WORKING WITH ACADEMIC LITERACIES: CASE STUDIES TOWARDS TRANSFORMATIVE PRACTICE
PERSPECTIVES ON WRITING
Series Editor, Susan H. McLeod and Rich Rice

The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

INTERNATIONAL EXCHANGES ON THE STUDY OF WRITING
Series Editors, Terry Myers Zawacki, Magnus Gustafsson, and Joan Mullin

The International Exchanges on the Study of Writing Series publishes book-length manuscripts that address worldwide perspectives on writing, writers, teaching with writing, and scholarly writing practices, specifically those that draw on scholarship across national and disciplinary borders to challenge parochial understandings of all of the above. The series aims to examine writing activities in 21st-century contexts, particularly how they are informed by globalization, national identity, social networking, and increased cross-cultural communication and awareness. As such, the series strives to investigate how both the local and the international inform writing research and the facilitation of writing development.

The WAC Clearinghouse and Parlor Press are collaborating so that books in these series will be widely available through free digital distribution and low-cost print editions. The publishers and the series editors are teachers and researchers of writing, committed to the principle that knowledge should freely circulate. We see the opportunities that new technologies have for further democratizing knowledge. And we see that to share the power of writing is to share the means for all to articulate their needs, interest, and learning into the great experiment of literacy.
# CONTENTS

**Introduction** ................................................................. 3  
Theresa Lillis, Kathy Harrington, Mary R. Lea and Sally Mitchell

**SECTION 1. TRANSFORMING PEDAGOGIES OF ACADEMIC WRITING AND READING** . 23

**Introduction to Section 1** ..................................................25

**Chapter 1. A Framework for Usable Pedagogy: Case Studies**  
Towards Accessibility, Criticality and Visibility ........................................29  
Julio Gimenez and Peter Thomas

**Chapter 2. Working With Power: A Dialogue about Writing Support Using Insights from Psychotherapy** .......................45  
Lisa Clughen and Matt Connell

**Chapter 3. An Action Research Intervention Towards Overcoming “Theory Resistance” in Photojournalism Students** ........55  
Jennifer Good

**Chapter 4. Student-Writing Tutors: Making Sense of “Academic Literacies”** .............................................................65  
Joelle Adams

**Chapter 5. “Hidden Features” and “Overt Instruction” in Academic Literacy Practices: A Case Study in Engineering** ..........75  
Adriana Fischer

**Chapter 6. Making Sense of My Thesis: Master’s Level Thesis Writing as Constellation of Joint Activities** ..................87  
Kathrin Kaufhold

**Chapter 7. Thinking Creatively About Research Writing** ............97  
Cecile Badenhorst, Cecilia Moloney, Jennifer Dyer, Janna Rosales and Morgan Murray

**Chapter 8. Disciplined Voices, Disciplined Feelings: Exploring Constraints and Choices in a Thesis Writing Circle** ..........107  
Kate Chanock, Sylvia Whitmore and Makiko Nishitani

**Reflections 1. How Can the Text Be Everything? Reflecting on Academic Life and Literacies** .................................117  
Sally Mitchell talking with Mary Scott
Contents

SECTION 2. TRANSFORMING THE WORK OF TEACHING. ................................. 125

Introduction to Section 2 ................................................................. 127

Chapter 9. Opening up The Curriculum: Moving from The Normative to The Transformative in Teachers’ Understandings of Disciplinary Literacy Practices ........................................... 131  
Cecilia Jacobs

Chapter 10. Writing Development, Co-Teaching and Academic Literacies: Exploring the Connections ................................................................. 143  
Julian Ingle and Nadya Yakovchuk

Chapter 11. Transformative and Normative? Implications for Academic Literacies Research in Quantitative Disciplines ......................... 155  
Moragh Paxton and Vera Frith

Chapter 12. Learning from Lecturers: What Disciplinary Practice Can Teach Us About “Good” Student Writing ........................................... 163  
Maria Leedham

Reflections 2. Thinking Critically and Negotiating Practices in the Disciplines ................................................................. 175  
David Russell in conversation with Sally Mitchell

