

**Symposium on
Second
Language
Writing**

**Professionalizing
Second Language Writing**

**November 13-15, 2014
Arizona State University
Tempe, AZ**

Chair

Paul Kei Matsuda
Arizona State University

Associate Chairs

Katherine Daily O'Meara
Sarah Elizabeth Snyder
Arizona State University

Dear Symposium Participants:

Welcome to the 2014 Symposium on Second Language Writing (SSLW 2014). The Symposium began in 1998 as a way of bringing together internationally-recognized experts in the field of second language writing to discuss key issues in the field, and it has grown into an annual international gathering of teachers and researchers who are working with second language writers in various capacities.

The theme of SSLW 2014 is "Professionalizing Second Language Writing." As the field of second language writing comes of age, it seems important to reflect on the professionalization of the field and explore the need for a shared sense of professional identity and standards.

The field of second language writing has grown tremendously over the last two decades, and many teachers, scholars, and administrators from various disciplinary and institutional perspectives have come to identify themselves as second language writing specialists. While the disciplinary infrastructure has grown and opportunities for graduate education have expanded, there is a dearth of resources for the professional development of mid-career specialists who wish to continue to expand their repertoire and engage in more advanced professional work—such as administration, consulting, teacher education, mentoring doctoral students, and giving plenary talks.

Furthermore, as the demand for second language writing instruction increases in various parts of the world, more and more mid-career teachers and researchers who already have advanced degrees in various other fields are finding themselves in need of entry-level professional development opportunities. In the meantime, there continues to be a growing number of graduate students who wish to develop expertise in second language writing but do not have access to established specialists who can act as their mentors.

To address these professionalization issues, this year's Symposium brings together accomplished second language writing researchers and teachers to share experiences and to explore ways to further professionalize second language writing. In addition, this year's Symposium introduces a new feature, the SLW Institute, which provides a range of professional development workshops for second language writing specialists at various levels –from beginning graduate students to established scholars. And, of course, concurrent sessions continue to constitute the intellectual body of the gathering.

The opportunity to network and meet fellow second language writing specialists from around the world is another important feature of the Symposium. In addition to the pre-Symposium social (Wednesday) and the opening reception (Thursday), there will be an optional banquet (Friday) and an optional lunch seminar (Saturday).

We also hope that your stay at Arizona State University is a comfortable and enjoyable one. If you have any questions about this Symposium, Arizona State University, or Tempe and Greater Phoenix, please feel free to ask any of the Symposium staff members who are wearing a Symposium button.

Symposium on Second Language Writing

Finally, I would like to extend my thanks and heartfelt welcome to the presenters and session chairs as well as participants, who are here to make valuable contributions—formally and informally—to the Symposium and to the development of the field of second language writing.

On behalf of the members of the Organizing Committee, I am pleased to welcome you to Arizona State University and to the Symposium on Second Language Writing.

Paul Kei Matsuda, Founding Chair
Symposium on Second Language Writing

Acknowledgments

SSLW 2014 is made possible by the generous support of the following sponsors:

- ASU Department of English
- ASU College of Liberal Arts and Sciences (CLAS)
- ASU Writing Programs
- ASU American English and Culture Program (AECP)
- ASU Sun Devils Fitness Complex (SDFC)
- Bedford/St. Martin's Press
- Elsevier
- University of Michigan Press

The following publishers have donated books for the raffle:

- De Gruyter Mouton
- Equinox
- Oxford University Press
- University of Michigan Press

In addition, the following individuals have donated funding to support graduate students to attend SSLW 2014:

- Deborah Crusan, Wright State University
- Tanita Saenkhum, University of Tennessee, Knoxville

Thank you!

SSLW 2014 Best Student Paper Award

The award, which will be presented at the Evening Banquet on Friday, November 14, recognizes three best papers presented at this year's symposium. The recipients of the award will receive gift certificates redeemable at the De Gruyter Mouton publisher's website.

1st Place (\$350)

Writing Across Communities: Service Learning Composition for University L2 Writers

Bonnie Vidrine-Isbell

Norah Fahim

Dan Zhu

University of Washington, United States

Thursday, November 13, 2014, 14:10-14:35, Gila

2nd Place (\$250)

Becoming Second Language Writing Specialists: A Self-Reflective Study of a TESOL Graduate Student Writing Group

Rae-Ping Lin

Joel Heng Hartse

Nasrin Kowkabi

Ismacil Fazel

Tomoyo Okuda

Bong-gi Sohn

Junghyun Hwag

Klara Abdi

University of British Columbia, Canada

Saturday, November 15, 2014, 11:35-12:00, Yuma

3rd Place (\$150)

Understanding Peer Response in an EAP Course: An Activity Theory Perspective

Qi Zhang

University of South Florida, United States

Saturday, November 15, 2014, 14:50-15:15, Yuma

Symposium on Second Language Writing

2014 ORGANIZING COMMITTEE

Symposium Chair	Paul Kei Matsuda
Associate Chairs	Katherine Daily O'Meara Sarah Elizabeth Snyder
Program Chairs	Jianing Liu Yuching Jill Yang
Program Book Editor	Izabela Uscinski
Symposium Coordinators	Dan Bommarito Kellen Horney Junghwa Kim Youmie Kim Aya Matsuda Juval V. Racelis
Symposium Assistants	Christina Grant Youngwha Lee Joseph Mambu Taimin Wu
Photographer	Seckin Gorucu
Web Manager	Paul Kei Matsuda

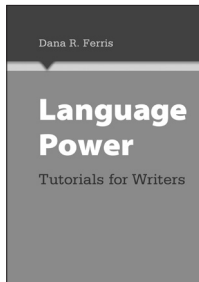
SYMPOSIUM VOLUNTEERS

Jackie Brady, Hana Choi, Andrea Dickens, Tonya Eick, Gregg, Fields, Stephanie Hartley, I-Chin Lin, Lynette Myles, Sara Sams, Tomoko Shimomura, Sarah Young, Yan Zhao

PUBLISHER EXHIBITS

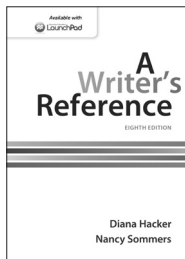
Bedford/St. Martin's Press
Elsevier
Oxford University Press
Parlor Press
University of Michigan Press

Showing students the power of language choices



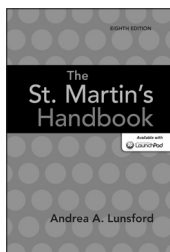
**Language Power:
Tutorials for Writers**
Dana Ferris, *University of California- Davis*

Core support for college writers



A Writer's Reference
Eighth Edition
Diana Hacker late of *Prince George's Community College*
Nancy Sommers, *Harvard University*

The comprehensive handbook for the literacy revolution



The St. Martin's Handbook
Eighth Edition
Andrea A. Lunsford, *Stanford University*

Students find help. You see progress.

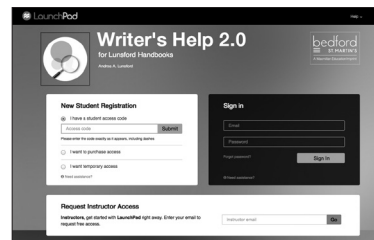


Writer's Help 2.0 for Hacker Handbooks writershelp.com

Diana Hacker late of *Prince George's Community College*

Stephen A. Bernhardt, *University of Delaware*

Nancy Sommers, *Harvard University*



Writer's Help 2.0 for Lunsford Handbooks writershelp.com/lunsford

Andrea A. Lunsford, *Stanford University*

Symposium on Second Language Writing

The 14th Symposium on Second Language Writing

November 19-21, 2015

AUT University, Auckland, New Zealand



Learning to Write for Academic Purposes: Advancing Theory, Research and Practice

The 14th Symposium on Second Language Writing will take place 19-21 November, 2015, at AUT University, Auckland, New Zealand. The theme, *Learning to write for academic purposes: Advancing theory, research and practice*, will focus on advancing our knowledge and understanding of what is involved in learning to write for the many and varied academic purposes that second language (L2) writers encounter while studying in educational settings and working in various professions and workplaces.

The importance of the theme is underscored by the increasing number of L2 writers studying and working in educational and professional settings where epistemologies and expectations may be quite different to those they have grown up with.

The particular academic purposes that L2 writers encounter as students and as working professionals can vary according to the contexts and settings in which writing for academic purposes is undertaken. These can be broadly categorised as follows:

Educational contexts and settings where teaching and learning take place

- Schools (e.g. primary and secondary; public and private institutions)
- Pre-tertiary (e.g. foundation programmes; private language schools)
- Tertiary (e.g. university, polytechnic, college)

Workplace contexts and settings where L2 writers are employed

- Training institutions (e.g. teachers' colleges)
- Teacher/academic professional activities (e.g. writing books, articles, reports, conference papers; reviewing, assessing and examining)

In educational contexts, issues associated with learning to write for academic purposes can be viewed from both the L2 learners' and teachers' perspectives. In workplace contexts, they can be seen from both the L2 writers' and assessors'/gate-keepers' perspectives.

Whenever academic texts are produced, some form of assessment is expected. It may be offered in a formative sense (responding to the work in progress) or in a summative sense (test/assignment/examination grades; acceptance of a text for publication or presentation). Issues associated with the assessment of L2 writers' texts or with L2 writers assessing texts may also be considered relevant to the theme.

While the symposium invites proposals on any aspect of second language writing, those that address one or more aspects of the theme will be particularly welcome.

Introduction

The Auckland organizing committee is particularly proud to be hosting the 2015 symposium as it is the first time the event has come ‘downunder.’ We are also pleased to be able to showcase our beautiful city—known as the ‘city of sails’—and hope you will have time to see other parts of the country as well.

Plenary Speakers

The plenary speakers for SSLW 2015 will be announced on this site before the end of 2014.

There will be 3 keynote speakers and each of these will address both parts of the theme (‘learning to write for academic purposes’ and ‘advancing theory, research and practice’) in relation to the contexts and settings they are familiar with.

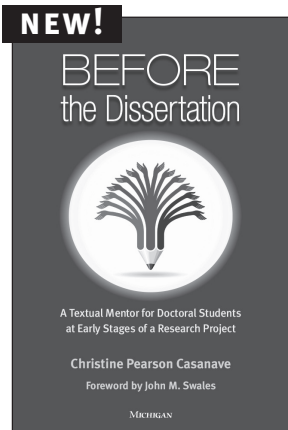
In addition, there will be a number of 30 minute plenary presentations and each invited speaker will deliver a hands-on, practice-focused address on an ‘issue’ that L2 students and practitioners encounter in the contexts and settings they are familiar with.

Key Dates (New Zealand time)

Monday 15 December 2014	Call for papers opens
Friday 27 February 2015	Call for papers closes
Friday 27 March 2015	Call for papers notification of acceptance
Friday 13 February 2015	Registration opens
Friday 1 May 2015	Early bird registration closes
Thursday 12 November 2015	Standard registration closes

Organizing Committee

Founding Chair SSLW	Paul Kei Matsuda
Symposium Chair	John Bitchener
Associate Symposium Chair	Annelies Roskvist
Programme Chairs	John Bitchener; Rosemary Wette
Call for Papers Coordinators	Neomy Storch; Helen Basturkmen
Programme Book Coordinators	Martin East; Denise Cameron
Registration Coordinators	AUT conferences; Annelies Roskvist; Martin East
Local Information Coordinators	Helen Cartner; Denise Cameron
Accommodation Coordinators	Rosemary Wette; Helen Basturkmen
Social Coordinators	Annelies Roskvist; Helen Cartner
Student Assistants Coordinators	Denise Cameron; Rosemary Wette
IT Coordinators	Helen Cartner; AUT conferences
Web Manager	Paul Kei Matsuda



**25% SSLW
CONFERENCE
DISCOUNT**

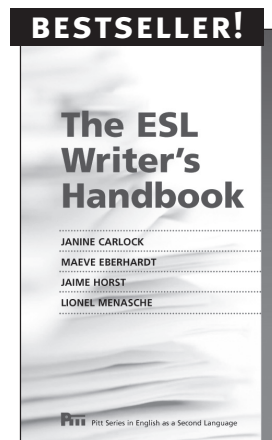
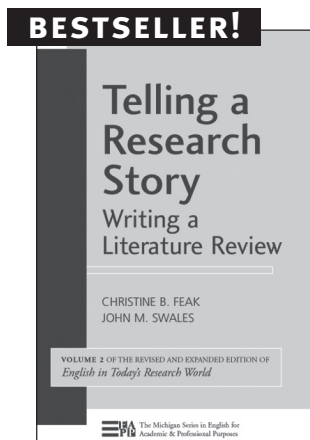
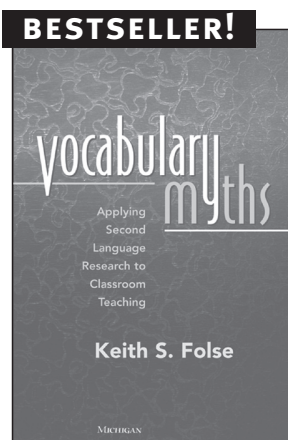
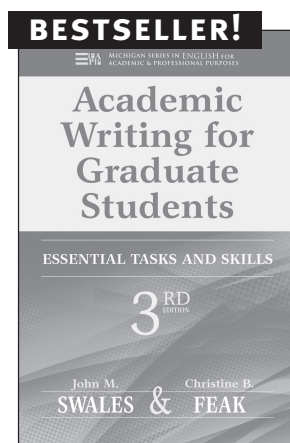
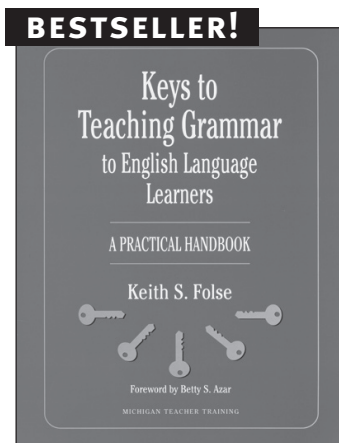
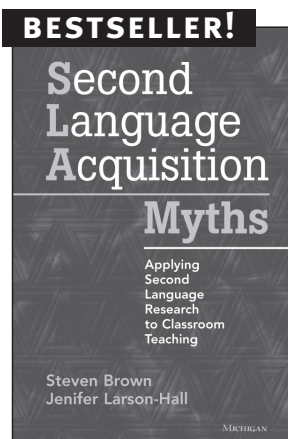
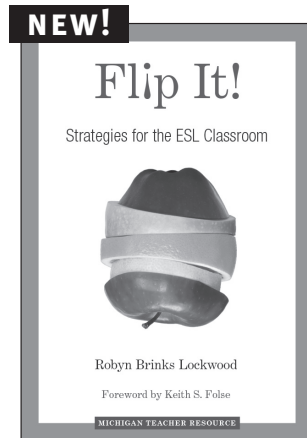


Table of Contents

Thursday, November 13

Second Language Writing Institute 1 (8:30-10:30)	17
Plenary I (11:00-12:00): Tony Silva	19
Consortium on Graduate Communication (12:00-13:45)	20
Translingual Writing Issues Closed Meeting (12:00-13:45)	20
A Colloquia (13:45-15:15)	21
A Sessions (13:45-15:00)	23
B Colloquium (15:30-17:00)	31
B Sessions (15:30-17:00)	31
Plenary II (17:15-18:15): Susan Miller-Cochran	38
Opening Reception (18:30-20:30): Engrained	39

Friday, November 14

C Colloquium (9-10:30)	40
C Sessions (10-10:15)	41
Plenary III (10:45-11:45): Lawrence Jun Zhang	48
JSLW Editorial Board Closed Meeting (11:45-13:30)	50
D Colloquia (13:30-15:00)	50
D Sessions (13:30-14:45)	52
E Colloquia (15:15-16:30)	60
E Sessions (15:15-16:30)	62
Plenary IV (17:00-18:00): Dwight Atkinson	70
Evening Banquet (18:00-21:00): Engrained	71

Saturday, November 15

F Colloquium (9:00-10:30)	72
F Sessions (9:00-10:15)	72
G Colloquium (10:45-12:15)	77
G Sessions (10:45-12:00)	77
Lunch Seminar (12:30-13:45): Paul Kei Matsuda	83
H Sessions (14:00-15:30)	83
Plenary V (15:45-16:45): Deborah Crusan	88
Plenary VI (16:45-17:45): Christine Tardy	89
Reflections and SSLW 2015 Preview (17:45-18:00)	90

Thursday, November 13 – Morning													
	Arizona	Turquoise	Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai	Gold	Copper	Chrysocolla	Plata	
8:30-10:30		SLWI.6 An Introduction to Writing in Academic Journals (Tancock)	SLWI.4 Writing Program Administration and ESL Writers (Miller-Cochran)	SLWI.1 Success on the Job Market: Demystifying the Process (Elder)	SLWI.5 Writing Program Administrator as a Consultant (Rose)		SLWI.3 Making Your Presentation Striking (Matsuda)		SLWI.2 Designing and Sustaining a Satisfying and Successful Research Program in (Ferris)				
10:45-11:00	Opening Ceremony in Arizona Room												
11:00-12:00	Plenary I: Reflections of a Post-Mid-Career L2 Writing Professional on the Ever-Increasing (Silva) in Arizona Room												
12:00-13:45									Consortium on Graduate Communication (Open Meeting)	Translingual Writing Issues Working Group (Closed Meeting)			
13:45-14:10	A.1.C The Future of Graduate Writing Research, Pedagogy, and Program Design (Zawacki et al.) 13:45-15:15	A.2.C L2 Writing Across Diverse CALL Contexts (Elola et al.) 13:45-15:15	A.3.1 "Plain English" and the YMCA Technical Writing Classroom (Cummings)	A.4.1 Applying the Lexical Approach to One-on-One Writing Instruction (Freedman et al.)	A.5.1 Corrective Feedback Embedded in a Writing Conference (Han)	A.6.1 Comparing Goals of L1 and L2 College Writers (Park)	A.7.1 The Cultural Impact on Academic Writing in Korean Universities (Lee et al.)	A.8.1 Writer's Block and Writing Apprehension in EFL Academic Writing (Bi et al.)	A.9.1 The Firsts of Second Language Writing: An Argument for Disciplinary (Thonus)	A.10.1 Professionalizing L2 Creative Writing Pedagogy: M.A. TESOL Students' Perceptions (Liao)	A.11.1 Imagined Voice in Academic Writing: Conceptualization and Construction of Voice (Lee)	CANCELED	
14:10-14:35			A.3.2 Writing Across Communities : Service Learning Composition for University L2 Writers (Vidrine-Isbell et al.)	A.4.2 L1 and L2 Vocabulary Use in Freshman Writing (Qureshi)	A.5.2 A Methodological Synthesis of Research on the Effectiveness of Corrective Feedback (Liu et al.)	A.6.2 CANCELED	A.7.2 The Usage of Lexical Bundles in Korean Learner Corpus (YELC) (Koo et al.)	A.8.2 Are They Still "Anxious?" A Pilot Study of Treatment for L2 writing anxiety (Wu et al.)	A.9.2 Beyond Generalizability: What Do We Know about Case Studies in the Field of SLW (Gherwash)	A.10.2 Code-Meshing and Self-Discovery: Bilingual Poetry in the Composition Course (Wetzl)	A.11.2 Helping L2 Students Find Their Writers' Voice: From Student Newsletter (Meimban)		A.12.2 Indirectness Trends Across Three Rhetorical Patterns in English Writing (Zúñiga Coudin et al.)
14:35-15:00			A.3.3 Developing Early Leadership for Writing Teachers: Examples from "Head" Teaching (Lawson)	A.4.3 Language Use in Third Language Writing: A Case Study (Tanova)	A.5.3 Dynamic Written Corrective Feedback: Its Past, Present, and Future (Kurzer et al.)	A.6.3 ESL Composition Instruction: Redress Its Balance (He)	A.7.3 Developing Indigenous Second Language Writing Programs in Korean Higher Education (Kim)	A.8.3 Linguistic Agency and Ability in Large-Scale Writing Assessment Rubrics and (Anderson)	A.9.3 The Grass Is Greener: Comparing L2 Writing Research as a Discipline (Zhan)	A.10.3 Journalogue: Voicing L2 Student Challenges in Writing (Thomas)	A.11.3 Cultivating Voice in the Academic Writing of Japanese University Students (Fogal)		A.12.3 Contrasting Thai Versus English Written Discourse Styles of Thai-English Bilinguals (Saengngoen)

Thursday, November 13 – Afternoon												
	Arizona	Turquoise	Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai	Gold	Copper	Chrysocola	Plata
15:30-15:55	B.1.C Collaborative L2 Writing in Social Media Environments: Student Interactions and (Li et al.) 15:30-17:00	B.2.1 A Dialogic Conversation or a Uni-Directional Monologue Between Supervisor and (Bitchener)	B.3.1 Tracing Identity Changes in Disciplinary Genre Learning: A Case Study (Jwa)	B.4.1 CANCELED	B.5.1 Before the Dissertation Writing Begins: Tips for L2 Doctoral Students (Casanave)	B.6.1 An Alternative Approach for Understanding Second Language Texts: Prototype Effects (Lee)	B.7.1 Learn and Grow as a Writing Teacher (Fan)	B.8.W Maximizing the Benefits of Prewriting: An Example from College Level ESL College Papers (Kim et al.)	B.9.F Developing Professionalism in Teaching Reading and Writing in EFL Contexts (Liu)	B.10.1 An Investigation of Correlation Between Instructors' Background and L2W Teaching (Shamsuzza man et al.)	B.11.1 Expressing Emotions in L2 Writing (Lee)	B.12.1 When the First Language Can't Be Written: Resources and Strategies (Parmeter)
15:55-16:20		B.2.2 Assessing the Impact of Teacher Feedback on Accuracy in the Writing of EFL learners (Rastgou)	B.3.2 What Are Writing Difficulties? (Tarawhiti)	B.4.2 Tutoring One's Way to L2 Writing Teacher Cognition (Belcher et al.)	B.5.2 Perceptions of Multilingual Students in a Graduate L2 Writing Course (O'Meara)	B.6.2 The Effects of Instruction Based on Conceptual Metaphor Theory on (Hilliard)	B.7.2 Embracing Complexity: In-House Training for Teaching L2 Academic Writing (Zlateva)			B.10.2 Effectively Enhancing EFL Learners' Writing Through Extensive Reading (Mermelstei)	B.11.2 Effects of Model-Text Analysis on Genre Writing Abilities (Choi et al.)	B.12.2 Development of Writing in the Content Area Survey for Teachers (Wolbers et al.)
16:20-16:45		B.2.3 Different Modes of Teacher Feedback: Types and Nature, Students' Responses (Shen et al.)	B.3.3 Complex Personal Letter-Writing in Advanced Collegiate FL Instruction (Crane)	B.4.3 Understanding the Knowledge Bases of L2 Writing Teachers in FYC (Racelis)	B.5.3 Multilingual Graduate Students Attitudes Towards Writing Practices and Support (Khoury)	B.6.3 A Cross-Disciplinary Interaction: Embrace a TESOL Perspective in Composition (Zhu et al.)	B.7.3 Professionalizing Teaching Practicums Through Digital Collaboration (Partridge et al.)				B.11.3 Towards a More Integrative Approach to Genre Research (Kim)	
17:15-18:15	Plenary II: Outcomes, Frameworks, Principles and Practices: Reading WPA and CCCC Position (Miller-Cochran) in Arizona Room											
18:15-20:00	Opening Reception in Engrained											

Friday, November 14 – Morning

	Arizona	Turquoise	Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai	Gold	Copper	Chrysocola	Plata
9:00-9:25	C.1.C Exploring the Professional Pathways of Early-Career L2 Writing Specialists (Saenkhum et al.) 9:00-10:30	C.2.1 L1 vs. L2 Written Peer Feedback Effects on L2 English (Williams)	C.3.W Measuring Journal and Research Prestige (Tancock)	C.4.1 The Impact of Composing Short Books in an EAP Writing (Houston)	C.5.1 Use of Moves and Intertextual Connections to Understand How L2 writers (Angay-Crowder et al.)	C.6.1 Writing Conferences as Mediated Worlds for Academic Writing (Do)	C.7.1 Exploring the Interaction Among Contextual, Student, and Teacher Variables Influencing (Jeon)	C.8.W Writing Comic Strips to Teach False Cognates to Young Brazilian L2 learners (Vila López)	C.9.1 A Longitudinal Study of Written Language Development in Two Genres (Polio et al.)	C.10.1 A Cross-Sectional Study of Writing Development of Second Language Learners (Kikuchi et al.)	C.11.1 CANCELED	C.12.1 Making the Game Plan: A Study of Multilingual Writers' Genre (Glymph)
9:25-9:50		C.2.2 Acquiring and Retaining Detecting and Commenting Skills Through Peer Review (Min et al.)		C.4.2 Professionalizing Writing Instruction in English for Academic Purposes Classes (Sapp)	C.5.2 Blogging in the EAP Composition Classroom: Embracing the 21st Century (Bleyle)	C.6.2 Instructor Commentary on L1 and L2 First-Year Writing: Similarities and (Slinkard)	C.7.2 Writing Center Tutors Working with L2 Writers: Challenges and Opportunities (Kang)		C.9.2 CANCELED	C.10.2 Narratives Among Heritage and Foreign Language Learners: A Sociocultural Inside (Valentin-Rivera)	C.11.2 Examining an Alternative Way of Providing Corrective Feedback to EFL (Chang)	C.12.2 Developing Writing Processes: Beyond the Writing Classroom (Reed)
9:50-10:15		C.2.3 Self- and Peer-Assessment in Second Language Writing: Students' Perspective (Zappa et al.)		C.4.3 Disciplinary Writing Differences, Expectation, and Challenges for Undergraduate L2 Writers (Evans et al.)	C.5.3 Examining the Role of Online Machine Translators in the Writing (Halsey)	C.6.3 Engaging Students in a Reflective Dialogue About Their Writing (Shvidko)	C.7.3 "At-Risk" College Writers and Evolution of an Athletics Writing Center (Stacey)		C.9.3 Multilingual Writers, Comp, and Grammar: Grammar Contracts in the First-Year (Shepherd et al.)	C.10.3 Undergraduate Academic Writing Across Languages: A Sociocultural Study (Valfredini)	C.11.3 Learners' Processing of Two Different Types of Written Feedback on (Kim)	C.12.3 Online Intercultural Collaboration: Insights into the Writing Process (Chen et al.)
10:45-11:45	Plenary III: Pedagogical Imports of Western Practices for Professionalizing Second Language Writing (Zhang) in Arizona Room											
11:45-13:30									Closed Meeting JSLW Editorial Board Meeting (Tancock)			

