



WDHIE

London 2010

Sustainable writing development: approaches and challenges

Monday 28 – Wednesday 30 June 2010

The Royal College of Physicians

Programme

Monday 28 June

11.00–13.00	Lower Hall Registration and lunch (12.00 – 13.00)				
Seligman Theatre					
13.00–13.30	Opening of the conference Professor Malcolm Gillies, Vice Chancellor, London Metropolitan University				
13.30-14.30	Keynote presentation <i>The value of local research for sustaining writing development in higher education: the case of 'academic literacies'</i> Dr Theresa Lillis, The Open University, UK				
Session 1 14.45-16.15	Seligman theatre	Censors room	Thomas cotton	Lasdun room	Council chamber
14.45-15.15	Paper 0007 Teaching the thesis statement in UK academic writing classes <i>Alex Baratta, University of Manchester, UK</i>	Paper 0120 WITHDRAWN Postmodern conflict: pedagogical challenges in ethics, equity, and sustainable practices <i>Mary Stroud, University of Arizona, USA</i>	Paper 0035 Overcoming fear and resistance: supporting student writing in formal exam settings <i>Martin Agombar; Debbie Holley, London Metropolitan University, UK</i>	Paper 0029 Uncovering academic writing: enhancing the undergraduate student learning experience in archaeology <i>Steven Thurlow, Monash University, Australia</i>	Workshop 0067 Establishing and maintaining successful writing groups for research students <i>Claire Aitchison, University of Western Sydney, Australia; Sarah Haas, Aston University, UK</i>
15.15–15.45	Paper 0015 The writing consultation: developing sustainable writing behaviour <i>Rowena Murray, University of Strathclyde, UK</i>	Paper 0119 WITHDRAWN Sustainable teaching: writing in/to the postmodern classroom <i>Keidrick Roy, University of Arizona, USA</i>	Paper 0069 Playing with gender: using techniques from creative writing to embody academic knowledges <i>Lisa Clughen; Kevin Flint, Nottingham Trent University, UK</i>	Paper 0097 Engaging students in legal writing <i>Mary Deane; Steve Foster, Coventry University, UK</i>	

15.45–16.15	Paper 0100 From 'errors of style' to ethnopoetics and ghost texts <i>Mary Scott, Institute of Education, London, UK</i>				
16.15–16.45	Platt Room Refreshments available				
Session 2 16.45-18.15	Seligman theatre	Censors room	Thomas cotton	Lasdun room	Council chamber
16.45-17.15	Paper 0020 Becoming a successful NNEES scientific writer: perceptions of novice and more-experienced researchers <i>Tom Armstrong, University of Zurich, Switzerland and Institute of Education, London, UK</i>	Paper 0022 Student-produced library research paper genre in the accounting and finance: one genre label but different requirements and expectations <i>Awad Alhassan, University of Essex, UK</i>	Paper 0027 Sustaining a writing practice in art school dissertations <i>Howard Riley, Mary Davies, Swansea Metropolitan University, UK</i>	Paper 0031 Tracking the development of source use within plagiarism education at postgraduate level: the experiences of international students in UK higher education <i>Mary Davis, Oxford Brookes University, UK</i>	Workshop 0028 Engaging subject academics in academic writing support <i>Lisa Clughen, Nottingham Trent University, UK; Michelle Reid, Nottingham Trent University, UK</i>
17.15–17.45	Paper 0082 University sector writing development: contextualizing classroom practices within institutional and the wider social environments <i>Nancy Keranen; Gicela Pichon, Benemerita Universidad Autonoma de Puebla, Mexico</i>	Paper 0037 A lot of students write badly... but we don't know why: an investigation into the perceptions, beliefs and experience of academic teaching staff regarding student writing problems in one institutional context <i>Richard Bailey, University of Aberdeen, UK</i>	Paper 0036 Embedded writing practice <i>Halina Harvey; Gill Byrne, University of Huddersfield</i>	Paper 0051 Academic literacy and the challenge of demographic change: the response of one Canadian university <i>Ishbel Galloway, Simon Fraser University, Canada</i>	
17.45–18.15	Paper 0066 Exploring professional writing in social work through text-oriented team ethnography <i>Lucy Rai; Theresa Lillis, The Open University, UK</i>	Paper 0086 Developing a writing center within an academic health science center: changing to sustain <i>Tom Smith; Jennie Ariail; Shannon Richards-Slaughter; Lisa Kerr, Medical University of South Carolina, USA</i>	Paper 0045 Teaching writing collaboratively in the faculty of law at the University of the Western Cape <i>Sherran Clarence, University of the Western Cape, South Africa</i>	Paper 0078 Investigating international students' writing experiences in a postgraduate degree <i>Oxana Poverjuc, Warwick University, UK</i>	
18.15	Seligman Theatre Close of the day				
18.30–19.30	Platt room or Garden (weather permitting) Drinks reception				

