

**Writing Research Across Borders II Session L**  
**Sunday, February 20 1:00-2:30pm**

**L1**

**Research on Total Integration of Writing and Subject-Matter Instruction in the Disciplines: An Interim Report from National and International Perspectives**

*Michael Carter, North Carolina State University, U.S.*

*Magnus Chalmers, University of Technology, Gothenburg, Sweden*

*Jane Burge, Miami University, U.S.*

*Paul Anderson, Miami University, U.S.*

It is widely recognized that 21st-century college graduates around the world need strong communication skills to fulfill their roles as professionals and contributing members of their local, national, and global communities. Yet, studies continue to report that colleges are falling short in this important educational area [Hor05, IfM08, Wei09]. In regions like Europe that don't have a tradition of including writing instruction in higher education, an increasing number of universities are instituting writing-for-academic-purposes, writing-for-special-purposes, and similar programs [citations] to develop students' writing abilities. In the United States, many colleges have established writing-across-the-curriculum, writing-in-the-discipline, or writing-intensive-course programs that supplement the required first-year writing course with additional attention to writing in advanced subject-area courses. What they share in common, in most cases, is a focus on two or three classes. Proponents of these programs believe that the writing in these disciplinary courses increases students' mastery of course content in addition to their communication skills. However, doubts have been raised about the quality of the evidence demonstrating their efficacy [Ack94, Och04]. Complaints about the writing of college graduates continue unabated.

We propose to report on first-year results from a three-year study in which an interdisciplinary group of 35 faculty from 14 universities explores a much more comprehensive strategy for integrating writing into higher education. Sponsored by an \$800,000 grant from the United State National Science Foundation, the study involves fully integrating writing and disciplinary instruction in a sequence of six courses that extend from the basic introduction to the senior capstone class in undergraduate programs in Computer Science (CS) and Software Engineering (SE). As students progress through the sequence, they will build their writing abilities in a developmentally progressive manner that parallels development of their technical skills. Instruction in writing will be inextricably tied to technical instruction. SE/CS faculty will deliver both. Students will learn the discipline's genre and writing conventions through instruction and assignments that are deeply embedded in the technical context of their future careers.

The project's research goals are as follows:

- To investigate the feasibility of developing model curricula that can be adapted by CS/SE programs throughout the United States and elsewhere.

- To investigate the feasibility of developing a process that can be used to fully integrated curricula in other disciplines, including the natural sciences, social sciences, and humanities.

By the February conference, we will have completed the first cycle of activity and assessment. We will have assessment data gathered at several points from faculty, professionals, and students by an independent center for evaluation and assessment of science education.

#### Speaker 1

Paul Anderson, Director, Howe Center for Writing Excellence, Miami University, Ohio  
“Designing Curricula that Fully Integrate Writing and Subject-Area Instruction in Courses Taught by Subject-Area Faculty”

The first speaker will explain the empirical evidence [Car07a, Car07b, Pai09a, Pai09a] and theoretical support [Bar95, Bax04] for this approach to improving college student writing. He will then describe overall design of the research project and discuss the research questions addressed by it. They include the following: Can an integrated set of program-level and course-based learning outcomes be crafted that would satisfy engineering faculty, communication specialists, and professionals? Can writing activities and assignments be designed for specific courses that can be easily adapted at a wide variety of universities? Can guides for instructors be developed that enable faculty in the disciplines to teach writing and related communication abilities? Can activities, assignments, and instruction be designed so that students can use and build on the abilities they’ve gained in one course when they advance to the next? Can this approach succeed in enhancing students’ writing and disciplinary knowledge and skills in measurable ways?

This speaker will conclude by describing the project schedule and assessment. Assessment is being conducted under a contract with an independent center for evaluation and assessment in science education.

#### Speaker 2

Michael Carter, Associate Director, Campus Writing and Speaking Program, North Carolina State University  
“Developing Learning Outcomes that Fully Integrate Technical and Communication Goals for Programs in Computer Science and Software Engineering”

The second speaker will describe the process used to develop the program-level and course-level student learning outcomes. The process begins at a three-day work session in June 2010 at which 35 faculty in CS, SE, and communication will meet with approximately 12 high-level professionals in the CS/SE industry. The same group will meet again in early August after drafting writing activities, assignments, and instruction for the six courses. Using their recent experience at crafting ways to implement the

learning outcomes, the group will refine the outcomes to better match practical possibilities.

The second speaker will also describe assessment results concerning development of the learning outcomes. The assessment will be based on survey and interview information taken at three points: after the June session, after the August session, and after the fall academic term, when instructors have piloted the materials developed in the summer.

### Speaker 3

Janet Burge, Computer Science and Software Engineering Department, Miami University, Ohio

“Classroom Implementation of Fully Integrated Instruction: Results from Faculty and Student Assessment.”

The third speaker will focus on the development and delivery of the instructional supports, assignments, and activities to be used by CS/SE faculty who teach the six courses in which the communication and technical instruction, assignments, and projects are fully integrated.

The materials for each course will be drafted between the June and August 2010 working sessions. The large group will divide into six teams, one for each course, that will include CS/SE faculty from at least three universities, plus one communication specialist and one professional. All materials will be reviewed at the August work session and will be revised for use in the fall term.

Research questions for this part of the project include the following: Can integrated instructional materials, assignments, and activities be designed in a way that enables them to be used at the broad range of universities in the United States? What sort of support will CS/SE faculty find most helpful and least helpful as they take on the role of writing instructors for significant parts of their courses? How will students respond to this significant shift in the nature of their courses? Does the new approach increase students' mastery of course content? With the instruction provided by their CS/SE faculty, will students be able to advance their writing skills? Assessment data related to these questions will be supplied by questionnaires, and interviews of faculty participants in June, August, and at the end of the fall term. Students will also be asked to complete questionnaires and be interviewed during and at the end of the courses. Examples of their work will be collected and analyzed.

### Speaker 4

Magnus Gustafsson, Chalmers University of Technology, Gothenburg, Sweden

“Developing and Implementing Fully Integrated Curricula: An International Perspective”

The fourth speaker will expand the horizon of this project beyond the borders of the United States. A communication specialist at a European University, he is a full participant in every phase of the project. The structure of undergraduate education in many universities in the European Union differs significantly from that in the United States. In Europe, for example, the typical undergraduate program is three years rather

than four years long. At EU schools that provide writing support for faculty and students, the source of assistance is often an independent unit, not part of an academic department where the students take their degree, as is the case in the United States. In addition, at the bachelor's level it is not uncommon for a number of departments to be involved in delivery of a program's courses. While majors focus most of their compulsory course in one department, they are directed outside of departments for other classes. In this context, the project of creating sequenced sets of courses and thinking about program-level learning writing outcomes is much different than in the United States. Yet the goal of increasing the writing abilities of college graduates is equally important.

Besides aiding in the project's progress within the United States institutions, the fourth speaker will be working with faculty in computer science and software engineering at his home institution. Thus, in addition to being able to interpret from an international perspective the strategies, challenges, successes, and failures of the effort at US institutions, he will have first-hand knowledge to share about the challenges of translating this approach to universities in other parts of the world.

## L2

### **Remapping the Field: Towards a Transnational Framework in Composition**

Composition 2.0: Towards a Multilingual-Multimodal Framework

*Steven Fraiberg, Michigan State University, U.S.*

In working towards bridging the disciplinary divide between composition and ESL, scholars have called for increasing attention to code switching, code mixing, and code meshing (Canagarajah). This paper extends this work by arguing for attention to “code mashing” or the complex blending of multilingual texts and images in literacy practices. In this presentation, Speaker #2 draws on six months of ethnographic research in Tel Aviv on reading, writing, speaking, and design practices involved in the construction of a Web 2.0 social networking tool, and attends to the ways that these practices are co-constituted by wider institutional, national, cultural, and global ecologies (Fleckenstein, Spinuzzi, Rickly, and Papper; Hawisher, Selfe, Guo, and Liu). More specifically, to link broader ecologies to everyday and mundane activities, this study draws on Cultural-Historical Activity Theory (Prior, Bazerman, Latour, Russell, Spinuzzi) to trace multilingual-multimodal literacy practices across multiple modes (oral, gesture, visual, written), genres (sticky notes, web pages, emails, white boards), and locations (hallways, lunch rooms, meeting rooms, homes). In order to further attend to the complex and heterogeneous nature of these language practices, this work examines ways genres coordinate activity, and the manner in which they shape the alignments, roles, and positioning of participants. Overall, this research claims that multilingual-multimodal activity is complexly mediated by durable (written texts, web pages) and nondurable (talk, tropes, ideologies) signs and symbols distributed across space-time that are continually tied and re-tied through a process of “knotworking” (Engeström, Engeström, and Vähäaho). It is argued that close attention to this process—and less bounded approach to language study-- in our teaching and research is critical for developing fine grained descriptions of multilingual-multimodal composing and for linking local language practices to wider social, institutional, cultural, national spheres of activity.

