate holistic, real time accountings of meaning-making practices (which include an assemblage of space, gesture, movement, artifacts, or speech).

Speaker 1

Movement, Madness, and Medicine as Portrayed in 19th Century American Asylum Reports: A Composite Analysis

By the 19th century, Western cultural attention had turned to bodily movement across disciplinary lines. To better understand this interest as it informs Western medical history, this paper examines the intersection between madness, medicine, and bodily movement in case studies in American asylum reports from the mid to late nineteenth century. The paper addresses the following questions:

how do mid-late nineteenth century medical practitioners characterize bodily movements (i.e., as organic and or mental states, physical and/or emotional states) and, through this, the relationship between the mind and the body;

what role do discursive features play in representing this medical knowledge;

what does this medical knowledge tell us about the discipline of medicine at this time, in particular, about the developments of psychiatry and neurology as separate subfields?

By examining how movement is characterized in these medical documents, my study responds to current work involving medical rhetoric, the human body, and communicative practices; in so doing, the study sheds lights on how embodiment affects our understanding of and relationship to the world we inhabit. To those ends, this study examines a corpus of case studies from mid-late nineteenth century America asylums. In particular, the examination uses a composite methodology combining corpus linguistics and rhetorical analysis. The former documents how words which focus on aspects of movement ("tic," "spasm," and "convulsion," for example), are used individually and in collocations in the case studies; this analysis provides quantitative data about the case reports across such textual and contextual features as time, gender, and region. To

complement this data, rhetorical analysis provides qualitative, contextual insights into the case studies' discursive and argumentative characterizations of bodily movements.

Applying this methodology reveals a shift in attitudes towards bodily movement in the case histories: once signs of God or the devil, by the nineteenth century bodily movements were objects of scientific inquiry and marks of propriety and reason or their opposites. In an environment in which proper movement is associated with logical, moral thinking, uncontrolled gestures identify individuals who are subservient to brute emotion and uncontrolled will. Thus, these analysis provide a framework for understanding how nineteenth century medical practices were shaped by discourse and contributed to developments in psychiatry, neurology and imaging technologies. In addition, the study demonstrates the operation of a composite, that is, quantitative and qualitative, research methodology.

Speaker 2

Researching the Body as a Data Point

This speaker builds on and extends research on rhetoric and writing that involves longitudinal, in situ investigations of meaning-making practices (see, for instance, Sauer 2003, Latour 1987, Pickering 1995, Mol 2003). Specifically, this speaker draws on research in the field that attends to the problem of embodied knowledge and gesture in the making of meaning (Medway, 1996; Haas and Witte, 2001; Sauer, 2003; Wolfe, 2005; Newman 2009) while considering the following questions:

What is the role of the body in the construction of medical knowledge about the body?

In what ways does the body, specifically gestural utterances, shape the making of meaning during multidisciplinary, collaborative deliberations?

How does research on gesture, or "visible action as utterance" (Kendon, 2004), embody the tension between definitions of speech, writing, or "language made material" (Haas, 1996, p. 3)?

What research methodologies and methods facilitate the rigorous collection of gestural or embodied data?

This speaker reports on findings from a three-year long case study about the ways that medical professionals collaboratively construct knowledge about cancer diagnoses, prognoses, and treatments during a weekly, multidisciplinary workplace meeting.

Findings from this study suggest that medical professionals draw on and communicate using a wide range of evidence while making decisions about patient care--evidence that is sometimes more corporeal than textual. The speaker analyzes gestural utterances from 15 cancer care meetings in the context of actual, real time medical deliberations, and inductively develops a gestural taxonomy (in the ways that McNeill 1992, 2005 does) specific to this site in order to understand how medical professionals collaboratively construct knowledge about cancer.

Finally, the speaker describes the ways that the corporeal, yet discursive nature of medical professionals' deliberative practices necessitated methodological approaches that would facilitate the rigorous collection and analysis of a wide range of data. She models, therefore, a modified Grounded Theory Approach (Glaser and Strauss, 1967) that privileges the collection of data that, while material and embodied, is not necessarily textual. The speaker argues for the ways that Grounded Theory approaches to the collection and analysis of a wide range of data sources facilitates a more holistic

understanding of the ways in which language is made material and deliberative decision-making takes place in real time.

G12 (continued)

Varied approaches to rhetorical and linguistic competence

Inventing the Rhetoric of Attention Structures through Style

Josephine Walwema, Clemson University, U.S.

In *The Economics of Attention*, Lanham recasts rhetoric based on his premise that as information proliferates, attention becomes the scarce resource. Lanham's claim relates to his pivotal assertion that "Rhetoric has always, in its long history, seemed to divide into two parties: those who created attention structures to form and strengthen social purposes and those who sought only to serve themselves" (63). Lanham attempts a re-definition that departs radically from *those* two divisions to focus instead on the neglected 'other' in the practice rhetoric.

