

SIG Writing Newsletter

Winter 2012/2013



CAS in Writing Center Work and Literacy Management

The European University Viadrina in Frankfurt (Oder), Germany together with the international consortium "International Literacy Management" offers a CAS in "Writing Center Work and Literacy Management". Some places are still available, please apply before **January 7, 2013**. Courses are held in German. For more information see http://www.europa-uni.de/de/campus/hilfen/schreibzentrum/Angebote/fuer_Externe/Zertifikat/index.html

Event: EWCA Conference 2014

The next conference of the European Writing Centers Association (EWCA) will be held from July 19 to July 22, 2014, at the European University Viadrina in Frankfurt (Oder), Germany. Further information will be available soon at www.writingcenters.eu.

New PhD Projects

In 2012, a joint research project started on **Argumentation in newsmaking process and product**, funded by the Swiss National Science Foundation. The projects examines the role of argumentation practices during the process of producing news and in the news text itself. The research compares different media (radio-television and print journalism) in the German, French, and Italian regions of Switzerland. The media organizations considered are two units of the public service broadcaster SRG ("Schweizer Fernsehen" and "Télévision Suisse Romande") and the main Italian language newspaper published in the canton of Ticino, "Il Corriere del Ticino", which is owned by a private non-profit foundation. The expected results will be important for argumentation theory, for media discourse and, at a more practical level, for media professionals who can improve the quality of their news products thanks to good argumentation practices. To this purpose, three interconnected PhD dissertations started:

- Laura Delaloye works on **From experience to expertise. Analyzing the discursive construction of the journalis-**

tic identity in news media discourse,

- Margherita Luciani works on **Emotions and argumentation structure of emotive language in news making decisions and in news products. A comparative multilingual and multimedia study,** and
- Marta Zampa works on **Beyond news values: cultural and professional endoxa of newsmaking.**

The PhD projects are co-supervised by Marcel Burger (University of Lausanne), Daniel Perrin (Zurich University of Applied Sciences), and Andrea Rocci (University of Lugano).

Finished PhD Theses

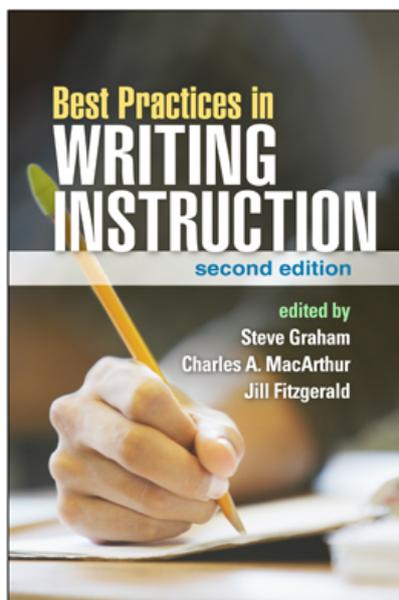
Sandra Espino finished her thesis at the University of Barcelona on note-taking as learning procedure of students in higher education. The thesis is entitled **La toma de apuntes, su uso y enfoque de aprendizaje en estudiantes universitarios** (Taking and using notes and learning approach in university students). It investigates procedures involving reading and writing used as learning instruments by students in higher education. The focus is on

note-taking and the use of these notes for academic tasks. In general, students with a deep approach tended to note information literally but incomplete, mostly on the basis of visual information presented by the teacher, whereas students with a superficial approach employed different note-taking procedures. For reuse, students with a deep approach had a greater tendency to paraphrase information in their notes for inclusion in texts than those with a superficial approach. For more information and access to the full thesis see <http://www.tdx.cat/handle/10803/96649>

Yafit Gilboa finished her thesis at the University of Haifa on investigating handwriting performance of children with Neurofibromatosis Type 1. The thesis is entitled **The relationship between visuo-motor deficits of children with Neurofibromatosis Type 1 and their ability to function in the areas of writing and attention in school environment**. It was supervised by Naomi Josman and Sara Rosenblum. Handwriting is an essential ingredient for success at school. Children with NF1 are at risk for cognitive deficits as well as deficits in perceptual, motor and visual-motor integration skills, which may interfere with handwriting competency. Their texts are less legible, less organized, with more corrections and illegible letters. However, early intervention of teachers (and parents) could help these children to become good writers. Part of the research is published in the journal *Research in Developmental Disabilities* (see <http://www.ncbi.nlm.nih.gov/pubmed/20392595>). The thesis is published with the library of the University of Haifa, see http://primofe.haifa.ac.il/primo_library/libweb/action/display.do?doc=hau_alph001702398.

