SIG Writing Newsletter

Spring 2013

SIG Writing turns 25!

The main event on the celebration of our 25th anniversary will be the SIG Writing International Conference in Amsterdam 2014. We are also preparing a mailing with celebrating material for our members to be distributed to a wider audience so that public awareness of writing research and of our group activities can be raised. SIG Writing coordinators Barbara Arfé (barbara.arfe@unipd.it) and Rui Alves (ralves@fpce.up.pt) are open to any further suggestions to celebrate the 25th anniversary of SIG Writing. We particularly encourage local initiatives to promote membership in SIG Writing.

SIG Writing National Initiatives

Starting 2013 and with a special focus on the odd years (in even years, our main and outstanding initiative is the SIG Writing International Conference), we'll promote and support the organization of SIG Writing-related national events.

This includes, but is not limited to, national writing-related conferences, training schools, local propagation of outcomes from writing research, workshops, and media events.

We invite applications from prospective national organizers by May 31. A total budget of 3000 € has been allocated. Applications need to include a brief description of the event, its aims and goals, a program, and a provisional budget. Applications should be submitted to the SIG Writing coordinators Barbara Arfé (barbara.arfe@unipd.it) and Rui Alves (ralves@fpce.up.pt). Successful applications will be funded to a maximum of 1000 € each, and will be promoted through the SIG Writing channels.

CfP: Frontline Learning Research

The editorial team of *Frontline Learning Research* (FLR) invites SIG Writing researchers to submit manuscripts to FLR, the first open-access journal published by the European Assocation for Research on Learning and Instruction (EARLI). The

objectives of FLR are to install a rapid review process for manuscripts dealing with new topics and methodologies, or that dare to challenge existing frameworks and theories.

Submission of papers on innovative and risk-taking research in the learning and educational sciences is encouraged.

Manuscript guidelines and other important information can be found on the journal website: `http://www.frontlinelearningresearch.org`

Event: Encontro Internacional de Reflexão sobre a Escrita

The *V Encontro Internacional de Reflexão sobre a Escrita—Protextos: um Projeto para o Ensino, Formação e Aprendizagem da Produção Textual* (PTDC/CPE-CED/101009/2008) [Fifth Meeting on writing reflection—Protextos: a Project for Teaching, Training and Learning Textual Production] will take place at the University of Aveiro (Portugal) from July 4

to July 6, 2013. It will be organized by the Protextos group, coordinated by Luísa Álvares Pereira from the Department of Education of the University of Aveiro.
http://cms.ua.pt/protextos/node/31

Event: CNRS Summer School

The Training School *Dynamics of Writing: A Multidisciplinary Approach* is to be held at Poitiers (France) from July 8 to July 12, 2013. It aims to give an overview on recent methods for real-time writing analysis. The training school is organized by Thierry Olive.
http://ecole-ecriture-2013.conference.univ-poitiers.fr/

Event: SIG Writing at the EARLI Conference

Barbara Arfé and Rui Alves organize the SIG Writing invited symposium at the 15th EARLI Conference 2013. The conference is held at the Technische Universtität München (Germany) from August 27 to August 31, 2013.
http://www.earli2013.org/

Event: Current Trends in Reading Research Meeting 2013

From September 25 to September 27, 2013, the research meeting on *Current Trends in Reading* will take place at the Universitad Autonoma de Madrid (Spain). The meeting aims to promote excellence in research, to enhance communication among researchers from different disciplines, and to contribute to the education and professional development of those in the field or entering the field of reading research. The intended audience are students, scholars, professionals, and researchers from various disciplines (e.g., psychology, linguistics, neuroscience, computer-mediated communication, education, and others).

http://www.taelec2013.com

Event: Workshop at CCCC

For the seventh year, Cinthia Gannett and Christiane Donahue propose a workshop focused on research about writing in higher education outside of the U.S. that (if accepted) will take place at the annual *Conference on College Composition and Communication* (CCCC) in 2014. The conference will take place in Indianapolis, IN (USA) from March 19 to March 22, 2014. The workshop is tentatively titled: *Accessing the Future of Writing Studies: International Higher Education Writing Research*.
http://www.ncte.org/cccc/conv