Friday, November 14 – Afternoon 1

	Arizona	Turquoise	Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai	Gold	Copper	Chrysocola	Plata
13:30-13:55	D.1.C L2 Writing in K-12 Contexts (de Oliveira et al.) 13:30-15:00	D.2.C European Perspectives on Professionalizing L2 Writing (Schmitt et al.) 13:30-15:00	D.3.1 Professionalizing the Training of Raters of Second Language Writing (Chapman et al.)	D.4.1 Computer-Mediated Synchronous and Asynchronous Direct Corrective Feedback on Writing (Shintani)	D.5.1 CANCELED	D.6.1 Vague Noun Usage in L2 Emergent Academic Writing (Ontiveros)	D.7.W Advancing Knowledge of L1 Arabic ESL Students' Language Repertoires and (Kopec)	D.8.1 English Writing Instruction in College Level in Algeria (Belmihoub)	D.9.1 Individual Differences and Written Corrective Feedback: Exploring the Differential Effects (Yingying)	D.10.1 Multilingual Students' Use of Their Linguistic Repertoires When Writing (Gunnarsson et al.)	D.11.1 Perceptions on Teacher Feedback: A Comparison Between L1 and L2 (Thirakunkov et al.)	D.12.1 Examining Preparation of Mainstream Composition Teachers Working with Multilingual Writers (Shvidko)
13:55-14:20			D.3.2 How Rubrics and Collaboration Can Facilitate Grading (Barto et al.)	D.4.2 Introducing Undergraduate Students to Word Engine and Peer Review of (Cheung)	D.5.2 Departmental Academic Support for International Doctoral Students (Ahn)	D.6.2 "From My Own Point of View, and Standing at Your (Heng Hartse)		D.8.2 Linguistic and Cognitive Obstacles Encountered by L2 Writers in UAE (Banat)	D.9.2 Exploring Student Engagement with Written Corrective Feedback in First-Year Composition (Uscinski)	D.10.2 A Discourse Analysis: On the Study of Interaction Between Identity (Tu)	D.11.2 Assessing the Placement of L2 Writers: An Institutional Case Study (Slayton)	D.12.2 Taking a Stance: Normalizing L2 Needs in Mainstream Composition Classes (Fahim)
14:20-14:45			D.3.3 Going Digital: Professionalizing Web Portfolio Assessments Through Rubrics (Kwon et al.)	D.4.3 Second Language Writing MOOCs: Affordances and Missed Opportunities (Gilliland et al.)	D.5.3 Concept Mapping to Gather Student-Generated Evidence of Reflection and Conceptual (Wette)	D.6.3 Investigating the Relationship Between Second Language Writing Proficiency and Noun (Lan)		D.8.3 Exploring Local Conditions that Affect L2 Writing Instruction in Korean (Yang)	D.9.3 "Revising" L2 Feedback and Revision Research: Looking to the Future (Goldstein)	D.10.3 Roles of Translingualism and Transactionalism in Second Language Writing (Nahar)	D.11.3 Reexamining Perception of L2 Writing (Yang)	D.12.3 Narrative Analysis of a Multilingual Writer's L2 Writing Experience (Kim)

Friday, November 14 – Afternoon 2

	Arizona	Turquoise	Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai	Gold	Copper	Chrysocola	Plata
15:15-15:40	E.1.C L2 Writing in Non-English L2s (Hatasa et al.) 15:15-16:45	E.2.C Teaching of EFL Writing in the Chinese Higher Educational Institutions (Wang et al.) 15:15-16:45	E.3.W How to Review a Paper (Tancock)	E.4.1 "My (Non-Native) Teacher Is My Inspiration": A Case Study (Huang)	E.5.1 Examining Second Language Writing Development over Time: A Case Study (Severino et al.)	E.6.1 Bridging the Home-School Literacies of ELLs: Toward Positive Change in (Henderson Lee)	E.7.1 Attitudes of Native and Non-Native English Speaking Students in Freshman (Alamyar)	E.8.1 A Dynamic Usage-Based Approach to Korean EFL Students' Writing: A (Lee)	E.9.1 The State of L2 Graduate Student Writing Support (Caplan et al.)	E.10.1 Building a Support System for English Language Learners at a (Sperger, Ed.D. et al.)	E.11.1 What Ever Happened to Post-Process in Second Language Writing? (McIntosh)	E.12.1 Fostering L2 Academic Writing Through Digital Literacy: Professionalizing ESL Composition (Christiansen)
15:40-16:05				E.4.2 CANCELED	E.5.2 Multiple Applications of "We Don't Proofread Your Paper": An Examination (Okuda)	E.6.2 A Multiple-Case Study of EL Adolescents' Successful Socialization into the (Yu et al.)	E.7.2 ESL Composition Student Participation in a Mainstream Composition Course (Cimasko)	E.8.2 Reformulation in Second Language Writing: A Learner Corpus-Based Investigation (Urzua)	E.9.2 Feedback Network and Multidirectionality of Second Language Socialization: Academic Writing (Kim)	E.10.2 On the Fringe and in the Thick of It: Inhabiting Whitchurch's Third Space (Russell-Pinson et al.)	E.11.2 Visualization of Focuses in Second Language Writing Research (Xu et al.)	E.12.2 Connecting Learners to a Global Audience: Teaching Writing Through Blogging (Borgen et al.)
16:05-16:30				E.4.3 Teaching Writing in a Second Language: The Experiences of NNES (Tseptsura et al.)	E.5.3 Encouraging OWLs to Grow: An Examination of Content Development Best (Paiz)	E.6.3 Engaging Multilingual Adolescents' in Disciplinary Writing: Issues, Theory, and Research (Wilcox et al.)	E.7.3 Curriculum Shift: Promoting Content-Based Instruction in Second-Language College Composition Courses (Kilroe)	E.8.3 The Contribution of Collocation Tools to Collocation Production in L2 (Nurmukham edov)	E.9.3 "My Writing Sounds Unnatural!": Addressing International Graduate Students' Concerns About (Park et al.)	E.10.3 Who Will Read Your Textbook: A Need for a New (Duncan)	E.11.3 Emergence and Professionalization of Second Language Writing: Publications in Web (Arik et al.)	E.12.3 Use of Digital Media: Toward Competent Knowledge Providers in Online (Lee)
17:00-18:00	Plenary IV: Doctoral Studies as Professional Development in Second Language Writing (Atkinson) in Arizona Room											
18:00-21:00	Ticketed Event: Friday Evening Banquet in Engrained											

Saturday, November 15 – Morning 1

	Arizona		Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai		Copper	Chrysocola	
9:00-9:25	F.1.C The Benefits of Genre-Based Pedagogy for Second Language Writing Development (Pessoa et al.) 9:00-10:30		F.3.F Internationalizing Rhetoric and Composition (Anson et al.)	F.4.W Common Core State Standards (CCSS) and Assessments: Implications for Multi-Lingual Writers (Faeldonea-Walker et al.)	F.5.1 Paraphrasing and Content Knowledge in Second Language Graduate Students' Writing (Shi et al.)	F.6.1 Saudi Students' Adaptation to Writing Instruction in the U.S. (Reichert)	F.7.1 Taiwanese College Students' Online Collaboration in L2: A Consensus-Building Process (Huang)	F.8.1 An Ecology-Informed Genre and Corpus Approach for L2 Writing (Poole)		F.10.W Professionalizing and Americanizing Second Language Learners' Business Writing (Waller)	F.11.1 Expectations and Experiences of Undergraduate L2 Writers Conducting Research (Hansen)	
9:25-9:50					F.5.2 Negotiating Identities Through Participation in L2 Writing and L2 Writing (Yi et al.)	F.6.2 A Comprehensive Examination of Chinese Students' Pathways to FYC Courses (Liu)	F.7.2 Microsoft Word: Friend or Foe in the Second Language Writing (Velazquez)	F.8.2 Cohesion, Clarity, and Complexity: Comparing the Use of Referential Chains (Smith et al.)			F.11.2 The Role of Qi-Cheng-Zhuan-He Rhetorical Structure as a Strategy in (Chang)	
9:50-10:15					F.5.3 Singing "My Way" in Developing Second Language Writing: Graduate Students' Own Experiences (Kayican)	F.6.3 A Needs Analysis for Chinese Students in Mainstream Composition Courses (Atilgan)		F.8.3 Lexical Diversity, Sophistication, and Size in Academic Writing (Gonzalez)			F.11.3 An Examination of Students' Perceptions of the Role of Prior Genre Knowledge (Myles et al.)	

Saturday, November 15 – Morning 2

	Arizona		Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai		Copper	Chrysocolla	
10:45-11:10	G.1 The Future of SLW at CCCC: Why CCCC and SLW need each other (Casanave et al.) 10:45-12:15		G.3.W Teachers' Sense of Efficacy in Teaching Second Language Writing (Goldman)	G.4.W Service Learning and Relevance for the IEP Writing Student: Connecting (Henriksen)	G.5.1 From Novice Writer to Writing Instructor: An Autoethnography of an (Chen)	G.6.1 The Development of Using Citations: Cross-Sectional and Longitudinal Evidence from (Xu)	G.7.1 Language and Topic Variations in Establishing a Niche in Journal (Choi)	G.8.1 Bridge over Troubled Paragraphs: Promoting Critical Thinking and Connecting Ideas (Sorenson et al.)		G.10.1 Prepositional Verbs in L2 Emergent Academic Writing (Wilcoxon)	G.11.1 Collaborative Writing in Two Thai EFL Classrooms (Oyama et al.)	
11:10-11:35					G.5.2 Teacher Study Group: Teachers' Views Before and After (Andrei et al.)	G.6.2 What Lies Behind the Mirror: A Socio-Cognitive Approach to Citation (Zhang et al.)	G.7.2 Evaluation and Narrativity in Stand-Alone Literature Reviews and Research Articles (Wright)	G.8.2 The Effects of Prewriting Strategy Training on Argumentative Writing of (Xiao)		G.10.2 Syntactic Discourse Analysis: Tools for Graduate Student Independence (Perkins)	G.11.2 Is There a Role of the First Language in Collaborative L2 Writing (Zhang)	
11:35-12:00					G.5.3 Becoming Second Language Writing Specialists: A Self-Reflective Study of a (Lin et al.)	G.6.3 An Investigation into the Test Takers' Source Use Strategies in (Zhang et al.)	G.7.3 A Comparative Analysis of Turkish Second Language Writers' Sentence Structure (Karaca et al.)	G.8.3 Investigating the Argumentation in Research Question Justification by L2 Novice (Xie)		G.10.3 A Comparative Study of Hedging Usages Between American and Chinese Students (Lu et al.)		
12:30-13:45	Ticketed Event: Lunch Seminar in Engrained											

Saturday, November 15 – Afternoon											
	Arizona		Gila	Graham	Yuma	Pinal	Santa Cruz	Yavapai		Copper	Chrysocola
14:00-14:25	H.1.D L2 Writing Apocalypse and the Future of the Field (Matsuda) 14:00-15:30		H.3.1 How ESL Teachers' Argumentative Epistemologies Shape Instructional Conversations in High (Joo et al.)	H.4.1 Unique or Not?: An Analysis of Error Patterns in the Writing of (de Kleine et al.)	H.5.1 Faculty from Across the Curriculum's Perceptions of ELL Writing Students (Lindberg)	H.6.1 CANCELED	H.7.1 First Steps in Becoming Professionals in Teaching EFL Writing (Tannacito et al.)	H.8.1 An Exploration of Teaching EAP Writing in a Content-Based Curriculum (Cheng)		H.10.W From Personal Experiences in L1 Culture to Scholarly Topics in (Andriamanana)	H.11.1 Group and Individual L2 Writing Conferences: Instructor and Student Perspectives (Maliborska et al.)
14:25-14:50			H.3.2 From Scaffolding to Autonomy: The Role of a Teacher in (Vorobel et al.)	H.4.2 Linking Literacy Practices and Academic Writing: A Study of Haitian (Vecchio)	H.5.2 L2 Students' Perception of Why They Gain or Lose Points (Xia)	H.6.2 Second Language Writers' Experiences and Strategies in a First-Year Writing (Reichen)	H.7.2 Consciousness-Raising Tools in an Advanced Composition French Course (Rey)	H.8.2 Metacognitive Transformation: Enacting Pedagogical Memory at Times of Academic and (Zinchuk)			H.11.2 CANCELED
14:50-15:15				H.4.3 International and Immigrant Students: Differing Needs When Writing One-on-One (Eckstein)	H.5.3 Understanding Peer Response in an EAP Course: An Activity Theory (Zhang)	H.6.3 Growing L2 Writing Profession Beyond Its Hobbit Holes (Yang)	H.7.3 Examining Communities of Practice and the Effects of Distributed Cognition (Abrahams)	H.8.3 A Dialectical Approach to Critical Thinking in EAP Writing (Tanaka)			H.11.3 Digitizing Writing as a Developmental Continuum to Professionalization: The Nigerian Experience (Anyanwu)
15:45-16:45	Plenary V: Fake It 'Til You Make It: The Imposter Syndrome--the Dilemma (Crusan) in Arizona Room										
16:45-17:45	Plenary VI: Representations of Professionalization in Second Language Writing (Tardy) in Arizona Room										
17:45-18:00	Reflections and SSLW 2015 Preview (Matsuda et al.) in Arizona Room										

Second Language Writing Institute

Symposium Program

Second Language Writing Institute

SLWI.1 Thursday, November 13, 2014, 8:30-10:30, Graham (Ticketed Event)

Chair: Katherine Daily O'Meara, Arizona State University, United States

Success on the Job Market: Demystifying the Process

Cristyn Elder, University of New Mexico, United States

The primary audience for this institute includes those on or soon to be on the job market and those mentoring others about the job market. This hands-on workshop will include reading and understanding job ads, analyzing successful job materials, and discussing the interview, campus visit, and negotiation process.

SLWI.2 Thursday, November 13, 2014, 8:30-10:30, Gold (Ticketed Event)

Chair: Izabela Uscinski, Arizona State University, United States

Designing and Sustaining a Satisfying and Successful Research Program in Second Language Writing

Dana Ferris, University of California, Davis, United States

In this session we will discuss principles and practical strategies for implementing and maintaining a sustainable research program in L2 writing. Subtopics include finding interesting research questions, adapting models from previous researchers, and building on one's own previous work to complete and disseminate an extended series of studies. Resource issues will also be discussed.

SLWI.3 Thursday, November 13, 2014, 8:30-10:30, Santa Cruz (Ticketed Event)

Making Your Presentation Striking

Paul Kei Matsuda, Arizona State University, United States

This workshop will help you learn how to give advanced academic presentation genres such as plenary and keynote talks. Drawing on his extensive experience, the presenter will discuss how plenary talks differ from other types of presentation, and provide strategies for designing and delivering talks that are engaging, entertaining and enlightening.

SLWI.4 Thursday, November 13, 2014, 8:30-10:30, Gila (Ticketed Event)

Chair: Daniel Bommarito, Arizona State University, United States

Writing Program Administration and ESL Writers

Susan Miller-Cochran, North Carolina State University, United States

How can writing program administrators and second language writing specialists work together to develop approaches that will best serve ESL writers? During this institute, participants will look at recommendations offered in scholarship in both the WPA and SLW communities and work together to find commonalities and develop solutions that will work in specific institutional contexts.

Symposium on Second Language Writing – Day 1

SLWI.5 Thursday, November 13, 2014, 8:30-10:30, Yuma (Ticketed Event)

Chair: Sarah Elizabeth Snyder, Arizona State University, United States

Writing Program Administrator as a Consultant

Shirley Rose, Arizona State University, United States

In this session, an experienced consultant-evaluator for various college writing programs will take you through the world of academic consulting. After a brief overview of various types of work—from invited talks and curriculum development projects to program evaluation visits—she will share a wealth of information about the work of consultant-evaluator, including how to get started, how to prepare for a consultation visit, how to conduct yourself during the visit, and how to follow up.

SLWI.6 Thursday, November 13, 2014, 8:30-10:30, Turquoise (Ticketed Event)

An Introduction to Writing in Academic Journals: How to Get Published

Christopher Tancock, Elsevier, United Kingdom

In this presentation, the Publisher for Elsevier's language and linguistics portfolio will host a session covering: best practice on how to get write scholarly articles; how to identify the right journal for your paper and common pitfalls to avoid when submitting your work. This will be an open and informative session, aimed at those looking to publish their first paper and/or who are interested in the world of scholarly publishing and how it works.

Writing & Pedagogy

Edited by Martha Pennington

City University of Hong Kong

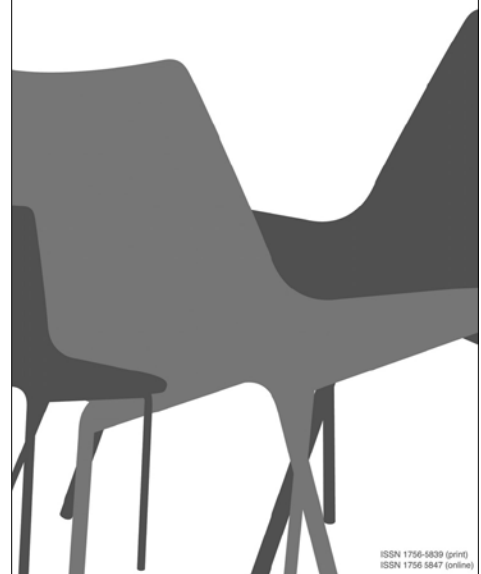
Writing & Pedagogy provides a forum for discussion and dissemination of knowledge focused on both writing and the teaching of writing. It is international in scope and spans all levels of education, from K-12 to doctoral level. The journal provides information and stimulates conversations that can advance the theory and practice of writing pedagogy in first- and second-language environments by revealing similarities and differences in the practices and concerns regarding writing and the teaching of writing across different contexts and educational systems.

The journal solicits essays, research reports, pedagogical reflections, discussions of technology, and book reviews. Although the primary focus is on the teaching of English writing within formal education, the journal welcomes articles on writing outside of English education, such as the teaching of writing in other languages, the writing needs of specific workplace contexts, and issues of a theoretical or practical nature involving the nature of writing or research on writing.

3 issues per year ISSN 1756-5839 (print) / ISSN 1756-5847 (online)

For more information and to subscribe visit
www.equinoxpub.com/WAP

writing@pedagogy



eQUINOX
www.equinoxpub.com

Thursday, November 13, 2014

Thursday, November 13, 2014, 10:45-11:00, Arizona
Opening Ceremony

Plenary I

Thursday, November 13, 2014, 11:00-12:00, Arizona
Chair: Christine Tardy, University of Arizona, United States

Reflections of a Post-Mid-Career L2 Writing Professional on the Ever-Increasing Challenges of Working at a Large Public Research University in the United States: Facing the Specter of Deprofessionalization

Tony Silva, Purdue University, United States

The number of international students in public institutions of higher education in the United States continues to grow rapidly. These increases are due in large part to intensive recruiting efforts by these institutions. This recruiting is driven in large part (especially at the undergraduate level) by the desire to develop new “revenue streams”—international students typically pay non-resident tuition and fees and more. New revenue is necessary because of declining state funding and strong resistance to increases in tuition for in-state students.

While university administrations welcome this additional revenue, they are much less enthusiastic about providing funds for language support—including L2 writing instruction—for their growing international student populations. Administrations tend to offer short-term, soft money, band-aid fixes rather than to provide long term recurring funds to invest in a professionally sound response. Ideally, universities with well-established graduate programs in second language studies that have been successfully preparing teaching assistants to staff L2 writing courses would invest in and expand these graduate programs by hiring additional tenure-track faculty to prepare more graduate students to staff more sections of L2 writing courses.

Unfortunately, this type of response seems to be more the exception than the rule. All of this suggests that even though L2 writing in recent years has seen a substantial expansion in disciplinary infrastructure, an increase in inquiry in and knowledge about L2 writing and writing instruction, and growth in the number of qualified L2 writing professionals, graduate programs in second language studies still serve at the pleasure (or the whim) of university administrators who are typically unlikely to understand, value, or strongly support the development of the field.

This presentation will illustrate the foregoing state of affairs by providing an account of events that transpired recently at a particular large public research university in the United States and address the implications of these events for the field of L2 writing.

Tony Silva is a Professor and the Director of the ESL Writing Program in the Department of English at Purdue University, where he teaches graduate courses for Ph.D., M.A., and Certificate students and writing support courses for graduate and undergraduate international students. He has also directed the Graduate Program in Second Language Studies/ESL. At Purdue, he has served as chair or member of more than 100 doctoral committees and has won eleven departmental Excellence in Teaching Awards.

Symposium on Second Language Writing – Day 1

With Ilona Leki, he founded and edited the *Journal of Second Language Writing* from 1992-2007; he continues to co-assemble the *Journal's* annotated bibliography. With Paul Kei Matsuda he founded and hosted the (now annual and international) Symposium on Second Language Writing from 1998-2013.

He has co-edited or co-authored a number of books, including: *L2 Writing in Secondary Classrooms: Student Experiences, Academic Issues, and Teacher Education* (2013); *Practicing Theory in Second Language Writing* (2010); *A Synthesis of Research on Second Language Writing in English* (2008); *Research on Second Language Writing: Perspectives on the Construction of Knowledge* (2005); *Landmark Essays on ESL Writing* (2001); and *On Second Language Writing* (2001).

He has published articles in a number of journals, including, *College Composition and Communication*, *Composition Studies*, *ELT Journal*, *Foreign Languages and their Teaching*, *Journal of Second Language Writing*, *Modern Language Journal*, *TESL Canada Journal*, *TESOL Journal*, *TESOL Quarterly*, *Writing Program Administration*, and *Written Communication*.

He is an active member of TESOL, where he has organized the Graduate Student Forum, served as a member of the Search Committee for the Editor of *TESOL Quarterly*, as a member of the Steering Committee of the Second Language Writing Interest Section, and, currently, as a member of the TESOL Board of Directors; he has also served CCCC as a member of the Committee on Second Language Writing, the Special Interest Group on Second Language Writing, and the Executive Board.

Thursday, November 13, 2014, 12:00-13:45, Gold (Open Meeting)

Consortium on Graduate Communication

Chair: Nigel Caplan, University of Delaware, United States

Chair: Michelle Cox, Cornell University, United States

Thursday, November 13, 2014, 12:00-13:45, Copper (Closed Meeting)

Translingual Writing Issues Working Group

Thursday, November 13, 2014

Session A

Invited Colloquium

A.1.C Thursday, November 13, 2014, 13:45-15:15, Arizona

Organizer: Steve Simpson, New Mexico Tech, United States

The Future of Graduate Writing Research, Pedagogy, and Program Design

Presenters: Terry Zawacki, George Mason University, United States

Paul Rogers, George Mason University, United States

Anna Habib, George Mason University, United States

Karyn Mallett, George Mason University, United States

Jennifer Haan, University of Dayton, United States

Talinn Phillips, Ohio University, United States

Nigel Caplan, University of Delaware, United States

Michelle Cox, Cornell University, United States

Over the past several decades, scholars in second language writing have developed a robust body of research and pedagogy on working with L2 graduate students and the processes of writing for publication in scholarly and scientific journals. Such research and pedagogical inquiry have led to the development of graduate-level English for Academic Purposes classes.

Recently, researchers and higher education administrators outside second language writing have also expressed interest in graduate writing support for all students, prompted in part by international concerns about the overall structure of graduate education, graduate student retention and time-to-degree, and job placement. For example, in the US, the Council of Graduate Schools' (2010) report on PhD completion identifies writing support at the dissertation stage as critical to student success, and lists notable programs and strategies that have been developed across US institutions. This broader interest in graduate writing support presents second language writing researchers with both an exciting opportunity and an interesting challenge. Because of our longstanding interest in L2 graduate writers, we have the opportunity not only to bolster our own field's research but to impact discussions of graduate writing research and pedagogy outside our field. Doing so, however, requires us to identify and tackle new and emerging issues for graduate writing in institutions worldwide, to consider the broader implications of our field's knowledge base, and to explore ways our programs can intersect with others across our institutions.

The purpose of this colloquium is both to reflect on our field's current body of knowledge on graduate writing pedagogy and to explore future trajectories for research, pedagogy, and program design. We also would like to announce the creation of the new Consortium on Graduate Communication, a network of scholars and teachers worldwide who work with both L2 and L1 graduate student writers.

Invited Colloquium

A.2.C Thursday, November 13, 2014, 13:45-15:15, Turquoise

Organizer: Bryan Smith, Arizona State University, United States

L2 Writing Across Diverse CALL Contexts

Idoia Elola, Texas Tech University, United States

Ana Oskoz, University of Maryland Baltimore County, United States

Jeff Kuhn, Ohio University, United States

Bryan Smith, Arizona State University, United States

This colloquium will present on L2 writing across diverse CALL contexts.

Idoia Elola's presentation will highlight how the development of research agendas based on the connections between L2 writing (in Spanish) and the use of technology (e.g., the use of social tools) is at the core of the professionalization of FL writing. Ana Oskoz's presentation will highlight new forms of interaction among the authors themselves and with their audience when using social tools. This presentation, therefore, will focus on the purposes, implementations and outcomes of writing practices that keep in mind the learners' writing development within wider educational and professional contexts. Jeff Kuhn reports findings from a study on a digital game-based course in which students co-created a shared context via technology. The course was freshman composition composed of 15 university non-native English speakers, and the digital game was a modified version of Minecraft. This qualitative study seeks to explore students' experiences in this learning environment, focusing on how the environment affected student engagement and subsequent writing. Bryan Smith will discuss a study (conducted with Marije Michele, Lancaster University) that employed eye tracking technology during synchronous written computer-mediated interaction (chat) among advanced-level L2 learning peers. The eye gaze of each participant was recorded while performing weekly dialogic writing tasks over two months. Eye gaze records were correlated with instances of learner lexical and structural alignment during the interaction. How eye tracking can help shed light on the nature of learner alignment during the task as well as lexical and structural convergence in subsequent writing tasks will be discussed.

