

SIG Writing Newsletter

Winter 2013/2014



Twenty-five years ago, a small but industrious group met for the first EARLI SIG Writing International Conference in Padova (Italy). The group was led by Pietro Boscolo and Michel Fayol. There were “few people, no parallel sessions, informal organization, the social dinner in a small restaurant near the Piazza dei Signori” (Boscolo, personal communication, December 10, 2012), and the rest is the success story that you all know!

Happy Birthday SIG Writing! We will be celebrating this quarter of a century with several initiatives. The main will be our international conference in Amsterdam, which will include a gift and a party! All over the world, with your help, we will also organize Writing Days and we will be recollecting significant moments of our history. Learn more about these initiatives on our website (<http://www.sig-writing.org>), and join us in the most cheerful international writing research community!

Happy Birthday! Cheers!

Event: Writing Day in Brazil

On December 13, 2013, a Writing Day took place at the Federal University of Alagoas (Brazil).



The **Journey of the School Manuscript** (JorME) is an open and annual event sponsored by the Lab of the School Manuscript (LAME). At the end of each Brazilian school year, during a workday, four researchers present (web conference) their recent or ongoing investigations. It is free to the entire academic community, students and professors, and to everyone who is concerned with the writing process in education, psychology, linguistics, and so on.

Member: Maria Leedham

Maria Leedham is a lecturer at The Open University, and completed her PhD thesis there two years ago. Her thesis *A corpus-driven study of features of Chinese*

students' undergraduate writing in UK universities is available online at <http://oro.open.ac.uk/29228/>.

She is currently adding lecturer and student interview data to this and writing a monograph, due to be published by Routledge Education in 2014 as *Chinese Students' Writing in English*. The thesis, book, and other articles all came from her work as researcher on the British Academic Written English project (<http://tinyurl.com/p8blm9k>) and her career as an EAP teacher in the UK. You can read more about her research interests and publications on her website: <http://tinyurl.com/pmcdaqf3>.

C&P: TISLID'14

The 2nd International Workshop on Technological Innovation for Specialized Linguistic Domains (TISLID'14) will take place in Ávila (Spain) from May 7 to 9, 2014.

Over the last decade, research on language teaching/learning has enjoyed an outstanding proliferation of technological applications that have redefined the field of language education, particularly in distance, blended and non-formal environments. In this context, TISLID'14 promises to be an interesting opportu-

nity to meet and mix with fellow researchers in the active and constantly changing field of technological innovation for language education/processing. Writing challenges when dealing with digital literacies might be of interest for SIG Writing members.

Researchers interested in submitting a paper/poster should send a 300–500 word abstract (with key references) in electronic format by January 10, 2014 (following the steps outlined in the conference website, at <http://www.tislid14.es/abstracts>). All proposals will be subject to a double-peer blind review process.

Important dates:

- **January 10, 2014:** Submission of abstracts
- **January 31, 2014:** Notification of acceptance
- **March 31, 2014:** Early Bird registration
- **April 21, 2014:** Full papers due
- **May 7-9, 2014:** Conference

See <http://www.tislid14.es> for more information.

CfP: 5th International Conference on Academic Writing

The 5th International Conference Forum for Academic Writing, June 5 to 6, 2014 at the Zurich University of Applied Sciences (ZHAW) in Winterthur (Switzerland), is dedicated to professional writing both in professional education and academic contexts (universities, schools of applied sciences, colleges, etc.). It aims to investigate textual routines and (more or less) flexible writing patterns. Textual routines constitute genres and writing processes by virtue of being applicable in different tasks and communicative contexts. This is why they are especially important for teaching or learning writing competence in professional contexts. A core goal of this conference, therefore, is to open up different perspectives on textual routines in professional writing, linking research with practice.

Topics include (but are not limited to):

- theoretical, methodological, or empirical work investigating professional writing and textual routines,
- textual routines and writing processes in professional contexts, or within specific professional fields,
- linguistic, organisational, or genre-specific structures of different text types in higher education and in the professions,

- teaching professional writing in different contexts.

Contributions from the wider field of writing research and writing support, especially practice reports which are theoretically well-founded, are also welcome. The conference language is German. Contributions in English and French are welcome.

Important dates:

- **January 24, 2014:** Submission of proposals
- **June 5 and 6, 2014:** Conference

For more information see

<http://www.forumschreiben.ch>.

