Thursday, February 17

Welcome and Opening Registration 3:00 – 4:30

4:30-6:00 Opening Reception

6:30-7:30 Plenary Session with Denise Schmandt-Besserat
“How Writing Came About”

The opening reception and opening plenary session on Thursday will take place at the Marriott. All other sessions will take place on the George Mason University Campus.

Friday, February 18

8:30 Welcome

9:00-10:00 Plenary Session with Steve Graham
“Struggling, At-risk, and Developing Writers: What We Have Learned From Cognitively-Oriented Research”

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

A1 Writing research on the federal landscape: Funding opportunities at federal agencies
*Brett Miller, Tanya Shuy*

A2 Authoring across borders: The Mouton-de Gruyter Handbook of Writing and Text Production
*Daniel Perrin, Eva-Maria Jakobs*

A3 Writing math and science
*Word Problems as Genre in Mathematics Education: Exploring the Hidden Written Ground of Mathematics Teaching and Learning*
*Susan Gerofsky*
*Students’ Use of Learning Resources When Writing in Physics and the Mother Tongue. The Implications of “Quotations Without Quotations Marks”*
*Bente Aamotsbakken*
*Writing to Learn as Distributed Cognition*
*Perry Klein*
A4
Evaluation and quality at all levels
Assessing Struggling Writers: A Comparison of Writing Performance and Behavior Across Four Genres
  Michael Hebert, Steve Graham, Karen Harris
The Good Writers – Who Are They?
  Eva Maagerø, Dagrun Skjelbred
Revealing Our Values: Reading Student Texts with Colleagues in High School and College
  Nicole B. Wallack

A5
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, Bump Halbritter
  Lessons from the Stanford Study of Writing
  Jenn Fishman

A6
Models of L2 teaching of writing in higher education
Reading Like Writers: Improving Writing in an Advanced-level Reading Course
  Stephanie Lehrer
Japanese EFL Learners’ Development in L2 Writing
  Masumi Narita
A Postmethod Framework of an EFL Bilingual Writing Course in a University of China
  Qisi Zhang

A7
Alternative methods of looking at writing and writers
  Tim Dewar, Mary Sawyer, Tom Meyer, Tanisha Smith, Karen Hamelin

A8
Voice and the other
Creative Writing as a Vehicle for Intercultural Awareness
  Marianna Oyanedell
Vulgar Eloquence: Enlisting the Resources of Speech for Writing
  Peter Elbow
Continued Variation Amid Standardization
  Suzie Null
### A9
**Adult writers**

- Adult New Writers: What Does the Research Say?
  - *Heidi Silver-Pacuilla, Mary Ann Corley*

- Undocumented in a Documentary Society: How Immigrants’ Religious Writing Mediates Legal Status
  - *Kate Vieira*

- Writing as Distributed Cognition: The Case of Computer Mediated Conferencing
  - *Tracey L. Leacock*

### A10
**Becoming academic writers**

- Learning to take an Effective Authorial Stance in Second Language Academic Writing: The Affordances of a Stance Corpus
  - *Mary Schleppegrell, Peichin Chang*

- An Approach to Developing Writing Skills for Research Publication in English
  - *Tatyana Yakhontova*

### A11
**Authoring by and for the Deaf**

- Authoring With Video (AWV)
  - *Barbara K. Strassman*

- Online and Offline Writing by Hearing and Deaf Swedish Writers.
  - *Åsa Wengelin*

- Multimodality in SDH’s Education in Brazil
  - *Célia Maria Magalhães, Vera Lúcia Santiago Araújo*

### A12
**Writing in the health and care professions**

- Culture, Translation, and Genre: The Emergence of Health Literacy Interventions
  - *Philip Girvan*

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

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

### A13
**Power and positioning in learning to write: Children’s perceptions of mediational tools for writing**

- *Cheri Williams, Diane Hungler, Nicole Robinson, Tammy Sherry*
A14

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
- Hearing One’s Self Write: Identifying (with) Audiences for Research
  Michael Svoboda
- Generating Comparative Data for Examining the Ability of Different Program Designs to Promote Positive Attitudinal Shifts in First-Year Writers
  Steve Salchak
Session B
Friday, February 18 1:00-2:30pm

B1
The National Study of Writing Instruction
Judith A. Langer, Arthur Applebee

B2
New directions in writing assessment: Validity, confidence and corpus Linguistics
Anne Ruggles Gere

B3
Disciplinary writing in English: Research from five Mexican universities
Fátima Encinas, Jennifer Craig, Rene de los Santos, David Hanauer, Nancy Keranen, Karen Englander

B4
Progressive promises of literacies from the great migration to the computer age
Maria Bibbs, Phillip Blackmon, Annette Vee

B5
Teaching English writing in China: What native-English speaking instructors encountered in teaching writing to college students in China
Qing Liu, Xiaodi Zhou, Danling Fu, Mary McGann

B6
The frustrations of reform in the teaching of writing: Historical case studies of new theories, faculty development, and empirical research
Neal Lerner, Anne Ellen Geller, John Brereton

B7
Meta-analysis of writing interventions for elementary school children
Steve Graham, Sharlene Kiuhara, Deborah McKeown, Karen Harris

B8
Writing and social issues
A Social Justice Imperative in International/Transnational Cultural Interactions
Godwin Y. Agboka

Critical Ethnography---the Client and Outside Consultant: A Case Study from South Africa
Ann M. Johns, Leketi Makalela

Opening up the ‘Opaque Box’ of Climate-Change Argumentation: Overcoming Discursive Barriers to Comprehension and Dialogue
Graham Smart
B9
Thinking and writing in college
Explaining Knowledge Change through Writing
Veerle Baaijen, David Galbraith
Pedagogical Memory and the Genre Awareness Project
Irene Clark
Critical Thinking and the Basic Writer: Problems, Paradoxes, and Prescriptions
Cheryl Hogue Smith