Event: SIG Writing Conference 2014

Following the tradition of successful EARLI SIG Writing meetings in Padua, Paris, Freiburg, Utrecht, Barcelona, Poitiers, Verona, Stafford, Geneva, Antwerp, Lund, Heidelberg, and Porto, we are pleased to invite you to the Netherlands for the International Conference on Writing Research 2014.

University of Amsterdam and Utrecht University are joining forces to organize this writing research event in the city of Amsterdam from August 27 to August 29, 2014. The conference will be preceded by a **two-day Research School** for junior researchers in Utrecht. We look forward to facilitating the gathering of writing researchers from all over the world: established researchers as well as new and upcoming talent.

Our aim is to continue the lively discussions on writing research in the tradition of the EARLI SIG Writing Conferences since 1988. Our motto: **Writing is fun, writing research is even more fun!**

Please be prepared: the first call will be sent soon, submission will be open from early September 2013. Time to get organized!

You can contact the local team (Renske Bouwer, Monica Koster, Saskia Rietdijk, Martine Braaksma, Tanja Janssen, Huub van den Bergh, and Gert Rijlaarsdam) via e-mail: cowr2014@gmail.com.
http://www.cowr.org

Event: University of Bedfordshire Writing Retreat 2013

From April 3 to April 5, 2013, this year's University of Bedfordshire Writing Retreat took place. The retreats are aimed at refining papers for external publication. The expectation is that the participants' articles will be submitted for external publication at the end of the Writing Retreat. Writing Retreats take colleagues who research into and write about teaching and learning innovation away from their customary work patterns and rhythms of the working week. By providing them with an inspiring and supportive environment, creativity and originality will be encouraged and the words will flow. Emphasis was placed on the peer review sessions where each participant received feedback on their draft paper from at least three other authors. This year's invited guest editor was John Hilsdon from the University of Plymouth and editor of the *Journal of Learner Development in Higher Education*.

The call for the University of Bedfordshire Writing Retreat for 2014 will be announced at the year's Teaching and Learning Conference in July. In addition, we offer Writing Retreats to other organisations and teams where possible. This might be in the UK or overseas. For further information, please contact David Mathew (david.mathew@beds.ac.uk) or Andrea Raiker (andrea.raiker@beds.ac.uk).
https://www.beds.ac.uk/learning/writingretreat

SIG Writing Website

At long last, the new SIG Writing website will be launched on May 31st!

SIG Writing members and their research will figure prominently on the new website. All members are invited to send a link to their research webpages and up to three keywords describing their research topics to Rui Alves (ralves@fpce.up.pt). Keywords will be used to create groups and allow for easy communication and exchange. You can also add a reference of a recent (2013 onwards) publication in APA format together with an abstract describing the work published (or accepted for publication). Publications are one of the most valuable activities of the SIG Writing community and will get a special section on the new website.

Project on the Subcomponents of Writing Literacy

The German Ministry for Education and Research has granted a three-year research project on the subcomponents of writing literacy to Prof. Joachim Grabowski from Leibniz University Hanover. The project *Unterrichtliche Förderung von Teilkomponenten der Schreibkompetenz* directly connects to the previous project (*Diagonose und Förderung von Teilkomponenten der Schreibkompetenz*) on the diagnosis of writing literacy's subcomponents and transfers the results into measures of writing instruction. It also examines their efficacy through an intervention study. These results mainly refer to individual abilities of taking other perspectives and establishing coherence, and to their correlations with the resulting text quality. More precisely, the project studies how to build up and strenghten the relevant subcomponents of writing literacy in the classroom. It is intended to show and scrutinize the effects of a targeted instruction of perspective-taking and coherence-making with respect to different text types and different student characteristics.

