

# SIG Writing Newsletter

## Winter 2014/2015



### COST: European Literacy Network



The COST Action IS1401 **European Literacy Network (ELN)** has started in December 2014 in Brussels with 80 researchers from 38 countries. The aims of the action are: to develop an integrated and inclusive approach to foundational literacy across Europe; to create a comprehensive framework of developmental aspects of literacy and education in a digital world, and to further improve literacy technologies. You find more information on the website: [goo.gl/i53zM6](http://goo.gl/i53zM6). See the memorandum of understanding there.

In the very first meeting of the Management Committee in the COST office, various organizing tasks started, Rui Alves from the University of Porto (Portugal) was elected as Chair of Action, Marie van Reybroek from the Université Catholique de Louvain (Belgium) was elected Vice Chair of Action.

If you are interested in taking part in this action, please contact Rui Alves at [rvalves@fpce.up.pt](mailto:rvalves@fpce.up.pt) and state your interest, the working group you would like to join, and three keywords describing your research.

researcher interested in writing acquisition. It was created at the Universidad Nacional Autónoma de México (UNAM) in a collective project coordinated by Celia Díaz Argüero, in collaboration with Celia Ma. Zamudio Mesa, Carlos Mendez, and a team of collaborators from other institutions of higher education.

The corpus is available online at [goo.gl/LwDwI3](http://goo.gl/LwDwI3). For questions, you can use the contact form at the web page, or you can contact Celia Díaz Argüero directly at [celyaz@yahoo.com](mailto:celyaz@yahoo.com).

### Resource: Corpus Electrónico para el Estudio de la Lengua Escrita

The **Corpus Electrónico para el Estudio de la Lengua Escrita (CEELE)** ('Electronic Corpus for the Study of Written Language') is a corpus of Spanish texts written by primary school students in second grade. The texts have been scanned and tagged in XML for studying graphs and spelling phenomena.

The Corpus can be consulted by any

### CFP: Academic Communication in Multimedia Environment

**Academic Communication in Multimedia Environment** is a Bulgarian-German research project funded by the Alexander-von-Humboldt Foundation (see [goo.gl/2hK7IR](http://goo.gl/2hK7IR)). The project's aim is to identify features of today's scientific communication in multimedia settings. How do scholars communicate and how is academic information sought with the help of the Internet? Is the issue

of plagiarism and authorship avoided or supported by the use of the Internet? In how far are hyperlinks relevant for finding suitable information on the web; do people make use of hyperlinks if available?

The project partners would like to discuss these and many more questions evolving around current trends of academic communication with you in Sofia in **September, 2015**, and would be very happy if you send in your proposals for the conference by **January 15, 2015**. For further information please have a look at [goo.gl/AVKhCg](http://goo.gl/AVKhCg).

### CfP: Reading & Writing: Special Issue on Writing Instruction across the World

Steve Graham and Gert Rijlaarsdam are guest editors of a special issue of the journal **Reading & Writing** focusing on writing instruction across the world. This is an open call for submissions to the special issue. This includes studies that observe writing practices in multiple classrooms or survey studies of writing practices across a country or a portion of a country. The paper must focus on writing instruction at one or more grades from grades 1 to 12. All papers will undergo peer review and must be submitted to **Reading & Writing**.

The instructions for authors and a link to the online submission tool can be found on the journal homepage [goo.gl/6iRvv8](http://goo.gl/6iRvv8). A paper must be submitted as a paper for the special issue on "Writing Worldwide." To be considered for the special issue, a paper must be submitted by **May 15, 2015**. The special issue will consist of about ten papers and if more than ten papers are accepted, some of the papers will be published in a regular issue. Usually, a paper has around 9,000 words which comes to approximately 35-40 pages including references, tables, and figures. If you have questions please contact Steve Graham at [steve.graham@asu.edu](mailto:steve.graham@asu.edu) or Gert Rijlaarsdam at [G.C.W.Rijlaarsdam@uva.nl](mailto:G.C.W.Rijlaarsdam@uva.nl).

### Looking Back: Conference on Writing Research 2014

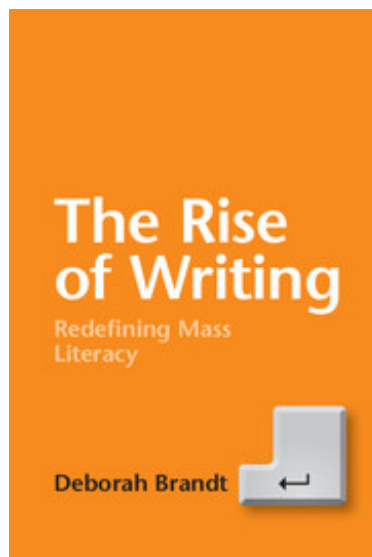
In August 2014, we had SIG Writing's biennial conference in **Amsterdam** (The Netherlands). It was a big success! Thanks to all persons involved in organizing and preparing this fantastic event.