I join this debate by proposing that rather than assigning to the composing process the task of inventing subject matter (hereafter substance), and supporting ideas, we should, by acknowledging the changing conceptions of the value placed on style in today's attention economy, assign the same process to style. I conceive of style as an act, through which substance is ordered with meticulous logic and because of which, information *is* subsumed by the form, as Kenneth Burke puts it. Inventing style prompts us to mobilize stylistic signs that articulate content in a manner that does not differentiate between substance and style. By studying the variations that result from the changing conceptions of rhetoric, we could discover new or overlooked heuristics in rhetoric that were otherwise written off as nothing more than ornamental.

In order to develop this argument, I provide, first, an overview of the central difference between rhetoric and dialectic and point to the ontological significance of this difference. Beginning here allows me to situate my argument in the dialogue in which I uphold that rhetoric is more than style and delivery. Taking this position necessitates me to examine the canons, and the place of invention in rhetoric. Interestingly, even among those who are agreed on the purpose of rhetoric, differences still exist on what it does and how it does it. Having explained the significance of these differences, I turn to the ideas of contemporary thinkers to underscore the argument on what invention is meant to do. Underneath it all, I maintain that the changing nature of our communication patterns challenges us to rethink our practice of inventing style in rhetoric if it is to compete in this marketplace of ideas. I attempt to address the question: Given Lanham's revitalization of the importance of style in substance, how can we include style in all its dynamism, particularly in relation to the composing process? James Jasinski has asked, "What might it mean to take style seriously as a topic for theoretical reflection and critical analysis" (2001, 537)?

G13

Writing across the curriculum

Charting the Influence of Composition Studies on Discipline-Based Publication About Student Writing, 1967-2006

Chris M. Anson, North Carolina State University, U.S.

Karla Lyles, North Carolina State University, U.S.

No histories of the writing-across-the-curriculum movement associate its agency with the various disciplines that are the principle targets of its advocacy and the sites of its consultation, faculty development, and research (see Russell). By virtually all accounts, WAC had its genesis in the work of writing and language scholars. The singular disciplinary origin of this multiply-disciplined and now highly recognized and practiced educational movement (Thaiss) suggests the need to ask how conceptualizations of writing pedagogy within various disciplines has been influenced by scholarship in composition studies. Such investigations also allow us to see how particular disciplinary communities have adopted, adapted, and repurposed scholarship on writing and writing instruction based on their own instructional ideologies, disciplinary orientations, and curricular needs.

This presentation will report the results of archival research designed to gauge the influence of composition studies on teacher-scholars writing for their own discipline-specific pedagogical journals. Fourteen such journals (such as the *Journal of College Science Teaching*) published in the 40-year period from January, 1967 to December, 2006 were mined for articles focusing on instruction in writing. The resulting corpus was subjected to content analysis (Neuendorf; Krippendorff), citation analysis, and counts of publications over time. The first phase of the study, which focused on the years 1967-1986 (Anson, forthcoming), found both a sharp increase in articles focusing on writing beginning in the early 1980's and a strong shift in the orientation of discipline-based pedagogical articles from a preoccupation with student writing skills to an interest in the relationship between writing and learning disciplinary content. This shift corresponded to an increase in the reliance of the authors of these articles on publications in the field of composition studies. The presentation will then share the results of the second stage of research, currently in progress, which analyzes in these same journals the continuing influences (from composition studies and elsewhere) on the pedagogical writing of disciplinary scholars from January, 1987 to December, 2006.

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G13 (continued)

Writing across the curriculum

Academic Literacy across the University Curriculum: Critical Aspects of an Institutional Program

Estela Inés Moyano, Universidad Nacional de General Sarmiento, Argentina

The aim of this paper is to outline and discuss the critical aspects of a genre-based academic literacy program across the university curriculum which major goal is to promote student's academic performance through the development of advanced literacy in institutional environments. From the theoretical perspective selected (systemic-functional linguistics), a genre-based pedagogy influences knowledge construction in disciplines and empowers students to engage academic, scientific and professional social activities (Christie & Martin, 1997; Christie & Martin, 2007).

