

SIG Writing Newsletter

Spring 2014



Event: Training School on Keystroke-Logging

From April 14 to 16, 2014, 20 international researchers attended a training school on **Keystroke Logging in Writing and Translation Research** at the University of Antwerp. Some of the topics discussed were: new features and analyses in Inputlog and Scriptlog, perspectives to pause analyses, source analysis, linguistic analysis, and export of Scriptlog data to Inputlog analysis. Presentation slides can be found on the Inputlog website at http://www.inputlog.net/download_extras.html.

The training school was funded by the University of Antwerp and Sig Writing in the context of the celebrations of 25 years Sig Writing.



Event: Future Directions in Academic Writing

The Centre for Academic Writing (CAW) at Coventry University hosts the

15th biennial Writing Development in Higher Education (WDHE) Conference from July 9 to 11, 2014. This is also the 20th Anniversary Celebration of the Founding of the WDHE Network.

The WDHE Network's listserv and biennial conference have been integral to charting the development of academic writing pedagogy and theory in UK universities. Since the network's founding in 1994 the field has emerged both in terms of the growth of university-level writing development provision and an upsurge of academic writing research. WDHE 2014 provides an important opportunity to reflect on how and why the field of academic writing has grown and to consider what "Future Directions in Academic Writing" pedagogy and scholarship will take in order to sustain and develop further the teaching and researching of writing in higher education.

More information at <http://www.coventry.ac.uk/events/WDHE2014/>.

Event: Conference on Writing Research and Research School

SIG Writing's biennial conference will take place this summer in **Amsterdam**. Preparations for the conference and the Research School are in full swing.

The organizers have received many contributions, covering various aspects of writing and writing research. Check out the website for a sneak preview, the abstract book is already online at <http://cowr.org/conference-schedule/>.

The theme of the Research School is: **Conceptualization of Writing: Urgent Issues and Best Solutions**. It offers a unique opportunity for junior researchers to expand their knowledge on various aspects of writing research and to discuss their research with renowned and experienced researchers. The program of lectures and workshops covers four themes: assessing text quality, learner characteristics and learning outcomes, writing processes, and the teaching of writing. There are still some places available, you are welcome to join the research school in **Utrecht**.

The deadline for registration (for the research school and the conference) is **May 15, 2014**, there is a considerable discount for EARLI members. Please also book your accommodation as soon as possible, as Amsterdam is a very popular destination for summer holidays.

We look forward to meeting you all this summer! If you have any question, you can contact the organizers at cowr2014@gmail.com

JoWR: Special Issue on Collaborative Writing

Elke van Steendam (KU Leuven, Belgium) is the guest editor for a special issue of the Journal of Writing Research. The topic is **Towards a blueprint for successful collaborative writing in educational and professional settings**, the issue will appear in early 2016.

Peer collaboration in writing has been shown to be effective for learning to write and writing to learn. Not only in educational contexts but also in professional contexts collaborative writing has become common practice.

This special issue looks at the complex interplay of individual, collaborative, and contextual factors in collaborative writing and revision. The aim is to provide an overview of the most recent findings. Collaboration is conceptualized as pupils and students (from primary school children to higher education students), or adult professionals writing collaboratively in a face-to-face context or online. The issue will contain quantitative and qualitative studies that investigate peer collaboration in the context of writing in three domains: Learning to Write in L1 and L2, Writing to Learn, and Workplace Writing. Ideally, the different contributions will result in a blueprint for effective and efficient collaborative writing. Important dates:

- **September 1, 2014:** Abstracts due
- **February 1, 2015:** Full paper due
- **May 1, 2015:** Reviews send to authors
- **January 1, 2016:** Final papers due

For more information consult the JoWR website

<http://www.jowr.org/special.html>
or contact Elke van Steendam (elke.vansteendam@telenet.be).

Book Series: Competition

Starting 1996, the SIG Writing community produced 28 volumes in the book series Studies in Writing. At this year's SIG Writing Conference in August we would like to celebrate the series, as part of the 25 years SIG WRITING anniversary.

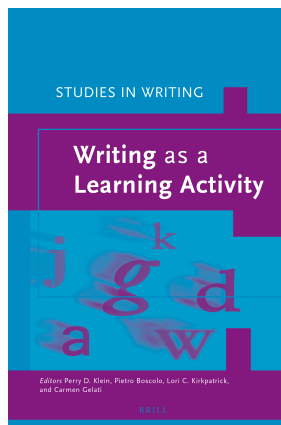
There are two competitions:

A: Provide a photograph with all 28 volumes in a row, from your home library or your university library. Winner is the photo showing the most volumes.

B: Write a 100 words recommendation why a/your university library should have the complete series.

Send your submission to the editor Gert Rijlaarsdam, (g.c.w.rijlaarsdam@uva.nl) not later than **July 1st, 2014**. The winners will be announced during the closing session of the Conference on Writing Research.

Book Series: Writing as Learning Activity



The 28th volume of the book series Studies in Writing has been published: **Writing as a Learning Activity**, edited by Perry D. Klein (University of Western Ontario), Pietro Boscolo (University of Padova), Lori C. Kirkpatrick (Brock University), and Carmen Gelati (University of Padova).

It presents the potentials of writing as a tool for learning. Four aspects of writing emerge through the chapters. First, writing to learn depends on the cognitive strategies of the writer; instruction in such strategies contributes significantly to the ability to use writing as a learning tool. Second, strategies for writing and reasoning are largely specific to academic disciplines. Third, writing is not, as traditionally conceived, only an individual ability, but also a social activity. Fourth, writing is a productive activity, exemplified by the varied and positive effects of writing on learning different subjects at various educational levels.

You find more information here: <http://www.brill.com/products/book/writing-learning-activity>.

Publication: Books

At the 2014 WRAB conference in Paris, the Mouton de Gruyter **Handbook of Writing and Text Production** was launched. This handbook explains state-of-the-art research on writing and text production, focusing on theory and methodology, authors, modes and media, genres, and domains. Exemplary research projects illustrate the theoretical

perspectives from globally relevant research spaces and traditions. Both established and future scholars can benefit from the handbook's fresh approach to real-life writing in a globally connected, multi-semiotic, and mediatized world.

See also <http://www.degruyter.com/view/product/176857>.



(Joanna Wulfe, Daniel Perrin, Eva Jakobs, Kirsten Schindler, Christiane Donahue, Charles Bazerman, David Russell, Troy Hicks, and Paul Prior)

J.R. Hayes Award

In February 2014 Mariëlle Leijten and Luuk van Waes (University of Antwerp, Belgium) received the J.R. Hayes award for Excellence in Writing Research; best methodological article in Written Communication (2012-2013) for their keystroke logging publication: Leijten, M., and Van Waes, L. (2013). Keystroke Logging in Writing Research: Using Inputlog to Analyze and Visualize Writing Processes. *Written Communication* 30(3), 358-392 (DOI: 10.1177/0741088313491692).



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Please send your contributions for the next edition (Summer 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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