B10
Empirical intercultural studies of professional and academic discourses
Ulla Connor, Viviana Cortes, Jack Hardy, Pilar Mur Dueñas, Ana Moreno, Lorena Suarez, Miguel F. Ruiz-Garrido, Inmaculada Fortanet-Gomez, Juan Carlos Palmer-Silveira

B11
Forming identities through transcultural & transnational writing research
Margaret Willard-Traub, Steven Salchak, Dacia Dressen-Hammond

B12
Identity in writing
Metaphors of Writing and Intersections with Jamaican Male Identity
Vivette Milson-Whyte, Carmeneta Jones
An Environment for “Back Stage” Writing Development
Nancy Lea Eik-Nes
Writing against One’s Opinion: Can Senior Communications Students Set Aside their Knowledge of the Field?
Denis Alamargot, Céline Beaudet

B13
From monolingualism to translingualism in writing research
Bruce Horner, Samantha NeCamp, Christiane Donahue

B14
Writing development in the middle years
Naming in Pupil Writings (9 to 14 years old)
Christina Romain, Marie-Noëlle Roubaud
Exploring Subskills of Writing Literacy: Lexicon, Cohesion and Partner Orientation
Matthias Knopp, M. Becker-Mrotzek, Joachim Grabowski
Quick Writing for Middle School Students Who Struggle with Writing
Linda H. Mason, Shawn Michael Datchuk
B15
Assessment, Audit Culture, and First-Year Writing: Origins, Implications, and Alternatives (Roundtable Discussion)
Dolsy Smith, Randi Kristensen
Session C
Friday, February 18 2:45-4:15pm

C1
Eye and pen movements as indicators of subject-verb agreement processing during written sentence production
Denis Alamargot, Michel Fayol, Christel Leuwers, Gilles Caporossi, Virginie Pontart, Ascension Pagan, Kathleen O’Brien-Remirez, David Chesnet

C2
Students, teachers, and classroom communities: Qualitative investigations of whole-class workshopping in composition classrooms
Carolyn Wisniewski, Dianna Winslow, Megan Titus, Ryan Woldruff

C3
Engineering writing in higher education
The Challenges of Integration: WAC in the Engineering Context
Tatiana Teslenko
Specificity in Resources for EAP: Laboratory Reports from 11 Specific Engineering Disciplines
CK Jung
Academic Writing Projects as a Way into Environmental Issues: How Does Writing Mediate Disciplinary Genre in Educational Setting?
Ann-Marie Eriksson, Åsa Mäkitalo

C4
Disability and writing: What works
Is “Assistive Technology” Really Assistive? The Impact of Information Technology on Writing Processes
Dianne Samuelson, Jenny Thomson
Writing Research on Cognitive Disabilities: A Case Study of Self-Sponsored Writing and Genre Acquisition
Amy Reed
Sentence Reformulation and Sentence Generation in Expressive Writing Difficulties
Barbara Arfè, Bianca De Bernardi, Margherita Pasini
C5
Varied approaches to rhetorical and linguistic competence
Inventing the Rhetoric of Attention Structures Through Style
Josephine Walwema
On the Persian Speakers Accuracy of Telicity in English
Mohammad Falhasiri
Construing Consumption: An Analysis of How Meaning is Manifested through Text on Wine Bottles
Nicole Caswell

C6
Research into multi-modal writing across global teams: Composition, collaboration, and cross-cultural rhetoric
Alyssa O’Brien, Christine Alfano, Helle Rytkonen

C7
Writing and national transitions
Genres at Work: A Newspaper’s Coverage of the 2009 Iranian Presidential Election Debates
Ali R Abasi
Professional Writing Education in Afghanistan
Han Yu
Gesture and Cognition in Post-Apartheid South Africa: Re-Thinking the Border between Speech and Writing
Beverly A. Sauer

C8
Development of writing in the early grades
Reevaluating Knowledge-Telling: Modeling Early Writing Development
John R. Hayes
Copying Ability across Primary School: The Role of Working Memory
Joachim Grabowski, Christian Weinzierl, Markus Schmitt
Graphomotor Skills, Spelling and Writing in Grade 2: The Effects of Teaching Practices
Marie-France Morin, Natalie Lavoie, Isabelle Montésinos-Gelet
C9

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
Rhetorical Features of Education Bachelor Student Writing in Didactics Disciplines.
Isabel García Parejo
Academic Writing and Knowledge Transformation in Teacher Education at University
Teodoro Alvarez Angulo

C10

Journalism and young writers
School Newspaper in Brazil: Its Organization, Genres, and Role in the Writing Teaching
Adair Bonini
New Journalism Sites: How Do Young Adults See the Future?
Cissy Ross
New Journalism Visualizations: How Do We See the News?
Madeleine Sorapure

C11

Teaching English writing and its research in China: Historical, experimental, and cross-cultural perspectives
Paradigms and Shifts: A Review of the Teaching and Research of English Writing in China
Wu Dan
Report on the course reform: From English Reading (ER), English Writing (EW) to English Reading-&-Writing (ERW)
Xiaohua Hu
A Study of the Cross-Cultural Differences between the UC/RWC Students and the XISU/SES English Majors: Reflections and Implications
Dafu Yang

C12

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, Cory Holding
Writing and Ethos: Assertive Students against Cautious Experts?
Silvia Ramírez Gelbes
Writing and Learning History – Use of Portfolios in Higher Education: A Norwegian Case Study
Svein Kåre Sture, Cecilie Boge
C13

