Can We Be Friends?: The Cross-disciplinary Partnership between Writing Studies and Applied Linguistics in the Canadian Writing Classroom

This paper is the story of my research until this point in my program. I am a fourth year PhD candidate at the University of Waterloo, in Southern Ontario, Canada, studying composition and pedagogy theory. In particular, I’m interested in the ways writing studies as a field can better equip writing programs in Canada to support multilingual writers.

When Covid-19 hit and we all retreated into the solace of our homes for work and study this past spring, I found my research took a turn I hadn’t expected. I had planned to interview administrators and faculty from a handful of schools across Canada, asking them how they used writing courses to support their multilingual students. But everyone had scattered and very few had any mental bandwidth to talk to me about my research.

So instead, I decided to talk to sources that weren’t going anywhere, anytime soon: the archives. I studied the unique way in which writing studies has developed in Canada, along with applied linguistics, both fairly new fields here compared to composition and applied linguistics in the United States. I was curious if these two fields had any kind of cross-pollination over the scant three decades that they’ve existed in Canadian higher education. What I found, lead me to an “ah-ha” moment in my research and dissertation. What I’d like to share with you today is a brief overview of that “ah-ha” moment. I discovered that unlike composition and applied linguistics in the United States which have been siloed since about the 1950s, writing studies and
applied linguistics in Canada have a remarkable history of intermingling due to the
decentralized way in which writing studies has developed as a field in Canada.

A few clarifications about terminology before I begin. First, “writing studies” refers to
the Canadian version of composition. It’s important to give this field a different name here in
Canada than in the US, because writing studies has developed differently here than composition
has in the States. Further, writing studies is marked by slightly different sensibilities and
orientations due to where and how writing instruction happens in a Canadian university or
college. Secondly, When I refer to “multilingual writers” or “multilingual students” I’m talking
primarily about students who have more than one dialect or language and are pursuing a degree
or diploma at a Canadian institution of higher education. And finally, when I refer to “language
minority students,” I mean students studying in Canada who speak a language beside the two
national languages here, French/English.

Matsuda and the composition/language split

The journey to my “ah-ha” research moment began with a study into the history of
composition in the United States and the emergence of translingualism. Thanks to the work of
Paul Kei Matsuda, I learned that during the fifties, language concerns and composition mingled
together like two tides in the same body of water. Concerns about multilingual students were
often raised and discussed at CCCC. In fact, linguistic scholars were prominent in these
workshops and seminars and even helped to establish CCCC in those early days (Matsuda).
International students and their particular language needs were still housed in the English
department and addressed by the freshman English courses first started by Harvard in the late
19th Century. But as the needs of these students grew, applied linguists and compositionists
agreed that a separate, intensive English language program, modeled after the English Language
Institute at University of Michigan, and housed outside of the English department was desirable. In 1962, the CCCC released a report titled “The Freshman Whose Native Language is Not English.” In this report the chair argued for separate courses dedicated to teaching multilingual students and staffed by instructors specially trained in linguistics (Matsuda). It was at this juncture that the division of labor between language scholarship and composition was institutionalized. And Matusda argues it is this division that created the language vacuum in composition scholarship. Because of this vacuum, Matsuda argues that there is a “lack of a community of knowledgeable peers who can ensure intellectual accountability” in the field of composition regarding language scholarship (Matsuda, 2013, pg. 134).

**Lack of language accountability in translingualism**

As a result, Matusda traces this lack of knowledgeable peers and intellectual accountability as the cause for the fault lines that inherently exist in: translingualism. A translingual lens decentralizes the ideal of the native English speaker in the writing classroom, instead celebrating how linguistic diversity creates new pathways for critical thinking and writing (Canagarajah). As a model, translingualism asks writing instructors to rethink curriculum and policies that marginalize students based on linguistic attributes (Williams and Condon). But without accountability from language scholars, Matsuda writes that “much of what passes as new ideas about language in U.S. college composition have already been discussed in Applied Linguistics” (Matsuda 135) That is to say that without the accountability of knowledgeable peers in applied linguistics, translingualism has misused and misapplied certain linguistic terms and theories, in particular “code-switching” and “code-meshing” (Matsuda).
Matsuda’s work begs the question, without proper linguistic grounding and accountability, how effectively can the theory of translingualism support multilingual writers in the writing classroom?

