Location: Facoltà di Lettere e Filosofia  
Via S. Francesco, 22  
Verona

Wednesday, September 6, 2000
15.00 – 19.00 (3 – 7 p.m.)  
Registration

Thursday, September 7, 2000
8.00 – 10.00  
Registration
10.00 – 10.45  
Opening Session
10.45 – 11.15 Coffee break
11.15 – 13.00 (11.15 a.m. – 1 p.m.)
Invited Address:  
Chair: Pietro Boscolo  
Nelson, N. No Final Word: Reading, Writing, and Learning
13.00 – 14.30 (1 – 2.30 p.m.) Lunch
14.30 – 16.15 (2.30 – 4.15 p.m.)
Symposium - State of the art on revision: some facts, some perspectives  
Convenors: Pierre Largy and Lucile Chanquoy  
Chair: Lucile Chanquoy  
Discussant: Huub van den Bergh  
Artemeva, N. & Logie, S. The effect of peer feedback on student writing in a technical communication course  
Matsagouras, E. A Genre Approach to Collaborative Revision  
Sarig, G. Revision as Self-Positioning: Manipulating Author's Voice in Academic Writing  
Folman, S. The Limits of Taxonomies in Drafting, Revising and Assessing Academic Writing from Sources

Symposium – Writing in learning contexts  
Convenor: Lucia Mason  
Chair: Bianca De Bernardi  
Discussant: Suzanne Hidi
Caravita, S. & Giuliano, E. *Writing for an audience: learning environment that supports the growth of children’s abilities to write and revise written expository texts.*

Boscolo, P. & Mason, L. *Free recall writing: The role of text comprehension.*

Dysthe, O. "Giving them the tools they need to succeed”. *A high school teacher’s use of writing and talking to learn in a literature class.*

**Paper session – Writing and Education**

Conley, D. *Synectics in feature writing: testing a model for creativity.*

Fleming, D. *Classical models for the teaching of writing.*

Klie, M. *The role of deductive reasoning in writing.*

Yip, K. *Writing as a process in the mental, social and historical dimensions.*

**Paper session – Writing in second language**

Caviglia, F. *A text corpus as a companion to the strategic second language writer.*


Katznelson, H., Rubin, B. & Perpignan, H. *Beyond the borders of academic writing courses: learner-perceived outcomes.*

Maamouri Ghrib, E. *University students’ and teachers’ perceptions of EFL writing issues.*

16.15 – 16.45 (4.15 – 4.45 p.m.) Coffee break

16.45 – 18.30 (4.45 – 6.30 p.m.)

**Symposium – State of the art on revision: some facts, some perspectives**

Convenors: Pierre Largy and Lucile Chanquoy

Chair: Pierre Largy

Discussant: Allal, L.

Olive, T., Roussey, J. Y., Piolat, A. & Amada, M. *Text revision and cognitive demands.*

Galbraith, D. & Cameron, S. *Revision in the context of different drafting strategies.*

Snyder, I. *Changing notions of revision in the context of communication and information technologies.*

van den Bergh, H. & Rijlaarsdam, G. *Revisions as object of research in writing process studies.*

**Symposium – Writing in learning contexts**

Convenor: Lucia Mason

Chair: Lucia Mason

Discussant: Suzanne Hidi

Tynjala, P. & Laurinen, L. *Promoting learning from text through collaborative writing tasks.*

De Bernardi, B., Antolini, E. & Rossi, G. *Writing and collaborative learning as tools for improving knowledge organisation in university students.*

Lonka, K. *Helping doctoral students to finish their theses.*

**Symposium - Research on the development of text production in crosslinguistic perspective.**

Convenor: Liliana Tolchinsky

Chair: Liliana Tolchinsky

Discussant: Pietro Boscolo

Tolchinsky, L. *Means for defining the boundaries of an expository text.*

Verhoeven, L. & van Hell, J. G. *Clause linking in writing expository text: a developmental perspective.*

Reilly, J. Kriz, S. & Zamora, A. The Linguistic Encoding of Stance in Written Text: A Developmental Study
Jisa, H. & Viguié, A. A developmental view on the use of distancing devises in expository text

**Paper session – Planning and translation**
Dansac, C. Millogo, V. & Passerault, J. M. Organizing the text content: hierarchical and sequential aspects.
Favart, M. & Coirier, P Evolution of the linearization process in three types of texts
Favart, M. & Chanquoy, L. The use of connectives in oral and written descriptions and narratives: is oral really earlier than writing?
Viguié, A. Development of concessive semantic relationships in written and spoken texts.

18.30 – 19.30 (6.30 – 7.30 p.m.)

