

Writing Conference 2000

7-9 September, 2000

Location: **Facoltà di Lettere e Filosofia**
Via S. Francesco, 22
Verona

Wednesday, September 6, 2000

15.00 – 19.00 (3 – 7 p.m.)

Registration

Thursday, September 7, 2000

8.00 – 10.00

Registration

10.00 – 10.45

Opening Session

10.45 – 11.15 Coffee break

11.15 – 13.00 (11.15 a.m. – 1 p.m.)

Invited Address:

Chair: Pietro Boscolo

Nelson, N. *No Final Word: Reading, Writing, and Learning*

13.00 – 14.30 (1 – 2.30 p.m.) Lunch

14.30 – 16.15 (2.30 – 4.15 p.m.)

Symposium - State of the art on revision: some facts, some perspectives

Convenors: Pierre Largy and Lucile Chanquoy

Chair: Lucile Chanquoy

Discussant: Huub van den Bergh

Artemeva, N. & Logie, S. *The effect of peer feedback on student writing in a technical communication course*

Matsagouras, E. *A Genre Approach to Collaborative Revision*

Sarig, G. *Revision as Self-Positioning: Manipulating Author's Voice in Academic Writing*

Folman, S. *The Limits of Taxonomies in Drafting, Revising and Assessing Academic Writing from Sources*

Symposium – Writing in learning contexts

Convenor: Lucia Mason

Chair: Bianca De Bernardi

Discussant: Suzanne Hidi

Caravita, S. & Giuliano, E. *Writing for an audience: learning environment that supports the growth of children's abilities to write and revise written expository texts*
Boscolo, P. & Mason, L. *Free recall writing: The role of text comprehension*
Dysthe, O. "Giving them the tools they need to succeed". *A high school teacher's use of writing and talking to learn in a literature class*

Paper session – Writing and Education

Conley, D. *Synecitics in feature writing: testing a model for creativity.*
Fleming, D. *Classical models for the teaching of writing*
Klice, M. *The role of deductive reasoning in writing*
Yip, K. *Writing as a process in the mental, social and historical dimensions.*

Paper session – Writing in second language

Caviglia, F. *A text corpus as a companion to the strategic second language writer.*
Couzijn, M., van den Bergh, H. & Rijlaarsdam, G. *Writing Processes and text Quality: Effect of L1/L2.*
Katznelson, H., Rubin, B. & Perpignan, H. *Beyond the borders of academic writing courses: learner-perceived outcomes.*
Maamouri Ghrib, E. *University students' and teachers' perceptions of EFL writing issues*

16.15 – 16.45 (4.15 – 4.45 p.m.) Coffee break

16.45 – 18.30 (4.45 – 6.30 p.m.)

Symposium - State of the art on revision: some facts, some perspectives

Convenors: Pierre Largy and Lucile Chanquoy

Chair: Pierre Largy

Discussant: Allal, L.

Olive, T., Roussey, J. Y., Piolat, A. & Amada, M. *Text revision and cognitive demands*

Galbraith, D. & Cameron, S. *Revision in the context of different drafting strategies*

Snyder, I. *Changing notions of revision in the context of communication and information technologies*

van den Bergh, H. & Rijlaarsdam, G. *Revisions as object of research in writing process studies*

Symposium – Writing in learning contexts

Convenor: Lucia Mason

Chair: Lucia Mason

Discussant: Suzanne Hidi

Tynjala, P. & Laurinen, L. *Promoting learning from text through collaborative writing tasks*

De Bernardi, B., Antolini, E. & Rossi, G. *Writing and collaborative learning as tools for improving knowledge organisation in university students*

Lonka, K. *Helping doctoral students to finish their theses*

Symposium - Research on the development of text production in crosslinguistic perspective.

Convenor: Liliana Tolchinsky

Chair: Liliana Tolchinsky

Discussant: Pietro Boscolo

Tolchinsky, L. *Means for defining the boundaries of an expository text*

Verhoeven, L. & van Hell, J. G. *Clause linking in writing expository text: a developmental perspective*

Berman, R. & Sandbank, A. *Means for Alternating Temporal Texture across Text Types at Different Ages*

Reilly, J. Kriz, S. & Zamora, A. *The Linguistic Encoding of Stance in Written Text: A Developmental Study*
Jisa, H. & Viguié, A. *A developmental view on the use of distancing devices in expository text*

Paper session – Planning and translation

Coirier, P. & Favart, M. *The development of conceptual-linguistic relationship in text composition: a replication.*

Dansac, C. Millogo, V. & Passerault, J. M. *Organizing the text content : hierarchical and sequential aspects.*

Favart, M. & Coirier, P. *Evolution of the linearization process in three types of texts*

Favart, M. & Chanquoy, L. *The use of connectives in oral and written descriptions and narratives: is oral really earlier than writing?*

Viguié, A. *Development of concessive semantic relationships in written and spoken texts.*

18.30 – 19.30 (6.30 – 7.30 p.m.)

