

Writing Research Across Borders II Conference Program

**Thursday, February 17**

**Welcome and Opening Registration 3:00 – 4:30**

**4:30-6:00pm Opening Reception**

**P1 Fair Oaks Marriott\***

**6:30-7:30pm Plenary Session with Denise Schmandt-Besserat**

“How Writing Came About”

*Chair, Charles Bazerman*

\*Thursday’s opening reception and plenary session will take place at the Fair Oaks Marriott. All other sessions will take place on the George Mason University Campus. Complimentary shuttles will transport people between the Mason Inn on the George Mason campus and the Fair Oaks Marriott.

**Friday, February 18**

**8:30am Welcome Dewberry Hall**

**P2 Dewberry Hall**

**9:00-10:00am Plenary Session with Steve Graham**

“Struggling, At-risk, and Developing Writers: What We Have Learned From Cognitively-Oriented Research”

*Chair, Paul M. Rogers*

**Session A**

**Friday, February 18 10:30am-12:00pm**

**A1 Dewberry Hall**

**Writing research on the federal landscape: Funding opportunities at federal agencies**

*Chris Coro, The Office of Vocational and Adult Education, U.S. Dept. of Education*

*Emily Doolittle, Institute of Education Sciences, U.S. Dept. of Education*

*Michael Gorman, National Science Foundation, U.S.*

*Brett Miller, Eunice Kennedy Shriver National Institute of Child and Human Development NICHD, U.S.*

*Tanya Shuy, The Office of Vocational and Adult Education, U.S. Dept. of Education*

*Wilsonia Cherry, National Endowment of the Humanities, U.S.*

**A2 JC 3<sup>rd</sup> Floor Rm C**

**Authoring across borders: The Mouton-de Gruyter Handbook of Writing and Text Production (Roundtable)**

*Daniel Perrin, Zurich University of Applied Sciences, Switzerland*

*Eva Marie Jakobs, Zurich University of Applied Sciences, Switzerland*

**A3 Robinson B222**

**Writing math and science**

Word Problems as Genre in Mathematics Education: Exploring the Hidden  
Written Ground of Mathematics Teaching and Learning

*Susan Gerofsky, University of British Columbia, Canada*

Students' Use of Learning Resources When Writing in Physics and the Mother  
Tongue. The Implications of "Quotations Without Quotations Marks"

*Bente Aamotsbakken, Vestfold University College, Norway*

Writing to Learn as Distributed Cognition

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

**A4 JC 3<sup>rd</sup> Floor Rm A**

**Evaluation and quality at all levels**

Assessing Struggling Writers: A Comparison of Writing Performance and  
Behavior Across Four Genres

*Michael Hebert, Vanderbilt University, U.S.*

*Steve Graham, Vanderbilt University, U.S.*

*Karen Harris, Vanderbilt University, U.S.*

The Good Writers – Who Are They?

*Eva Maagerø, Vestfold University College, Norway*

*Dagrun Skjelbred, Vestfold University College, Norway*

Revealing Our Values: Reading Student Texts with Colleagues in High School  
and College

*Nicole B. Wallack, Columbia University, U.S.*

**A5 JC DH Gold Room**

**Toward new models of collaboration in literacy research: Lessons from the Stanford  
Study of Writing and the LiteracyCorps Michigan Project**

Lessons from the LiteracyCorpsMichigan Project

*Julie Lindquist, Michigan State University, U.S.*

*Bump Halbritter, Michigan State University, U.S.*

Lessons from the Stanford Study of Writing

*Jenn Fishman, University of Tennessee, Knoxville*

**A6 JC 3<sup>rd</sup> Floor Rm B**

**Models of L2 teaching of writing in higher education**

Reading Like Writers: Improving Writing in an Advanced-level Reading Course

*Stephanie Lehrer, Ben-Gurion University of the Negev, Israel*

Japanese EFL Learners' Development in L2 Writing

*Masumi Narita, Tokyo International University, Japan*

A Postmethod Framework of an EFL Bilingual Writing Course in a University of  
China

*Qisi Zhang, Indiana University of Pennsylvania, U.S.*

**A7 JC 3<sup>rd</sup> Floor Rm D**

**Alternative methods of looking at writing and writers**

Forced-Choice Scoring: Determining Change, Seeing Developmental Patterns

*Tim Dewar, University of California, Santa Barbara, U.S.*

“What’s your best?”: Writers Judging Their Work

*Mary Sawyer, State University of New York at New Paltz, U.S.*

*Tanisha Smith, Tupelo Schools, U.S.*

*Karen Hamelin, Willamette University, U.S.*

Drawing on Experience: How Young Learners Perceive and Experience Writing

*Tom Meyer, State University of New York at New Paltz, U.S.*

**A8 JC 3<sup>rd</sup> Floor Rm E**

**Voice and the other**

Creative Writing as a Vehicle for Intercultural Awareness

*Marianna Oyanedell, Pontificia Universidad Católica de Valparaíso, Chile*

Vulgar Eloquence: Enlisting the Resources of Speech for Writing

*Peter Elbow, University of Massachusetts, Amherst, U.S.*

Continued Variation Amid Standardization

*Suzie Null, Fort Lewis College, U.S.*

**A9 JC 3<sup>rd</sup> Floor Rm F**

**Adult writers**

Adult New Writers: What Does the Research Say?

*Heidi Silver-Pacuilla, American Institutes for Research, U.S.*

*Mary Ann Corley, American Institutes for Research, U.S.*

Undocumented in a Documentary Society: How Immigrants’ Religious Writing Mediates Legal Status

*Kate Vieira, University of Illinois, Urbana-Champaign, U.S.*

Writing as Distributed Cognition: The Case of Computer Mediated Conferencing

*Tracey L. Leacock, Simon Fraser University, Canada*

**A10 JC DH Cinema**

**Becoming academic writers**

Learning to take an Effective Authorial Stance in Second Language Academic

Writing: The Affordances of a Stance Corpus

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

*Peichin Chang, University of Michigan, U.S.*

An Approach to Developing Writing Skills for Research Publication in English

*Tatyana Yakhontova, Ivan Franko National University of L’viv, Ukraine*

The Critical Reflective Essay and Overseas Students - Linguistic Repertoire

Genre Selection and Rhetorical Tradition

*Sharon Norris, Roehampton University, U.K.*

**A11 JC 3<sup>rd</sup> Floor Rm G**

**Authoring by and for the Deaf**

Authoring With Video (AWV)

*Barbara K. Strassman, The College of New Jersey, U.S.*

Multimodality in SDH's Education in Brazil

*Vera Lúcia Santiago Araújo, Universidade Estadual do Ceará, Brazil*

*Célia Maria Magalhães, Universidade Federal de Minas Gerais, Brazil\**

**A12 Robinson Hall B104**

**Writing in the health and care professions**

Culture, Translation, and Genre: The Emergence of Health Literacy Interventions

*Philip Girvan, National Collaborating Centres for Public Health, Canada*

Everyday Matters: Reception and Use as Productive Design of Health-Related Texts

*Hannah Bellwoar, University of Illinois, Urbana-Champaign, U.S.*

Documenting Work Practices: The Role of Second Language Literacy in the Swedish Elderly Care Sector

*Zoe Nikolaidou, Södertörn University, Sweden*

**A13 Robinson Hall B113**

**Power and positioning in learning to write: Children's perceptions of mediational tools for writing (Roundtable)**

*Cheri Williams, University of Cincinnati, U.S.*

*Diane Hungler, Norwood City Schools, U.S.*

*Nicole Robinson, Talawanda City Schools, U.S.*

**A14 Robinson Hall B208**

**An empirical study of first-year public writing: Transitioning from high school to college**

Public Writing and Shifting Perceptions of 'Audience' in FYW

*Carol Hayes, The George Washington University, U.S.*

Hearing One's Self Write: Identifying (with) Audiences for Research

*Michael Svoboda, The George Washington University, U.S.*

Generating Comparative Data for Examining the Ability of Different

Program Designs to Promote Positive Attitudinal Shifts in First-Year Writers

*Steve Salchak, The George Washington University, U.S.*

**Session B**

**Friday, February 18 1:00-2:30pm**

**B1 Dewberry Hall**

**The National Study of Writing Instruction**

*Judith A. Langer, University at Albany, U.S.*

*Arthur Applebee, University at Albany, U.S.*

**B2 JC DH Cinema**

**New directions in writing assessment: Validity, confidence and corpus linguistics**

*Anne Ruggles Gere, University of Michigan, U.S.*

*Zak Lancaster, University of Michigan, U.S.*

*Moisés D. Perales Escudero, University of Michigan, U.S.*

**B3 Robinson B203**

**Disciplinary writing in English: Research from five Mexican universities**

University Sector Writing Development: Contextualizing Classroom Practices within Institutional and the Wider Social Environments

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

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

Challenges in an International Writing Research Project

Situated in Two Mexican Universities

*Jennifer Craig, Massachusetts Institute of Technology, U.S.*

Writing Research Articles in English as a Second Language:

Quantitative and Qualitative Data from Mexican Scientists

*David Hanauer, Indiana University of Pennsylvania, U.S.*

*Karen Englander, Universidad Autónoma de Baja California, Mexico*

*Rene de los Santos, DePaul University, U.S. (Respondent)*

**B4 Robinson B 205**

**Progressive promises of literacies from the great migration to the computer age**

Promise of Literacy during the Great Migration Era

*Phillip Blackmon, University of Louisville, U.S.*

The Promise of Literacy in the Progressive Era

*Maria Bibbs, University of Wisconsin-Madison, U.S.*

The Promise of Literacy in the Computer Age

*Annette Vee, University of Pittsburgh, U.S.*

**B5 Robinson B218**

**Teaching English writing in China: What native-English speaking instructors encountered in teaching writing to college students in China**

*Xiaodi Zhou, Nanjing University, China*

*Danling Fu, University of Florida, U.S.*

*Mary McGann, University of Indianapolis, U.S.*

**B6 Robinson B220**

**The frustrations of reform in the teaching of writing: Historical case studies of new theories, faculty development, and empirical research**

*Neal Lerner, Massachusetts Institute of Technology, U.S.*

*Anne Ellen Geller, St. John's University, U.S.*

*John Brereton, Boston Athenaeum, U.S.*

**B7 JC 3<sup>rd</sup> Floor Rm A**

**Meta-analysis of writing interventions for elementary school children**

*Steve Graham, Vanderbilt University U.S.*

*Sharlene Kiuahara, Vanderbilt University, U.S.*

*Deborah McKeown, Vanderbilt University, U.S.*

*Karen Harris, Vanderbilt University, U.S.*

**B8 JC 3<sup>rd</sup> Floor Rm B**

**Writing and social issues**

A Social Justice Imperative in International/Transnational Cultural Interactions

*Godwin Y. Agboka, Illinois State University, U.S.*

Critical Ethnography---the Client and Outside Consultant: A Case Study from South Africa

*Ann M. Johns, San Diego State University, U.S.*

*Leketi Makalela, University of Limpopo, South Africa*

Opening up the 'Opaque Box' of Climate-Change Argumentation: Overcoming Discursive Barriers to Comprehension and Dialogue

*Graham Smart, Carleton University, Canada*

**B9 JC 3<sup>rd</sup> Floor Rm C**

**Thinking and writing in college**

Explaining Knowledge Change through Writing

*Veerle Baaijen, University of Groningen, Netherlands*

*David Galbraith, Staffordshire University, U.K.*

Pedagogical Memory and the Genre Awareness Project

*Irene Clark, California State University, Northridge.*

Critical Thinking and the Basic Writer: Problems, Paradoxes, and Prescriptions

*Cheryl Hogue Smith, Kingsborough Community College-CUNY, U.S*

**B10 JC 3<sup>rd</sup> Floor Rm D**

**Empirical intercultural studies of professional and academic discourses**

*Ulla Connor, Indiana University-Purdue University, U.S.*

*Viviana Cortes, Georgia State University, U.S.*

*Jack Hardy, Georgia State University, U.S.*

*Pilar Mur Dueñas, Universidad de Zaragoza, Spain*

*Ana Moreno, Universidad de León, Spain*

*Miguel F. Ruiz-Garrido, Universitat Jaume I, Spain*

*Inmaculada Fortanet-Gomez, Universitat Jaume I, Spain*

*Juan Carlos Palmer-Silveira, Universitat Jaume I, Spain*

**B11 JC 3<sup>rd</sup> Floor Rm E**

**Forming identities through transcultural & transnational writing research**

Using Transnational Partnerships to Promote a Global Research Agenda and Identity: An Analysis of Policy and Working Conditions at an U.S. and Bangladeshi University

*Margaret Willard-Traub, University of Michigan-Dearborn, U.S.*

Developing Transcultural Identity in U.S. Student Writers

*Steven Salchak, The George Washington University, U.S.*

Raising Awareness of L1/L2 Writer Identity through Intercultural Exchange

*Dacia Dressen-Hammouda, Université Blaise Pascal, France*

**B12 JC 3<sup>rd</sup> Floor Rm F**

**Identity in writing**

Metaphors of Writing and Intersections with Jamaican Male Identity

*Vivette Milson-Whyte, The University of the West Indies, Jamaica*

*Carmeneta Jones, The University of the West Indies, Jamaica*

An Environment for “Back Stage” Writing Development

*Nancy Lea Eik-Nes, Norwegian University of Science and Technology, Norway*

Writing against One’s Opinion: Can Senior Communications Students Set Aside their Knowledge of the Field?

