

Co-Exploring International Writing Research and Rehearsing Scholarly Performances*International Writing Researchers Consortium*

Conference on College Composition and Communication

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Seeing and reading: the visuality of academic writing

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Institutional Description: The American University of Beirut, founded in 1866 by missionaries from New England, is “American” in its liberal arts model, which asks undergraduate students to take courses in a number of areas outside of their majors. It is also accredited through the Middle States Commission on Higher Education and maintains extensive ties to the US through its faculty members and academic exchanges, its New York office, its alumni, and grants received from US donors. At the same time, the university is deeply rooted in Lebanon, and has long played an important role in the country, the region, and the extensive Lebanese diaspora. Because of its location, and throughout its history, the university has been called upon to respond to urgent socio-political crises, including famine, armed conflicts, and waves of refugees. Today, AUB is made up of seven faculties (including Agriculture, Arts and Sciences, Business, Engineering and Architecture, Medicine, Nursing, and Public Health) and enrolls 10,000 undergraduate and graduate students. While English is the primary language of instruction, and undergraduate students take two required English communication skills courses, most also are required to take a communication skills course in Arabic. The diverse academic backgrounds of AUB students reflects the diversity of pedagogical traditions and languages informing education in Lebanon itself. By design, the national curriculum ensures that all students are grounded fairly extensively in French, Arabic, and English. Pedagogical traditions that can be traced back to France, Britain, Armenia, or Germany co-exist with Arabic educational traditions, ensuring the presence of a wide range of language ideologies, written student genres, and literacy practices.

Key Theorists and Frames

Visuality. Denotes a distinction from *vision*, as a biological function, and indicates socially constructed ways of seeing. The concept is important in art history. Key theorists: Hal Foster. Nicholas Mirzoeff.

Multimodality. In relation to writing, the assertion that any text is dependent on a number of different modes. Writing can be studied as a verbal, material, visual, and spatial artifact. Technologies of writing are also important for understanding forms of writing in sociocultural contexts. Key theorists: Gunther Kress; Theresa Lillis;

Translingual Teaching of Writing. An approach to teaching writing that focuses on the negotiations writers make in relation to standardized languages and forms, and asserting difference as a resource. It asks writing instructors to be self reflective in terms of their practices of reading student writing, especially multilingual student writing. Key theorists: Bruce Horner; Suresh Canagarajah; Elaine Richardson.

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Although writing is a visual medium, theorists, researchers, and instructors have historically paid more attention to writing's role in representing spoken language than to its visual characteristics. As Jan Blommaert (2004) observes: "Visuality is not lost in practice, but it is lost in the ideological conception of the writing and reading process" (655). Even more expansively, Gunther Kress and Theo van Leeuwen (2006) note that a written text

involves more than language: it is written *on* something, *on* some material...is its written *with* something; with letters formed as types of font, influenced by aesthetic, psychological, pragmatic and other considerations; and with layout imposed whether on the page, the computer screen or a polished brass plaque. Yet the multimodality of written texts has, by and large, been ignored, whether in educational contexts, in linguistic theorizing or in popular common sense. (41)

Verbal meanings and organization are essential to any piece of academic writing; at the same time, texts convey meaning through scripts and fonts, paragraph formation, documentation practices, punctuation, capitalization, margins, line spacing, headings, page numbering, and other elements (Kress, 2009).

In academic writing courses, arguments and written discussions are typically coached into existence through a process of drafting, a highly reflective practice. In contrast, visual dimensions of academic texts, which are highly regulated by convention, are usually treated much more prescriptively and are subject not so much to drafting as to a series of corrections to bring them closer and closer into alignment with commonly held guidelines. Of course, writing courses have become much more attuned to the visual in many respects, as technologies of writing shift towards electronic forms. It is not uncommon to incorporate images in text or to treat visual images as texts to be read and analyzed. For the most part, however, that visual rhetoric is concerned primarily with images and objects, but does not extend to the very basic visual and spatial features of academic texts.