**L1 and L2 error in higher education**

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

*Michelle Niestepski*

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

*Nahal Akbari*

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

*Diane Boehm, Lilianna Aniola-Jedrzejek*

C14

**Writing in business and organizations**

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

*Dana Skopal*

Writing Competences of University Graduates at Work

*Ursula Doleschal, Carmen Mertlitsch, Anja Waldhauser*

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

*Christine Räisänen and Sven Gunnarson*
Session D  
Friday, February 18 4:30-6:00pm

D1  
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, Pietro Boscolo, Michel Fayol, J.R. (Dick) Hayes,  
Honoring Team: Denis Alamargot, Barbara Arfé, Virginia W. Berninger, Deborah McCutchen, Gert Rijlaarsdam

D2  
Text types, motivation and transitions: Three case studies of exercised student choice

Kevin Hooge, Leonard Alvarez, Sergio Casillas

D3  
Disciplinary writing in high school

Figured Worlds and the Access to Written Artifacts in the Disciplines  
Guadalupe Lópèz-Bonilla
Using Writing Tasks to Elicit Adolescents’ Historical Reasoning  
Chauncey Monte-Sano, Susan De La Paz
Conventional and Risktaking Good Writers and Learning Resources in the Mother Tongue and Physics in Upper Secondary School  
Norunn Askeland

D4  
Navigating epistemologies, methodologies, and pedagogies in collaborative, international writing research

Suzanne Blum Malley, Evgenia Gulyaeva, John Ruiters

D5  
Major findings from a four-year longitudinal study of undergraduate writers

Doug Hesse, Jennifer Campbell, Richard Colby, Kelli Custer, Eliana Schonberg, Rebekah Shultz-Colby, John Tiedemann

D6  
Beyond literate lives in the information age: Digital writing research, transnational contexts, and academic Discourse

Gail E. Hawisher, Cynthia L. Selfè
D7
**Adult writers in science and the professions**
How L2 Legal Writers Use Strategies for Scholarly Writing: A Mixed Methods Study
  *Donna Bain Butler*
Writing and Theoretical Physics
  *Chad Wickman*
The Lifecycle of the Scientific Writer: Investigating How Scientists Become Writers of Science
  *Lisa Emerson*

D8
**Adopting a holistic perspective on international students’ academic literacy development**
  *Michael-John DePalma, Jeff Ringer, Steve Simpson*

D9
**High stakes professional writing**
The Complexities of Document Review in Drug Development Environments
  *Stephen A. Bernhardt, Greg Cuppan*
Rhetorical Activity in a Pharmaceutical Communications Workplace
  *Susan L. Popham*

D10
**Linguistic diversity in higher education**
The Linguistic Diversity Project: Connecting Reading, Writing, and Language Background Among First-year College Students
  *Jonathan Hall*
Working the Circle: Language Assumptions in L2 Composition Classrooms
  *Lance Cummings*
Uncovering Linguistic Diversity in a US University Writing Program
  *Angela Dadak*

D11
**Development of critical thinking skills in writing-across-the-curriculum**
Genre’s Analysis in Academic Contexts: The Abstract
  *Vincentina Ramires*
Transfer of a Different Kind: A Study of Developmental Reading, Writing and Academic Success
  *Alice Horning*
Examining Premises: A Campus-Wide Critical Thinking Program
  *Martha Marinara, Barry Mauer*
D12

From undergraduate to post-graduate writing competence
Metadiscourse and Evaluation in Undergraduate Thesis in Spanish
Millaray Salas Valdebenito
(Re)presenting the Self in Graduate Admissions Essays: Research in the Process Behind High Stakes Writing
Christina Rose Dubb
Moving from Graduation to Post-Graduation in Portuguese Universities – Changing Literacy Practices, Facing New Difficulties
José António Brandão Carvalho

D13

Syntax and vocabulary in primary years
The Relationship between Vocabulary and Writing Quality across Genres
Natalie G. Olinghouse, Joshua Wilson, Ryan Colwell
Orthographic and metagraphic profiles of late primary students, early secondary students, and students with learning difficulties in Québec
Chantal Ouellet

D14

Professional education for the language professions
Transcending the Border between Classroom and Newsroom: A Comparison of Revision Practices
Yvonne Teems
The Critical Reflective Essay and Overseas Students - Linguistic Repertoire Genre Selection and Rhetorical Tradition
Sharon Norris
Requirements of Linguistics Abstract Proposal
Françoise Boch, Fanny Rinck
Session E
Saturday, February 19 8:30-10:00am

E1
Writing studies in China
   Liu Yutang, Yu Kexun, Zhang Jie, Deng Wei

E2 Automation, application, and representation: The search for valid writing assessment
   Norbert Elliot, Chaitanya Ramineni, Les Perelman, Andrew Klobucar, Paul Deane

E3
Entering the networks of academic publication
   Writing in English Across Borders: Experiences and Perceptions of Multicultural Faculty in U.S. Universities
   Missy Watson
   Mapping Academic Research Networks as Resources for English-medium Publishing
   Mary Jane Curry, Theresa Lillis
   Facilitated Immersion at a Distance in Second Language Scientific Writing
   Charles Bazerman, Nancy Keranan

E4
Writing-across-the-curriculum: Variations across disciplines and cultures
   French University Writing Practices, from Disciplinary Frames to Curricular Thresholds
   Isabelle Delcambre, Dominique Lahanier-Reuter
   The Differences of Writing Problems between Science Students and Humanities Students: A Case Study of Thai Students at Kasetsart University
   Wichat Booranaprasertsook
   Reading and Writing Practices in Five Courses from Different Disciplines in the Sergio Arboleda University
   Blanca Yaneth González, Violetta Vega
E5

**Information in college writing**

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

*Alicia Vázquez*

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

*Margaret Artman, Robert Monge, Erica Frisicaro-Pawlowski*

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

*Mary Lourdes Silva*

E6

**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*

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

*Anna Varley*

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

*Eva Olsson*

E7

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

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

*Meredith DeCosta*

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

*Ellen Beate Hellne-Halvorsen*

Writing a Synthesis from Multiple Texts in University Education

*Mar Mateos*

E8

**Issues in technology and writing**

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

*Brian D. Ballentine*

Writing and Writing Tools: Separate Worlds?