## **L2 (continued)**

### **Remapping the Field: Towards a Transnational Framework in Composition**

Writing in the Devil's Tongue: Toward a History of Transnational Composition  
*Xiaoye You, Penn State University, U.S.*

Historical narratives of English composition have largely focused on the United States, reinforcing an egocentric national imagery. When composition historians, such as James Berlin, John Brereton, Thomas Miller, and David Russell, do venture outside the United States, they are predominantly interested in transatlantic intellectual exchanges, ignoring those that have happened or are happening across the Pacific Rim. Drawing on historical and archival research, Speaker #1 will examine student essays produced in Chinese universities since the late 19th century. English, nicknamed “a devil’s tongue,” entered China in the 19th century as the Chinese were struggling to decolonize and to modernize their nation. This presentation has grown out of a research project which aims to construct a history of English composition in China. Speaker #1 has consulted a dozen archives in both the U.S. and China, gathering materials such as course descriptions, syllabi, textbooks, teacher reflections, and student essays. Studying English essays produced across both state and mission colleges within more than a hundred years, this research identifies ways that Chinese students blended Anglo-American metropolitan and local cultures and skillfully mixed strategies drawn from both Western and Chinese rhetorical traditions. As the students were taught either by American teachers or by Chinese teachers using textbooks and pedagogies imported from the U.S., their writing practices can be considered as an extension of American composition, or a remix of American and Chinese composition. After the students persistently reworked the devil’s tongue for local, individual purposes, they gradually turned English into a language of their own. Showcasing the complex blending of Eastern and Western teaching and multilingual writing, this work argues that American composition history and practice needs to be revised within a transnational, multilingual framework.

## **L2 (continued)**

### **Remapping the Field: Towards a Transnational Framework in Composition**

Remapping the “English Craze”: Narrowing Broad Categories through Case Studies of Transnational Literate Experience

*Yu-Kyung Kang, University of Illinois at Urbana-Champaign, U.S.*

Problematizing/complicating the broad categorizations such as "multilingual," "second language," and "basic writing," Speaker 3 examines the past and present English writing practices of four South Korean Early Study Abroad (ESA, *chogi yuhak* in Korean) students. ESA is part of broader so-called “English Craze” (a real and an imagined necessity for English in the South Korean globalized context) involving a mass “exodus” of young Koreans primarily into the United States before college with the aim of acquiring English and a “better” education. In particular, drawing from data on literate activities (Prior) of ESA students-- oral and text-based interviews, classroom observations, classroom related texts, literacy narratives--collected over one semester at a major mid-western university, Speaker #3 illustrates the "glocal" forces, beliefs, and goals that shape (and are shaped by) their English language learning and demonstrates how these students, their conceptions, and their practices transform as they adopt, adapt, and resist the “American academic writing” in their first year writing courses. Through close attention to the complex blending of wider global, national, institutional, linguistic, and social flows or scapes (Appadurai), Speaker 3 argues for a situated understanding of the ways local multilingual literate practices and activities are bound up in broader sociocultural ecologies distributed across space and time. Close attention to this complex and dynamic process--co-constituting students’ hybrid identities (institutional, national, cultural) and literate activities--is argued as a key to remapping bounded and essentialized categories frequently applied to “multilingual” writers.

### L3

#### **Postgraduates' Writing Practices and Challenges in Human and Social Sciences: Examples from Argentina, Brazil and Spain**

Writing in research education: Working with discourse and identity challenges faced by doctoral students

*Paula Carlino, Universidad de Buenos Aires, Argentina*

This paper analyses a postgraduate writing seminar designed to help doctoral students deal with some of the challenges experienced when trying to join an academic community. In addition to acquire the academic knowledge required to become a researcher (the current disciplinary discussions, the methodological tools to contribute to them, and the writing practices inherent to scientific genres), there are emotional and identity capacities that need to be fostered if graduate students are to enter in the collective conversations that disciplines entail. These are mostly neglected by graduate programs. Students who survive have developed them on their own and sometimes with great suffering, as many studies show.

On the contrary, the question I address in this action research is how writing or “text work” can be explicitly linked to “identity work” (Kamler & Thomson, 2004). With this purpose, I examine a 30 hour writing seminar developed through 20 months with 3 cohorts of part-time Education doctoral students (N=18) in which I accompanied them through the process of writing, group and peer reviewing, and rewriting two scientific texts. During the first year of candidature, when they had not even defended their thesis proposal, they were asked to write a dissertation abstract as if their dissertation were finished. The purpose of this task was to encourage writing as an epistemic tool to plan their theses work as a whole and to think of the coherence among purposes, research questions, methods, intended results, and relevance of their prospective study. A year later, they had to write a paper with work in progress regarding their dissertation and find an appropriate conference to submit it and present it. Additionally, they wrote two non academic but “subjective” texts: an initial autobiographical account of themselves as writers and a final portfolio in which they documented and reflected on their work in the seminar.

The analysis of these reflective writings, together with the course assessment students carried out, reveal some of the discourse and identity tensions doctoral graduates face when trying to take part in the disciplinary community they aspire to enter. Their reflective texts also show subtle ways in which the writing seminar gave them the chance to learn technical knowledge and participate in new scholarly genres, as well as develop social and emotional tools to dare to do it. Making their feelings of incompetence explicit and receiving support to overcome them through writing, feedback, and rewriting was experienced as an opportunity for a long-term reflection on who they were and who they desired to become.

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### **L3 (continued)**

#### **Postgraduates' writing practices and challenges in human and social sciences: Examples from Argentina, Brazil and Spain**

Authorship and intertextuality

*Desiree Motta Roth, Universidade Federal de Santa Maria, Brazil*

A paper recently circulated on the internet (*World Science*, 04/24/2010, at [http://www.world-science.net/othernews/100424\\_publish](http://www.world-science.net/othernews/100424_publish)) has once more raised the issue that “Careers are judged based on the sheer number of papers someone has published, and on how many times these are cited in later papers—though this is a hotly debated measure of scientific quality”. Regardless of the quality issue, the growing importance of writing in scientific and personal development all over the academic world is a fact. In Brazil it becomes apparent in the pressure to publish among university faculty and students, as financial support to post-graduation education is differently allocated in programs depending on their index of publication. The increase in the rhythm of publication does not come without a great amount of difficulty and stress in accommodating the generation of original ideas and reading and writing practices in a reduced slot of time in order to comply with teaching and administrative tasks. The difficulties seem even more emphatic in a relatively young research system such as the Brazilian (where post-graduation education has been consistently ran by Ph.D. nationals since the 70's) and especially in Applied Linguistics, an area where conceptual variation and paradigm disputes are the norm and where research problems, data, results and solutions are not exactly concrete, but are essentially discursively constructed. One of the problems recurrently discussed within this context is how to define, teach, encourage, exert and give credit to authorship. In this presentation, first the issue of authorship is conceptually defined and then data collected with written questionnaires submitted to post-graduation students of an Applied Linguistics research group from Southern Brazil are presented. The data is analyzed for the Applied Linguistics group's discursive representations about their writing practices, what writing means to them, how writing and publishing are conducted in their research group, how productive the practice is perceived to be, how a better practice would look like, how professors and students define, teach, encourage, exert and give credit to each other's authorship. The results might show that authorship practice is perceived as an individual challenge, that giving credit to others for ideas and texts is a controversial practice, that writing must be more productive in the social and human sciences and very soon clear criteria for collaborative authorship need to be established if the number of papers published and cited are to be the sole measure to evaluate academic productivity.

### **L3 (continued)**

#### **Postgraduates' writing practices and challenges in human and social sciences: Examples from Argentina, Brazil and Spain**

Writing and Reading to Write in Postgraduate Studies

*Maria Isabel Sole, Universidad de Barcelona, Spain*

There is very little explicit teaching of reading and writing strategies in postgraduate studies, and in general, in Spanish universities. The mistaken, albeit fairly widespread, belief among the educational community that students learn to read and write during the earlier stages of their school careers and that they will be able to “apply” these skills later on to a diversity of texts and tasks is responsible for this situation.

However, we know reading and writing are concepts that are socially constructed by participating in different textual communities –such as the academic community- which share specific texts and practice particular ways of interpreting and producing them. Their impact on cognition and learning is not direct, but depends on the social practices in which they intervene (Carlino, 2005; Kozulin, 2000). So, in certain conditions, reading and writing lead not only to knowledge telling, but to knowledge transforming (Bereiter and Scardamalia, 1987).

Over the past few decades there has been a considerable growth in research on the epistemic dimension of writing, especially in the upper educational levels. Somewhat paradoxically, however, such research has often ignored the fact that the demands made on students to write mostly require them to *write after having read one or more texts*. When this happens –for example, when they prepare a research report or write an essay- students are faced with a *hybrid reading and writing task* (Spivey & King, 1989). In performing such tasks, students repeatedly alternate between the roles of writer and reader in a dialectic that helps to explain the knowledge-transforming potential of these exercises (Tierney, O’Flahavan, & McGinley, 1989). Having to integrate information from other texts into an academic text of their own, supported by the sources from which it is drawn, and at the same time to construct an original text based on complex disciplinary knowledge, demands new competences of the students. Mastery of these competences requires them to learn to write texts that are typical of the academic community and master particular ways of reading (exploratory reading, elaborative reading, critical reading) involving specific supervision and monitoring strategies. In my exposition I shall explore in greater depth the requirements of highly complex hybrid tasks, such as those involved in making a written synthesis of information from various sources (Segev-Miller, 2004), that are extremely frequent in postgraduate studies. I shall examine the characteristics of reading processes necessary to carry out this type of tasks and look at some of the difficulties students appear to encounter in performing them. I shall discuss some strategies that may contribute to an adequate understanding of academic texts as a necessary, though not sufficient, requisite for learning to write in academic contexts.