Kress (2004) also points out that texts are designed and read as “units that are complete in terms of their social environment” (p. 64). In any given context, shared expectations define the script or scripts that are accepted, the directionality of the text (reading from right to left, for example, or from left to right), and other features. The economy of textual expectations within a context evolves historically and is shaped by technology, by how texts are used, by a variety of factors. The standardization of English, for example, was influenced by the introduction of printing, the spread of news media, the political development of the nation state, and the rise of universal education. (cite) Genres and forms of scholarly writing also coalesced and changed as a parallel to the development of scholarly disciplines and practices.(cite)

When writers work in different sociocultural contexts, they negotiate not only linguistic or verbal rhetorical differences, but differences that may occur in any of the modes manifested in writing. A shift from writing in one language to another often encodes a much more complex shift from one system of linguistic and textual expectations to a different one. (minh zhan lu) Suresh Canagarajah and Maria Jerskey (2009) map out the many points of difference encountered by advanced multilingual writers. [add more here] Canagarajah (2006) has urged writing teachers to develop “a pedagogy of shuttling between languages.” [add to his definition] He compares introductions by a scholar writing in different languages and addressing different audiences to show how his understanding of the context is reflected in the rhetorical structures of each text.

As a critical term, *visuality* speaks to a distinction between seeing as a biological phenomenon and seeing as a cultural phenomenon, a distinction that has been of great significance for art historians, in particular, who must contend with the awareness that it is very difficult for us to access how an artifact may have been seen in the past, because seeing is socially constructed (Foster ; Walker & Walker). Alexa Sand (2012) writes that *visuality* is that “element of visual experience that is contingent on culture, and therefore far more unstable and resistant to description than even the most complex of biological functions” (Sand 89). Because texts are also visual artifacts “contingent on culture,” *visuality* is useful for conceptualizing the experience of reading and writing across difference—whether that difference is produced by historical or socio-cultural boundaries.

[dear reader: I have taken a less formal approach to writing the research

study. The methodology could be described in much more detail, for example. I am not sure it is necessary, however. We can discuss.]

On one hand, as a teacher of writing, I would like to know more about how individual students especially but not only multilingual writers perceive texts, in order to think of ways to teach more supportively. As a researcher, I am interested in understanding more about signification in academic texts in their visual dimensions. I reasoned that advanced students of academic writing who were studying to write in English after learning to produce academic texts within a different complex of linguistic, organizational and visual expectations would be more compelled to be conscious of their composing choices. I turned to them to learn more about their experience of what Theresa Lillis () calls “entextualization,” focusing especially on the visual dimensions of that experience. For this study, I recruited participants in a graduate-level course called “Writing in the Disciplines,” which enrolls students with high levels of academic achievement and a wide range of backgrounds and levels of educational and professional experience, but relatively new to writing in English. I sought to explore

- How do students who write academically in more than one writing system understand the visual design choices that they make?
- What are significant differences the writers navigate in terms of the visual dimensions of their written academic texts (for example, directionality, conventions of quoting and documentation, spelling and transliteration, paragraph formation, and so on) as they move from one system to another one?

- What roles does genre play in shaping similarities and differences across contexts?

Four students agreed to be interviewed and to share examples of their academic writing with me. I met each one individually for one or two interviews lasting approximately an hour in total. (See Appendix for Interview Script) I asked writers about their previous experiences as writers and asked them to tell me more about decisions they had made in composing a text that they shared with me. The participants also shared additional texts after the interview. The study was approved by the university institutional review board.

Participants:

Mohamad El Dheiby (Lebanon): Political Science and Public Administration
French and Arabic educated, English (on his own)

Saha Naseri (Afghanistan): Public Health
Dari educated, Pashtu, English (school subject and tutoring)

Mamadou Ouettara (Burkina Faso): Public Health
French educated, Diaoula, Bubu-Diaoula, Bambara, More, English (written only, in school), German (one year in school)

Aref Al-Ahmadi (Yemen): Public Health
Arabic and English educated

Regulated and Unregulated writing spaces

All of the writers I interviewed were much more articulate in discussing linguistic and rhetorical considerations that occupied them as they were composing than they were in discussing visual or spatial elements of texts. This surprised me, especially because three of the writers had an extensive academic background in writing in

Arabic or Dari, languages that use the Arabic script and alphabet and are therefore written from right to left. In this respect, they may reflect approaches to teaching writing, which provide a vocabulary for organizational and argumentative patterns (like thesis, topic sentence, support, counterargument), and treat so-called “surface” features as being less significant, at least in relation to the intellectual value of the ideas.