*Cerstin Mahlow, Michael Piotrowski*

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

*Mark Mullen*
E9
Literate lives of college students
Writing with Popular Culture: The Daily Online Literacy Practices of Students
Bronwyn T. Williams
Does the Internet Bridge Writing in and out of Educational Settings? Views of Norwegian Students on the Threshold of Higher Education
Håvard Skaar
“The Things They Carry”: The Literate Lives of Adult Students Attending College in the 21st Century
Michael J. Michaud

E10
The influence of working memory on error correction strategies during sentence production
Mariëlle Leijten, David Galbraith, Mark Torrance, Luuk Van Waes

E11
Composing teacher authority
Anne Elrod Whitney, Leah Zuidema, James E. Fredricksen

E12
The science and art of transfer revisited
Alfred Guy, Kristen Dombek, Nicole Wallack, Natalie Friedman

E13
The impact of metacognitive strategies within writing in the disciplines
Naomi Silver, Danielle LaVaque-Manty, Mika LaVaque-Manty, Zak Lancaster

E14
The state of research writing in doctoral education at Canadian research-intensive universities: A multi-year, cross-institutional, and cross-disciplinary study
Doreen Starke-Meyerring, Roger Graves, Heather Graves, Nazih El-Bezre, Anthony Paré, King Yan Sun
Teaching genre and writing awareness across languages and cultures

New Rhetorical Figures: Teaching Flexible Formulaic Sequences in Arab and American Contexts
  
  Meaghan O’Keefe

The Writing’s on the Board: Genres of Teaching Undergraduate Mathematics in L1 and Additional Languages
  
  Natasha Artemeva, Janna Fox

  
  Liu Xinghua
Session F
Saturday, February 19 10:30am-12:00pm

F1
Writing programs worldwide: Profiles of academic writing in many places
Chris Thaiss, Paula Carlino, Lisa Ganobcsik-Williams, Aparna Sinha

F2
Psychology research reports: An analysis of multiple drafts
J. Craig Clarke, George Whitehead, Elizabeth H. Curtin, Laurence Becker

F3
Technology and children’s writing
Second-Language Writing Pedagogy and the $100 Laptop
John P. Madden
The XO Laptop as the Object of Learning in a Technical Communication Classroom: Documentation and Awareness
Lee S. Tesdell
Early Social Networking: Uses of Email in a Professional Writing Group
Lee-Ann Kastman Breuch

F4
Understanding linguistically diverse students in higher education
Hidden in Plain Sight: Recognizing and Serving Heritage Language Speakers in College Composition Classes
Patricia C. Hironymous, Piper Rooney
Generation 1.5 Students Transitioning to College: A Longitudinal View
Amanda Kibler
Learner Characteristics and Writing Performance in a Community College ESL Course: Some Unexpected Findings
Olga D. Lambert

F5
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
Educational Genres and Genre Practices in European Higher Education
Otto Kruse
Undergraduate Writing, Disciplines, and the Liberal Arts: Analytic Insights and Cross-cultural Dialogue
Christiane Donahue
F6

Peer review in undergraduate writing

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

Janine M. Utell, Naureen Bhullar

Investigating the Impact of Peer Writing Tutorials on Student Transition and Achievement in UK Higher Education

Kathy Harrington, Savita Bakhshi, Peter O’Neill

Learning Writing by Reviewing

Kwangsu Cho, Charles MacArthur

F7

Teachers’ collaborative writing in three metaphors

Christine Dawson, Michael Sherry, Ann Lawrence

F8

Science writing in process

Science Blogs and the Middle Region of Research

Greg Myers

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

Anna Iñesta, Montserrat Castelló

Credential and Material Factors Affecting Joint Publication by Supervisors and Research Students: A Creative Approach in a Developing Country

Mostafa Hasrati, Barbara Graves

F9

Multimedia in school and work

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

Gavin Melles

Reading, Writing, and Multimodality: What Does Literacy Curricula Look Like?

Terry Loerts

Impacts of Visual Blogging, Digital Videos, and Interactive Electronic Correspondence on 4th and 5th Graders’ Narrative and Analytic Writing

Carl Whithaus

F10

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

Mary P. Sheridan, Kristine Blair, Lee Nickoson, Liz Rohan
F11
Writing assessment and its impact on scorers
Sherry S. Swain, Mary Ann Smith, Sandra Murphy, Linda Friedrich, Melanie Sperling

F12
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
Beyond the Print Moment: Reception Studies of Online Scientific Discourse
Michelle Sidler

F13
Cognitive models of writing
Executive Functions of Working Memory in Writing
Thierry Olive
Writing as Priming: Implicit Processes in Text Production
Teresa Limpo, Rui A. Alves
Effect of Temporal Parameters on the Properties of Texts Produced by Young Writers: the Case of the Transposition of Characters' Words
Sylvie Plane, Fabienne Rondelli

F14
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
Coherence Breaks in the Informative Structuring of Texts
Odette Gagnon
Situational Contexts and Linguistic Resources for Writing Explanation
Per Holmberg
Session G
Saturday, February 19 1:00-2:30pm