*Denis Alamargot, University of Poitiers, France*

*Céline Beaudet, Université de Sherbrooke, Canada*

**B13 JC 3<sup>rd</sup> Floor Rm G**

**From monolingualism to translanguaging in writing research**

From Monolingualism to Translanguaging in Writing Research

*Bruce Horner, University of Louisville, U.S.*

Monolingualism in U.S. Composition Research

*Samantha NeCamp, University of Louisville, U.S.*

Strategies for Combating Monolingualism in Graduate Training for Writing Research and Instruction

*Christiane Donahue, Dartmouth College, U.S.*

**B14 JC DH Gold Room**

**Writing development in the middle years**

Naming in Pupil Writings (9 to 14 years old)

*Christina Romain, Université-IUFM Aix-Marseille, France*

*Marie-Noëlle Roubaud, Université-IUFM Aix-Marseille, France*

Exploring Subskills of Writing Literacy: Lexicon, Cohesion and Partner Orientation

*Matthias Knopp, University of Cologne, Germany*

*M. Becker-Mrotzek, University of Cologne, Germany*

*Joachim Grabowski, Leibniz Universität, Hannover, Germany*

Quick Writing for Middle School Students Who Struggle with Writing

*Linda H. Mason, Pennsylvania State University, U.S.*

*Shawn Michael Datchuk, Pennsylvania State University, U.S.*



**Session C**

**Friday, February 18 2:45-4:15pm**

**C1 Dewberry Hall**

**Eye and pen movements as indicators of subject-verb agreement processing during written sentence production**

*Denis Alamargot, University of Poitiers, France*

*Michel Fayol, University of Clermont-Ferrand, France*

*Christel Leuwers, University of Chambéry, France*

*Gilles Caporossi, HEC – GERAD – Montreal, Canada*

*Virginie Pontart, University of Poitiers, France*

*Ascensión Pagán, University of Poitiers, France*

*Kathleen O'Brien-Ramirez, University of Poitiers, France*

*David Chesnet, University of Poitiers, France*

**C2 Robinson B203**

**Students, teachers, and classroom communities: Qualitative investigations of whole-class workshoping in composition classrooms**

Workshopping the Composition Classroom: The Teacher's Role in Building a Workshop

*Ryan Woldruff, University of Tennessee, U.S.*

Student Perceptions of the Benefits of Whole-Class Writing Workshop: An Interview-Based Study

*Carolyn Wisniewski, University of Tennessee, U.S.*

Where Does the 'Whole-class' End? Whole-class Workshops and Community Engagement

*Megan Titus, Rider University, U.S.*

**C3 Robinson B205**

**Engineering writing in higher education**

Specificity in Resources for EAP: Laboratory Reports from 11 Specific Engineering Disciplines

*CK Jung, University of Warwick, U.K.*

Academic Writing Projects as a Way into Environmental Issues: How Does Writing Mediate Disciplinary Genre in Educational Setting?

*Ann-Marie Eriksson, Chalmers University of Technology, Sweden*

*Åsa Mäkitalo, University of Gothenburg, Sweden*

**C4 Robinson B218**

**Disability and writing: What works**

Is “Assistive Technology” Really Assistive? The Impact of Information Technology on Writing Processes

*Dianne Samuelson, Harvard University, U.S.*

*Jenny Thomson, Harvard University, U.S.*

Sentence Reformulation and Sentence Generation in Expressive Writing Difficulties

*Barbara Arfé, University of Padova, Italy*

*Bianca De Bernardi, University of Verona, Italy\**

*Margherita Pasini, University of Verona, Italy\**

Orthographic and metagraphic profiles of late primary students, early secondary students, and students with learning difficulties in Québec

*Chantal Ouellet, Université du Québec à Montréal, Canada*

*Nathalie Prévost,\* France Dubé,\* Catherine Turcotte,\* Isabelle Gauvin,\**

*Danièle Cogis,\* Reine Pinsonneault,\* Danielle Bertrand-Poirier,\**

*Elisabeth Boily,\* Anne Wagner,\* Éliane Houle\**

**C5 Robinson B220**

**Research into multi-modal writing across global teams: Composition, collaboration, and cross-cultural rhetoric**

Simulation and Connection: Gameplay, Open Worlds, and Cross-Cultural Collaborations

*Alyssa O'Brien, Stanford University, U.S.*

What's So Funny? The Rhetoric of Cross-Cultural Humor

*Christine Alfano, Stanford University, U.S.*

Visual Rhetoric for the Intercultural Encounter

*Helle Rytönen, Stanford University, U.S.*

**C6 JC 3<sup>rd</sup> Floor Rm A**

**Writing and national transitions**

Genres at Work: A Newspaper's Coverage of the 2009 Iranian Presidential Election Debates

*Ali R Abasi, University of Maryland, U.S.*

Professional Writing Education in Afghanistan

*Han Yu, Kansas State University, U.S.*

Gesture and Cognition in Post-Apartheid South Africa: Re-Thinking the Border between Speech and Writing

*Beverly A. Sauer, Georgetown University, U.S.*

**C7 JC 3<sup>rd</sup> Floor Rm B**

**Development of writing in the early grades**

Reevaluating Knowledge-Telling: Modeling Early Writing Development

*John R. Hayes, Carnegie Mellon University, U.S.*

Copying Ability across Primary School: The Role of Working Memory

*Joachim Grabowski, Leibniz University, Germany*

*Christian Weinzierl, Leibniz University Hannover, Germany*

*Markus Schmitt, University of Education Heidelberg, Germany*

Graphomotor Skills, Spelling and Writing in Grade 2: The Effects of Teaching Practices

*Marie-France Morin, Université de Sherbrooke, Canada*

*Natalie Lavoie, Université du Québec à Rimouski, Canada*

*Isabelle Montésinos-Gelet, Université de Montréal, Canada*

**C8 JC 3<sup>rd</sup> Floor Rm C**

**Teaching language teachers**

Writing Competence in Bachelors of Latin America: Comparative Analysis of Writing Competence as an Outcome in Language Teaching Bachelor Degree Programs in 5 Latin American Countries

*Priscilla Núñez Tapia, Universidad Autónoma de Baja California, Mexico*

Rhetorical Features of Education Bachelor Student Writing in Didactics Disciplines.

*Isabel García Parejo, Universidad Complutense de Madrid, Spain*

Academic Writing and Knowledge Transformation in Teacher Education at University

*Teodoro Alvarez Angulo, Universidad Complutense de Madrid, Spain*

**C9 JC 3<sup>rd</sup> Floor Rm D**

**Journalism and young writers**

New Journalism Sites: How Do Young Adults See the Future?

*Cissy Ross, University of California, Santa Barbara, U.S.*

New Journalism Visualizations: How Do We See the News?

*Madeleine Sorapure, University of California, Santa Barbara, U.S.*

Transcending the Border between Classroom and Newsroom: A Comparison of Revision Practices

*Yvonne Teems, Kent State University, U.S.*

**C10 JC DH Cinema**

**Teaching English writing and its research in China: Historical, experimental, and cross-cultural perspectives**

The Paradigms and the Shifts: A Review of the Teaching and Research of English Writing in China

*Wu Dan, Xi'an International Studies University, China*

Report on the course reform: From English Reading (ER), English Writing (EW) to English Reading-&-Writing (ERW)

*Xiaohua Hu, Xi'an International Studies University, China*

A Study of the Cross-Cultural Differences between the UC/RWC Students and the XISU/SES English Majors: Reflections and Implications

*Dafu Yang, Xi'an International Studies University, China*

**C11 JC 3<sup>rd</sup> Floor Rm E**

**Writing-across-the-curriculum in the arts and humanities college**

Putting the Body, Gesture, and Interaction into Accounts of Writing Processes: Theoretical Frameworks and the Case of IO

*Paul Prior, University of Illinois at Urbana-Champaign, U.S.*

*Cory Holding, University of Illinois at Urbana-Champaign, U.S.*

Writing and Ethos: Assertive Students against Cautious Experts?

*Silvia Ramírez Gelbes, Universidad Nacional de Tres de Febrero, Argentina*

Writing and Learning History – Use of Portfolios in Higher Education: A Norwegian Case Study

*Svein Kåre Sture, University of Bergen, Norway*

*Cecilie Boge, University of Bergen, Norway*

**C12 JC 3<sup>rd</sup> Floor Rm F**

**L1 and L2 error in higher education**

What Happens after We Circle All the Errors? Investigating Student Responses to Grammatical Errors

*Michelle Niestepski, Lasell College, U.S.*

“Graduate Papers Should Not Contain Language Errors!” Rethinking Response to International Students’ Writing in Higher Education

*Nahal Akbari, University of Maryland, U.S.*

A Template for Self-Analysis of Common Errors in English that Occur with Speakers of Polish (adaptable for other languages)

*Diane Boehm, Saginaw Valley State University, U.S.*

*Lilianna Aniola-Jedrzejek, Poznan University of Technology, Poland*

**C13 JC 3<sup>rd</sup> Floor Rm G**

**Writing in business and organizations**

The Link between Business Discourse and Writing Research Methods – An Important Step for Management and Workplace Training

*Dana Skopal, Macquarie University, Australia*

Writing Competences of University Graduates at Work

*Ursula Doleschal, University of Klagenfurt, Austria*

*Carmen Mertlitsch, University of Klagenfurt, Austria*

*Anja Waldhauser, University of Klagenfurt, Austria*

Orchestrating Modalities and Voices to Make Sense of Institutional Practices: Examples from Academia and Industry

*Christine Räisänen, Chalmers University of Technology, Sweden*

*Sven Gunnarson, Chalmers University of Technology, Sweden*

**C14 JC DH Gold Room**

**Assessment, Audit Culture, and First-Year Writing: Origins, Implications, and Alternatives (Roundtable)**

*Dolsy Smith, The George Washington University, U.S.*

*Randi Kristensen, The George Washington University, U.S.*

**Session D**

**Friday, February 18 4:30-6:00pm**

**D1 Dewberry Hall**

**Honoring substantial and sustained contributions of three writing researchers in the cognitive tradition and one in the social cultural tradition all of whom facilitated communication among writing research across borders**

*Honorees:*

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

*Pietro Boscolo, University of Padova, Italy*

*Michel Fayol, Université Blaise Pascal, Clermont-Ferrand, France*

*J.R. (Dick) Hayes, Carnegie Mellon University, U.S.*

*Honoring Team:*

*Denis Alamargot, Université de Poitiers, France*

*Barbara Arfé, Verona University, Italy*

*Virginia W. Berninger, Verona University, Italy*

*Deborah McCutchen, University of Washington, U.S.*

*Gert Rijlaarsdam, University of Amsterdam, Netherlands*

**D2 Robinson B203**

**Text types, student choice, and writing quality**

Writing Across Curriculum Contexts: A Case Study of 6 Upper Grade Elementary Students Writing in Different Subject Areas

*Kevin Hooge, University of California, Santa Barbara, U.S.*

Negotiating Initial Discursive Encounters: A Case Study of 3 Undergraduate Students Transitioning from General Education to Upper Division Classes in their Major

*Sergio Casillas, University of Washington, U.S.*

The Relationship between Vocabulary and Writing Quality across Genres

*Natalie G. Olinghouse, University of Connecticut, U.S.*

*Joshua Wilson, University of Connecticut, U.S.*

*Ryan Colwell, University of Connecticut, U.S.*

**D3 Robinson B205**

**Disciplinary writing in high school**

Figured Worlds and the Access to Written Artifacts in the Disciplines

*Guadalupe López-Bonilla, Universidad Autónoma de Baja California, Mexico*

Using Writing Tasks to Elicit Adolescents' Historical Reasoning

*Chauncey Monte-Sano, University of Maryland, U.S.*

*Susan De La Paz, University of Maryland, U.S.*

Conventional and Risktaking Good Writers and Learning Resources in the Mother Tongue and Physics in Upper Secondary School

