

SIG Writing 2012 Program Overview

Tuesday 10		Wednesday 11		Thursday 12		Friday 13	
9:00		Registration & Coffee	Opening Ceremony	Individual Papers	Coffee Break	Individual Papers	Coffee Break
10:00		Individual Papers & Symposium		Individual Papers & Symposium		Individual Papers & Symposium	
11:00		Workshop 1	Lunch	Lunch	Lunch		
13:00			Individual Papers & Symposium	Individual Papers & Symposium	Individual Papers & Symposium		
14:00			Workshop 2	Coffee Break	Poster Session I & Coffee Break	Poster Session II & Coffee Break	
15:00		Individual Papers		Keynote Lecture	J. Hayes Lecture		
16:00	Workshop 3	Editors' Round Table	SIG Writing Business Meeting	J. Hayes Award & Closing Event			
16:30			Port of Honour Reception		BUS Tour Sightseeing		
17:00	Warm-up Meeting		Conference Dinner				
17:30			Dinner & Writers' Round Table				
18:00							
18:45							
20:00							
20:30							

Wednesday, July 11

9:00 – 14:00

9:00 – 10:00	Registration & Coffee <i>Entrance Lobby</i>			
10:00 – 11:00	Opening Ceremony <i>Main Auditorium</i>			
11:00 – 13:00	Symposium <i>Room 250</i> Chairs: Chanquoy & Fartoukh	Individual Papers <i>Room 249</i> Chair: Tolchinsky	Individual Papers <i>Room 247</i> Chair: Myhill	Individual Papers <i>Room 246</i> Chair: Brandão Carvalho
11:00	Writing and Emotions, part I <i>Discussant: Reilly</i> Iran-Nejad Intrinsic motivation phases of wholetheme - writing-to-understand: A first-person education approach	Joshi The role of orthography in spelling English words among monolinguals and bilinguals	Escorcía Writing in higher education: professors' conceptions and self-reported writing instruction and evaluation practices	Coutinho Academic writing and personal development in lifelong learning
11:30	MacArthur, Philippakos, & Graham Writing motivation and achievement among struggling college writers	Salas & Caravolas Longitudinal relationships among word-level and text-level features: a cross-linguistic study	Lines Variation in teachers' judgments of writing quality and its impact on classroom discourse	Iñesta, Corcelles, & Castelló Ph. D. students' transitions between academic and scientific writing identity: learning to write a research article
12:00	Perrin, Ehrensberger-Dow, Fürer, & Gantenbein "voilàààààà wow!" – Verbalizing emotions in collaborative newswriting	Schnitzler & Scheerer-Neumann Spelling acquisition in German during second grade: A developmental continuum in four subgroups	Iparraguirre, Scheuer, & de la Cruz Linguistic variations and writing: Elementary school teachers' views of their students' written language	Breuer The influence of the "old" German way of academic writing on the "new" international one
12:30	Keranen, Encinas, & Bazerman Immersive Emotions of NNES scientists who regularly publish in English	Llaurado & Tolchinsky The development of spelling in Catalan throughout grade-school	Wilson 'A joyous lifeline in a target driven job': teachers' metaphors of poetry writing instruction	Donahue & Chaney First-year writing at Dartmouth: Students' rhetorical flexibility
13:00 – 14:00	Lunch <i>Entrance Garden</i>			