The writers’ backgrounds I observed that three of the students entered the course with a strong background in disciplinary writing that was fairly closely matched to the writing expected of them in their programs, except that it had been written in a language that was not English. Mamadou Ouettara, a medical researcher from Burkina Fasso who was obtaining an additional degree in Public Health, shared his [x # of pages] dissertation with me, written in French. [Discuss more and what he articulated as “minor differences” in citation practice and so on.] Mamadou said, “In writing, in my writing, not a lot of struggles. My struggle in the beginning it was how, how to express myself in English. And express myself in writing was a little bit difficult because I was lacking a lot of words.”

Similarly, Saha Naseri told me that she does encounter moments where she encounters unfamiliarity. To complete her undergraduate program in Public Health in Afghanistan, she had worked with a small group to conduct a scientific study and write a report. For Saha, “There are many things, but they come at a point that ... you don’t write them down...There are some interesting points difference. I can

notice them usually: 'So this is different.' In some parts I'm struggling, in some parts I'm enjoying putting words together."

Describe? Aref Al Ahmadi: Professional writing (English) in Field Epidemiology Training Program: disease data description, surveillance system evaluation, disease outbreak investigation, abstracts, and grant proposals.

Unlike the three Public Health students, Mohamad Al Dheiby, a student from Lebanon studying Political Science and Public Administration, entered his program as a highly literate person in terms of his reading, and speaking (orating), and little formal instruction in academic modes of writing:

I just do it the way that I want....This is the first time, this is the first professional writing course that I took. And even though I got my undergraduate degree from the ... University, the research methodology topic, which is one of the core courses, they didn't teach us how to write an academic paper or an academic research...We were writing, not only me but my colleagues, just based on the way that we want to write. And we didn't even know how to forward a sentence from a reference on your topic. I didn't know how to do the citation. I didn't know how to do the comparing. Most of the time, when it is an academic paper, when it is to the class paper, it was most of the time copy and paste. How to do copy and paste and how to put in between quotations because I didn't want to show my self that I had done plagiarism.

Mohamad described his abrupt experience of entering an environment where writing and research were largely electronic, after being in a context where everything was written by hand: “When I came to AUB last semester, after seeing the first class was a lot of students coming as visitor students from the states and from Europe attending the same class with me. All of them they are having their lap top [drumming on the table with his fingers]” *Mohamad El Dheiby*

“When it came to end of semester, and everyone got his grade, I was participating well in the classes, I was doing all my efforts, I did my homework, but I got 82, while my other friends got 90, 95. Why? I don’t know why. But with the E 300 I found that Oh my God! How come that I yaani...How come that I posted this paper in the last semester. I didn’t even write my name on the paper. I didn’t even know that we need to do this!!!—I didn’t do an abstract too.”

Mohamad El Dheib

Mohamad El Dheiby. Paragraphing .Change over time (one month)

The article of Walter Vandereycken described the "eating disorders" through an opinion poll of professionals' experts in eating disorders.

His introduction discussed the literature reviews of eating disorders, and the way of how the "classificatory system" is working according to the reviews. According to him, this classification is changing from an expert to another, for that he referred to "popular media" which is related to general "social construction" and its roles in the classification of eating disorders.

The DSM, as he stated, start to recognize new series of eating disorders which was fabricated with "new terms" differ from the one on the "Internetworld", so our author described some of the "buzz-words" that are "accepted by the scientific community" such as (Night Aating Syndrome, Orthorexia, Muscle Dysmorphia and Emetophobia), and he used them to do his research and comparison between "professionals versus popular media".

We can assume from the "method" used by the author, that eating disorder may vary in good proportion between popular media and opinions of professionals. The study he conducted on 111 completed questionnaires, showed that classification may vary from expert to another, but generally Orthorexia was much more familial with professionals while Night eating Syndrome was the least classified.

After discussing the opinion poll, Vandereycken find out the existence of a contradiction between scientific opinions and mass media. Such contradiction resulted what he call it "medicalization of science among the medicalization of society.

Discussing social media and its effect on societies' behaviors became one of the significant and updated subjects. There is no doubt that internet users are facing new social and psychological aspects, as per many authors who recently wrote about social media, debating attitude internet users from all levels and ages.