**Meeting with the Editorial Board of the Studies in Writing Series**

**Friday, September 8, 2000**

9.00 – 10.45

**Symposium** - Development of children's revising skills
Chair: Pierre Largy
Discussant: Lucile Chanquoy
Allal, L. Evolving competencies in text revision between second and sixth grades
van Hell, J. G. & Verhoeven, L. Subject-verb agreement in writing: Errors and on-line data
Largy, P. & Perré, S. Subject-verb agreement error detection in children and adults
Hollway, D. R. & McCutchen, D. Reading As the Reader: The Role of Audience Perspective in Composing and Revising

**Paper session – Spelling in Writing**
Leal Reis de Melo, K. & Lins Browne Rego, L Innovating the teaching of writing in the classroom.
Ravid, D. & Gillis, S. The development of spelling in gradeschool: a crosslinguistic study of hebrew and dutch.
Wengelin, Å. Spelling, revisions and text production. how do spelling difficulties influence text production?

**Paper session – Writing and Technology**
Koutsogiannis, D. Cultural context and teaching writing with computers: remarks on the greek experience.
Snyder, I Hyperfiction: a site for new literacy practices.
Stahl, E. & Bromme, R. Cognitive flexibility’ and producing hypertexts: does the consideration of multiple reader perspectives foster knowledge acquisition by writing hypertexts?
Williams, N. Hartley, P. & Pittard, V. Talking to write: towards a framework for voice recognition in writing.

10.45 – 11.15 Coffee break

11.15 – 13.00 (11.15 a.m. – 1 p.m.)
Symposium - Development of children's revising skills
Chair: Lucile Chanquoy
Discussant: Pierre Largy
Boscolo, P. & Ascorti, K. Checking for comprehensibility: Patterns of children's individual and collaborative revision of narrative texts
Rouiller, Y. Collaborative revision in narrative text production
van Gelderen, A. & Oostdam, R. Elementary students revision skills; overcoming knowledge-telling strategies
Ransdell, S., Arecco, M. R. & Levy, M. C. Continuous Revision from Start to Finish Improves Writing Fluency and Quality

Paper session – Writing, spelling and social interaction
Aram, D. & Levin, I. Collaborative writing of dictated words versus proper names: analysis of mother-kindergartner dyads.
Bonin, P., Peereman, R. & Fayol, M. Written picture naming: do phonological codes constrain the selection of orthographic codes?
Korat, O. & Levin, I. Social-cultural construction of spelling: solo texts, mother-child interaction and maternal beliefs

Paper session – Writing and Computer Mediated Communication
Hard af Segerstad, Y. Influencing factors in the composition of email messages to unknown authorities
Lea, M. R. Computer conferencing and writing assignments: developing written argument through others’ voices.
Petelin, R. Writing with the web in mind: escalating literacy demands of the 21C workplace.

13.00 – 14.30 (1 – 2.30 p.m.) Lunch

14.30 – 16.15 (2.30 –4.15 p.m.)

Paper session – Cognitive Processes in Writing
Alamargot, D., Favart, M. & Galbraith, D. Evolution of idea generation in argumentative writing: writing as knowledge constituting or knowledge transforming process?
Favart, M., Rouet, J.F. & Berr, V. Evolution of planning in writing and document search at elementary school: which possible relation?
Gonnand, S. Development of narrative components and sub-components in a written narration immediate recall.
Perrin, D. “Focussing on the main points”. Writing and rewriting strategies of professional writers.
Rijlaarsdam, G. Braaksma, M. & van den Bergh, H. Writing process and text quality. does knowledge about writing processes represent actual writing process behaviour?

Paper session – Academic Writing
Björk, L. Approaching summary writing through text types.
Coffin, C. & Mayor, B Perspectives on the collective and the individual voice in academic writing.
Pittard, V. Doing genre: a social-cognitive account of student differences in the use of source material during essay writing
Radloff, A. & Styles, I. Managing emotional factors in writing a thesis.
Graphic Presentation - Session 1
Arfé, B. From content generation to transcription: the construction of expository text in deaf students.
Braaksma, M., Rijlaarsdam, G. & van den Bergh, H. Learning and transfer effects of ‘learning-by-observation’ in writing argumentative texts.
Cacciamani, S. Discovering middle age. an application of knowledge forum in studying history.
Kronrod, A., Giora, R. & Fein, O. The role of the salient meaning in aesthetic innovation
Paoletti, G. Writing-to-learn and the analysis of text coherence.

16.15 – 16.45 (4.15 – 4.45 p.m.) Coffee break

16.45 – 18.00 (4.45 – 6 p.m.)