From the results of the first project phase, practical didactical measures of writing instruction will be derived which particularly generate tasks (both specific writing tasks and general non-writing task) at a medium level of complexity. So far, writing didactics lacks such tasks, which are assumed to exert positive effects on writing literacy across individual text types. It is further assumed that these kinds of tasks are well suited for weaker writers, e.g., writers with a different first language, because they address specific partial abilities rather than the texual wholeness of the target language.

The project runs in collaboration with Prof. Michael Becker-Mrotzek from writing didactics at the University of Cologne; involved junior researchers are Moti Brinkhaus, Laura Hundertmark, and Matthias Knopp. More information on the projects may be obtained (in German) from `http://www.bmbf.schreibkompetenz.com`.

Association for Writing Pedagogies and Writing Research

Writing centers and writing consultants in Germany recently founded the "Gesellschaft für Schreibdidaktik und Schreibforschung", an association for professionals dedicated to writing center work and writing consulting. Ten scholars working in writing centers—either as writing researchers or as freelancing writing consultants—established the association in Göttingen aiming at assisting researchers and practitioners who support, teach, and counsel writing at schools and universities, and job-related writing. The mission of the association is: **Writing can be taught and learned.**

After the first writing center in Germany, the Writing Lab in Bielefeld, inaugurated in 1993, approx. 30 other writing centers have spread all over Germany. They offer writing support for students, as well as for researchers and teachers. However, also freelancers in Germany offer coaching and training for writing. They teach and coach in corporations, at universities, and in research centers.

All those professionals educate themselves through research, trainings, conferences, and publications. Many books and journals have been published in the last years. The new association's goal is to bring all those people and activities together, make new ideas, experiences and research results public, and promote this new professional field.

The first networking opportunity will be the meeting on September 26, 2013, in Bochum at the pre-conference day to the annual *Peer-Writing Tutors Conference*. All those interested are very welcome.

For further information or to become a member contact gesellschaft@schreibdidaktik.de, visit the homepage or directly contact one of the board members: Melanie Brinkschulte (Georg-August University Göttingen), Katrin Girgensohn (European University Viadrina Frankfurt/Oder), Jana Zegenhagen (University of Hildesheim), Andrea Frank (University of Bielefeld), Ulrike Lange (Ruhr University Bochum), Eva-Maria Lerche (University of Paderborn), Daniela Liebscher (Berlin), Maike Wiethoff (Ruhr University Bochum).

`http://www.schreibdidaktik.de`

Publication: Books

Two books by Luísa Álvares Pereira and Inês Cardoso appear in 2013, published by the University of Aveiro: *Reflexão sobre a escrita. O ensino de diferentes géneros de textos* [Reflection on writing. Teaching of diferents genres of texts]. and *Atividades para o ensino da língua. Produção escrita—1.° e 2.° Ciclos do EB. Protextos. Cadernos PNEP 3* [Activities for language teaching. Written production—First and Second Cycle of Basic Education. Protextos. Pnep 3 Notebooks].

Catherine Boré and Eduardo Calil published the book *L'école, l'écriture et la création*. The book is published by Academia, Louvain la Neuve (Belgium), Sylvie Plane wrote the preface.

From the publisher's announcement (`http://www.editions-academia.be/index2.php?addr=fr2/fiche_2.php?id=20095`):

Les travaux présentés dans cet ouvrage constituent un ensemble d'articles de chercheurs français et brésiliens réunis sur le thème de l'analyse des processus d'écriture et de création d'élèves des écoles élémentaires au Brésil et en France, à partir des brouillons et manuscrits qu'ils produisent en classe. Sur le plan international, cette recherche est originale : il n'existe en effet aucune étude comparative dédiée à l'élaboration des manuscrits scolaires « en acte » permettant de comparer les processus créatifs à l'écrit chez les enfants (7–9 ans) débutant en littératie. Cet ouvrage permettra ainsi de montrer la variété des démarches méthodologiques mises en place par les chercheurs à la fois pour rendre compte des pratiques observées et pour saisir, à travers elles, l'écriture selon les différentes modalités de sa genèse en classe.