Tuesday 29 June

08.30–09.20	Lower Hall Registration					
Session 1 09.30-11.00	Seligman theatre	Censors room	Thomas cotton	Sloan room	Dorchester Library	Council chamber
09.30-10.00	Paper 0010 Possibilities and challenges of integrating professional writing practice into a financial accounting course <i>Lisa Powell; Nishani Singh, University of Adelaide, Australia</i>	Paper 0034 Dynamic assessment of academic writing in open and distance learning <i>Prithvi Shrestha, The Open University, UK</i>	Paper 0011 Conversations across the curriculum <i>Georgia Rhoades; Dennis Bohr, Appalachian State University, USA</i>	Paper 0040 Writing in health and social care: the role of research <i>Caroline Coffin; Jim Donohue, The Open University, UK</i>	Symposium 0047 Supporting students' academic writing in the transition to higher education <i>James Elander, University of Derby, UK; Imose Itua, Alma Whitfield, David Walters, Liverpool Hope University, UK</i>	Paper 0101 Showing the workings: letting students see how we write <i>Christine Sinclair, University of Strathclyde, UK</i>
10.00-10.30	Paper 0043 Writing beyond the university: writing as a link between the university and the workplace communication <i>Julio Gimenez; Juliet Thondhlana, University of Nottingham, UK</i>	Paper 0026 Negotiating different approaches to knowledge through interdisciplinary exchange: the way forward for sustainable writing development <i>Angela Ardington, University of Sydney, Australia</i>	Paper 0093 Devising writing support strategies: a faculty based model <i>Wendy Smeets; Julian Brasington;; Rebecca Westrup, Liverpool Hope University, UK</i>	Paper 0019 The role of spoken discourse in undergraduate writing pedagogy: a case study examination of the dynamics of recontextualisation and academic literacy in undergraduate cultural and queer studies in the disciplines <i>David McInnes, University of Western Sydney, Australia</i>		Paper 0112 The function of a 'back stage' space in developing disciplinary identity <i>Nancy Lea Eik-Nes, Norwegian University of Science and Technology, Norway</i>
10.30-11.00	Paper 0056 Employing words: transferring academic writing skills to the job market <i>Emily Alder, Edinburgh Napier University, UK</i>	Paper 0088 Encouraging undergraduates' academic writing development in e-learning contexts that students access independently or in subject-based groups <i>Trevor Day; Linda Humphreys; Bridgette J. Duncombe, University of Bath, UK</i>	Paper 0102 Sustainability of a writing centre in a third-level institution where political, financial and pedagogical factors are often at variance <i>Lawrence Cleary; Ide O'Sullivan, University of Limerick, Ireland</i>	Paper 0068 By writers for writers: a collaboratively constructed model of the writing process <i>Sarah Haas, Aston University, UK</i>		Paper 0085 From personal to academic writing: an in-progress study <i>Rachel Segev Miller, Kibbutzim College of Education, Technology and the Arts, Israel</i>
11.00–11.30	Platt Room Refreshments available					