Some numbers: We were 322 participants, the organizers received 368 contributions from 505 authors, 280 submissions could be presented at the conference as talks and posters. Gunter Kress and Steve Graham gave great keynotes. In the closing session, Joel Bloch gave the John R. Hayes Lecture and we heard various ideas about what one could do with a grant of 2 million Euros for writing research. Hopefully, some of those ideas will materialize over the next years with some real grants.

SIG Writing was celebrating its 25th birthday with a big cake. We also saw the winner of the **Studies in Writing** competition: The photo showing the most volumes in a shelf of a home library was submitted by Joachim Grabowski. He won the three missing volumes for completing the series.

### Publication: Books



Deborah Brandt of the University of Wisconsin-Madison has a new book published by Cambridge University Press. **The Rise of Writing: Redefining Mass Literacy** explores how writing is overtaking reading as the predominant daily literate experience for many adults and young people and how this historic development

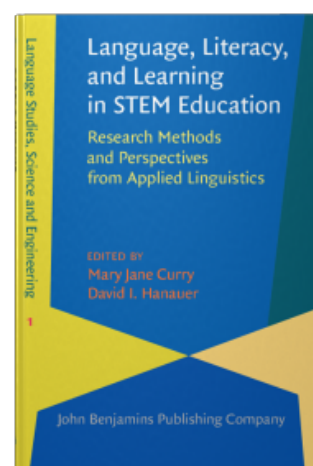
challenges fundamental values and assumptions long associated with mass literacy.

See also <http://goo.gl/i53zM6>.



In the book **Write Now! Empowering Writers in Today's K-6 Classroom** from the International Reading Association, edited by Kathy Ganske, a stellar team of contributors delves into critical topics such as: What writing instruction should look like in the age of high standards; The power of mentor texts to teach narrative and informational writing skills; Strategies for teaching argumentative and persuasive writing; The importance of vision, choice, and identity in motivating reluctant and developing writers; Innovative ideas for using digital tools in grades K-3 and 4-6; Implementing multigenre projects that integrate social studies or science with the language arts.

See also [goo.gl/0dqpK3](http://goo.gl/0dqpK3).



Mary Jane Curry and David I. Hanauer edited **Language, Literacy, and Learning in STEM Education**, published by John Benjamins. The book brings together applied linguistic researchers and projects that address the interface



among language studies, science, engineering, and education. It is premised on the concept that science is of central importance in the twenty-first century and that linguistic knowledge can contribute to the description, understanding, education, and practice of science, technology, engineering, and mathematics. The book introduces various linguistic methodologies and discusses ways in which these have been used to promote STEM education. It offers a first collection of such studies and a wide-ranging introduction to ways in which applied linguistics can serve as a resource for questions, projects, and issues situated within the fields of STEM.

See also [goo.gl/pv3krN](http://goo.gl/pv3krN).

## Member: Maria Constanza Errazuriz



Maria Constanza Errazuriz is a Professor of a teacher training program of Pontificia Universidad Católica de Chile, Campus Villarrica. She is currently involved in two big research projects:

- Types of implicit theories on writing processes of students, trainers, and teachers of initial teacher training programs: Analysis of a significant relationship to the development of writing skills. Funded by Chile's National Commission for Scientific and Technological Research (CONICYT) Fondecyt (development fund of science and technology) 11130560 (2014-2016). She has new validated tools to assess implicit theories in Chilean subjects and to assess writing quality of essays of university students.
- Inclusive education at the university level: a view from the academic literacy. Funded by Argentine Ministry of Education. The principal investigator is Lucía Natale.

Maria Constanza is interested in collaborating with others on topics such as implicit theories about writing, Academic Writing, Writing Centers, writing practices, and teaching writing.

## How to join SIG Writing

Not a member yet? You do writing-related research? You enjoy exchanging ideas, findings, and data about writing? Then come and join us! Find all information about SIG Writing on our webpage: <http://www.sig-writing.org>.

SIG Writing is a special interest group of EARLI, the European Association for Research on Learning and Instruction (<http://www.earli.org>). To become a member of SIG Writing, please first join EARLI (all information about EARLI membership can be found at <http://www.earli.org/membership>). Membership of the SIGs is open to all EARLI members. A list of all SIGs appears on the membership application form. To become a member of SIG Writing, tick the check-box. Of course you can join other EARLI SIGs as well.

Thanks to C. Díaz Argüero, D. Brandt, E. Breuer, K. Ganske, K. Harris, M. J. Curry, and G. Rijlaarsdam, who contributed to this edition of the newsletter. Please send your contributions for the next edition (Spring 2015) by e-mail to the editor Cerstin Mahlow ([cerstin@mahlow.ch](mailto:cerstin@mahlow.ch)). Please include your contribution in the mail text, do not send Word documents!

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European Association for Research on Learning and Instruction