CfP: Writing Research and Pedagogy in the MENA Region

As Composition Studies and related disciplines make a “global turn,” there is an increasing need for research into post-secondary writing practices and pedagogy in the Middle East-North Africa (MENA) region. Scholarship emerging from this region needs to be shared globally, as it will shape how writing centers, writing programs, and WID/WAC initiatives—in the region and outside of it—will respond to the increasing globalization of higher education, as well as to international discussions about World Englishes and other language varieties and translingual approaches to writing and writing pedagogy.

In order to address these needs, the editors Lisa Arnold, Anne Nebel, and Lynne Rnesi, seek 300-word chapter proposals for a multi-authored volume, tentatively titled: *Writing Research and Pedagogy in the MENA Region*, for anticipated publication in the Parlor Press/WAC Clearinghouse’s book series, *International Exchanges on the Study of Writing*.

The editors welcome proposals in English revolving around institutional policies and practices, writing pedagogies, and/or actual writing practice(s) in the MENA region. Proposed chapters should take evidence-based, theoretically grounded approaches with research methods sufficiently articulated and adequate for the research questions.

Please send your submission to all three of the editors: Lisa Arnold (la66@aub.edu.lb), Anne Nebel (aln27@georgetown.edu), and Lynne Ronesi (lrnesi@aus.edu).

Important dates:

- **March 1, 2014:** Submission of proposals

- **September 1, 2014:** Final paper due (5000 to 6000 words)

See <http://tinyurl.com/oftx727> for details.

Book Series: New Volume: Observing Writing. Insights from Keystroke Logging

In 2006, *Computer Keystroke Logging and Writing* was published as volume 18 in the *Studies in Writing* series. This new volume, edited by Eva Lindgren and Kirk P. H. Sullivan, will focus on theoretical and applied aspects of keystroke logging and similar research (e.g., eye and pen) that will cover a range of academic and professional writing setting and a range of discipline, e.g., from linguistics, psychology, neuroscience, modern languages, education, and other professional degree programmes. The contributions to this volume will assume the reader has a basic knowledge of keystroke logging and similar recording tools.

The volume will consist of a set of invited chapters written by contributors to the earlier volume and a set of selected papers received in response to an open call. All chapters will undergo double blind review.

Please submit an English electronic 300-word proposal for your contribution to both of the editors Eva Lindgren (eva.lindgren@umu.se) and Kirk P. H. Sullivan (kirk.sullivan@umu.se), University of Umeå, Sweden.

Important dates:

- **February 28, 2014:** Submission of proposals
- **April 1, 2014:** Notification of acceptance
- **February 2015:** Final paper due (9000 words incl. references)

Book Series: Recent and Upcoming Volumes

The series *Studies in Writing* was initiated in 1994 to create a forum for writing research. Books in this series include edited volumes and research monographs. The first volumes were published by Amsterdam University Press (volumes 1–6), then moved to Kluwer Academic Publishers/Springer (volumes 7–16), then passed to Elsevier (volumes 17–21), who then sold the portfolio to Emerald (volumes 22–26). As of volume 27, Brill acquired the *Studies in Writing* series and

is the current publisher. For more information see <http://www.brill.com/publications/studies-writing>.

Writing as Learning Tool (volume 7 from 2001) was edited by Päivi Tynjälä, Lucia Mason, and Kristi Lonka. This winter, the successor *Writing as a Learning Activity*, edited by Perry Klein, Pietro Boscolo, Lori Kirkpatrick, and Carmen Gelati, will be available. They attracted contributions from many researchers for this volume. The introduction is a notable account of the progression of research in this domain since 2000.

These volumes are in preparation:

- Teresa Guasch and Mary Deane (Eds.), *Learning and Teaching Writing in Digital Environments*
- Mireille Bétrancourt, Giulia Ortoleva, Päivi Tynjälä, and Stephen Billett (Eds.) *Writing for Professional Development*
- Joachim Grabowski and Christian Weinzierl, *Handwriting—How Temporal Patterns Indicate Cognitive Processes*
- Cecile Badenhorst(Eds.), *Graduate Pedagogies and Research Literacies: The Teaching and Learning of Graduate Student Writing*
- Raquel Fidalgo, Karin Harris, and Martine Braaksma(Eds.), *Design Principles for Teaching Effective Writing*
- Esther Breuer and Arlene Archer (Eds.), *Multimodality in Writing I. The State of the Art in Theory, Methodology and Pedagogy*
- Esther Breuer and Arlene Archer (Eds.), *Multimodality in Writing I. Higher Education*
- Kristyan Spelman Miller, Eva Lindgre, and Marie Stevenson (Eds.). *Writing in Transition Stages*