Session 2 11.30-13.00	Seligman theatre	Censors room	Thomas cotton	Sloan room	Dorchester Library	Council chamber
11.30-12.00	Paper 0038 On second life as a virtual environment for teaching academic writing <i>Alma Whitfield, Liverpool Hope University, UK</i>	Paper 0063 Towards well written assignments and assignable competencies <i>Bente Kristiansen; Signe Skov, University of Copenhagen, Denmark</i>	Paper 0089 What factors influence students' writing development in higher education? A case study of master students' own perceptions <i>Art Gry Heggli, University of Bergen, Norway</i>	Paper 0030 Re-using words is not plagiarism: establishing the role of recurrent academic phrases in postgraduate writing <i>Mary Davis, Oxford Brookes University, UK; John Morley, University of Manchester, UK</i>	Paper 0049 Crossing the great divide: integrating writing in the disciplines <i>Suzanne Hudd; Robert Smart, Quinnipiac University, USA</i>	Workshop 0070 Rising to the challenges of academic writing: a collaborative approach to developing international students' skills at Masters level <i>Marion Bowman; Anna Seabourne, Bradford University, UK</i>
12.00-12.30	Paper 0044 Contextualising generic online academic literacy support: towards an open resource for student writers and their teachers <i>Robin Goodfellow; Marion Puxley, The Open University, UK; Pat Strauss, AUT University, New Zealand</i>	Paper 0077 The praxis of academic literacies: Some examples from higher education <i>Peter Thomas, Middlesex University, UK; Juliio Gimenez, University of Nottingham, UK</i>	Paper 0109 UMEX (Understanding the Masters experience through writing: texts, contexts and practices) <i>Anne McGee; Colleen McKenna, University College London, UK</i>	Paper 0050 Turnitin said it wasn't happy': can the regulatory discourse of plagiarism detection operate as a change artefact for writing development? <i>Claire Penketh; Chris Beaumont, Edgehill University, UK</i>	Paper 0091 Embedding writing instruction into subject teaching: how to convince subject teachers? <i>Ursula Wingate, King's College London, UK</i>	
12.30-13.00	Paper 0118 Student voice, intermediary genres, and social bookmarking <i>Florence Dujardin; Kirstie Edwards, Sheffield Hallam University, UK</i>	Paper 0103 Do bioscience undergraduates find value in using creative writing techniques? <i>Charlotte Hosie, University of Chester, UK</i>	Paper 0094 Writing seven days a week: sustaining a writing program for postgraduate students <i>Roslyn Petelin, University of Queensland, Australia</i>	Paper 0016 Developing students understanding of attribution in academic assignments <i>Anna Magyar, University of East Anglia, UK</i>	Paper 0054 Research into practice: a model for sustainable writing development <i>Suganthi John; Els Van Geyte, University of Birmingham, UK</i>	
13.00-14.15	Platt room Lunch					
Session 3 14.15-15.15	Seligman theatre	Censors room	Thomas cotton	Sloan room	Dorchester Library	Council chamber
14.15-14.45	Paper 0074 Developing scientific writers: writing retreats and writers' groups for PhD students in the natural sciences <i>Sarah Haas, Aston University, UK; Camilla Osterberg-Rump; Sofie Kobayash, Copenhagen University, Denmark</i>	Paper 0087 Developing reflective writing over the breadth of a healthcare program <i>Jan McKay; Jane Grellier, Curtin University, Australia</i>	Paper 0124 Reflection through recording <i>Babs Anderson; Naomi McLeod; Kathleen Orlandi, Liverpool Hope University, UK</i>	Paper 0075 Promoting multilingual writers' self-efficacy using Web 2.0 <i>Maria Jerskey, LaGuardia, USA</i>	Paper 0084 WITHDRAWN Sustainability: the missing link in WAC assessment <i>Jeffrey Galin, Florida Atlantic University, USA</i>	Workshop 0080 Creating sustainable student writing spaces <i>Sarah Johnson, Nottingham Trent University, UK; Sandra Sinfield; Tom Burns; Debbie Holley, London Metropolitan University, UK</i>

14.45-15.15	Paper 0117 Building communities of practice: writing groups and the research student experience <i>Melanie Petch, De Montfort University, UK</i>	Paper 0098 Making room for writing and reflection <i>Pat Hill; Cath Ellis, University of Huddersfield, UK</i>	Paper 0065 Teaching essay writing as a disciplinary practice <i>Nadja Sennewald; Swantje Lahm, University of Bielefeld, Germany</i>	Paper 0116 Sustainable writing development in a multilingual environment: time for a hybrid vehicle in the disciplines <i>Emily Purser, University of Wollongong, Australia</i>	Paper 0061 WITHDRAWN Shaping new written discourse in the language of global communication <i>Le-Han Phan, Monash University, Australia</i>	
15.15–15.45	Platt Room Refreshments available					
Session 4 15.45-16.45	Seligman theatre	Censors room	Thomas cotton	Sloan room	Dorchester Library	Council chamber
15.45-16.15	Paper 0025 An exploration of subject tutor practice surrounding student writing in UK higher education. <i>Jackie Tuck, The Open University, UK</i>	Paper 0048 Alpha and Omega: supporting dissertation-writing from beginning to end <i>Sara Eaglesfield, Buckinghamshire New University, UK</i>	Paper 0042 WITHDRAWN The positive effects of instruction on students' use of text structure in essay writing: the case of third year ISLT English students <i>Wafa Ben Salah, Language Institute of Tunis, Tunisia</i>	Paper 0023 What do they know of English who only English know? <i>Lewis Elton, University of Gloucestershire, UK</i>	Paper 0076 Sustainable writing development in a medical imaging science program: a case study in collaboration <i>Jane Grellier; Jane McKay, Curtin University of Technology, Australia</i>	Workshop 0081 Teaching reader-friendliness in academic writing: an interactive workshop <i>Eszther Timar, Central European University, Hungary</i>
16.15-16.45	Paper 0059 Layering methods to analyse the relationship between language use and attainment among Open University undergraduate students <i>Maria Leedham; Lina Adinolfi; Elizabeth Erling, The Open University, UK</i>	Paper 0052 What makes EFL postgraduates choose academic writing as a research area? <i>Ramona Tang, National Institute of Education, Singapore</i>	Paper 0104 WITHDRAWN Developing the student editor <i>Jackie Pates; Ali Cooper; Robert Blake, Lancaster University, UK</i>	Paper 0018 Coming to writing: developing the confidence to transgress academic boundaries <i>Helen Bowstead, University of Plymouth, UK</i>	Paper 0110 Engaging academic writers: an approach to writing development in a tutorial context <i>Corinne Boz, University of Cambridge, UK</i>	
17.00–18.00	Wolfson Theatre Keynote presentation <i>The changing nature of writing: findings from the Stanford Longitudinal Study</i> Professor Andrea Lunsford, Professor of English and Director of the Program in Writing and Rhetoric, Stanford University, California, USA					
18.00–18.15	Close of the day					
18.30	Garden (weather permitting) or Platt room – drinks and canapés					
19.00	Barbeque and entertainment					