*Norunn Askeland, Vestfold University College, Norway*

**D4 Robinson B218**

**Navigating epistemologies, methodologies, and pedagogies in collaborative, international writing research**

Lingual-Cultural Types and Intercultural Communication

*Suzanne Blum Malley, Columbia College, U.S.*

Ludic is the New Phatic – Laying the Groundwork for Sharing in a Globally-networked Learning Environment

*Evgenia Gulyaeva, Volgograd Academy of Public Administration, Russia*

Constructing, Sustaining, and Constraining Identity in Globally-networked Learning Environments

*John Ruiters, Stellenbosch University, South Africa*

**D5 JC DH Cinema**

**Major findings from a four-year longitudinal study of undergraduate writers**

*Doug Hesse, The University of Denver, U.S.*

*Jennifer Campbell, The University of Denver, U.S.*

*Richard Colby, The University of Denver, U.S.*

*Kelli Custer, The University of Denver, U.S.*

*Eliana Schonberg, The University of Denver, U.S.*

*Rebekah Shultz-Colby, The University of Denver, U.S.*

*John Tiedemann, The University of Denver, U.S.*

**D6 JC 3<sup>rd</sup> Floor Rm A**

**Beyond literate lives in the information age: Digital writing research, transnational contexts, and academic discourse**

Writing Research in a Globalized World: Crafting Digital Literacies and More

*Gail E. Hawisher, University of Illinois, Urbana-Champaign, U.S.*

Writing in Vernacular Digital Environments: Expectations for Academic Discourse

*Cynthia L. Selfe, Ohio State University, U.S.*

**D7 JC 3<sup>rd</sup> Floor Rm B**

**Adult writers in science and the professions**

How L2 Legal Writers Use Strategies for Scholarly Writing: A Mixed Methods Study

*Donna Bain Butler, University of Maryland, College Park and American University's Washington College of Law, U.S.*

Writing and Theoretical Physics

*Chad Wickman, Auburn University, U.S.*

The Lifecycle of the Scientific Writer: Investigating How Scientists Become Writers of Science

*Lisa Emerson, Massey University, New Zealand*

**D8 JC 3<sup>rd</sup> Floor Rm C**

**Adopting a holistic perspective on international students' academic literacy development**

Toward a Theory of Adaptation in Multilingual Writing Contexts

*Michael-John DePalma, University of New Hampshire, U.S.*

Reshaping Disciplinary Discussions of Transfer in Second-Language Writing

*Jeff Ringer, Lee University, U.S.*

Learning Systems: Equipping the Graduate Multilingual Learner

*Steve Simpson, New Mexico Tech, U.S.*

**D9 JC 3<sup>rd</sup> Floor Rm D**

**High stakes professional writing**

The Complexities of Document Review in Drug Development Environments

*Stephen A. Bernhardt, University of Delaware, U.S.*

*Greg Cuppan, McCulley/Cuppan LLC, U.S.*

Cross-cultural Perspectives on Writing Dismissal Letters in English and Bulgarian: Implications for the Teaching of Bad News Message Writing in the Second-language Writing Classroom

*Lika Pishtalova, St. Kliment Ohridski, University of Sofia, Bulgaria*

**D10 JC 3<sup>rd</sup> Floor Rm E**

**Linguistic diversity in higher education**

The Linguistic Diversity Project: Connecting Reading, Writing, and Language Background Among First-year College Students

*Jonathan Hall, City University of New York, U.S.*

Working the Circle: Language Assumptions in L2 Composition Classrooms

*Lance Cummings, Miami University, U.S.*

Uncovering Linguistic Diversity in a US University Writing Program

*Angela Dadak, American University, U.S.*

**D11 JC 3<sup>rd</sup> Floor Rm F**

**Development of critical thinking skills in writing-across-the-curriculum**

Transfer of a Different Kind: A Study of Developmental Reading, Writing and Academic Success

*Alice Horning, Oakland University, U.S.*

Examining Premises: A Campus-Wide Critical Thinking Program

*Martha Marinara, University of Central Florida, U.S.*

*Barry Mauer, University of Central Florida, U.S.*



**D12 JC 3<sup>rd</sup> Floor Rm G**

**From undergraduate to post-graduate writing competence**

Metadiscourse and Evaluation in Undergraduate Thesis in Spanish

*Millaray Salas Valdebenito, Pontificia Universidad Católica de Valparaíso, Chile*

(Re)presenting the Self in Graduate Admissions Essays: Research in the Process Behind High Stakes Writing

*Christina Rose Dubb, University of Pennsylvania, U.S.*

Moving from Graduation to Post-Graduation in Portuguese Universities – Changing Literacy Practices, Facing New Difficulties

*José António Brandão Carvalho, University of Minho, Portugal*

**Session E**

**Saturday, February 19 8:30-10:00am**

**E1 Dewberry Hall**

**Writing studies in China**

The History and Status quo of Chinese Writingology

*Yu Kexun, Wuhan University, China*

Narrative Art of Chinese Ancient Legendary Historical Opera

*Feilian Qiu, Writing Journal, Wuhan University, China*

The Predicament of the Writing Theory in Contemporary China

*Guangqi Rong, Wuhan University, China*

**E2 JC DH Cinema**

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

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

Automated Scoring Models for Writing Placement Decisions: A Case Study

*Chaitanya Ramineni, Educational Testing Service, U.S.*

The Relationship of the Correlation between Essay Length and Score to the Time Allotted for Completion

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

Automated Essay Scoring and Student Placement: A Case Study

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

The Search for Valid Writing Assessment

*Paul Deane, Educational Testing Service, U.S. (Respondent)*

**E3 Robinson B113**

**Entering the networks of academic publication**

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

*Missy Watson, Syracuse University, U.S.*

Mapping Academic Research Networks as Resources for English-medium Publishing

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

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

Facilitated Immersion at a Distance in Second Language Scientific Writing

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

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

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

**E4 Robinson B201**

**Writing-across-the-curriculum: Variations across disciplines and cultures**

French University Writing Practices, from Disciplinary Frames to Curricular Thresholds

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

*Dominique Lahanier-Reuter, Université de Lille, France*

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

*Wichat Booranaprasertsook, Kasetsart University, Thailand*

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

*Blanca Yaneth González, Sergio Arboleda University, Colombia*

**E5 Robinson B208**

**Information in college writing**

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

*Alicia Vázquez, Universidad Nacional de Río Cuarto, Argentina*

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

*Margaret Artman, Western Oregon University, U.S.*

*Robert Monge, Western Oregon University, U.S.*

*Erica Friscaro-Pawlowski, Daemen College, U.S.*

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

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

**E6 Robinson B228**

**ELL and EFL writers in primary and secondary education**

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

*Xun Zheng, University of Illinois at Urbana-Champaign, U.S*

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

*Anna Varley, Cardinal Stritch University, U.S.*

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

*Eva Olsson, University of Gothenburg, Sweden*

**E7 JC DH Gold Room**

**Writing at the high school-college border**

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

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

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

*Ellen Beate Hellne-Halvorsen, Akershus University College, Norway*

Writing a Synthesis from Multiple Texts in University Education

*Mar Mateos, Universidad Autónoma de Madrid, Spain*

**E8 JC 3<sup>rd</sup> Floor Rm A**

**Issues in technology and writing**

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

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

Writing and Writing Tools: Separate Worlds?

*Cerstin Mahlow, University of Zurich, Switzerland*

*Michael Piotrowski, University of Zurich, Switzerland*

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

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

**E9 JC 3<sup>rd</sup> Floor Rm B**

**Literate lives of college students**

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

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

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

*Håvard Skaar, Oslo University College, Norway*

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

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

**E10 JC 3<sup>rd</sup> Floor Rm D**

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

*Mariëlle Leijten, University of Antwerp, Belgium*

*David Galbraith, Staffordshire University, United Kingdom*

*Mark Torrance, Nottingham Trent University, United Kingdom*

*Luuk Van Waes, University of Antwerp, Belgium*

**E11 JC 3<sup>rd</sup> Floor Rm E**

**Composing teacher authority**

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

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

Learning to be Teacher-Writers

*Leah Zuidema, Dordt College, U.S.*

Composing Teaching Demonstrations: Teachers "Size up the Situation"

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

**E12 JC 3<sup>rd</sup> Floor Rm F**

**The science and art of transfer revisited**

The Neurodynamics of Transfer

*Alfred Guy, Yale University, U.S.*

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

*Nicole Wallack, Columbia University, U.S.*

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

*Natalie Friedman, Vassar College, U.S.*

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

*Kristin Dombek, Princeton University, U.S.*

**E13 JC 3<sup>rd</sup> Floor Rm G**

**The impact of metacognitive strategies within writing in the disciplines**

The Role of Metacognition in the Development of Disciplinary Writing Expertise

*Naomi Silver, University of Michigan, U.S.*

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

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

User Perspective on Implementing Metacognitive Interventions

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

The Construction of Intersubjective Stance in Student Writing in the Disciplines

*Zak Lancaster, University of Michigan, U.S.*

**E14 JC 3<sup>rd</sup> Floor Rm C**

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

Writing development during doctoral education: Student experiences

*Doreen Starke-Meyerring, McGill University, Canada*

Supporting Doctoral Student Writing: Writing Centre Director Perspectives

*Roger Graves, University of Alberta, Canada*

Administrator Input in Doctoral Student Writing Instruction in the Disciplines

*Heather Graves, University of Alberta, Canada*

Supervisor perceptions of writing by international doctoral students

*Nazih El-Bezre, McGill University, Canada*

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

*Anthony Paré, McGill University, Canada*

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

*King Yan Sun, McGill University, Canada*

**E15 Robinson B104**

**Teaching genre and writing awareness across languages and cultures**

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

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

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

*Natasha Artemeva, Carleton University, Canada*

*Janna Fox, Carleton University, Canada*

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

*Liu Xinghua, University of Reading, United Kingdom*

**Session F**

**Saturday, February 19 10:30am-12:00pm**

**F1 Dewberry Hall**

**Writing programs worldwide: Profiles of academic writing in many places**

*Chris Thaiss, University of California, Davis, U.S.*

*Paula Carlino, University of Buenos Aires, Argentina*

*Lisa Ganobcsik-Williams, Coventry University, U.K.*

*Aparna Sinha, University of California, Davis, U.S.*

**F2 Robinson B104**

**Psychology research reports: An analysis of multiple drafts**

*J. Craig Clarke, Salisbury University, U.S.*

*George Whitehead, Salisbury University, U.S.*

*Elizabeth H. Curtin, Salisbury University, U.S.*

*Laurence Becker, Salisbury University, U.S.*

**F3 Robinson B113**

**Technology and writing**

Second-Language Writing Pedagogy and the \$100 Laptop

*John P. Madden, St. Cloud State University, U.S.*

The XO Laptop as the Object of Learning in a Technical Communication Classroom: Documentation and Awareness

*Lee S. Tesdell, Minnesota State University, U.S.*

Early Social Networking: Uses of Email in a Professional Writing Group

*Lee-Ann Kastman Breuch*

**F4 Robinson B201**

**Understanding linguistically diverse students in higher education**

Hidden in Plain Sight: Recognizing and Serving Heritage Language Speakers in College Composition Classes

*Patricia C. Hironymous, Glendale Community College, U.S.*

*Piper Rooney, Glendale Community College, U.S.*

Generation 1.5 Students Transitioning to College: A Longitudinal View

*Amanda Kibler, University of Virginia, U.S.*

Learner Characteristics and Writing Performance in a Community College ESL Course: Some Unexpected Findings

*Olga D. Lambert, Benedictine University, U.S.*

**F5 Robinson B208**

**College writing: Studying academic genres of social participation in comparable cultures**

The Conception of the Role of Writing in University Studies in Brazil

*Judith C. Hoffnagel, Universidade Federal de Pernambuco, Brazil*

Educational Genres and Genre Practices in European Higher Education

*Otto Kruse, Zurich University of Applied Sciences, Switzerland*

Undergraduate Writing, Disciplines, and the Liberal Arts: Analytic Insights and Cross-cultural Dialogue

*Christiane Donahue, Dartmouth College, U.S.*

**F6 Robinson B228**

**Peer review in undergraduate writing**

The Impact of Peer Review Workshops on Disciplinary Identity: Student Writing in Psychology

*Janine M. Utell, Widener University, U.S.*

*Naureen Bhullar, Widener University, U.S.*

Learning Writing by Reviewing

*Kwangsu Cho, University of Missouri, Columbia & Sungkyunkwan University, South Korea*

*Charles MacArthur, University of Delaware*

Informal Peer Response and Learning to Write in Higher Education

*Paul M. Rogers, George Mason University*

**F7 JC 3<sup>rd</sup> Floor Rm A**

**Teachers' collaborative writing in three metaphors**

Teachers' Collaborative Writing as Framing: Student-Teachers' Lesson Planning

*Michael Sherry, Bloomsburg University of Pennsylvania, U.S.*

Teachers' Collaborative Writing as Inventing: First-Year Teachers' Online Writing Group

*Christine Dawson, Michigan State University, U.S.*

Teachers' Collaborative Writing as Mourning: Education Doctoral Students' Extracurricular Research-Writing Groups

*Ann Lawrence, Michigan State University, U.S.*

**F8 JC 3<sup>rd</sup> Floor Rm B**

**Research and science writing in process**

Science Blogs and the Middle Region of Research

*Greg Myers, Lancaster University, United Kingdom*

Towards an Integrative Unit of Analysis: Regulation Episodes in Expert Research Article Writing

*Anna Ñesta, Ramon Llull University, Spain*

*Montserrat Castelló, Ramon Llull University, Spain*

Requirements of Linguistics Abstract Proposal

*Françoise Boch, University Stendhal, France*

*Fanny Rinck, Université Paris Ouest Nanterre La Défense, France*



**F9 JC 3<sup>rd</sup> Floor Rm C**

**Multimedia in school and work**

A New Ethos: Multi-Semiotic Documents as Designed, Collaborative, and Political

*Anthony Garrison, Kent State University, U.S* Reading, Writing, and Multimodality: What Does Literacy Curricula Look Like?