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## L4

### Teaching Text Forms in College Writing

Interrogating Critical Interventions: Examining Students' Use of Innovation and Convention

*Heather Bastian, The College of St. Scholastica, U.S.*

Within composition and rhetoric, the movements towards rhetorical and linguistic flexibility and diversity (as seen in multicultural studies, new media studies, and rhetorical genre theory) seek to prepare students to create alternatives through what Anis Bawarshi has called “critical interventions” within conventional uptakes. Bawarshi suggests that “uptake” or “bidirectional relationship that holds between” texts (Freadman) provides a site of intervention in which educators can encourage students to question the value and impact of conventional uptakes and texts. Armed with this knowledge, students can then choose to disrupt conventional uptakes by creating alternative uptakes and texts. While certainly worthy goals, what might critical interventions in students’ uptakes look like and how possible are they within the highly conventionalized context of higher education?

To address this overarching question, I undertook a research study over the course of a semester within a first-year writing classroom at a research university. The following research questions guided my study: (1) When given an assignment that invites critical innovative uptakes but also allows for other uptakes, to what extent do students innovate or use convention within their writing?; (2) How do students demonstrate innovation or convention in their writing when an assignment enables them to do either?; and (3) What do students report about why they pursue innovation or convention when an assignment enables them to do either? To answer these questions, I collected a variety of data including classroom observations, survey information, textual productions, and interview responses. I also designed the writing project for the third unit as well as its accompanying assignment sequence and daily activities. While taking into consideration the class in its entirety, the study intensely focused on this third unit.

Drawing from uptake studies, creativity theory, and disruption theory, the third unit exposed students to and invited them to engage in innovative genres and uptakes. The third writing project asked students to present a critique of a genre in any manner of their choosing. My rhetorical data analysis located uses of convention and innovation in their genre critiques, with the self-reflection pieces, survey information, and interview responses providing context.

Preliminary findings suggest that critical interventions within conventional academic uptakes are possible to a certain extent but pose particular challenges for students and educators. For example, students experienced difficulty imagining themselves composing their critiques in genres other than academic essays or PowerPoint presentations. I will explore challenges such as this one and present a pedagogy of “uptake awareness and disruption.” This pedagogy seeks to address the challenges that students encountered and works to conventionalize alternative uptakes and academic disruptions within the context of higher education.

## **L4 (continued)**

### **Teaching Text Forms in College Writing**

Improving Text Coherence: The Combined Effect of Topical Structure Teaching and Revision Training

*Annie Rousseau, Collège de Rosemont, Canada*

*Marie Nadeau, Université du Québec à Montréal, Canada*

Our research aims to identify effective methods for teaching textual coherence to first language French-speaking college students (13th schooling year) by evaluating these methods experimentally. Since the study of student's texts (Pepin, 2001) shows that the teaching of cohesion devices is not enough, we considered Combettes (1983)'s work on topical structure. This aspect of coherence was also used successfully in teaching by Connor (1996) and Carter-Thomas (2000) with adult ESL students. In our experiment, the teaching of coherence was followed by two different methods of revision training. The experimental teaching device consists in:

- 1) Teaching topical structure as a precise coherence criteria, according to an analytical method (Barth, 2001) opposing good and bad samples of texts
- 2) Developing student's revision abilities by two kinds of training:
  - a) task revision (Rose, Dolz, Schneuwly 1991)
  - b) peer revision (Berg, 1999)

Three research questions were addressed: (1) Does teaching of topical structure improve students skills to use adequate topical structure in their writing? (2) Does peer revision training improve their skills more than task revision training? (3) Is improvement affected by the student's initial skills?

In order to answer these questions, we carried out an experiment over one semester with 78 college students divided in three groups. The teaching focused on the topical structure found in introductions and conclusions of a literary dissertation, a kind of text students must be able to write in order to graduate from college in Quebec. Groups A and B were experimental groups, and group C was the control group. Groups A and B were both taught topical structure by analyzing good and bad texts. Group A then received a task-revision training while group B received a peer-revision training. Group C, the control group, was taught following a traditional method. The time devoted to teaching how to write an introduction and a conclusion was the same in all three groups. Three introductions written by the students over the semester were used to measure the effectiveness of the tested methods (pretest, post-test 1 and 2).

In the control group (C), the topical structure score remained the same between pretest and second post-test. In the two experimental groups, there was a significant progress. The quantitative analysis of the results showed that teaching topical structure improves this aspect of the student's text coherence. It allows students with poor initial skills to reach performances comparable with those of the good initial skills. The two types of revision training do not present significant differences. Our research shows that teaching topical structure can bring significant benefits to students in a very short period of time.

## L5

### **Recontextualization and Re-representation in Media Discourse: Multimodal Intertextual Analyses of Discourse Practices in Journalistic Contexts**

*Patrick Thomas, Kent State University, U.S.*

*John Oddo, Kent State University, U.S.*

*Elizabeth Feltner, Kent State University, U.S.*

#### **Panel Description:**

This panel reports on three case studies that analyze diachronically the intertextual ties between journalistic texts and other texts situated outside popular news media. Borrowing from research in media discourse, critical intertextual analysis, and multimodal text analysis, these three accounts demonstrate how the journalistic practice of narrating the news employs multiple semiotic modes (verbal, visual, auditory) that recontextualize and re-represent surrounding discourses. Broadly speaking, the panel answers three primary research questions: 1) How do news narratives recontextualize other discourses in multimodal contexts?, 2) Over time, to what degree do news reports contest or reify semiotic representations from outside discourses?, and 3) How do news reports position subjects and audiences in ways that re-inscribe social relationships between agents within the narratives and readers of the narratives?

#### **Speaker A**

##### **Traversing the 24-Hour News Cycle: A Day of Rhetorical Reports Surrounding a Political Speech**

Research in rhetoric, writing, and discourse analysis has shown how a given rhetorical event may be linked to prior rhetorical events in an “intertextual field” (e.g. Bazerman 1993; 2004; Fairclough 2003; Porter 1986). In fact, the research indicates that one person’s rhetoric *always* draws from and responds to the rhetoric of others. Following this scholarship, the present study aims to investigate the intertextual field of news narratives surrounding a key political address. Specifically, Speaker A analyzes the intertextual news rhetoric surrounding Colin Powell’s 2003 speech to the United Nations in which Powell argues for the need to disarm Saddam Hussein. Focusing on 24 hours of pre- and post-speech news narratives, Speaker A examines how journalists intervened upon Powell’s address—predefining and redefining his speech, and prepositioning and repositioning audiences to respond to it. The study surveys a variety of news media (television broadcasts, newspaper articles, Internet news reports), and systematically integrates several methodological approaches. Specifically, the study employs critical, rhetorical, and multimodal intertextual analyses (Thibault 1991; Baldry & Thibault, 2005) to account for the ways news narratives pre-contextualize and recontextualize Powell’s speech, as well as the ways the narratives implicate audiences. Speaker A will present excerpts from video and web-based news narratives demonstrating how journalists both legitimize and delegitimize Powell’s rhetoric across semiotic modes. Data generally suggest, however, that the journalistic texts tend to legitimate Powell and his rhetoric, positioning audiences to regard the speech as strong and to regard war with Iraq as necessary and inevitable.

## **Speaker B**

### **Money Can't Buy Me Love: Re-inscribing Economic Disadvantage through Journalistic Representations of the Working Poor**

The current US economic crisis has brought about an increased attention in popular media to the lives of economically disadvantaged citizens. Daily stories about financial loss, struggling families, and creative ways to save resources are commonplace in national media. Despite claims by media institutions to be 'neutral' communicators of such 'news', research in critical discourse studies suggests that the media construes a certain discursive reality for readers, and that newspaper reporting serves major ideological and political functions (Chouliaraki & Fairclough 1999; Fairclough 1995; van Dijk 1998, 2001). In an attempt to further our understanding of the role discourse has in representing, maintaining, and transforming relationships of economic inequality in the US, Speaker B analyzes linguistic and non-linguistic journalistic representations of the economically disenfranchised portion of the US population known as the "working poor" from major US news media (*The New York Times*, *The Washington Times*, *The Wall Street Journal*) across a twenty-three year time span. Using a multi-methodological approach that draws from critical discourse analysis, systemic functional linguistics, and social semiotic theory, the study analyzes the intertextual relations evident in journalistic representations of the working poor across both the historical-diachronic and synchronic planes. To better situate this journalistic discourse within its socio-historical context, the study begins with a 'discourse-historical' approach (Fairclough & Wodak, 1997) to analysis. Specifically, the study focuses on three distinct "critical discourse moments" (Carvalho 2008; Chilton 1987; Gamson 1992) within this time span to examine the synchronic textual relations between journalistic representations of the US working poor and representations from multiple outside sources (census data, political speeches, governmental reports, and social justice websites). Findings from this intertextual analysis suggest that these portrayals not only affect how journalists inscribe representations of the working poor, but how audiences conceptualize the working poor as a social group.