Meeting with the Editorial Board of the Studies in Writing Series

Friday, September 8, 2000

9.00 – 10.45

Symposium - Development of children's revising skills

Chair: Pierre Largy

Discussant: Lucile Chanquoy

Allal, L. *Evolving competencies in text revision between second and sixth grades*

van Hell, J. G. & Verhoeven, L. *Subject-verb agreement in writing: Errors and on-line data*

Largy, P. & Perré, S. *Subject-verb agreement error detection in children and adults*

Holliway, D. R. & McCutchen, D. *Reading As the Reader: The Role of Audience Perspective in Composing and Revising*

Paper session –Spelling in Writing

da Silva Rebelo, J. A. *Portuguese children spelling difficulties: a longitudinal study.*

Leal Reis de Melo, K. & Lins Browne Rego, L. *Innovating the teaching of writing in the classroom.*

Ravid, D. & Gillis, S. *The development of spelling in gradeschool: a crosslinguistic study of hebrew and dutch.*

Wengelin, Å. *Spelling, revisions and text production. how do spelling difficulties influence text production?*

Paper session – Writing and Technology

Koutsogiannis, D. *Cultural context and teaching writing with computers: remarks on the greek experience.*

Snyder, I. *Hyperfiction: a site for new literacy practices.*

Stahl, E. & Bromme, R. *Cognitive flexibility' and producing hypertexts: does the consideration of multiple reader perspectives foster knowledge acquisition by writing hypertexts?*

Williams, N. Hartley, P. & Pittard, V. *Talking to write: towards a framework for voice recognition in writing.*

10.45 – 11.15 Coffee break

11.15 – 13.00 (11.15 a.m. – 1 p.m.)

Symposium - Development of children's revising skills

Chair: Lucile Chanquoy

Discussant: Pierre Largy

Boscolo, P. & Ascorti, K. *Checking for comprehensibility: Patterns of children's individual and collaborative revision of narrative texts*

Rouiller, Y. *Collaborative revision in narrative text production*

van Gelderen, A. & Oostdam, R. *Elementary students revision skills; overcoming knowledge-telling strategies*

Ransdell, S., Arecco, M. R. & Levy, M. C. *Continuous Revision from Start to Finish Improves Writing Fluency and Quality*

Paper session – Writing, spelling and social interaction

Alves Martins, M. & Silva, A. C. *Letter names and writing phonetization.*

Aram, D. & Levin, I. *Collaborative writing of dictated words versus proper names: analysis of mother-kindergartner dyads.*

Bonin, P., Peereman, R. & Fayol, M. *Written picture naming: do phonological codes constrain the selection of orthographic codes?*

Korat, O. & Levin, I. *Social-cultural construction of spelling: solo texts, mother-child interaction and maternal beliefs*

Paper session – Writing and Computer Mediated Communication

Hard af Segerstad, Y. *Influencing factors in the composition of email messages to unknown authorities*

Lea, M. R. *Computer conferencing and writing assignments: developing written argument through others' voices.*

Petelin, R. *Writing with the web in mind: escalating literacy demands of the 21C workplace.*

Walker, S. A. *Computer mediated communication: a tool for developing writing motivation and performance in the secondary classroom.*

13.00 – 14.30 (1 – 2.30 p.m.) Lunch

14.30 – 16.15 (2.30 – 4.15 p.m.)

Paper session – Cognitive Processes in Writing

Alamargot, D., Favart, M. & Galbraith, D. *Evolution of idea generation in argumentative writing: writing as knowledge constituting or knowledge transforming process?*

Favart, M., Rouet, J.F. & Berr, V. *Evolution of planning in writing and document search at elementary school: which possible relation?*

Gonnand, S. *Development of narrative components and sub-components in a written narration immediate recall.*

Perrin, D. *"Focussing on the main points". Writing and rewriting strategies of professional writers.*

Rijlaarsdam, G. Braaksma, M. & van den Bergh, H. *Writing process and text quality. does knowledge about writing processes represent actual writing process behaviour?*

Paper session – Academic Writing

Björk, L. *Approaching summary writing through text types.*

Coffin, C. & Mayor, B. *Perspectives on the collective and the individual voice in academic writing.*

Pittard, V. *Doing genre: a social-cognitive account of student differences in the use of source material during essay writing*

Radloff, A. & Styles, I. *Managing emotional factors in writing a thesis.*

Graphic Presentation - Session 1

Arecco, M. R., Ransdell, S. & Lavelle, B. *The effects of exposure to L2 training on L1 writing fluency and quality*

Arfè, B. *From content generation to transcription: the construction of expository text in deaf students.*

Braaksma, M., Rijlaarsdam, G. & van den Bergh, H. *Learning and transfer effects of 'learning-by-observation' in writing argumentative texts.*

Cacciamani, S. *Discovering middle age. an application of knowledge forum in studying history.*

Fabbretti, D., Porcari Li Destri, G. Zucchermaglio, C. & Pontecorvo, C. *Writing in Italian university: the case of deaf students.*

Kronrod, A., Giora, R. & Fein, O. *The role of the salient meaning in aesthetic innovation*

Paoletti, G. *Writing-to-learn and the analysis of text coherence*

Russell, R. & Bereiter, C. *Knowledge building in health care: the role of discourse in computer supported intentional learning environments.*

16.15 – 16.45 (4.15 – 4.45 p.m.) Coffee break

16.45 – 18.00 (4.45 – 6 p.m.)