Idoia Elola's presentation will highlight how the development of research agendas based on the connections between L2 writing (in Spanish) and the use of technology (e.g., the use of social tools) is at the core of the professionalization of FL writing. Research on writing in Spanish as a FL has formulated two specific needs: (a) the development of FL writing courses for graduate students, who see the need to teach writing using social tools for both linguistic and rhetorical purposes; and (b) the development of research studies that address, for example, how learners write in these new tools-related genres, and how FL writers write collaboratively while interacting and scaffolding each other.

Ana Oskoz's presentation will highlight new forms of interaction among the authors themselves and with their audience when using social tools. The discussion and reflection on rhetorical concepts of traditional texts as well as more recent technology-created genres have allowed Spanish language learners to engage in the production of written texts and the acquisition of technological knowledge that can be directly applied to their personal and professional

Thursday, November 13, 2014

environments. This presentation, therefore, will focus on the purposes, implementations and outcomes of writing practices that keep in mind the learners' writing development within wider educational and professional contexts.

Jeff Kuhn reports findings from a study on a digital game-based course in which students co-created a shared context via technology. The course was freshman composition composed of 15 university non-native English speakers, and the digital game was a modified version of Minecraft. This qualitative study seeks to explore students' experiences in this learning environment, focusing on how the environment affected student engagement and subsequent writing.

Bryan Smith will discuss a study (conducted with Marije Michele, Lancaster University) that employed eye tracking technology during synchronous written computer-mediated interaction (chat) among advanced-level L2 learning peers. The eye gaze of each participant was recorded while performing weekly dialogic writing tasks over two months. Eye gaze records were correlated with instances of learner lexical and structural alignment during the interaction. How eye tracking can help shed light on the nature of learner alignment during the task as well as lexical and structural convergence in subsequent writing tasks will be discussed.

A.3 Thursday, November 13, 2014, 13:45-15:00, Gila
Chair: Juliana Kocsis, North Carolina State University, United States

A.3.1 Thursday, November 13, 2014, 13:45-14:10, Gila
“Plain English” and the YMCA Technical Writing Classroom: Recovering Pre-Professional Moments in SLW
Lance Cummings, University of North Carolina Wilmington, United States

This presentation will examine how the idea of “plain English” emerged within the early 20th century YMCA’s technical writing classes.

Best Student Paper

A.3.2 Thursday, November 13, 2014, 14:10-14:35, Gila
Writing Across Communities: Service Learning Composition for University L2 Writers
Bonnie Vidrine-Isbell, University of Washington, United States
Norah Fahim, University of Washington, United States
Dan Zhu, University of Washington, United States

An innovative area in composition programs is the combination of L2 writing with service learning. This unique setting enables international students to practice translanguaging approaches while engaging with their local communities. This study reports on the impact of a pilot program and offers further pedagogical approaches for multilingual service learning.

Symposium on Second Language Writing – Day 1

A.3.3 Thursday, November 13, 2014, 14:35-15:00, Gila

Developing Early Leadership for Writing Teachers: Examples from “Head” Teaching Assistants (TAs) of Advanced EAP Writing

Lynee Lawson, University of Illinois at Urbana-Champaign, United States

“Head” TA’s in a university ESL writing program provide teachers with unique leadership opportunities at an early stage of their careers by directing meetings, overseeing lesson design, managing curriculum websites, and conducting informal observations. Practical implementation, benefits, and personal experiences will be shared for the benefit of any writing program.

A.4 Thursday, November 13, 2014, 13:45-15:00, Graham

Chair: Bethany Bradshaw, North Carolina State University, United States

A.4.1 Thursday, November 13, 2014, 13:45-14:10, Graham

Applying the Lexical Approach to One-on-One Writing Instruction

Leora Freedman, University of Toronto, Canada

Rebecca Smollett, OCAD University, Canada

The “lexical approach” focuses on the importance of mastery of “lexical bundles” to fluency in all modalities. In this talk, two university program administrators demonstrate the effectiveness of a lexical approach in one-on-one work with second language writers, as a means to both improving grammatical accuracy and fostering critical thinking.

A.4.2 Thursday, November 13, 2014, 14:10-14:35, Graham

L1 and L2 Vocabulary Use in Freshman Writing

Muhammad Qureshi, Northern Arizona University, United States

Although widely researched, academic vocabulary has been ignored for productive use. How do L1 English and L2-writers Arabic and Chinese writers differ in productive vocabulary use? What percentage of vocabulary from the Academic Word List is covered in L1 and L2 writing? Join the session to learn about it.

A.4.3 Thursday, November 13, 2014, 14:35-15:00, Graham

Language Use in Third Language Writing: A Case Study of Six Multilingual College Students

Nadya Tanova, University of Dayton, United States

This presentation reports on and synthesizes the results of a study investigating how multilingual writers make use of their language repertoire while writing in their third language. The findings point to distinct roles of L1 and L2 in L3 composing. Implications for L2 writing theory and pedagogy will be drawn.

Thursday, November 13, 2014

A.5 Thursday, November 13, 2014, 13:45-15:00, Yuma
Chair: Susan Bleyle, Georgia Gwinnett College, United States

A.5.1 Thursday, November 13, 2014, 13:45-14:10, Yuma
Corrective Feedback Embedded in a Writing Conference: How Graduated and How Contingent Is It to L2 Learners' Need?
Ye Han, The University of Hong Kong, Hong Kong

The naturalistic case study drew the concepts of “graduation” and “contingency” from Aljaafreh and Lantolf (1994) to investigate how graduated oral feedback is and how contingent that feedback is to the learner’s need in a one-on-one conference involving a native-speaking English teacher and a non-English major in a Chinese university.

A.5.2 Thursday, November 13, 2014, 14:10-14:35, Yuma
A Methodological Synthesis of Research on the Effectiveness of Corrective Feedback in L2 Writing
Qiandi Liu, Northern Arizona University, United States
Dan Brown, Northern Arizona University, United States

This study systematically reviews methodological features across 45 L2 written corrective feedback studies that investigate accuracy development. Results reveal several design trends and limitations that complicate results, including insufficient reporting of data, treatments lacking ecological validity, inconsistent operationalization of control groups, inconsistent measures of accuracy, and mixing of feedback types.

A.5.3 Thursday, November 13, 2014, 14:35-15:00, Yuma
Dynamic Written Corrective Feedback: Its Past, Present, and Future
Kendon Kurzer, University of California, Davis, United States
Grant Eckstein, University of California, Davis, United States

Dynamic Written Corrective Feedback is believed to help L2 writers improve their written grammatical accuracy. In this presentation, we discuss the findings of previous DWCF studies and their methodological limitations and then describe how DWCF is being implemented and studied in a large university L2 writing program.

A.6 Thursday, November 13, 2014, 13:45-15:00, Pinal
Chair: Elena Shvidko, Purdue University, United States

A.6.1 Thursday, November 13, 2014, 13:45-14:10, Pinal
Comparing Goals of L1 and L2 College Writers: A Survey Study of First-Year Composition Students
Kyongson Park, Purdue University, United States

This paper investigates the different goals of domestic (US) and international students in the first-year composition classes at Purdue. The mismatch between instructors’ and students’ priorities will be examined. The findings contribute to research on SLW

Symposium on Second Language Writing – Day 1

curricula and professional development of instructors, meeting the needs of L1 and L2 writers.

A.6.2 Thursday, November 13, 2014, 14:10-14:35, Pinal
CANCELED

A.6.3 Thursday, November 13, 2014, 14:35-15:00, Pinal
ESL Composition Instruction: Redress Its Balance
Ling He, Miami University, United States

The complexity of composing for ESL writers calls for writing teachers' reflection on the existent practice. This study explores pedagogy through teaching ESL freshmen composition at a U.S. college based on qualitative and quantitative datasets. The findings show need of balancing writing processes and writing products in teaching ESL composition.

A.7 Thursday, November 13, 2014, 13:45-15:00, Santa Cruz
Chair: Shizhou Yang, Yunnan Minzu University, China

A.7.1 Thursday, November 13, 2014, 13:45-14:10, Santa Cruz
The Cultural Impact on Academic Writing in Korean Universities
Jiyon Lee, Yonsei University, Korea
Inyoung Kim, Yonsei University, Korea
Hyejin Hwang, Yonsei University, Korea

Both Korea's formal education system and culture have influenced students' reliance on prescribed organizational patterns of writing in English as taught by their professors. This paper aims to provide a greater understanding of the cultural interference that causes Korean university students to face difficulties when writing in English.

A.7.2 Thursday, November 13, 2014, 14:10-14:35, Santa Cruz
The Usage of Lexical Bundles in Korean Learner Corpus (YELC): Directing the Next Step to Korean EFL Writing Class
Jungyeon Koo, Seoul National University, Korea
Bitna Choi, Seoul National University, Korea

The current study is to examine the distinctiveness of LBs use in Korean Learner Corpus (YELC) and to compare the usage of LBs by NNS to those by NS. The results suggest some pedagogical implications on how to teach academic prose in Korean EFL writing class.

Thursday, November 13, 2014

A.7.3 Thursday, November 13, 2014, 14:35-15:00, Santa Cruz

Developing Indigenous Second Language Writing Programs in Korean Higher Education
Minsun Kim, Miami University, United States

This proposal examines professional work of one Korean university, focusing on their writing program administration. By discussing new writing programs and administration practices, this study investigates factors in the development of Korean college writing and how it has served the need of related participants in its distinctive local context.

A.8 Thursday, November 13, 2014, 13:45-15:00, Yavapai

Chair: Yoo Young Ahn, Indiana University, United States

A.8.1 Thursday, November 13, 2014, 13:45-14:10, Yavapai

Writer's Block and Writing Apprehension in EFL Academic Writing in China

Jin Bi, The University of Utah, United States

Xiaoqing Qin, Central China Normal University, China

We examined writer's blocks and writing apprehensions that Chinese non-English major graduates often encounter in academic writing. Data were collected from 357 participants through questionnaire and interviews. We identified the types of writer's blocks and writing apprehensions prevalent among graduate students, and tried to clarify the major reasons for them.

A.8.2 Thursday, November 13, 2014, 14:10-14:35, Yavapai

Are They Still "Anxious"? A Pilot Study of Treatment for Second Language Writing Anxiety of EFL College Students

Taimin Tammy Wu, Arizona State University, United States

Karen C. C. Chang, National Taipei University, Taiwan

This study explores EFL students' perceived feelings when engaging themselves in L2 writing via semi-structured interviews. It is expected that descriptors other than the term "writing anxiety" will emerge to better describe the affective factors students encounter during their L2 writing processes.

A.8.3 Thursday, November 13, 2014, 14:35-15:00, Yavapai

Linguistic Agency and Ability in Large-Scale Writing Assessment Rubrics and Band Descriptors

Salena Anderson, Valparaiso University, United States

This study explores differences in depictions of agency and ability in score and band descriptors for large-scale writing assessment rubrics for the IELTS, TOEFL, SAT, ACT, and GRE. For the IELTS, TOEFL, and GRE exams, descriptions of effective essays feature more agency. The IELTS references ability in low score descriptions.

Symposium on Second Language Writing – Day 1

A.9 Thursday, November 13, 2014, 13:45-15:00, Gold
Chair: Darby Smith, IELP at Portland State University, United States

A.9.1 Thursday, November 13, 2014, 13:45-14:10, Gold
The Firsts of Second Language Writing: An Argument for Disciplinarity
Terese Thonus, University of Kansas, United States

This presentation examines the Journal of Second Language Writing's December 2013 "Disciplinary Dialogue" for perceptions and opinions that support and refute SLW's claims to disciplinarity. Using varying meanings of "first" and "second" in English, I alternate between solemnity and humor in making a cautious case for SLW's (trans)disciplinarity.

A.9.2 Thursday, November 13, 2014, 14:10-14:35, Gold
Beyond Generalizability: What Do We Know about Case Studies in the Field of SLW and What Can We Learn from Them?
Ghada Gherwash, Purdue University, United States

This presentation provides a critical and comprehensive understanding of case study methods as valuable tools of investigation in the field of SLW. It will: 1) define case study methods; 2) look briefly at its history; and 3) conclude by analyzing three exemplar case studies in the field of SLW.

A.9.3 Thursday, November 13, 2014, 14:35-15:00, Gold
The Grass Is Greener: Comparing L2 Writing Research as a Discipline in the U.S. and China
Ju Zhan, Jilin University, China

This meta-disciplinary study compares L2 writing symposia in the U.S. and EFL writing conferences in China. The similarities and differences in the aspect of themes and presentations reveal the development of L2 writing research as a discipline and provide implications for further promotion of EFL writing research in China.

A.10 Thursday, November 13, 2014, 13:45-15:00, Copper
Chair: Jin Kim, University of Illinois at Urbana-Champaign, United States

A.10.1 Thursday, November 13, 2014, 13:45-14:10, Copper
Professionalizing L2 Creative Writing Pedagogy: M.A. TESOL Students' Perceptions on Their English Writing Experiences
Fang Yu Liao, Indiana University of Pennsylvania, United States

Utilizing interview-based design, this study aims to address 18 M.A. TESOL prospective teachers' understandings toward general writing and creative writing based on their own English writing experiences. The study seeks to contribute to the L2 educators by considering L2 creative writing pedagogy as a valuable approach in ESL/EFL contexts.

Thursday, November 13, 2014

A.10.2 Thursday, November 13, 2014, 14:10-14:35, Copper

Code-Meshing and Self-Discovery: Bilingual Poetry in the Composition Course

Ana Maria Wetzl, Kent State University Trumbull, United States

The paper describes the use of poetry (Espaillat's "Bilingue/Bilingual") to increase L1 or L2 students' understanding of their uniquely diverse linguistic repertoire as they are struggling to transition from their everyday English to the language of their new community of practice, i.e. the academia.

A.10.3 Thursday, November 13, 2014, 14:35-15:00, Copper

Journalogue: Voicing L2 Student Challenges in Writing

Suneeta Thomas, Purdue University, United States

This study qualitatively assessed student reflections and responses to student reflections on writing. 15 students posted reflections on their writing, and commented on at least two such posts. Findings show that the students developed a virtual support group by sharing their challenges and providing advice to each other.

A.11 Thursday, November 13, 2014, 13:45-15:00, Chrysocola

Chair: Jacqueline Brady, Arizona State University, United States

A.11.1 Thursday, November 13, 2014, 13:45-14:10, Chrysocola

Imagined Voice in Academic Writing: Conceptualization and Construction of Voice by Multilingual Graduate Writers in a Writing Course

Eunjeong Lee, Penn State University, United States

The current study examines how the notion of voice in writing is discussed and understood by the instructor and multilingual graduate writers through a classroom-based ethnographic case study. The study reports how the instructor's and students' understanding of their ideal disciplinary voice was dialogically constructed and evolved throughout the course.

A.11.2 Thursday, November 13, 2014, 14:10-14:35, Chrysocola

Helping L2 Students Find Their Writers' Voice: From Student Newsletter

Conceptualization to Production to Distribution

Cyndriel Meimban, Northern Arizona University, Program in Intensive English, United States

This presentation features a case study on the process of launching a student newsletter, applicable for a program-wide newsletter or a single writing class. The numerous benefits, challenges, solutions, and applications of such a project are discussed in both theoretical and practical terms.

Symposium on Second Language Writing – Day 1

A.11.3 Thursday, November 13, 2014, 14:35-15:00, Chrysocolla

Cultivating Voice in the Academic Writing of Japanese University Students: A Case for Employing Literature Studies in the Writing Classroom

Gary Fogal, Ontario Institute for Studies in Education, University of Toronto, Canada

Despite copious descriptive reports highlighting the benefits of literature studies for language learners, there are limited quantifiable data supporting the use of literary texts for developing English L2 academic essay writing. This classroom-based, mixed-method study reports on the benefits of such analyses for improving authorial voice on the TOEFL iBT.

A.12 Thursday, November 13, 2014, 13:45-15:00, Plata

Chair: Linda Henriksen, Kansas State University, United States

A.12.1 Thursday, November 13, 2014, 13:45-14:10, Plata

CANCELED

A.12.2 Thursday, November 13, 2014, 14:10-14:35, Plata

Indirectness Trends Across Three Rhetorical Patterns in English Writing of Costa Rican EFL Learners

Randolph Zúñiga Coudin, Universidad de Costa Rica, Costa Rica

José Miguel Vargas Vásquez, Universidad de Costa Rica, Costa Rica

An examination of writing samples with three rhetorical patterns: comparison-contrast, cause-effect, and argumentation provided information on the use of rhetorical indirectness features and discourse habits of second- and third-year students of the B.A. in English at the University of Costa Rica. The data pointed to increased indirectness in argumentative writing.

A.12.3 Thursday, November 13, 2014, 14:35-15:00, Plata

Contrasting Thai Versus English Written Discourse Styles of Thai-English Bilinguals

Jet Saenggoen, University of New Mexico, United States

This contrastive study of the written discourse styles of Thai-English bilinguals reveals correlations of syntactical patterns between L1 and L2 narrative essays in English and Thai. Narrative discourse structures of both the Thai and English essays were influenced by the amount of previous writing experience, personal background, and religious beliefs.

Thursday, November 13, 2014

Session B

Invited Colloquium

B.1.C Thursday, November 13, 2014, 15:30-17:00, Arizona

Organizer: Neomy Storch, University of Melbourne, Australia

Collaborative L2 Writing in Social Media Environments: Student Interactions and Pedagogical Insights

Mimi Li, Marshall University, United States

Neomy Storch, University of Melbourne, Australia

Amir Rouhshad, University of Melbourne, Australia

Greg Kessler, Ohio University, United States

Recent developments in Web 2.0 technology have revolutionized the ways in which we create, communicate and share information, with a greater focus on collaboration. For L2 learners, these new technologies can provide opportunities for extended and genuine collaborative writing practice. Yet to fully understand the opportunities these new technologies afford our learners, we need to investigate how learners approach online writing tasks, how they interact with each other, and the texts they produce.

In this colloquium, the three presenters (Li, Storch and Kessler) present findings of studies conducted in three different L2 writing contexts. Mimi Li reports on a qualitative study that explored and interpreted ESL students' dynamic interactions during wiki-based collaborative writing in an EAP context. Neomy Storch reports on a study conducted with Amir Rouhshad which investigated how mode of communication impacts on learners' collaborative writing activities. In the study, the same pairs of low intermediate pre-university ESL learners completed a collaborative writing task in two modes: face-to-face and computer mediated (Google Docs). Greg Kessler will discuss findings from a number of recent studies into pair and larger group collaborative writing practices. He will focus upon the behavior of students and emerging pedagogical practices that are explored in these studies. The findings of the three studies shed light on the complex nature of learners' interactions when engaging in collaborative online writing, and bear important implications for L2 writing pedagogy.

B.2 Thursday, November 13, 2014, 15:30-16:45, Turquoise

Chair: Veronika Maliborska, Purdue University, United States

B.2.1 Thursday, November 13, 2014, 15:30-15:55, Turquoise

A Dialogic Conversation or a Uni-Directional Monologue Between Supervisor and Student: The Relationship between Feedback Content, Pragmatic Realization and Co-Constructed Understandings

John Bitchener, AUT University, New Zealand

This paper examines the extent to which the pragmatic realization of feedback comments on drafts of US, Australian and New Zealand doctoral students' thesis/dissertation chapters invites a dialogic 'conversation' between supervisor and student rather than a uni-directional monologue.

Symposium on Second Language Writing – Day 1

B.2.2 Thursday, November 13, 2014, 15:55-16:20, Turquoise

Assessing the Impact of Teacher Feedback on Accuracy in the Writing of EFL Learners: A Longitudinal Study

Ali Rastgou, The University of Melbourne, Australia

The longitudinal study explored the effectiveness of feedback on accuracy by comparing the performance of EFL learners who received different types of feedback. The study found that learners who received sustained written corrective feedback with or without feedback on content/organization outperformed those who received feedback on content/organization only or no feedback.

B.2.3 Thursday, November 13, 2014, 16:20-16:45, Turquoise

Different Modes of Teacher Feedback: Types and Nature, Students' Responses and Contextual Issues

Yun Shen, The Language Company, United States

Diane Potts, Lancaster University, United Kingdom

This research focused on different modes of teacher feedback: types and nature, students' responses and contextual issues.

B.3 Thursday, November 13, 2014, 15:30-16:45, Gila

Chair: Ye Han, The University of Hong Kong, Hong Kong

B.3.1 Thursday, November 13, 2014, 15:30-15:55, Gila

Tracing Identity Changes in Disciplinary Genre Learning: A Case Study of L2 Undergraduate Students

Soomin Jwa, University of Arizona, United States

The present study focuses on the genre of business letters to explore the ways in which L2 undergraduate students' disciplinary identities change in relation to their developing knowledge of the genre over time. The presenter will address implications for teaching disciplinary genres to L2 undergraduate students in the university classroom.

B.3.2 Thursday, November 13, 2014, 15:55-16:20, Gila

What Are Writing Difficulties?

Nancy Tarawhiti, Brigham Young University Hawaii, United States

Writing difficulties (WDs) have often been referred to as any challenge or problem experienced by L2 writers. This study, however, narrows the definition of WDs to: a writing problem that hinders development and successful task completion in the process of text construction for a discipline specific genre.

Thursday, November 13, 2014

B.3.3 Thursday, November 13, 2014, 16:20-16:45, Gila

Complex Personal Letter-Writing in Advanced Collegiate FL Instruction

Cori Crane, University of Texas at Austin, United States

Genre analyses of two personal letter types (condolence and love letters) are presented to illustrate how the letter genre can help foster complex writing abilities among advanced L2 writers. Texts written by advanced collegiate L2 learners of German are analyzed according to schematic structure, and transitivity and appraisal patterns.

B.4 Thursday, November 13, 2014, 15:30-16:45, Graham

Chair: Betsy Gilliland, University of Hawaii Manoa, United States

B.4.1 Thursday, November 13, 2014, 15:30-15:55, Graham

CANCELED

B.4.2 Thursday, November 13, 2014, 15:55-16:20, Graham

Tutoring One's Way to L2 Writing Teacher Cognition

Diane Belcher, Georgia State University, United States

Hae Sung Yang, Georgia State University, United States

This qualitative study considers the extent to which L2 writing teacher cognition can be enhanced by the experience of tutoring. How dialogic interaction with L2 students affected novice tutor/teachers' evolving notions of what it means to facilitate L2 writers' growth will be reported on and implications for professional development discussed.

B.4.3 Thursday, November 13, 2014, 16:20-16:45, Graham

Understanding the Knowledge Bases of L2 Writing Teachers in FYC

Juval V. Racelis, Arizona State University, United States

Second language writing research relies on multiple disciplinary perspectives to address issues in the field. Few studies, however, investigate how teachers negotiate these transdisciplinary perspectives in their daily practices. This presentation describes a study that looks at how teachers negotiate multiple knowledge bases and the beliefs that underlie their practices.

B.5 Thursday, November 13, 2014, 15:30-16:45, Yuma

Chair: Taimin Tammy Wu, Arizona State University, United States

B.5.1 Thursday, November 13, 2014, 15:30-15:55, Yuma

Before the Dissertation Writing Begins: Tips for L2 Doctoral Students

Christine Pearson Casanave, Temple University, Japan Campus, United States

In this talk I discuss challenges facing L2 doctoral students before they begin writing dissertations. These issues are not covered well in guidebooks or in typical doctoral supervising, and include struggles with topic choice, reading, adviser choice, and quality of life. Pre-dissertation guidance thus requires careful attention in doctoral programs.

Symposium on Second Language Writing – Day 1

B.5.2 Thursday, November 13, 2014, 15:55-16:20, Yuma

Perceptions of Multilingual Students in a Graduate L2 Writing Course

Katherine Daily O'Meara, Arizona State University, United States

Presenter shares her experiences designing and piloting a graduate-level L2 writing course. Study includes student perceptions and experiences negotiating multilingual challenges at the graduate level, including genre awareness, research expectations and overall professionalization. Graduate writers' literacy practices are also investigated in an overall evaluation of the piloted grad course.

B.5.3 Thursday, November 13, 2014, 16:20-16:45, Yuma

Multilingual Graduate Students Attitudes Towards Writing Practices and Support

Nicole Khoury, Saint Xavier University, United States

This presentation highlights the results of a survey of L2 graduate writers from an international university to present how multilingual graduate students negotiate disciplinary identities through writing practices.

B.6 Thursday, November 13, 2014, 15:30-16:45, Pinal

Chair: Keith Miller, Arizona State University, United States

B.6.1 Thursday, November 13, 2014, 15:30-15:55, Pinal

An Alternative Approach for Understanding Second Language Texts: Prototype Effects in L2 Writing

Song-Eun Lee, Purdue University, United States

The study investigates to what extent the prototype semantics explains and helps one understand distinct features of second language texts. Theoretical concepts of prototypes are explicated; then, prototype effects in L2 students' English texts are analyzed. Findings suggest that prototype semantics provides an alternative way to understand L2 writing.

B.6.2 Thursday, November 13, 2014, 15:55-16:20, Pinal

The Effects of Instruction Based on Conceptual Metaphor Theory on EFL Students' Writing Performance

Amanda Hilliard, Arizona State University, American English and Culture Program, United States

This study investigated the effects of metaphor and idiom instruction based on conceptual metaphor theory (CMT) on a group of Vietnamese EFL students' writing. The results suggest that instruction based on CMT can improve students' metaphoric cohesion, overall use of figurative language, and general metaphoric competence in L2 writing.

Thursday, November 13, 2014

B.6.3 Thursday, November 13, 2014, 16:20-16:45, Pinal

A Cross-Disciplinary Interaction: Embrace a TESOL Perspective in Composition

Dan Zhu, University of Washington, United States

Norah Fahim, University of Washington, United States

Bonnie Vidrine-Isbell, University of Washington, United States

MA TESOL practicum students co-teaching in composition courses identified major issues in L2 writing, provided effective L2 writer support, and helped composition TAs reflect on their teaching practices. Meanwhile, the exposure to realistic L2 writing expectation in a university setting proved insightful to their TESOL training through this unique setting of cross-disciplinary collaboration.

B.7 Thursday, November 13, 2014, 15:30-16:45, Santa Cruz

Chair: Peter Goggin, Arizona State University, United States

B.7.1 Thursday, November 13, 2014, 15:30-15:55, Santa Cruz

Learn and Grow as a Writing Teacher

Yanan Fan, San Francisco State University, United States

This presentation draws on English writing projects of immigrant students in an urban middle school where secondary teacher candidates facilitated the projects and reflected on becoming language teachers. Implications for effective planning and assessment strategies for mainstream teachers to better support English language learners will be discussed.