*Terry Loerts, University of Western Ontario, Canada*  
Impacts of Visual Blogging, Digital Videos, and Interactive Electronic Correspondence on 4th and 5th Graders' Narrative and Analytic Writing

*Carl Whithaus, University of California, Davis, U.S.*

**F10 JC 3<sup>rd</sup> Floor Rm D**

**What constitutes a feminist approach in the internationalized, interdisciplinary twenty-first century?**

Feminist Frameworks For Researching Writing in Global, Digitally Mediated Spaces

*Mary P. Sheridan, University of Wyoming, U.S.*

Technofeminist Research as Border Crossing Activism

*Kristine Blair, Bowling Green State University, U.S.*

Can We Call It Feminist? How to Articulate Feminist Research Methodologies

*Lee Nickoson, Bowling Green State University, U.S.*

Feminist Historical Methods: A Lens for Everyone

*Liz Rohan, University of Michigan-Dearborn, U.S.*

**F11 JC 3<sup>rd</sup> Floor Rm E**

**Writing assessment and its impact on scorers**

*Sherry Seale Swain, National Writing Project, U.S.*

*Mary Ann Smith, National Writing Project, U.S.*

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

*Linda Friedrich, National Writing Project, U.S.*

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

**F12 JC 3<sup>rd</sup> Floor Rm F**

**Reception and the continuing life of texts**

Making a Publication Mean Something: Using Longitudinal Citation Data to Qualitatively Study the Role(s) that a Book has Played in the History of a Field

*Damian C. Koshnick, University of California, Santa Barbara, U.S.*

Beyond the Print Moment: Reception Studies of Online Scientific Discourse

*Michelle Sidler, Auburn University, U.S.*

Construing Consumption: An Analysis of How Meaning is Manifested through Text on Wine Bottles

*Nicole Caswell, Kent State University, U.S.*

**F13 JC DH Cinema**

**Cognitive models of writing**

Executive Functions of Working Memory in Writing

*Thierry Olive, Université de Poitiers, France*

Writing as Priming: Implicit Processes in Text Production

*Teresa Limpo, Universidade do Porto, Portugal*

*Rui A. Alves, Universidade do Porto, Portugal*

Effect of Temporal Parameters on the Properties of Texts Produced by Young

Writers: the Case of the Transposition of Characters' Words

*Sylvie Plane, Université Paris-Sorbonne, France*

*Fabienne Rondelli, Université de Metz, France*

**F14 JC 3<sup>rd</sup> Floor Rm G**

**Teaching text coherence and structure**

The Impact of Building Formal Schemata on ESL Writing Performance: A Focus  
on Second Sentence in Paragraph Coherence

*Yuehai (Mike) Xiao, New York University, U.S.*

Coherence Breaks in the Informative Structuring of Texts

*Odette Gagnon, Université du Québec à Chicoutimi, Canada*

Situational Contexts and Linguistic Resources for Writing Explanation

*Per Holmberg, University of Gothenburg, Sweden*

**Session G**

**Saturday, February 19 1:00-2:30pm**

**G1 Dewberry Hall**

**The challenges of the research to policy to action connection**

Engaging in Discussions beyond the Academy

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

The Challenges of Writing about Research for Public Audiences

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

Lessons Learned: Engaging with National Initiatives

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

**G2 Robinson B104**

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

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

*Joyce Neff, Old Dominion University, U.S.*

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

*Tricia Serviss, Auburn University, U.S.*

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

*Louise Wetherbee Phelps, Old Dominion University, U.S.*

**G3 Robinson B113**

**Writing research across borders: Introducing a writing center program for the graduate program in life sciences of Ritsumeikan University at Biwako-Kusatsu**

*Yuji Suzuki, Ritsumeikan University, Japan*

*Tsukasa Yamanaka, Ritsumeikan University, Japan*

**G4 Robinson B201**

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

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

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

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

*Sarah Hochstetler, Illinois State University, U.S.*

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

*Alison Bright, Grand View University, U.S.*

**G5 Robinson B208**

**Rethinking K-12 writing assessment to support best instructional practices**

A Socio-Cognitive Framework for Writing Assessment and Writing Instruction

*Paul Deane, Educational Testing Service, U.S.*

Designing a Writing Assessment to Support Instruction

*Mary Fowles, Educational Testing Service, U.S.*

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

*John Sabatini, Educational Testing Service, U.S.*

What's at Stake: A View from the Field

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

**G6 Robinson B228**

**Digital practices in writing instruction**

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

*Merry Rendahl, University of Minnesota, U.S.*

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

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

*Talinn Phillips, Ohio University, U.S.*

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

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

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

**G7 JC 3<sup>rd</sup> Floor Rm A**

**Rethinking disciplinary text analysis**

Investigating Writing Research Methodologies in Language for Specific Purposes

*Sandra Gollin Kies, Benedictine University, U.S.*

Framing Humanities Inquiry: The Swales Moves Reconsidered

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

Toward a Taxonomy of Argument in Scientific Discourse

*Heather Graves, University of Alberta, Canada*

**G8 JC 3<sup>rd</sup> Floor Rm B**

**Changing social communication**

Digital Discussions and Dialogical Discourse Analysis

*Mari-Ann Igland, Hedmark University College, Norway*

Self-Publishing, Ebooks, and Peer Review Online

*Tim Laquintano, Lafayette College, U.S.*

**G9 JC 3<sup>rd</sup> Floor Rm C**

**Emotions and writing across the lifespan**

Writing Emotions

*Luigina Mortari, University of Verona, Italy*

The Role of Affect in Students' Writing for School

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

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

Dignity Interviews: Constructing Discursive Order at the End of Life

*Catherine F. Schryer, Ryerson University, Canada*

**G10 JC 3<sup>rd</sup> Floor Rm D**

**EFL teaching**

Feedback Strategy of Responding to Student Writing beyond Sentence Level

*Zhenjing Wang, University of Auckland, New Zealand & China University of Geosciences, (Beijing)*

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

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

*Gert Rijlaarsdam\*, Wilfried Admiraal\**

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

*Fidel Çakmak, Mersin University, Turkey*

**G11 JC 3<sup>rd</sup> Floor Rm E**

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

*Dylan Dryer, University of Maine, U.S.*

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

*Scott Warnock, Drexel University, U.S.*

*Frank Linnehan, Drexel University, U.S.*

**G12 JC 3<sup>rd</sup> Floor Rm F**

**Reconsidering research methods and the rhetoric of attention**

Researching the Body as a Data Point

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

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

*Sara Newman, Kent State University, U.S.*

Inventing the Rhetoric of Attention Structures Through Style

*Josephine Walwema, Clemson University, U.S.*

**G13 JC DH Cinema**

**Writing-across-the-curriculum**

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

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

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

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

*Estela Inés Moyano, Universidad Nacional de General Sarmiento,  
Argentina*

Academic Writing Instruction in Australian Tertiary Education: The Early Years

*Kate Chanock, La Trobe University, Australia*

**G14 JC 3<sup>rd</sup> Floor Rm G**

**Variations in dissertations**

Research through Design in the Dissertation: Disciplinary Turning Point?

*Gavin Melles, Swinburne University of Technology, Australia*

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

*Brian Paltridge, The University of Sydney, Australia*

*Sue Starfield, The University of New South Wales, Australia*

*Louse Ravelli, The University of New South Wales, Australia*

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

*Masumi Ono, University of Essex, U.K.*

**Session H**

**Saturday, February 19 2:45-4:15pm**

**H1 JC DH Cinema**

**Cognition and context: Are there grounds for reconciliation (Part I)**

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

*J.R. (Dick) Hayes, Carnegie Mellon University, U.S.*

*Nancy Nelson, University of North Texas, U.S.*

*Karen Harris, Vanderbilt University, U.S.*

*Steve Graham, Vanderbilt University, U.S.*

*Deborah Brandt, University of Wisconsin, U.S.*

*David Galbraith, Staffordshire University, U.K.*

*Anthony Paré, McGill University, Canada*

**H2 Robinson B104**

A Theory of Writing Development: The Importance of Identity Development to College Writing

*Sarah Boggs, University of California, Santa Barbara, U.S.*

Writing Reflectively about Teaching in an International Learning Community

*Joy Kreeft Peyton, Center for Applied Linguistics, Washington, D.C., U.S.*

*Carla L. Reichmann, Universidade Federal da Paraíba, João Pessoa, Brazil\**

The Jewish Veteran as Ruffian-Intellectual and Model for an Energized Intellectual Discourse

*Sheridan Blau, Columbia University, U.S.*

**H3 Robinson B201**

**Studying dissertations and dissertation writers**

Collaborative Revision: Helping Psychology Students Find Their Voice When Writing Their End-of-studies Dissertation

*Montserrat Castelló, Ramon Llull University, Spain*

*Anna Iñesta, Ramon Llull University, Spain*

Language and Emotion in Academic Writing

*Angela Dionisio, UFP, Recife, Brazil*

Critical Discourse Analysis of Dissertation Introductions in Singapore, 1989 – 2009

*Cheung Yin Ling, Nanyang Technological University, Singapore*

**H4 Robinson B208**

**Evaluating written expression for developmental and diagnostic purposes: A multiple levels of language approach**

"Writing the News": Development of a Standardized Test of Written Language Development

*Nickola W. Nelson, Western Michigan University, U.S.*

Predictors of Writing Quality in a Cross-Sectional Sample of Children in Grades 4 through 12

*Gary A. Troia, Michigan State University, U.S.*

Generalizability of Writing Scores: One or Multiple Genres?