Wednesday, July 11

14:00 – 16:30

14:00 – 16:00	Individual Papers <i>Room 250</i> Chair: Galbraith	Symposium <i>Room 249</i> Chair: Wilson	Individual Papers <i>Room 247</i> Chair: Van Waes	Individual Papers <i>Room 246</i> Chair: Kruse
14:00	Olive, Favart, & Ménard Changes in the management of writing processes between grade 3 and adults	Developing Understandings of Writing Poetry in Diverse Educational Contexts <i>Discussant: Parr</i> Dymoke Finding poetry writing in the New Zealand English curriculum Apol, Certo & Macaluso Preservice teachers' participation in "author out" poetry writing groups Wilson & Myhill Ways with words: Teachers' beliefs and pedagogical practices in the use of metalanguage to teach poetry Lambirth Teachers' personal and professional interests in poetry: Exploring the distinction	Boldrini, Cattaneo, & Motta Writing and identifying errors in a faulty procedure as an effective method for learning in VET	D. Leijen & A. Leijen Aspects of language that influence the acceptance of comments and suggestions made by peers in the process of academic writing
14:30	Limpo & Alves Modeling written composition in Grades 4-9: The contribution of transcription and self-regulation to text generation		Giera & Neumann Professional text genres - Writing standards in vocational education	Iñesta & Castelló Regulation Episodes in expert research article writing: an integrative unit of analysis
15:00	Bate, Stackhouse, & Perkins The importance of oral language skills for component writing skills in 7-9 year old children		Leijten & Van Waes Professional writing from multiple sources	Harwood & Petric Experiencing supervision: Two case studies of master's dissertation writers
15:30	Grabowski, Becker-Mrotzek, & Knopp Subcomponents of writing literacy: cognitive and linguistic predictors of 5th and 9th graders' text quality across report, instruction, and argument		Anson, Dannels, Gierdowski, & Kittle-Autry Next-generation feedback: The effectiveness of oral screen-capture response to students' writing	
16:00 – 16:30	Coffee Break <i>Auditorium Foyer</i>			

Wednesday, July 11

16:30 – 20:30

16:30 – 18:00	Individual Papers <i>Room 250</i> Chair: Limpo	Individual Papers <i>Room 249</i> Chair: V. Johansson	Individual Papers <i>Room 247</i> Chair: Jisa
16:30	Fidalgo, Torrance, Rijlaarsdam, & van den Bergh Strategy-focussed writing instruction: Observation alone is sufficient to improve writing in typically-developing 6th grade students	Vale & Sousa What kind of words is more difficult for Portuguese dyslexic children to spell when compared with same reading-level younger children?	Boivin & Pinsonneault A theoretical model articulating writing instruction and grammar instruction
17:00	Martínez, Mateos, Rijlaarsdam, & Martín Reading and writing during synthesis tasks: Quality of on-line reading and writing processes for sixth grade students. Effects of an intervention programme on processes	Calil & Felipeto Process of writing stories made up by newly literate students in the school context: dialogism, memory and autonymic modalization	Jones & Myhill Representing gender diversity in writing research
17:30	Rebello, Festas, Oliveira, Ferreira, Prata, & Sousa Improvement of writing skills on 8th grade students: A study with the SRSD program in Coimbra schools	Walter, Dockrell, Connelly, & Critten The impact of oral language skills on lexical diversity in written texts	Quinlan The new uses of written language: A distributed analysis
18:00 – 18:45	Editors' Round Table <i>Main Auditorium</i>		
18:45 – 19:30	Port of Honour Reception <i>Entrance Lobby</i>		
20:30	Dinner & Writers' Round Table <i>Guarany Café</i>		

Thursday, July 12

9:00 – 11:00

9:00 – 10:30	Individual Papers <i>Room 250</i> Chair: Fidalgo	Individual Papers <i>Room 249</i> Chair: Grabowski	Individual Papers <i>Room 247</i> Chair: Dockrell	Individual Papers <i>Room 246</i> Chair: Chenu
9:00	Braaksma, Rijlaarsdam, & van den Bergh Hypertext writing and observational learning: Effects on process characteristics and quality of writing products	Alves Martins, Salvador, Albuquerque, & Lourenço The impact of an invented spelling programme with pre-school-age children on early reading acquisition	Drijbooms, Verhoeven, & Groen Structure and content coherence in children's written narratives: a neurocognitive approach	Negro, Chanquoy, De Cara, & Hazard Morphology in French spelling
9:30	Proske, Roscoe, & McNamara Game-based practice in writing strategy training	Drexler, Schnevoigt, & Billmann-Mahecha Early semiotic literacy: How do preschool children produce and understand pictograms?	Bourke, Davies, & Blanchard Visual and phonological coding strategies and the development of children's writing skills	Boivin & Pinsonneault Identifying grammatical categories: the key to mastering the spelling of homophones
10:00	Raedts & Rijlaarsdam Influence of writing instruction and cognitive skills on undergraduate students' academic writing	Vasconcelos Horta & Alves Martins Invented spelling programmes and letter names: The phonetization process	Llaurado & Tolchinsky Growth of the text-embedded lexicon in catalan from childhood to adolescence	Szymanska Tense patterns in conclusion sections of English academic text
10:30 – 11:00	Coffee Break <i>Auditorium Foyer</i>			