G1
The challenges of the research to policy to action connection
   Peggy O'Neill, Linda Adler-Kassner, Sandra Murphy

G2
Theory and method in international writing research: Connecting conceptual and empirical traditions
   Louise Wetherbee Phelps, Joyce Neff, Tricia Serviss

G3
Writing research across borders: Introducing a writing center program for the graduate program in life sciences of Ritsumeikan University at Biwako-Kusatsu
   Yuji Suzuki, Tsukasa Yamanaka, Yusuke Kondo

G4
Preparing teachers of writing: Research on the articulation of the profession
   Christine Gaul, Sarah Hochstetler, Alison Bright

G5
Rethinking K-12 writing assessment to support best instructional practices
   Paul Deane, Mary Fowles, John Sabatini, Lee O’Dell

G6
Online practices in college writing
   Toward Complexity of Online Learning: Profiles of Learners in Online First-Year Writing Courses
      Merry Rendahl, Lee-Ann Kastman Breuch
   Online Directed Self-Placement for Multilingual Writers: Improving the Ethics of Our Placement Practices?
      Talinn Phillips

G7
Rethinking disciplinary text analysis
   Investigating Writing Research Methodologies in Language for Specific Purposes
      Sandra Gollin Kies
   Framing Humanities Inquiry: the Swales Moves Reconsidered
      Phillip Troutman
   Toward a Taxonomy of Argument in Scientific Discourse
      Heather Graves
G8
Hypertext writing and observational learning: Effects on writing skills
Martine Braaksma, Gert Rijlaarsdam, Huub van den Bergh

G9
Changing social communication

Digital Discussions and Dialogical Discourse Analysis
Mari-Ann Igland
Self-Publishing, Ebooks, and Peer Review Online
Tim Laquintano

G10
Emotions and writing across the lifespan
Writing Emotions
Luigina Mortari
The Role of Affect in Students' Writing for School
Peter Smagorinsky, Elizabeth Daigle
Dignity Interviews: Constructing Discursive Order at the End of Life
Catherine F. Schryer

G11
EFL teaching
Feedback on Discourse in EFL Writing: A Case Study Inquiry into Chinese Teachers’ Beliefs and Practices
Zhenjing Wang
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
A Case Study on Teacher Practice of Genre Based Writing at Advance and Classroom Interaction Patterns
Fidel Çakmak

G12
Measuring quality, tracking curricular changes: Methods and results of a large, four-year assessment of undergraduate business student writing
Dylan Dryer, Chris Finnin, Scott Warnock, Frank Linnehan

G13
Reconsidering research methods for the study of language made material
Christa B. Teston, Sara Newman, Brian J. McNely
G14
Writing-across-the-curriculum
Charting the Influence of Composition Studies on Discipline-Based Publication About Student Writing, 1967-2006
Chris M. Anson, Karla Lyles
Academic Literacy across the University Curriculum: Critical Aspects of an Institutional Program
Estela Inés Moyano
Academic Writing Instruction in Australian tertiary education: The Early Years
Kate Chanock

G15
Variations in dissertations
Research through Design in the Dissertation: Disciplinary Turning Point?
Gavin Melles
Doctoral Writing in the Visual and Performing Arts: An Examination of an Evolving Genre
Brian Paltridge, Sue Starfield, Louise Ravelli
A Genre Analysis of the Overall Organization and Introductory Chapters of Japanese and English Literature Ph.D. theses
Masumi Ono
Session H
Saturday, February 19 2:45-4:15pm

H1
Cognition and context: Are there grounds for reconciliation (Part I)
Steve Graham, Anthony Paré, David Galbraith, Deborah Brandt, Charles Bazerman, Karen Harris, Nancy Nelson, J.R. (Dick) Hayes

H2
Developing identities of teachers and writers
A Theory of Writing Development: The Importance of Identity Development to College Writing
Sarah Boggs
Writing Reflectively about Teaching in an International Learning Community
Joy Kreeft Peyton, Carla L. Reichmann
The Jewish Veteran as Ruffian-Intellectual and Model for an Energized Intellectual Discourse
Sheridan Blau

H3
Studying dissertations and dissertation writers
Collaborative Revision: Helping Psychology Students Find Their Voice When Writing Their End-of-studies Dissertation
Montserrat Castelló, Anna Iñesta
Language and Emotion in Academic Writing
Angela Dionisio
Cheung Yin Ling

H4
Evaluating written expression for developmental and diagnostic purposes: A multiple levels of language approach
Nickola W. Nelson, Gary A. Troia, Natalie G. Olinghouse, Kimberly A. Wolbers

H5
Communicative work in business and organizations
Interdiscursive Collaboration in Public Relations Contexts
Vijay Bhatia
Tracing and Analyzing Document Revision: A Case Study of One Workplace Setting
Jillian Hill
E-mail as an Agency of Social Actions for Executive Secretaries in the Workplace
Maria Eldelita Franco Holanda
H6

Digital expertise
Expertise Online: Deepening Engagement with Writing Technologies
Derek Van Ittersum
I See What You’re Saying: Iconicity and the Evolution of the Rebus Principle
Daniel Kies
University Identity as Visual Argumentation
Matthew R. Sharp

H7

The ‘Academic Literacies’ approach and intervention possibilities: Case studies of academic writing development from the UK
Brian Street, Ursula Wingate, Weronika Gorska

H8

Map, territory, chronotope: Reshaping representations of writing, discourse, and disciplinarity
Paul Prior, Kevin Roozen, Rebecca Bilbro, Samantha Looker