In Lebanon, Internet and social media became very trendy such as Facebook (World Vision 2015, para 5), in this term internet and chat rooms platforms attracted its majority users from youth and children. This ring the bells to call civil societies, families and even expert to intervene and setting "reporting mechanism delivering advice on how to deal with any issue they can face offline", as reported in the E-helpline supporting youth online proposal by World vision. Adolescents and children from all social levels are spending fluent time on video games and chatting, and social media needs special "etiquette" that children has to adopt with the support of their families. CCAKIDS blog 2015, stated specific rules addressed to families in terms of educating their children to the use of social media, since children from three years old spending time surfing the internet the blog said that conversation with them shouldn't be delayed, and topics like sexting and cyber bullying has to build on them, (para 10). The World Vision social program focused directly on protecting children in the real world as well as the virtual world from illegal internet content like pornography and abuse, (para 5-6). Implementing such program will reflect social benefit on youth and children's behaviors.

According to Al-Sugar 2015 study, Heavy social media use 'damaging family ties', people are using internet for different reasons, but for him the way of using internet and the time people are spending on social media "is harming family ties" (para 1). The CCA kids blog 2015, in the 11 ways fostering family relations by using technology, addressed how social media users could benefit from their time in connecting family members

PSPA 329G

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The Iraqi Tribal Social Structures During the Monarchy Period

Introduction

It is no secret to say that the Iraqi social transformation during the period of the first mid-20th century, where power shifted from ottoman governance to the period of the British rule, when Iraq transformed to a monarchy; this transformation played a major role of shifting the power from a social class to another.

The social tribal classification for Iraq in the beginning of 20th century period, and the transformation that the Iraqi tribes passed through until the end of monarchy with the 1958 revolution, became an important debate between scholars in order to discuss and understand the major factors that led Iraqi tribal society to rise up against the ruler and the bureaucratic bourgeoisie class. Knowing that Iraqi tribes' relations were based on norms and kinship relations, the Ottoman rulers started to make changes in the social classification between the tribes' members by giving the tribal Chief Sheiks high state's positions and more agrarian lands which was granted to them. This made the Sheiks have special influence among the tribesmen, that the British know how to use this influence in order to rule the Iraqi Society. The British realized in order to rule the social class; they had to build a better connection with the chief sheiks, the thing that produced more social and economic inequalities.

Hanna Batatu argued that the transformation of power in Iraq was due to the tribal social classification during the monarchy period, the new classification that was built under the British ruling concept, while another views like Samira Haj, mentioned that the social and economic development of Iraqi tribes played a significant role of power development that led to the Iraqi revolution of 1958 ending the monarchy regime.

Between the Batatu model of social classification and Samira Haj theory of economic and trading development, I will discuss the major factors that affected the



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The UAE Iranian Dispute over the Three Islands
The Tunbs & Abu Mussa
An Approach to Conflict Resolution

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18-12-2015

Mohamad El Dheiby. Title page. Change over six months.

Translating Genres across languages

| | | |
|--|----------------------|----------|
| 10 | | |
| Results | | |
| Descriptive Epidemiology | | |
| <p>Fifty-three (98%) out of 54 patients met the suspected DF case definition. The affected population was adult males with a median age of 25 year old and a range of 19 to 35. The overall Attack Rate (OAR) was 4%. Seven cases (13%) out of 53 were hospitalized in the military hospital. All cases were recovered without any complications. No any died case; the case fatality rate was 0%. The most common manifestations were fever and joint Pain in 100%. Followed by headache and muscle ache in 98% and 96% respectively. Less common symptoms were epistaxis and vomiting in 2% for each, (Table 1).</p> | | |
| Table 1. Cases of DF by clinical manifestations in the army camp, Alhodeidah, 2014 | | |
| Clinical Manifestations | Number N (53) | % |
| Fever | 53 | 100 |
| Joint Pain | 53 | 100 |
| Headache | 52 | 98 |
| Muscle ache | 51 | 96 |
| Retro-Orbital Pain | 45 | 85 |
| Weakness | 27 | 51 |
| Abdominal Pain | 10 | 19 |
| Watery Diarrhea | 2 | 4 |
| Jaundice | 2 | 4 |
| Rash | 2 | 4 |
| Epistaxis | 1 | 2 |
| Vomiting | 1 | 2 |
| Laboratory findings | | |
| <p>Of, the total four cases, who tested for IgM, two cases (50%) were IgM positive.</p> | | |
| Epi-curve | | |
| Index case | | |
| <p>The index case appears on November 07. He is a 25 year old had complained of fever, joint and retro-orbital pain. He has not travelled during the previous two weeks of his illness. He used to perform a security patrol duty outside the camp in the endemic DF city. He also performed another guarding duty in the camp. The guarding point located close to a multiple opened stagnant water-basins.</p> | | |