Thursday, July 12

11:00 – 14:00

11:00 – 13:00	<p>Symposium <i>Room 250</i></p> <p>Chair: Chanquoy & Fartoukh</p>	<p>Individual Papers <i>Room 249</i></p> <p>Chair: Quinlan</p>	<p>Individual Papers <i>Room 247</i></p> <p>Chair: Álvares Pereira</p>	<p>Individual Papers <i>Room 246</i></p> <p>Chair: Nottbusch</p>
11:00	<p>Writing & Emotions, part II <i>Discussant: Hayes</i></p> <p>Olive, Carré-Bellec, & Cournil Working memory and inhibition of intrusive thoughts during expressive writing</p>	<p>Grabowski The image of handwriting: Legibility, gender, and text quality</p>	<p>Kruse Student beliefs on “good writing”: An intercultural study across three languages</p>	<p>Van Steendam, Rijlaarsdam, & Van den Bergh Collaborative revision of other students' writing in a foreign language</p>
11:30	<p>Reilly & Lai Language and Emotion in Written Narratives of Children with High Functioning Autism</p>	<p>Barnett & Boella A comparison of the handwriting abilities of French and British children</p>	<p>Fürer, Gantenbein, Perrin, Sick, & Wildi Modeling writing phases</p>	<p>de Glopper Development in argumentative writing in L1 and EFL of Dutch secondary school students</p>
12:00	<p>Costa, Alves, Barbosa, Olive, & Piolat EMOTAIX.PT, an emotional word database in European Portuguese</p> <p>Aillaud, Dalet, Knibbe, & Piolat Effect of a musical induction on the emotional content of a car accident's story</p>	<p>Weinzierl Copying strategies of 4th- and 2nd graders: Evidence from pause data analysis</p>	<p>Villalón, Rijlaarsdam, Mateos, & van den Bergh Testing a model of learning through writing: The relationship between students' conceptions, written products and learning outcomes</p>	<p>Jacquin Task-based, integrated reading and writing of literary genres in a foreign language classroom: does a writing task enhance text comprehension?</p>
12:30	<p>Fartoukh, Chanquoy, & Piolat The effect of an emotional content on text spelling in 4th and 5th graders</p>	<p>Sausset, Lambert, & Olive Effect of graphomotor constraints on the processing of syllables during handwriting</p>		<p>Lindgren & Stevenson Interpersonal meaning-making: letters of young writers in Swedish and English</p>
13:00 – 14:00	<p>Lunch <i>Entrance Garden</i></p>			

Thursday, July 12

14:00 – 20:00

14:00 – 16:00	<p>Individual Papers <i>Room 250</i></p> <p>Chair: Alamargot</p>	<p>Symposium <i>Room 249</i></p> <p>Chair: Barnett</p>	<p>Individual Papers <i>Room 247</i></p> <p>Chair: Rijlaarsdam</p>	<p>Individual Papers <i>Room 246</i></p> <p>Chair: Alves Martins</p>
14:00	<p>Arseneau & Boivin Transferring grammatical knowledge in writing contexts: The case of past participle agreement for French L1 students</p>	<p>Writing Difficulties in Children with Specific Language and Motor Disorders <i>Discussant: Berninger</i></p>	<p>Myhill Finding a language: Metalinguistic understanding in teenage writers</p>	<p>Tolchinsky & Alonso Cortés Kindergarten's knowledge of literacy, teachers' practices and writing achievements at first grade</p>
14:30	<p>Fryer & Foucambert Subject-verb agreement in writing production: An online observation of the role of semantic and syntactic attractors</p>	<p>Williams, Larking, & Blaggan Written language skills in children with specific language impairment</p>	<p>Cumming Adolescent Literacies in a Culturally-Diverse Context</p>	<p>Schneevoigt Early literacy and the distinction of drawing and writing in preschoolers: A longitudinal study on German children</p>
15:00	<p>Flouret, Alamargot, Pontart, Paduraru, & Fayol Development of subject-verb agreement in French: Nature and temporal of processes from grade 3 to grade 12</p>	<p>Sumner, Connelly, & Barnett Children with dyslexia are slow writers because they pause more often and not because they are slow at handwriting</p>	<p>Wilcox & Yagelksi The Nature of Error in High School Student Writing</p>	<p>Gaitas & Alves Martins First Grade Teachers Practices Concerning Writing Instruction</p>
15:30	<p>Paduraru, Alamargot, Pontart, & Fayol Avoiding attraction errors during the written production of the subject-verb agreement in French: functioning of the pregraphic control in adults</p>	<p>Rosenblum Handwriting features of children diagnosed with Developmental Coordination Disorder</p> <p>Prunty, Barnett, Plumb, & Wilmut Handwriting speed in children with Developmental Co-ordination Disorder: A focus on free-writing and copying tasks</p>	<p>Ouellet, Wagner, Dubé, Boily, Gauvin, Prévost, Prévost, Turcotte, & Cogis The relationship between the performances of Quebec first year high school students in French spelling and grammar, their metagraphical comments and their teacher's pedagogical practices</p>	
16:00 – 16:30	<p>Poster Session I & Coffee Break <i>Auditorium Foyer</i></p>			
16:30 – 17:30	<p>Keynote Lecture: J. Hayes Modeling and remodeling writing <i>Main Auditorium</i></p>			
17:30 – 18:30	<p>SIG Business Meeting <i>Room 250</i></p>			
18:45	<p>BUS Tour Sightseeing <i>Meeting Point at the Entrance Garden</i></p>			
20:00	<p>Conference Dinner <i>Pousada do Porto – Palácio do Freixo</i></p>			

