

# Writing Development: Multiple Perspectives



This international conference is for students, teachers, lecturers, researchers, inspectors and policy advisors concerned with furthering understanding of writing and how it develops from the early years to adulthood.

Thursday 2nd–Friday 3rd July 2009

Jeffery Hall, Institute of Education,  
University of London

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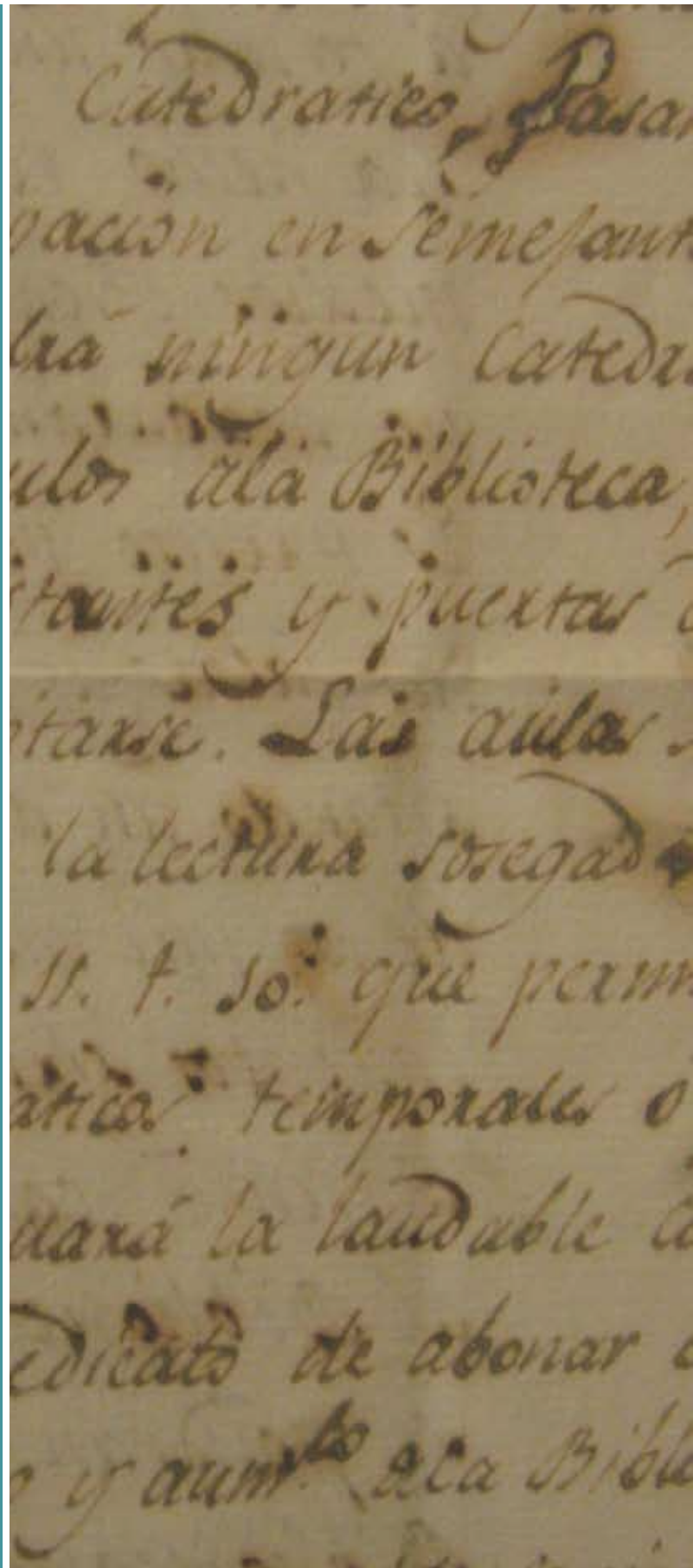
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**Writing development** is currently the focus of substantial international debate. It is the aspect of literacy education that has been least responsive to central government and state reforms. Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest rate than pupil attainment in reading.

Substantial proportions of pupils from different social groups are constrained in accessing their entitlement to the wider curriculum because of their limited facility in utilising the written word.