B.7.2 Thursday, November 13, 2014, 15:55-16:20, Santa Cruz

Embracing Complexity: In-House Training for Teaching L2 Academic Writing

Maria Zlateva, Boston University, United States

Proposed training curriculum for faculty, writing fellows, and tutors in a university writing program. The modules, informed by linguistics/SLA research and SLW theory, create awareness of L2 writing specifics in the context of mixed classes, and put in place a knowledge base to maximize faculty resources and facilitate professional dialogue.

B.7.3 Thursday, November 13, 2014, 16:20-16:45, Santa Cruz

Professionalizing Teaching Practicums Through Digital Collaboration

R. Scott Partridge, Purdue University, United States

Heejung Kwon, Purdue University, United States

Teaching practicums support second language writing teachers' classroom skills by creating a scaffolded framework to share with and learn from their colleagues. Our projects presents a pilot program incorporating a digital platform to extend and preserve these practices while facilitating research opportunities to further professionalize traditional teacher training systems.

Symposium on Second Language Writing – Day 1

B.8.W Thursday, November 13, 2014, 15:30-16:45, Yavapai (Workshop)

Maximizing the Benefits of Prewriting: An Example from College Level ESL Research Papers

Jin Kim, University of Illinois at Urbana-Champaign, United States

Lynce Lawson, University of Illinois at Urbana-Champaign, United States

Cassandra Rosado, University of Illinois at Urbana-Champaign, United States

Prewriting is of particular value for ESL students facing the daunting complexity of research paper writing. To maximize prewriting benefits, a “Pre-Research Portfolio Assignment” was developed to systematically guide students through compiling, analyzing, and documenting preliminary information. The assignment template, samples, related lessons, and encouraging student feedback will be shared.

Featured Session

B.9.F Thursday, November 13, 2014, 15:30-16:45, Gold

Chair: Bryan Smith, Arizona State University, United States

Developing Professionalism in Teaching Reading and Writing in EFL Contexts

Yichun Liu, National Chengchi University, Taiwan

B.10 Thursday, November 13, 2014, 15:30-16:45, Copper

Chair: Yingting Li, The University of Hong Kong, Hong Kong

B.10.1 Thursday, November 13, 2014, 15:30-15:55, Copper

An Investigation of Correlation Between Instructors’ Background and L2W Teaching in the EFL Context of Bangladesh

Mohammad Shamsuzzaman, University of Canterbury, New Zealand

John Everatt, University of Canterbury, New Zealand

Brigid McNeill, University of Canterbury, New Zealand

This study investigated the causal relations between instructors’ academic background and the teaching of L2W in the EFL context of Bangladesh. Forty-seven L2W instructors from different universities participated in the study. Three measures were used to collect the data, which showed a unique context of L2W teaching. It was not informed by the theories of L2W. It must undergo modifications.

B.10.2 Thursday, November 13, 2014, 15:55-16:20, Copper

Effectively Enhancing EFL Learners’ Writing Through Extensive Reading

Aaron David Mermelstein, Ming Chuan University, Taiwan

This one-year qualitative study examined the effects of ER on writing using 211 Asian EFL students. Specifically, to determine whether a long-term ER intervention with less accountability and access to large amounts of reading materials would show significant effects on writing, including: content, organization, vocabulary, language use, mechanics, and fluency.

Thursday, November 13, 2014

B.11 Thursday, November 13, 2014, 15:30-16:45, Chrysocola
Chair: Adelheid Thieme, Arizona State University, United States

B.11.1 Thursday, November 13, 2014, 15:30-15:55, Chrysocola
Expressing Emotions in L2 Writing
Youngwha Lee, Arizona State University, United States

Expressing emotions in L2 writing has received particular attention in narrative and poetry. However, much research has shown that writing to describe emotions in L2 is frequently under-explored by L2 writers. It can be challenging for L2 writers to engage in expressing emotions, but it is not always true.

B.11.2 Thursday, November 13, 2014, 15:55-16:20, Chrysocola
Effects of Model-Text Analysis on Genre Writing Abilities
Aran Choi, University of Hawaii at Manoa, Korea
Pamela Stacey, University of Hawaii at Manoa, United States

This study seeks to determine whether model text analysis has a greater effect upon students' genre writing abilities than explicit genre instruction alone. Both qualitative and quantitative methods will be utilized in investigating whether Thai university students studying English writing benefited from explicit genre instruction and model text analysis.

B.11.3 Thursday, November 13, 2014, 16:20-16:45, Chrysocola
Towards a More Integrative Approach to Genre Research
Soo Hyon Kim, University of New Hampshire, United States

This presentation reports on a systematic review of genre-based scholarship. It provides an assessment of the affordances and limitations of quantitative, qualitative, and mixed methods approaches, and a discussion of the possibilities that a more integrated approach holds for the specific contexts and purposes of future genre-based research.

B.12 Thursday, November 13, 2014, 15:30-16:45, Plata
Chair: Juhyun Do, The Ohio State University, United States

B.12.1 Thursday, November 13, 2014, 15:30-15:55, Plata
When the First Language Can't Be Written: Resources and Strategies for Working with Speakers of American Sign Language in Composition and Basic Writing Classes
Sarah-Hope Parmeter, University of California, Santa Cruz, United States

This paper examines a two quarter-long series of conferences with a student whose first language is ASL. Instructor and student met for extended office hours, "speaking" together on computers by means of a shared Google document. Drawing on excerpts from these conversations (representing 30+ hours meetings), this paper will illustrate exchanges on topics ranging from large-scale to sentence-level writing issues, contextualizing these within discussion of the student's understanding of what it is to write English.

Symposium on Second Language Writing – Day 1

B.12.2 Thursday, November 13, 2014, 15:55-16:20, Plata

Development of Writing in the Content Area Survey for Teachers of the Deaf

Kimberly Wolbers, University of Tennessee, United States

Hannah Dostal, University of Connecticut, United States

Rachel Saulsbury, University of Tennessee, United States

Shana Ward, University of Tennessee, United States

The purpose of this study was to develop and pilot a survey that examines the writing practices of upper level content area teachers of the deaf. The survey is similar to other national surveys on writing practices but also contains a section to specifically inquire about American Sign Language users.

Plenary II

Thursday, November 13, 2014, 17:15-18:15, Arizona

Chair: Shirley Rose, Arizona State University, United States

Outcomes, Frameworks, Principles and Practices: Reading WPA and CCCC Position Statements Through a SLW Lens

Susan Miller-Cochran, North Carolina State University, United States

Scholars in second language writing have long called for more dialogue between composition scholars and the SLW community. Efforts through professional organizations such as the CCCC Committee on Second Language Writing and TESOL's Second Language Writing Interest Section have helped to bridge the disciplinary divide, especially through drafting and publicizing position statements endorsed by both communities, such as the CCCC Statement on Second Language Writing and Writers (2009).

Recent, prominent position statements from two major professional organizations in writing studies, the Council of Writing Program Administrators and the Conference on College Composition and Communication, offer opportunities for the writing studies community to advance that dialogue by considering implications for second language writers and advocating for recommendations that are inclusive of a linguistically diverse student population. This talk will specifically examine the Framework for Success in Postsecondary Writing (WPA, 2011), the Position Statement of Principles and Example Effective Practices for Online Writing Instruction (CCCC, 2013), and the newly revised WPA Outcomes Statement for First-Year Composition (WPA, 2014), putting them in conversation with each other and with scholarship on second language writers.

Susan Miller-Cochran is Professor of English and Director of First-Year Writing at North Carolina State University. Her research focuses on technology, ESL writing, and writing program administration. Her work has appeared in *College Composition and Communication*, *Composition Studies*, *Computers and Composition*, *Teaching English in the Two-Year College*, and *Writing Program Administration*. She is also an editor of *Rhetorically Rethinking Usability* (Hampton Press, 2009) and *Strategies for Teaching First-Year Composition* (NCTE, 2002). Additionally, she is a co-author of *The Wadsworth Guide to Research* (with Shelley Rodrigo, Cengage, 2014) and *Keys for Writers* (with Ann Raimes, Cengage, 2014). Before

Thursday, November 13, 2014

joining the faculty at NC State, she was a faculty member at Mesa Community College, Arizona. She has served on the Executive Committee of the Conference on College Composition and Communication and the Executive Board of the Council of Writing Program Administrators. She currently serves as Vice President of the Council of Writing Program Administrators.

Thursday, November 13, 2014, 18:30-20:30, Engrained

Opening Reception

Friday, November 14, 2014

Session C

Invited Colloquium

C.1.C Friday, November 14, 2014, 9:00-10:30, Arizona

Organizer: Tanita Saenkhum, University of Tennessee, Knoxville, United States

Exploring the Professional Pathways of Early-Career L2 Writing Specialists

Tanita Saenkhum, University of Tennessee, Knoxville, United States

Pisarn Bee Chamcharatsri, University of New Mexico, United States

Soo Hyon Kim, University of New Hampshire, United States

Atsushi Iida, Gunma University, Japan

Todd Ruecker, University of New Mexico, United States

Discussant, Christine Tardy, University of Arizona, United States

As the field of L2 writing has grown over the past few decades, an increasing number of people have pursued PhDs in this field. They come from diverse graduate programs, ranging from applied linguistics to TESOL to rhetoric and composition or combined programs. They enter institutions where they are situated in English departments, linguistics departments, intensive English programs, education departments, or elsewhere. As professionals like Shuck (2006) have noted, they are often the lone L2 writing person in their new institution, which means their services are requested by a variety of institutional individuals and bodies, potentially putting their tenure bids at risk. As public professionals, they need to negotiate the expectations of different fields, whether citation style or expected research methodologies. The diverse landscapes that emerging L2 writing scholars navigate make their professionalization processes unique compared to those who pursue careers in less interdisciplinary fields.

In order to explore some of these pathways and provide guidance for graduate students preparing to transition from student to faculty, this panel brings together early-career L2 writing specialists from different institutions. Five emerging professionals will give brief presentations on their experiences and discuss some issues and challenges they have encountered in local or broader disciplinary contexts, which were not clearly addressed during their PhD studies. They will also describe strategies they have developed along the way to be successful.

After the presentations, an established member of the field will respond to the presenters, offering advice for them and audience members as they move forward in L2 writing careers. The panel will leave ample time for discussion at the end.

Presenter 1 will draw on her experience directing an ESL writing program as junior faculty to discuss how she has grappled with expectations from her department and institution, and how she has developed ways for making administrative work visible and valuable to her colleagues. As a pre-tenure writing program administrator, a position that an increasing number of junior faculty members are asked to take on, she will explore the strategies employed while negotiating the workload in order to balance research, administrative duties, and teaching.

Friday, November 14, 2014

Presenter 2 will share his experience as a joint appointment, and how he negotiates his identities as an L2 writing/TESOL specialist, mentors graduate students, and balances administrative work between two colleges in College of Education and College of Arts and Sciences. As an early career faculty member, he will focus on emotional aspects of being an L2 writing/TESOL scholar, sharing effective strategies of how being a joint appointment can create a unique opportunity to create changes in the two departments.

Presenter 3 will take the audience through the transitions that occurred as she stepped into her new role as faculty in an interdisciplinary English department; she will explore the delicate balancing act of further developing her areas of expertise in applied linguistics and SLW, while also broadening her knowledge base in composition studies and English Education to better meet the needs of her institution. Based on this experience, she will reflect on possible ways in which graduate programs can help mentor and prepare the next generation of L2 writing scholars who will likely find themselves working in various institutional contexts.

Presenter 4 will share his experience as a coordinator of a first-year engineering English curriculum at a national university in Japan and discuss struggles and challenges of an early-career faculty member coordinating a program. As an L2 writing teacher-researcher, he will explore how he has developed his scholarship in this context and describe some strategies to negotiate workloads while maintaining a good balance among teaching, research, and administrative duties.

Presenter 5 will move beyond institutional contexts to explore his experience creating and disseminating knowledge across the intersecting fields of SLW, composition studies, and applied linguistics. Drawing on feedback commentary from mentors, reviewers, and editors, he will explain the successes and challenges he has faced in publishing in venues across the different fields, such as *TESOL Quarterly* and *College Composition and Communication*, and how he has had to adapt to differing expectations in doing so.

Reference

Shuck, G. (2006). Combating monolingualism: A novice administrator's Challenge. *WPA: Writing Program Administration*, 30 (1/2): 59-82.

C.2 Friday, November 14, 2014, 9:00-10:15, Turquoise

Chair: Maria Zlateva, Boston University, United States

C.2.1 Friday, November 14, 2014, 9:00-9:25, Turquoise

L1 vs. L2 Written Peer Feedback Effects on L2 English Essay Composition

Clay Williams, Akita International University, Japan

This study investigates whether conducting peer review sessions in the students' L1 or L2 leads to significant variation in peer commentary produced and writers' willingness to integrate peer commentary into their writing. The results show that L2 review focuses more on mechanical issues and L1 review on more holistic commentary.

C.2.2 Friday, November 14, 2014, 9:25-9:50, Turquoise

Acquiring and Retaining Detecting and Commenting Skills Through Peer Review

Training: Effects of Observation and Feedback

Hui-Tzu Min, National Cheng Kung University, Taiwan

Yi-Min Chiu, National Cheng Kung University, Taiwan

Scant knowledge is available about the combined effect of different modeling and feedback types on the observed success of peer review training. The result shows that Mastery model and Correction and Explication help EFL students make significant progress in detecting and commenting on higher-order issues in comparison and contrast paragraphs.

C.2.3 Friday, November 14, 2014, 9:50-10:15, Turquoise

Self- and Peer-Assessment in Second Language Writing: Students' Perspective

Sandra Zappa, The University of British Columbia, Canada

Ismaeil Fazel, The University of British Columbia, Canada

In this exploratory study, we investigated eight Japanese students' perceptions of self and peer-assessment in an academic writing course at a North American University. Findings indicate that the students perceived both self and peer-assessment to be immensely helpful in raising their consciousness of their own writing processes.

C.3.W Friday, November 14, 2014, 9:00-10:15, Gila (Workshop)

Measuring Journal and Research Prestige

Chair: Ann Johns, San Diego State University, United States

Christopher Tancock, Elsevier, United Kingdom

C.4 Friday, November 14, 2014, 9:00-10:15, Graham

Chair: Nathan Lindberg, Indiana University of Pennsylvania, United States

C.4.1 Friday, November 14, 2014, 9:00-9:25, Graham

The Impact of Composing Short Books in an EAP Writing Class on the Students' Perceived Writing Abilities and Attitudes to Writing in English

Maria Houston, Indiana University of Pennsylvania, United States

The session presents a classroom research project. The main goal of the session is to provide the audience with a better understanding of the impact of mixed-genre book writing pedagogy on pre-admission Advanced English proficiency EAP students' writing abilities as well as their attitudes towards writing in English.

C.4.2 Friday, November 14, 2014, 9:25-9:50, Graham

Professionalizing Writing Instruction in English for Academic Purposes Classes

Dinorah Sapp, University of Mississippi, United States

The focus of English for Academic Purposes (EAP) classes often fall short of the expectations of a mainstream First Year Composition (FYC) curriculum. This

Friday, November 14, 2014

presentation reports on an attempt to bridge the gap between FYC and EAP at a large public university.

C.4.3 Friday, November 14, 2014, 9:50-10:15, Graham

Disciplinary Writing Differences, Expectations, and Challenges for Undergraduate L2 Writers

Norman Evans, Brigham Young University, United States

James Hartshorn, Brigham Young University, United States

This nation-wide study investigates the types of writing required in entry-level courses within the five most common majors for international students in the United States. Results indicate that disciplinary expectations vary considerably among the five majors and that genre-specific requirements can be challenging for L2 writers new to a discipline.

C.5 Friday, November 14, 2014, 9:00-10:15, Yuma

Chair: Alice Daer, Arizona State University, United States

C.5.1 Friday, November 14, 2014, 9:00-9:25, Yuma

Use of Moves and Intertextual Connections to Understand How L2 Writers Construct Professional Identities at Web Seminars

Tuba Angay-Crowder, Georgia State University, United States

Peggy Albers, Georgia State University, United States

This presentation discusses how L2 writers coordinate moves and intertextuality to construct professional identities in web seminars. Findings indicate that use of intertextuality and rhetorical moves significantly improves the understanding of how L2 writers gain active agency in navigating through new, emerging genres.

C.5.2 Friday, November 14, 2014, 9:25-9:50, Yuma

Blogging in the EAP Composition Classroom: Embracing the 21st Century Two Decades In

Susan Bleyle, Georgia Gwinnett College, United States

This study examines a shift in a college EAP writing curriculum from a focus on traditional alphabetic texts to the creation and publication of online digital blogs which are multimodal as well as social in that they promote Web 2.0 sensibilities of participation and connection concurrently with academic literacy.

C.5.3 Friday, November 14, 2014, 9:50-10:15, Yuma

Examining the Role of Online Machine Translators in the Writing Processes of College-Level L2 Writers

Nick Halsey, University of Arizona, United States

College-level L2 writers were surveyed on their uses of free online MT applications. Students then participated a in workshop on various translation technologies, and

Symposium on Second Language Writing – Day 2

subsequently wrote a reflection. The survey and reflections were analyzed to determine whether the workshop had encouraged students to use online MT more strategically.

C.6 Friday, November 14, 2014, 9:00-10:15, Pinal
Chair: Lindsay Vecchio, University of Florida, United States

C.6.1 Friday, November 14, 2014, 9:00-9:25, Pinal
Writing Conferences as Mediated Worlds for Academic Writing
Juhyun Do, The Ohio State University, United States

This study examines how “revision talk” in writing conferences is constructed and changes over time and across participants. Based on situated learning theory, video-recorded data were analyzed using micro-analytic discourse analysis. Results suggest that writing conferences play a critical mediating role in L2 writing development.

C.6.2 Friday, November 14, 2014, 9:25-9:50, Pinal
Instructor Commentary on L1 and L2 First-Year Writing: Similarities and Differences
Jennifer Slinkard, University of Arizona, United States

L1 and L2 composition studies are often treated separately, but as classrooms become more diverse, the distinctions between L1 and L2 writers become less clear. This research study explores similarities and differences in the feedback provided in classes that combined L1 and L2 student writers in a first-year composition environment.

C.6.3 Friday, November 14, 2014, 9:50-10:15, Pinal
Engaging Students in a Reflective Dialogue About Their Writing
Elena Shvidko, Purdue University, United States

The presenters will share how a short reflective note to the reader (the teacher) that students attach to each draft facilitates a collaborative dialogue between the teacher and the student, engages students in the two-way revision process and helps them become more reflective and analytical writers.

C.7 Friday, November 14, 2014, 9:00-10:15, Santa Cruz
Chair: Tony Cimasko, Miami University, United States

C.7.1 Friday, November 14, 2014, 9:00-9:25, Santa Cruz
Exploring the Interaction Among Contextual, Student, and Teacher Variables Influencing ESL Undergraduate Students’ Writing Tutorial Based Revision
Heon Jeon, The Ohio State University, United States

This study investigates what and how ESL undergraduate students revise after writing tutorials and how contextual, student, and teacher factors influence revision. The preliminary findings illustrate that students are limited to using writing tutorial feedbacks due to complicated interaction among ESL context, student, and teacher factors.

Friday, November 14, 2014

C.7.2 Friday, November 14, 2014, 9:25-9:50, Santa Cruz

Writing Center Tutors Working with L2 Writers: Challenges and Opportunities for Professional Development

Hee-Seung Kang, Case Western Reserve University, United States

This study examined writing center tutors challenges of working with L2 writers. Through observation, interviews, and surveys, this study taps into issues of power, identity, and culture. In addition to tutors' challenges, this presentation addresses ways of educating tutors so that they are better prepared to work with L2 writers.

C.7.3 Friday, November 14, 2014, 9:50-10:15, Santa Cruz

“At-Risk” College Writers and Evolution of an Athletics Writing Center

Pamela Stacey, University of Hawaii at Manoa, United States

This presentation charts the evolution of writing tutoring practices over a two-year span in an athletic tutoring center, highlighting the specific writing struggles of the “underprepared athlete” population (second language learners, mainstream students, and speakers of non-standard English varieties alike) as they encounter the “second language” of academic English writing.

C.8.W Friday, November 14, 2014, 9:00-10:15, Yavapai (Workshop)

Chair: Steve Simpson, New Mexico Tech, United States

Writing Comic Strips to Teach False Cognates to Young Brazilian L2 Learners of Spanish

Eduardo Vila López, Kroton Educacional, Brazil

The purpose of this workshop is to share an experience on writing comic strips for young L2 students. More specifically, we will focus on how false friends (false cognates) and comics can become true friends and can make the learning process more pleasant and efficient.

C.9 Friday, November 14, 2014, 9:00-10:15, Gold

Chair: Jungyeon Koo, Seoul National University, Korea (Republic of)

C.9.1 Friday, November 14, 2014, 9:00-9:25, Gold

A Longitudinal Study of Written Language Development in Two Genres

Charlene Polio, Michigan State University, United States

Hyung-Jo Yoon, Michigan State Universtiy, United States

We examined the relationship among complexity, accuracy, and fluency with regard to time and genre. ESL students wrote at two-week intervals, six times over one semester, with the genre alternated. Results showed that there were time and genre effects for complexity but not for accuracy or fluency.

C.9.2 Friday, November 14, 2014, 9:25-9:50, Gold

CANCELED

C.9.3 Friday, November 14, 2014, 9:50-10:15, Gold

Multilingual Writers, Comp, and Grammar: Grammar Contracts in the First-Year Composition Classroom

Ryan P. Shepherd, Arizona State University, United States

Katherine Daily O’Meara, Arizona State University, United States

Sarah Elizabeth Snyder, Arizona State University, United States

Grammar feedback is a contentious issue in first-year composition classes for multilingual students. The researchers suggest the use of “grammar contracts” with students as a means of negotiating this problem. Extensive writing and survey data gathered from the use of grammar contracts will be presented.

C.10 Friday, November 14, 2014, 9:00-10:15, Copper

Chair: Fang-Yu Liao, Indiana University of Pennsylvania, United States

C.10.1 Friday, November 14, 2014, 9:00-9:25, Copper

A Cross-Sectional Study of Writing Development of Second Language Learners of Japanese (Tertiary Level) in Australia

Yuka Kikuchi, The University of Melbourne, Australia

Neomy Storch, The University of Melbourne, Australia

Ute Knoch, The University of Melbourne, Australia

This cross-sectional study, part of a larger project, aimed to examine the writing development of university students learning Japanese in Australia. The study assessed and determined discourse analytical measures that are successful in distinguishing between Japanese writing scripts at five different levels of proficiency.

C.10.2 Friday, November 14, 2014, 9:25-9:50, Copper

Narratives Among Heritage and Foreign Language Learners: A Sociocultural Inside of the Writing Process

Laura Valentin-Rivera, Texas Tech University, United States

More than a pedagogic challenge, due to the varied linguistic strengths and weaknesses of Heritage and Foreign language learners, regular Spanish classrooms at the college level could represent an opportunity to a) foster linguistic knowledge and b) facilitate the development of writing skills through collaborative work done by mixed pairs.

C.10.3 Friday, November 14, 2014, 9:50-10:15, Copper

Undergraduate Academic Writing Across Languages: A Sociocultural Study

Alessia Valfredini, Fordham University, United States

This case study investigates from a multicompetency, ecological, and sociocultural standpoint a) which resources four undergraduate students used in writing tasks in various languages, b) the relationship between tasks, and c) the impact of contextual factors. The in-progress qualitative analysis of journals, students’ and instructors’

Friday, November 14, 2014

interviews, and texts suggests that the writers relied on mediation tools that were acquired via one language to write in other languages.

C.11 Friday, November 14, 2014, 9:00-10:15, Chrysocola
Chair: Ju Zhan, Jilin University, China

C.11.1 Friday, November 14, 2014, 9:00-9:25, Chrysocola
CANCELED

C.11.2 Friday, November 14, 2014, 9:25-9:50, Chrysocola
Examining an Alternative Way of Providing Corrective Feedback to EFL Writers
Karen C. C. Chang, National Taipei University, Taiwan

This study examined whether providing EFL students with corrective feedback in their L1 could facilitate and increase their engagement in revision. The findings indicated the students perceived corrective feedback given in their L1 as more helpful, easier to process, and more easily understood. Their overall engagement in revision was higher.

C.11.3 Friday, November 14, 2014, 9:50-10:15, Chrysocola
Learners' Processing of Two Different Types of Written Feedback on Academic L2 Writing
Ha Ram Kim, University of Illinois at Urbana-Champaign, United States

Much research has studied the efficacy of various written feedback types but not what learners do with them. This study investigates how L2 learners of English process two types of written feedback—error correction and reformulation. In a within-subjects design, concurrent verbal protocols were employed to study learners' reported awareness.

C.12 Friday, November 14, 2014, 9:00-10:15, Plata
Chair: Bonnie Vidrine-Isbell, University of Washington, United States

C.12.1 Friday, November 14, 2014, 9:00-9:25, Plata
Making the Game Plan: A Study of Multilingual Writers' Genre and Audience Perceptions During the Planning Stage of the Writing Process
Mary Ellis Glymph, University of Tennessee, Knoxville, United States

First-year composition students—especially multilingual writers—struggle with defining their genres and audiences in writing assignments, particularly in that crucial planning process. This study identifies these students' concerns and suggests how FYC instructors can better teach their students to become self-aware writers for any anticipated audience.

Symposium on Second Language Writing – Day 2

C.12.2 Friday, November 14, 2014, 9:25-9:50, Plata

Developing Writing Processes: Beyond the Writing Classroom

Kara Reed, University of Arizona, United States

Framed in a social theory of learning, this study investigates longitudinal data of students who experienced peer review in the writing classroom, with findings analyzed for implications to developing a peer review process that can benefit students as they develop a practice for engaging with peers in future authentic contexts.

C.12.3 Friday, November 14, 2014, 9:50-10:15, Plata

Online Intercultural Collaboration: Insights into the Writing Process

Hsin-I Chen, Tunghai University, Taiwan

Kara Reed, University of Arizona, United States

This study outlines the design and methodology of a cross-cultural collaborative writing project framed in sociocultural theory and situated learning theory and explores the factors considered and the practicality of implementing such projects to engage international writers in collaborative experiences that accomplish second writing course objectives.