Friday, July 13

9:00 – 11:00

9:00 – 10:30	Individual Papers <i>Room 250</i> Chair: Castelló	Individual Papers <i>Room 249</i> Chair: Spelman Miller	Individual Papers <i>Room 247</i> Chair: Connelly	Individual Papers <i>Room 246</i> Chair: Torrance
9:00	Bazerman & Simon Climbing on the shoulders: evidence that referencing reading supports higher level thought expressed in writing	Salvador, Albuquerque, & Alves Martins A qualitative approach to an invented spelling programme with Portuguese pre-school-age children	Tolchinsky, Aparici, & Salas The development of syntactic complexity in written and spoken narratives	Baaijen & Galbraith The role of text production processes in the development of understanding during writing
9:30	Petric & Harwood Citation functions, task requirements and task representation: an interview-based study of the citing behaviour of a successful second-language writer	Alvarado, Fernández, & Vernon Phonemic discrimination and learning to write	Chenu, Jisa, & Mazur Development of syntactic packaging in French across modalities and text types	de Smet, Brand-Gruwel, Leijten, & Kirschner Writing argumentative texts: The effects of electronic outlining on students' writing product and - process
10:00	Russell & Tachino Citing to learn: analyzing citations in student arguments through an online, multi-media case study	Mata Pereira, Fijalkow, & Alves Martins Didactics and syllabic spellings	Brandão Carvalho The development of syntactic structures in writing – old data re-analysed through recent theoretical approaches	Nottbusch & Grabherr Writing of tricky words
10:30 – 11:00	Coffee Break <i>Auditorium Foyer</i>			

Friday, July 13

11:00 – 14:00

11:00 – 13:00	<p>Symposium <i>Room 250</i></p> <p>Chairs: Fayol & Berninger</p>	<p>Individual Papers <i>Room 249</i></p> <p>Chair: Coutinho</p>	<p>Individual Papers <i>Room 247</i></p> <p>Chair: Wengelin</p>	<p>Individual Papers <i>Room 246</i></p> <p>Chair: Leijten</p>
11:00	<p>Multiple levels and temporal dimensions of cognitive ↔ linguistic translation processes across development <i>Discussant: Connelly</i></p>	<p>Cardoso, Álvares Pereira, & Oliveira At school, personal writing also matters – experiences and evidence</p>	<p>Schmitt How can we measure audience design in written instructions? Expert ratings, expert surface markings, and basic text properties</p>	<p>Nguyen, Rijlaarsdam, & Admiraal Improving L2 writing quality – A series of two intervention studies</p>
11:30	<p>Berninger, Fayol, Hayes, Rijlaarsdam' & Alves Contribution of silent orthography to the cognitive ↔ linguistic translation process</p>	<p>Jeffery & Polleck Adolescent authorial identity in a student-initiated writing group: examining intersections between school-based and voluntary writing</p>	<p>van Kruiningen & Jansen “The text is written in a very childish manner and a lot of paragraphs are positioned wrongly.” The receipt and implementation of feedback from authentic readers and from peers</p>	<p>Palviainen & Lahtinen Development of fluency in L2 writing</p>
12:00	<p>Slusarczyk, Bressoux, & Fayol Does early spelling impact later composing? A longitudinal study</p> <p>Arfé, Dockrell, Connelly, Walter, & De Bernardi</p>	<p>Elf Two students' writer identities</p>	<p>Spinillo ‘Who is going to read the story that I have written?’ A study on the role of the interlocutor in textual revision</p>	<p>Gonçalves & Sousa Written proficiency in L2 and L1</p>
12:30	<p>The relationship between sentence generation, writing, and language in Italian and English developing writers</p> <p>Alamargot, Paduraru, Flouret, Pontart & Fayol Nature and time course of subject-verb agreement during written sentence production: developmental perspective</p>	<p>Wilcox & Jeffery Authorial identity and agency in adolescent English language learners' stances toward content-area writing</p>	<p>Silva The impact of revision and feedback in the quality of children's written compositions</p>	<p>Van Waes & Leijten Fluency revisited</p>
13:00 – 14:00	<p>Lunch <i>Entrance Garden</i></p>			

