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
“How 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd Floor Rm E
Voice and the other
Creative Writing as a Vehicle for Intercultural Awareness
Marianna Oyanedell, Pontificia Universidad Católica de Valparaiso, 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 3rd 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 3rd 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 3rd Floor Rm A
Meta-analysis of writing interventions for elementary school children
   Steve Graham, Vanderbilt University U.S.
   Sharlene Kiuhara, Vanderbilt University, U.S.
   Deborah McKeown, Vanderbilt University, U.S.
   Karen Harris, Vanderbilt University, U.S.

B8 JC 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd Floor Rm G
From monolingualism to translingualism in writing research
From Monolingualism to Translingualism 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 Pagon, 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 workshopping 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,* Danièle Bertrand-Poirier,*_

_Elisabeth Boily,* Anne Wagner,* Éliane Houle*_

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**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 Rytkonen, Stanford University, U.S._

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**C6 JC 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 Rio 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 Frisicaro-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 3rd 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
Writing in the World is Carmen Sandiego? Not in the MLA Style Guide
  Mark Mullen, The George Washington University, U.S.

E9 JC 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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
    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 3rd 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 3rd 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 Iniesta, 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 3rd 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 3rd 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 3rd 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 3rd 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 Llimpo, 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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
  Louise 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
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

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 3rd 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 3rd 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 3rd 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 3rd 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 3rd Floor Rm E
Understanding disciplinary differences from student, teacher, and assignment perspectives

Writing, Disciplinarity, 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)
 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

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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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*
I8 JC 3rd 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.

I9 JC 3rd 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

I10 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
**Writing Research Across Borders II Poster Session**

I11 Dewberry Hall

**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.
Writing Research Across Borders II Conference Program

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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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 Philippakos, University of Delaware, U.S.

J12 JC 3rd 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 McCarty, 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 3rd 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 3rd 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 Eylül University, Turkey
K8 JC 3rd 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 3rd 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 3rd 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 3rd 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*
Beyond navel-gazing: Critiquing the personal narrative in the US university first-year composition classroom

K12 JC 3rd Floor Rm G

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 Full 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 3rd 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 3rd 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 3rd 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 3rd Floor Rm D
Doctors and nurses writing
- The Activity of “Writing for Learning” in a Norwegian Nursing Program.  
  Line Wittek, University of Oslo, Norway
- Trajectories of meaning making  
  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 3rd 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 3rd 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*

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L12 JC 3rd 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*

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P3 Dewberry Hall

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

“21st Century Literacies”

*Chair, Doug Eyman*
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