Paper session – Cognitive and Motivational Processes in Writing

Dinet, J., Passerault, J. M. & Rouet, J. F. *Computerized information search by young learners: effects of familiarity and domain-related knowledge structuring on search terms production.*

Grabowski, J. *Recent findings on the writing superiority effect: the influence of induced knowledge and self-attention on oral and written recall.*

Hidi, S. E. *An interactive view of motivational variables affecting writing.*

Paper session – Academic and Professional Writing

Bailey, M. & Robertson, I. *Scaffolding the writing of experimental reports in psychology.*

Gillaerts, P. *The genre concept reconsidered for writing in a multilingual and intercultural business environment.*

Paper session – Collaborative Writing

Cisotto, L. *Response to writing in the peer group.*

Hoel, T. L. *Students cooperating in writing related to theories from Vygotsky and Bakhtin.*

Pascucci, *Realism, fantasy and comique. Different genres in narratives*

18.00 – 19.30 (6 – 7.30 p.m.)

SIG Members Meeting

Saturday, September 9, 2000

9.00 – 10.45

Symposium - An academic literacies approach to student writing: cultural and social writing practices in higher education. - Session One –

Convenors: Teresa Lillis and Mary Lea

- Lea, M. *Introduction and framing of the session*

- ***Standard and alternative forms of student writing***

Lillis, T. & Turner, J. *Essayist literacy*

Cremer, P. *Learning journals*

- Small Group discussions

Paper session – Writing in Education: Teaching and Learning Methods

Björk, M. *A national investigation into the qualities of writing and learning environments in Swedish schools.*

Braaksma, M., van den Bergh, H., Rijlaarsdam, G. & Couzijn, M. *Learning to write and read argumentative texts by observation: path analysis of effective learning activities in observation tasks.*

Crasnick, S. & Lumbelli, L. *Fostering argumentative writing by improving argumentative speech*

Hoefflin, G. & Favrel, J. *Teacher's regulations interacting with French pupils spelling morphological markers.*

Hounsell, D. & McCune, V. *Speaking and writing: an exploratory study of students' experiences of oral presentations linked to written assignments.*

Graphic Presentation - Session 2

Both- de Vries, A. C. & Bus, A. G. *Story writing: a tool to stimulate young children's literacy?*

Díez Vegas, C. Pardo de León, P. & Lara Ortega, F. *The role of the teacher in the beginning literacy argumentation.*

Kellogg, R. T. *Competition for working memory among writing processes*

Malardier, N., Bonin, P. & Fayol, M. *Writing two-words from pictures: an interference paradigm study*

Negro, I. & Zeidler, S. *Subject-verb agreement errors : proximity agreement or number contamination.*

Oubry, Y. *Manual motivity: is it a valid constraint for reading acquisition?*

Pardo de León, P., Díez Vegas, C., Lara Ortega, F. & Anula, J. J. *Preschool children co-constructing literacy: can they argue?*

Ridewood, D. & Thomas, G. V. *Effects of imposing writing formulae as a constraint during a writing task.*

Tsepsov, V., Gladkov, A. Lapshova, O. *Writing a story text with pictures: comparing the contribution of the working memory.*

10.45 – 11.15 Coffee break

11.15 – 13.00 (11.15 a.m. – 1 p.m.)

Symposium - An academic literacies approach to student writing: cultural and social writing practices in higher education. - Session Two

Convenors: Teresa Lillis and Mary Lea

- Writing as a postgraduate student

Hermerschmidt, M. *Writing as an international student*

Scott, M. *Teaching thesis writing*

- Small Group discussions

- Summary future directions

Symposium - Cognitive processes in text writing: crosslinguistic and crossmodal perspectives.

Convenor: Sven Stromquist

Chair: Hrafnhildur Ragnarsdóttir

Discussant: Finn Egil Toennesen

Frédérique Gayraud, F. *Lexical planning during text writing*

van Hell, J. G. & Verhoeven, L. *On-line processes in text writing by children and adults*

Dorit Ravid, D. *The emergence of speech and writing distinctions in text production*
Stromquist, S., Johansson, V., Ragnarsdóttir, H. & Reilly, J. *On lexical density and diversity in speech and writing*

Paper session – Writing and Working Memory

Alamargot, D. *Models of activation and text production: some results and perspectives.*

Kellogg, R. T., Piolat, A. & Farioli, F. *Time processing and cognitive effort as function of the main task assigned to the writers.*

Negro, I. Levy, M. & Chanquoy, L. *Subject-verb agreement errors: effect of working memory load in english.*

Olive, T. Li Calzi, V., Kellogg, R. T., Piolat, A. & Tsepsov, V. *Writing a story text: comparing the contribution of the visuo-spatial sketchpad and phonological loop.*

13.00 – 13.30 (1 – 1.30 p.m.)

Closing session