Friday, July 13

14:00 – 18:00

14:00 – 16:00	<p>Individual Papers <i>Room 250</i></p> <p>Chair: Olive</p>	<p>Symposium <i>Room 249</i></p> <p>Chairs: Espasa & Guasch</p>	<p>Individual Papers <i>Room 247</i></p> <p>Chair: Ragnarsdóttir</p>	<p>Individual Papers <i>Room 246</i></p> <p>Chair: Arfé</p>
14:00	<p>Torrance & Oxborough Factors affecting keystroke latency and fixation location in adults composing multi-sentence texts</p>	<p>The role of formative feedback in collaborative writing in online learning environments or computer supported environments <i>Discussant: Rijlaarsdam</i></p>	<p>Jiménez EGWA (Early Grade Writing Assessment): A tool for writing assessment in early grades</p>	<p>Pontart & Alamargot Evolution of handwriting constraints from grades 2 to 9: impact on spelling development</p>
14:30	<p>V. Johansson & Gustafson Writing development during adolescence – what keystroke logging can reveal</p>	<p>Strobl Individual and collaborative L2 writing using online technologies: The effect of pre-programmed teacher feedback and direct peer feedback on process and product</p>	<p>Jost, Knopp, Becker-Mrotzek, & Grabowski Assessing text quality: Explaining and comparing different rating scales</p>	<p>Connelly, Dockrell, Walter, & Critten The effect of language, spelling and handwriting on text quality and written language bursts in children with language impairment and typically developing controls</p>
15:00	<p>R. Johansson, Wengelin, V. Johansson, & M. Johansson Reading a finished text versus reading your own emerging text</p>	<p>Ortoleva, Schneider, & Betrancourt Writing and peer feedback to promote professional development in vocational education</p>	<p>Dimakos, Lavdas, Triantafyllaki, & Efthimiou Alternative Assessment Methods for Writing</p>	<p>Wengelin, R Johansson, & V. Johansson Writing difficulties in Swedish university students with reading and writing difficulties</p>
15:30	<p>Galbraith & Baaijen Issues in key-stroke logging analysis</p>	<p>Mauri & Onrubia Spontaneous feedback among students in a small group collaborative writing task</p> <p>Guasch, Espasa, Alvarez, & Kirschner How do students utilize teacher's feedback and peer feedback in online learning environments</p>	<p>Thygesen & Fasting Developing national standards for the assessment of writing. A tool for teaching and learning</p>	<p>Oxborough & Torrance Does cohesion rely on visual feedback from the emerging text?</p>
16:00 – 16:30	<p>Poster Session II & Coffee Break <i>Auditorium Foyer</i></p>			
16:30 – 17:30	<p>J. Hayes Lecture: R. Kellogg Working memory in written composition: A progress report <i>Main Auditorium</i></p>			
17:30 – 18:00	<p>J. Hayes Award & Closing Event <i>Main Auditorium</i></p>			