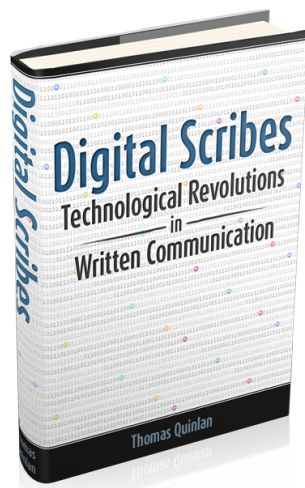
If you have an idea for an edited volume or monograph, please contact the series editor Gert Rijlaarsdam (G.C.W.Rijlaarsdam@uva.nl).

Publication: PhD Thesis

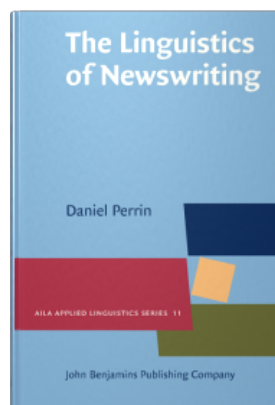
Richard Heeks completed his PhD thesis on *Discovery Writing and Genre*, at University of Exeter in October 2013. His work considers cognitive theories of writing processes, such as those of David Galbraith and Ronald Kellogg. But as a Literature postgraduate, his work only touches a little on cognitive theory, and focuses on how different writing processes might be associated with different genres of writing. He interviewed fiction writers about their fiction writing, and also interviewed university students about their essay writing. The work spans arts/humanities and science paradigms.

The thesis is available online at <https://ore.exeter.ac.uk/repository/handle/10871/13802>. The project was carried out at the Graduate School of Education and supervised by Debry Myhill and Susan Jones. Richard is currently looking for a PostDoc research position.

Publication: Books

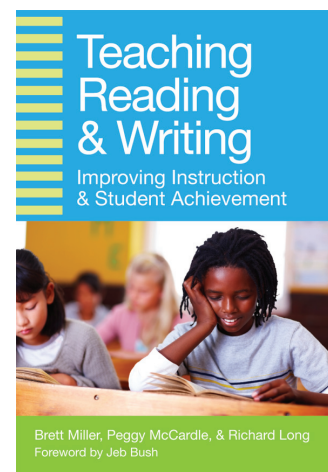


Digital technologies have changed writing—more or less completely. In *Digital Scribes*, Thomas Quinlan explores how technological innovations alter written communication. The book will be available at Amazon.com from January, 2014.



Daniel Perrin published *The Linguistics of Newswriting* with John Benjamins Publishing Company. The book focuses on text production in journalistic media as both a socially relevant field of language use and as a strategic field of applied linguistics. It discusses and paves the way for scientific projects in the emerging field of linguistics of newswriting. From empirical micro and theoretical macro perspectives, strategies and practices of research development and knowledge transformation are discussed. Thus, the book is addressed to researchers, teachers and coaches interested in the linguistics of professional

writing in general and newswriting in particular. Together with the training materials provided at <http://www.news-writing.net>, the book will also be useful to anyone who wants to become a more “discerning consumer” (Perry, 2005) or a more reflective producer of language in the media.



Karen Harris and Steve Graham have a chapter in *Teaching Reading & Writing: Improving Instruction & Student Achievement*, edited by Brett Miller, Peggy McCordle, and Richard Long. The book asks “What’s the connection between reading and writing, and how should they be taught—both together or separately?” Discover the answers in this cutting-edge research volume. The volume gives educators the foundational knowledge they’ll need to plan and deliver high-quality, evidence-based reading and writing instruction aligned with Common Core State Standards. Educators will fully explore the link between reading and writing, learn how they complement and enhance each other, and discover promising instructional approaches that can strengthen all students’ literacy skills and reduce achievement gaps.

More information is available at <http://bit.ly/1gw262Y>.

Thanks to L. R. Arnold, E. Calil, I. Elorza, K. Harris, R. Heeks, M. Leedham, E. Lindgren, D. Perrin, Th. Quinlan, G. Rijlaarsdam, and M. Weder, who contributed to this edition of the newsletter. Please send your contributions for the next edition (Spring 2014) by e-mail to the editor Cerstin Mahlow (cerstin@mahlow.ch). Please include your contribution in the mail text, do not send Word documents.

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