Aref Al-Ahmadi. **“Dengue Outbreak at the 10th Army Camp, Alhodeidah, Yemen, 2014”** Field Investigation report. Page 10

Fully conducted and written (drafted and revised) according to the guidelines of the Center for Disease Control, in English.

Translated into Arabic (following all of the same guidelines) for submission to the Ministry of Health, Republic of Yemen.

عنوان تحقیق:

استفاده مواد مخدر و فکتورهای مرتبط به آن در بین محصلین پوهنتون طبی کابل - مطالعه
Cross-sectional

خلاصه

مقدمه: اعتیاد یکی از مسائل مهم صحتی، اجتماعی، سیاسی و اقتصادی جهان به ویژه کشور های در حال توسعه بشمار می رود امروزه این مشکل در بین افراد جوان شایع تر است و در این میان محصلین نیز در معرض خطر مصوب می شوند. این تحقیق با بررسی شیوع استفاده مواد مخدر به ثمول الکل و سگرت در بین محصلین پوهنتون طبی کابل انجام یافته است.

اهداف:

- ✓ تعیین نمودن شیوع مصرف مواد مخدر در بین محصلین پوهنتون طبی کابل.
- ✓ دریافت فکتورهاها از قبیل فکتورهای شخصیتی، دیموگرافیک، فرهنگی اجتماعی، محیطی و اقتصادی که باعث سوء مصرف مواد مخدر در بین محصلین پوهنتون طبی کابل میشود.
- ✓ تهیه پیشنهاد های لازم برای اداره پوهنتون طبی کابل جهت کاهش وجلوگیری از استفاده مواد مخدر.

میتود: در این تحقیق جمعیت تحت مطالعه محصلین پوهنتون طبی کابل صرف نظر از محصلین دوره ستاز یعنی 2322 نفر که 58 فیصد آنرا طبقه نکور و 42 فیصد آنرا طبقه انث تشکیل می دهند می باشند که به اسس میتود (Systematic random sampling) یعنی با شماره گذاری مسلسل تمام محصلین تحت مطالعه و انتخاب سیستماتیک از میان آنها با استفاده از $K=N/n = 7$ تعداد 330 تن بحیث نمونه انتخاب شده و در شش پونجی پوهنتون طبی کابل با توزیع پرسشنامه ها تحت مطالعه قرار گرفته اند. نتایج بستم آمده این تحقیق توسط پروگرام SPSS تحلیل تجزیه گردیده است.

نتایج: از میان 325 اشتراک کننده که به پرسشنامه ها پاسخ داده بودند 13.5 فیصد (44 نفر) سگرت ، 10.5 فیصد (34 نفر) قیان، 2.2 فیصد (7 نفر) جرس ، 3.1 فیصد (10 نفر) الکل، 2.5 فیصد (8 نفر) بان یا سوار، 0.6 فیصد (2 نفر) تریاک ، 0.3 فیصد (یک نفر) هیروئین ، 0.6 فیصد (2 نفر) شیشه، 0.3 فیصد (یک نفر) کرسنال، 0.3 فیصد (یک نفر) کوکائین استفاده می کنند. در این میان هیچ استفاده کننده حبیش، کراک و ماریجوانا وجود نداشت. 6.8 فیصد از این محصلین از دوا های عصبی (آرام کننده و محرک زا ها) استفاده می کردند که مورفین بیشترین استفاده کننده ها را دارا می باشد. از میان این استفاده کنندگان مواد اعتیاد آور 93.7 فیصد محصلین پسر و 7.3 فیصد آنها را محصلین دختر تشکیل میدهند. شایع ترین دلیل استفاده از مواد اعتیادآور در بین محصلین تقلید از دوستان و استفاده به شکل تفریحی می باشد.

