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Conference Overview

In a changing educational climate, it is not enough to simply say that writing research has intrinsic value, or to appeal to vocational impulses by insisting on the value of broad humanities education. Nor is it enough to look outward, seeking to appeal to STEM by adopting a service role. Rather, writing researchers must seek ways to eliminate the unnatural divides that have developed among areas of the humanities and between our fields and other disciplines. Digital technologies are creating new potentials for humanities scholars to collaborate across disciplines and institutions. This is especially important for writing scholarship as networked and digital media are influencing writing profoundly, sometimes in unexpected ways.

With these issues in mind, Crow, the Corpus & Repository of Writing, a web-based archive for research and professional development in applied linguistics and rhetoric & composition, in collaboration with the Humanities Without Walls consortium, will be hosting its first symposium, "Writing Research Without Walls: A Symposium on Interdisciplinary Writing and Collaboration". As a part of Crow's commitment to promote sustainable, data-driven research, this symposium will feature empirical interdisciplinary writing research and bring together scholars from various institutions for expertise sharing and potential collaboration.

We proudly present our symposium plenary speakers, Dr. Susan Conrad and Dr. Shondel Nero, two significant names who have left an impact in the field of writing studies, teaching, and research.

Friday Plenary

Improving Writing Instruction in Engineering through Interdisciplinary Collaboration

Friday, October 5, 12:15 pm - 1:15 pm
Stewart Center, Room 214



Dr. Susan Conrad is Professor of Applied Linguistics at Portland State University and principal investigator for the Civil Engineering Writing Project, in which engineering practitioners and faculty at four universities work to improve undergraduate students' writing skills. Her research uses corpus analysis techniques, along with a variety of other techniques and interviews, to investigate how writers vary their grammar, vocabulary, and organization for different contexts, especially in the disciplines.

Abstract

If engineering faculty, engineering practitioners, and writing specialists all work together to conduct research and design new teaching materials, can we improve writing instruction for undergraduate engineering students? This has been the major question driving the Civil Engineering Writing Project. Since 2009, with funding from the National Science Foundation, I have worked with engineering faculty at four universities and professional engineers in industry on the three phases of the project: investigating the writing done by civil engineering students and professionals, developing teaching materials that integrate writing instruction into civil engineering classes, and assessing the effectiveness of the new materials. Our approach brings together methodological features that more commonly remain separate in writing projects. For example, we use corpus-based techniques that reveal large-scale patterns in written texts, but we also incorporate individual interviews to learn about writers' practices and beliefs. Our analyses make use of computer-assisted, quantitative analyses of linguistic features, but we also evaluate writing effectiveness qualitatively and holistically. Most importantly, our research interpretations and teaching materials involve the combined expertise of applied linguists, professional engineers in a business context, and academic engineers in a university context. With examples from our work, I will explain that no single data source, analytical technique, or disciplinary group could produce results of the same depth, breadth or applicability. I will also describe a few challenges, not just in practical factors such as time, but also in negotiating sometimes conflicting values in the different perspectives in the project.

Saturday Plenary

Engaging Vernacular Englishes through Literature in the Writing Classroom: Paradoxes, Pedagogy, Possibilities

Saturday, October 6, 12:15 pm - 1:15 pm
Stewart Center, Room 214



Dr. Shondel Nero is Professor of Language Education, and director of the Program in Multilingual Multicultural Studies in the Steinhardt School of Culture, Education, and Human Development at New York University. She has authored three books and numerous research articles on the politics, challenges, and strategies of educating speakers of nonstandard varieties of English, Caribbean Creole Englishes, and World Englishes; language and identity; and language education policy. Her most recent book (co-authored with postcolonial literature scholar Dohra Ahmad) is *Vernaculars in the classroom: Paradoxes, pedagogy, possibilities* (Routledge, 2014). She was a Fulbright Scholar at the University of the West Indies in Jamaica, where she researched the Jamaican language education policy with respect to Jamaican Creole speakers, for which she won the inaugural James Alatis Prize (2016) for outstanding research in international English language education.

