

Call for papers

Special Issue in 2016 on:

*Didactic and pedagogical aspects of writing practices in university training, in France, Brazil and elsewhere*

Deadline for submission: April 1<sup>st</sup> 2016

Editors of the special issue: Sophie Bailly, Juliana Assis, and Marc Deneire

The transition from school to academic literacy is not without its difficulties for many students at all levels of curricula in their efforts to cope with the institutional constraints of academic and scientific writing. Their academic success often depends on their ability to acquire various writing norms and methodologies for which they may not have been prepared during their school or university career.

Research on university literacies addresses an important challenge and has come to represent a rich and diverse area that the French journal *Mélanges Crapel* has chosen to highlight in a special issue on didactic and pedagogical aspects of L1 and L2 writing practices at all levels of university studies. To support an ongoing Franco-Brasilian scientific cooperation project (Capes-Cofecub<sup>1</sup>), this issue welcomes contributions reporting on work in those two countries, as well as in other national and educational contexts.

Themes for this special issue include, but are not limited to:

- didactic dimensions of training to write and training through writing, in first and/or second or foreign languages at university: teacher practice and teacher training; beliefs, knowledge, attitudes and practices of both teachers and students towards the writing process (including attitudes towards copying, pastiche and plagiarism, towards external revision and self-revision, etc.); the place of writing skills in the assessment and certification process; institutional demands related to writing;
- specificities of academic and scientific written discourse and how to deal with them in teaching and learning: norms, conventions, cross- and transcultural dimensions, etc.;
- teaching practices in various programs and contexts: distance or face-to-face teaching; self-directed or other-directed learning; materials and resources for the teaching and writing of academic texts; place and role of ICT in the training of academic writing;

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<sup>1</sup> <http://chercheurs.campusfrance.org/CandidatureAnonyme/?wicket:interface=:1:::>

- aptitudes and skills linked to academic writing at university: socializing through writing; reflexivity, autonomy, authorship, appropriation, ownership, authentication; learning to write and writing to learn; reading and re-reading to write.

This issue of *Mélanges Crapel* invites researchers who are interested in these questions to send their contribution in French, Portuguese or English to:

Sophie Bailly : [sophie.bailly@univ-lorraine.fr](mailto:sophie.bailly@univ-lorraine.fr)

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Juliana Assis : [juassis@terra.com.br](mailto:juassis@terra.com.br)

### **Timetable**

- Reception of complete texts: April 1<sup>st</sup> 2016
- Return of evaluations: May 15<sup>th</sup> 2016
- Return of modified texts: June 10<sup>th</sup> 2016

Submission guidelines: <http://www.atilf.fr/spip.php?rubrique217&idfirst=4025>