*Natalie G. Olinghouse, University of Connecticut, U.S.*

Tracking Contextual Language Usage among Linguistically Diverse Writers

*Kimberly A. Wolbers, The University of Tennessee, U.S.*

**H5 Robinson B228**

**Communicative work in business and school organizations**

Interdiscursive Collaboration in Public Relations Contexts

*Vijay Bhatia, City University of Hong Kong, China*

E-mail as an Agency of Social Actions for Executive Secretaries in the Workplace

*Maria Eldelita Franco Holanda, Universidade Federal de Pernambuco, Brazil*

The Co-Dependence of Structures in Texts and Organizations

*Miles Myers, former Executive Director of the National Council of Teachers of English, U.S.*

**H6 JC 3<sup>rd</sup> Floor Rm A**

**Digital expertise**

Expertise Online: Deepening Engagement with Writing Technologies

*Derek Van Ittersum, Kent State University, U.S.*

I See What You're Saying: Iconicity and the Evolution of the Rebus Principle

*Daniel Kies, College of DuPage, U.S.*

University Identity as Visual Argumentation

*Matthew R. Sharp, Virginia Tech, U.S.*

**H7 JC 3<sup>rd</sup> Floor Rm B**

**The 'Academic Literacies' approach and intervention possibilities: Case studies of academic writing development from the UK**

Widening Participation Programme at King's

*Brian Street, King's College London, U.K.*

Case studies of 'additional' and 'embedded' approaches to teaching writing

*Ursula Wingate, King's College London, U.K.*

Learning how to write – perspectives of international pre-master's students in the UK higher education

*Weronika Gorska, King's College London, U.K.*



**H8 JC 3<sup>rd</sup> Floor Rm C**

**Map, territory, chronotope: Reshaping representations of writing, discourse, and disciplinarity**

Learning American Literature, Studying the Word, Doing 2-d Design: Re-situating the Development of Discursive Practice

*Kevin Roozen, Auburn University, U.S.*

Affective Engagements in Engineering: Canon, Alter-Canon, and Home Discipline

*Rebecca Bilbro, University of Illinois at Urbana-Champaign, U.S.*

Re-mapping Academic Writing and Language: Pedagogical Representations versus Lived Realities

*Samantha Looker, University of Illinois at Urbana-Champaign, U.S.*

Re-Writing/Disciplinarity: A Flat CHAT Account of Semiotic Remediation and Academic Ways of Being in the World

*Paul Prior, University of Illinois at Urbana-Champaign, U.S.*

**H9 JC DH Gold Room**

**Narratives in middle and high school**

Examining Identifying Narrative Performances across Space and Time in a Midwestern United States Middle School

*Mary M. Juzwik, Michigan State University, U.S.*

*Denise Ives, University of Massachusetts, U.S.*

Young People's Uses of Fiction-writing in Contexts of Political Violence

*Colette Daiute, City University of New York, U.S.*

The Process of Story Writing

*Kees de Glopper, University of Groningen, Netherlands*

*Jordy Keupink, University of Groningen, Netherlands*

**H10 JC 3<sup>rd</sup> Floor Rm D**

**Writing centres/centers and English language learners: Research on institutional pressures, programmatic challenges, student expectations, and culturally sensitive strategies (Part I)**

Chair and Convener

*Terry Myers Zawacki George Mason University, U.S.*

Creating a Trend: Writing Center in XISU, China

*Wu Dan, Xi'an International Studies University, China*

Multilingualism: Deficit or Asset? Interrogating the Roles and Practices of Literacy Brokers with Multilingual Writers

*Carol Peterson Haviland, University of California, San Bernardino, U.S.*

*Amy Zenger, American University, Beirut, Lebanon*

L2 Writing Tutors On A Diverse Campus: Theoretical Grounding

*Paula Gillespie, Florida International University, U.S.*

Science and Technology students' second language writing: student profiles, writing activities and research avenues at Chalmers University of Technology

*Ann-Marie Ericksson, Chalmers University of Technology, Sweden*

*Magnus Gustafsson, Chalmers University of Technology, Sweden*

Falling Through the Cracks: The Effectiveness of a Regional Writing Centre Policy on Proficiency for Second Language Writers

*Lawrence Cleary, University of Limerick, Ireland*

Getting the writing right: what does this mean and whose responsibility is it?

*Joan Turner, Goldsmiths, University of London, U.K.*

Updates and Research on Writing Centers Internationally

*Michelle Eodice, University of Oklahoma, U.S.*

**H11 JC 3<sup>rd</sup> Floor Rm E**

**Understanding disciplinary differences from student, teacher, and assignment perspectives**

Writing, Disciplinary, and Meta-Awareness: An Empirical Investigation

*Kerry Dirk, Virginia Tech, U.S.*

*Brian Gogan, Virginia Tech, U.S.*

Writing Assignments in Disciplinary Contexts

*Richard Graves, University of Alberta, Canada*

*Susan Chaudoir, University of Alberta, Canada*

Writing Research within Borders: Faculty Perceptions of Discipline-specific Writing Instruction Transformed

*Pamela Flash, University of Minnesota, U.S.*

*Audrey Appelsies, University of Minnesota, U.S.*

*Kathleen Blake Yancey, The Florida State University, U.S. (Respondent)*

**H12 JC 3<sup>rd</sup> Floor Rm F**

**Collaborative methods in ESL college writing**

Rethinking Collaborative Writing in an ESL Context: A Case Study of a Writing Workshop and Its Implication on Teaching

*Jiajia He, Utica College, U.S.*

Using Web-based Collaborative Writing Tools to Foster Peer Feedback and Cooperation in the ESL Writing Classroom

*Clara Bauler, University of California, Santa Barbara, U.S.*

Promoting Multilingual Writers' Self-Efficacy Using Web 2.0 Participatory Platforms

*Maria Jerskey, LaGuardia Community College/City University of New York, U.S*

**H13 JC 3<sup>rd</sup> Floor Rm G**

**International writing research across the curriculum: The WAC/WID mapping project**

*Chris Thaiss, University of California, Davis, U.S.*

*Paul Carlino, University of Buenos Aires, Argentina*

*Patricia Iglesia, University of Buenos Aires, Argentina*

*Magnus Gustaffson, Chalmers University of Technology, Sweden*

**Session I**

**Saturday, February 19 4:30-6:00pm**

**I1 JC 3<sup>rd</sup> Floor Rm D**

**Writing centres/centers and English language learners: Research on institutional pressures, programmatic challenges, student expectations, and culturally sensitive strategies (Part II)** (see H10 for individual talk titles)

*Terry Myers Zawacki, George Mason University, U.S.*  
*Wu Dan, Xi'an International Studies University, China*  
*Carol Peterson Haviland, University of California, San Bernardino, U.S.*  
*Amy Zenger, American University, Beirut, Lebanon*  
*Paula Gillespie, Florida International University, U.S.*  
*Ann-Marie Ericksson, Chalmers University of Technology, Sweden*  
*Magnus Gustafsson, Chalmers University of Technology, Sweden*  
*Lawrence Cleary, University of Limerick, Ireland*  
*Joan Turner, Goldsmiths, University of London, U.K.*  
*Michelle Eodice, University of Oklahoma, U.S.*

**I2 JC 3<sup>rd</sup> Floor Rm E**

**Genre processes for advanced writers**

Genre and Generic Labor

*Clay Spinuzzi, University of Texas at Austin, U.S.*

Academic Genres, Argument Conventions, and Multilingual Writers

*Iswari Pandey, Syracuse University, U.S.*

Rethinking Collaborative Writing: The Effects of Social Media on Nonprofit Writers

*Robert McEachern, Southern Connecticut State University, U.S.*

**I3 JC 3<sup>rd</sup> Floor Rm F**

**Writing poetry in school at all ages**

Teaching Primary School Students to Play with Poetry: An Intervention Study

*Pietro Boscolo, University of Padova, Italy*

*Nicoletta Galvan, University of Padova, Italy\**

*Carmen Gelati, University of Padova, Italy\**

Genre Knowledge and Development: Preadolescents Writing and Performing Poetry

*Janine L. Certo, Michigan State University, U.S.*

Ways with Words: Teachers' Beliefs and Pedagogical Practices in the Use of Metalanguage to Teach Poetry

*Anthony Wilson, University of Exeter, U.K.*

*Debra Myhill, University of Exeter, U.K.*

**I4 Robinson B104**

**Writing development in primary and secondary education**

The Visualization of Self: Multimodal Composition in Youth Media and the Realization of Adolescent Identity

*Deborah Romero, University of Northern Colorado, U.S.*

Talking about Writing: Language Socialization and Academic Writing in High School

*Betsy Gilliland, University of California, Davis, U.S.*

Noise or Music? Early Writing Development (8- to 11 Year Olds) in the Perspective of Dynamic Systems Theory

*Lieve Verheyden, Katholieke Universiteit Leuven, Belgium*

*Kris Van den Branden\*, Gert Rijlaarsdam\*, Huub van den Bergh\*, Sven De Maeyer\**

**I5 Robinson B113**

**The “Things They Carried”: Transfer, composition, and cultures of writing**

Context and Cultures of Writing

*Liane Robertson, Florida State University, U.S.*

Context and Content: Sites of Transfer

*Kathleen Blake Yancey, Florida State University, U.S.*

Context and Reflection: The Enhancement of Transfer

*Kara Taczak, Florida State University, U.S.*

**I6 JC 3<sup>rd</sup> Floor Rm G**

**Studying college student writers engaged in sites of politics, policy and business**

Writing about Culture: What Counts as Research in an American Undergraduate Ethnography Course?

*Elizabeth G. Allan, Oakland University, U.S.*

Professional Writing in a Digital Writing Center: The Effect of Learning Styles on the Learning and Writing Process

*Mariëlle Leijten, University of Antwerp, Belgium*

*Luuk van Waes, University of Antwerp, Belgium*

Sponsoring "Green" Subjects: The World Bank's 2009 Youth Essay Contest

*Anne Porter, University of Michigan-Ann Arbor, U.S.*

**I7 JC 3<sup>rd</sup> Floor Rm A**

**Linguistic approaches to middle school writing**

Effects of Morphological Instruction in Children's Writing

*Deborah McCutchen, University of Washington, U.S.*

Prominent Feature Analysis: New Promise for Growth in Student Writing

*Sherry S. Swain, Richard L. Graves, David T. Morse*

Hypertext writing and observational learning: Effects on writing skills

*Martine Braaksma, University of Amsterdam, Netherlands*

*Gert Rijlaarsdam, University of Amsterdam, Netherlands\**

*Huub van den Bergh, Utrecht University, Netherlands\**

**18 JC 3<sup>rd</sup> Floor Rm B**

**Initiating discourse: Writing research on the workplace through empirical and historical lenses**

Designing Visual Rhetoric: Articulating Argument through Document Design

*Lindsay Steiner, Kent State University, U.S.*

The Literate Practices of Resident Physicians in a Resident-Run Internal Medicine Clinic

*Diana Awad Scrocco, Kent State University, U.S.*

Old researcher, new researcher: Trajectories of indoctrination into rhetoric and composition through evolving subfields

*Courtney Werner, Kent State University, U.S.*

**19 JC 3<sup>rd</sup> Floor Rm C**

**Writing development across disciplines and national curricula: Dilemmas and challenges for research**

Positioning perceptions of 'writing' in North-Western European national curricula:

A comparative study

*Sigmund Ongstad, Oslo University College, Norway*

Writing as a basic skill in upper secondary school – a Norwegian case

*Froydis Hertzberg, Oslo University, Norway*

Expectations of writing competences at grades 4 and 7 in Norwegian schools

*Synnøve Matre, National Centre of Writing Education and Research, Trondheim, Norway*

**110 JC DH Cinema**

**Cognition and context: Are there grounds for reconciliation? (Part II)**

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

*J.R. (Dick) Hayes, Carnegie Mellon University, U.S.*

*Nancy Nelson, University of North Texas, U.S.*

*Karen Harris, Vanderbilt University, U.S.*

*Steve Graham, Vanderbilt University, U.S.*

*Deborah Brandt, University of Wisconsin, U.S.*

*David Galbraith, Staffordshire University, U.K.*

*Anthony Paré, McGill University, Canada*

**I11 Dewberry Hall**

**Writing Research Across Borders II Poster Session**

First-year Students' Construction of an Academic Persona in English as an International Language (EIL): Bridging the Gap between Research and Practice  
*Àngels Oliva Girbau, Universitat Pompeu Fabra, Barcelona, Spain*

Genres across Borders: A Scholar-Networking Site in Progress  
*Carolyn R. Miller, North Carolina State University, U.S.*  
*Dylan B. Dryer, University of Maine, U.S.*  
*Chris Minnix, University of Arizona, U.S.*  
*Matt Morain, North Carolina State University, U.S.*

Individual Differences and Children's Performance on Curriculum-Based Measures of Written Expression  
*Rhonda Martinussen, University of Toronto, Canada*  
*Madison Aitken, University of Toronto, Canada*

Multilingual Writers and their Experiences in Undergraduate Programs  
*Annette Bradford, The George Washington University, U.S.*

Undergraduate Epistemic Success in Writing: An Analysis of Sentence Subjects in Six Honors Theses  
*Dayna Goldstein, Georgia Southern University, U.S.*

Writing Perceptions and Beliefs of Adolescents In-Care  
*Julia Ferrari, Ontario Institute for Studies in Education, Canada*  
*Andrea Regina, Ontario Institute for Studies in Education, Canada\**  
*Julia Forgie, Ontario Institute for Studies in Education, Canada\**  
*Rhonda Martinussen, University of Toronto, Canada\**  
*Dale Willows, University of Toronto, Canada\**

Students from 2nd Grade who Write in Dyad with their Teacher's Support: Impact on Interactions and Written Productions  
*Natalie Lavoie, Université du Québec à Rimouski, Canada*  
*Jessy Marin, Université du Québec à Rimouski, Canada*  
*Jean-Yves Levesque, Université du Québec à Rimouski, Canada\**

Adolescents' Disciplinary Use of Evidence in Writing Historical Arguments  
*Susan De La Paz, University of Maryland, U.S.*  
*Ralph Ferretti, University of Delaware, U.S.*  
*Ronald Wissinger, University of Maryland, U.S.*  
*Laura Yee, University of Maryland, U.S.*

**5:30-7:00 Light Reception and Cash Bar Dewberry Hall**

**Session J Dewberry Hall**  
**Sunday, February 20 8:30-10:00am**

**J1 Dewberry Hall**

**Converging streams? Rhetorical and textual approaches to genre research and pedagogy (Part I)**

Chair and panel Convener

*Natasha Artemeva, Carleton University, Canada*

Where Is the Language? Integrating Analytical and Methodological Frameworks in Genre Research

*Natasha Artemeva & Janna Fox, Carleton University, Canada*

*Anthony Pare, McGill University, Canada*

A Textual-Rhetorical Approach to Researching Genre Knowledge

*Christine Tardy, DePaul University, U.S.*

Taking Form: Corpus Study as Means of Discovering Functional Variability

*Jaclyn Rea & Janet Giltrow\*, University of British Columbia, Canada*

Is There a Text in this Genre?