Publications: Books

A new edition of **Best Practices in Writing Instruction**, edited by Steve Graham, Charles MacArthur, and Jill Fitzgerald, will be available from Guilford Press in March or April 2013. The revised edition includes 17 chapters in four sections: Designing writing programs, Types of writing, Strategies for teaching and learning, and Special populations. In addition to updated versions of previous chapters, the book includes new chapters on argumentative and informative writing, writing to learn, and the integration of reading and writing instruction. All chapters are written by researchers and describe evidence-based practices.



Ella Grieshammer, Franziska Liebetanz, Nora Peters, and Jana Zegenhagen published **Zukunftsmodell Schreibberatung. Eine Anleitung zur Begleitung von Schreibenden im Studium** with Schneider Verlag Hohengehren (ISBN 978-3-8340-1130-5). This is a guide for writing counselors. Written for faculty as well as for peer tutors, this guide helps to understand writers better and shows how to implement writing counseling at universities. The book is based on research and long-term experiences of the authors.

Katrin Girsensohn and Nadja Sennewald published **Schreiben lehren, Schreiben lernen. Eine Einführung** with Wissenschaftliche Buchgesellschaft, Darmstadt. This compact and accessible introduction provides an overview of the current state of research on writing and writing didactics in higher education. It explains writing process theories, gives an introduction to different methods of writing research and shows examples of writing research projects. It introduces different didactical approaches at universities, such as writing centers, writing-intensive teaching and portfolio work. A practical section encourages students to improve their own writing in the context of the university.

Kristin Draheim, Franziska Liebetanz, and Stefanie Vogler-Lipp edited **Schreiben(d) lernen im Team. Ein Seminarkonzept für innovative Hochschullehre**. It is published by VS Research (ISBN 978-3-531-18593-4). This book introduces a seminar concept that trains students in three key competences: writing competences, intercultural competences, and teamworking competences. The book explains the concept very detailed from the perspective of the teachers

as well as from the students' perspective. Theory chapters add background about the three competences. This book is inspiring for faculty who want to establish new ways of learning at their university.

Book Series: Studies in Writing now at Brill

The book series *Studies in Writing*, established by EARLI SIG Writing in 1996, was recently taken over by Brill as part of the acquisition of Emerald's Language & Linguistics list. See <http://www.brill.com/siw>.

This month, three new volumes were published. More volumes are in preparation or in press, and several proposals are in preparation. We seek new proposals on Writing & Emotion, Writing & Reading, Teaching Writing in Online Courses, Writing in Transition, Writing & Brain research. If you consider to act as volume editor for these or other themes, please contact the series editor Gert Rijlaarsdam g.c.w.rijlaarsdam@uva.nl.

Founded in 1683, Brill is a publishing house with a rich history and a strong international focus. Language & Linguistics is managed by acquisitions editor Wendy Shamier and assistant Stephanie Paalvast. Publications focus on theoretical linguistics, applied linguistics, cognitive linguistics, syntax, semantics and pragmatics, and language description. A complete overview of all titles can be found at the publisher's website <http://www.brill.com>.

Editorial Note

SIG Writing wishes you a good start into 2013 and a successful new year with lots of interesting research, collaboration, and conferences. Don't forget, in 2013 we will celebrate the 25th anniversary of SIG Writing. If you have an idea how to celebrate, please make a proposal.

The SIG Writing website will be relaunched in January 2013.

Thanks to R. Alves, B. Arfé, S. Espino, Y. Gilboa, K. Girsensohn, Ch. MacArthur, St. Paalvast, D. Perrin, and G. Rijlaarsdam, who contributed to this edition of the newsletter.

Contributions for the winter edition can be emailed to the editor: cerstin.mahlow@unibas.ch. Please include your contribution in the mail text, do not send Word documents.

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