My research question

Matsuda’s question so arrested me that I couldn’t help but apply it to a Canadian context. I began to wonder if there had been the same separation between language and writing studies in Canada, and if so, if the same lack of linguistic grounding had occurred in Canadian writing studies.

Hitting the archives

So I went to the archives, and began to read. I conducted a survey of the two major writing studies organizations in Canada: the Canadian Association of Teachers of Technical Writing (CATTW) which later became Canadian Association for the Studies of Discourse and Writing (CASDW), and Canadian Association for the Study of Language and Learning (CASLL). In addition to their histories, I paid particular attention to their publications (Technostyle/CJSDW and Inkshed) and their conferences (Learneds and Inkshed).

For Technostyle/CJSDW, I began with its earliest publication in 1981 and combed through every volume and issue until 2020 looking specifically for articles that were published with a linguistic lens or cited linguistic scholars. For the conferences, I began with the first gathering at the Learneds (1982) and read through as many programs as I was able to uncover all the way up to 2018. I looked specifically for papers presented with a linguistic focus or presented by scholars from the field of linguistics. For Inkshed, I began with the very first newsletter in 1981 and read through until the newsletter along with the organization of CASLL shutdown in 2014. I also read all existing programs I could find for the Inkshed conferences.
The goal here was to see how much cross-pollination has happened through the years between the fields of linguistics, applied linguistics and Writing Studies. I also wanted to discover to what extent writing studies had been open to and aware of linguistic theory and scholarship as it developed as a field of scholarly interest in Canada.

What I discovered

I discovered at all levels a strong linguistic presence in both organizations, their publications and their conferences from the very inception. I have included some of my charts and data in an Appendix, but I will summarize my finds here:

CATTW/CASDW:

Had a linguistic bent from its very inception thanks to the Official Languages Act of 1969 which declared Canada a bilingual country with two national languages: English and French. When Joan Pavelich founded CATTW in 1981, she wanted to distinguish this organization from its sister organization -- the Association of Teachers of Technical Writing (ATTW) -- in the US. One of the ways that Pavelich chose to emphasize the unique Canadian perspective on teaching technical writing was to make sure that CATTW would “be bilingual always” (Pavelich, 1994, pg. 132). This choice to make CATTW “bilingual always” immediately introduced a linguistic core to the newly developing field of writing studies in Canada — one which would persist through out every step of its maturation. She also enlisted the help of a trained linguist in the founding of the organization: Michael P. Jordan.

Technostyle/CJSDW:

Under Jordan and Pavelich’s leadership, the journal regularly published articles featuring linguistic theory all the way through the 80s, however, the articles dealt primarily with bilingual French/English students and did not address language minority students. Between 1995 – 1999,
the journal published 4 articles with a linguistic lens specifically about language minority
students in the writing classroom. This focus on language minority writers dissipates into the
2000’s. During the aughts any articles with linguistic scholarship or lens are focused solely on
bilingual French/English students.

CASDW Conferences:

My research into the CASDW conference programs begins with 2000, as that’s as far back as
the archives went. I discovered a rich history of cross-pollination between Writing Studies and
Linguistics at these conferences. See Table 1 in Appendix. In particular, I want to point out line
31: we see the linguistic terminology, “code-switching” being used in the correct way from
linguistics. Matsuda (2013) points out, the translingual term “code-meshing” has evolved from
this linguistic term “code-switching” but without proper awareness and deference to the
linguistics roots of this terminology. In this program, we see the term “code-switching” being
used here by scholars from the department of Language, Literature and Linguistics at York
University. The term “code-switching” therefore, is being introduced to writing studies via a
linguistic scholar rooted in the field of linguistics. This is a subtle but significant shift from how
code-switching was first introduced to composition scholars in the United States (Wheeler and
Sword, 2004). We see here how Canadian writing studies has had the benefit of learning
linguistic terminology and theory in the context of knowledgeable peers.

CASLL:

The second of the prominent writing organizations in Canada was founded in 1982 and did
not begin with the same intentional choice to be bilingual as CATTW was, but a linguistic focus
was still very much a part of the foundation of the organization. In the inaugural newsletter, the
founders, James Reither and Russell Hunt of St. Thomas University, set the parameters of this
new organization for teachers of writing in Canada: “for members who are interested in: cross
disciplinary approaches to studying the nature, acquisition, and uses of language and language processes—as, e.g., contributions from linguistics—sociolinguistics, psycholinguistics, text linguistics, anthropology, philosophy (as e.g. Speech Act Theory, Ordinary Language philosophy, semiotics).”