*Amy Devitt, University of Kansas, U.S.*

Genre as Generative

*Catherine Schryer, Ryerson University, Canada*

Is Language Intrinsically Functional? Implications for an Understanding of 'Genre'

*Heidi S. Byrnes, Georgetown University, U.S.*

Texts as Instruments and Objects of Genre Analysis

*David Russell, Iowa State University, U.S.*

Genre as an Analytical Tool for Studying the Development of Writing Proficiency in the Workplace

*Graham Smart, Carleton University, Canada*

The Role of Textual Forms in Rhetorical Genre Knowledge and Transfer

*Anis Bawarshi, University of Washington, U.S.*

*Mary Jo Reiff, University of Kansas, U.S.*

**J2 Robinson B104**

**Multimodal composition and the teaching of academic writing conventions for changing audiences, products, and purposes**

Upping the Game: Negotiating Academic Expectations and Resistance

*Kristin Searle, University of Pennsylvania, U.S.*

Storyboarding the Argument: Facilitating Literacy through Visual Mapping

*Jonathan Balzotte, Iowa State University, U.S.*

Speaking Up, Speaking Out, and Speaking Back: Performance in and through a Multimodal Composition Classroom

*Sundy Watanabe, University of Utah, U.S.*



**J3 Robinson B113**

**The “Things They Carried”: Insular knowledges and the remaking of pedagogy**

Writing Across the Local Ecology: Evolving Meaningful Research Writing in First-Year Courses

*Mysti Rudd, Kutztown University of Pennsylvania, U.S.*

Observing English Graduate Students in Action: What TA Educators Can Learn

*Nicole Warwick, Cal State University, U.S.*

Meeting the Needs of Over-prepared Students: Identifying and Developing Individualized Curriculum

*Jennifer Johnson, University of California, Santa Barbara, U.S.*

Technological Ethos and Prowess-as-Style: Digital Source Selection for Research Writing

*Moe Folk, Kutztown University of Pennsylvania, U.S.*

**J4 Robinson B201**

**L2 writing processes in college**

The Effects of Performance Level and Homogeneity in DYAD Composition in Two Learning Conditions on Learning to Revise in L2

*Elke Van Steendam, University College Brussels, Belgium*

Text, Cognition, and Context: An Investigation of the Relationship between Perceptions and Writing Performance of Chinese ESL Graduate Students in New York

*Yuehai Xiao, New York University, U.S.*

Toward a More Comprehensive and Clear-cut Conceptualization of the Composing Process

*M. Abdel Latif, Cairo University, Egypt*

**J5 JC DH Cinema**

**Writing in the sciences and engineering: Writing and learning processes of advanced undergraduates, graduate students, postdoctoral researchers, and professional scientists**

Impacts of Feedback on the Development of Scientific Researchers' Writing

*Carl Whithaus, University of California, Davis, U.S.*

Professional Development of Postdoctoral Scientists:

Reports from Advanced Writing Programs in Norway and the U.S.

*Karen Lunsford, University of California, Santa Barbara, U.S.*

In the Borderland between Engineering and Science: Enabling Undergraduates to Move Between Worlds

*Marie C. Paretti, Virginia Tech, U.S.*

The Development of Writing Abilities in Biomedical Engineering Graduate Students

*Mya Poe, Massachusetts Institute of Technology, U.S.*

**J6 JC 3<sup>rd</sup> Floor Rm A**

**Expressive writing, emotions, and the self**

The Effects of Expressive Writing

*David Galbraith, Staffordshire University, U.K.*

*Norma Sherratt \**

Rhetorics of Relocation: Constructing Identity across Displacements

*Katrina M. Powell, Virginia Tech, U.S.*

**J7 JC 3<sup>rd</sup> Floor Rm B**

**Linguistic approaches to teaching writing in primary and middle schools**

The Impact of Teachers' Linguistic Subject Knowledge on the Teaching of Writing

*Debra Myhill, University of Exeter, U.K.*

*Susan Jones, University of Exeter, U.K.*

Beyond the Headline Findings: Understanding the Complexity of How Contextualised Grammar Teaching Impacted Differently on Two UK Schools

*Susan Jones, University of Exeter, U.K.*

Teaching Grammar for Writing: Espoused Beliefs and Pedagogical Practices

*Annabel Watson, University of Exeter, U.K.*

**J8 JC 3<sup>rd</sup> Floor Rm C**

**Methods and methodologies: Writing research in context**

Digital-Native Methods for Digital Writing Research

*Doug Eyman, George Mason University, U.S.*

Methodology As Invention: Mixing Methods through Emergent Situations

*Byron Hawk, University of South Carolina, U.S.*

*Casey Boyle, University of South Carolina, U.S.*

Teaching Research Methods Rhetorically: Theory in Empirical Studies of Writing

*Susan Lawrence, George Mason University, U.S.*

Visibility and Accountability: Methods in Writing Pedagogy Contexts

*Eve Weiderhold, George Mason University, U.S.*

**J9 JC 3<sup>rd</sup> Floor Rm D**

**Coming to grips with complexity: Applying recent research frameworks in the investigation of newswriting**

*Aleksandra Gnach, Zurich University of Applied Sciences, Switzerland*

*Daniel Perrin, Zurich University of Applied Sciences, Switzerland*

**J10 JC 3<sup>rd</sup> Floor Rm E**

**Icons and argument: Key issues in the use of visual images in writing instruction and practice**

There's No Such Thing as Visual Argument

*Tom Huckin, University of Utah, U.S.*

When the Visual Constitutes Argument: The Case of Science/Technology

*Maureen Mathison, University of Utah, U.S.*

**J11 JC 3<sup>rd</sup> Floor Rm F**

**Revision processes and instruction in revising**

Review of Research on Evaluation and Revision in Writing

*Charles MacArthur, University of Delaware, U.S.*

iFeedback: Using Video Technology for Supporting Student Revision

*Michelle L. Filling, Cabrini College, U.S.*

*Noreen S. Moore, The College of New Jersey, U.S.*

Teaching Normative Standards for Argumentation Through the Revising Process:  
The Effects on College Students' Argumentative Essays

*Yi Song, University of Delaware, U.S.*

*Ralph Ferretti, University of Delaware, U.S.*

Knowledge of Revising and Revising Behaviors of Students in the Primary  
Grades

*Zoi Phillippakos, University of Delaware, U.S.*

**J12 JC 3<sup>rd</sup> Floor Rm G**

**Expertise in graduate and professional writing**

What We Know about Expertise in Professional Writing

*Karen Schriver, KSA Communication Design & Research, U.S.*

Transmission of Implicit Knowledge: Toward the Expert Levels of Reading and  
Writing Competence

*Vasily Tseptsov, Institute of Psychology RAS, Moscow, Russia*

**Session K**

**Sunday, February 20 10:30am-12:00pm**

**K1 Dewberry Hall**

**Converging streams? Rhetorical and textual approaches to genre research and pedagogy (Part II)** (See Session J1 for individual talk titles)

*Natasha Artemeva, Carleton University, Canada*

*Janna Fox, Carleton University, Canada*

*Anthony Pare, McGill University, Canada*

*Christine Tardy, DePaul University, U.S.*

*Jaclyn Rea, University of British Columbia, Canada*

*Janet Giltrow, University of British Columbia, Canada*

*Amy Devitt, University of Kansas, U.S.*

*Catherine Schryer, Ryerson University, Canada*

*Heidi S. Byrnes, Georgetown University, U.S.*

*David Russell, Iowa State University, U.S.*

*Graham Smart, Carleton University, Canada*

*Anis Bawarshi, University of Washington, U.S.*

*Mary Jo Reiff, University of Kansas, U.S.*

**K2 Robinson B104**

**Teachers' personal and professional development in writing**

The Role of Access on Teachers' Perceptions of Professional Development in Writing

*Sarah McCarthey, University of Illinois at Urbana-Champaign, U.S.*

A (Digitally) Literate Summer: NWP Teachers' Perceptions and Practices Through the Lens of Liminality

*Sonia Kline, University of Illinois at Urbana-Champaign, U.S.*

Challenging Dominant Conceptions of Professional Development: An Argument for Incorporating Teachers' Out-of-school Experiences into the Conversation

*Becca Woodard, University of Illinois at Urbana-Champaign, U.S.*

**K3 Robinson B113**

**National projects of writing instruction**

PROTEXTS: A National Project for the Teaching of Texts Production in Compulsory Education, in Portugal

*Luísa Álvarez Pereira, University of Aveiro, Portugal*

*Inês Cardoso, University of Aveiro, Portugal*

Teaching Writing Using Computers in Grades 4-8 Classrooms across Canada

*Shelley Stagg Peterson, University of Toronto, Canada*

*Jill McClay, University of Alberta, Canada*

Teachers' Writing Assessment and Feedback Practices in Grades 4-8 Classrooms across Canada

*Shelley Stagg Peterson, University of Toronto, Canada*

*Jill McClay, University of Alberta, Canada*

**K4 Robinson B201**

**Reinventing (the) Research Exchange**

*Joanne Addison, University of Colorado-Denver, U.S.*

*Jenn Fishman, University of Tennessee-Knoxville, U.S.*

*Sharon James McGee, Southern Illinois University-Edwardsville, U.S.*

*Joan Mullin, Illinois State University, U.S.*

*Mike Palmquist, Colorado State University, U.S.\**

**K5 Robinson B228**

**Science journalism: Genre, content, and audience**

*Nancy Robb Singer, University of Missouri-St. Louis, U.S.*

*E. Wendy Saul, University of Missouri-St. Louis, U.S.*

*Alan Newman, University of Missouri-St. Louis, U.S.*

*Angela Kohnen, University of Missouri-St. Louis, U.S.\**

**K6 JC 3<sup>rd</sup> Floor Rm A**

**Writing science across borders and languages**

Discursive and Stylistic Variations in Grants Proposal Writing in Nepal and the USA: An Intercultural Technical Communication Case Study

*Santosh Khadka, Syracuse University, U.S.*

Production of Mexican Scientific Papers: Requirements and Supports

*Alma Carrasco, Benemérita Universidad Autónoma de Puebla, Mexico*

*Rollin Kent, Benemérita Universidad Autónoma de Puebla, Mexico*

*Angélica Moreno, Benemérita Universidad Autónoma de Puebla, Mexico*

Producing Scholarly Texts: Writing in English in a Politically Stigmatized Country

*Mehdi Riazi, Macquarie University, Australia*

**K7 JC 3<sup>rd</sup> Floor Rm B**

**Writing L2 research articles**

Taiwanese Graduate Students' Perceptions of the Problems in Writing Research Articles in English

*Shih-Chieh Chien, Taipei Medical University, Taiwan*

Writing Research across Languages

*Tony Silva, Purdue University, U.S.*

The Introduction Sections of Research Articles Produced by Students in the Field of Linguistics in Turkey: The Use of Reporting Verbs