## **Speaker C**

### **Hand Grenades and Flip Cams: Constructing the "Information Security" Problem in US Army Policy for Online War Reporting**

The availability of Internet-based writing technologies in combat zones has brought about significant changes in definitions of and practices within journalistic discourses generally and war reporting specifically. One of the most significant changes has been in the use of weblogs as devices for immediate, on-the-ground narratives of military operations as reported by soldiers deployed in Iraq and Afghanistan. Not surprisingly, the uptake of these technologies – and the new kinds of journalistic practices they usher in – construct new rhetorical situations for soldiers writing from war zones, allow for new and different kinds of war reporting to appear online (many of which are instantiated in multiple semiotic modes, including video, textual, and image-based documentation of combat operations), and pose new challenges to Department of Defense directives for Information Security. To this end, Speaker C analyzes the development of policies for online war reporting by US soldiers in Iraq and Afghanistan as evidenced in a diachronic examination of documents produced by the Department of Defense, the Army

News Service, and Secretary of Defense Donald Rumsfeld. Employing a critical intertextual analytic approach (Thibault, 1991), Speaker C borrows from research in discourse studies that examine legitimation as a discursive strategy (Fairclough, 1995, 2001; van Leeuwen, 2008; van Leeuwen & Wodak, 1999) aimed at reifying ideological control, and demonstrates the ways in which the US Army's policies for soldiers' online war reporting are legitimated across texts by a larger discursive problem of "Information Security" that develops after most journalistic policies are in place. The discursive construct of "Information Security" is subsequently re-articulated as both cause and effect for policies regarding media representations of military operations, and also functions to position soldiers who blog as security threats. Drawing on print- and Web-based data, Speaker C demonstrates how the development of policies for soldiers' war reporting is not only bound within an intertextual field consisting of Intelligence data, US Army training manuals, Department of Defense directives, and popular news reports, but also functions to re-inscribe "official" military representations of activities in Iraq and Afghanistan, thereby affirming the success of combat operations and a pro-war ideological stance.

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## L6

### **Undergraduate Writing Centers**

Writing and the Transfer Experience: How to Support Transfer Students to 4-year Schools with Writing within Their Disciplines

*Isabell Cserno, Universities at Shady Grove, U.S.*

This presentation wishes to introduce its audience to quantitative and qualitative analyses of the significant role that writing center work plays in assisting community college students during their transfer experiences to 4-year schools. The data was collected at the Center for Academic Success (CAS) at the Universities at Shady Grove (USG) in Rockville, MD, over the past two years.

USG is a regional higher education center of the University System of Maryland (USM) that provides expanded access to baccalaureate and graduate degrees in the greater Montgomery County, MD, region. It is a partnership campus to nine USM institutions that bring specific degrees into the region to support workforce and educational needs. Programs offered at USG range from biological sciences and nursing to history and construction management, offering students access to more than 60 programs. At the undergraduate level, all students who are admitted into the degree programs offered at USG are transfer students. USG serves regional community colleges, including Montgomery, Frederick, Prince Georges', Howard and Northern Virginia Community Colleges. One unique aspect of the USG regional center is an emphasis on centralized and enhanced student services, including a wide array of academic support services which are provided to all students at USG.

The presentation focuses on two aspects:

The power of peer instruction when assisting junior students with their transition into upper-level coursework in their majors, especially with increased research writing

The need of writing center staff to become knowledgeable and fluent in a variety of subject areas to support research-centered writing in upper-division coursework

The quantitative data is drawn from a comparison of grades of students who met with a writing center consultant with grades of students who did not visit the writing center. The Center of Academic Success (CAS), which serves as the on-site writing center, also offers a slightly modified supplemental instruction (SI) program called Guided Study Sessions (GSS). The grade comparison data of students who attended GSS versus those who did not show similar statistically significant results about the impact that academic support services can have. Combining the peer-instruction approach of SI or GSS with the writing-within-the-disciplines centered approach of writing fellow programs, CAS piloted a writing fellows program for a selected class in USG's social work program. Qualitative data from this pilot program as well as a quantitative research design for the continuation of this pilot program supplements the previously collected quantitative data on writing performance. This presentation will suggest how quantitative models developed by Mark Waldo, Luke Niiler, Neal Lerner, Stephen Newman, and David Roberts, among others, can be expanded to address the needs of transfer students, a population historically underserved by four-year institutions, but one that will continue to shape the future of higher education in this country.

## **L6 (continued)**

### **Undergraduate Writing Centers**

Comparing Technologies for Online Writing Conferences

*Joanna Wolfe, University of Louisville, U.S.*

As the demand for distance education increases, it becomes increasingly important to examine how technological environments affect instructional quality. In order to assess how computer-mediated technologies affect writing conferences—a crucial component of individualized writing instruction—we conducted a small, quasi-experimental study comparing three different media-rich conferencing environments: (1) real-time audio and file sharing with regular desktop computers; (2) real-time audio and file sharing with a Tablet PC and digital ink technology; (3) traditional face-to-face conferencing.

Eight writing center consultants and sixteen students participated in conferences in each of the three environments. These conferences were transcribed and analyzed for conversational control, writing events, and overall holistic quality (as judged by three independent raters). In addition, participants completed surveys assessing their satisfaction with the conference and their impressions of the conferencing environment.

Our results suggest that media-rich online conferences can be nearly as pedagogically effective as face-to-face sessions. We found no significant differences in our expert raters' perceptions of the instructional quality of the sessions; moreover, participants were equally satisfied with the consultations regardless of the environment. We did, however, note that the environment seemed to affect how instruction was implemented. In particular, the online environments saw a decrease in the number of notes participants took about planned changes to the text and an increase in the quantity of new text generated during the session. This shift from note-taking to actual text production has mixed benefits and we suggest some steps instructors may want to take to ensure that text production does not lead the sessions off-track.

Our most surprising finding was that we witnessed some significant negative effects for the Tablet PC variation of our conferencing environment when compared with the other session types. The Tablet PC environment seemed to encourage consultants to assert more control over the sessions: consultants were more likely to dominate turn exchanges, did more writing on student texts, and were perceived as more likely to “fix” student papers rather than encourage students to implement changes themselves.

We propose the unequal tools hypothesis as an explanation for this finding—because consultants in the Tablet PC environment had access to a relatively new cutting edge tool that was not available to writers (who used a traditional keyboard), the consultants were perceived as the experts in control of the sessions. This perception, we posit, encouraged the consultants to become more directive while the student writers became relatively passive observers of the consultants' actions.

Finally, we note that student participants were highly enthusiastic about the potentials of online environments. This student enthusiasm combined with our findings that online writing conferences provided equivalent instructional quality to face-to-face conferences suggests that additional investment and research into robust, media-rich conferencing technologies is justified.

## **L7**

### **Voice and Intertextuality in Primary and Secondary Schools**

Little Writers - Big Opinions: The Impact of First Grade Students Consuming and Critiquing Book Reviews Before Producing Them

*Sara B. McCraw, University of Delaware, U.S.*

Writing plays an important role in all of our lives, whether it is in our work, schooling, or daily life and the increase in the demand for students to learn how to write is now evident in earlier grades (Graham, MacArthur, & Fitzgerald, 2007). This means teaching more than just the conventions of writing, young writers also need to learn how to express their ideas (Jasmine & Weiner, 2007). Beyond the links between transcription skills and writing quality (Berninger, 2000), little research is available on primary writing instruction (Cutler & Graham, 2008). The research that is available focuses predominantly on students with atypical development (Graham, 2006). Looking specifically at persuasive writing, there is little evidence that primary students can make a claim and support it well, but it is unclear whether this is due to developmental issues or lack of exposure to persuasive writing (Golder & Coirier, 1996). The purpose of this study is to examine whether increasing the exposure of typically developing first grade students to persuasive writing impacts the quality of their own persuasive writing.

This experimental study includes two groups of first grade students, reading on grade level, randomly assigned to a treatment or control condition. Pre and post data are collected before and after the six-week intervention. Classroom teachers provide instruction for students in both conditions during Response to Intervention time (twenty-five minute lessons, four times a week for six weeks). The intervention will focus on developing students' ability to produce book reviews. Students in the control condition will engage in the Text Talk approach developed by Beck and McKeown (2004), using the same narrative books as the students in the treatment conditions.

The following research questions will be addressed: 1) Will the intervention impact the overall quality and inclusion of elements of persuasiveness in book reviews written by first graders at the end of the six-week study in comparison to book reviews written by students in a control group? 2) Does students' motivation to write predict overall quality and inclusion of elements of persuasiveness in book reviews?

The book reviews are scored for overall quality using a scale focusing on the conventions of writing and for the inclusion of elements of persuasiveness. Additionally, the students are assessed for their attitude towards writing (Knudson, 1995), spelling ability (Bear & Barone, 1989), and handwriting fluency (Berninger, 2001).

Results from the pilot study suggest that first grade students are able to both identify elements of persuasiveness in other people's writing and include some of these elements in their own writing. Findings from the full study will be available at the time of the conference. Data collection and the intervention will take place during the fall of 2010. The significance of this study will be the contribution to the literature with regard to the ability of typically developing first grade students to produce elements of persuasiveness in their writing.

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## L7 (continued)

### Voice and Intertextuality in Primary and Secondary Schools

The Process of Writing Arguments from Online Sources of Information

*Lori Kirkpatrick, The University of Western Ontario, Canada*

*Perry Klein, The University of Western Ontario, Canada*

In many school-based writing assignments, students must read sources and incorporate information from those sources into their own written work. This is referred to as *discourse synthesis* (Segev-Miller, 2007; Spivey, 1997), or *writing from sources* (Nash, Schumacher, & Carlson, 1993), and is related to *intertextuality* (Bazerman, 2004). Writing from sources is an important task in school, in that it contributes to student learning (Boscolo & Borghetto, 2002; van Meter & Firetto, 2008) and is a determinant of school success (Boscolo & Borghetto, 2002).