Poster Session I
Thursday, July 12, 16:00 – 16:30

<p style="text-align: center;">Spelling Discussant: Salas</p>	<p style="text-align: center;">Writing Assessment Discussant: Sausset</p>	<p style="text-align: center;">Reflective Writing Discussant: Fartoukh</p>	<p style="text-align: center;">Teachers' Practices Discussant: Walter</p>
<p>P1-I: Broc, Olive, Bernicot, Favart, & Reilly Spelling abilities in French-speaking children with Language Impairment</p> <p>P2-I: Oddsdóttir, Ragnarsdóttir, Birgisdóttir & Gestsdóttir The development of spelling and punctuation and its relation to reading and self-regulation: A longitudinal study of 6-8 year old Icelandic children (P2-I)</p> <p>P3-I: Sucena, Serrano, Castro & Defior Spelling acquisition: A cross-linguistic comparison between Portuguese and Spanish first graders</p> <p>P4-I: O'Shanahan & J. Jiménez Spelling development in the Spanish Language across different countries: Spain, México and Chile</p>	<p>P5-I: Palviainen, Kalaja, Mäntylä, & Huhta Assessing fluency in L2 writing</p> <p>P6-I: Frid, Wengelin, V. Johansson, R. Johansson, & M. Johansson Testing the temporal accuracy of keystroke logging using the sound card</p> <p>P7-I: Asker-Árnason, Grenner, V. Johansson & Sahlén Working memory and pause patterns in the writing of teenagers with hearing impairment</p>	<p>P8-I: Adams-Tukiendorf Examination of student self-perception in academic writing</p> <p>P9-I: Smeets Teaching academic skills as an introduction to epistemological empowerment</p> <p>P10-I: Barbeiro The textual dimension and its relation to writing</p>	<p>P11-I: Santos, Álvares Pereira, & Ribera Dictation to adults: A practice that is urgent in Portugal</p> <p>P12-I: Rietdijk, Janssen, de Maat, & Rijlaarsdam Better writing in elementary education: Design principles for effective writing lessons</p> <p>P13-I: Graça & Álvares Pereira The contribution of synopsis to analyze in-classroom teaching practices</p>

Poster Session II
Friday, July 13, 16:00 – 16:30

<p style="text-align: center;">Writing Skills Acquisition Discussant: Salas</p>	<p style="text-align: center;">Narrative Writing Discussant: Drijbooms</p>	<p style="text-align: center;">High-School and Academic Writing Discussant: Iparraguirre</p>	<p style="text-align: center;">Teachers' Conceptions Discussant: Walter</p>
<p style="text-align: center;">P1-II: Bontemps, Eme, & Olive Writing acquisition difficulties in French adult literacy students: A comparison with reading level-matched children</p> <p style="text-align: center;">P2-II: Sucena & Castro The acquisition of orthographic representations: a longitudinal study with Portuguese first graders</p> <p style="text-align: center;">P3-II: Baldi, Devescovi, & Longobardi The development of pre-writing skills: A pilot study</p>	<p style="text-align: center;">P4-II: V. Johansson, Åkerlund, Sahlen, & van de Weijer Improving narrative writing through peer observation and language training</p> <p style="text-align: center;">P5-II: O'Shanahan, J. Jiménez, & A. Jiménez Are there differences between dyslexics and normally achieving readers in narrative writing?</p> <p style="text-align: center;">P6-II: Longobardi, Renna, & Spataro How narrative structure changes in the stories written by Italian children of primary school</p>	<p style="text-align: center;">P7-II: Fuentealba, Corcelles, & Castelló Collaborative writing: Co-regulation strategies of high school students to write an argumentative text</p> <p style="text-align: center;">P8-II: González-Lamas, Cuevas, & Mateos The impact of three intervention programs to improve the quality of argumentative synthesis</p> <p style="text-align: center;">P9-II: Rodrigues & Lopes Writing-from-sources: From a reproductive to a reflective interdisciplinary approach in Portuguese Higher Education</p> <p style="text-align: center;">P10-II: Sandstrom Do we say that? Discourse assimilation through L2 doctoral students' web-mediated peer review practices</p>	<p style="text-align: center;">P11-II: Almeida, Veiga Simão, & Malpique Collaborative teacher training in writing: When teachers become writers</p> <p style="text-align: center;">P12-II: Eelkema Cognitive change processes of teachers in reaction to the implementation of a pedagogy of the use of feedback logs in subsequent FL writing tasks</p> <p style="text-align: center;">P13-II: Graça & Álvares Pereira Synopsis: a specialized methodological tool for teaching analysis</p>