Sara Naseri. Research Study Report: Public Health

Language of report: Dari.

Headings in Abstract:

Arabic and English borrowings

خلاصه

khalasa, Ar. "abstract"

اهداف

ahdaf, Ar. "objectives"

میتود

"method"

نتایج

natayij, Ar. "Results"

Note also terms and numbers in English

Unregulated writing space

“This: the class notes for this class. The professor notes. And THIS [turns notebook 180 degrees and turns over, to open from the opposite cover] my notes for the paper from the same course.”

“So when I start to draw it in myself, convert it in myself...For me now, I have all the materials for my paper. This is the material for my final paper, I write it all, and I start to put the thing together [Notes in English and Arabic]. When I write something and I may find it very important, I will write this, but I may not use it for my paper....When I find something very important I said “Mhummah” which is “very important” [points to marginal notes to himself next to quoted material in the notebook, written in Arabic]. So this you need to mention it! No matter how, you need to mention it.”

Mohamad El Dheiby

Imagining writing: visual/spatial metaphor

[In this section I will develop a brief discussion about instances where writers used images and spatial metaphors to describe what they were doing as writers. Discuss in relation to Nedra Reynolds. *Geographies of Writing.*]



Visual Spatial metaphors:

Merge something deep and bring it next to something that everybody knows, like Facebook. There is something inside. There is a girl. This is a way to show it, have people pay attention. If it is just the burka, people can forget that there is a woman in there, someone with feelings and thoughts. Looking at it from the outside only. This is what I do in my writing. Something old, deep maybe from a small village. If it is put next to something that everybody knows, it becomes something that they are more likely to read and to see inside. *Saha Naser*

Visual/spatial metaphors:

Civil war: when I feel it in Persian when I say this word *jang* it is something that have a big background for me with my life with everything. Especially when I grown up in a war country. So it has many things in only one word. When I used this word that I exposed all my life with it. And different places, and I know when I'm writing down, I know the limitation of this word. How

much this word will cover. This word, I know all borders of this word.

Because I used it everywhere, many places. *Saha Naseri*

Conclusion [of sorts not very well developed yet]

Visual elements of academic writing texts are important in many ways, but not in the ways that we usually associate with the visual. Even though reading, conventionally speaking, depends on seeing, academic writing as we know it does not encourage looking at the text. Rather we might claim that reading depends on “not seeing” the written text, or seeing through it. If individual writers are expected to establish original assertions, drawing, however, on the work of others, this expectation is typically confined to language, to ideas. Spatial organization, and most visual aspects of academic texts are, on the contrary, expected to partake in the commonly accepted rules shared by all writers in a particular community, and to avoid exploiting the visual dimension in original ways.

In this sense, the visuality of academic text differs from the visuality of images. Kress analyzes this distinction like this: [add quotation about writing tied to time, syntax, images as “simultaneous”] We can imagine texts as “collections” of visual features, rather than as unified images.

Some visual elements seem to *foster mobility* across writing systems and languages. Some elements *hinder mobility* across writing systems.

In terms of research, what methods would best disclose or represent choices writers make across communicative contexts?

In terms of teaching, what practices would best support multilingual writers in learning about their own agency as writers (learning *about* writing)?

How can we understand the relationship between visual organization and the conceptualization of ideas? (for example, in terms of paragraphs or in terms of citation)

What practices allow us to differentiate between significant textual choices and errors?

The turn from books to screens. And multimodality tends to focus on images, more than on traditional inscription.

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of multilingual student writers. *Journal of Academic Writing*. 6 (1): 193-204.
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Response to "Downtown Beirut: A City of Ghosts?"

After the civil war, the downtown of Beirut has been rebuilt with a new design; many criticisms rose from it. Many press articles have been written about it, among those is "Downtown Beirut: A city of Ghosts?" by Ahmed Mohsen. According to Mohsen, the rebuilding of this place has emptied it from the previous social and economic life and created physical and social barriers between Lebanese. However, Mohsen is very subjective in his position and has purposively selected witnesses to support his position with demonstrates a certain political or financial interest.