In making it clear that the CASLL organization was open to linguistic input in writing instruction, it created a publication where contributors from both writing studies and linguistics brought their research, collaborated on ideas, and shared their work. Perhaps one of the best examples of this collaboration comes from the first newsletter published in 1985 in which Reither first solicited and then compiled a list of consultants (faculty and educators who all volunteered their time and expertise) to consult writing programs across Canada. Thirty-six members of the CASLL representing nine provinces volunteered their time and expertise. In Figure 1 in the Appendix, you can see where I’ve highlighted the areas of expertise pertaining specifically to linguistic theory and practice. Out of 49 areas of expertise represented by Inkshed contributors, 14 are linguistically situated.

In addition to the diversity of contributors to the publication, Inkshed was also edited by faculty from many different departments, including Applied Linguistics, Education, and English. See Table 2 in the Appendix.

**My Conclusions:**

After studying these publications, I came to the conclusion that the field of Writing Studies in Canada has always had a rich and fruitful partnership with Linguistics and Applied Linguistics, which continues up to the present moment.
However, my “ah-ha” research moment came, when I was able to identify *WHY* this has been so, compared to the history of composition and applied linguistics in the U.S: Canadian writing studies has been able to cross-mingle with linguistics and applied linguistics because of the decentralized way writing studies has evolved in Canadian higher education!

Let me explain: Notice particularly the many different departments involved in the CASLL organization and its publication: Communications, Education, English, Applied Linguistics. This reality exists because in Canada, writing studies has never existed solely in the English department. Graves and Graves and Clary Lemon explain beautifully in their work how Canadian national culture shaped higher education’s approach to writing instruction and writing studies. English departments in Canada often refused to teach writing as a generalized skill separate from literature. While composition was burgeoning into a modern field in the 1970’s in the U.S., “in Canada … English departments largely dug their heels in and insisted on a traditional, literary-based, liberal arts education for Canadian students” (Brooks, pg. 105). During this era, Canadian English scholars viewed composition as “American, practical and un-intellectual – the hack work” (Brooks, pg. 107).

However, no amount of resistance to composition could erase the need for writing instruction. Canadian universities were experiencing an influx of non-traditional and international students who required instruction in writing, just as the United States was. The need was immanent and demanded a solution. Roger Graves and Heather Graves (2006) write that, “the evolution in English departments towards aesthetics and away from the practical (i.e., composition) largely resulted in driving the teaching of writing into curricular structures outside of English” (2). Thus, composition in Canada was taken up by writing centres, discipline-specific courses, and other departments such as Communication and Speech divisions. Clary-Lemon
comments on this particular manifestation of Canadian composition too: “Canadian writing
programs and classes have emerged, not just in traditional departments in arts and humanities (in
which the bulk of American programs are located), but also in colleges of engineering,
education, and agriculture, in communications studies and linguistics programs, and in law and
business schools” (102). So perhaps one of the most defining features of Canadian composition
is that it is often offered outside of the English department.

Because of this decentralized nature of writing studies, when organizations like CATTW and
CASLL sought to start intellectual gatherings for writing teachers here in Canada, they had to go
outside the English department to find their colleagues. Going outside the field meant mixing
with other fields such as Communications and Education, and most importantly Applied
Linguistics, as all these departments were busy trying to teach writing in their own ways.

This decentralized existence allowed for cross-pollination between writing studies and
applied linguistics in the Canadian context and continues to allow this kind of cross-talk, even as
the fields become more and more professionalized.

Now, whether or not Canadian institutions are making the most of this partnership in order to
better meet the needs of multilingual students in the writing classroom is a question worth
investigation in future research. I am not convinced that this alternate history between writing
studies and applied linguistics has made Canadian writing programs any more fit to help
multilingual students. So, this is research hope to dedicate my academic career to once I get this
dissertation finished. 😊
## Appendix