*Ozden Fidan, Dokuz Eylul University, Turkey*

**K8 JC 3<sup>rd</sup> Floor Rm C**

**High school students and the practices of academic writers**

Differentiation of Writing Repertoires in Swedish Upper Secondary School

*Pernilla Andersson Varga, University of Gothenburg, Sweden*

Writing Practices in Danish Secondary Education

*Ellen Krogh, University of Southern Denmark, Denmark*

Writing Practices in Danish Secondary Education

*Nikolaj F. Elf, University of Southern Denmark, Denmark*

*Torben S. Christensen, University of Southern Denmark, Denmark*

**K9 JC 3<sup>rd</sup> Floor Rm D**

**Graduate students becoming teachers of writing**

How Teaching Assistants Learn To Teach Writing: Linking Formal Writing

Pedagogy Education to TAs' Previous Knowledge

*E. Shelley Reid, George Mason University, U.S.*

Narrating the Teaching of Writing: How New TAs Solve Teaching Challenges

*Heidi Estrem, Boise State University, U.S.*

**K10 JC 3<sup>rd</sup> Floor Rm E**

**Environments for learning and responding to college level writing**

Writing as a means of “direct learning through direct action”: Case studies of service-learning students working across cultural borders

*George L. Boggs, University of Georgia, U.S.*

In the Trenches: A Snapshot of College Writing Instructors' Current Response Practices

*Dana Ferris, University of California, Davis, U.S.*

The Development of Academic Literacy in Collaborative Learning Environments

*María Cristina Arancibia, Pontificia Universidad Católica de Chile, Chile*

**K11 JC 3<sup>rd</sup> Floor Rm F**

**Teachers of writing in early and middle grades**

The Relationship between First-Grade Teachers' Theoretical Orientation to Writing Instruction and Student Writing Performance

*David Coker, University of Delaware, U.S.*

*Kristen D. Ritchey, University of Delaware, U.S.*

Middle School Teachers' Collaborative Inquiry into Equity Writing Pedagogy

*Shannon Pella, University of California, Davis, U.S.*

Writing in teacher education: A Brazilian and Argentinean account

*Paula Carlino, University of Buenos Aires, Argentina*

*Solange T. R. de Castro, University of Taubaté, Brazil\**

*Carla L. Reichmann, Universidade Federal da Paraíba, Brazil\**

**K12 JC 3<sup>rd</sup> Floor Rm G**

**Beyond navel-gazing: Critiquing the personal narrative in the US university first-year composition classroom**

In Defense of the Narrative

*Stina Oakes, American University, U.S.*

Narrative Space: Vico, Burke, and Blanchot and the Inventive Parlor

*David Johnson, American University, U.S.*

Those Damn Poets: Creative Writing in the Composition Class

*Heather McDonald, American University, U.S.*

Still in Doubt: Perspectives from Second Language Writing that Clarify and Complicate the Issues

*Angela Dadak, American University, U.S.*

**K13 JC DH Cinema**

**Literacy histories**

Sequoyan: Instrumental Logics of the First Native American Writing System

*Ellen Cushman, Michigan State University, U.S.*

Early American Literacy Discourse in Great Britain: Anxiety of Influence or Rhetoric of Authority?

*Shawn Casey, The Ohio State University, U.S.*

From Glass Flowers to Computer Games: Examining the Persuasive Media Practices of Plant Biologists

*Morgan Reitmeyer, Purdue University, U.S.*

**Session L**

**Sunday, February 20 1:00-2:30pm**

**L1 Dewberry Hall**

**Research on total integration of writing and subject-matter instruction in the disciplines: An interim report from national and international perspectives**

Developing Learning Outcomes that Fully Integrate Technical and Communication Goals for Programs in Computer Science and Software Engineering

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

Developing and Implementing Fully Integrated Curricula: An International Perspective

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

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

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

Designing Curricula that Fully Integrate Writing and Subject-Area Instruction in Courses Taught by Subject-Area Faculty

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

**L2 Robinson B104**

**Remapping the field: Towards a transnational framework in composition**

Composition 2.0: Towards a Multilingual-Multimodal Framework

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

Writing in the Devil's Tongue: Toward a History of Transnational Composition

*Xiaoye You, Penn State University, U.S.*

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.*

**L3 JC DH Cinema**

**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*

Authorship and Intertextuality

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

Writing and Reading to Write in Postgraduate Studies

*Maria Isabel Sole, Universidad de Barcelona, Spain*



**L4 Robinson B 201**

**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.*

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*

**L5 Robinson B 208**

**Recontextualization and re-representation in media discourse: Multimodal intertextual analyses of discourse practices in journalistic contexts**

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

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

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

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

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

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

**L6 JC 3<sup>rd</sup> Floor Rm A**

**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.*

Comparing Technologies for Online Writing Conferences

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

**L7 JC 3<sup>rd</sup> Floor Rm B**

**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.*

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*

The Concept of Voice

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

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

**L8 JC 3<sup>rd</sup> Floor Rm C**

**Projects to develop writers in middle and high school**

Judging Text: Constructs of Quality in Writing Assessment

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

Changing the Profiles of Student Achievement in Writing

*Judy Parr, University of Auckland, New Zealand*

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.*

**L9 JC 3<sup>rd</sup> Floor Rm D**

**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*

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\**

Between the Couch and the Desk: A Community of Psychoanalytic Writers

*Sandie Friedman, George Washington University, U.S.*

**L10 JC 3<sup>rd</sup> Floor Rm E**

**Using knowledge about grammar and genre to support writing in the elementary grades**

Chair and Convener

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

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

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

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

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

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

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

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

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

**L11 JC 3<sup>rd</sup> Floor Rm F**

**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\**

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

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

**L12 JC 3<sup>rd</sup> Floor Rm G**

**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.*

Characterization of Mexican College Students Writing

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

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

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

*Cemal Karaata, Fatih University, Turkey*

**P3 Dewberry Hall**

**3:00-4:30 Closing Plenary Session with Gunther Kress & Kathleen Blake Yancey**

"21<sup>st</sup> Century Literacies"

*Chair, Doug Eyman*

Writing Research Across Borders II Conference Program

Aamotsbakken	Bente	A3
Abasi	Ali R.	C6
Addison	Joanne	K4
Adler-Kassner	Linda	G1
Admiraal	Wilfried	G10
Agboka	Godwin Y.	B8
Aitken	Madison	I11
Akbari	Nahal	C12
Alamargot	Denis	B12, C1, D1
Alberto Morales	Oscar	L11
Alfano	Christine	C5
Allan	Elizabeth G.	I6
Alvarez Angulo	Teodoro	C8
Álvarez Pereira	Luísa	K3
Alves	Rui A.	F13
Anderson	Paul	L1
Andersson Varga	Pernilla	K8
Aniola-Jedrzejek	Lilianna	C12
Anson	Chris M.	G13
Appelsies	Audrey	H11
Applebee	Arthur	B1
Appleman	Deborah	L7
Arancibia	María Cristina	K10
Araujo	Juan	L8
Arfè	Barbara	C4, D1
Artemeva	Natasha	E15, J1, K1
Artman	Margaret	E5
Askeland	Norunn	D3
Baaijen	Veerle	B9
Ballentine	Brian D.	E8
Balzotte	Jonathan	J2
Bastian	Heather	L4
Bauler	Clara	H12
Bawarshi	Anis	J1, K1
Bazerman	Charles	P1 D1,E3, H1, I10
Beaudet	Céline	B12
Becker	Laurence	F2
Becker-Mrotzek	M.	B14
Bellwoar	Hannah	A12
Bernhardt	Stephen A.	D9
Berninger	Virginia W.	D1
Bertrand-Poirier	Danielle	C4
Bhatia	Vijay	H5
Bhullar	Naureen	F6
Bibbs	Maria	B4

Bilbro	Rebecca	H8
Blackmon	Phillip	B4
Blair	Kristine	F10
Blau	Sheridan	H2
Boch	Françoise	F8
Boehm	Diane	C12
Boge	Cecilie	C11
Boggs	George L.	K10
Boggs	Sarah	H2
Boily	Elisabeth	C4
Booranaprasertsook	Wichat	E4
Boscolo	Pietro	D1, I3
Braaksma	Martine	I7
Bradford	Annette	I11
Brandão Carvalho	José António	D12
Brandt	Deborah	H1, I10
Brereton	John	B6
Breuch	Lee-Ann Kastman	F3, G6
Bright	Alison	G4
Brisk	Maria Estela	L10
Burge	Janet	L1
Butler	Donna Bain	D7
Byrnes	Heidi S.	K1, J1
Campbell	Jennifer	D5
Caporossi	Gilles	C1
Cardoso	Inês	K3
Carlino	Paula	K11, F1, H13, I3
Carrasco	Alma	K6
Carter	Michael	L1
Casey	Shawn	K13
Casillas	Sergio	D2
Cassany	Daniel	L11
Castelló	Montserrat	F8, H3
Caswell	Nicole	F12
Certo	Janine L.	I3
Chang	Peichin	A10
Chanock	Kate	G13
Chaudoir	Susan	H11
Chesnet	David	C1
Chien	Shih-Chieh	K7
Cho	Kwangsue	F6
Christensen	Torben S.	K8
Clark	Irene	B9
Clarke	J. Craig	F2
Cleary	Lawrence	H10, I1
Cogis	Danièle	C4

## Writing Research Across Borders II Conference Program

Coker	David	K11
Colby	Richard	D5
Colwell	Ryan	D2
Connor	Ulla	B10
Corley	Mary Ann	A9
Cortes	Viviana	B10
Craig	Jennifer	B3
Cserno	Isabell	L6
Cummings	Lance	D10
Cuppan	Greg	D9
Curry	Mary Jane	E3
Curtin	Elizabeth H.	F2
Cushman	Ellen	K13
Custer	Kelli	D5
Dadak	Angela	D10, K12
Daigle	Elizabeth	G9
Daiute	Colette	H9
Dan	Wu	C10, H10, I1
Datchuk	Shawn Michael	B14
Dawson	Christine	F7
De Bernardi	Bianca	C4
de Gloppe	Kees	H9
De La Paz	Susan	D3, I11
de los Santos	Rene	B3
De Maeyer	Sven	I4
Deane	Paul	E2, G5
DeCosta-Smith	Meredith	E7
Delcambre	Isabelle	E4
DePalma	Michael-John	D8
Devitt	Amy	J1, K1
Dewar	Tim	A7
Díaz	Néstor	L11
Dilamar Araújo	Antonia	L11
Dionisio	Angela	H3
Dirk	Kerry	H11
Doleschal	Ursula	C13
Dombek	Kristen	E12
Donahue	Christiane	B13, F5
Dressen-Hammouda	Dacia	B11
Dryer	Dylan	I11, G11
Drysdale	Tracy	L10
Dubb	Christina Rose	D12
Dubé	France	C4
Dueñas	Pilar Mur	B10
Eik-Nes	Nancy Lea	B12
El-Bezre	Nazih	E14
Elbow	Peter	A8
Elf	Nikolaj F.	K8

Elliot	Norbert	E2
Emerson	Lisa	D7
Encinas	Fátima	B3
Englander	Karen	B3
Eodice	Michelle	H10, I1
Eriksson	Ann-Marie	C3, H10, I1
Estrem	Heidi	K9
Eyman	Doug	J8, P3
Fayol	Michel	C1, D1
Feltner	Elizabeth	L5
Ferrari	Julia	I11
Ferretti	Ralph	I11, J11
Ferris	Dana	K10
Fidan	Ozden	K7
Filling	Michelle L.	J11
Finnin	Chris	G11
Fishman	Jenn	A5, K4
Flash	Pamela	H11
Flores Aguilar	Maria Dolores	L12
Folk	Moe	J3
Forgie	Julia	I11
Fortanet-Gomez	Inmaculada	B10
Fowles	Mary	G5
Fox	Janna	E15, J1, K1
Fraiberg	Steven	L2
Franco Holanda	Maria Eldelita	H5
Fredricksen	James E.	E11
Friedman	Natalie	E12
Friedman	Sandie	L9
Friedrich	Linda	F11
Frisicar-Pawlowski	Erica	E5
Fu	Danling	B5
Gagnon	Odette	F14
Galbraith	David	B9, E10, H1, I10, J6
Galvan	Nicoletta	I3
Ganobcsik-Williams	Lisa	F1
García Parejo	Isabel	C8
Gaul	Christine	G4
Gauvin	Isabelle	C4
Gelati	Carmen	I3
Geller	Anne Ellen	B6
Gere	Anne Ruggles	B2
Gerofsky	Susan	A3
Gillespie	Paula	H10, I1
Gilliland	Betsy	I4
Giltrow	Janet	J1, K1
Girvan	Philip	A12