Mobility and Paragraphing

Mammadou

Final sentence

"This is my sentence."

- Placement of the sentence.
- Average paragraph length

Differences from formal writing in French/ Burkina Faso

- Indentation at the beginning of the paragraph
- Double spacing

Sheikh Zayed Bin Sultan, the UAE president, said in a public speaking during the national day 2-12-1993 "[we] are still calling to the needs of the dialogue and commitment to the peaceful methods in order to finish this occupation, within the legal and international norms and the principals of good neighborliness and the mutual respect between the countries" (*Tadmuri no publishing year, 301*).

UAE rulers were always tending to solve the dispute either by mediation or bilateral dialogue. According to Hamdan, sulh and musalaha are two approaches for conflict resolutions which based on communal framework in the Arab world (*Hamdan 2014, 45*). Islamic norms encouraged Muslims to open spaces for mediation whenever a conflict happened between two Muslim parties. The Holly Koran is stating in Sourat Al Hujurate:

وإن فتنان من المؤمنين اقتتلوا فأصلحوا بينهما... (9)

إنما المؤمنون إخوة، فأصلحوا بين أخويكم واتقوا الله لعلكم ترحمون (10)

Mobility and Script
 Mohammad
 Arabic script in an English essay.
 Transcribed script

Fares, Mohamad. 2007. *Jozor Al Imarate Al Mohtallah Wa Mobahathat El etihad Al tase'e: Qira'a Fi Al Watha'eq Al baritaniya 1971-1972*. Amman: No Publisher.

Hamdan, Nahla. 2014. *Arab Approches to Conflict Resolution. Mediation, negotiation and settlement of political disputes*. New York: Routeledge.

Hilleary, Cecilly. 2012. *Iran-UAE Island dispute could escalate*. October 18.
<http://www.voanews.com>.

Koufari, Mahmoud Al. 2001. *Emarate Al Arabiya Al Moutahida Bayn Al Kadim Wal Hadith Wa Moushkilat Al Jozor Al Thalath*. Damascus: No publisher.

APPENDIX Interview scripts

American University of Beirut
Amy A. Zenger, Principal Investigator
The visuality of written texts: Multilingual writers making design choices

Semi-structured Interview Scripts

The following questions are intended to ground a conversation with the participant. Subjects that emerge naturally in the discussion will be included in the interview data, and questions that do not seem relevant may not be asked of a participant. The researcher may also ask follow up questions for clarification or elaboration.

First interview

[approximately 25 minutes]

Background information.

1. What is your nationality?
2. Please tell me about your educational background. Where did you attend school prior to coming to AUB, and what university (universities) have you attended (the names of all schools and their locations)?
3. What language or languages do you speak at home (and with whom)?
4. What are the primary languages were you taught in? What languages did you study as a foreign language?
5. What is your current major or degree program at AUB?
9. Do you think your writing practices are different when you write in the different languages you use? For example, when you write in English, do you think in Arabic or French and then translate words or ideas? When you think about how to organize your ideas, do you think in French, Arabic(s) or other structures? When you think about making an argument, what structures come to your mind? Please explain.
10. How would you say that the languages you write in affect your writing in English? Would you say that the other languages (scripts, conventions) “interfere,” “supplement,” or do anything else to your writing in English? Please explain.

Textual analysis:

11. Let’s talk now about the document you have shared with me. I am interested in seeing how you have organized the text visually and your own thoughts about that. I am interested to know how this document compares to other documents you compose in

different academic or linguistic contexts. I am going to point to particular features of your text and ask you about them. Please feel free to offer any information about the composition of your document.

[Point to features and ask about them:

Margins

Title

Font choices

Paragraphing

Spacing

Capitalization

Directionality of text

Paragraph formation

Citation in text and in references

Punctuation

Inclusion of images or other visuals

Other]

Second interview

[approximately 15 minutes]

Textual analysis:

Let's talk now about the revised document you have shared with me. I am interested in seeing how you have organized the text visually and your own thoughts about that. What changes have you made in the document, and why? Please explain and feel free to offer information about the composing process.

[Point to features and ask about them:

Margins

Title

Font choices

Paragraphing

Spacing

Capitalization

Directionality of text

Paragraph formation

Citation in text and in references

Punctuation

Inclusion of images or other visuals]