### Table 1: CASDW Conference Papers with Linguistic Influence

<table>
<thead>
<tr>
<th>Conference</th>
<th>Paper Title</th>
<th>Presenter</th>
<th>Institution</th>
<th>Department</th>
<th>Language Minority Focus</th>
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<tbody>
<tr>
<td>1</td>
<td>&quot;An investigation into student transfer of learning from a post-secondary content-based ESL writing course to other courses&quot;</td>
<td>Mark James</td>
<td>University of Toronto</td>
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<td>2</td>
<td>“TESOL textbooks and TESOL institutions: Discoursal relationships in different environments”</td>
<td>Adam Kilburn</td>
<td>Australian Centre for Languages, Sydney, Australia</td>
<td>Adult Migrant English Program,</td>
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<td>3</td>
<td>“Dans quel français traduire et rédiger?”</td>
<td>• Louise Larivière</td>
<td>Université de Montréal et Université Concordia</td>
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<td>4</td>
<td>&quot;Variation and Contact Phenomena in English-language Writing in Quebec: Manifestations and Motivations&quot;</td>
<td>Pamela Grant and Françoise McNeil</td>
<td>Université Sherbrooke</td>
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<td>5</td>
<td>&quot;Bilingual Literacy practices by a Latin American non-governmental organization: Learning to facilitate self-access&quot;</td>
<td>Ana Traversa</td>
<td>Universidad CAEC E, Buenos Aires, Argentina</td>
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<td>6</td>
<td>A Follow-up Report on an Investigation into Student Transfer of Learning from a Post-Secondary Content-Based ESL Writing Course to Other Courses: Results and Implications</td>
<td>Mark James</td>
<td>University of Toronto</td>
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<td>7</td>
<td>Understanding Non-Native Students and Their Writing: An Investigation of Contrastive Rhetorical Assumptions</td>
<td>• Yaying Zhang</td>
<td>Simon Fraser University</td>
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<td>8</td>
<td>Language Standards and the Regulation of Expertise</td>
<td>Jackie Rea</td>
<td>Simon Fraser University</td>
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<td>The Genre of College Entrance/Secondary Graduation Examination Essay: An Inter-Disciplinary Approach to Contrastive Rhetoric</td>
<td>Hongxing Qi</td>
<td>Simon Fraser University</td>
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<td>10</td>
<td>Genre Conflicts and Cooperation: An Analysis of ESL Writing and Instructor Comments in a First Year Technical Writing Course</td>
<td>Katherine Tiede</td>
<td>University of Toronto</td>
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<td>11</td>
<td>Linguistic Consciousness and Stories of Language Teaching</td>
<td>Dana Landry</td>
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<td>12</td>
<td>Texts, Improvement, and a Finnish Immigrant Community in Pioneer Richmond, BC: An Historical Instance of Genres as Sites of Contest, Cooperation, and Control</td>
<td>Nadeane Trowsen</td>
<td>University of British Columbia</td>
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<td>13</td>
<td>Questioning the importance of voice in undergraduate L2 argumentative writing: An empirical study with pedagogical implications</td>
<td>Rena Helms-Park, Paul Stapleton</td>
<td>University of Toronto, Hokkaido University, Japan</td>
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<td>Representations of Science and the Social Construction of Argumentation in Organizational Discourses: The case of the climate-change debates.</td>
<td>Graham Smart</td>
<td>Carleton University</td>
<td>Linguistics and Applied Languages</td>
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<td>2</td>
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<td>Investigating multilinguals’ writing processes</td>
<td>Maureen Ehrensberger-Dow</td>
<td>Zurich University of Applied Sciences</td>
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<td>‘Chalk talk’: A principal genre of the mathematics classroom</td>
<td>Natasha Artemeva and Janna Fox</td>
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<td>Linguistics and Applied Languages Studies</td>
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<td>Writing Lab blended learning support for non-native speaker graduate students and faculty for publication in English</td>
<td>Adam Turner</td>
<td>Hanyang University (S. Korea)</td>
<td>Centre for Teaching and Learning English Writing Lab</td>
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<td>Globalizing English: Rewriting Error from a Multilingual Perspective</td>
<td>Bruce Horner</td>
<td>University of Louisville</td>
<td>Endowed Chair in Rhetoric and Composition</td>
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<td>1999</td>
<td>Common Language Does Not Equal Common Understanding</td>
<td>Diane Boehm</td>
<td>Saginaw Valley State University (MI)</td>
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<td>Workshop: Examining an Alternative Paradigm for Supporting English Language Learners’ Academic Writing Skills Development</td>
<td>Elaine Khoo, Maggie Roberts, Tom Robles, Lydia Wilkinson</td>
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<td>Elena Afros</td>
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<td>Reading and Writing the Linguistic Landscape</td>
<td>Jacqueline McLeod-Rogers</td>
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<td>Jon Gordon, Anna Chilewska</td>
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<td>Foundational Academic Literacy at SFU : Multilingualism, Multiliteracies, and Making the Transition to Writing-Intensive Learning</td>
<td>Steve Marshall</td>
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<td>Negotiating Culture and Voice in Academic Writing</td>
<td>Xuemei Li, Cecile</td>