Much of the existing writing-from-sources research has focused on students' use of textual, paper-based sources (e.g., Risemberg, 1996; Spivey, 1997). Today however, students increasingly turn to the Internet as a source of information for writing (Lenhart, Simon, & Graziano, 2001). Internet sources differ from print-based sources in ways that may change the nature of reading and writing tasks, and the behaviours and strategies needed to perform those tasks successfully (Coiro & Dobler, 2007; Eveland & Dunwoody, 2000; Leu, Kinzer, Coiro, & Cammack, 2004). Although related work has been done, the overall *process* of writing arguments from online sources of information has not been the focus of research. The goal of the research discussed here is to answer the question, *What is the process(es) of writing arguments from online sources of information?*

Participants are 10 Grade 12 students, all strong writers, from a public high school in Ontario, Canada. Data collection is currently taking place, over a period of approximately 6 weeks. Each student participates individually, for three hours each. Each participant is provided with a set of online resources and is asked to write a persuasive essay on the basis of the information in those resources. The resources are representative of what is available on the web, in terms of authorship, credibility, internationality, and multi-modality. Participants are free to use these sources or to search for and use their own. During their process, participants think aloud. *Camtasia Studio 6* is used to record the think-alouds, as well as video footage of the students (via webcam), and their computer-screen activity. The students' essays and responses to post-writing interview questions are used to supplement the recorded data.

Analysis has just begun and findings are thus very preliminary. At this point, what is most striking is the degree to which students are recursive in their writing process. For some participants, the process is quite linear, consisting of clear pre-writing, writing, and post-writing phases. The activities conducted within each phase are largely distinct. For other participants, the entire process is recursive, in that they move continuously between searching, reading, taking notes, writing, editing, and revising.

In the presentation proposed, we will discuss similarities and differences in participants' writing processes, with particular attention to the degree of recursiveness. We will also compare online and hard-copy writing-from-sources processes, based on previous research with hard-copy sources. The presentation will include several

examples of the recorded data, which helps to provide the audience with a real sense of the research.

## **L7 (continued)**

### **Voice and Intertextuality in Primary and Secondary Schools**

#### The Concept of Voice

*Melanie Sperling, University of California, Riverside, U.S.*

*Deborah Appleman, Carleton College, U.S.*

*NOTE: We propose to present a conceptual paper based on our own and others' research on reading and writing. Therefore, what follows covers the scope and conceptual underpinnings of the proposed presentation rather than the elements of research design that would be expected in a proposal on an empirical study.*

The concept of “voice” is both ancient and contemporary. It is present in the dialogues of Plato and the rhetorical musings of Aristotle, and it facilitates our understanding of literacy, from early acquisition of reading and writing to socialization into the “new literacies” of digital media. Our presentation is a critical and theoretical examination of voice, and its current value as a concept undergirding literacy research. We unfold differences in theoretical perspectives on voice, attempting to find the richness of the concept and the theoretic threads that might tie differences together. We ground our thinking in Bakhtinian and related perspectives, which account for the social, cultural, historical, and political nature of reading and writing and, hence, of voice.

With roots in conceptions of the embodied self and the physiological apparatus of vocal expression--voice is an engaging metaphor for human agency and identity. Not surprisingly, agency and identity, variously construed, are undercurrent concepts in the range of research studies, as well as in the varied theoretical perspectives related to voice, that we draw on in this presentation to discuss the concept and its implications for research and for teaching and learning. We discuss voice as a metaphor that invites musing from a variety of fields concerned with agency and identity in literacy, from reader response and college composition studies to research in second-language reading and writing. We also present the concept of voice in contemporary research on literacy that recognizes the globalized and digitalized environments that students inhabit as readers and writers. Changing demographics in U.S. schools, encompassing speakers, readers, and writers who bring a range of ways with language and literacy to the classroom, as well as rapid advances in technology that shape ever-new literacies and literacy competencies, have not only changed the social contexts of literacy but challenged our notions of reading and writing. Thus, new questions emerge and old ones re-emerge regarding what voice is in these changing contexts.

The center of our discussion is the two broadly-conceived theoretical perspectives that appear to anchor much of the research related to voice. The first is that voice is an individual accomplishment, the second that voice is a social/cultural construction. We argue that the two need not be mutually exclusive. Further, we discuss how both can encompass two differing approaches and premises to understanding and exploring voice around which research tends to cluster, specifically the premises that: (a) Voice is a quality of text that reflects authorial choice and, like other text qualities, can be taught and learned in both reading and writing; and (b) Voice, defined variously, is a lens for understanding reading and writing processes, whether from developmental, cultural, or social perspectives.

## L8

### Projects to Develop Writers in Middle and High School

Judging Text: Constructs of Quality in Writing Assessment

*Helen Lines, University of Exeter, U.K.*

#### **JUDGING TEXT: TEACHERS' AND STUDENTS' CONSTRUCTS OF QUALITY IN WRITING ASSESSMENT**

As Hillocks (2002) notes, writing is a key component in high-stakes assessment in many countries, including England and the US. Yet the assessment of writing in instructional and examination settings is acknowledged to be prone to marker variation and discrepant marking. Huot (2009) argues that *'assessment has been a contested issue in writing for over a hundred years'*; in England, national tests for 14 year olds were regularly subject to appeals against the marks awarded for writing. Teachers' judgments are prone to inherent variation and may also be influenced by gender (Peterson 2006) and by diverse contextual factors: personal beliefs and values, classroom experiences, and relationships with students (Eddington 2005). Whilst research has considered the nature and reliability of writing assessment, few studies have sought to understand the conceptual thinking underpinning teachers' judgments of writing. Huot also highlights the importance of students' ability to judge and improve their writing. Despite the increased prominence given in UK secondary schools to self- and peer-assessment, *'surprisingly little investigation of children's understandings about writing have taken place'* (Wray and Medwell, 2006), for example to ascertain if students possess the evaluative skills required by current teaching practices.

The study reported here set out to examine how teachers and students define quality in writing and how they make their judgments of writing. It draws on qualitative data collected during a large-scale investigation into the impact of contextualized grammar teaching on students' writing. Over the course of an academic year, 32 teachers of 12-13 year olds in UK schools were observed teaching three different writing genres: narrative, argument and poetry. Follow-up interviews focused on pedagogic decisions and beliefs about teaching and assessing writing. Parallel student interviews focused on their evaluation of writing in each genre. Transcripts were analysed and codified using the NVivo computer software package.

Reporting on the study's outcomes, this paper will illustrate teachers' and students' conceptual thinking about writing quality, and the underlying constructs. It makes a significant contribution to theoretical understanding of teacher and student cognition in the domain of assessment and has implications for both examination and for formative feedback on writing in instructional settings.

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## **L8 (continued)**

### **Projects to Develop Writers in Middle and High School**

Changing the Profiles of Student Achievement in Writing

*Judy Parr, University of Auckland, New Zealand*

Raising standards of student achievement and altering profiles of achievement that are socio-economically and ethnically stratified is a national priority in many countries (OECD, 2005). New Zealand students typically perform very well in reading although studies highlight the wide variation in performance and the underachievement of particular groups (Ogle et al, 2003). However, national data for writing show that by the end of schooling, students are two years below curriculum level expectations and performance in writing lags significantly behind both reading and mathematics (Ministry of Education and University of Auckland, 2006). The data show differential performance by writing purpose and by gender.

Internationally, attempts to change profiles of achievement have focused on reforming schools and (re-) educating the teachers within them. Many professional development efforts to address patterns of achievement, however, have met with relatively small and typically unreliable achievement gains whether teachers are given prescriptions with which to work (Borman, 2005; Datnow et al., 2003), or the time and resources to develop their own solutions (Lipman, 1997; Saxe, Gearhart, & Nasir, 2001).

A professional development project in New Zealand has been demonstrably successful in raising achievement in writing. The Literacy Professional Development Project was a school-based, job-embedded model involving expert facilitators working with individual schools. There were three cohorts of schools (2004-2009), each of two years; in total about 44% of NZ primary schools participated. The average effect size gain (over and above the expected average gain) in student achievement in writing (N = 9,873, years 4 -8) in the two year period for each of the three completed cohorts was .79, .62, and .88, respectively.

The aim in this paper is to examine and discuss the change in patterns of achievement for different groups of students, in particular by prior achievement level, ethnicity and gender. For example, the gain for the lowest 20 percent of students (identified at the first time point), in each of the three cohorts was five to six times the expected gain (effect size gains of 1.81, 1.93 and 2.07). Girls, on average, started significantly ahead of boys; the difference remained at the end of the two year intervention although boys made comparable, if not slightly better, rates of progress to girls. However, boys were over-represented (almost double) in the bottom 20% of achievement initially and this group showed considerable gains.

Data collected throughout each project cycle included student achievement; student interviews; classroom observations; responses from teachers to observation feedback and to scenarios; interviews, and taped examples of facilitator practice. Examples of evidence of change in the other contracted outcomes of enhanced literacy content knowledge and practice; effectively led professional communities and effective facilitation are considered to help explain the rise in achievement. For example, enhancing teacher pedagogical content knowledge of writing resulted in higher achievement. Similarly, the results of explicit instruction, targeted specifically to

diagnosed learning needs in writing worked for all but particularly for low achieving students.