**Multiple perspectives** can be used to address these issues, including those from psychology, sociology, linguistics and semiotics. Different theoretical perspectives may make not only specific empirical contributions to the study of writing development but also distinctive conceptual contributions to what the notion of development can comprise. Bringing multiple perspectives together in one forum is likely to advance the understanding of issues whose complexities often stretch beyond the conceptual reach of a single discipline.

The Conference brings together many of the leading scholars in the world in the study of writing. They bring with them the analytical lenses of their particular discipline and the communicative skills from being accomplished synthesisers of the international literature. All presenters have published chapters in the Sage Handbook of Writing Development which is being published in 2009.



## Plenary Speakers

### Gunther Kress (UK)

Gunther Kress is Professor of Semiotics and Education at the Institute of Education, University of London. His interests are in understanding principles of representation, meaning-making and communication in contemporary social environments. This involves a continuing interest in the development of a social semiotic theory of multimodal representation and communication. For him, this implies a focus on the processes and forms of communication in all modes including those of speech and writing.

Some of his publications in this area are *Learning to write* (1982/1994); *Linguistic processes in sociocultural practices* (1984/1989); *Social Semiotics* (1988, with R Hodge); *Before Writing: rethinking the paths to literacy* (1996); *Reading Images: the grammar of graphic design* (1996/2006, with T van Leeuwen); *Multimodal Discourse: the modes and media of contemporary communication* (2002, with T van Leeuwen); *Literacy in the new media age* (2003); *English in Urban Classrooms* (2005, with C. Jewitt, J. Bourne, A. Franks, J. Hardcastle, K. Jones, E. Reid).

Current research projects are 'Museums, exhibitions and the visitor' (funded by the Swedish National Research Foundation) and "Gains and Losses: changes in teaching materials 1935 – 2005" (funded by the Economic and Social Science Research Council, UK).

### Anne Haas Dyson (USA)

Anne Haas Dyson is a former teacher of young children and, currently, a professor of education at the University of Illinois at Urbana-Champaign. Previously she was on the faculty of the University of Georgia, Michigan State University, and the University of California, Berkeley, where she was a recipient of the campus Distinguished Teaching Award. She studies the childhood cultures and literacy learning of young schoolchildren. Among her publications are *Social Worlds of Children Learning to Write in an Urban Primary School*, which was awarded NCTE's David Russell Award for Distinguished Research, *Writing Superheroes*, and *The Brothers and Sisters Learn to Write: Popular Literacies in Childhood and School Cultures*. She recently co-authored two books with Celia Genishi, *On the Case*, on interpretive case study methods, and *Children, Language, and Literacy in Diverse Times*.



## Programme: Thursday 2 July

- 9.00 Arrival and collection of conference pack
- 9.30–9.45 Introduction (chair: Roger Beard)
- 9.45–10.00 Welcome (Professor Geoff Whitty, Director, IOE)
- 10.00–10.45 Plenary (speaker: Gunther Kress)
- 10.45–11.15 Coffee
- 11.15–12.15 Presentations 1–4
- » **John Hayes** (Carnegie Mellon University, USA)  
From Idea to Text
  - » **Carol Christensen** (University of Queensland, Australia)  
The Critical Role of Handwriting
  - » **Richard Hudson** (University of London, University College, UK)  
Measuring Maturity
  - » **Hilary Janks** (University of Witwatersrand, Johannesburg, South Africa)  
A Critical Literacy Perspective
- 12.15–1.15 Lunch
- 1.15–2.15 Presentations 5–8
- » **Peter Bryant** and **Terezinha Nunes** (University of Oxford, UK)  
Morphemes and Children's Spelling
  - » **Pietro Boscolo** (University of Padova, Italy)  
Engaging and Motivating Children to Write
  - » **Maria Jerskey** (Pennsylvania State University, USA)  
Meeting the Needs of Advanced Multilingual Learners
  - » **Triantafillia Kostouli** (University of Thessaloniki, Greece)  
Writing as a Social Practice
- 2.30–3.30 Presentations 9–12
- » **Julie Dockrell** (Institute of Education, University of London, UK)  
Causes of Delays and Difficulties in Writing
  - » **Brenton Doecke** and **Douglas McClenaghan** (Monash University, Australia)  
The Content of Students' Writing
  - » **Charles Read** (University of Wisconsin-Madison, USA)  
Learning to Use Alphabetic Writing
  - » **Peter Smagorinsky** (University of Georgia, USA)  
A Semiotic View of Composing
- 3.30–4.00 Tea
- 4.00–5.00 Presentations 13–16
- » **David Galbraith** (University of Stafford, UK)  
Generating Ideas in Writing
  - » **Brian Huot** and **Jeffrey Perry** (Kent State University, USA)  
A New Understanding of Classroom Writing Assessment
  - » **Debra Myhill** (University of Exeter, UK)  
Trajectories of Linguistic Development
  - » **Jackie Marsh** (University of Sheffield, UK)  
Writing and Popular Culture
- 5.15–6.30 Wine Reception