H9

Narratives in middle and high School
Examining Identifying Narrative Performances across Space and Time in a Midwestern United States Middle School
Mary M. Juzwik, Denise Ives
Young People’s Uses of Fiction-writing in Contexts of Political Violence
Colette Daiute
The Process of Story Writing
Kees de Glopper, Jordy Keupink

H10

Writing centres CENTERS and English language learners: Research on institutional pressures, programmatic challenges, student expectations, and culturally sensitive strategies (Part I)
Lawrence Cleary, Wu Dan, Ann-Marie Ericksson, Magnus Gustafsson, Joan Turner, Carol Peterson Haviland, Amy Zenger, Paula Gillespie, Michelle Eodice, Terry Myers Zawacki

H11

Teaching writing to Thai college students: The teaching experience of three Thai writing instructors who received their doctoral degrees in the USA
Bussba Tonthong, Jiraporn Dhanarattigannon, Pataraporn Tapinta
H12  
Understanding disciplinary differences from student, teacher, and assignment perspectives
  Writing, Disciplinarity, and Meta-Awareness: An Empirical Investigation
    Kerry Dirk, Brian Gogan
  Writing Assignments in Disciplinary Contexts
    Roger Graves, Susan Chaudoir
  Writing Research within Borders: Faculty Perceptions of Discipline-specific Writing Instruction Transformed
    Pamela Flash, Audrey Appelsies, (respondent) Kathleen Blake Yancey

H13  
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
  Using Web-based Collaborative Writing Tools to Foster Peer Feedback and Cooperation in the ESL Writing Classroom
    Clara Bauler
  Promoting Multilingual Writers’ Self-Efficacy Using Web 2.0 Participatory Platforms
    Maria Jerskey

H14  
International writing research across the curriculum: The WAC/WID mapping project
  Chris Thaiss, Paul Carlino, Patricia Iglesia, Magnus Gustaffson
Session I
Saturday, February 19 4:30-6:00pm

I1
Writing centres/centers and English language learners: Research on institutional pressures, programmatic challenges, student expectations, and culturally sensitive strategies (Part II)

*Lawrence Cleary, Wu Dan, Ann-Marie Ericksson, Magnus Gustafsson, Joan Turner, Carol Peterson Haviland, Amy Zenger, Paula Gillespie, Michelle Eodice, Terry Myers Zawacki*

I2
Genre processes for advanced writers

Genre and Generic Labor

*Clay Spinuzzi*

Academic Genres, Argument Conventions, and Multilingual Writers

*Iswari Pandey*

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

*Robert McEachern*

I3
Writing poetry in school at all ages

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

*Pietro Boscolo, Nicoletta Galvan, Carmen Gelati*

Genre Knowledge and Development: Preadolescents Writing and Performing Poetry

*Janine L. Certo*

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

*Anthony Wilson, Debra Myhill*

I4
Writing in teacher education: A Brazilian and Argentinean account

*Solange T. R. de Castro, Paula Carlino, Carla L. Reichmann*
I5
Writing development in primary and secondary education
The Visualization of Self: Multimodal Composition in Youth Media and the Realization of Adolescent Identity
Deborah Romero
Talking about Writing: Language Socialization and Academic Writing in High School
Betsy Gilliland
Noise or Music? Early Writing Development (8- to 11 Year Olds) in the Perspective of Dynamic Systems Theory
Lieve Verheyden with the cooperation of Kris Van den Branden, Gert Rijlaarsdam, Huub van den Bergh, Sven De Maeyer

I6
The “Things They Carried”: Transfer, composition, and cultures of writing
Laine Robertson, Kathleen Blake Yancey, Kara Taczak

I7
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
Professional Writing in a Digital Writing Center: The Effect of Learning Styles on the Learning and Writing Process
Mariëlle Leijten, Luuk van Waes
Sponsoring "Green" Subjects: The World Bank's 2009 Youth Essay Contest
Anne Porter

I8
Linguistic approaches to middle school writing
The Contributions Metalinguistic and Learning of Written Language
Adriana Dickel
Effects of Morphological Instruction in Children’s Writing
Deborah McCutchen
Prominent Feature Analysis: New Promise for Growth in Student Writing
Sherry S. Swain, Richard L. Graves, David T. Morse

I9
Initiating discourse: Writing research on the workplace through empirical and historical Lenses
Lindsay Steiner, Diana Awad Scrocco, Courtney Werner

I10
Looking out, looking in: Resituating the writing researcher
Alexandra Cavallaro, Lauren Marshall Bowen, Patrick Berry
Writing Research Across Borders II Conference Program

I11
Writing development across disciplines and national curricula: Dilemmas and challenges for research
Sigmund Ongstad, Froydis Hertzberg, Synnøve Matre

I12
Adolescents’ disciplinary use of evidence in writing historical arguments
Susan De La Paz, Ronald Wissinger, Laura Yee, Ralph Ferretti

I13
Cognition and context: Are there grounds for reconciliation? (Part II)
Steve Graham, Anthony Paré, David Galbraith, Deborah Brandt, Charles Bazerman, Karen Harris, Nancy Nelson, J.R. (Dick) Hayes
Writing Research Across Borders II Poster Session

Adult Literacy: Alternative Forms to Cope with the Absence of Schooling
_Leda Verdianni Tfoun_

First-year Students’ Construction of an Academic Persona in English as an
International Language (EIL): Bridging the Gap between Research and Practice
_Angeles Oliva Girbau_

Genres across Borders: A Scholar-Networking Site in Progress
_Carolyn R. Miller, Dylan B. Dryer, Chris Minnix, Matt Morain_

Improving the Writing Skills of Children with Autism Spectrum Disorders
_Kristie Asaro-Saddler_

Individual Differences and Children’s Performance on Curriculum-Based
Measures of Written Expression
_Rhonda Martinussen, Madison Aitken_