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<td>Chasing the Dragon: Towards a better understanding of Chinese international students and plagiarism</td>
<td>Badenhorst, Morgan Gardner, Elizabeth Yeoman</td>
<td>University of Science and Technology, Beijing</td>
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<td>Multilingual learners in the writing-intensive classroom: Pedagogical dilemmas, fractured binaries, and conflicting identities among instructors at Simon Fraser University</td>
<td>Jennifer Walsh Marr &amp; Steve Marshall</td>
<td>Simon Fraser University</td>
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<td>Academic writing in the first and additional language: A personal narrative.</td>
<td>Xuemei Li</td>
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<td>Chinese Post-80s overseas graduate students’ voice in English academic writing</td>
<td>Hua Que &amp; Xuemei Li</td>
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<td>Politeness Strategies in Personal Statements: A Comparative Analysis between Native and Non-Native English Writers</td>
<td>Sibo Chen and Hossein Nassaji</td>
<td>Simon Fraser University, University of Victoria, School of Communication, Department of Linguistics</td>
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<td>2015</td>
<td>Code-switching in Bilingual Writing</td>
<td>Olga Makinina</td>
<td>York University, Department of Languages, Literatures and Linguistics</td>
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<td>32</td>
<td>2015</td>
<td>Neither French nor English: Institutional Discourses about Writing and Allophone Students in English Colleges in Quebec</td>
<td>Maria Chiras</td>
<td>McGill University, Department of Integrated Studies in Education</td>
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<td>Teaching Academic Writing through Process-Genre Approach: A Pedagogical Exploration of an EAP Program in China</td>
<td>Xuemei Li, Xiwen Xu</td>
<td>Memorial University of Newforum, Faculty of Education; N/A</td>
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<td>Corrective Feedback in EFL Writing Classes: A Case Study on the Perceptions and Preferences of EFL Students in Mainland China</td>
<td>Sibo Chen, Hossein Nassaji, Qian Liu</td>
<td>Simon Fraser University, University of Victoria, Beijing Normal University</td>
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<td>Voice and Stance in Statements of Purpose by ESL Writers</td>
<td>Sibo Chen</td>
<td>Simon Fraser University</td>
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<td>3</td>
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<td>The Efficacy of Teachable Moments in L2 Writing</td>
<td>Subrata Bhowmik,</td>
<td>University of</td>
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<td>Empowering EAL Writers as Effective Peer Reviewers</td>
<td>Amanda Goldrick-Jones, PhD</td>
<td>Simon Fraser University</td>
<td>Writing Services Coordinator</td>
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<td>Teaching linguistic argumentation through a writing-intensive approach</td>
<td>Kathryn Alexander, Panayiotis Pappas, Maite Taboada</td>
<td>Simon Fraser University</td>
<td>Education/Research Consultant, Linguistics, Linguistics,</td>
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<td>Writing Literacy Development of Multilingual Students: An investigation of cultural factors</td>
<td>Subrata Bhowmick, Ph.D., Anita Chaudhuri, Gregory Tweedie, Xiaoli Liu, Ph.D.</td>
<td>University of Calgary, Mount Royal University, University of Calgary, University of</td>
<td>School of Education; English and Cultural Studies; School of Education; School of</td>
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<td>40</td>
<td>Navigating Minor Academic Genres: Assessing the Development of L2 Graduate Student Writers’ Writing Competences at a Mid-Sized German University</td>
<td>Janine Murphy, Coordinator, Micha Edlich</td>
<td>Leuphana University of Lüneburg, Germany</td>
<td>Writing Center for Academic English, Germany</td>
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<td>41</td>
<td>Claiming Authority: English Language Teachers’ Judgments of Language Usage in Writing</td>
<td>Joel Heng Hartse</td>
<td>Simon Fraser University</td>
<td>Faculty of Education</td>
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<td>42</td>
<td>Becoming information literate: Developing effective use of external sources in an EFL writing course</td>
<td>May Kocatepe</td>
<td>Zayed University, United Arab Emirates</td>
<td>Dept of English and Writing Studies</td>
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<td>Title</td>
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<td>Institution</td>
<td>Department/Program</td>
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<td>4</td>
<td>Conversations about “Editing” Plurilingual Scholars’ Thesis Writing</td>
<td>James Corcoran, Megan McIntosh and Antoinette Gagné</td>
<td>University of Toronto</td>
<td>ESL and Applied Linguistics; Department of Curriculum, Teaching and Learning</td>
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<td>5</td>
<td>Critical Language Awareness in First Year Writing at a Historically Black University</td>
<td>Shurli Makmillen, Clafin University</td>
<td>English Department</td>
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<td>6</td>
<td>Teaching Integrity: Charting the impact of an EAP program on plurilingual undergraduates' academic writing</td>
<td>James Corcoran and Bruce Russell</td>
<td>University of Toronto</td>
<td>ESL and Applied Linguistics; Academic Director of International Programs</td>
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<td>7</td>
<td>“Why Can’t I Find This in English?”: Source Attribution and Becoming an Academic Writer in EAP</td>
<td>Gene Vasilopolous</td>
<td>University of Ottawa</td>
<td>Faculty of Education</td>
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</table>
Figure 1: List of Consultants