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## **L8 (continued)**

### **Projects to Develop Writers in Middle and High School**

Culturally Mediated Writing Instruction for Adolescent English Language Learners

*Carol D. Wickstrom, University of North Texas, U.S.*

*Leslie Patterson, University of North Texas, U.S.*

*Juan Araujo, University of North Texas, U.S.*

*Chieko Hoki, Texas Woman's University, U.S.*

One of the greatest challenges facing U.S. middle and high school teachers is the need to improve academic success among English learners. This three-year research project was designed to document the influence of a National Writing Project advanced institute focused on improving academic writing among adolescent English learners which engaged Teacher Consultants in exploring and implementing “Culturally Mediated Writing Instruction.” The ultimate goal was to improve students’ writing, but we also documented how teacher participants would integrate these principles and practices.

Culturally Mediated Writing Instruction is consistent with what Johns calls a socioliterate approach to writing instruction, one in which learners are “constantly involved in research into texts, roles, and contexts and into the strategies that they employ in completing literacy tasks in specific situations” (Johns, 1997, p. 15). To support CMWI we draw from four bodies of knowledge, including: classrooms formed as “communities of practice” (Lave and Wenger, 1991); pedagogy built on inquiry (Wilhelm, 2007); cultural identities addressed as “funds of knowledge” (Moll, 1996); and instruction mediated in response to unique individual needs of the students (Vygotsky, 1978).

This presentation will address two of the four questions:

What, if any, is the influence of CMWI on student writing performance?

How, if at all, do participants integrate CMWI into their instruction?

In Year 1, six Teacher Researchers from one middle school and two high schools in the north Texas area participated in the project. Data sources included pre- and post-writing samples, classroom observations, teacher interviews and teacher written reflections (three letters to the research team and postings on the wiki). The writing samples were scored using the National Writing Project Analytic Writing Continuum. The initial results indicate that the only statistically significant gain in the writing areas examined is among middle school students use of vocabulary to express their ideas (diction)  $t = 2.83$ ,  $df = 24$ ,  $p = .009$ .

In Year 2, eight middle and high school Teacher Researchers from four Texas writing project sites (Central Texas, North Star of Texas, Sabal Palms and West Texas) participated in the project. Data sources included pre- and post- writing samples from program and comparison students, teacher observations and follow-up interviews and teacher reflections written during a writing retreat. The quantitative results are still being analyzed.

Qualitative data were analyzed inductively, with input from the teacher researchers to refine the emerging categories. The teacher researchers mediated at least

four kinds of learning for their students: a) interpersonal relationships/personal identities; b) conceptual/content knowledge; c) skills and strategies for meaning construction; and d) metalinguistic awareness and control. By providing different degrees and kinds of support for individuals and for groups, these teachers mediated language and literacy learning according to what each student needed. The teachers recognized a range of cultural resources for mediation, in addition to ethnicity as they used popular culture, technology, and students' personal interests as opportunities for mediation. No five-step scheme, computer program, or scripted lesson plan could offer such individual and "just-in-time" mediation for language and literacy learning.

## L9

### Doctors and Nurses Writing

The Activity of “Writing for Learning” in a Norwegian Nursing Program.  
Trajectories of meaning making

*Line Wittek, University of Oslo, Norway*

Students write at all levels of Higher Education. During the last decades traditional genres such as the Master or PhD thesis have been supplemented by additional genres such as portfolio assignments and project reports. New forms of student writing are often accompanied by the claim that “writing enhances learning” (e.g. Flower and Hayes (1981); Fulwiller (1993)). Such insights have also been confirmed in later studies. In an institution context, however, different study programs implement student writing in different ways and for different purposes, and there is a variety of agency and consciousness among students. There is a need to explore such dimensions of writing for learning and it might be more helpful to speak of this in terms of a range of contextual trajectories and forms of meaning making unfolding in the practices of writing in higher education.

The paper explores the complexity of the activity of writing for learning from a dialogic perspective originating in Michael Bakhtin and Lev S. Vygotsky, and further developed by Per Linell, Gordon Wells, Charles Bazerman and Paul Prior. Following from this, the methodology used in the study was designed to get information about how writing *unfolds in interaction*, how texts *come into being*, how *institutional tasks are unpacked* and how *textual recourses are being set into play*.

Empirically, the paper draws on an investigation into ways in which *portfolio writing* was used as a tool both for learning and for assessment in a nursing program in Norway. Previous evaluation studies based on interviews and questionnaires indicated that both students and teachers on this programme found the portfolio structure to be a useful way of learning. The current study explored the text-creating activity itself. Two study groups (with 7 participators) were followed during one year.

Different patterns and contextual trajectories found between the two study groups and between different students are presented in the paper. One example is the central role that the disciplinary and theoretical concepts had in group A. Academic concepts were often discussed in relation to a practical nursing context. By contrast, in group B, disciplinary and theoretical concepts were almost completely absent from the discussion, except when the supervisor was present. Another striking difference is that group A developed a confronting, explorative and problem-oriented interaction. Two of the participants pushed the rest of the group in this direction by acting as dominating initiators: for example, by contributing significantly to the interactive style and by introducing specific tools to the interaction. In the other group, the participants appear as equal contributors, and confrontations hardly ever appear. Friendliness and agreement develop as such an important motive in their collaboration that critiques and oppositions are often not uttered.

Insights in contextual trajectories can help us as researchers to understand the relationship between writing and student meaning making in a more nuanced manner. For the aim of enhancing student learning, this kind of information can help us scaffold our students better.

## **L9 (continued)**

### **Doctors and Nurses Writing**

#### Mapping Discursive Healthcare Trajectories

*Allan McDougall, University of Western Ontario, Canada*

*Mark Goldszmidt, University of Western Ontario, Canada,*

*Lorelei Lingard, University of Western Ontario, Canada\**

When patients are admitted to a teaching hospital, their care takes place in the context of a complex medical team made up of a faculty physician (experts), residents in the middle of their training (advanced intermediates), residents early in their training (intermediates) and medical students (novices). With team members transitioning according to on-call shift work and team changeovers, the transfer of information necessary to support effective patient care is achieved through a set of explicitly structured oral and written discourse practices that make up the genre network of case review and case management. We have termed this genre network the “discursive care trajectory”. At the core of the discursive care trajectory is the genre of the ‘problem list’, a structured rendering of the patient’s case that shapes the team’s conceptualization of and response to the patient’s needs. The problem list is initially created by the admitting resident or student, it is the subject of discussion and, potentially, revision in the ensuing evening and morning oral case presentations with more senior team members, it is the basis of the patient care orders and progress notes that are produced daily during the patient’s stay, and it forms the basis for deciding what goes into the discharge summary when the patient leaves the hospital.

Our paper represents the preliminary findings from a study of discursive care trajectories as they operate within a large Canadian teaching hospital. Focusing on one representative case study from our pilot, we describe the social construction of the problem list and its social action in the implementation of patient care. Our contention is that rhetorical genre theory offers a useful approach with which to identify sites of communication fragmentation in a complex system of ‘social action’ between multiple care provider agents.

During a four month pilot project, a researcher embedded within two hospital teaching teams collected data (through observation, audio-recording and medical record extraction) on both written discourse practices (admission notes, progress notes, patient care orders, and discharge summaries) and oral discourse practices (case presentations and case reviews). Using a two-stage process of data analysis involving a clinical expert and a rhetorician, we present the influence of the problem list on the ‘social action’ accomplished in the discursive care trajectory. That is, during a given case, we have described the problem list’s influence on what is discussed, what is implemented, what is ordered, and what is ignored or dropped by various agents in the system. While a significant literature exists on the multivalent discourse genres at work in healthcare, our pilot study, the first of its kind, helps us to understand both how the discursive care trajectory emerges from oral discourse practices and how it influences ongoing patient care as represented through various forms of written documentation.

## **L9 (continued)**

### **Doctors and Nurses Writing**

Between the Couch and the Desk: A Community of Psychoanalytic Writers  
*Sandie Friedman, George Washington University, U.S.*

In his 2009 address at CCCC, Charles Bazerman suggested that “our field is as concerned with individual development and well-being as psychology.” Writing teachers, he noted, are interested not only in the transmission of skills, but also in “the intellectual and emotional acuity that writing brings.” So there’s great potential for “cross talk” between the disciplines of writing studies and psychology, between therapists and teachers of writing.

I have discovered a unique forum for conversation across disciplinary lines in *New Directions: Writing and Thinking from a Psychoanalytic Perspective* (ND): “a three-year postgraduate training program for clinicians, academicians, and writers who want to develop a richer understanding of modern psychoanalytic perspectives and apply it to their own work.” The program is run under the auspices of the Washington Center for Psychoanalysis. The majority of students are clinicians, many of whom wish to embark on a new stage in their already established careers. A small number are, like me, academics or writers seeking to study psychoanalysis in a context where writing is central. In this paper, I discuss my reciprocal relationship with this distinctive community of writers.

Students in ND often face the puzzle of how to respond to one another’s drafts without “supervising”: that is, without commenting on how the writer has handled the therapeutic case. Instead of considering how the paper might be revised, respondents may become entangled in questions of therapeutic practice: How well did he manage the patient’s hostile projections? Should she have refrained from playful banter just then? Was she acting in the patient’s best interest in presenting her interpretation at that point in the analysis? The directors of the program urge students to concentrate on issues of writing and avoid critiquing one another’s psychoanalytic technique. This is a problem specific to clinical papers (case studies), which, in addition to personal essays, are the most common type of paper in ND.