Chapter 13. Academic Writing in an ELF Environment: Standardization, Accommodation—or Transformation? ................................. 185  
Laura McCambridge

Chapter 14. “Doing Something that’s Really Important”: Meaningful Engagement as a Resource for Teachers’ Transformative Work with Student Writers in the Disciplines ................................. 195  
Jackie Tuck

Chapter 15. The Transformative Potential of Laminating Trajectories: Three Teachers’ Developing Pedagogical Practices and Identities ................................. 205  
Kevin Roozen, Rebecca Woodard, Sonia Kline and Paul Prior

Chapter 16. Marking the Boundaries: Knowledge and Identity in Professional Doctorates ................................................................. 217  
Jane Creaton

Reflections 3. What’s at Stake in Different Traditions?  
Les Littéracies Universitaires and Academic Literacies ................................. 227  
Isabelle Delcambre in conversation with Christiane Donahue

SECTION 3. TRANSFORMING RESOURCES, GENRES AND SEMIOTIC PRACTICES. . . 237
Introduction to Section 3 ......................................................... 239

Chapter 17. Genre as a Pedagogical Resource at University ............... 245
  Fiona English

Chapter 18. How Drawing Is Used to Conceptualize and Communicate Design Ideas in Graphic Design: Exploring Scamping Through a Literacy Practice Lens ......................................................... 257
  Lynn Coleman

Chapter 19. “There is a Cage Inside My Head and I Cannot Let Things Out”: An Epistemology of Collaborative Journal Writing .................. 267
  Fay Stevens

Chapter 20. Blogging to Create Multimodal Reading and Writing
  Experiences in Postmodern Human Geographies .......................... 279
  Claire Penketh and Tasleem Shakur

Chapter 21. Working with Grammar as a Tool for Making Meaning ........ 289
  Gillian Lazar and Beverley Barnaby

Chapter 22. Digital Posters—Talking Cycles for Academic Literacy .......... 299
  Diane Rushton, Cathy Malone and Andrew Middleton

Chapter 23. Telling Stories: Investigating the Challenges to International Students’ Writing Through Personal Narrative ............... 307
  Helen Bowstead

Chapter 24. Digital Writing as Transformative: Instantiating Academic Literacies in Theory and Practice ................................. 317
  Colleen McKenna

Reflections 4. Looking at Academic Literacies from a Composition Frame: From Spatial to Spatio-temporal Framing of Difference ........... 327
  Bruce Horner in conversation with Theresa Lillis

Section 4. Transforming Institutional Framings of Academic Writing ........ 339

Introduction to Section 4 ............................................................ 341

Chapter 25. Transforming Dialogic Spaces in an “Elite” Institution: Academic Literacies, the Tutorial and High-Achieving Students .......... 345
  Corinne Boz

Chapter 26. The Political Act of Developing Provision for Writing
  in the Irish Higher Education Context ........................................... 355
  Lawrence Cleary and Íde O’Sullivan
Chapter 27. Building Research Capacity through an AcLits-Inspired Pedagogical Framework .................................................. 365  
Lia Blaj-Ward

Chapter 28. Academic Literacies at the Institutional Interface:  
A Prickly Conversation Around Thorny Issues .......................... 375  
Joan Turner

Reflections 5. Revisiting the Question of Transformation in  
Academic Literacies: The Ethnographic Imperative .................. 383  
Brian Street in conversation with Mary R. Lea and Theresa Lillis

Chapter 29. Resisting the Normative? Negotiating Multilingual Identities  
in a Course for First Year Humanities Students in Catalonia, Spain ...... 391  
Angels Oliva-Girbau and Marta Milian Gubern

Chapter 30. Academic Literacies and the Employability Curriculum: 
Resisting Neoliberal Education? ............................................ 401  
Catalina Neculai

Chapter 31. A Cautionary Tale about a Writing Course for Schools ...... 413  
Kelly Peake and Sally Mitchell

Reflections 6. “With writing, you are not expected to come from your home”: 
Dilemmas of Belonging ......................................................... 421  
Lucia Thesen

Ac Lits Say ................................................................. 429

List of Contributors ......................................................... 431