Plenary III

Friday, November 14, 2014, 10:45-11:45, Arizona

Chair: John Bitchener, Auckland University of Technology, New Zealand

Pedagogical Imports of Western Practices for Professionalizing Second Language Writing and Writing Teacher Education

Lawrence Jun Zhang, University of Auckland, New Zealand

Globalization has brought in dynamism in all spheres of life and it is no exception in the academia in general and in language teacher education programs in particular. It is equally true of teacher preparation programs commissioned by the local ministry of education (MOE) for training qualified second language writing teachers. While Western universities compete for international students to maintain sustainable development and international reputation, students of strong calibre from non-Western cultures do leverage on this great opportunity to pursue their dreams of a Western education.

Undoubtedly, the presence of such students in Western universities affords domestic students rich opportunities for understanding different cultures through direct interaction with these international students, who, as a reciprocal benefit, have easy access to the rich resources they aspired back home by virtue of the very study-abroad opportunity. However, when plunged into Western universities to engage themselves for academic communication in English, especially in writing, these international students face challenges, which are acknowledged by scholars. These challenges do not always arise from their less mature mastery of academic English.

The institutionalized practices in professionalizing them into academic writers do not always yield success because of other non-linguistic factors. Good-willed pedagogical imports of such

Friday, November 14, 2014

practices oftentimes clash with the indigenous conventions and pedagogical practices, in which these students were educated in their home countries before their arrival in the West. Such a scenario is often manifested in classrooms in other contexts, too (e.g., Asia), when Western-trained teachers or teacher-educators want to do a 'better' job.

My presentation focuses on discussion of the issues relating to professionalizing L2 writers in postgraduate study and writing teacher education. I take a case study approach to delving into the experiences of two EFL students in China preparing for IELTS to seek admission to the Graduate School, two doctoral students writing Applied Linguistics theses in New Zealand, and two pre-service student-teachers receiving training to become writing teachers in Singapore. I examine in particular how perceptions and practices diverge and henceforth attempt to draw implications for working with students whose first academic language is not English, or whose English is not exactly the same as the varieties used in BANA (Britain, America, New Zealand and Australia) countries.

Lawrence Jun Zhang (Ph.D.) is Associate Professor and Associate Dean, Faculty of Education, University of Auckland, New Zealand. He earned his B.A. in English Language and Literature from Shanghai International Studies University, M.A. (Hon.) from Northwestern Normal and Henan Universities, China, Postgraduate Diploma in ELT (with Distinction), and PhD from the National Institute of Education, Nanyang Technological University, Singapore. He was a Post-Doctoral Visiting Fellow (Applied Linguistics and Second Language Acquisition) at the Department of Education, University of Oxford, UK and a tenured Associate Professor at the National Institute of Education of Singapore prior to relocating to New Zealand.

Currently, Dr. Zhang teaches educational linguistics and TESOL courses in the Masters programs and supervises Ph.D. thesis students. His main teaching responsibility is doctoral thesis supervision, and he is now working with 16 full-time PhD thesis students as the primary supervisor in the School of Curriculum and Pedagogy. His research program spans cognitive, linguistic, sociocultural and developmental factors in bilingual/biliteracy acquisition and teacher identity and cognition. Recently, he has been immensely interested in second language writing and writing teacher preparation. The recipient of the "TESOL Award for Distinguished Research" in 2011 from the TESOL International Association for his article "A dynamic metacognitive systems perspective on Chinese university EFL readers" in *TESOL Quarterly*, 44(2), he has served on the editorial boards of several international journals, including *Applied Linguistics Review*, *Metacognition and Learning*, *System*, and *RELC Journal*.

A Co-Editor of *TESOL Quarterly*, he has recently published two co-edited books, *Asian Englishes: Changing Perspectives in a Globalized World* (Pearson Prentice-Hall, 2012) and *Language Teachers and Teaching: Global Perspectives, Local Initiatives* (Taylor & Francis Group/Routledge, 2014). He has published articles and reviews in international refereed journals such as *Applied Linguistics Review*, *Instructional Science (SSCI)*, *British Journal of Educational Psychology (SSCI)*, *Language Awareness (SSCI)*, *Language & Education*, *Journal of Second Language Writing (SSCI)*, *TESOL Quarterly (SSCI)*, *System (SSCI)*, *Asia Pacific Education Researcher (SSCI)*, *RELC Journal*, *Journal of Psycholinguistic Research (SSCI)*, *Asia Pacific Journal of Education (SSCI)*, and *Applied Linguistics (SSCI)*. He is the current secretary of the New Zealand Association of Applied Linguistics, past secretary of the Singapore Association for

Applied Linguistics and Past-Chair of the Nonnative English-Speaking Teachers (NNEST)
Interest Section of the International TESOL Association.
Web: www.education.auckland.ac.nz/uoa/lawrence-zhang

Closed Meeting Friday, November 14, 2014, 11:45-13:30, Gold (Closed Meeting)

JSLW Editorial Board Meeting

Christopher Tancock, Elsevier, United Kingdom

Session D

Invited Colloquium

D.1.C Friday, November 14, 2014, 13:30-15:00, Arizona

Organizer: Luciana de Oliveira, Teacher's College, Columbia University, United States

L2 Writing in K-12 Contexts

Luciana de Oliveira, Columbia University, United States

María Estela Brisk, Boston College, United States

Christina Ortmeier-Hooper, University of New Hampshire, United States

Ditlev Larsen, Winona State University, United States

This colloquium will address the teaching and learning of L2 writing in K-12 contexts. Presenters describe research at the elementary and secondary levels as well as the preparation of teachers to work with L2 writers. Colloquium participants are invited to discuss the transition from elementary to secondary to post-secondary levels.

L2 writing in K-12: An overview

Luciana C. de Oliveira, Teachers College, Columbia University

The presenter describes current work done on L2 writing in K-12 and provides an overview of key issues for L2 writers and the teaching and learning of L2 writing in K-12 contexts.

Bilingual fourth graders develop a central character for their narratives

María Estela Brisk, Boston College

Instruction of narratives tends to focus on features of text structure such as setting, recounting events that lead to a crisis, a resolution, and a conclusion (Wright, 1997). However, the main characters in a narrative drive the plot and hold the readers' interest (Roser, Martinez, Fuhrken & McDonnold, 2007). This presentation reports on a study of bilingual 4th graders' character development resulting from targeted instruction on external attributes and internal qualities. This instruction used character development rather than plot as the point of departure in narrative writing instruction. In addition, the study analyzed how features of characters impacted the plot.

An Adolescent Refugee's Experiences in High School

Christina Ortmeier-Hooper, University of New Hampshire

Currently, refugee students in U.S. high schools remain an understudied group in SLW research. To address this gap, I will share recent data on the refugee children in U.S. schools and consider

Friday, November 14, 2014

the challenges faced by many refugee second-language students and their teachers. Drawing on a recent book chapter, I will share one example of how language history and political pasts impacted one adolescent refugee's sense of English ownership, "writerly" identity, and academic experiences in the U.S. high school setting.

Preparing elementary and secondary teachers for teaching L2 writing

Ditlev Larsen, Winona State University

This presentation reports on a study that surveyed practicing elementary and secondary ESL teachers about their preparedness for teaching L2 writing after completing their teacher education programs (results published in partly in de Oliveira & Silva, 2013). The teachers reported that their programs offered very little or no specific instruction on L2 writing pedagogy, which is problematic as the teachers also reported that they deal with English language learners' writing every day in their ESL classrooms on both the elementary and the secondary level. The presentation suggests that in order to make sure teachers become adequately prepared for teaching writing, ESL pedagogy needs to include explicit recognition of L2 writing as a major component of second language acquisition.

Invited Colloquium

D.2.C Friday, November 14, 2014, 13:30-15:00, Turquoise

Organizer: Bojana Petrić, University of Essex, United Kingdom

European Perspectives on Professionalising L2 Writing

Diane Schmitt, Nottingham Trent University, United Kingdom

Łukasz Salski, University of Łódź, Poland

Bojana Petrić, University of Essex, United Kingdom

This colloquium will present the work of European associations dealing with second language writing and their approaches to supporting professions and professionals in the field. The colloquium will start with a brief overview of the European second language writing landscape, which will provide a general background to what constitutes second language writing in the European context, where it occurs and what professions are involved in it. This will be followed by presentations of three different Europe-based association dealing with an aspect of second language writing: BALEAP (originally the British Association of Lecturers of English for Academic Purposes), EATAW (European Association for the Teaching of Academic Writing), and EWCA (European Writing Centre Association). The presenters, Diane Schmitt (Chair of BALEAP), Łukasz Salski (EWCA Board member) and Bojana Petrić (EATAW Board member), are long-standing members of their respective associations and are actively involved in their work. The speakers will provide a brief overview of their association's history, goals, membership, scope of activities and current projects of interest, with a particular emphasis on the association's approach to professionalising second language writing. This will lead to a discussion of common strategies, challenges, and directions for the future. The discussion will also provide an opportunity to exchange experiences and ideas about possible collaborative activities with similar organisations in other parts of the world.

Symposium on Second Language Writing – Day 2

D.3 Friday, November 14, 2014, 13:30-14:45, Gila
Chair: Aylin Atilgan, Purdue University, United States

D.3.1 Friday, November 14, 2014, 13:30-13:55, Gila
Professionalizing the Training of Raters of Second Language Writing: Who, Why, and How?

Mark Chapman, CaMLA, United Kingdom
Heather Elliott, CaMLA, United States
Ummehaany Jameel, CaMLA, United States

The aim of this presentation is to outline a set of practical, theoretically-grounded procedures for the design and delivery of a comprehensive rater training program. The presentation will focus on both the materials and steps required to train raters to score second language writing fairly and reliably.

D.3.2 Friday, November 14, 2014, 13:55-14:20, Gila
How Rubrics and Collaboration Can Facilitate Grading
Karen Barto, Center for English as a Second Language, The University of Arizona, United States
Marlena Goodsitt, Center for English as a Second Language, The University of Arizona, United States
Nadia Moraglio, Center for English as a Second Language, The University of Arizona, United States

This presentation explains how inter-rater reliability and the development of holistic and analytic rubrics for an intermediate-advanced ESL writing class can be successfully achieved through peer collaboration.

D.3.3 Friday, November 14, 2014, 14:20-14:45, Gila
Going Digital: Professionalizing Web Portfolio Assessments Through Rubrics
Heejung Kwon, Purdue University, United States
Song-Eun Lee, Purdue University, United States

This study explores ways to professionalize Web portfolio assessment—using a rubric developed by the researchers and tested by students throughout the semester. To this end, student reactions after rubric use were collected and analyzed through peer- and self-assessment, a survey, and final reflection essays.

D.4 Friday, November 14, 2014, 13:30-14:45, Graham
Chair: Ashley Velazquez, Purdue University, United States

D.4.1 Friday, November 14, 2014, 13:30-13:55, Graham
Computer-Mediated Synchronous and Asynchronous Direct Corrective Feedback on Writing: A Case Study of Two L2 Writers
Natsuko Shintani, University of Auckland, New Zealand

Friday, November 14, 2014

The study investigated two learners' responses to synchronous and asynchronous corrective feedback in a computer-mediated environment. The main findings suggest that in the synchronous condition, focus on meaning and form took place contiguously while in the asynchronous condition focus on meaning and form occurred separately.

D.4.2 Friday, November 14, 2014, 13:55-14:20, Graham

Introducing Undergraduate Students to Word Engine and Peer Review of Writing: An Assessment for Learning Perspective

Yin Ling Cheung, Nanyang Technological University, Singapore

This paper reports on a study to investigate the types of peer response that 323 undergraduates incorporated into the final versions of their papers. It also examines students' perceptions on the effectiveness of a database of academic texts and a custom search engine in providing a writing reference for them.

D.4.3 Friday, November 14, 2014, 14:20-14:45, Graham

Second Language Writing MOOCs: Affordances and Missed Opportunities

Betsy Gilliland, University of Hawaii at Manoa, United States

Ai Oyama, University of Hawaii at Manoa, United States

Pamela Stacey, University of at Hawaii at Manoa, United States

This paper describes a MOOC (massive open online course) intended specifically to introduce second language learners to basic concepts of English language academic writing and reflect critically on its successes and challenges. The presenters participated in the course and analyze participation and interactions with students through a multimodal literacies lens.

D.5 Friday, November 14, 2014, 13:30-14:45, Yuma

Chair: Shirley Rose, Arizona State University, United States

D.5.1 Friday, November 14, 2014, 13:30-13:55, Yuma

CANCELED

D.5.2 Friday, November 14, 2014, 13:55-14:20, Yuma

Departmental Academic Support for International Doctoral Students

Yoo Young Ahn, Indiana University Bloomington, United States

To address unique needs of international doctoral students to attain academic literacy, this study will examine how a department assists its doctoral students by offering a sequential seminar designed to develop their discipline-specific academic literacy and how international students perceive the course. The findings from this study will enable me to provide practical suggestions for any department planning to develop a seminar to develop doctoral-level academic literacy.

D.5.3 Friday, November 14, 2014, 14:20-14:45, Yuma

Concept Mapping to Gather Student-Generated Evidence of Reflection and Conceptual Development in a Graduate Writing Course

Rosemary Wette, University of Auckland, New Zealand

This study of concept mapping by graduate students in an academic writing course showed how students' visual representations of key concepts provided a useful adjunct assessment tool for measuring knowledge growth. Concept mapping also developed students' meta-knowledge through the requirement to critically reflect on and coherently organise map content.

D.6 Friday, November 14, 2014, 13:30-14:45, Pinal

Chair: Ilkem Kayican, Sabancı University, Turkey

D.6.1 Friday, November 14, 2014, 13:30-13:55, Pinal

Vague Noun Usage in L2 Emergent Academic Writing

Terry Ontiveros, University of Texas at El Paso, United States

This presentation reports on the analysis of vague noun frequency usage using a sub-set of the ULCAE, a local learner corpus of academic English. Different types of essays are analyzed and the relationship between essay types and writing conditions (e.g., exam writing) on the use of vague nouns discussed.

D.6.2 Friday, November 14, 2014, 13:55-14:20, Pinal

“From My Own Point of View, and Standing at Your Place”: Chinese and Non-Chinese English Teachers’ Judgments of Lexical and Grammatical Variation in Academic Writing

Joel Heng Hartse, University of British Columbia, Canada

This study solicits Chinese and non-Chinese English teachers' judgments of (un)acceptability in writing by presenting teachers with essays by Chinese university students and asking them to comment on unacceptable features. It also examines the reasons they give for their judgments and the ways they claim the authority to make judgments.

D.6.3 Friday, November 14, 2014, 14:20-14:45, Pinal

Investigating the Relationship Between Second Language Writing Proficiency and Noun Modification

Ge Lan, Northern Arizona University, United States

This paper explores how L2 writing proficiency influences the use of noun modifiers in an intensive English program setting. Results show that L2 learners with different writing proficiencies use noun modifiers differently in their essays. Results provide ESL teachers with some good insights into teaching L2 writers.

Friday, November 14, 2014

D.7.W Friday, November 14, 2014, 13:30-14:45, Santa Cruz (Workshop)

Chair: Elenore Long, Arizona State University, United States

Advancing Knowledge of L1 Arabic ESL Students' Language Repertoires and the Impacts on Instruction and Feedback in an Intensive English Program

Stephen Kopec, University of Pennsylvania, English Language Programs, United States

The presenter will discuss findings from informal, open-ended interviews with five (5) L1 Arabic ESL learners that can give L2 writing instructors valuable information for creating lesson plans that are targeted to respond to L1 transfer issues in the ESL classroom, particularly in L2 writing assignments. The presenter will share ideas and tips for improving feedback on L2 writing assignments, especially using online technology so that L2 writers have a greater awareness of their L1/L2 repertoires.

D.8 Friday, November 14, 2014, 13:30-14:45, Yavapai

Chair: Yanan Fan, San Francisco State University, United States

D.8.1 Friday, November 14, 2014, 13:30-13:55, Yavapai

English Writing Instruction in College Level in Algeria

Ibtissem Belmihoub, North Dakota State University, United States

Composition Studies is paying closer attention to English writing instruction in foreign contexts. My research builds on this focus through data analysis that codes and categorizes Algerian government policies. The results demonstrate an obvious relation between foreign writing policies and political history. This analysis uncovers that policies reinforce important realities.

D.8.2 Friday, November 14, 2014, 13:55-14:20, Yavapai

Linguistic and Cognitive Obstacles Encountered by L2 Writers in UAE

Hadi Riad Banat, University of Sharjah, United Arab Emirates

This paper is an exploratory study of the obstacles second language writers encountered in first-year writing course at a university in the United Arab Emirates. The results indicated that obstacles included lack of knowledge about the writing prompt, limited knowledge of L2 lexis and grammar structures, and erroneous translations.

D.8.3 Friday, November 14, 2014, 14:20-14:45, Yavapai

Exploring Local Conditions that Affect L2 Writing Instruction in Korean Secondary School Contexts

Hae Sung Yang, Georgia State University, United States

This study explores how top-down government mandates to teach writing in Korea are implemented at the local level. Analyses of government documents, textbooks and teaching practices show that top-down government mandates to teach writing are not easily enforced at the local level without taking into account local factors.

D.9 Friday, November 14, 2014, 13:30-14:45, Gold
Chair: Susan Davis, Arizona State University, United States

D.9.1 Friday, November 14, 2014, 13:30-13:55, Gold

Individual Differences and Written Corrective Feedback: Exploring the Differential Effects of Direct and Indirect CF on Students' Writing Development

Li Yingying, The University of Hong Kong, Hong Kong

This paper reports on a study investigating L2 learners' responses to and utilization of direct and indirect WCF from a sociocognitive perspective in a Chinese EFL context. It focuses on the individual and contextual factors that influence their writing development using a mixed-method design.

D.9.2 Friday, November 14, 2014, 13:55-14:20, Gold

Exploring Student Engagement with Written Corrective Feedback in First-Year Composition Courses

Izabela Uscinski, Arizona State University, United States

This case study, which was conducted in the context of the first-year composition (FYC) courses, attempts to provide a better understanding of how students utilize written corrective feedback (WCF) and it focuses on how various factors, such as individual, social and pedagogical, influence their engagement with it.

D.9.3 Friday, November 14, 2014, 14:20-14:45, Gold

"Revising" L2 Feedback and Revision Research: Looking to the Future

Lynn Goldstein, The Monterey Institute of International Studies, United States

This presentation will argue for and describe an L2 research agenda that allows for an understanding of teacher written feedback and student revision processes using research methodologies that will allow us to soundly address the complex and situated nature of L2 feedback and revision.

D.10 Friday, November 14, 2014, 13:30-14:45, Copper

Chair: Claire Renaud, Arizona State University, United States

D.10.1 Friday, November 14, 2014, 13:30-13:55, Copper

Multilingual Students' Use of Their Linguistic Repertoires When Writing in a Non-Native Language

Tina Gunnarsson, Lund University, Sweden

Marie Källkvist, Lund University, Sweden

The study uses think aloud and retrospective interview data from bi- and multilingual students age 15-16 in Swedish compulsory school, in order to study a) the extent to which they use their entire linguistic repertoires, and b) whether the participants prefer to think aloud in L1 or L2 while writing.

Friday, November 14, 2014

D.10.2 Friday, November 14, 2014, 13:55-14:20, Copper

A Discourse Analysis: On the Study of Interaction Between Identity Capital and World Language Writing Systems

I Ju Tu, University of Wisconsin-Madison, United States

Gee's Discourse analysis is used to explore World Language (WL) writers' identities' capital in writing processes under ecological theory framework. Especially, writing system is highlighted because different writing systems affect WL writers' motivations, identities, and learning aptitude. Thus, writing system should be significantly addressed in WL writing pedagogy.

D.10.3 Friday, November 14, 2014, 14:20-14:45, Copper

Roles of Translingualism and Transactionalism in Second Language Writing: Deconstructing the Conventional Notion of Standard Academic English

Gul Nahar, University of Oklahoma, United States

Language has been used by higher academic institutions to set both standard and expectations of "Academic English" and the convention keeps perpetuated through the exclusion of variations of other languages. Critical reflection is required to rethink the established practice of mainstreaming non-native English writers' writings as it interferes the process and progress of language learning.

D.11 Friday, November 14, 2014, 13:30-14:45, Chrysocola

Chair: Matthew T. Prior, Arizona State University, United States

D.11.1 Friday, November 14, 2014, 13:30-13:55, Chrysocola

Perceptions on Teacher Feedback: A Comparison Between L1 and L2 Student Writers

Suthathip Thirakunkovit, Purdue University, United States

Tyler Carter, Purdue University, United States

This study compares the perceptions of L1 and L2 writers in terms of teacher feedback. Approximately three-hundred students enrolled in First-Year Composition were asked to rate different kinds of teacher feedback. Results of the pilot study show significant differences between the two groups of students.

D.11.2 Friday, November 14, 2014, 13:55-14:20, Chrysocola

Assessing the Placement of L2 Writers: An Institutional Case Study of Student Perceptions

Kendra Slayton, University of Tennessee, Knoxville, United States

While several studies have examined L2 assessment and alternative placement methods, not many focus on students' opinions on placement tests. This presentation shares the results of a survey of students who took the English Placement Exam at the University of Tennessee-Knoxville in 2013 and proposes the implementation of directed self-placement.

Symposium on Second Language Writing – Day 2

D.11.3 Friday, November 14, 2014, 14:20-14:45, Chrysocola

Reexamining Perception of L2 Writing

Yuching Yang, Arizona State University, United States

The purpose of this presentation is to rearticulate the notion of student perception in ways that can facilitate the implementation of this rich and complex concept into L2 writing research and instruction.

D.12 Friday, November 14, 2014, 13:30-14:45, Plata

Chair: Deborah Crusan, Wright State University, United States

D.12.1 Friday, November 14, 2014, 13:30-13:55, Plata

Examining Preparation of Mainstream Composition Teachers Working with Multilingual Writers

Elena Shvidko, Purdue University, United States

This session focuses on professional preparation of mainstream composition instructors working with multilingual writers. A survey administered at a large research university among composition teachers with no formal training in L2 writing pedagogy provided the data. Results indicate a need to develop adequate training for teachers working with multilingual writers.

D.12.2 Friday, November 14, 2014, 13:55-14:20, Plata

Taking a Stance: Normalizing L2 Needs in Mainstream Composition Classes

Norah Fahim, University of Washington, United States

This study explores one university's reinvention of their first-year composition teacher training program and development of a statement on error correction for writers. By normalizing the presence of L2 writers, non-TESOL trained instructors reported better satisfaction with their ability to meet the needs of linguistically diverse students in their classrooms.

D.12.3 Friday, November 14, 2014, 14:20-14:45, Plata

Narrative Analysis of a Multilingual Writer's L2 Writing Experience

Junghwa Kim, Arizona State University, United States

In this presentation, I analyze how a multilingual student makes sense of his learning experiences of L2 writing and how the multilingual writer makes connections to his current writing with a narrative framework. In the interview data, the participant's psychological burdens and fears in L2 writing were analyzed.

Friday, November 14, 2014

Session E

Invited Colloquium

E.1.C Friday, November 14, 2014, 15:15-16:45, Arizona

Organizer: Melinda Reichelt, University of Toledo, United States

L2 Writing in Non-English L2s

Yukiko Hatasa, Hiroshima University, Japan

Marcela Ruiz-Funes, Georgia Southern University, United States

Nur Yigitoglu, Middle East Technical University Northern Cyprus Campus, Turkey

Melinda Reichelt, University of Toledo, United States

This panel presentation addresses writing in L2 Japanese, Spanish, Arabic, Russian, and Chinese in the panelists' teaching contexts, which include Japan, the U.S., and Turkey. Panel members describe how writing and writing instruction in these L2s differs from ESL writing and ESL writing instruction. They also discuss how sociolinguistic factors influence writing and writing instruction in these languages and contexts. Panel members describe the role that writing may play in the overall curriculum for teaching these L2s, as well as the various purposes and motivations students have for writing in these L2s.

The presentation provides a brief description of Japanese writing and its difficulty for L2 learners of different orthographic backgrounds. It includes discussion of the similarities and differences in the college-level Japanese writing instruction between Japan and the US, focusing on learner population and needs. The session also provides an overview of the role of writing in Spanish in the foreign language curriculum at the university level in the USA. It examines writing in FL Spanish as a means to learn the language, to learn content, and to develop composing and critical thinking skills. In addition, it explores the purposes—social, academic, and professional—for students to write in FL Spanish, taking into account sociolinguistic factors that affect their interest and motivation. Additionally, this panel includes a report of a study of Turkish students learning Arabic, Russian and Chinese as foreign language. The report includes contextual information about the teaching of these FLs in Turkey. It also reports on the students' perceptions and goals regarding FL writing, as well as information about how FL writing influences the students' language learning in general.

Invited Colloquium

E.2.C Friday, November 14, 2014, 15:15-16:45, Turquoise

Organizer: Wang Junju, Shandong University, China

Teaching of EFL Writing in the Chinese Higher Educational Institutions: Curriculum, Textbook, Instruction, and Assessment

Wang Ying, Shandong University, China

Zhang Cong, Purdue University, United States

Shao Chunyan, Shandong University, China

Wang Junju, Shandong University, China

EFL Writing Curricula in the Chinese Universities: Situation and Reform

WANG Ying, Ph.D. in Applied Linguistics, Professor, Dean of English Department, School of Foreign Languages and Literature, Shandong University, China

English writing course is one of the most important core curricula for Chinese EFL learners in Chinese higher education. This presentation will first talk about the current situation of EFL writing curricula in different types of universities by focusing on time allocation, titles of writing courses, levels of writing courses, teaching objectives, as well as problems related to writing curricula. Then changes and reforms in the area of EFL writing teaching and curriculum design will be introduced and discussed. Suggestions are also offered for developing a new EFL writing curriculum that could accommodate university variety, discipline-specific courses, the overall English proficiency, and students' needs.

A Sketch of English Writing Textbooks in Chinese Universities

ZHANG Cong, Ph.D. Candidate in English Department at Purdue University, USA

Despite the important role textbooks play in English writing teaching, there is a dearth of research on English writing textbooks used in Chinese universities. What is worse, for the already limited studies, most of them are published in Chinese and therefore, cannot be accessed by the majority of SLW scholars. Therefore, in this colloquium, I will present a sketch of the textbooks for English writing teaching that are used in Chinese universities. This will be done through the introduction and description of some textbooks as well as presenting the results of related studies conducted by other scholars.

