SIG Writing Newsletter

Fall 2013

New SIG Writing Coordinators

At the business meeting during the EARLI conference in Munich in August 2013, **Vincent Connelly** from Oxford-Brookes University (UK) (vconnelly@brookes.ac.uk) has been elected as new co-coordinator, replacing Barbara Arfé. We thank Barbara for all the accomplishments in SIG Writing. Together with **Rui Alves** (ralves@fpce.up.pt) and the new junior assistant coordinator **Teresa Limpo** from the University of Porto (Portugal) (tlimpo@fpce.up.pt), Vincent will coordinate SIG Writing in the coming years.

New Introductory Course in Academic Work and Academic Writing (CAWAC)

The Centre for Writing Competency at Cologne University in Germany offers a new course or beginner students: an introductory course in academic work and academic writing. Students will learn methods and strategies of working efficiently and effectively at university level. This format is completely new at Cologne University, and the center hopes that the participants will be able to complete their courses in a more relaxed manner and with more joy. Furthermore, they hope to follow the students' development and be able to question them on their progress in order to evaluate this teaching method.

For more information (in German): http://philtypo3.uni-koeln.de/ fileadmin/schreibzentrum/Kurse/ Flyer_wissPropaedeutikum_komp. pdf

CfP: EWCA Conference 2014

The EWCA Conference 2014 will take place at the European University Viadrina Frankfurt (Oder) in Germany. The main topic of the conference is *Let's Peer Across Borders—Writing Centers in Motion*.

During the last years, new writing centers opened, new literacies and new research areas became important, new collaborations started. The EWCA Conference 2014 aims to offer a space for peering into the work of others and for starting new collaborations in research and practices. To ensure exciting and lasting networking across borders the organizers invite research-based presentations (20 minutes), workshops (90 or 180 minutes), and poster presentations, but will also offer an open space session and possibilities to meet with special interest groups.

Join the conference and share research, ideas, innovative thinking, success stories, and philosophical ruminations. Indicate the scope of your presentation in a clear title and in a brief abstract (250–300 words). Topics include:

- How collaborative is teaching and learning of writing?
- How do students learn to write?
- How do tutors learn to tutor?
- What do tutors learn from peer tutoring?
- What do students learn from being peer tutored?
- What do teachers of writing learn in the process of teaching writing?
- How do institutions support and expand the work of writing centers?
- How can we strengthen writing and writing center work through intranational and international collaboration?
- What is the value of writing in a globalized world?
- What are the political implications of writing in a specific model?
- Who do we write for? Students as consumers and workers.
- How does writing and the teaching or tutoring of writing support collaboration outside the classroom and in real life situations?

Send your abstract to the organizers, the writing center of the European University Viadrina Frankfurt(Oder) (ewca14@europa-uni.de).

Save the dates:

- **November 30, 2013**: Submit abstracts
- **July 19 to 22, 2014**: EWCA Conference

CfP: Graduate pedagogies and research literacies, and the teaching and learning of graduate student writing

Calls are now open for chapter proposals for an innovative volume on graduate pedagogies and research literacies, and the teaching and learning of graduate student writing. This book will be published by Brill in the series *Studies in Writing*.

Post/graduate research writing has become a key focus of research in academic writing. With widening diversity, opening access and increasing flexibility of delivery, more students are being accepted into post/graduate programmes than ever before. Graduate students need to write well and fluently in their disciplines since their academic success depends on it. Graduate students writing pedagogies is a subject of increasing discussion, and this book will form an important contribution to the current debates.

This volume will examine current research-based contributions on post/graduate research writing pedagogies. We are looking for multiple perspectives, a variety of disciplines and multiplicity in terms of language and cultural experiences that focus on graduate student writing teaching and learning. Chapters will include theoretical insights based on and drawn from strong empirical initiatives based on research or practice.

The editors invite proposals for chapters on the books' main topics from either a theoretical, or a practical perspective on the teaching and learning of post/graduate student writing both at the masters and doctoral levels.

Topics include:

- thesis/dissertation writing
- graduate academic literacies
- approaches to teaching research writing
- innovative graduate pedagogies
- teaching, learning and identity
- disciplinary writing contexts
- embedded nature of graduate writing
- supervision as pedagogy

- issues of diversity, language and multilingualism
- online pedagogies for graduate student research writing

Proposals should include a 1'000-word chapter proposal, with a 150-word biography for each author, including full name, highest degree, current institutional affiliation and position and a list of any relevant publications. Also included should be contact information (email, phone, fax and complete mailing address). The final chapters will be 7'000 to 10'000 words.

Please send your proposal and queries to both editors: Cecile Badenhorst, Memorial University, Canada (cbadenhorst@mun.ca) and Cally Guerin, The University of Adelaide, Australia (cally.guerin@adelaide.edu.au)

Important dates:

- **March 15, 2014**: Submission of chapter proposals
- **April 15, 2014**: Notification of acceptance:
- **August 4, 2014**: Submission of chapters
- **November 2014**: Reviews/feedback to authors
- **January 2015**: Final revisions due

WritingPro, the Knowledge Center for Writing Process Research

Conducting writing process research is very time-consuming and it is an area that takes quite some time to get fully acquainted with. The website *WritingPro: Knowledge Center for Writing Process Research* http://www.writingpro.eu/ strives to be the knowledge base for all types of writing process research.

knowledge center for writing process research

The main aims of the knowledge center are to:

- bring together expertise,
- share expertise,
- develop expertise,
- and make expertise more visible.