As a workshop leader in the program, I have tried to offer ways to respond to writing that do not involve “supervising”—to bring something from rhetoric and composition that is useful to them. Conversely, I am interested in bringing their language to the community of writing teachers. I will discuss the way participants in ND selectively adapt the language and techniques of psychoanalysis to respond to one another’s writing: how they deploy “group process” techniques, pioneered by W.R. Bion, to orchestrate the work of writing groups; how their awareness of internal conflicts shapes their responses to writers; and how they see the writer and her work in the context of an ongoing process of re-enacting and working through past relationships.

This is the first year of a two-year project. There will be approximately 15 participants in the first round of research, including the program directors, workshop leaders, and students. I will observe workshops at weekend conferences, conduct interviews, and pursue follow-up discussions online. The data gathered will be subjected to discourse analysis, focusing on psychoanalytic keywords and how they are used in discussions of the work of writing, both as a solitary activity and as a social, collaborative

process. Through the use of discourse analysis, I will work towards an understanding of how the language of psychoanalysis can shape a reflective disposition towards writing and revision.

## L10

### Using Knowledge about Grammar and Genre to Support Writing in the Elementary Grades

*Mary Schleppegrell, University of Michigan, U.S.*

*Maria Estela Brisk, Boston College, U.S.*

*Tracy Drysdale, Boston College, U.S.*

*Cristina Pavlak, Boston College, U.S.*

*Jason Moore, University of Michigan, U.S.*

*Catherine O'Hallaron, University of Michigan, U.S.*

#### Short description

This panel will present work from two contexts where systemic functional linguistics (SFL) is providing a framework for teachers to develop knowledge about grammar and genre that supports writing instruction. Elementary grade teachers are using constructs from SFL to provide explicit guidance to students about organizational structure and effective language choices in a variety of genres, and this panel will offer evidence that this approach offers powerful tools for supporting children's writing development.

#### Context One: *Beyond Personal Narratives: Academic Writing in Elementary Grades*

Maria Estela Brisk, Tracy Drysdale, and Christina Pavlak  
Boston College

Three presenters will illustrate how teachers at an urban elementary school have been implementing an approach to teaching writing informed by systemic functional linguistics (SFL) (Halliday & Matthiessen, 2004). Prior to the introduction of SFL, teaching writing was done using writers' workshop, and while teachers had developed classroom routines for supporting writing development, they did not have a clear plan of what to teach. SFL theory, informed by analysis of academic writing across the school years, provides clear guidelines regarding the genres children need to learn. Research informed by SFL shows children at various grade levels need to learn to write a variety of genres including procedure, historical and personal recounts, reports, explanations, fictional narratives, and exposition (persuasive writing) (Butt, Fahey, Feez, Spinks, & Yallop, 2000; Christie & Derewianka, 2008; Derewianka, 1990; Martin, 2009; Schleppegrell, 2004). Teachers introduced to this research have been developing students' control of a range of genres, and the panel will present three studies that illustrate the impact this instruction has had on teaching and learning:

1. *Social Justice through Report Writing*. Reports are the foundation for learning content, vocabulary, reading text other than narratives, and writing in a variety of genres. This study shows that children as young as 4 years old can start working on reports. The focus on reports encourages teachers to expand the knowledge children bring to school. In the upper grades teachers go deeper in the knowledge children acquire as a prerequisite to improving the language of reports.

2. *Writing Explanations in Science: How Electricity Works*. Oral and written explanations are an essential part of learning and demonstrating knowledge of science. An increased focus on content starting in the fourth grade places greater demands on students' oral and writing abilities. In order to be successful in science at this level, students need to be continuously learning both the language of science and the content. The study examines how teaching the genre of explanation enables students to demonstrate learning through oral and written explanations. Students must first provide a statement about the phenomenon in question and then explain it, which requires them to utilize the language of science to convey their understanding of the content.
3. *Scaffolded Biography Writing*. This study focuses on the use of the historical recount genre in a sheltered English immersion (SEI) third grade class. To enhance language learning, reading comprehension, and writing skills, the teacher and students engage in a process of deconstructing and co-constructing biographical text. Through this process of shared reading and writing students gain a nuanced understanding of the demands of the genre and acquire essential information about the persons they are studying. They are then able to write historical recounts independently.

When work in this school started, all children wrote personal narratives for most of the year in all grades. Occasionally a teacher would work with children writing procedures or reports. Expecting children to write in genres other than the personal narratives requires that teachers scaffold knowledge of content and language. Children cannot write what they do not know or write what they know if they do not have the language. Thus, writing in a variety of genres frames the need for content knowledge and language teaching. The children's written texts provide a clear picture of what aspects of content and language they are developing. Through analysis of instruction and students' work these studies illustrate the convergence of instruction and writing development guided by theory.

**Context Two: *Functional grammar strategies to support the reading comprehension and writing development of English language learners***

Mary J. Schleppegrell, Jason Moore, and Catherine L. O'Hallaron  
University of Michigan

Three presenters will illustrate how a professional development project has drawn on SFL theory and constructs to support elementary grade teachers in focusing students on the language of the texts they are reading as a means of supporting their writing development. The project enables teachers to talk explicitly about the language choices made by the authors of the texts students are reading. Using the meta-language of SFL, students engage in exploration of *processes* of different types, the grammatical *participants* in those processes, and the *circumstances* and *connectors* that establish context and link clauses (Halliday & Matthiessen, 2004; Martin & Rose, 2007). This metalanguage offers an explicit means of connecting form and meaning in the texts students read and highlights for them resources they can also use in their writing. Teachers introduced to this approach have been developing students' reading and writing

in an integrated way, and the panel will present three studies that illustrate the approach, the writing students are doing as a result, and the kind of learning about writing instruction that teachers are engaged in:

1. *Using Reading to Support Writing*. Prior to our engagement with teachers, the writing they assigned was rarely connected with the texts students read. The instructional programs they used made what seemed like random connections between the reading and writing assignments (for example, asking students to write business letters after reading a story in which school children wrote letters of appreciation for a school event). Teachers have learned to assign writing tasks that link more explicitly with the language students have read by exploring the different process types that characters engage in and helping students recognize how an author develops a character through the processes chosen to represent *doing, sensing, saying, and being*. This study will illustrate this approach and the kind of writing it enables English language learners to produce in the early grades.
2. *Tracking Students' Writing Development*. Our analysis of the texts students write illustrates clearly the writing development pathways that can be supported by an explicit focus on language. Across grade levels, as reported in other studies (e.g., Christie & Derewianka, 2008), we see greater control of the nominal group, greater variation in thematic structures, and a wider range of sentence expansion options taken up. A case study of one student's writing will be presented to show how this development can be supported by explicit talk about language.
3. *Teachers Talking about Writing in New Ways*. Teachers in this project have helped us understand what kinds of knowledge about writing and writing development are most readily taken up at different grade levels. We will report on the SFL constructs that have been most useful to and usable by teachers and illustrate ways that they have adapted the theory to their own contexts and grade levels, using artifacts from their writing instruction activities.

These presentations provide insights into ways that teachers can go beyond learning about writing process and incorporate a focus on language itself that offers concrete resources to students for developing more extensive vocabulary, a stronger authorial voice, and more varied sentence structure; all goals of elementary grade teachers. Drawing on a rich theory of language, we show how making connections between language and meaning and focusing on the development of students' meaning potential enables them to present themselves as stronger and more effective writers.

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## L11

### Academic Genres in Graduate Education

Rhetorical Variation in Dental Academic Discourse: English Versus Spanish Abstracts

*Oscar Alberto Morales, Universidad de Los Andes, Venezuela*

*Daniel Cassany, Universitat Pompeu Fabra, Spain*

*Néstor Díaz, Universidad de Los Andes, Venezuela*

**Introduction:** The abstract is considered the most important part of a research article. Frequently it is the only part of an article that many people read. That is why this part-genre has attracted considerable attention in recent years. It has been investigated in many languages, cultures and fields; however, to date, it has not been studied in English and Spanish Dentistry, as a brief literature review suggests. So, in this paper we attempt to make a start on filling this gap by investigating to what extent there are rhetorical variations in abstracts published in English in 4 leading Anglo-American journals, and in English and Spanish in 4 leading Hispano-American journals in the area of Dentistry over a period of 12 years (1999-2010).

**Methods:** We adopt a genre analysis approach combining textual and contextual analysis with corpus analysis (WordSmith Tools, 3.0). 600 dental research article abstracts were selected at random from leading journals (4 Anglo-American and 4 Hispano-American). It was organized as follows: 200 Spanish abstracts written by Hispano-American authors, 200 English abstracts (pairs of the Spanish abstracts) written by Hispano-American authors, and 200 English abstracts written for Anglo-American journals. Variations between the 3 groups of abstracts were analyzed and measured in terms of the rhetorical strategies and hedges used in both languages to communicate the claims and present the authors as qualified discourse community members.

**Results:** The results show that the 3 groups of abstracts exhibit rhetorical variations. The Hispano-American journals use nonstructured abstracts and the Anglo-American, structured abstracts. Most of the Spanish abstracts do not follow the most standard format (*Introduction, Methods, Results, Conclusion*), which constitutes the different sections of the underlying research article. The English abstracts written for Hispano-American journals do not use Anglo-American rhetorical strategies, but they tend to transfer Spanish structures inappropriately. They are translations of their pairs. The four components of the mentioned standard format were all present to some degree at the same time in the English abstracts. The *Introduction* unit is the most frequent and is an obligatory element in the 3 groups analyzed. The frequency of occurrence of the *Methods* unit is also similar in the 3 groups. However, the frequency of occurrence of the *Results* and *Conclusion* units tends to be higher in the English than in Spanish abstracts; there is a tendency to omit the *Results* and *Conclusion* units in the abstracts published for Hispano-American Journals. Spanish writers do not justify their research as a way of creating a niche in the *Introduction* unit. Moreover, most of the abstracts written by Hispano-American authors do not summarize the findings of the accompanying article; they do not function as an independent genre, but as an introductory section. Finally, regarding with the use of hedging devices, they showed a similar frequency of occurrence in the 3 groups.

