**WRITING FOR ACADEMIC PURPOSES:**

**SELECTED REFERENCES**

**(last updated 30 May 2013)**

Allison, D. (1992). Discourse awareness in student writing. *Hong Kong Papers in Linguistics and Language Teaching, 15*, 75-85.

Allison, D. (1993). Assertions and alternatives: Helping ESL undergraduates extend their choices in academic writing. *Journal of Second language Writing, 4*(1), 1-15.

Becker, A. (2010). Examining rubrics used to measure writing performance in US intensive English programs. *The CATESOL Journal*, *22*(1), 113-130.

Bereiter, C., & Scardamalia, M. (1986). Levels of inquiry into the nature of expertise in writing. *Review of Research in Education*, *13*, 259-282.

Braine, G. (1996). ESL students in first-year writing courses: ESL versus mainstream classes. *Journal of Second Language Writing*, *5*(2), 91-107.

Breeze, R. (2012) *Rethinking academic writing pedagogy for the European university*. Amsterdam: Rodopi.

Bruce, N., & Lewkowicz, J. (1991). Thematic and topic development in academic writing. In V. Bickley (Ed.), *Where from here? Issues in the planning, managing and implementing of language teaching and training programmes in the 90s* (pp. 363-377). Hong Kong: Institute of Language Education.

Canagarajah, A. S. (2006). Toward a writing pedagogy of shuttling between languages: Learning from multilingual writers. *College English,* 68(6), 589-604.

Casanave, C., & Hubbard, P. (1992). The writing assignments and writing problems of doctoral students: Faculty perceptions, pedagogical issues, and needed research. *English for Specific Purposes Journal,* 11, 33-49.

Cavusgil, S. (2008). Academic writing courses should focus on paragraph and essay development. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 140-158). Ann Arbor, MI: University of Michigan Press.

Conrad, S. (2008). Corpus-based research is too complicated to be useful for writing teachers. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 115-139). Ann Arbor, MI: University of Michigan Press.

Cooley, L., & Lewkowics, J. (1995). The writing needs of postgraduate students at the University of Hong Kong. *Hong Kong Papers in Linguistics and Language Teaching, 18*, 121-123.

Cooley, L., & Lewkowics, J. (1995). The quantum leap: From essay to thesis. In D. Nunan, R. Berry, & V. Berry (Eds.), *Bringing about change in language education: Proceedings of the Second ILEC Conference, Hong Kong* (pp. 201-216. Hong Kong: University of Hong Kong.

Cresswell, A. (2000). Self-monitoring in student writing: Developing learner responsibility. *ELT Journal*, *54*(3), 235-244.

Cummins, J. (1981). Empirical and theoretical underpinnings of bilingual education. *Journal of Education*, *163*(1), 16-29.

Deckert, G. (1993). Perspectives on plagiarism from ESL students in Hong Kong. *Journal of Second Language Writing, 2*(2), 131-148.

di Gennaro, K. (2009). Investigating differences in the writing performance of international and Generation 1.5 students.*Language Testing, 26*, 533-559.

Ferris, D. (2008). Students must learn to correct all their writing errors. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 90-114). Ann Arbor, MI: University of Michigan Press.

Fischer, D. (2013). Cultivating effective peer feedback strategies in an academic writing course. In T. Pattison (Ed.), *IATEFL 2012: Glasgow Conference Selections* (pp. 205-206). Canterbury, UK: IATEFL.

Folse, K. (2008). Teaching vocabulary is not the writing teacher’s job. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 1-17). Ann Arbor, MI: University of Michigan Press.

Frodesen, J., & Holten, C. (2003). Grammar and the ESL writing class. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 141-161). Cambridge, UK: Cambridge University Press.

Gu, Q., & Brooks, J. (2008). Beyond the accusation of plagiarism. *System*, *36*(3), 337-352. doi:10.1016/j.system.2008.01.004

Harwood, N., & Hadley, G. (2004). Demystifying institutional practices: Critical pragmatism and the teaching of academic writing. *English for Specific Purposes*, *23*(4), 355–377. doi:10.1016/j.esp.2003.08.001

Hayes, J. R., & Flower, L. S. (1987). On the structure of the writing process. *Topics in Language Disorders, 7*(4),19-30.

Hinkel, E. (2003). Simplicity without elegance: Features of sentences in L1 and L2 academic texts. *TESOL Quarterly*, *37*(2), 275-301.

Hinkel, E. (2010). What research on second language writing tells us and what it doesn’t. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*, *2*, (pp. 523-538). New York, NY: Routledge.

Holes, C. (1984). Textual approximation in the teaching of academic writing to Arab students: A contrastive approach. In J. Swales & H. Mustafa (Eds.), *English for specific purposes in the Arab world* (pp. 228-242). Birmingham, UK: The Language Studies Unit, University of Aston.

Horowitz, D. M. (1986). What professors actually require: Academic tasks for the ESL classroom. *TESOL Quarterly*, *20*(3), 445-462.

Howard, R. M. (2002). Don’t police plagiarism: Just TEACH! *Education Digest*, *67*(5), 46.