Teaching of EFL Writing to English Majors: Course design and Implementation

SHAO Chunyan, Ph.D. in Linguistics, Lecturer, Department of Applied English Studies, School of Foreign Languages and Literature, Shandong University

This presentation reports on a writing course design and its implementation for English majors. The course entails a progressive curriculum, an integrative design, a multi-lateral participation and a critical-thinking-oriented practice. This presentation first introduces the school context and curriculum guidelines, describes the course organization by specifying its class activities and evaluation process. Then it provides a case analysis to explore the effectiveness of the course in the overall improvement of students' writing ability and reports students' feedback on the course

Friday, November 14, 2014

design. Finally, the issues and challenges related to the course design are discussed, together with its implications for both curriculum design and the teaching of writing in other contexts.

A Review of Writing Tests for EFL Students in Chinese Universities

WANG Junju, Ph.D. in Applied Linguistics, Professor, Dean of the School of Foreign Languages and Literature, Shandong University, China.

Numerous English tests are available to Chinese university students and these tests have been playing a key role in Chinese higher education. This presentation will focus on domestically designed English writing tests administered to EFL students in Chinese universities. First, it introduces the design and format of six nation-wide tests for English writing. Then it summarizes the shared features and variations in the requirements of the tests, followed by a discussion of the backwash effects of these tests on the teaching and learning English writing. Suggestions tackling the current problems are finally provided.

E.3.W Friday, November 14, 2014, 15:15-16:30, Gila (Workshop)

Chair: Margaret S. Morris, Arizona State University, United States

How to Review a Paper

Christopher Tancock, Elsevier, United Kingdom

E.4 Friday, November 14, 2014, 15:15-16:30, Graham

Chair: Jeannie Waller, University of Arkansas, Fayetteville, United States

E.4.1 Friday, November 14, 2014, 15:15-15:40, Graham

“My (Non-Native) Teacher Is My Inspiration”: A Case Study of L2 Writing Teachers’ Awareness of Students’ Needs & Practices

Lee Jung Huang, Purdue University, United States

This study investigated 2 ESL writing instructors and 4 international students in freshmen composition in the US to examine teachers’ awareness of students’ needs. Results showed that without rigid institutional constraints and with strong peer support, teachers beliefs and practices match and students’ needs were met.

E.4.2 Friday, November 14, 2014, 15:40-16:05, Graham

CANCELED

E.4.3 Friday, November 14, 2014, 16:05-16:30, Graham

Teaching Writing in a Second Language: The Experiences of NNES Instructors in Composition Programs

Mariya Tseptura, University of New Mexico, United States

Stefan Frazier, San Jose State University, United States

Todd Ruecker, University of New Mexico, United States

Universities across the country employ large numbers of faculty to teach hundreds of first-year composition courses, and many of the faculty are NNESTs. This presentation reports on an interview- and survey-based study that investigates NNESTs’ experiences

Symposium on Second Language Writing – Day 2

with teaching mainstream composition courses, focusing on perceptions and attitudes surrounding their work environment.

E.5 Friday, November 14, 2014, 15:15-16:30, Yuma

Chair: Maureen Daly Goggin, Arizona State University, United States

E.5.1 Friday, November 14, 2014, 15:15-15:40, Yuma

Examining Second Language Writing Development over Time: A Case Study of a Frequent User of Writing Center Online Tutoring

Carol Severino, University of Iowa, United States

Shih-Ni Sun Prim, University of Iowa, United States

This case study analyzes the L2 writing development of a Chinese student's English writing over the 2+ years she received feedback from online tutors. We classify tutors' feedback points, writing issues they address, and track revisions; we compare complexity, accuracy, and fluency figures; and triangulate these two analyses with self-assessments.

E.5.2 Friday, November 14, 2014, 15:40-16:05, Yuma

Multiple Applications of “We Don’t Proofread Your Paper”: An Examination into the Educational Transfer of Writing Centers in Japan

Tomoyo Okuda, University of British Columbia, Canada

This paper examines the spread of writing centers in an era of university competition and internationalization. Through an analysis of websites and articles, it specifically focuses on the situation in Japan to see how the writing center philosophy is used to support the goals and missions of universities.

E.5.3 Friday, November 14, 2014, 16:05-16:30, Yuma

Encouraging OWLs to Grow: An Examination of Content Development Best Practices

Joshua Paiz, Purdue University, United States

This presentation will examine possible content development best practices for online writing labs (OWLs). This will be done by reporting on a research project that examined the development practices of four teams working on the Purdue OWL. The possible transferability of these practices will also be discussed.

E.6 Friday, November 14, 2014, 15:15-16:30, Pinal

Chair: Gregg Fields, Arizona State University, United States

E.6.1 Friday, November 14, 2014, 15:15-15:40, Pinal

Bridging the Home-School Literacies of ELLs: Toward Positive Change in Teacher Education

Sarah Henderson Lee, Minnesota State University, Mankato, United States

Framed by concepts of biliteracy, this presentation details a case study of pre- and in-service teachers' knowledge construction and application of postmethod pedagogy in

Friday, November 14, 2014

TESOL. In highlighting areas of positive change in TESOL and general teacher education programs, this research aims to help bridge the home-school literacies of K-12 ELLs.

E.6.2 Friday, November 14, 2014, 15:40-16:05, Pinal

A Multiple-Case Study of EL Adolescents' Successful Socialization into the Written Discourse in Science

Fang Yu, University at Albany, United States

Kristen Wilcox, University at Albany, United States

This study investigated adolescent English learners' socialization into science writing discourse. Rooted in language socialization theory, classroom observation, student and teacher interview data, and researchers' memos were analyzed to reveal that the ELs were engaged in multimodal discourse, a set of writing related activities, as well as teacher- and peer-interactions.

E.6.3 Friday, November 14, 2014, 16:05-16:30, Pinal

Engaging Multilingual Adolescents' in Disciplinary Writing: Issues, Theory, and Research

Kristen Wilcox, University at Albany, United States

Jill Jeffery, CUNY-Brooklyn, United States

This paper draws from a five-state study of adolescent writers to theorize a multilingual writing pedagogy that problematizes the implementation of the Common Core State Standards Initiative and the paucity of attention being paid in its implementation to student engagement and agency.

E.7 Friday, November 14, 2014, 15:15-16:30, Santa Cruz

Chair: Heejung Kwon, Purdue University, United States

E.7.1 Friday, November 14, 2014, 15:15-15:40, Santa Cruz

Attitudes of Native and Non-Native English Speaking Students in Freshman Composition Towards Academic Writing and Writing in General

Mariam Alamyar, Purdue University, United States

The presenter will begin with the explanation of how the native and non native speaking students join the university with different attitudes towards academic writing and how these attitudes affect their academic performances. She will address the questions being explored and the methodology used to gather data. Finally, she will discuss the results and possible pedagogical implications

E.7.2 Friday, November 14, 2014, 15:40-16:05, Santa Cruz

ESL Composition Student Participation in a Mainstream Composition Course

Tony Cimasko, Miami University, United States

When opportunities for ESL university student participation are limited, chances for success are also constrained. This presentation will describe a qualitative study of a

Symposium on Second Language Writing – Day 2

mainstream writing course and ways that the instructor and students alike adapt or fail to adapt to their setting, and how to increase and enrich participation.

E.7.3 Friday, November 14, 2014, 16:05-16:30, Santa Cruz

Curriculum Shift: Promoting Content-Based Instruction in Second-Language College Composition Courses

Patricia Kilroe, Western New Mexico University, United States

With objectives focused on process and product, the content of standard college composition courses for second-language writers often appears random and disconnected. The benefits of content-based instruction are revisited, several models are proposed for widespread implementation, and the subjects of art history and literature are used to illustrate course design.

E.8 Friday, November 14, 2014, 15:15-16:30, Yavapai

Chair: Eduardo Vila López, Kroton Educacional, Brazil

E.8.1 Friday, November 14, 2014, 15:15-15:40, Yavapai

A Dynamic Usage-Based Approach to Korean EFL Students' Writing: A Corpus-Based Study

Jongbong Lee, Georgetown University, United States

This study takes a dynamic usage-based approach to explore variability in L2 writing. Employing several textual measures that have been regarded as useful to understand different trajectories of language development, the study examines key differences in writings of L1 Korean EFL learners at three different proficiency levels.

E.8.2 Friday, November 14, 2014, 15:40-16:05, Yavapai

Reformulation in Second Language Writing: A Learner Corpus-Based Investigation

Alfredo Urzua, San Diego State University, United States

The presenter reports on a corpus-based analysis of reformulation markers (e.g., in other words, this means that) and their discourse functions in texts generated by English language learners enrolled in college-level ESL/EAP courses. The texts analyzed reflect different writing tasks, including problem-based writing and research reports.

E.8.3 Friday, November 14, 2014, 16:05-16:30, Yavapai

The Contribution of Collocation Tools to Collocation Production in L2 Writing

Ulugbek Nurmukhamedov, Northern Arizona University, United States

Second language (L2) writers are challenged to produce lexical collocations. To address this issue, the presenter explores whether corpus-based learner-friendly collocation tools in addition to collocation training assist L2 writers in producing accurate collocations and promoting learner autonomy in collocation correction in their compositions.

Friday, November 14, 2014

E.9 Friday, November 14, 2014, 15:15-16:30, Gold
Chair: Mark Hannah, Arizona State University, United States

E.9.1 Friday, November 14, 2014, 15:15-15:40, Gold
The State of L2 Graduate Student Writing Support
Nigel Caplan, University of Delaware, United States
Michelle Cox, Cornell University, United States

This session reports on a Consortium on Graduate Communication survey (n =163, representing 25 countries). Results reveal that writing support for L2 graduate students is highly diverse: offered in a variety of forms, by a variety of campus units, and by professionals in a variety of disciplines.

E.9.2 Friday, November 14, 2014, 15:40-16:05, Gold
Feedback Network and Multidirectionality of Second Language Socialization: Academic Writing Development in Graduate Education
Kyung Min Kim, Indiana University of Pennsylvania, United States

This presentation reports a study about multiple sources of feedback on writing in the initial years of doctoral education, thereby exploring how negotiation of feedback influences academic writing development. Data were collected from four L2 writers over a semester: texts with feedback, interviews with students and professors, and observation.

E.9.3 Friday, November 14, 2014, 16:05-16:30, Gold
“My Writing Sounds Unnatural!”: Addressing International Graduate Students’ Concerns About Academic Writing
Hyojung Keira Park, Purdue University, United States
Suneeta Thomas, Purdue University, United States

This study revisits the writing course for graduate students at Purdue 20 years after Silva et al. (1994) raised issues with its predecessor. It scrutinizes how the current course facilitates the needs of the enrolled graduate students and what we need to improve to assist them better.

E.10 Friday, November 14, 2014, 15:15-16:30, Copper
Chair: Steve Graham, Arizona State University, United States

E.10.1 Friday, November 14, 2014, 15:15-15:40, Copper
Building a Support System for English Language Learners at a Career College
Diane Sperger, Ed.D., Goodwin College, United States
John Kania, Ed.D., Goodwin College, United States

An influx of ELLs at Goodwin College has presented pedagogical challenges. A two phase plan was developed on how best to build background information. Writing skills were addressed by a study group in grammar and mechanics. The second phase included

Symposium on Second Language Writing – Day 2

study groups for college majors that included writing and test taking/study skills. This presentation will present an overview and review effective strategies.

E.10.2 Friday, November 14, 2014, 15:40-16:05, Copper

On the Fringe and in the Thick of It: Inhabiting Whitchurch's Third Space as SLW Professionals

Lisa Russell-Pinson, University of North Carolina at Charlotte, United States

Susan Barone, Vanderbilt University, United States

This presentation focuses on two SLW specialists who inhabit Whitchurch's (2008) third space, a workspace that spans both academic and professional terrains. We focus on the necessary collaborations, coping strategies, and professional opportunities offered in this shifting environment and propose areas for additional research in this SLW domain.

E.10.3 Friday, November 14, 2014, 16:05-16:30, Copper

Who Will Read Your Textbook: A Need for a New Audience Analysis

Matthew Duncan, Wasatch Academy, United States

With increasing immigrant and minority student populations, are our textbooks adequate? The audience for textbooks 20 years ago was 84% white, and 99% native speaker. What needs to change?

E.11 Friday, November 14, 2014, 15:15-16:30, Chrysocolla

Chair: Brandon Whiting, Arizona State University, United States

E.11.1 Friday, November 14, 2014, 15:15-15:40, Chrysocolla

What Ever Happened to Post-Process in Second Language Writing?

Kyle McIntosh, University of Tampa, United States

I begin by reviewing a 2003 special issue of Journal of Second Language Writing and the articles that followed to gauge the impact of post-process theory on L2 writing. I then make the case for reconsidering post-process theory in light of recent developments in composition studies and second language acquisition.

E.11.2 Friday, November 14, 2014, 15:40-16:05, Chrysocolla

Visualization of Focuses in Second Language Writing Research

Jinfen Xu, Huazhong University of Science and Technology, China

Rui Nie, Huazhong University of Science and Technology, China

This study used Knowledge Mapping Software Citespace, drew the knowledge mapping domains, and looked for research focuses based on 262 articles from WOS database. Analysis reveals that focuses in the field include: grammar correction, corrective feedback, process-based writing, corpus-based and genre analysis, revision, collaborative writing, peer feedback, writer identity. This study provides insights for further research.

Friday, November 14, 2014

E.11.3 Friday, November 14, 2014, 16:05-16:30, Chrysocola

Emergence and Professionalization of Second Language Writing: Publications in Web of Science

Beril T. Arik, Purdue University, United States

Engin Arik, Dogus University, Turkey

Emergence and professionalization of a scientific field are correlated with publications in distinguished citation indices. The study examines Second Language Writing publications in the Web of Science Indices. 50% of the 266 publications appeared between 2009-2013. We discuss what our findings signify for the field of second language writing.

E.12 Friday, November 14, 2014, 15:15-16:30, Plata

Chair: Jennifer Waters, Arizona State University, United States

E.12.1 Friday, November 14, 2014, 15:15-15:40, Plata

Fostering L2 Academic Writing Through Digital Literacy: Professionalizing ESL Composition in the Digital Era

M. Sidury Christiansen, University of Texas at San Antonio, United States

As writing becomes increasingly multimodal, the field of SLW has to adapt to include digital literacies to its repertoire. Through examples, this presentation discusses the implications for the profession of ESL Composition as well as the advantages that digitally mediated tasks can bring to both teachers and students.

E.12.2 Friday, November 14, 2014, 15:40-16:05, Plata

Connecting Learners to a Global Audience: Teaching Writing Through Blogging & Quadblogging

Jennifer Borgen, INTO Oregon State University, United States

Elena Pipenko, INTO Oregon State University, United States

In our presentation we aim to provide a theoretical background on blogging and Quadblogging and provide examples of how blogging can be incorporated into ESL writing classes. Providing students an opportunity to blog with an authentic audience increases learner motivation and makes writing more relevant.

E.12.3 Friday, November 14, 2014, 16:05-16:30, Plata

Use of Digital Media: Toward Competent Knowledge Providers in Online Community as ESL Writers

Jungmin Lee, The Ohio State University, United States

This presents a study of how digital media helps college L2 writers to be competent knowledge providers not only as receivers in online community. In particular, it reports and discusses the process of their engagement in producing a digital storytelling regarding its pedagogical implication for fostering professional L2 users.

Plenary IV

Friday, November 14, 2014, 17:00-18:00, Arizona

Chair: Paul Kei Matsuda, Arizona State University, United States

Doctoral Studies as Professional Development in Second Language Writing

Dwight Atkinson, Purdue University, United States

Students undertake doctoral studies in second language writing and other fields for a wide variety of reasons. This itself could be a significant reason why only about half of all doctoral students in the U.S. complete their degrees (Council of Graduate Schools, 2014). That doctoral students come to the U.S. academy with different and perhaps divergent goals and expectations does not excuse their professors from preparing them to be competent researchers. Without accruing this form of cultural capital, our students are severely disadvantaged as professional academics. The two realities—1) that students may arrive without intending to become serious researchers; and 2) that our job is primarily to educate researchers—may appear to conflict. This conflict may be more apparent than real because:

1) Education at the doctoral level is primarily *professional* education, in which students learn specialized knowledge/skills that distinguish them demonstrably from all others.

2) Education is *becoming*—learning how to go beyond. Do most students have a clear, well-articulated idea of why they're doing a doctorate, or its future consequences? I certainly didn't—I wonder how many practicing second language writing scholars did.

3) What is most distinctive and powerful about U.S. universities is their ability to support serious, dedicated research, and learning how to do such research.

4) At the same time as the research focus of U.S. universities is under threat from within, other countries are giving research a much more important role in academic matters, including job security and promotion.

5) It is too late for students to learn how to do research after graduation. This is one of the traditional purposes of the dissertation: a site where serious and effortful learning-by-doing can take place. Yet some institutions are turning the dissertation into glorified master's theses.

6) Doctoral studies is a unique site for academic socialization. Where else are working conditions so explicitly designed for intensive reading, writing, and academic collaboration? Gladwell (2011) claimed that a minimum of 10,000 hours is needed to become competent at complex human behaviors such as playing a musical instrument, team sports, and computer programming—academic writing should be included in this list (see Dortier, in Duranti & Black, 2012, p. 446). Isn't doctoral studies our golden opportunity to develop such competences in the professional realm?

In sum, U.S. doctoral education should focus on what it does best and is primarily designed for: producing competent researchers. The best-developed professional will be one whose

Friday, November 14, 2014

professional credentials were planted deeply, effortfully, and seriously from the start of their doctoral career.

Dwight Atkinson is an applied linguist and second language educator who specializes in writing (first and second language), qualitative research approaches, and second language acquisition. Current projects include an attempt to establish a view of second language acquisition on “sociocognitive” principles, research in India on the experiences of vernacular language-schooled students in English-language universities, and a booklength study of different theories of culture impacting TESOL and applied linguistics. Past work has covered a wide variety of topics, from the history of medical and scientific research writing in English, to critiques of commonly used concepts in university writing instruction such as critical thinking and voice, to explorations of the concept of culture, to writings on qualitative research methods. Atkinson teaches courses in qualitative research, postmodernism, and second language acquisition at Purdue, where he is an assistant professor of English. He will be moving to the University of Arizona in 2015.

Friday, November 14, 2014, 18:00-21:00, Engrained (Ticketed Event)

Friday Evening Banquet

Saturday, November 15, 2014

Session F

Invited Colloquium

F.1.C Saturday, November 15, 2014, 9:00-10:30, Arizona

Organizer: Silvia Pessoa, Carnegie Mellon University in Qatar, Qatar

The Benefits of Genre-Based Pedagogy for Second Language Writing Development

Silvia Pessoa, Carnegie Mellon University in Qatar, Qatar

María Estela Brisk, Boston College, United States

Nigel Caplan, University of Delaware, United States

Luciana de Oliveira, Columbia University, United States

The goal of this colloquium is to demonstrate the benefits of genre-based pedagogy for second language writing development. Genre-based pedagogy (Rose & Martin, 2012) draws on Systemic Functional Linguistics in order to make the structural elements and linguistic features of school and professional genres explicit for students (Halliday & Matthiessen, 2004). Genre-based literacy programs invest heavily in front-loaded pedagogy through intensive scaffolding using the Teaching and Learning Cycle (TLC) where learners and teachers work with texts in three stages: Deconstruction, Join Construction, and Independent Construction of texts. Research has demonstrated the potential of genre-based pedagogy in enhancing literacy development.

By sharing the findings of four research projects that employed genre-based methodologies, the presenters aim to answer the following question: Does genre-based pedagogy lead to second language writing development in classroom contexts? The presenters will first provide an introduction to genre-based pedagogy and the TLC highlighting their benefits for enhancing literacy development. Two research projects that focus on writing at the elementary school level will be discussed emphasizing the role of genre-based pedagogy in enhancing the writing of science and the writing of narratives and expository texts. At the university level, the presenters will discuss the benefits of collaborating with faculty across the curriculum in the Text Deconstruction phase of the TLC in order to understand the linguistic demands of academic texts in various disciplines and then make those explicit to students. Using data from student writing after being exposed to the Joint Construction phase of the TLC, the benefits of Joint Construction for helping students develop their writing skills will also be discussed.

Ultimately, the attendees will develop new ways of thinking and talking about language to enhance the teaching of writing to linguistically and culturally diverse students.

Featured Session

F.3.F Saturday, November 15, 2014, 9:00-10:15, Gila

Internationalizing Rhetoric and Composition

Chris Anson, North Carolina State University, United States

Christiane K. Donahue, Dartmouth College, United States

Saturday, November 15, 2014

F.4.W Saturday, November 15, 2014, 9:00-10:15, Graham (Workshop)

Common Core State Standards (CCSS) and Assessments: Implications for Multi-Lingual Writers

Rhea Faeldonea-Walker, Sweetwater Union High School District, CA, United States

Ann Johns, San Diego State University, United States

After sharing the motivations behind the CCSS, now adopted by 45 US states, the speakers briefly discuss the importance of close reading and then provide examples of writing prompt types (performance & constructed response). They point out other challenges for teachers of multi-lingual students.

F.5 Saturday, November 15, 2014, 9:00-10:15, Yuma

Chair: Amy Dawn Shinabarger, Arizona State University, United States

F.5.1 Saturday, November 15, 2014, 9:00-9:25, Yuma

Paraphrasing and Content Knowledge in Second Language Graduate Students' Writing

Ling Shi, University of British Columbia, Canada

Nasrin Kowkabi, University of British Columbia, Canada

Ismaeil Fazel, University of British Columbia, Canada

This presentation reports a study on L2 graduate students' understandings and practices of paraphrasing in their research paper writing across disciplines. Analysis of 133 paraphrasing examples and students' comments on their practices illustrates connections between students' paraphrasing strategies and their learning and constructing of disciplinary knowledge.

F.5.2 Saturday, November 15, 2014, 9:25-9:50, Yuma

Negotiating Identities Through Participation in L2 Writing and L2 Writing Research

Youngjoo Yi, The Ohio State University, United States

Tuba Angay-Crowder, Georgia State University, United States

Presenters will report findings from a longitudinal qualitative study in which we explored ways in which a multilingual doctoral student in TESOL negotiated her identities (imagined and practiced) through her participation in L2 writing practices and L2 writing research.

F.5.3 Saturday, November 15, 2014, 9:50-10:15, Yuma

Singing "My Way" in Developing Second Language Writing: Graduate Students' Own Experiences with Restricted Opportunities

Ilkem Kayican, Sabanci University, Turkey

This study will explore the methods that ESL graduate student writers use to develop their writing at times when they cannot get adequate mentoring and guidance in their institutions. Through focus group meetings and interviews the research aims to find out, if any, some particular strategies which are not taught but used by student writers in order to professionalize in their writing.

Symposium on Second Language Writing – Day 3

F.6 Saturday, November 15, 2014, 9:00-10:15, Pinal
Chair: Ruby Macksoud, Arizona State University, United States

F.6.1 Saturday, November 15, 2014, 9:00-9:25, Pinal
Saudi Students' Adaptation to Writing Instruction in the U.S.
Melinda Reichelt, English Department, University of Toledo, United States

Little research exists on Saudi students' experiences with English-language writing instruction in the U.S. although they make up an increasingly large percentage of students in writing classes. Through nearly 20 interviews with Saudi students, this research explores the challenges that these students face and the coping strategies they employ.

F.6.2 Saturday, November 15, 2014, 9:25-9:50, Pinal
A Comprehensive Examination of Chinese Students' Pathways to FYC Courses
Jianing Liu, Arizona State University, United States

The purpose of this study is to document the background of Chinese students and pathways through which they arrive at FYC courses. The study also explores Chinese students' collective experience with FYC courses, as well as to compare and contrast these experiences with their previous English learning experiences in China.

F.6.3 Saturday, November 15, 2014, 9:50-10:15, Pinal
A Needs Analysis for Chinese Students in Mainstream Composition Courses
Aylin Baris Atilgan, Purdue University, United States

Although the number of Chinese students keeps increasing in US higher education, their needs are often neglected in mainstream composition classes. To remedy this situation, I conducted a needs analysis to identify the specific needs of Chinese undergraduates in mainstream composition classes based on interviews, surveys, and textual analysis.

F.7 Saturday, November 15, 2014, 9:00-10:15, Santa Cruz
Chair: Mark A. James, Arizona State University, United States

F.7.1 Saturday, November 15, 2014, 9:00-9:25, Santa Cruz
Taiwanese College Students' Online Collaboration in L2: A Consensus-Building Process
Yun-yin Huang, New York University, United States

This study investigates online collaboration of Taiwanese college students using English to negotiate, construct knowledge, and make decisions for group writing projects. Chat log of English online discussion will be coded and interpreted in the teacher-researcher's perspectives in order to shed light on collaborative writing instruction in L2 classrooms.

Saturday, November 15, 2014

F.7.2 Saturday, November 15, 2014, 9:25-9:50, Santa Cruz

Microsoft Word: Friend or Foe in the Second Language Writing Classroom?

Ashley Velazquez, Purdue University, United States

The aim of this presentation is to explore, anecdotally, the effects of writing tools such as grammar- and spell-checkers, formatting, and thesauri in second language writing. While Li (2005) found research on word-processor assisted writing inconsistent, students are showing unfamiliarity with software such as Microsoft Word when drafting compositions.

F.8 Saturday, November 15, 2014, 9:00-10:15, Yavapai

Chair: Elle Yan Zhao, Shandong Agricultural University of China, China

F.8.1 Saturday, November 15, 2014, 9:00-9:25, Yavapai

An Ecology-Informed Genre and Corpus Approach for L2 Writing

Robert Poole, University of Arizona, United States

In recent years, ecology and composition have increasingly interfaced through the emergence of ecomposition. This presentation aims to extend this dialogue to L2 writing theory and practice through the reporting of an ecology-informed genre and corpus approach for a first year L2 writing course.