**Conclusion:** We conclude that the rhetorical variations found between the two languages could be explained by the different expectations and levels of competitiveness of the members of the international and the Hispano-American dental communities. Our results have pedagogical implications for the teaching of academic writing in Dentistry.

## **L12 (continued)**

### **Academic Genres in Graduate Education**

Academic Genres in University Contexts: An Investigation of Students' Book Reviews Writing as Classroom Assignments

*Antonia Dilamar Araújo, Universidade Estadual do Ceará, Brazil*

There is a common sense among genre scholars in the sociorhetoric perspective that genres are social and dynamic processes. Genres are seen as social recurrent practices as responses to the needs of people engaged as members in a discursive community (Miller, 1984, Bazerman, 1994, 2004, Swales, 1990, Araújo, 1996). Taking into account that genres are also learned within school contexts when an academic community composed of students and teachers interact through assignments and that research on genres produced in academic settings in response to assignments are still scarce (Belcher, 1995, Prior, 1995, Herrington, 1994), this paper aims at reporting and discussing the results of an investigation into the writing of academic reviews by Brazilian and Anglo-American graduate students in the disciplinary areas of Linguistics and Education in response to assignments at university settings. Previous studies on genre awareness stressed its importance as for the production of a piece of discourse that is appropriate to the situation or context of use (Swales, 1990, 2004, Askehave and Swales, 2001, Bazerman, 1994, 2004a, 2004b, 2005a, 2005b, Kress, 1999, Hyland, 2000). These authors state that knowing what is involved in the writing of a genre may empower students to communicate effectively in society and participate in academic disciplines. By conducting a descriptive exploratory study, we analyzed a sample of twenty two reviews written by fourteen Brazilian students within the context of an Applied Linguistics graduate program and eight Anglo-American graduate students in their first year of a graduate program in Education. The reviews were analyzed taking into account two categories: text structure and evaluative strategies. In spite of having little experience in the writing of reviews, the results revealed that there are similarities and differences between the two groups of students as regards the writing of the referred to genre. The similarities are related mainly to the generic structure and to the awareness of the social purpose and conventions of the genre. The differences concern the evaluative comments, the focus of the evaluation, and the use of language expressions in the attempt to fulfill the social purpose of reviews. In this work, we also discuss the implications of the results to the teaching of academic writing.

## L13

### Assessments of Writing and Reading in Undergraduate Student Classrooms

Rethinking a Research Project: From 'Proofreading' to 'Reading' with Help from Bourdieu

*Mary Scott, University of London, U.K.*

This presentation falls into two parts. In the first part I present a funded pilot project recently completed at two of the constituent colleges of London University where teachers, as in other UK universities, often advise their students to have the drafts of their written assignments and theses 'proofread'. In the second part of the presentation I describe how a colleague and I are refocusing and extending the investigation in the light of Bourdieu's (1990:94) question: 'Can anyone read a text without wondering what reading is?' The question has led us to view critically the theoretical assumptions informing the methods of data collection and analysis in the pilot project.

First part of presentation. The pilot project investigated teachers and students' 'perceptions of "proofreading"'. In the postgraduate London University college to which I am attached two postdoctoral researchers and I gathered evidence by means of interviews and focus groups with students, teachers, and college-based 'proofreaders'. This evidence was recorded and transcribed. To meet the requirements of the research report requested by the funders we identified and grouped emerging themes. The pilot study could have led us to test and extend our findings by refining our questions, enlarging the number of participants, and including a discussion of texts that had been 'proofread'. However, as we extracted themes for the purposes of the research report, we came to a negative view of our research endeavour as consisting in the 'deciphering of 'proofreading' as a 'dead thing' (Bourdieu, 1990: p.95) and culminating in a set of decontextualised statements.

Second part of this presentation. The second part of this presentation is an account of our rethinking of our pilot project and its data. I argue that proofreading is fundamentally 'reading', i.e. social semiosis or sign-making (Kress, 2010). Borrowing Bourdieu's (1990:94) question - what does reading mean? - and its emphasis on the social conditions that make reading/a reading possible, I outline how my fellow researchers and I are applying this question to the data we collected in the pilot project. We are considering, for example, the social identity of the reader; the institutional context/s in which a reading occurs; the education of readers. I will also discuss the problems we have encountered and the questions we are left with.

Finally, back to the future. In returning to the recorded interviews from the pilot project we are now beginning to focus on the poetic-like use of metaphor and rhythmic patternings. In the presentation I will briefly 'read' such features in the comments as pointing to the teachers and student as social-individuals who have been ideologically and emotionally shaped (Appadurai, 2004) within the wider context of national and international histories. This invites attention to the 'ghost texts' which can enable researchers to amplify what reading is in educational contexts.

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## **L13 (continued)**

### **Assessments of Writing and Reading in Undergraduate Student Classrooms**

Characterization of Mexican College Students Writing

*Maria Dolores Flores Aguilar, Instituto Tecnológico de Mazatlán, Mexico*

*Everardo Mendoza Guerrero, Universidad Autónoma de Sinaloa, Mexico*

This presentation contributes to clarify some factors that influence the written communicative competence among undergraduate Mexican students. The source comes from the correlation within the linguistic and contextual variable as well as the writing motivation of 138 students of the South of Sinaloa, México. The data were obtained and processed in a 3-year PhD project.

Research of particular writing problems in mother language of undergraduate students is insufficient with that precise age range in México (Barriga Villanueva & Rodríguez de las Heras, 2010).

Communicative competence was defined as Lomas, Osoro and Tusón (1992) do. Four questions were presented at the beginning to guide the research: How communicatively competitive are undergraduate students?; What is the influence of the educational system, family environment and motivational aspects towards writing of college level students?; How can communicative competence be explained?; and What situations benefit the development of communicative competence?

The assumptions of the research were mainly: 1) When a subject is communicated by following certain rules do outside, not produced by him and imposed through education (Moreno de Alba, 1985); 2) The motivation for the language is strongly linked to the need to communicate (Vigotsky, 1991); 3) Writing is a nonlinear series of activities that can vary in order and that is affected by the individual, the text and the conditions under which the task is carried (Camps, 1993; Hayes, 2000).

Results show the correlation between written communicative competence of undergraduate students and the mandatory core course related to writing, but there was no relation with the parent's academic background or motivation to writing.

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### **L13 (continued)**

#### **Assessments of Writing and Reading in Undergraduate Student Classrooms**

Enhancing the Use of Discourse Markers in Academic Writing: A Combination of Incidental Acquisition and Explicit Instruction

*Cemal Karaata, Fatih University, Turkey*

Just as knowing a word has many aspects (Nation, 2005) so does the knowledge and competency of using discourse markers (DM), of which the frequency and appropriateness are two major elements in academic writing (Li&Schmitt, 2009). Many nonnative speakers use English DM less common than the native norms and occasionally inappropriately. Some very common DM in native speakers' writing seldom or never appear in many nonnative speakers' essays, which, in turn, gives the feeling of "nonnativeness" to students' written work. Likewise, L2 writers overuse a limited number of DM, thus missing the chance to employ a good number of other DM which will enhance the efficiency and coherence of their written work. Very few studies have been conducted so far on how DM are acquired by EFL learners. This small scale case study sets out to examine and report on the development of 7 EFL freshman students of English major in a Turkish private university in respect to their acquisition of new DM, while at the same time their improvement in those already known. The study seeks answers for the following research questions:

1. Does the participant students' use of DM increase in number over the academic term?
2. Does the participant students' use of DM improve with regard to appropriacy?

This study is being conducted during the spring term of the academic year 2009-2010. As the pretest of the study, the participant students were asked to write an argumentative essay with a minimum word count of 700. During the academic term, they are asked to write 4 essays with an increasing word limit. A process approach with multiple drafts is employed and students' first drafts are evaluated by a board (the researcher, one non-native and one native speaker colleague). Their use of DM are evaluated from two aspects: frequency and appropriacy. In the treatment phase, students are asked to read extensively in different genres by paying attention to the DM used in the texts. They are also given certain DM from a list created by the researcher and asked to form concordances using <http://corpus.byu.edu>. They form concordances, study their "expanded contexts" and in this way, raise their awareness of the target DM. As to the explicit instruction, the researcher and the students meet an extra two hours (apart from the 3-hour Advanced Composition course) each week and study the target DM closely both as a group and individually over their assignment drafts. Peer tutoring is also used during these two-hour meetings.

The students' improvement is evaluated in two ways: a) self-report "improvement lists" via a 6-point scale b) evaluation of their assignment first drafts by the evaluation board. The ad hoc results indicate that students do improve in the use of DM both in frequency and appropriacy, the former significantly more than the latter. A posttest and a delayed posttest will be administered to check the significance of the gains and the long term retention. Implications of these findings for second language writing will be discussed in the paper.

**Key words:** academic writing, discourse markers, incidental acquisition, explicit instruction, frequency, appropriacy