Howard, R. M., Serviss, T., & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing & Pedagogy*, *2*(2), 177-192.

Huang, J. (2004). Socializing ESL students into the discourse of school science through academic writing. *Language and Education*, *18*(2), 97-123

Hubbard, P. (2010). Reflections on teaching discourse functions using a science thesis. *Journal of Writing and Pedagogy*, 1(2), 264-277.

Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, *20*(3), 341-367. doi:10.1093/applin/20.3.341

Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics,* *34*, 1091-1112.

Hyland, K. (2002). Options of identity in academic writing. *ELT Journal,* *56*(4) 351- 358.

Hyland, K. (2002). Activity and evaluation: Reporting practices in academic writing. In J. Flowerdew (Ed.), *Academic discourse* (pp. 115-130). London, England: Longman.

Hyland, K. (2003). *Second language writing*. Cambridge, UK: Cambridge University Press.

Hyland, K., & Milton, J. (1997). Qualification and certainty in L1 and L2 students' writing. *Journal of Second Language Writing*, *6*(2), 183-205.

Johns, A. M. (1997). *Text, role and context: Developing academic literacies*. Cambridge, UK: Cambridge University Press.

Keck, C. (2006). The use of paraphrase in summary writing: A comparison of L1 and L2 writers. *Journal of Second Language Writing*, *15*(4), 261-278. doi:10.1016/j.jslw.2006.09.006

Knoch, U., & Elder, C. (2010). Validity and fairness implications of varying time conditions on a diagnostic test of academic English writing proficiency. *System*, *38*(1), 63-74. doi:10.1016/j.system.2009.12.006

Lee, I. (2009). L2 writing teachers’ perspectives, practices and problems regarding error feedback. *Assessing Writing*, 8 (3), 216-237.

Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly*, *29*(2), 235-260.

Leki, I., & Carson, J. (1997). “Completely different worlds”: EAP and the writing experiences of ESL students in university courses. *TESOL Quarterly, 31*(1), 39-69.

Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing in English* (1st ed.). New York, NY: Routledge.

Melzer, D. (2009). Writing assignments across the curriculum: A national study of college writing. *College Composition & Communication*, *61*(2), 378.

Mohan, B., & Lo, W. A-Y. (1985). Academic writing and Chinese (Cantonese) students: Transfer and development factors. *TESOL Quarterly, 19*(3), 515-534.

Moore, T., & Morton, J. (2005). Dimensions of difference: A comparison of university writing and IELTS writing. *Journal of English for Academic Purposes*, *4*(1), 43-66. doi:10.1016/j.jeap.2004.02.001

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing.* New York, NY: Routledge.

Ortega, L. (2003). Syntactic complexity measures and their relationship to L2 proficiency: A research synthesis of college-level L2 writing. *Applied Linguistics, 24*, 492-518.

Paltridge, B. (2004). Review article: Academic writing. *Language Teaching*, *37*(2), 87-105.

Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing*, *12*(4), 317-345. doi:10.1016/j.jslw.2003.08.004

Pennycook, A. (1996). Borrowing others’ words: Text, ownership, memory, and plagiarism. *TESOL quarterly*, *30*(2), 201-230.

Perron, J. (1977). Written syntactic complexity and the modes of discourse,paper presented at the April 1977 *Annual Meeting of the* *American Educational Research Association*, New York, NY.

Plakans, L., & Gebril, A. (2012). A close investigation into source use in integrated second language writing tasks. *Assessing Writing*, *17*(1), 18-34. doi:10.1016/j.asw.2011.09.002

Reid, J., & Kroll, B. (1995). Designing and assessing effective classroom writing assignments for NES and ESL students. *Journal of Second Language Writing*, *4*(1), 17-41.

Silva, T. (1993). Towards an understanding of the distinct nature of L2 writing: The ESL research article and its implications. *TESOL Quarterly,* *27*(4), 657-678.

Spack, R. (1988). Initiating ESL students into the academic discourse community: How far should we go? *TESOL Quarterly*, *22*(1), 29-51.

Tang, R., & John, S. (1999). The 'I' in identity: Exploring writer identity in student academic writing through the first person pronoun. *English for Specific Purposes*, *18*, S23-S39.

Thompson, G. (2001). Interacting in academic writing: Learning to argue with the reader. *Applied Linguistics*, *22*(1), 58-78.

Vickers, C. H. (2006). Grammatical accuracy and learner autonomy in advanced writing. *ELT Journal*, *60*(2), 109-116. doi:10.1093/elt/cci097

Vidaković, I., & Barker, F. (2010). Use of words and multi-word units in skills for life writing examinations. *Cambridge ESOL Research Notes*, *41,* 7-14.

Weigle, S. C. (2002). *Assessing writing*. Cambridge, UK: Cambridge University Press.

Winterowd, W. R. (1983). Prolegomenon to pedagogical stylistics. *College Composition and Communication*, *34*(1), 80-90.

Yamada, K. (2003). What prevents ESL/EFL writers from avoiding plagiarism?: Analyses of 10 North-American college websites. *System*, *31*(2), 247-258. doi:10.1016/S0346-251X(03)00023-X