Book Series: Recent and Upcoming Volumes

When we started the book series after the SIG Writing Conference 1994 in Utrecht, we couldn't foresee the success. Volume 27 has just been published.

See `http://www.brill.com/publications/studies-writing` for the most recent volumes:

- Montserrat Castelló and Christiane Donahue (Eds.) *University Writing: Selves and Texts in Academic Societies* (Volume 24)
- Mark Torrance, Denis Alamargot, Montserrat Castelló, Franck Ganier, Otto Kruse, Anne Mangen, Liliane Tolchinsky and Luuk van Waes (Eds.) *Learning to Write Effectively: Current Trends in European Research* (Volume 25)

- Isabel Baca (Ed.) *Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement* (Volume 26)
- Elke van Steendam, Marion Tillema, Gert Rijlaarsdam and Huub van den Bergh (Eds.) *Measuring Writing: Recent Insights into Theory, Methodology and Practice* (Volume 27)

Six more volumes are in preparation:

- Perry Klein, Pietro Boscolo, Lori Kirkpatrick and Carmen Gelati (Eds.) *Writing to learn*
- Raquel Fidalgo, Karin Harris, Martine Braaksma and Tanja Janssen (Eds.) *Design principles for teaching effective writing*
- Mary Deane and Teresa Guasch (Eds.) *Learning and Teaching Writing in Online Environments*
- Cecile Badenhorst and Cally Guerin (Eds.) *Graduate Pedagogies and Research Literacies: The Teaching and Learning of Graduate Student Writing*
- Arlene Archer and Esther Breuer (Eds.) *Multimodality in Writing. The State of the Art in Theory, Methodology and Pedagogy*
- Mireille Bétrancourt, Giulia Ortoleva, Päivi Tynjälä and Stephen Billett (Eds.) *Writing for professional Development*

And even more volumes will be edited in the future: SIG Writing members have contacted the series editor for volumes on writing processes in learners with disabilities, neurosciences and the writing process, writing and emotions, and the art and craft of handwriting.

JOWR: Special Issue: Writing and Translation Process Research—Bridging the Gap

During the past decades, a lot of research on text production processes has been carried out in the disciplines of writing and translation. Theoretical reflections about both the internal cognitive processes and the external processes of both disciplines have helped understanding how writers and translators work and think from the moment they receive the task till the final text product is reached. However, writing and translation are traditionally addressed as two different objects of study. In this special section of the Journal of Writing Research (Vol. 5, Issue 1), it is suggested that writing and translation can be studied as

types of text production that share many characteristics—as revealed by the research carried out in the two fields, which often uses the same methods to investigate both areas. Different dimensions of text production are sketched as examples of research topics at the interface between writing and translation. The issue contains a review article and two papers on competence and profiles. It is expected to be published in the first half of June.

For the current issue see
`http://jowr.org/current.html`

Research Exchange Index (REx)

Writing researchers are invited to help build the Research Exchange Index (REx), a resource that will be a searchable database of recent and ongoing, local, national, and international writing research.

Right now, researchers at all career stages can contribute by reporting projects conducted from 2000 to present. REx collects summary information distinct from other forms of scholarly communication. Contributing to REx should not infringe on institutional review board (IRB) guidelines or other publications' intellectual property agreements.

The deadline for contributing to the first edition of REx is extended to July 15, 2013. The database will not only be a resource for scholars, but a new form of publication: after July 15, an editorial board will review entries for clarity, write a brief analysis of the contents, and submit the database and supporting materials to a scholarly publisher for peer-review and online publication as a database. REx can be used to: generate aggregable data; identify patterns, trends, and gaps in our knowledge; find models and collaborators for new research.

`http://researchexchange.colostate.edu`

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