Paper session – Cognitive and Motivational Processes in Writing
Dinet, J., Passerault, J. M. & Rouet, J. F. Computerized information search by young learners: effects of familiarity and domain-related knowledge structuring on search terms production.
Grabowski, J. Recent findings on the writing superiority effect: the influence of induced knowledge and self-attention on oral and written recall.
Hidi, S. E. An interactive view of motivational variables affecting writing.

Paper session – Academic and Professional Writing
Bailey, M. & Robertson, I. Scaffolding the writing of experimental reports in psychology.
Gillaerts, P. The genre concept reconsidered for writing in a multilingual and intercultural business environment.

Paper session – Collaborative Writing
Cisotto, L. Response to writing in the peer group.
Hoel, T. L. Students cooperating in writing related to theories from Vygotsky and Bakhtin.
Pascucci, Realism, fantasy and comique. Different genres in narratives

18.00 – 19.30 (6 – 7.30 p.m.)

SIG Members Meeting

Saturday, September 9, 2000

9.00 – 10.45

Symposium - An academic literacies approach to student writing: cultural and social writing practices in higher education. - Session One –
Convenors: Teresa Lillis and Mary Lea
- Lea, M. Introduction and framing of the session
- Standard and alternative forms of student writing
Lillis, T. & Turner, J. Essayist literacy
Creme, P. Learning journals

**- Small Group discussions**

**Paper session** – Writing in Education: Teaching and Learning Methods
Björk, M. *A national investigation into the qualities of writing and learning environments in swedish schools.*
Braaksma, M., van den Bergh, H., Rijlaarsdam, G. & Couzijn, M. *Learning to write and read argumentative texts by observation: path analysis of effective learning activities in observation tasks.*
Crasnich, S. & Lumbelli, L. *Fostering argumentative writing by improving argumentative speech*
Hoefflin, G. & Favrel, J *Teacher’s regulations interacting with french pupils spelling morphological markers.*
Hounsell, D. & McCune, V. *Speaking and writing: an exploratory study of students’ experiences of oral presentations linked to written assignments.*

**Graphic Presentation - Session 2**
Both- de Vries, A. C. & Bus, A. G. *Story writing: a tool to stimulate young children’s literacy?*
Díez Vegas, C. Pardo de León, P. & Lara Ortega, F. *The role of the teacher in the beginning literacy argumentation.*
Kellogg, R. T. *Competition for working memory among writing processes*
Malardier, N., Bonin, P. & Fayol, M. *Writing two-words from pictures: an interference paradigm study*
Negro, I. & Zeidler, S. *Subject-verb agreement errors: proximity agreement or number contamination.*
Oubry, Y. *Manual motivity: is it a valid constraint for reaging acquisition?*
Pardo de León, P., Díez Vegas, C., Lara Ortega, F. & Anula, J. J. *Preschool children co-constructing literacy: can they argue?*
Ridewood, D. & Thomas, G. V. *Effects of imposing writing formulae as a constraint during a writing task.*
Tsepsov, V., Gladkov, A. Lapshova. O. *Writing a story text with pictures: comparing the contribution of the working memory.*

10.45 – 11.15 Coffee break

11.15 – 13.00 (11.15 a.m. – 1 p.m.)

**Symposium - An academic literacies approach to student writing: cultural and social writing practices in higher education.** - Session Two
Convenors: Teresa Lillis and Mary Lea

- **Writing as a postgraduate student**
  - Hermerschmidt, M. *Writing as an international student*
  - Scott, M. *Teaching thesis writing*

- **Small Group discussions**
- **Summary future directions**

**Symposium - Cognitive processes in text writing: crosslinguistic and crossmodal perspectives.**
Convenor: Sven Stromquist
Chair: Hrafnhildur Ragnarsdóttir
Discussant: Finn Egil Toennessen
Frédérique Gayraud, F. *Lexical planning during text writing*
vand Hell, J. G. & Verhoeven, L. *On-line processes in text writing by children and adults*
Dorit Ravid, D. *The emergence of speech and writing distinctions in text production*
Stromquist, S., Johansson, V., Ragnarsdóttir, H. & Reilly, J. *On lexical density and diversity in speech and writing*

**Paper session** – *Writing and Working Memory*
Alamargot, D. *Models of activation and text production: some results and perspectives.*
Kellogg, R. T., Piolat, A. & Farioli, F. *Time processing and cognitive effort as function of the main task assigned to the writers.*
Negro, I., Levy, M. & Chanquoy, L. *Subject-verb agreement errors: effect of working memory load in English.*
Olive, T., Li Calzi, V., Kellogg, R. T., Piolat, A. & Tsepsov, V. *Writing a story text: comparing the contribution of the visuo-spatial sketchpad and phonological loop.*

13.00 – 13.30 (1 – 1.30 p.m.)

**Closing session**