Wednesday 30 June

08.30–09.00	Lower Hall Registration			
Session 1 09.00–10.00	Censors room	Thomas cotton	Lasdun room	Council chamber
09.00–09.30	Paper 0073 The art of persuasion in academic writing <i>Martin Sedgley, University of Bradford, UK</i>	Paper 0017 Traditional peer-tutoring models: are they appropriate for all ESL students? <i>Maria Eleftheriou, American University of Sharjah, United Arab Emirates</i>	Paper 0096 Scenario pedagogy: a participative multimodal teaching-learning approach for enhanced communicative practice <i>Terri Grant, University of Cape Town, South Africa</i>	Optional workshop presented by Write Now CETL <i>Using free online tools to support writing development</i>
09.30–10.00	Paper 0092 Marks+: a case study of a referencing intervention to help students to avoid unintentional plagiarism <i>Rebecca Westrup, Liverpool Hope University, UK</i>	Paper 0062 Writing for success: mentoring as a pedagogical tool - a cross-institutional study <i>Jane Andrews, Aston University, UK</i>	Paper 0114 The authorial presence of learner-writers in their master theses: caught between centripetal and centrifugal forces? <i>Ingrid Stock, Norwegian University of Science and Technology, Norway</i>	
10.00–10.30	Platt Room Refreshments available			
Session 2 10.30–12.00	Censors room	Thomas cotton	Lasdun room	Council chamber
10.30–11.00	Paper 0032 Students' attitudes towards their writer identities in the last year of A levels and the transition from school to university <i>Sally Baker, The Open University, UK</i>	Paper 0105 U.S. undergraduate writing, disciplines, and general education: insights from French linguistic and discourse analysis <i>Christiane Donahue, Dartmouth College, USA, THEODILE Research Group, France</i>	Paper 0012 Learning doctoral writing: pain and pleasure <i>Claire Aitchison; Janice Catterall; Pauline Ross, University of Western Sydney, Australia</i>	Workshop 0060 Ecologies of writing programs: a heuristic for building sustainability <i>Amy Kimme Hea; Anne-Marie Hall; Ashley Holmes; Faith Kurtyka, University of Arizona, USA</i>
11.00–11.30	Paper 0039 At first I didn't know what they wanted. I was going in blind: students experiences of pedagogic practices designed to illuminate the 'rules of engagement' in assignment-writing <i>Kay Sambell; Catherine Montgomery, Northumbria University, UK</i>	Paper 0107 Sustainable support for third year student dissertations in the discipline of BA English language studies <i>Marion Colledge; Stephen Jones, London Metropolitan University, UK</i>	Paper 0072 'It's a lonely walk': investigating the PhD writers' experience <i>Gillian Fergie; Suzanne Beeke; Colleen McKenna, University College London, UK</i>	
11.30–12.00	Paper 0106 Supporting writing in transition: should sustainability be a goal? <i>Kelly Peake; Sally Mitchell, Queen Mary, University of London, UK</i>	Paper 0095 WITHDRAWN Seeing the world in a grain of sand: the integration of systemic functional linguistics and academic literacies in a disciplinary context	Paper 0099 Issues in providing writing support for doctoral theses: lessons from the arts <i>Erik Borg, Coventry University, UK</i>	

Mary McKeever, University of
Portsmouth, UK

12.15–13.15	Seligman Theatre Keynote presentation <i>Precepts, pedagogies and practices: reflections on emerging themes around sustainable writing development</i> Fiona English, Lynne Reynolds and Digby Warren, London Metropolitan University, UK
13.15	Close of conference
13.30	Lunch and depart

Note

The conference organisers reserve the right to alter the programme due to unforeseen circumstances.