Abstract

The recent “translingual turn” in applied linguistics has challenged the traditional perceptions of languages as contained entities both in terms of form and use, as well as the sense that most language users are monolingual or monodialectal. Based on my research with speakers of Caribbean Creole Englishes in schools, and my interdisciplinary collaborative work with a postcolonial scholar specializing in vernacular literatures, this presentation argues that engaging vernacular Englishes in the classroom through literature offers a space to critically engage the plurality of Englishes, the translingual nature of 21st century language practices, and the myths and paradoxes surrounding standard language ideology. It also opens possibilities for transformative writing pedagogy by engaging with complex topics in culture and history such as postcolonialism, racism, classism, and sexism.

Detailed Schedule: Friday Oct. 5

Breakfast & Registration: 8:00 am - 9:00 am

Opening Ceremony: 8:30 am - 9:00 am

Session A : Collaborative Spaces and Writing Development

Friday, Oct. 5, 2018, 9:00 am - 9:30 am, STEW 214 ABCD

A.1 Same Bed, Different Dreams: the Mismatched Expectations about Proofreading in the Writing Center

Juhi Kim

Friday, Oct. 5, 2018, 9:30 am - 10:00 am, STEW 214 ABCD

A.2 Citation practices of L2 writers in first-year writing courses: form, function, and connection with pedagogical materials

Jie Gao, Lindsey Macdonald, Adriana Picoral and Shelley Staples

Short Break: 10:00 am - 10:15 am

Session B : Academic Writing and Corpus-based Research

Friday, Oct. 5, 2018, 10:15 am - 10:45 am, STEW 214 ABCD

B.1 The Effects of Using Lexical Bundles in a Learner Corpus to Improve Academic Writing: A Multimethod Research Design

Eunjeong Park

Friday, Oct. 5, 2018, 10:45 am - 11:15 am, STEW 214 ABCD

B.2 The effect of frequency on acceptability of variable slots in fixed sequences: A corpus-based approach

Amanda Black

Friday, Oct. 5, 2018, 11:15 am - 11:45 am, STEW 214 ABCD

B.3 Formulaic language and effective communication: An investigation of L1 and L2 students' problem-based writing in a first year engineering program

Ashley J. Velázquez

On Site Lunch Pick Up: 11:45 am - 12:15 pm, STEW 313

Session C: Susan Conrad Plenary (12:15 pm - 1:15 pm) in STEW 214 ABCD

Improving Writing Instruction in Engineering through Interdisciplinary Collaboration

Short Break: 1:15 pm - 1:30 pm

Session D: Writing Instruction in Engineering

Friday, Oct. 5, 2018, 1:30 pm - 2:00 pm, STEW 214 ABCD

D.1 Integrating Writing Instruction into Engineering and Science at a Large Research University

John Gallagher, Nicole Turnipseed, John Yoritomo and Julie Zilles

Friday, Oct. 5, 2018, 2:00 pm - 2:30 pm, STEW 214 ABCD

D.2 The Perils of Integration

Tatiana Teslenko

Coffee Break: 2:30 pm - 3:00 pm

Session E : International Students in the ESL Writing Classroom

Friday, Oct. 5, 2018, 3:00 - 3:30 pm, STEW 214 ABCD

E.1 Creating Collaborative Writing Practices through Cultural Sustaining Pedagogy in the ESL Writing Classroom

Tamara Roose

Friday, Oct. 5, 2018, 3:30 - 4:00 pm, STEW 214 ABCD

E.2 Afghan Students' Challenges in English Academic Writing and the Perceptions of Their Needs in American Universities

Mariam Alamyar

Friday, Oct. 5, 2018, 4:00 - 4:30 pm, STEW 214 ABCD

E.3 Are chats a genre: A corpus-based move-analysis of teacher-student chats in ESL writing courses

Estela Ene and Thomas Upton

Short Break: 4:30 pm - 4:45 pm

Session F: Crow Interface Beta Release

Friday, Oct. 5, 2018, 4:45 pm - 5:45 pm, STEW 214 ABCD

F.1 The Corpus and Repository of Writing: An Interactive Interface for Multiple Users (Interactive Workshop)

Ji-young Shin, Shelley Staples, Jie Gao, Ola Swatek, Adriana Picoral, and other Crow team members