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Gnach	Aleksandra	J9
Gogan	Brian	H11
Goldstein	Dayna	I11
Gorska	Weronika	H7
Grabowski	Joachim	B14, C7
Graham	Steve	P2, A4, B7, H1, I10
Graves	Heather	E14, G7
Graves	Richard L.	I7, H11
Graves	Roger	E14
Gulyaeva	Evgenia	D4
Gunnarson	Sven	C13
Gustafsson	Magnus	H10, I1
Guy	Alfred	E12
Halbritter	Bump	A5
Hall	Jonathan	D10
Hamelin	Karen	A7
Hanauer	David	B3
Hardy	Jack	B10
Harris	Karen	A4, B7, H1, I10
Haviland	Carol Peterson	H10, I1
Hawisher	Gail E.	D6
Hawk	Byron	J8
Hayes	Carol	A14
Hayes	J.R. (Dick)	C7, D1, H1, I10
He	Jiajia	H12
Hebert	Michael	A4
Hellne-Halvorsen	Ellen Beate	E7
Hertzberg	Froydis	I9
Hesse	Doug	D5
Hironymous	Patricia C.	F4
Hochstetler	Sarah	G4
Hoffnagel	Judith C.	F5
Hoki	Chieko	L8
Holding	Cory	C11
Holmberg	Per	F14
Hooge	Kevin	D2
Horner	Bruce	B13
Horning	Alice	D11
Houle	Éliane	C4
Hu	Xiaohua	C10
Huckin	Tom	J10
Hungler	Diane	A13
Igland	Mari-Ann	G8
Iglesia	Patricia	H13
Inés Moyano	Estela	G13
Iñesta	Anna	F8, H3
Ives	Denise	H9
Jakobs	Eva-Maria	A2

Jerskey	Maria	H12
Johns	Ann M.	B8
Johnson	David	K12
Johnson	Jennifer	J3
Jones	Carmeneta	B12
Jones	Susan	J7
Jung	CK	C3
Juzwik	Mary M.	H9
Kang	Yu-Kyung	L2
Karaata	Cemal	L12
Kent	Rollin	K6
Keupink	Jordy	H9
Kexun	Yu	E1
Khadka	Santosh	K6
Kibler	Amanda	F4
Kies	Daniel	H6
Kies	Sandra Gollin	G7
Kirkpatrick	Lori	L7
Kiuhara	Sharlene	B7
Klein	Perry	A3, L7
Kline	Sonia	K2
Klobucar	Andrew	E2
Knopp	Matthias	B14
Kohnen	Angela	K5
Koshnick	Damian C.	F12
Kress	Gunther	P3
Kristensen	Randi	C14
Krogh	Ellen	K8
Kruse	Otto	F5
Lahanier-Reuter	Dominique	E4
Lambert	Olga D.	F4
Lancaster	Zak	E13
Langer	Judith A.	B1
Laquintano	Tim	G8
Latif	M. Abdel	J4
LaVaque-Manty	Danielle	E13
LaVaque-Manty	Mika	E13
Lavoie	Natalie	I11
Lawrence	Ann	F7
Lawrence	Susan	J8
Leacock	Tracey L.	A9
Lehrer	Stephanie	A6
Leijten	Mariëlle	E10, I6
Lerner	Neal	B6
Leuwens	Christel	C1
Limpo	Teresa	F13
Lindquist	Julie	A5
Lines	Helen	L8
Ling	Cheung Yin	H3
Linnehan	Frank	G11
Loerts	Terry	F9

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Looker	Samantha	H8
López-Bonilla	Guadalupe	D3
Lunsford	Karen	J5
Lyles	Karla	G13
Maagerø	Eva	A4
MacArthur	Charles	F6
Madden	John P.	F3
Magalhães	Célia Maria	A11
Mahlow	Cerstin	E8
Makalela	Leketi	B8
Mäkitalo	Åsa	C3
Malley	Suzanne Blum	D4
Marinara	Martha	D11
Martinussen	Rhonda	I14
Mason	Linda H.	B14
Mateos	Mar	E7
Mathison	Maureen	J10
Matre	Synnøve	I9
Mauer	Barry	D11
McCarthy	Sarah	K2
McClay	Jill	K3
McCraw	Sara B.	L7
McCutchen	Deborah	D1, I7
McDonald	Heather	K12
McDougall	Allan	L9
McEachern	Robert	I2
McGann	Mary	B5
McGee	Sharon James	K4
McKeown	Deborah	B7
McNamara	Danielle S.	G6
Melles	Gavin	G14
Mendoza Guerrero	Everardo	L12
Mertlitsch	Carmen	C13
Meyer	Tom	A7
Michaud	Michael J.	E9
Miller	Brett	A1
Miller	Carolyn R.	I14
Milson-Whyte	Vivette	B12
Minnix	Chris	I11
Monge	Robert	E5
Monte-Sano	Chauncey	D3
Montésinos-Gelet	Isabelle	C7
Moore	Jason	L10
Moore	Noreen S.	J11
Morain	Matt	I11
Moreno	Ana	B10
Moreno Juarez	Angélica	K6
Morin	Marie-France	C7
Morse	David T.	I7
Mortari	Luigina	G9
Mullen	Mark	E8

Mullin	Joan	K4
Murphy	Sandra	F11, G1
Myers	Greg	F8
Myhill	Debra	J7, I3
Nadeau	Marie	L4
Nam	N.T. Phuong	G10
Narita	Masumi	A6
NeCamp	Samantha	B13
Neff	Joyce	G2
Nelson	Nancy	H1, I10
Nelson	Nickola W.	H4
Newman	Sara	G12
Nickoson	Lee	F10
Niestepski	Michelle	C12
Nikolaidou	Zoe	A12
Norris	Sharon	A10
Null	Suzie	A8
Núñez Tapia	Priscilla	C8
O'Brien	Alyssa	C5
O'Brien-Remirez	Kathleen	C1
O'Dell	Lee	G5
O'Hallaron	Catherine	L10
O'Keefe	Meaghan	E15
O'Neill	Peggy	G1
Oakes	Stina	K12
Oddo	John	L5
Olinghouse	Natalie G.	H4
Oliva Girbau	Àngels	I11
Olive	Thierry	F13
Olsson	Eva	E6
Ongstad	Sigmund	I9
Ono	Masumi	G14
Ouellet	Chantal	C4
Oyanedell	Marianna	A8
Palmer-Silveira	Juan Carlos	B10
Paltridge	Brian	G14
Pandey	Iswari	I2
		E14, H1, I10, J1, K1
Paré	Anthony	
Paretti	Marie C.	J5
Parr	Judy	L8
Pasini	Margherita	C4
Patterson	Leslie	L8
Pavlak	Cristina	L10
Pella	Shannon	K11
Perelman	Les	E2
Perrin	Daniel	A2, J9
Peterson	Shelley Stagg	K3
Peyton	Joy Kreeft	H2
	Louise Wetherbee	G2

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Phillippakos	Zoi	J11
Pinsonneault	Reine	C4
Piotrowski	Michael	E8
Pishtalova	Lika	D9
Plane	Sylvie	F13
Poe	Mya	J5
Pontart	Virginie	C1
Porter	Anne	I6
Powell	Katrina M.	J6
Prévost	Nathalie	C4
Prior	Paul	C11, H8
Qiu	Feilian	E1
Räisänen	Christine	C13
Ramineni	Chaitanya	E2
Ramírez Gelbes	Silvia	C11
Ravelli	Louse	G14
Rea	Jaclyn	J1, K1
Regina	Andrea	I11
Reichmann	Carla	H2, K11
Reid	E. Shelley	K9
Reiff	Mary Jo	J1, K1
Reitmeyer	Morgan	K13
Rendahl	Merry	G6
Riazi	Mehdi	K6
Rijlaarsdam	Gert	D1, G10, I4, I7
Rinck	Fanny	F8
Ringer	Jeff	D8
Ritchey	Kristen D.	K11
Robertson	Liane	I5
Robinson	Nicole	A13
Rogers	Paul	F6, P2
Rohan	Liz	F10
Romain	Christina	B14
Romero	Deborah	I4
Rondelli	Fabienne	F13
Rong	Guangqi	E1
Rooney	Piper	F4
Roozen	Kevin	H8
Ross	Cissy	C9
Roth	Désirée Motta	L3
Roubaud	Marie-Noëlle	B14
Rousseau	Annie	L4
Rudd	Mysti	J3
Ruiters	John	D4
Ruiz-Garrido	Miguel F.	B10
Russell	David	J1, K1
Rytkonen	Helle	C5
Sabatini	John	G5
Salas Valdebenito	Millaray	D12

Salchak	Steve	A14, B11
Samuelson	Dianne	C4
Santiago Araújo	Vera Lúcia	A11
Sauer	Beverly A.	C6
Saul	E. Wendy	K5
Sawyer	Mary	A7
Schlepppegrell	Mary	A10, L10
Schmitt	Markus	C7
Schonberg	Eliana	D5
Schriver	Karen	J12
Schryer	Catherine	J1, K1, G9
Scott	Mary	L12
Scrocco	Diana Awad	I8
Searle	Kristin	J2
Selfe	Cynthia L.	D6
Serviss	Tricia	G2
Sharp	Matthew R.	H6
Sheridan	Mary P.	F10
Sherratt	Norma	J6
Sherry	Michael	F7
Shultz-Colby	Rebekah	D5
Shuy	Tanya	A1
Sidler	Michelle	F12
Silva	Mary Lourdes	E5
Silva	Tony	K7
Silver	Naomi	E13
Silver-Pacuilla	Heidi	A9
Simpson	Steve	D8
Singer	Nancy Robb	K5
Sinha	Aparna	F1
Skaar	Håvard	E9
Skjelbred	Dagrun	A4
Skopal	Dana	C13
Smagorinsky	Peter	G9
Smart	Graham	B8, J1, K1
Smith	Cheryl Hogue	B9
Smith	Dolsy	C14
Smith	Mary Ann	F11
Smith	Tanisha	A7
Solé	Maria Isabel	L3
Song	Yi	J11
Sperling	Melanie	F11, L7
Spinuzzi	Clay	I2
Starfield	Sue	G14
Starke-Meyerring	Doreen	E14
Steiner	Lindsay	I8
Strassman	Barbara K.	A11
Street	Brian	H7



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Sun	King Yan	E14
Sture	Svein Kåre	C11
Suzuki	Yuji	G3
Svoboda	Michael	A14
Swain	Sherry S.	F11, I7
Taczak	Kara	I5
Tardy	Christine	J1,K1
Teems	Yvonne	C9
Tesdell	Lee S.	F3
Teston	Christa B.	G12
Thaiss	Chris	F1, H13
Thomas	Patrick	L5
Thomson	Jenny	C4
Tiedemann	John	D5
Titus	Megan	C2
Torrance	Mark	E10
Troia	Gary A.	H4
Troutman	Phillip	G7
Tseptsov	Vasily	J12
Turcotte	Catherine	C4
Turner	Joan	H10, I1
Utell	Janine M.	F6
van den Bergh	Huub	I4, I7
Van den Branden	Kris	I5
Van Ittersum	Derek	H6
Van Steendam	Elke	J4
van Waes	Luuk	E10, I6
Varley	Anna	E6
Vázquez	Alicia	E5
Vee	Annette	B4
Verheyden	Lieve	I4
Vieira	Kate	A9
Wagner	Anne	C4
Waldhauser	Anja	C13
Wallack	Nicole B.	E12, A4
Walwema	Josephine	G12
Wang	Zhenjing	G10
Warnock	Scott	G11
Warwick	Nicole	J3
Watanabe	Sundy	J2
Watson	Annabel	J7

Watson	Missy	E3
Weinzierl	Christian	C7
Werner	Courtney	I8
Whitehead	George	F2
Whithaus	Carl	F9, J5
Whitney	Anne Elrod	E11
Wickman	Chad	D7
Wickstrom	Carol D.	L8
Wiederhold	Eve	J8
Willard-Traub	Margaret	B11
Williams	Bronwyn T.	E9
Williams	Cheri	A13
Willows	Dale	I14
Wilson	Anthony	I3
Wilson	Joshua	D2
Wingate	Ursula	H7
Wisniewski	Carolyn	C2
Wissinger	Ronald	I11
Wittek	Line	L9
Wolbers	Kimberly A.	H4
Woldruff	Ryan	C2
Wolfe	Joanna	L6
Woodard	Rebecca	K2
Xiao	Yuehai (Mike)	F14, J4
Xinghua	Liu	E15
Yakhontova	Tatyana	A10
Yamanaka	Tsukasa	G3
Yancey	Kathleen Blake	H11, I5, P3
Yaneth González	Blanca	E4
Yang	Dafu	C10
Yee	Laura	I11
You	Xiaoye	L2
Yu	Han	C6
Zawacki	Terry Myers	H10, I1
Zenger	Amy	H10, I1
Zhang	Qisi	A6