## Programme: Friday 3 July

- 9.30–10.15 Plenary 2 (speaker: **Anne Haas Dyson**. Chair: **Jeni Riley**)
- 10.15–10.45 Coffee
- 10.45–11.45 Presentations 17-20
- » **Denis Alamargot** (University of Poitiers, France)  
Modelling the Development of Written Composition
  - » **Anthony Wilson** (University of Exeter, UK)  
Development in the Writing of Poetry
  - » **Christine Ortmeier-Hooper** (University of New Hampshire, USA)  
The Expansion of Second Language Writing
  - » **Stuart McNaughton** (University of Auckland, New Zealand)  
Talk and Writing in the Early Years
- 12.00–1.00 Presentations 21-24
- » **Gert Rijlaarsdam** (University of Amsterdam, Netherlands) and others  
The Role of Readers in Writing Development
  - » **Marian Sainsbury** (National Foundation of Educational Research, UK)  
Developing Writing in a High-Stakes Environment
  - » **Jon Smidt** (Sor-Trondelag University College, Trondheim, Norway)  
An Ecological Theory of Writing Development
  - » **Chad Wickman** (Kent State University, USA)  
Hypertext and Writing
- 1.00–2.00 Lunch
- 2.00–3.30 Debate – The Future of Writing in a Digital Age
- Speakers: **Doreen Starke-Meyerring** (McGill University, Montreal, Canada)  
**Christina Haas** (Kent State University, USA)
- Chair: **Debra Myhill**
- 3.30–4.00 Tea and Depart

### Why attend?

This is a unique opportunity to participate in a leading-edge conference with a line-up of speakers in writing studies that is one of the most international to be brought together in the UK for many years. There will be networking opportunities throughout the conference, particularly at a Wine Reception, sponsored by Sage, at the end of the first day of the conference on Thursday July 2.

The Conference has also been arranged to co-incide with the beginning of the holiday season, so that conference delegates may remain in London for a few days of sight-seeing if they wish to. With this in mind, early booking of accommodation is advised.

## Registration Fees and Payment

Students (proof of student status required)	£150
All other participants	£200

Please apply via email ([e.peck@ioe.ac.uk](mailto:e.peck@ioe.ac.uk)) or by post using the registration form attached.

We accept cheques for payment. These should be made payable to 'Institute of Education' and sent, with your completed application form, to:

The Conference Office (WDMP)  
Institute of Education  
20 Bedford Way  
London WC1H 0AL

We can raise an invoice for your fees, if the application has the endorsement of the finance department of your organisation.

On receipt of your completed registration form we will send you local accommodation and travel details.

## Terms and cancellations

The conference fee excludes the cost of accommodation and travel to London.

Meals and refreshments in the programme are included in the Conference registration fee; participants will be responsible for the cost of other subsistence. No other expenses for the conference will be met by the Institute.

Please note that refunds for cancelled bookings (less 25% to cover administration) will be available if notice is received in writing no later than seven days prior to the conference. No refund will be made in the event of cancellation within this period or for failure to attend.

Conference enquiries: [e.peck@ioe.ac.uk](mailto:e.peck@ioe.ac.uk) or [m.walker@ioe.ac.uk](mailto:m.walker@ioe.ac.uk)