F.8.2 Saturday, November 15, 2014, 9:25-9:50, Yavapai

Cohesion, Clarity, and Complexity: Comparing the Use of Referential Chains in L1 and L2 Writing

Darby Smith, Intensive English Language Program, Portland State University, United States

Linnea Spitzer, Intensive English Language Program, Portland State University, United States

This presentation focuses on the use of “referential chains”, or patterns of noun phrases often used by writers of academic English to create cohesion. Presenters will address areas of weakness in ELL student writing and offer suggestions for classroom-based activities that can be used to raise awareness of referential chains.

F.8.3 Saturday, November 15, 2014, 9:50-10:15, Yavapai

Lexical Diversity, Sophistication, and Size in Academic Writing

Melanie Gonzalez, Salem State University, United States

This presentation reports on a study that compares the extent to which vocabulary size, lexical diversity, and lexical sophistication contribute to academic writing proficiency. Results suggest that lexical diversity has a greater impact on writing score over vocabulary size and lexical sophistication. Implications for practice and further analysis are discussed.

Symposium on Second Language Writing – Day 3

F.10.W Saturday, November 15, 2014, 9:00-10:15, Copper (Workshop)

Professionalizing and Americanizing Second Language Learners' Business Writing: When the Second Language Learner Wants to Assimilate

Jeannie Waller, University of Arkansas, Fayetteville, United States

In this presentation, we explain our strategy for professionalizing a group of second language learners writing from their World English to an American English and from an academic to professional writing. We offer a panel in which three presenters will discuss our approach through language, rhetoric, and assessment.

F.11 Saturday, November 15, 2014, 9:00-10:15, Chrysocola

Chair: Lupco Spasovski, Arizona State University, United States

F.11.1 Saturday, November 15, 2014, 9:00-9:25, Chrysocola

Expectations and Experiences of Undergraduate L2 Writers Conducting Research

Lindsay Hansen, University of Utah, United States

This presentation discusses the results of a qualitative study examining undergraduate L2 writer perceptions of their own academic research needs and abilities. Focus is on the role of student input in the development of an information literacy curriculum embedded in an L2 composition program.

F.11.2 Saturday, November 15, 2014, 9:25-9:50, Chrysocola

The Role of Qi-Cheng-Zhuan-He Rhetorical Structure as a Strategy in Genre Learning: Developing EFL Writers' Genre Awareness and Writing Competence in Argumentative Essays

Tzu-Shan Chang, Wenzao Ursuline University of Languages, Taiwan

This ongoing project aims to investigate whether EFL Taiwanese students develop genre awareness when Qi-Cheng-Zhuan-He rhetorical structure is used as a strategy in genre learning, whether their genre awareness can be observed in their argumentative essays, and whether they have made any changes or progress in their argumentative writing.

F.11.3 Saturday, November 15, 2014, 9:50-10:15, Chrysocola

An Examination of Students' Perceptions of the Role of Prior Genre Knowledge in the English for Academic Purposes Classroom

Donald Myles, Carleton University, Canada

Natasha Artemeva, Carleton University, Canada

The study explores English for Academic Purposes (EAP) students' perceptions of the relationship between their prior L1 & English academic genre awareness and knowledge, and their current EAP and disciplinary writing. A discussion of the implications for genre-based EAP pedagogy is included.

Saturday, November 15, 2014

Session G

Invited Colloquium

G.1.C Saturday, November 15, 2014, 10:45-12:15, Arizona

Organizer: Todd Ruecker, University of New Mexico, United States

The Future of SLW at CCCC: Why CCCC and SLW Need Each Other

Christine Pearson Casanave, Temple University, United States

Dana Ferris, University of California, Davis, United States

Maria Jerskey, LaGuardia Community College, United States

Julia Kiernan, Michigan State University, United States

Christina Ortmeier-Hooper, University of New Hampshire, United States

Over the past few decades, the SLW community at the Conference on College Composition and Communication (CCCC) has grown dramatically thanks to the work of a variety of individuals involved in the creation of the CCCC Statement on L2 Writers, annual workshops and panels, as well sub-organizations like the SLW Special Interest Group, Committee on SLW, and the new SLW Standing Group. Interest in language diversity at CCCC has exploded in recent years with the creation of the Transnational SIG in 2009 and the emergence of translanguaging pedagogies advocated for by writing studies and SLW scholars alike (e.g., Canagarajah, 2013; Horner et al, 2011). In light of the heightened interest in language diversity among writing studies colleagues, this colloquium seeks to clarify and reinvigorate SLW's role within CCCC.

The interest in transnational perspectives on writing has provided more entry points into the CCCC's organization for international students graduating with PhDs in composition, domestic graduate students, and international scholars who are coming to the discipline. It has brought both opportunities and challenges, drawing in many not previously focused on working with linguistically diverse student populations while raising the concerns of prominent scholars like Matsuda (2013; 2014). Several SLW scholars have noted that while translanguaging pedagogies are theoretically attractive, their practical implications/applications are much less clear (Crusan, 2014; Ortmeier-Hooper, 2014), causing concern among some as universities hire translanguaging scholars to help them design programs and curricula to serve increasingly diverse student populations. The members of this colloquium, involved at various times to various degrees with the SLW community at CCCC, will open with short position statements followed by a guided discussion in which they will explore what it means to be a SLW professional at CCCC as well as their thoughts on the future of SLW at CCCC.

G.3.W Saturday, November 15, 2014, 10:45-12:00, Gila (Workshop)

Teachers' Sense of Efficacy in Teaching Second Language Writing to Middle and High School Long-Term English Learners

Julie Goldman, San Diego County Office of Education, United States

This presentation will discuss the results from a dissertation study, Teachers' Sense of Efficacy in Teaching Second Language Writing to Middle and High School Long-term English Learners, and identify possible factors that influence the effective teaching of second language writing to long-term English learners.

Symposium on Second Language Writing – Day 3

G.4.W Saturday, November 15, 2014, 10:45-12:00, Graham (Workshop)

Service Learning and Relevance for the IEP Writing Student: Connecting Communities

Linda Henriksen, Kansas State University, United States

For the IEP writing student, service learning is an ideal medium for melding learning outcomes, community needs, and a raised sense of social awareness while providing real world application of classroom-based concepts and experiences. This presentation provides teaching techniques and suggestions for incorporating service learning in an IEP writing course.

G.5 Saturday, November 15, 2014, 10:45-12:00, Yuma

Chair: Courtney Isbell Fowler, Arizona State University, United States

G.5.1 Saturday, November 15, 2014, 10:45-11:10, Yuma

From Novice Writer to Writing Instructor: An Autoethnography of an International Teaching Assistant's Professional Development

Yue Chen, Purdue University, United States

The increasing number of international teaching assistants (ITAs) in composition programs in the United States inspires substantial research on these students' professional development. This autoethnographic study provides an insider's perspective to explain an ITA's professional development, which is a discursive process influenced by the interplay of three major factors.

G.5.2 Saturday, November 15, 2014, 11:10-11:35, Yuma

Teacher Study Group: Teachers' Views Before and After

Elena Andrei, Coastal Carolina University, United States

Marcie Ellerbe, Coastal Carolina University, United States

Todd Cherner, Coastal Carolina University, United States

This study examined how engaging in a book club changed a small group of English Language Arts and English as a Second Language teachers' understandings about teaching writing to English Learners (ELs). Emerging findings are based on before and after study group questionnaires and after study group interviews.

Saturday, November 15, 2014

Best Student Paper

G.5.3 Saturday, November 15, 2014, 11:35-12:00, Yuma

Becoming Second Language Writing Specialists: A Self-Reflective Study of a TESOL Graduate Student Writing Group

Rae-Ping Lin, University of British Columbia, Canada

Joel Heng Hartse, University of British Columbia, Canada

Nasrin Kowkabi, University of British Columbia, Canada

Ismaeil Fazel, University of British Columbia, Canada

Tomoyo Okuda, University of British Columbia, Canada

Bong-gi Sohn, University of British Columbia, Canada

Junghyun Hwang, University of British Columbia, Canada

Klara Abdi, University of British Columbia, Canada

Using communities of practice and academic language socialization frameworks, this study examines how eight doctoral students in a writing group created their own scholarly network in an attempt to be the agents of their own socialization into the second language writing profession.

G.6 Saturday, November 15, 2014, 10:45-12:00, Pinal

Chair: Andrea Janelle Dickens, Arizona State University, United States

G.6.1 Saturday, November 15, 2014, 10:45-11:10, Pinal

The Development of Using Citations: Cross-Sectional and Longitudinal Evidence from BA, MA and PhD Theses by Chinese EFL Learners

Fang Xu, Nanjing University, China

Drawing on both cross-sectional and longitudinal data, the present study examines how Chinese EFL learners of applied linguistics develop in their BA, MA and PhD theses in terms of using citations for achieving rhetorical functions in different sections of the theses.

G.6.2 Saturday, November 15, 2014, 11:10-11:35, Pinal

What Lies Behind the Mirror: A Socio-Cognitive Approach to Citation Practices in EFL Academic Writing

Liyin Zhang, Northwest University, China

Yue Chen, Purdue University, United States

This study investigates EFL students' citation acquisition in academic writing. A socio-cognitive approach is adopted to examine three Chinese first-year PhD students' citation practices in their writing for international publication. This interview-based case study shows that the interplay of social and cognitive factors tend to affect EFL students' citation practice.

G.6.3 Saturday, November 15, 2014, 11:35-12:00, Pinal

An Investigation into the Test Takers' Source Use Strategies in Reading-to-Write Integrated Tasks

Jun Zhang, Shanghai Second Polytechnic University, China

Yue Wu, Shanghai Second Polytechnic University, China

This paper investigated 300 students in Shanghai Second Polytechnic Universities by using source texts in the completion of an integrated reading-writing task through think-aloud verbal protocols, interviews, and the resulting written products and aimed to study the writing strategy improving the writing level for the L2 students.

G.7 Saturday, November 15, 2014, 10:45-12:00, Santa Cruz

Chair: Jennifer Eidum Zinchuk, University of Washington, United States

G.7.1 Saturday, November 15, 2014, 10:45-11:10, Santa Cruz

Language and Topic Variations in Establishing a Niche in Journal Articles of Applied Linguistics

Yeon Hee Choi, Ewha Womans University, Korea

This study has examined the frequency and strategies of niche establishments (NEs) in Applied Linguistics journal articles written in English and Korean in terms of two research topic areas: policy and non-policy. The results illustrate similarities and differences of NEs in the two topic areas and the two languages.

G.7.2 Saturday, November 15, 2014, 11:10-11:35, Santa Cruz

Evaluation and Narrativity in Stand-Alone Literature Reviews and Research Articles: A Register Analysis

Heidi Wright, Northern Arizona University, United States

This paper presents an interdisciplinary register analysis of evaluation and narrativity in modern, stand-alone literature reviews and research articles. Findings reveal a set of shared grammatical features and seem to conflict with earlier studies that labelled stand-alone reviews as heavily narrative or evaluative. Reasons for this apparent conflict are suggested.

G.7.3 Saturday, November 15, 2014, 11:35-12:00, Santa Cruz

A Comparative Analysis of Turkish Second Language Writers' Sentence Structure Preferences: An Investigation of Journal Articles

Mehmet Karaca, Gazi University, Turkey

Serhat İnan, Gazi University, Turkey

This study investigates Turkish authors' from six different educational disciplines sentence structure preference while writing in second language. The data gathered from Gazi University Journal of Gazi Educational Faculty. The extended summaries of the articles are analyzed in terms of the number of sentence structures as simple sentences, complex sentences, compound sentences, compound-complex sentences.

Saturday, November 15, 2014

G.8 Saturday, November 15, 2014, 10:45-12:00, Yavapai
Chair: Lindsay Hansen, University of Arizona, United States

G.8.1 Saturday, November 15, 2014, 10:45-11:10, Yavapai

Bridge over Troubled Paragraphs: Promoting Critical Thinking and Connecting Ideas

LuAnn Sorenson, Intensive English Institute, University of Illinois at Urbana-Champaign, United States

Lisa Chason, Intensive English Institute, University of Illinois at Urbana-Champaign, United States

Dianne Loyet, Intensive English Institute, University of Illinois at Urbana-Champaign, United States

Anastasia Stoops, Intensive English Institute, University of Illinois-Urbana-Champaign, United States

Writing textbooks tend not to provide enough schema building for paragraphs, leading to student writing that is limited in development and meaning. To address this problem, the presenters will demonstrate TBSIR, an approach to paragraph organization that can be adapted for teaching academic paragraph writing for intermediate to advanced students.

G.8.2 Saturday, November 15, 2014, 11:10-11:35, Yavapai

The Effects of Prewriting Strategy Training on Argumentative Writing of Chinese EFL Non-English Freshmen

Aiping Xiao, Shanghai Dianji University, China

This empirical study employs a five-step training procedure to explore the effects of explicit prewriting strategy training on Chinese EFL freshmen's use of strategies while composing argumentative essays. The statistical results showed that the training had positive impacts on content, organization, and vocabulary of their essays, but no effects on syntax and mechanics.

G.8.3 Saturday, November 15, 2014, 11:35-12:00, Yavapai

Investigating the Argumentation in Research Question Justification by L2 Novice Researchers

Yuanhua Xie, Guangdong University of Foreign Studies, China

The present study aims to explore whether the types of information needed for the justification of research questions are provided, and logically related to one another in the L2 novice researchers' proposals.

G.10 Saturday, November 15, 2014, 10:45-12:00, Copper

Chair: Trevor Duston, Arizona State University, United States

G.10.1 Saturday, November 15, 2014, 10:45-11:10, Copper

Propositional Verbs in L2 Emergent Academic Writing

Elizabeth Wilcoxon, New Mexico State University, United States

Symposium on Second Language Writing – Day 3

This presentation reports on a corpus study of prepositional verbs in ESL/EAP writing. Data from a local learner corpus is analyzed to determine patterns of occurrence and distribution of prepositional verbs. The presenter discusses findings and also compares and contrasts prepositional verb usage in course essays versus final exams.

G.10.2 Saturday, November 15, 2014, 11:10-11:35, Copper

Syntactic Discourse Analysis: Tools for Graduate Student Independence

Marla Perkins, Northern Arizona University, United States

Discourse analysis is difficult for both students and teachers to handle. However, tools derived from syntactic discourse analysis can provide students with strategies for analyzing new writing tasks and can provide teachers with ways to present discourse considerations that can be used for any type of academic writing.

G.10.3 Saturday, November 15, 2014, 11:35-12:00, Copper

A Comparative Study of Hedging Usages Between American and Chinese Students' Writings

Genghan Lu, Northern Arizona University, United States

Chenxu Fu, Northern Arizona University, United States

In L1 and L2 English writings, hedges are critical for a successful argument. The study investigates five different types of hedges in both American students' and Chinese students' academic writing projects from the freshman critical thinking and writing class. Mann-Whitney-U tests were used to test the differences.

G.11 Saturday, November 15, 2014, 10:45-12:00, Chrysocola

Chair: Patricia Boyd, Arizona State University, United States

G.11.1 Saturday, November 15, 2014, 10:45-11:10, Chrysocola

Collaborative Writing in Two Thai EFL Classrooms

Ai Oyama, University of Hawaii at Manoa, United States

Pamela Stacey, University of Hawaii at Manoa, United States

This paper describes the effects of collaborative writing projects with Thai EFL university students enrolled in an intensive English writing course. The presenters will show how a collaborative writing curriculum was carried out and will argue that collaborative writing activities have a positive impact on students' writing confidence and enjoyment.

G.11.2 Saturday, November 15, 2014, 11:10-11:35, Chrysocola

Is There a Role of the First Language in Collaborative L2 Writing?

Meixiu Zhang, Northern Arizona University, United States

The role of learners' L1 in ESL classroom has been a controversial issue. When employing collaborative writing tasks, should teachers pair students who share the same

Saturday, November 15, 2014

L1s together to perform the tasks? This paper examines how learners' shared L1s in collaborative writing may affect the text quality and linguistic features of their writing.

Saturday, November 15, 2014, 12:30-13:45, Engrained (Ticketed Event)

Saturday Lunch Seminar

Chair: Paul Kei Matsuda, Arizona State University, United States

Session H

H.1.D Saturday, November 15, 2014, 14:00-15:30, Arizona (Discussion)

L2 Writing Apocalypse and the Future of the Field

Paul Kei Matsuda, Arizona State University, United States

H.3 Saturday, November 15, 2014, 14:00-15:15, Gila

Chair: Youngwha Lee, Arizona State University, United States

H.3.1 Saturday, November 15, 2014, 14:00-14:25, Gila

How ESL Teachers' Argumentative Epistemologies Shape Instructional Conversations in High School "Sheltered Instruction" Classrooms

Hyun Jung Joo, The Ohio State University, United States

George Newell, The Ohio State University, United States

ESL teachers are expected to prepare ELLs for eventual participation in mainstream classes, while attending to their linguistic and cultural needs. as a result, the choices ESL teachers make with respect to argumentative writing are shaped in ways not faced by mainstream teachers. Their argumentative epistemologies were derived from various and competing influences.

H.3.2 Saturday, November 15, 2014, 14:25-14:50, Gila

From Scaffolding to Autonomy: The Role of a Teacher in Adolescent ELLs' Development of Second Language Writing

Oksana Vorobel, Borough of Manhattan Community College, CUNY, United States

Deoksoon Kim, University of South Florida, United States

Adopting an ecological perspective, this multiple case study explores the role of a teacher in adolescent ELLs' development of second language writing. Specifically, the research focuses on how a teacher's scaffolding of collaborative writing tasks in the classroom allowed ELLs to become independent collaborators and writers in an online context.

Symposium on Second Language Writing – Day 3

H.4 Saturday, November 15, 2014, 14:00-15:15, Graham
Chair: Christina Grant, University of Alberta, Canada

H.4.1 Saturday, November 15, 2014, 14:00-14:25, Graham

Unique or Not?: An Analysis of Error Patterns in the Writings of Generation 1.5 Students

Christa de Kleine, Notre Dame of Maryland University, United States

Rachele Lawton, The Community College of Baltimore County, United States

Minah Woo, Howard Community College, United States

This study provides a qualitative and quantitative analysis of error patterns in the essays of 150 community college students at two suburban colleges on the East Coast, comparing Generation 1.5 students to L2 and L1 writers. Our discussion will also include important curricular implications of our findings.

H.4.2 Saturday, November 15, 2014, 14:25-14:50, Graham

Linking Literacy Practices and Academic Writing: A Study of Haitian Generation 1.5 College Students

Lindsay Vecchio, University of Florida, United States

What are generation 1.5 students' literacy practices in and out of school? How can these existing practices form the foundation for proficiency in college writing? This talk presents findings from a study exploring the literacy practices of a group of Haitian generation 1.5 students enrolled in a college composition course.

H.4.3 Saturday, November 15, 2014, 14:50-15:15, Graham

International and Immigrant Students: Differing Needs When Writing One-on-One

Grant Eckstein, University of California, Davis, United States

Because of their different educational backgrounds, international, immigrant, and native-English speaking students may benefit from different kinds of writing support in writing-center tutorials. This paper presents data that illustrates these differences and explains what writing teachers and tutors should know when working one-on-one with diverse multilingual writers.

H.5 Saturday, November 15, 2014, 14:00-15:15, Yuma

Chair: Patricia Friedrich, Arizona State University, United States

H.5.1 Saturday, November 15, 2014, 14:00-14:25, Yuma

Faculty from Across the Curriculum's Perceptions of ELL Writing Students

Nathan Lindberg, Indiana University of Pennsylvania, United States

For a case study, I interviewed 30 professors from 16 departments to gain a more complete understanding of ELL university students' experience in writing classes. Evidence indicates professors with little experience teaching ELLs can view ELLs as problematic, while teachers with more experience have integrated ELLs into their pedagogy.

Saturday, November 15, 2014

H.5.2 Saturday, November 15, 2014, 14:25-14:50, Yuma

L2 Students' Perception of Why They Gain or Lose Points in Their Disciplinary Writing Tasks

Jing Xia, University of Michigan, United States

This study presents the results of a survey of L2 university students, asking them to analyze their sense of 1) which aspects of writing are valued and undervalued by their disciplinary instructors; 2) which aspects of their writing that they perceive conducive to their grades in their disciplinary writing tasks.

Best Student Paper

H.5.3 Saturday, November 15, 2014, 14:50-15:15, Yuma

Understanding Peer Response in an EAP Course: An Activity Theory Perspective

Qi Zhang, University of South Florida, United States

Framed in Engeström's (1999) cultural-historical activity theory (CHAT) framework, this study views peer response as an activity system, and aims to understand the dynamics of peer interaction and trace readers' and writers' learning when participating in peer response over the course of a semester.

H.6 Saturday, November 15, 2014, 14:00-15:15, Pinal

Chair: Ryan P. Shepherd, Arizona State University, United States

H.6.1 Saturday, November 15, 2014, 14:00-14:25, Pinal

CANCELED

H.6.2 Saturday, November 15, 2014, 14:25-14:50, Pinal

Second Language Writers' Experiences and Strategies in a First-Year Writing Course

Bethany Reichen, University at Albany, SUNY, United States

This study investigates second language writers' perceptions of their experiences and writing strategies in a first-year college composition course. An activity theory framework is used to analyze and understand how students understand their experiences in these courses and how their instructors perceive them as writers and their written work.

H.6.3 Saturday, November 15, 2014, 14:50-15:15, Pinal

Growing L2 Writing Profession Beyond Its Hobbit Holes: In Search of a Promised Land

Shizhou Yang, Yunnan Minzu University, China

This narrative and participatory research attempts to locate the "promised land" for L2 writing as a profession and facilitate the imagining of future possibilities for the continued growth of (pre)professionals. It may provide important understanding about both the profession and those growing it from their various career and disciplinary positions.

Symposium on Second Language Writing – Day 3

H.7 Saturday, November 15, 2014, 14:00-15:15, Santa Cruz

Chair: Lisa Russell-Pinson, University of North Carolina at Charlotte, United States

H.7.1 Saturday, November 15, 2014, 14:00-14:25, Santa Cruz

First Steps in Becoming Professionals in Teaching EFL Writing: The Impact of Reading-Writing Tasks on Turkish Pre-Service Writing Teachers

Dan J. Tannacito, University for Arizona, United States

Alev Ozbilgin Gezgin, Middle East Technical University Northern Cyprus Campus, Turkey

The presenters share the impact of reading-writing tasks on the academic literacy of Turkish pre-service EFL writing teachers at a university in northern Cyprus. We discuss the importance of tasks on pre-service teachers to be in order to become more competent professionals in teaching academic writing in a foreign language.

H.7.2 Saturday, November 15, 2014, 14:25-14:50, Santa Cruz

Consciousness-Raising Tools in an Advanced Composition French Course

Christiane Rey, Northwestern University, United States

In an advanced composition French class, the author developed several tools for raising consciousness about grammatical and lexical aspects of the language as well as features of various genres.

H.7.3 Saturday, November 15, 2014, 14:50-15:15, Santa Cruz

Examining Communities of Practice and the Effects of Distributed Cognition in a Foreign Language Writing Space

Amanda Abrahams, California State University, Chico, United States

At the intersection of Composition and Second Language Acquisition theory, I have recorded a series of writing workshops at California State University, Chico's Student Learning Center. Examining the tutoring space as a Community of Practice, the data suggests that language learners greatly benefit from discussion based workshops and peer review.

H.8 Saturday, November 15, 2014, 14:00-15:15, Yavapai

Chair: Abigail Oakley, Arizona State University, United States

H.8.1 Saturday, November 15, 2014, 14:00-14:25, Yavapai

An Exploration of Teaching EAP Writing in a Content-Based Curriculum

Dongmei Cheng, Southern Illinois University, United States

This presentation introduces a series of pedagogical activities in teaching EAP writing to intermediate-advanced level L2 learners in an IEP program adopting a content-based curriculum. Sample instructional materials of academic writing in the area of astronomy, business, and fine arts will be shared, followed by discussions on opportunities and challenges.

Saturday, November 15, 2014

H.8.2 Saturday, November 15, 2014, 14:25-14:50, Yavapai

Metacognitive Transformation: Enacting Pedagogical Memory at Times of Academic and Linguistic Transition

Jennifer Eidum Zinchuk, University of Washington, United States

This presentation analyzes a writing course set at the transition between high school and college and between language learning and language use. By inviting students to reflect on past learning through narrative writing, students enact their pedagogical memory, recontextualizing past learning experiences, fostering metacognition, and building confidence as writers.

H.8.3 Saturday, November 15, 2014, 14:50-15:15, Yavapai

A Dialectical Approach to Critical Thinking in EAP Writing

Jay Tanaka, University of Hawaii at Manoa, United States

This study examines the effect of a new model of critical thinking instruction in an English for academic purposes writing course. The approach used in the current study is based on Paul's (1995) concept of dialectical thinking, and aids students in considering and understanding social issues and controversy.

H.10.W Saturday, November 15, 2014, 14:00-15:15, Copper (Workshop)

Chair: Suneeta Thomas, Purdue University, United States

From Personal Experiences in L1 Culture to Scholarly Topics in L2 Writing

Rijaso Andriamanana, University of New Mexico, United States

This session aims at encouraging international doctoral students to use their personal experiences as sources to determine their scholarly topics in academia. It provides practical steps on how to transform passion, belief, and experiences in L1 culture into unique and legitimate L2 writing pieces.

H.11 Saturday, November 15, 2014, 14:00-15:15, Chrysocolla

Chair: Norah Fahim, University of Washington, United States

H.11.1 Saturday, November 15, 2014, 14:00-14:25, Chrysocolla

Group and Individual L2 Writing Conferences: Instructor and Student Perspectives

Veronika Maliborska, Purdue University, United States

Yunjung You, Purdue University, United States

This study examines expectations of multilingual writers and their instructors toward individual and group conferences in freshman composition. Data was collected from 100 students and eight instructors from the same set of courses. Results and implications for conferencing strategies, instructor training, and further research directions are discussed.
(47)

H.11.2 Saturday, November 15, 2014, 14:25-14:50, Chrysocolla

CANCELED

H.11.3 Saturday, November 15, 2014, 14:50-15:15, Chrysocolla

Digitizing Writing as a Developmental Continuum to Professionalization: The Nigerian Experience

Esther Anyanwu, Nnamdi Azikiwe University, Awka, Nigeria

The presentation will report on a study of CMC and writing at five tertiary institutions located in Anambra state of Nigeria. A total of 100 Igbo-speaking first-year students responded to a questionnaire—20 from each school. Two English language lecturers from each school were also interviewed.