Judicial Discourse: Splitting Subjects
_Dionéia Motta Monte-Serrat_

Multilingual Writers’ and their Experiences in Undergraduate Programs
_Annette Bradford_

Non-conventional Blank Spaces in Word Boundary: Orality and Literacy in
Writing Acquisition
_Lourenço Chacon_

Undergraduate Epistemic Success in Writing: An Analysis of Sentence Subjects
in Six Honors Theses
_Dayna Goldstein_

Writing Perceptions and Beliefs of Adolescents In-Care
_Julia Ferrari, Andrea Regina, Julia Forgie, Rhonda Martinussen, Dale Willows_
Session J
Sunday, February 20 8:30-10:00am

J1
Converging streams? Rhetorical and textual approaches to genre research and pedagogy (Part I)
Natasha Artemeva, Graham Smart, Amy Devitt, Christine Tardy, David Russell, Catherine Schryer, Janna Fox, Mary Jo Reiff, Jaclyn Rea, Anthony Paré, Janet Giltrow, Heidi. S. Byrnes, Anis Bawarshi

J2
Multimodal composition and the teaching of academic writing conventions for changing audiences, products, and purposes
Sundy Watanabe, Jonathan Balzotte, Kristin Searle

J3
The “Things They Carried”: Insular knowledges and the remaking of pedagogy
Jennifer Johnson, Moe Folk, Mysti Rudd, Nicole Warwick

J4
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
Text, Cognition, and Context: An Investigation of the Relationship between Perceptions and Writing Performance of Chinese ESL Graduate Students in New York
Yuehai Xiao
Toward a More Comprehensive and Clear-cut Conceptualization of the Composing Process
M. Abdel Latif

J5
Writing in the sciences and engineering: Writing and learning processes of advanced undergraduates, graduate students, postdoctoral researchers, and professional scientists
Carl Whithaus, Karen Lunsford, Marie C. Paretti, Mya Poe

J6
Expressive writing, emotions, and the self
The Effects of Expressive Writing
David Galbraith, Norma Sherratt
Rhetorics of Relocation: Constructing Identity across Displacements
Katrina M. Powell
J7
Linguistic approaches to teaching writing in primary and middle schools
The Impact of Teachers’ Linguistic Subject Knowledge on the Teaching of Writing
Debra Myhill, Susan Jones
Beyond the Headline Findings: Understanding the Complexity of How Contextualised Grammar Teaching Impacted Differently on Two UK Schools
Susan Jones
Teaching Grammar for Writing: Espoused beliefs and pedagogical practices
Annabel Watson

J8
Methods and methodologies: Writing research in context
Doug Eyman, Byron Hawk, Susan Lawrence, Eve Weiderhold

J9
Coming to grips with complexity: Applying recent research frameworks in the investigation of newswriting
Aleksandra Gnach, Daniel Perrin

J10
Icons and argument: Key issues in the use of visual images in writing instruction and practice
Tom Huckin, Maureen Mathison, Jay Jordan

J11
Revision processes and instruction in revising
Charles MacArthur, Ralph Ferretti, Michelle L. Filling, Yi Song, Noreen S. Moore, Zoi Phillippakos

J12
Expertise in graduate and professional writing
What We Know about Expertise in Professional Writing
Karen Schriven
Transmission of Implicit Knowledge: Toward the Expert Levels of Reading and Writing Competence
Vasily Tseptsov
Synthesis: Connecting Prior Training with Current Composing Practices Among Graduate Students
Monica Bulger
Session K
Sunday, February 20 10:30am-12:00pm

K1
Converging streams? Rhetorical and textual approaches to genre research and pedagogy (Part II)

Natasha Artemeva, Graham Smart, Amy Devitt, Christine Tardy, David Russell, Catherine Schryer, Janna Fox, Mary Jo Reiff, Jaclyn Rea, Anthony Paré, Janet Giltrow, Heidi. S. Byrnes, Anis Bawarshi

K2
Teachers’ personal and professional development in writing

Rebecca Woodard, Sarah McCarthey, Sonia Kline, Grace Kang

K3
National projects of writing instruction

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

Luísa Álvarez Periera, Inês Cardoso

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

Shelley Stagg Peterson, Jill McClay

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

Shelley Stagg Peterson, Jill McClay

K4
Reinventing (the) Research Exchange

Joanne Addison, Jenn Fishman, Sharon James McGee, Joan Mullin, Mike Palmquist

K5
Science journalism: Genre, content, and audience

Nancy Robb Singer, E. Wendy Saul, Angela Kohnen

K6
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

Production of Scientific Papers: Requirements and Supports

Alma Carrasco, Angie Moreno Juarez, Rollin Kent, Maria Guadalupe Jimenez

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

Mehdi Riazi
K7

**Writing L2 research articles**
- Taiwanese Graduate Students’ Perceptions of the Problems in Writing Research Articles in English
  *Shih-Chieh Chien*
- The Introduction Sections of Research Articles Produced by Students in the Field of Linguistics in Turkey: The Use of Citation Patterns and Reporting Verbs
  *Ozden Fidan*

K8

**High school students and the practices of academic writers**
- Differentiation of Writing Repertoires in Swedish Upper Secondary School
  *Pernilla Andersson Varga*
- Writing Practices in Danish Secondary Education
  *Ellen Krogh*
- Writing Practices in Danish Secondary Education
  *Nikolaj F. Elf, Torben S. Christensen*

K9

**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*
- How Teaching Assistants Learn To Teach Writing: Tracing Teaching Practices Within Writing Programs
  *Heidi Estrem*