Three elements of the program's design are critical (Moyano, en prensa) and will be discussed: a genre-based pedagogic proposal, a device called "negotiation between peers" and the institutional support. The pedagogic proposal, especially designed for teaching academic literacy in Spanish L1 (Moyano, 2007), is based on the Sydney School's teaching-learning model (Martin, 1999) and suggests a path from heteronomy to autonomy in reading and writing in the context of disciplines. The proposal focuses on the genres at stake and discourse features involved in texts of different disciplines comprising activities related to setting context, building the field, deconstruction, text design & construction and text edition. All of them are performed –as said- as joint activity at the beginning of each stage and progressively independent. The so called "negotiation between peers" implies the interaction between a linguist and a specific subject lecturer in order to teach literacy inside the curriculum subjects instead of composition courses. The institutional support implies construing networks of different levels of responsibility actors at the university. Monitoring the process through research is another key of the program. Action-research allows evaluation while research on scientific discourse analysis provides knowledge to enrich contents to teach.

This program has been adapted to secondary schools environments and nowadays it is matter of discussion in the frame of joint activities between university lecturers and secondary school teachers in order to its implementation in that educational context.

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G13 (continued)

Writing-across-the-curriculum

Academic Writing Instruction in Australian tertiary education: The Early Years

Kate Chanock, La Trobe University, Australia

This presentation is based on a historical review of the literature of the first decade of tertiary writing instruction in Australia, the 1980s. It is associated with a project sponsored by the national Association for Academic Language and Learning (AALL), which is developing a searchable database of publications by teachers of academic skills in Australian tertiary institutions. While that project aims to encompass all refereed publications contributed by the ALL community, my historical review has focussed, thus far, on the less accessible literature of the 1980s, which was mainly in the form of unrefereed conference papers (some of whose authors I have also consulted). My purpose is to expand the collective memory of our community of practice by discovering how the people who shaped the early development of writing instruction understood their role and the difficulties experienced by their students, and what sort of practice they developed to address these. The literature manifests an approach that was intellectually persuasive – with ideas similar to those of WAC in the U.S. and to the later "tertiary literacies" approach in the U.K. -- but not institutionally powerful.

For most of its thirty-year history, academic writing instruction in Australian colleges and universities has been the responsibility of a small group of specialists in academic language and learning. Initially, conversations around tertiary students' learning included academic developers, who worked with faculty, as well as learning advisers, who worked with students. As the decade progressed, however, these groups diverged into largely separate communities of practice, owing to differences in their theories, methods, and missions. This split had implications for the teaching of writing, because the group that was better positioned to influence institutional policy around teaching and learning – the academic developers – were not concerned with writing but with students' 'approaches to learning (deep or surface)' more generally. Learning advisers were more inclined to locate the problems of learning in the discourses their students struggled to appropriate. Though tasked with helping students who were thought deficient for reasons of language, culture, or prior educational experience, they came to challenge the institutional view that cultural adjustment was a problem for a minority of (mainly "non-traditional") students. Instead, they saw all students as confronting unfamiliar cultures of enquiry, and saw their own role as guiding students into the cultures of their disciplines and explicating their discourses. While this enabled them to help students towards often dramatic improvements in their academic writing, the specialised nature of learning advisers' knowledge about discourse – informed by theories about language, rhetoric(s) and culture(s) -- was not easy to communicate beyond the borders of their community of practice.

This presentation looks at how learning advisers construed their work in the nineteen-eighties, and why their insights into students' writing difficulties were rarely implemented in mainstream teaching.

G14 Variations in dissertations

Research through Design in the Dissertation: Disciplinary Turning Point?

Gavin Melles, Swinburne University of Technology, Australia

Design as an academic discipline and as a locus of research activity in universities globally is a relatively recent phenomenon. As with other practice-oriented academic disciplines, the different design fields included in the discipline have attempted to develop written research genres that acknowledge existing academic conventions while also allowing for the creative and practice-oriented dimension of design work to influence the dissertation process and outcome. The explicit acknowledgement of creative practice and making – a legacy design shares with the fine arts, architecture, and other creative fields - has gone hand in hand with the some consensus on the specific characteristics of the design discipline and the growing importance of the concept of research *through* design. This key term in the current discourse about design research and theory distinguishes research in which the material making processes of design activity play a key role in the production of new knowledge and theory. Alongside the conventional text-based doctorates about design history, theory, and methodology (research *about* design), the acknowledgement of materiality has led to changes in the content and form of doctoral work, with practice-based, professional and studio PhDs part of the doctoral landscape. The convergence of disciplinary consensus and distinctive written genres for design is not fortuitous if the history of mainstream science fields is any measure. Building on recent and on-going analysis and discussion on the nature of the academic genre of design research in an era of emerging disciplinary formation together with results from qualitative interviews with fifty design educators in an Australian University, this paper argues that while conventional PhDs will continue to help legitimate design as an academic discipline, other doctoral formats will play a key albeit transitional role in bringing the discipline together.