First Day Closing Remarks: 5:45 pm - 6:00 pm

Detailed Schedule: Saturday Oct. 6

Breakfast & Registration: 8:00 am - 9:00 am

Session G: Online Tools for Writing Revision

Saturday, Oct. 6, 2018, 9:00 am - 9:30 am, STEW 214 ABCD

G.1 Helping Beginners Do Error-Correction with Online Lexical Grammatical Tools

Genggeng Zhang

Saturday, Oct. 6, 2018, 9:30 am - 10:00 am, STEW 214 ABCD

G.2 Teaching process-oriented writing with online revision tools

Marek Molenda and Lukasz Salski

Short Break: 10:00 am - 10:15 am

Session H: Teacher Feedback and Assessing Writing

Saturday, Oct. 6, 2018, 10:15 am - 10:45 am, STEW 214 ABCD

H.1 Synchronous and asynchronous teacher e-feedback in ESL composition

Estela Ene and Thomas Upton

Saturday, Oct. 6, 2018, 10:45 am - 11:15 am, STEW 214 ABCD

H.2 Efficacy of applying a combination of two types of corrective feedback on L2 writing accuracy

Negin H. Goodrich

Saturday, Oct. 6, 2018, 11:15 am - 11:45 am, STEW 214 ABCD

H.3 Assessing Writing From Interdisciplinary Perspective via Adaptive Comparative Judging

Sweta Baniya, Nathan Mentzer and Amelia Chesley

On Site Lunch Pick Up: 11:45 am - 12:15 pm in STEW 302

Session I: Shondel Nero Plenary (12:15 pm - 1:15 pm) in STEW 214 ABCD

Engaging Vernacular Englishes through Literature in the Writing Classroom: Paradoxes, Pedagogy, Possibilities

Short Break: 1:15 pm - 1:30 pm

Session J: Writing Genres

Saturday, Oct. 6, 2018, 1:30 pm - 2:00 pm, STEW 214 ABCD

J.1 Promoting Social Awareness through Journal Writing

Virak Chan

Saturday, Oct. 6, 2018, 2:00 pm - 2:30 pm, STEW 214 ABCD

J.2 Medieval Problem, Digital Solution: An Argument for Continuity in the English Alliterative Tradition

David O'Neil

Coffee Break: 2:30 pm - 3:00 pm

Session K: Corpus and Repository Building

Saturday, Oct. 6, 2018, 3:00 pm - 3:30 pm, STEW 214 ABCD

K.1 Designing a Corpus for Applied Linguistics Students

Maria Kostromitina and Margaret Wood

Saturday, Oct. 6, 2018, 3:30 pm - 4:00 pm, STEW 214 ABCD

K.2 Building a Local Learner and Monitor Corpus of First-year Student Writing

Kamal Belmihoub

Saturday, Oct. 6, 2018, 4:00 pm - 4:30 pm, STEW 214 ABCD

K.3 Writing on campus: Designing a repository of student-writing to address the needs of our English as an Additional Language writers

Adam Steffanick

Short Break: 4:30 pm - 4:45 pm

Session L: Research Methodologies and Inquiry

Saturday, Oct. 6, 2018, 4:45 pm - 5:15 pm, STEW 214 ABCD

L.1 What We Know Before We Write: A Large-Scale Study of Pre-University Writing Experience in First-Year Students

Alisha Karabinus, Lee Hibbard and Trinity Overmyer

Saturday, Oct. 6, 2018, 5:15 pm - 5:45 pm, STEW 214 ABCD

L.2 Evolution of the Discourse-Based Interview: Uncovering Tacit Writing Knowledge

Bradley Dilger and Neil Baird

Symposium Closing Remarks: 5:45 pm - 6:00 pm

Closing social events 6:00pm — ???

ACKNOWLEDGMENTS

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We are grateful to our presenters for sharing their work, especially Dr. Susan Conrad and Dr. Shondel Nero, whose contributions to the symposium have advanced our thinking about writing research and teaching.

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Crow research works across institutions and disciplinary boundaries in ways that would not be possible without strong leadership, a commitment to team building, and dedicated graduate and undergraduate researchers who are willing to learn, be flexible, and listen to one another. We thank our colleagues for their time, attention, and expertise. Meet our whole team at writecrow.org.

We would like to thank Lauren Stearns, from Purdue Catering and Events, and all the other offices at Purdue who collaborated with us to organize this event.

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