The website offers two perspectives: search knowledge and share knowledge.

Detailed project descriptions in the data repository: You can describe your

research projects in detail. Researchers in the field get to know what kind of research you conduct and this will facilitate collaboration/networking in the future. Furthermore, it enables other researchers to find datasets that can be of interest for their own research. Some research questions can easily be answered using existing data.

Research methods in the data collection: You can describe your research method in greater detail than it would be possible in journal articles. Furthermore, you can upload questionnaires, checklists, scenarios, etc. WritingPro is strongly connected to the Journal of Writing Research (JoWR) http://www.jowr.org: articles published in JoWR often provide additional information on WritingPro.

Techniques in data analysis: Writing process data are very laborious to analyze and it would be helpful if various types of approaches to data analysis (e.g., SPSS-syntax files or Excel spreadsheets with formulas to calculate certain behavior indicators) could be shared so that basic steps can be easily replicated by other researchers. This will also create more uniformity in the way that, for instance, specific keystroke logging and eye-tracking variables are defined.

Browse the website and discover research materials, videos, references, presentations, etc. (see the upload page http://www.writingpro.eu/share.php). Get inspired, and think of what kind of data you would be able to share.

There is also a Facebook group to create a community feeling (https://www.facebook.com/groups/198377093623542/). We all have the same interest in writing process research, but we all look at it from a different perspective. Via Facebook new information can be easily shared (like new books, articles, lectures) and questions can be asked. Join the Facebook group.

WritingPro could become the "place to be" for writing researchers. Join WritingPro today in three easy steps:

- Create a login (see instructional video on the home page).
- Describe your current project(s) in the data repository.
- Share data on data collection techniques & data analysis methods.

Event: Conference on Writing Research 2014 & Research School on Writing Research

The University of Amsterdam and Utrecht University are hosting the Conference on Writing Research 2014 (CoWR) in Amsterdam, preceded by a two-day Research School on Writing Research for junior researchers in Utrecht. The CoWR is an international writing research event in the tradition of the biennial EARLI SIG Writing Conferences. During this conference, EARLI SIG Writing will celebrate its 25th anniversary. Our motto: **Writing is fun, and writing research is even more fun!**

The Utrecht-Amsterdam organizing committee has decided to label the SIG Writing Conference as **Conference on Writing Research (CoWR)**. In this line, we also organize the **Research School on Writing Research (RsWR)**, during the two days preceding the CoWR. The reason for this decision was twofold:

- to make clear that the conference is a general conference, for all writing researchers, and not exclusively for SIG Writing members
- to attain alignment with another prominent SIG Writing activity, the Journal of Writing Research (JoWR).

It is our aim to create one strong "brand" in all our communication: Conference on Writing Research, organized by SIG Writing of EARLI. Intentions and effects do not always go hand in hand: for some SIG Writing members this created confusion. Hopefully, hereby all misconceptions are clarified, and that you, as a SIG Writing member, will join us in Amsterdam next summer.

We would like to draw your special attention to the two-day preconference Research School for junior researchers in Utrecht. Theme of the Research School is *Conceptualization of Writing: Urgent Issues and Best Solutions*. The Research School provides a unique opportunity to meet with experts, discuss research issues and get valuable feedback.

We are pleased to inform you that contributions for the Conference on Writing Research 2014 (CoWR) and the Research School can now be submitted. Deadline for submissions is December 15, 2013.

Further information on the conference can be found on the conference website (`http://www.cowr.org`). You can find the calls for papers for CoWR and for RsWR here:
`http://www.cowr.org/call-for-papers/` and
`http://wwwcowr.org/call-for-papers-research-school/`

You can also follow us on Facebook and Twitter (@cowr2014) for the latest news and updates.

Save the dates:
- **December 15, 2013:** Deadline for submissions
- **August 25 and 26, 2014:** RsWR in Utrecht
- **August 27 to 29, 2014:** CoWR in Amsterdam

We hope to welcome you in Utrecht and/or Amsterdam next year!

Event: Annual Dartmouth Summer Seminar for Writing Research 2014

The 2014 Dartmouth Summer Seminar for Writing Research is designed for writing faculty from all types of higher education venues who are beginning to work on data-driven research about writing in higher education contexts, and who would like an intensive, high-powered two weeks to work on that research, review the best approaches and methods, consult directly with experts, and network long-term with a cohort of other researchers. Guided interaction about participants projects is offered in the months leading up to the Seminar. The Seminar itself offers coursework, small-group discussion and exchange, individual consultation with Seminar leaders, time to work alone or in groups on research projects, and a concluding presentation to the group with feedback from team leaders, in a quiet, resource-rich environment.

We encourage both individuals and research groups or teams to apply.

The Seminar covers a range of topics, including effective literature reviews, data segmenting and coding, statistics, statistical software, approval processes, or working with Institutional Research offices. Special-interest topics are presented based on participants' projects.

Program fee is $1500. Contact Christiane Donahue (composition.research.seminar@dartmouth.edu) for application and questions.

Save the dates:
- **December 16, 2013:** Application for participation
- **July 27 to August 8, 2014:** Seminar

 European Association for Research on Learning and Instruction