K10

**Environments for learning and responding to college level writing**
- The Emergence of Writing as a Means of “Direct Learning through Direct Action”: A Longitudinal Study of Literacy Practices in a Service-Learning Course on Urban Food Livelihoods
  *George L. Boggs*
- In the Trenches: A Snapshot of College Writing Instructors’ Current Response Practices
  *Dana Ferris*
- The Development of Academic Literacy in Collaborative Learning Environments
  *Maria Cristina Arancibia*
K11

Teachers of writing in early and middle Grades
Contributions of Re-Writing Activities for a Reflection about the Pedagogical Knowledges and Practices of Alphabetizing Teachers
Filomena Elaine Paiva Assolini
The Relationship between First-Grade Teachers’ Theoretical Orientation to Writing Instruction and Student Writing Performance
David Coker, Kristen D. Ritchey
Middle School Teachers’ Collaborative Inquiry into Equity Writing Pedagogy
Shannon Pella

K12

Beyond navel-gazing: Critiquing the personal narrative in the US university first-year composition classroom
In Defense of the Narrative
Stina Oakes
Narrative Space: Vico, Burke, and Blanchot and the Inventive Parlor
David Johnson
Those Damn Poets: Creative Writing in the Composition Class
Heather McDonald
Still in Doubt: Perspectives from Second Language Writing that Clarify and Complicate the Issues
Angela Dadak

K13

Literacy histories
Sequoyan: Instrumental Logics of the First Native American Writing System
Ellen Cushman
Early American Literacy Discourse in Great Britain: Anxiety of Influence or Rhetoric of Authority
Shawn Casey
From Glass Flowers to Computer Games: Examining the Persuasive Media Practices of Plant Biologists
Morgan Reitmeyer
Session L
Sunday, February 20 1:00-2:30pm

L1
Research on total integration of writing and subject-matter instruction in the disciplines: An interim report from national and international perspectives
Michael Carter, Magnus Gustafsson, Janet Burge, Paul Anderson

L2
Remapping the field: Towards a transnational framework in composition
Composition 2.0: Towards a Multilingual-Multimodal Framework
Steven Fraiberg
Writing in the Devil’s Tongue: Toward a History of Transnational Composition
Xiaoye You
Remapping the “English Craze”: Narrowing Broad Categories through Case Studies of Transnational Literate Experience
Yu-Kyung Kang

L3
Postgraduates’ writing practices and challenges in human and social sciences: Examples from Argentina, Brazil and Spain
Writing in Research Education: Working with Discourse and Identity Challenges Faced by Doctoral Students
Paula Carlino
Authorship and Intertextuality
Désirée Motta Roth
Writing and Reading to Write in Postgraduate Studies
Maria Isabel Solé

L4
Teaching text forms in college writing
Interrogating Critical Interventions: Examining Students' Use of Innovation and Convention
Heather Bastian
Improving Text Coherence: The Combined Effect of Topical Structure Teaching and Revision Training
Annie Rousseau, Marie Nadeau
The Five-Paragraph Essay: Is it too Effective to be Spurned?
Paul Walker

L5
Recontextualization and re-representation in media Discourse: Multimodal intertextual analyses of discourse practices in journalistic contexts
Patrick Thomas, John Oddo, Elizabeth Feltner
L6

**Undergraduate writing centers**
Writing and the Transfer Experience: How to Support Transfer Students to 4-year Schools with Writing within Their Disciplines  
 Isaibell Cserno
Comparing Technologies for Online Writing Conferences  
 Joanna Wolfe

L7

**Voice and intertextuality in primary and secondary schools**
Little Writers - Big Opinions: The Impact of First Grade Students Consuming and Critiquing Book Reviews Before Producing Them  
 Sara B. McCraw
The Process of Writing Arguments from Online Sources of Information  
 Lori Kirkpatrick, Perry Klein
The Concept of Voice  
 Melanie Sperling, Deborah Appleman

L8

**Projects to develop writers in middle and high school**
Judging Text: Constructs of Quality in Writing Assessment  
 Helen Lines
Changing the Profiles of Student Achievement in Writing  
 Judy Parr
Culturally Mediated Writing Instruction for Adolescent English Language Learners  
 Carol D. Wickstrom, Leslie Patterson, Juan Araujo, Chieko Hoki

L9

**Doctors and nurses writing**
The Activity of “Writing for Learning” in a Norwegian Nursing Program. Trajectories of meaning making  
 Line Wittek
Mapping Discursive Healthcare Trajectories  
 Allan McDougall
Between the Couch and the Desk: A Community of Psychoanalytic Writers  
 Sandie Friedman

L10

**L2 college writing**
Enhancing the Use of Discourse Markers in Academic Writing: A Combination of Incidental Acquisition and Explicit Instruction  
 Cemal Karaata
L1 and L2 Writing Experiences: Possible Effects on L2 Writing  
 Kai-lin Wu
English Writing Large Systems: A Cross-Cultural Study  
 Huang Huannai
Writing Research Across Borders II Conference Program

L11
Using knowledge about grammar and genre to support writing in the elementary grades

Mary Schleppegrell, Maria Estela Brisk, Tracy Drysdale, Cristina Pavlak, Jason Moore, Catherine O’Hallaron

L12
Academic genres in graduate education

Rhetorical Variation in Dental Academic Discourse: English Versus Spanish Abstracts

Oscar Alberto Morales, Daniel Cassany, Néstor Díaz

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

Antonia Dilamar Araújo

L13
Assessments of writing and reading in undergraduate student classrooms

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

Mary Scott

Characterization of Mexican College Students Writing

Maria Dolores Flores Aguilar, Everardo Mendoza Guerrero

3:00-4:30 Closing Plenary Session with Gunther Kress & Kathleen Blake Yancey

“21st Century Literacies”