Plenary V

Saturday, November 15, 2014, 15:45-16:45, Arizona

Chair: Edward M. White, University of Arizona, United States

Fake It ‘Til You Make It: The Imposter Syndrome—the Dilemma of (Women) Academics

Deborah Crusan, Wright State University, United States

The Imposter Syndrome, also known as the Impostor Phenomenon or Fraud Syndrome, is a term used to describe baseless feelings of inadequacy. Even with evidence to the contrary, those who exhibit syndrome traits are convinced that they are fakes; that they will be found out; that they are truly undeserving of the success they have had. Early research (Clance & Imes, 1978) claimed that the Imposter Syndrome was more prevalent in high achieving women. Generally, that notion has been debunked (Young, 2011); however, some anecdotal evidence still illustrates women’s proclivity for the syndrome. Despite their academic and professional achievements, many women attribute their success to luck, timing, or deception of others. In fact, of the 66 dissertations on the Imposter Syndrome, 90% are authored by women (Young, 2011).

Academia is the breeding ground for imposter feelings (Young, 2011). In the field of second language writing, in order to respond to the rapidly changing demands for professional activities related to second language writing, it might be quite common to feel overwhelmed, unworthy of the task, and unsure of what to do. Because of the dynamic and unstable nature of what it means to be an L2 writing specialist, those who suffer under the burden of the Imposter Syndrome might see themselves as unequal to the task of contributing to the field in any real way or taking on the mantle of professionalizing second language writing.

In this presentation, I will discuss the results of a survey that asked academics at several institutions about the Imposter Syndrome; I will then delineate factors furthering the preservation of impostor feelings. I will also examine my own battle with the Imposter Syndrome. Coming to the field of second language writing relatively late, and exacerbated by other variables such as age, gender, upbringing, expectations of colleagues, and relational issues, I struggled to believe that I could acquire the skills I needed to develop professionally and to think of myself as a specialist. I will disclose ways in which I was plagued by self-perceived shortcomings and how those beliefs might have impacted my career but for the remarkable fact that I sought mentorship.

Saturday, November 15, 2014

Deborah Crusan is professor of TESOL/Applied Linguistics at Wright State University, Dayton, OH. Her work has appeared in academic publications including *Across the Disciplines*, *Assessing Writing*, *The Companion to Language Assessment*, *The Encyclopedia of Applied Linguistics*, *English for Specific Purposes*, *Language Testing*, *TESOL Quarterly*, *The Norton Field Guide*, and edited collections about second language writing. Her research interests include writing assessment particularly for placement of second language writers, writing teacher education, directed self-placement and its consequences for second language writers, and the politics of assessment.

Her book, *Assessment in the Second Language Writing Classroom*, was published by University of Michigan Press. Currently she is development officer for the Second Language Writing Interest Section (SLWIS) at TESOL. It is in that role that she has promoted an Evening with the SLWIS, which has been held each year at TESOL since 2007. She developed the event as a way to help others overcome imposter feelings, and in the hopes of fostering collegiality and collaborations, encourages established scholars to attend and meet new scholars.

Plenary VI

Saturday, November 15, 2014, 16:45-17:45, Arizona
Chair: Tony Silva, Purdue University, United States

Representations of Professionalization in Second Language Writing: A View from the Flagship Journal

Christine Tardy, University of Arizona, United States

Though the categorization of second language writing as a “field” or “discipline” is not uncontroversial, there is a growing sense among many second language writing scholars that the area of inquiry is entering a more mature era of its existence. In a recent “Disciplinary Dialogue” in the *Journal of Second Language Writing*, for example, established scholars described L2 writing as “coming of age” (Zhang, 2013, p. 466), as “a legitimate area of graduate study” (Silva, 2013, p. 433), and as a term that has “been important in helping to professionalise teachers of writing and in raising the status of writing as a key part of the curriculum” (Hyland, 2013, p. 427). If the field of study has matured, we would expect to find some changes in our discourses— for example, in the ways that we describe and situate our research, and the ways that gatekeepers evaluate L2 writing scholarship. In this talk, I will examine these discursive changes as indexed in the field’s flagship journal, the *Journal of Second Language Writing (JSLW)*.

I will begin by reviewing various frameworks for understanding disciplinary development and professionalization, including the work of social theorist Max Weber (1968), English studies scholar Richard Ohmann (1990), and biomedical researcher Alexander Shneider (2009). These perspectives highlight, for example, the development of specialized jargon, the establishment of doctrine or a general system of knowledge, and the use of field-specific research methodologies. Using these frameworks as a springboard, I will then trace representations of professionalization in second language writing as indexed in published papers and in recent peer reviews of submitted *JSLW* manuscripts. I will also share perspectives from established scholars who have published in and/or served on the editorial board during all or most of the 22-year lifespan of the

Symposium on Second Language Writing – Day 3

journal and from graduate students who are newer readers of *JSLW*. Based on the patterns I identify, I will consider the benefits and potential cautions of a maturing field and a specialized journal.

Christine M. Tardy is an Associate Professor of English Language and Linguistics in the Department of English at University of Arizona. She teaches and mentors students in the M.A. in English as a Second Language and the interdisciplinary Ph.D. program in Second Language Acquisition and Teaching (SLAT), and she serves as the Associate Director of the Writing Program. Her research has focused primarily on second language writing, genre theory and pedagogy, and academic writing development. Her recent work has appeared in *College Composition and Communication*, *English for Specific Purposes*, *Research in the Teaching of English*, *TESOL Quarterly*, and *Written Communication*, as well as numerous edited volumes and a book-length study of genre knowledge development (*Building Genre Knowledge*, Parlor Press). She is currently completing a co-authored book (with Brian Paltridge and Sue Starfield) on ethnographic research of academic writing and a monograph exploring genre innovation and creativity in academic writing. Since 2011, she has served as co-editor of *Journal of Second Language Writing*.

Saturday, November 15, 2014, 17:45-18:00, Arizona

Reflections and SSLW 2015 Preview

Paul Kei Matsuda, Arizona State University, United States

John Bitchener, AUT University, New Zealand

Index

Abdi, Klara.....	G.5.3
Abrahams, Amanda.....	H.7.3
Ahn, Yoo Young.....	A.8, D.5.2
Alamyar, Mariam.....	E.7.1
Albers, Peggy.....	C.5.1
Anderson, Salena.....	A.8.3
Andrei, Elena.....	G.5.2
Andriamanana, Rijaso.....	H.10.W
Angay-Crowder, Tuba.....	C.5.1, F.5.2
Anson, Chris.....	F.3.F
Anyanwu, Esther.....	H.11.3
Arik, Beril T.....	E.11.3
Arik, Engin.....	E.11.3
Artemeva, Natasha.....	F.11.3
Atilgan, Aylin Baris.....	D.3, F.6.3
Atkinson, Dwight.....	Plenary IV
Banat, Hadi.....	D.8.2
Barone, Susan.....	E.10.2
Barto, Karen.....	D.3.2
Belcher, Diane.....	B.4.2
Belmihoub, Ibtissem.....	D.8.1
Bi, Jin.....	A.8.1
Bitchener, John.....	B.2.1, Plenary III, Closing Ceremony
Bleyle, Susan.....	A.5, C.5.2
Bommarito, Daniel.....	SLWI.4
Borgen, Jennifer.....	E.12.2
Boyd, Patricia.....	G.11
Bradshaw, Bethany.....	A.4
Brady, Jacqueline.....	A.11
Brisk, María Estela.....	D.1.C, F.1.C
Brown, Dan.....	A.5.2
Caplan, Nigel.....	Thursday Open Meeting, A.1.C, E.9.1, F.1.C
Carter, Tyler.....	D.11.1
Casanave, Christine Pearson.....	B.5.1
Chamcharatsri, Pisarn Bee.....	C.1.C
Chang, Karen C. C.....	A.8.2, C.11.2
Chang, Tzu-Shan.....	F.11.2
Chapman, Mark.....	D.3.1
Chason, Lisa.....	G.8.1
Chen, Hsin-I.....	C.12.3
Chen, Yue.....	G.5.1, G.6.2
Cheng, Dongmei.....	H.8.1
Cherner, Todd.....	G.5.2
Cheung, Yin Ling.....	D.4.2
Chiu, Yi-Min.....	C.2.2
Choi, Aran.....	B.11.2

Index

Choi, Bitna	A.7.2
Choi, Yeon Hee	G.7.1
Christiansen, M. Sidury	E.12.1
Cimasko, Tony	C.7, E.7.2
Cox, Michelle	Thursday Open Meeting, A.1.C, E.9.1
Crane, Cori	B.3.3
Crusan, Deborah	D.12, Plenary V
Cummings, Lance	A.3.1
Daer, Alice	C.5
Davis, Susan	D.9
de Kleine, Christa	H.4.1
de Oliveira, Luciana	D.1.C, F.1.C
Dickens, Andrea	G.6
Do, Juhyun	B.12, C.6.1
Donahue, Christiane	F.3.F
Dostal, Hannah	B.12.2
Duncan, Matthew	E.10.3
Duston, Trevor	G.10
Eckstein, Grant	A.5.3, H.4.3
Elder, Cristyn	SLWI.1
Ellerbe, Marcie	G.5.2
Elliott, Heather	D.3.1
Elola, Idoia	A.2.C
Evans, Norman	C.4.3
Everatt, John	B.10.1
Faeldonea-Walker, Rhea	F.4.W
Fahim, Norah	A.3.2, B.6.3, D.12.2, H.11
Fan, Yanan	B.7.1, D.8
Fazel, Ismaeil	C.2.3, F.5.1, G.5.3
Ferris, Dana	SLWI.2, G.1
Fields, Gregg	E.6
Fogal, Gary	A.11.3
Frazier, Stefan	E.4.3
Freedman, Leora	A.4.1
Friedrich, Patricia	H.5
Fu, Chenxu	G.10.3
Gherwash, Ghada	A.9.2
Gilliland, Betsy	B.4, D.4.3
Glymph, Mary Ellis	C.12.1
Goggin, Maureen Daly	E.5
Goggin, Peter	B.7
Goldman, Julie	G.3.W
Goldstein, Lynn	D.9.3
Gonzalez, Melanie	F.8.3
Goodsitt, Marlana	D.3.2
Graham, Steve	E.10

Index

Grant, Christina.....	H.4
Gunnarsson, Tina.....	D.10.1
Haan, Jennifer.....	A.1.C
Habib, Anna.....	A.1.C
Halsey, Nick.....	C.5.3
Han, Ye.....	A.5.1, B.3
Hannah, Mark.....	E.9
Hansen, Lindsay.....	F.11.1, G.8
Hartshorn, James.....	C.4.3
Hatasa, Yukiko.....	E.1.C
He, Ling.....	A.6.3
Henderson Lee, Sarah.....	E.6.1
Heng Hartse, Joel.....	D.6.2, G.5.3
Henriksen, Linda.....	A.12, G.4.W
Hilliard, Amanda.....	B.6.2
Houston, Maria.....	C.4.1
Huang, Lee Jung.....	E.4.1
Huang, Yun-yin.....	F.7.1
Hwag, Junghyun.....	G.5.3
Hwang, Hyejin.....	A.7.1
Iida, Atsushi.....	C.1.C
İnan, Serhat.....	G.7.3
Isbell Fowler, Courtney.....	G.5
Jameel, Ummehaany.....	D.3.1
James, Mark.....	F.7
Jeffery, Jill.....	E.6.3
Jeon, Heon.....	C.7.1
Jerskey, Maria.....	G.1
Johns, Ann.....	C.3.W, F.4.W
Joo, Hyun Jung.....	H.3.1
Jwa, Soomin.....	B.3.1
Källkvist, Marie.....	D.10.1
Kang, Hee-Seung.....	C.7.2
Kania, Ed.D., John.....	E.10.1
Karaca, Mehmet.....	G.7.3
Kayican, Ilkem.....	D.6, F.5.3
Kessler, Greg.....	B.1.C
Khoury, Nicole.....	B.5.3
Kiernan, Julia.....	G.1
Kikuchi, Yuka.....	C.10.1
Kilroe, Patricia.....	E.7.3
Kim, Deoksoon.....	H.3.2
Kim, Ha Ram.....	C.11.3
Kim, Inyoung.....	A.7.1
Kim, Jin.....	A.10, B.8.W

Index

Kim, Junghwa	D.12.3
Kim, Kyung Min	E.9.2
Kim, Minsun	A.7.3
Kim, Soo Hyon	B.11.3, C.1.C
Knoch, Ute	C.10.1
Kocsis, Juliana	A.3
Koo, Jungyeon	A.7.2, C.9
Kopec, Stephen	D.7.W
Kowkabi, Nasrin	F.5.1, G.5.3
Kuhn, Jeff	A.2.C
Kurzer, Kendon	A.5.3
Kwon, Heejung	B.7.3, D.3.3, E.7
Lan, Ge	D.6.3
Larsen, Ditlev	D.1.C
Lawson, Lynee	A.3.3, B.8.W
Lawton, Rachele	H.4.1
Lee, Eunjeong	A.11.1
Lee, Jiyon	A.7.1
Lee, Jongbong	E.8.1
Lee, Jungmin	E.12.3
Lee, Song-Eun	B.6.1, D.3.3
Lee, Youngwha	B.11.1, H.3
Li, Mimi	B.1.C
Li, Yinging	B.10
Liao, Fang Yu	A.10.1, C.10
Lin, Rae-Ping	G.5.3
Lindberg, Nathan	C.4, H.5.1
Liu, Jianing	F.6.2
Liu, Qiandi	A.5.2
Liu, Yichun	B.9.F
Long, Elenore	D.7.W
Loyet, Dianne	G.8.1
Lu, Genghan	G.10.3
Macksoud, Ruby	F.6
Maliborska, Veronika	B.2, H.11.1
Mallet, Karyn	A.1.C
Matsuda, Paul Kei	SLWI.3, Plenary IV, H.1.D, Closing Ceremony
McIntosh, Kyle	E.11.1
McNeill, Brigid	B.10.1
Meimban, Cyndriel	A.11.2
Mermelstein, Aaron David	B.10.2
Miller-Cochran, Susan	SLWI.4, Plenary II
Miller, Keith	B.6
Min, Hui-Tzu	C.2.2
Moraglio, Nadia	D.3.2
Morris, Margaret S.	E.3.W

Index

Myles, Donald.....	F.11.3
Nahar, Gul.....	D.10.3
Newell, George.....	H.3.1
Nie, Rui.....	E.11.2
Nurmukhamedov, Ulugbek.....	E.8.3
O'Meara, Katherine Daily.....	SLWI.1, B.5.2, C.9.3
Oakley, Abigail.....	H.8
Okuda, Tomoyo.....	E.5.2, G.5.3
Ontiveros, Terry.....	D.6.1
Ortmeier-Hooper, Christina.....	D.1.C, G.1
Oskoz, Ana.....	A.2.C
Oyama, Ai.....	D.4.3, G.11.1
Ozbilgin Gezin, Alev.....	H.7.1
Paiz, Joshua.....	E.5.3
Park, Hyojung Keira.....	E.9.3
Park, Kyongson.....	A.6.1
Parmeter, Sarah-Hope.....	B.12.1
Partridge, R. Scott.....	B.7.3
Pearson Casanave, Christine.....	G.1
Perkins, Marla.....	G.10.2
Pessoa, Silvia.....	F.1.C
Petrić, Bojana.....	D.2.C
Phillips, Talinn.....	A.1.C
Pipenko, Elena.....	E.12.2
Polio, Charlene.....	C.9.1
Poole, Robert.....	F.8.1
Potts, Diane.....	B.2.3
Prim, Shih-Ni Sun.....	E.5.1
Prior, Matthew.....	D.11
Qin, Xiaoqing.....	A.8.1
Qureshi, Muhammad.....	A.4.2
Racelis, Juval V.	B.4.3
Rastgou, Ali.....	B.2.2
Reed, Kara.....	C.12.2, C.12.3
Reichelt, Melinda.....	E.1.C, F.6.1
Reichen, Bethany.....	H.6.2
Renaud, Claire.....	D.10
Rey, Christiane.....	H.7.2
Rogers, Paul.....	A.1.C
Rosado, Cassandra.....	B.8.W
Rose, Shirley.....	Plenary II, SLWI.5, D.5
Rouhshad, Amir.....	B.1.C
Ruecker, Todd.....	C.1.C, E.4.3, G.1
Ruiz-Funes, Marcela.....	E.1.C
Russell-Pinson, Lisa.....	E.10.2, H.7
Saengngoen, Jet.....	A.12.3

Index

Saenkhum, Tanita	C.1.C
Salski, Łukasz	D.2.C
Sapp, Dinorah	C.4.2
Saulsburry, Rachel	B.12.2
Schmitt, Diane.....	D.2.C
Severino, Carol	E.5.1
Shamsuzzaman, Mohammad	B.10.1
Shao, Chunyan	E.2.C
Shen, Yun.....	B.2.3
Shepherd, Ryan P.....	C.9.3, H.6
Shi, Ling.....	F.5.1
Shinabarger, Amy Dawn.....	F.5
Shintani, Natsuko	D.4.1
Shvidko, Elena	A.6, C.6.3, D.12.1
Silva, Tony.....	Plenary I, Plenary VI
Simpson, Steve.....	A.1.C, C.8.W
Slayton, Kendra.....	D.11.2
Slinkard, Jennifer	C.6.2
Smith, Bryan	A.2.C, B.9.F
Smith, Darby.....	A.9, F.8.2
Smollett, Rebecca	A.4.1
Snyder, Sarah Elizabeth	SLWI.5, C.9.3
Sohn, Bong-gi	G.5.3
Sorenson, LuAnn	G.8.1
Spasovski, Lupco	F.11
Sperger, Ed.D., Diane	E.10.1
Spitzer, Linnea	F.8.2
Stacey, Pamela	B.11.2, C.7.3, D.4.3, G.11.1
Stoops, Anastasia	G.8.1
Storch, Neomy	B.1.C, C.10.1
Tanaka, Jay	H.8.3
Tancock, Christopher	SLWI.6, C.3.W, Friday Closed Meeting, E.3.W
Tannacito, Dan J.	H.7.1
Tanova, Nadya	A.4.3
Tarawhiti, Nancy.....	B.3.2
Tardy, Christine	Plenary I, C.1.C, Plenary VI
Thieme, Adelheid.....	B.11
Thirakunkovit, Suthathip	D.11.1
Thomas, Suneeta	A.10.3, E.9.3, H.10.W
Thonus, Terese.....	A.9.1
Tseptsura, Mariya	E.4.3
Tu, I Ju	D.10.2
Urzua, Alfredo	E.8.2
Uscinski, Izabela.....	SLWI.2, D.9.2
Valentin-Rivera, Laura	C.10.2
Valfredini, Alessia	C.10.3

Index

Vargas Vásquez, José Miguel	A.12.2
Vecchio, Lindsay	C.6, H.4.2
Velazquez, Ashley	D.4, F.7.2
Vidrine-Isbell, Bonnie.....	A.3.2, B.6.3, C.12
Vila López, Eduardo	C.8.W, E.8
Vorobel, Oksana	H.3.2
Waller, Jeannie.....	E.4, F.10.W
Wang, Junju	E.2.C
Wang, Ying.....	E.2.C
Ward, Shana.....	B.12.2
Waters, Jennifer	E.12
Wette, Rosemary.....	D.5.3
Wetzl, Ana Maria.....	A.10.2
White, Edward	Plenary V
Whiting, Brandon.....	E.11
Wilcox, Kristen.....	E.6.2, E.6.3
Wilcoxon, Elizabeth.....	G.10.1
Williams, Clay	C.2.1
Wolbers, Kimberly.....	B.12.2
Woo, Minah	H.4.1
Wright, Heidi	G.7.2
Wu, Taimin Tammy.....	A.8.2, B.5
Wu, Yue	G.6.3
Xia, Jing.....	H.5.2
Xiao, Aiping.....	G.8.2
Xie, Yuanhua	G.8.3
Xu, Fang.....	G.6.1
Xu, Jinfen.....	E.11.2
Yang, Hae Sung	B.4.2, D.8.3
Yang, Shizhou.....	A.7, H.6.3
Yang, Yuching	D.11.3
Yi, Youngjoo.....	F.5.2
Yigitoglu, Nur.....	E.1.C
Yingying, Li.....	D.9.1
Yoon, Hyung-Jo.....	C.9.1
You, Yunjung.....	H.11.1
Yu, Fang.....	E.6.2
Zappa, Sandra	C.2.3
Zawacki, Terry.....	A.1.C
Zhan, Ju.....	A.9.3, C.11
Zhang, Cong.....	E.2.C
Zhang, Jun.....	G.6.3
Zhang, Lawrence Jun.....	Plenary III
Zhang, Liyin.....	G.6.2
Zhang, Meixiu.....	G.11.2
Zhang, Qi	H.5.3

Index

Zhao, Elle	F.8
Zhu, Dan	A.3.2, B.6.3
Zinchuk, Jennifer Eidum.....	G.7, H.8.2
Zlateva, Maria.....	C.2, B.7.2
Zúñiga Coudin, Randolph.....	A.12.2

SECOND LANGUAGE WRITING

Series Editor

Paul Matsuda

Arizona State University

Second language writing emerged in the late twentieth century as an interdisciplinary field of inquiry, and an increasing number of researchers from various related fields—including applied linguistics, communication, composition studies, and education—have come to identify themselves as second language writing specialists. The Second Language Writing series aims to facilitate the advancement of knowledge in the field of second language writing by publishing scholarly and research-based monographs and edited collections that provide significant new insights into central topics and issues in the field.



This Series seeks submissions that expand, refine or challenge the existing knowledge in the field by using various modes of inquiry, such as philosophical, historical, empirical (quantitative and qualitative) and narrative. Some of the possible topics include, but are not limited to

- * the nature, backgrounds, and characteristics of second or foreign language writing and writers;
- * issues in second language writing instruction, assessment, and program administration;
- * the experience of second language writers, writing teachers, and writing program administrators;
- * institutional policies, politics, and practices that affect second language writers;
- * instructional practices in various institutional and disciplinary contexts;
- * implications of technological innovations on second language writing;
- * the relevance of theories developed in other fields;
- * the definition and historical development of the field and its relationship with other fields; and
- * approaches to inquiry in studying second language writing and writers.

Manuscripts that explore the implications of second language writing issues in other related fields are also welcome. Following the common practice in the field, submissions to this series should follow the current APA style.

Queries should be directed to: Dr. Paul Kei Matsuda, Department of English, Arizona State University, Box 870302, Tempe, AZ 85287-0302 USA; Email: pmatsuda@asu.edu

Your proposal should outline the rationale and projected audience for the book and its relation to other books in the field; include the book's table of contents or a chapter outline, the estimated length and the timetable for completion, and the introduction and a sample chapter. Please also send the c.v. of the author or editor. For complete submission guidelines, see <http://www.parlorpress.com/submissions.html>

Parlor Press is an independent publisher of scholarly and trade titles in print and multimedia formats. For additional submission information or to find out about Parlor Press publications visit the website, <http://www.parlorpress.com>, write to Parlor Press, 3015 Brackenberry Drive, Anderson SC 29621, or e-mail David Blakesley <editor@parlorpress.com>.

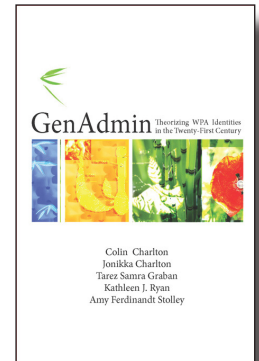
CONGRATULATIONS TO THESE AWARD WINNERS!

GenAdmin: Theorizing WPA Identities in the Twenty-First Century

Colin Charlton, Jonikka Charlton, Tarez Samra Graban, Kathleen J. Ryan, & Amy Ferdinandt Stolley
Winner of the Best Book Award, Council of Writing Program Administrators (July, 2014)

Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers

Bump Halbritter
Winner of the Distinguished Book Award from Computers and Composition (May, 2014)



SECOND LANGUAGE WRITING SERIES

Scientific Writing in a Second Language

David Ian Hanauer and Karen Englander

Foreign Language Writing Instruction

Edited by Tony Cimasko and Melinda Reichelt

Practicing Theory in Second Language Writing

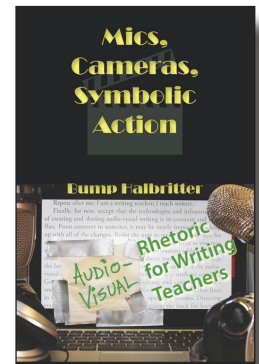
Edited by Tony Silva and Paul Kei Matsuda

Building Genre Knowledge

Christine M. Tardy

The Politics of Second Language Writing: In Search of the Promised Land

Edited by Paul Kei Matsuda, Christina Ortmeier-Hooper, and Xiaoye You

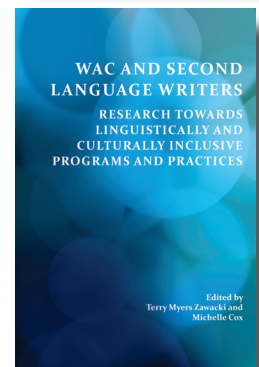


NEW RELEASES OF INTEREST

WAC and Second Language Writers: Research Towards Linguistically and Culturally Inclusive Programs and Practices

Edited by Terry Myers Zawacki and Michelle Cox. 490 pages.

The editors and contributors pursue the ambitious goal of including within WAC theory, research, and practice the differing perspectives, educational experiences, and voices of second-language writers.



First-Year Composition: From Theory to Practice

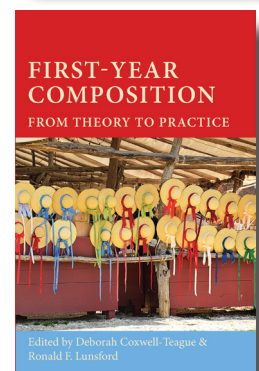
Edited by Deborah Coxwell-Teague & Ronald F. Lunsford. 420 pages.

Twelve of the leading theorists in composition studies answer, in their own voices, the key question about what they hope to accomplish in a first-year composition course. Each chapter, and the accompanying syllabi, provides rich insights into the classroom practices of these theorists.

A Rhetoric for Writing Program Administrators

Edited by Rita Malencyk. 471 pages.

Thirty-two contributors delineate the major issues and questions in the field of writing program administration.



Memorial Union 2nd Floor

rev. July 2008

