The Development of Academic Writing: Work in Progress

EWCA 2005 June 17th Halkidiki
Ingrid Stassen and Usha Wilbers
Introduction

**PHD-project**: development of didactic model for developing writing skills.

The aim of this research is to develop a didactical blueprint for the teaching and coaching of writing in various situations, off-line as well as on-line:

- writing in composition courses
- writing across the curriculum (WAC)
- writing theses
- writing in the writing centre
### Schedule ACV2 Spring 2004 - Research paper project

**Group N. Verberkt**

- Class: Mondays 12:45 – 2:30 p.m.

<table>
<thead>
<tr>
<th><strong>Class activities, preparation</strong></th>
<th><strong>Schedule group project</strong></th>
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<tbody>
<tr>
<td><strong>Week 1 April 12</strong></td>
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<tr>
<td>No class – Easter Monday</td>
<td>All written LC assignments from purple booklet (April 13) – to be handed in</td>
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<tr>
<td>10e-f-g ex. 3 and 4, 18d-e-f-g, 11a-b-c.</td>
<td>Thesis statement for the group research project (HH 10 ex. 6)</td>
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<tr>
<td>Surveys reviewed – handed back</td>
<td>Interview (and survey)</td>
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<td><strong>Week 2 April 19</strong></td>
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<tr>
<td>Annotated bibliographies, interviews</td>
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<tr>
<td>HH 10h ex. 6, 49b(4), 11d, 13h</td>
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<tr>
<td><strong>Week 3 April 26</strong></td>
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<tr>
<td>Writing outlines, using visuals</td>
<td>Formal outline research paper</td>
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<tr>
<td>HH 4c(4), 10i ex. 7, 18i-m, 55a(4)</td>
<td>(HH 10 ex. 7)</td>
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<tr>
<td>Questions handed in for week 4</td>
<td>Annotated bibliography</td>
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<tr>
<td><strong>Spring break</strong></td>
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<tr>
<td><strong>Week 4 May 10</strong></td>
<td>Rough draft research paper</td>
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<tr>
<td>Question time or group tutorials</td>
<td>(HH 10 ex. 8)</td>
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<td>HH 10j ex. 8</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>HH 10k ex. 9, 18j-k Presentations</td>
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Nieuwsarchief

Januari: Feestelijke opening definitieve locatie Academisch Schrijfcentrum Nijmegen in de gerenoveerde Universiteitsbibliotheek

Aanstaande 28 januari wordt het Academisch Schrijfcentrum Nijmegen (ASN) heropend, dezelfde voorziening, maar nu op een nieuwe locatie. Het programma: diverse presentaties, het startschot van de ASN syllabus-wedstrijd, een lunch, kennismaking met de ASN-tutoren en de onthulling van een kunstwerk. Voor docenten en studenten van de Radboud Universiteit.

Afgelegden 30 maart werd het ASN officieel in de gronoverd gezet met twee graffiti’s van voormalig RU-student AFTH van der Heijden. Tegen maanden, driehonderd tutorgesprekken met studenten en twintig workshops later is het Schrijfcentrum op zijn definitieve plek aangekomen. De eerste verdioping van de compleet gerenoveerde Universiteitsbibliotheek, met uitzicht op de Erasmuslaan.

Lunch, wedstrijd en kunst

Het ASN heeft in deze eerste negen maanden zijn bestaansrecht al ruimschoots
Welcome to World Wide Writing

World Wide Writing is an on-line writing centre which will enable you to write, edit and check your writing in Dutch, English, Spanish, German and French! It is a joint project between the University of Nijmegen www.kun.nl and the Professional University of Arnhem and Nijmegen www.han.nl. The site is open to anyone interested in writing.

World Wide Writing consists of the following items:

- **Textpert**: provides comments and advice on improving your writing.
- **Writing Assistant**: gives you suggestions, advice, guidance and links that improve the process of writing step by step.
- **Genres**: lists examples of writing products in each language, together with general comments.
- **Writing Market**: via a digital learning environment Blackboard both students and staff can communicate with one another, using chat facilities to discuss assignments, they can document exchange facilities to review one another's drafts, and they can email and make announcements.

Click HAN Writing Market or KUN Writing Market.

More information

More information on the software and its usage can be found in the Help menu.

Off-line version

WorldWideWriting is available off-line as well. Click here to download the off-line version.

Feedback

This is an interactive site. All parts are and remain flexible in response to feedback. You are invited to provide additions, comments and any changes you think are necessary to the editorial board on: info@worldwidewriting.com.

Created with Sevensteps

Created with Sevensteps
Oefeningen

De volgende oefeningen helpen je om je kennis te toetsen.

Beschrijf een situatie die je zelf hebt meegemaakt waarbij sprake was van positieve gezichtsbedreiging.

Antwoord

Beschrijf een situatie zoals je die zelf hebt meegemaakt waarbij sprake was van negatieve gezichtsbedreiging

Antwoord

Lees eerst onderstaande beschrijving en beantwoord daarna de vraag.

Een lastige klant

Je werkt op het kantoor van een aannemer, het bouwbedrijf 'van den Berg & Zn'. De aannemer is actief in de particuliere woningbouw en zit tot aan de opdrachten. Tot...
Preliminary research

1. BA-thesis: survey teachers in Faculty of Economics HAN
2. MA-theses: observation and interviews writing centre sessions
3. Survey teachers Faculty of Arts RU
1. BA-thesis: survey teachers in Faculty of Economics HAN

- **Objective**: description and evaluation of methodology of writing courses (instruction, coaching and evaluation)

- **Conclusion**: teachers are often unaware that the learning process can be enhanced by coaching the writing process.

