

# **Building Bridges through Academic Writing: Research, Policy, and Practice**

## **Third International Conference on Academic Writing in Israel**

**June 27-28, 2016**

**Conference Venue: MOFET, The Institute of Research,  
Curriculum and Program Development for Teacher Educators, Tel Aviv, Israel**

### **CALL FOR PROPOSALS**

Academic writing has long been considered to be a bridge to learning in school and in higher education. We believe that in the 21<sup>st</sup> century academic writing should be a bridge to promoting current issues in other areas as well. We would like to invite you to share your knowledge and experience in all of these areas with both our local and international audiences.

**We are pleased to announce that the following speakers have accepted our invitation to give a keynote presentation at the conference:**

- ◆ Prof. Charles Bazerman, University of California Santa Barbara, USA
- ◆ Prof. David Galbraith, University of Southampton, UK
- ◆ Prof. Gert Rijlaarsdam, University of Amsterdam, The Netherlands

**The following topics will be addressed, as will any others related to the conference theme.**

Research, policy, and practice of academic writing

- ◆ as a bridge to learning in school and in higher education.
- ◆ as a bridge to advancing professional, social, economic, political, and technological issues.

#### **Topics and Subtopics**

Below are topic categories and specific subtopics which we are suggesting related to the general theme of the conference. Presentations can focus on one or more of these or on any other subtopic that is relevant to the conference theme. Please indicate the topic category your presentation relates to (1, 2, 3, 4, 5) in the proper space on the proposal submission form.

#### **1. Building Bridges in Education through Academic Writing**

- ◆ Bridging the gap between high school and higher education
- ◆ Bridging the gap between research and practice
- ◆ Explicit and implicit policies in academic writing
- ◆ Developing and maintaining writing centers
- ◆ Models of academic literacy instruction
- ◆ Designing teacher education programs in academic writing
- ◆ Academic writing in L1 and L2
- ◆ Academic writing in international student programs
- ◆ Promoting academic writing in all the disciplines (WAC, WID, Writing in STEM)
- ◆ Individual writing and collaborative writing in academia: Where are the boundaries of authorship?
- ◆ Using creative writing techniques in academic writing instruction
- ◆ Bridging the gap between personal and academic writing

#### **2. Building Professional Bridges through Academic Writing**

- ◆ Academic writing as a bridge to professional success: The language of research and publication
- ◆ Academic writing as a bridge to success in post-university life
- ◆ Supporting doctoral students and post-graduate writers
- ◆ Academic writing in the 21<sup>st</sup> century workplace
- ◆ Professional correspondence

#### **3. Building Social and Economic Bridges through Academic Writing**

- ◆ The impact of academic writing on social mobility
- ◆ Bridging social and economic gaps in multicultural academic writing classes
- ◆ Academic writing and social networks
- ◆ The growing number of standard varieties in the same language
- ◆ The impact of changing economic forces on academic writing
- ◆ The role of academic writing in the developing countries

#### **4. Building Political Bridges through Academic Writing**

- ◆ Language policy and academic writing
- ◆ Academic writing as engaged citizenship in the 21<sup>st</sup> century
- ◆ The spread of English as an international language
- ◆ Bridging the gap between local and global academic languages
- ◆ Setting standards for academic writing globally
- ◆ Potential challenges to English as a global academic language

#### **5. Building Bridges in a Technological Age**

- ◆ Defining academic writing in a technological environment
- ◆ Changing concepts such as "writer" and "reader" in the digital world
- ◆ Adapting traditional concepts such as "audience" and "register" to the newer forms of academic writing
- ◆ Attitudes toward written and digital texts
- ◆ The effects of digital publications (e.g., instant exposure, plagiarism) on academic writing
- ◆ Assessing academic writing in the digital age
- ◆ Online academic writing courses: Technology and pedagogy
- ◆ The role of academic writing in the knowledge society

#### **Guidelines for Abstract Submissions**

Presentations can be made in English, Hebrew, or Arabic. A limited number of presentations in Hebrew and Arabic will be accompanied by simultaneous translation into English. The maximum length of English abstracts is 300 words. Abstracts exceeding the word limit, abstracts requiring significant linguistic editing, or abstracts not adhering to an acceptable academic structure will not be reviewed. Citations should be limited to two or three.

#### **Types of Presentations**

- ◆ Papers: 20 minutes for presentation and 10 minutes for questions.
- ◆ Workshops: 60 minutes. The abstract should clearly state what the purpose of the workshop is, what methods will be used, how the leader(s) will involve the participants, and what the expected outcomes are.
- ◆ Posters: These will be presented at a designated session during the conference. Instructions with regard to the preparation of the poster will be sent with the acceptance letter.

#### **Technology and Handouts**

All lecture rooms at the conference venue are equipped with computers and projectors. If you are going to use these media, be sure to bring a memory stick (USB or disk on key). As there are no photocopying facilities at the conference venue, please be sure to bring with you any handouts or materials that you intend to distribute. There are photocopying facilities in Tel Aviv, but not in the vicinity of the MOFET Institute.

#### **Abstract Submission**

All abstracts must be submitted online only via the link below.

- ◆ Abstract submission opens: **June 7, 2015**
- ◆ Deadline for submission: **October 31, 2015**
- ◆ Notification of acceptance by: **December 31, 2015**

**The abstracts will be reviewed blindly according to the following criteria:**

1. Relevance to conference theme
2. Connection to current disciplinary theories, issues, and practices
3. Innovation or originality
4. Implications for pedagogy or further research
5. Audience interest and engagement

Further information about the conference (registration, accommodation, etc.) will be available on the conference website later this year. Questions with regard to abstract submission can be addressed to Shimona Kushner, the Abstract Committee Chair [shimonakushner@gmail.com](mailto:shimonakushner@gmail.com)

**Click here to submit abstract**  
**Click here to access conference site**

**Questions with regard to other matters can be addressed to the Unit for Conferences and Study Days at  
The MOFET Institute [event@macam.ac.il](mailto:event@macam.ac.il)**