G14 (continued)

Variations in dissertations

Doctoral Writing in the Visual and Performing Arts: An Examination of an Evolving Genre

Brian Paltridge, The University of Sydney, Australia

Sue Starfield, The University of New South Wales, Australia

Louse Ravelli, The University of New South Wales, Australia

This presentation reports on an investigation into the practice-based doctoral thesis in the visual and performing arts, a genre that is still in the process of development (Buckley 2009; Elkins 2009). The doctoral thesis comprises both a written component and an exhibition or performance of a creative work. The presentation will focus on the rhetorical construction and multimodal character of the texts. The extent to which the practice-based doctorate in the visual and performing arts can be considered an instance of 'genre evolution' will also be discussed.

The study's methodology is a textography (Swales 1998a, 1998b) of a set of theses that have been submitted for examination in the visual and performing arts in Australian universities. A textography examines the nature of texts as well as uses such techniques as interviews and other information sources in order to get an inside view of the worlds in which the texts are written, why the texts are written as they are, what guides the writing, and the values that underlie the texts that have been written. This approach therefore enables the findings of the textual analyses to be situated and interpreted within the context of in-depth interviews with students, their advisors, and other sources that have influenced the writing of the texts.

The data that was drawn on for the study was a collection of 45 theses submitted for examination in the visual and performing arts in Australian universities collected over a period of a year. Thirty-two supervisors completed surveys and 15 students and 15 advisors were interviewed. Documentary analysis included the examination of university prospectuses, published advice to students, research into visual arts PhD examination, books and journals on visual and performing arts research and in-house art school publications. Discussion papers were also examined. The research team also attended roundtable discussions on the PhD in the visual and performing arts as well as exhibition openings.

The study has found that there is a range of possibilities for the written text that is part of a doctoral submission in the visual and performing arts in Australian universities, each at different points on a continuum. The text and the creative component may be seen as separate products and processes in which parallel 'codes' or 'voices' are presented, or these two may be more closely combined where one code or voice recontextualises the other.

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G14 (continued)

Variations in dissertations

A Genre Analysis of the Overall Organisation and Introductory Chapters of Japanese and English Literature Ph.D. theses

Masumi Ono, University of Essex, U.K.

This presentation is part of my three-year Ph.D. project which I am halfway through. I intend to present it as an individual presentation. The study aims to investigate the overall organisation and introductory chapters of Japanese and English Ph.D. theses in the field of literature. Although genre-based research has developed to deal with various genres, disciplines and languages, there are still gaps to be filled. Firstly, Ph.D. theses require further research in genre analysis (Bunton, 2002) and both the overall organisation and introductory chapters of Ph.D. theses should be investigated in depth (Starfield & Ravelli, 2006). Secondly, the field of literature in particular ought to be dealt with, due to the limited number of studies conducted (Paltridge, 2002). Thirdly, very few cross-cultural genre analyses of Japanese and English texts have been made. Therefore, the study makes a comparison between Japanese and English Literature Ph.D. theses from linguistic perspectives. A significant contribution to the field should be obtained by addressing the following two research questions: (1) Are there any differences between Japanese and English Literature Ph.D. theses in terms of the overall organisation?; and (2) Are there any differences between Japanese and English Literature Ph.D. thesis introductory chapters in terms of generic moves and steps?

Fifty-nine Japanese Ph.D. theses written by Japanese students and 53 English Ph.D. theses written by British students were collected from three Japanese universities and three British universities. The overall organisation of the theses were analysed in the following respects: (a) existence of an acknowledgement, an abstract, a table of contents, an introductory chapter, and a concluding chapter; (b) the number of chapters; and (c) the proportion of an introductory chapter and a concluding chapter. As for the introductory chapters, the Move-Step analysis was conducted by using the model modified based on Swales (1990) and Bunton (2002).

The results regarding the overall organisation showed cross-cultural and intra-cultural similarities, in that both English and Japanese theses contained tables of contents and tended to have introductory chapters. Introductory chapters were significantly longer than concluding chapters and the proportion of the concluding chapters was not statistically different among the six universities. As for cross-cultural differences, the English theses tended to contain acknowledgments while the majority of the Japanese theses did not have this tendency. Intra-cultural differences and institutional variation were also found in the existence of abstracts and concluding chapters, the number of chapters and the proportion of introductory chapters. The findings of the Move-Step analysis of the introductory chapters are also presented and similarities and differences of the Japanese and English Ph.D. theses are discussed. Pedagogical implications on Ph.D. thesis writing in the area of literature are suggested. In addition to discourse analysis, my Ph.D. project investigates Japanese and British academics' expectations of effective overall organisation and introductory chapters of Literature Ph.D. theses by conducting semi-structured interviews with academics.