- **Recommendation**: role of writing instructors should be increased; more instances of feedback in the writing process; use of peer review; emphasis on global texts instead of editorial feedback; teachers should stay in touch with the field to understand the practical needs of professional writing.
2. Two MA-theses: observation and interview writing centre sessions

- Writing Centre Stellenbosch and Writing Centre Nijmegen
- Observations tutorsessions
- Goal of MA-research: to investigate effects of coaching by tutors in Writing Centre
Academic Writing Centre Nijmegen

- Method: three interviews per session: before and after session and after revision
- Two dominant writing problems: text oriented and process oriented
- Text oriented problem: client aims to improve quality of text
- Process oriented problem: client aims to improve writing skills
- Focus on text problem or process problem may change during session: text oriented problem becomes process oriented and vice versa
Phases in the tutorial session

Opening
• Introduction
• Presentation problem

Problem orientation
• Exploration of problem leading to definition of problem

Solution of the problem
• Considering and selecting possible solutions

Conclusion
• Summary of problem and chosen solution
• Evaluation tutor session
• Appointment for follow-up meeting (optional)

Events in time
Writing strategies

Before tutor sessions:
- Text oriented strategy (concrete)
- General strategy (abstract)

Text oriented strategy
- Ad hoc strategy (clients start writing until they get stuck or negative evaluation of supervisor halts them)

General strategy
- Consulting outside sources (dictionaries, peer feedback, completed assignments by peers)
Writing strategies

During tutor session

1. Strategies in form of advice given by tutor
2. Strategies in form of advice conceived by client and tutor
3. Strategies in form of advice conceived by client
4. Strategies in form advice conceived, afterwards, by client

• Clients with text oriented problems mostly used strategies 1, 2 and 3
• Clients with process oriented sessions mostly used strategies 2, 3 and 4
Writing strategies

After revision

• Clients with concrete, text oriented strategies followed through on them and completed writing task after revision.

• Clients with abstract, process oriented strategies did not employ all of them or employed them globally. They did not complete writing task after revision.
Several strategies:
- current task (text oriented)
- general writing tasks (process oriented);

Depending on problem focus:
Text oriented versus process oriented

**Before tutor session**

**During tutor session**

- Advice designated by tutor
- Advice thought up and designated by tutor and student together
- Advice thought up/deduced and designated by student
- Advice thought up (but mentioned in after discussion) by student

**Text oriented**

- Concrete plans
  - Relatively small in number

**Process oriented**

- Abstract plans
  - Relatively large in number

**After tutor session**

**After revision**

- • Plans exactly executed
  • Writing process completed
- • Plans globally executed
  • Writing process not completed
3. Survey lecturers Faculty of Arts

Goal: analysis of application and coaching of writing across the curriculum (WAC)

Data collection: survey stratified sample

Faculty of Arts, departments of:
- History and Art (3)
- Languages and Cultures (23)
- Language, Communication and Information (17)
- University Language and Communication Centre (1)
• Men: 24
• Women: 20
• Age: between 26 and 62 (average 44)
• Years of experience academic teaching: between 3 and 39 (average 10)
• Functions: phd, teacher, lecturer, associate professor, professor (average lecturer)
Aspects

Writing assignments
Writing process
Writing instruction
Feedback
Evaluation quality of academic writing products
Evaluation of coaching
Coaching writing process online/offline
Usage and expectations of the Academic Writing Centre
Categories writing assignments

Distinction between “composition” assignments and Writing Across the Curriculum, as well as theses.

- Composition: 27
- WAC: 84
- Theses: bachelor 27, master: 32
Frequency and coaching of writing assignments

Thirteen different types of writing assignments

Phases coaching process: planning process / product, drafts, extra instruction, feedback, revision, final draft.

Frequency: Coaching:
- Research report 20 frequently
- Essay 18 occasionally
- Bachelor thesis 27 all the time
- Master thesis 32 all the time
Writing instruction

• Collaboration
• Planning product / process
• Selecting information
• Sources
• Plagiarism
• Text micro level
• Text macro level
• Phases writing process
• Giving and receiving feedback
• Revision
• Evaluation criteria
## Types of feedback

<table>
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<tr>
<th>Solution directed: text correction by coach</th>
<th>Advice directed: formulated by writer and coach</th>
<th>Development directed: writer recognizes and solves problem</th>
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- **COACH**
- **WRITER**
## Feedback: importance and actual use

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<tr>
<th>Importance</th>
<th>Actual assignment</th>
<th>(Spearman correlation)</th>
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<tr>
<td>Advice-directed</td>
<td>Composition</td>
<td>($r_s = .62, p &lt; .05, n = 13$)</td>
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<tr>
<td>Solution-directed: correction by coach</td>
<td>WAC</td>
<td>($r_s = .37, p &lt; .05, n = 31$)</td>
</tr>
<tr>
<td>Advice-directed</td>
<td>WAC</td>
<td>($r_s = .46, p &lt; .05, n = 32$)</td>
</tr>
<tr>
<td>Development-directed: own insight writer</td>
<td>WAC</td>
<td>($r_s = .53, p &lt; .05, n = 32$)</td>
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Progress throughout study

Evaluation of micro-level
• Ba 1 to Ba 3: students perform increasingly better on micro-level
• Ma: micro-level drops

Evaluation of macro-level
• Ba 1: students perform better on macro than micro-level
• Ma: quality of micro and macro-level equal
Further research

The next steps after this survey:

• Interviews with lecturers
• Interviews with students
• Observations of feedback situations (in class, one-to-one, peers, online/offline)
Discussion

• There is a clear divide between composition teachers on one hand and foreign language and Second Language Acquisition, literature and linguistic teachers on the other. Should this gap be filled? For instance, should composition teachers and curriculum teachers work in pairs and grade writing assignments together?