

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

**The Development of Academic Writing:
Work in Progress**



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

Algemene Communicatieve Vaardigheden 2003-2004

Tips en adviezen Evaluatieformulier Leesplank Namen en adressen Handige sites Relevante documenten **ACV in de diverse op**

ACV in de diverse opleidingen

**Bedrijfscommunicatie
periode twee**

**Bedrijfscommunicatie
periode drie**

Nederlands

Engels

Algemene Communicatieve
Vaardigheden (ACV-2)
Group Research Paper
requirements and guidelines
Schedule ACV2 Spring 2004
- Research paper project

Schedule ACV2 Spring 2004 - Research paper project

Group N. Verberkt

- Class: Mondays 12:45 – 2:30 p.m.

Class activities, preparation

- | | |
|-----------------|--|
| Week 1 | <ul style="list-style-type: none"> • No class – Easter Monday HH 17a, 10e-f-g ex. 3 and 4, 18d-e-f-g, 11a-b-c. • Surveys reviewed – handed back |
| April 12 | |
| Week 2 | <ul style="list-style-type: none"> • Annotated bibliographies, interviews • HH 10h ex. 6, 49b(4), 11d, 18h |
| April 19 | |
| Week 3 | <ul style="list-style-type: none"> • Writing outlines, using visuals • HH 4c(4), 10i ex.7, 18i-m, 55a(4) • Questions handed in for week 4 |
| April 26 | |

Spring break

- | | |
|---------------|--|
| Week 4 | <ul style="list-style-type: none"> • Question time or group tutorials • HH 10j ex. 8 |
| May 10 | |
| Week 5 | <ul style="list-style-type: none"> • HH 10k ex. 9, 18j-k • Presentations |

Schedule group project

- **All written LC assignments from purple booklet (April 13) – to be handed in**
- Thesis statement for the group research project (HH 10 ex. 6)
- Interview (and survey)
- Formal outline research paper (HH 10 ex. 7)
- Annotated bibliography
- Rough draft research paper (HH 10 ex. 8)

Zoek 

Radboud Universiteit Nijmegen



Academisch Schrijfcentrum Nijmegen

[Over het ASN](#) [Voor studenten](#) [Voor docenten](#) [Andere activiteiten ASN](#) [Voor tutors](#)

Nieuws

[Visie van het ASN](#)[Wie zijn wij?](#)[Waar vind je ons?](#)[Hoe zijn we te bereiken?](#)[Nieuwsarchief](#)[De gedachtebak](#)
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Nieuwsarchief

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

Aanstaande 20 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-tutores en de onthulling van een kunstwerk. Voor docenten en studenten van de Radboud Universiteit.

Afgelopen 30 maart werd het ASN officieel in de grondverf gezet met twee graffiti's van voormalig RU-student AFTH van der Heijden. Negen maanden, driehonderd tutorgesprekken met studenten en twintig workshops later is het Schrijfcentrum op zijn definitieve plek aanbeland: de eerste verdieping 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

Foto's van opening Schrijfcentrum in april



AFTH oreeet



World Wide Writing

Home

Welcome to World Wide Writing

[Link to World Wide Writing](#)

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

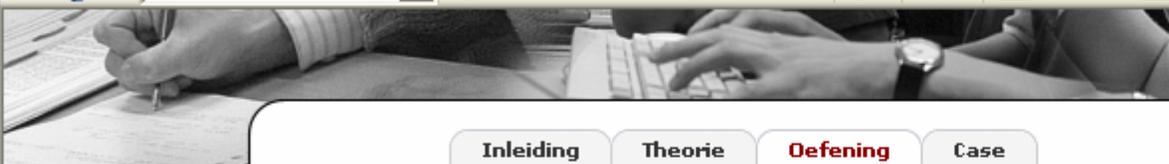
WorldWideWriting is available off-line as well. Click [here](#) to download the off-line version.

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





Inleiding

Theorie

Oefening

Case

Strategisch Communiceren

Ingrid Stassen, Usha Wilbe

■ Oefeningen

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 waarin 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 J. van den Berg & Zn'. De aannemer is actief in de particuliere woningbouw en zit tot aan de nek in de opdrachten. Tot

Zie ook:



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
- Method: “Studying ‘Real-Life’ Writing Processes” (Thea van der Geest, 1996): interviews clients before and right after tutorsessions and after text revision.
- Goal of MA-research: to investigate effects of coaching by tutors in Writing Centre

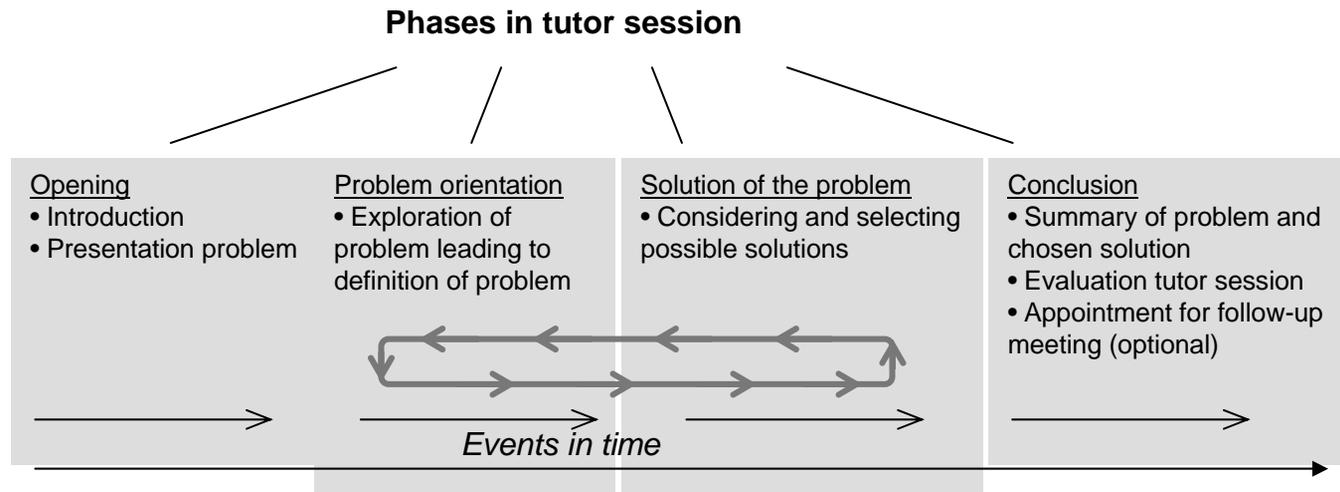


Academic Writing Centre Nijmegen

- 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 tutorsession





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.



Before tutor session

- Several strategies:**
- current task (text oriented)
 - general writing tasks (process oriented);

Depending on problem focus:
Text oriented versus process oriented

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

Process oriented

After tutor session

Concrete plans
Relatively small in number

Abstract plans
Relatively large in number

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:

- Research report 20
- Essay 18
- Bachelor thesis 27
- Master thesis 32

Coaching:

frequently
occasionally
all the time
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

Solution directed: text correction by coach	Advice directed: formulated by writer and coach	Development directed: writer recognizes and solves problem
COACH		WRITER



Feedback: importance and actual use

Importance	Actual assignment	(Spearman correlation)
Advice-directed	Composition	$(r_s = .62, p < .05, n = 13)$
Solution-directed: correction by coach	WAC	$(r_s = .37, p < .05, n = 31)$
Advice-directed	WAC	$(r_s = .46, p < .05, n = 32)$
Development-directed: own insight writer	WAC	$(r_s = .53, p < .05, n = 32)$



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?