Areas of expertise represented by Consultants: (Areas of expertise with linguistic focus are highlighted in yellow)

Advanced / Intermediate Composition (2)
Bilingual Education (1)
Communication Theory (1)
Course Design--Composition (5)
Course Design--ESL (1)
Critical Apologetics (1)
Developmental / Remedial Writing and Reading (1)
Editing for Publication (2)
Elocution and Voice Production (1)
ESL--Teaching ESL Writing (5)
ESL--Testing (1)
Evaluation of Writing (4)
Figurative Language (1)
Inquiry — Teaching of (1)
Language Arts--Theory of (1)
Language Learning (1)
Lexicology (1)
Linguistics / Linguistic Theory (3)
Literacy and Literary Values (1)
Literacy "Crises--Sociology of (1)
Literature--Theory of Teaching (2)
Northrop Frye, Literature, and Education (1)
One-to-One Conferences and Tutoring (6)
Philosophy of Education (1)
Polanyi (Michael) and the Teaching of Writing (1)
Practical Writing (1)
Process-Centered Pedagogy: Reading--Theory and Practice (2)
Process-Centered Pedagogy: Writing--Theory and Practice (6)
Programme (Writing) Design (1)
Reading--Psychology of (1)
Reading Process (4)
Reading Process--French (1)
Revision--Theory and Practice (2)
Rhetoric--History of (1)
Rhetoric--Practice of (2)
Rhetoric / Stylistics (1)
Scoring--Holistic (2) and Primary Trait (1)
Second-Language Composition--French (1)
Semantics--Linguistics (1)
Semiotics (2)
Teacher Training--especially re: Teaching Writing (2)
Technical Writing (2)
Testing (2)
Testing--ESL (1)
Whole Language Theory, and Teaching Reading (1)
Whole Language~ Theory, and Writing in the Literature Classroom (1)
Writing Development—K through Maturity (1)
Writing Process--Theory and Teaching (7)
Writing Skills--Lecturing about (5)

Table 2: Inkshed Contributing Editors

<table>
<thead>
<tr>
<th>Department</th>
<th>Institution</th>
<th>Editor</th>
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<tbody>
<tr>
<td>Applied Linguistics and Discourse Studies</td>
<td>Carleton University</td>
<td>Graham Smart</td>
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<td>Communication, Media and Film</td>
<td>University of Calgary</td>
<td>Jo-Anne André</td>
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<td>Communication, Media and Film</td>
<td>University of Calgary</td>
<td>Doug Brent</td>
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<td>Communications</td>
<td>York University</td>
<td>Mary-Louise Craven</td>
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<td>Field</td>
<td>University</td>
<td>Name</td>
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<td>Communications, Media and Film</td>
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<td>Barbara Schneider</td>
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<td>Curriculum, Teaching and Learning</td>
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<td>Sandy Baardman</td>
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<td>Susan Drain</td>
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<td>York University</td>
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<td>Margaret Procter</td>
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<td>Kenna Manos</td>
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<td>Laura Atkinson</td>
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<td>Nova Scotia College of Art and Design</td>
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