

National Forum for English Studies 2009 - Program

Thursday 16 April			
12.00-13.00	LUNCH		
13.00-13.30	Ingrid Elam, Dean of Culture and Society <i>Opening address</i> Jean Hudson <i>Opening and WELCOME from the Organizers</i>		
13.30-14.15	Jean Hudson <i>Plenary on 'National Collaboration'</i> SEED Swesse Teacher education		
14.15-15.00	John Storan, UK director of Action on Access <i>Widening Participation</i>		
15.00-15.30	COFFEE		
15.30-17.15	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Workshop Widening Participation</td> <td style="width: 50%; text-align: center;">Workshop IT and New Media</td> </tr> </table>	Workshop Widening Participation	Workshop IT and New Media
Workshop Widening Participation	Workshop IT and New Media		
17.30-18.30	Swesse General Assembly Meeting Introduced by chair of ESSE board, Fernando Gavlán		
19.00	WELCOME RECEPTION & DINNER Hosted by Malmö Stad (City Hall, Stortorget)		

Friday 17 April		
09.00-10.00	Philip Shaw <i>Academic writing and Swedish departments of English: from literary studies to writing across the curriculum</i>	
10.00-11.00	PhD presentations	Academic Writing Workshop I
11.00-11.30	COFFEE	
11.30-12.30	PhD presentations	Workshop Academic Writing I
12.30-14.00	LUNCH	
14.00-14.45	Inger Wistedt, chair of SULF's Professors' Section <i>"Frihetsutredningen"</i>	
14.45-15.15	COFFEE	
15.15-17.00	Annual Professor's meeting - Ling	Annual Professor's meeting - Lit Workshop Academic Writing II
17.00-18.00	APERITIF	
18.00-19.00	Drama performance by students of "Theatre and Social Justice"	
19.00	CONFERENCE DINNER (Restaurant Wega, Malmö historiska museum)	

Saturday 18 April				
09.00-10.00	Janet Burroway On Creativity and Creative Writing			
10.00-12.00	SWESSE board meeting	Discussion of proposal for new teacher education	Brainstorming session Transferable skills	Workshop Creative Writing
12.00-13.00	Panel discussion <i>National collaboration for the future - what, how and who?</i>			
13.00-14.00	LUNCH			

Keynote speakers at the National Forum for English Studies, 2009.

Janet Burroway

Janet Burroway is the author of seven novels including *The Buzzards*, *Raw Silk* (runner up for the national Book award), *Opening Nights*, and *Cutting Stone*; a volume of poetry, *Material Goods*; a collection of essays, *Embalming Mom*; and two children's books, *The Truck on the Track* and *The Giant Jam Sandwich*. Her most recent plays, *Medea With Child*, *Sweepstakes*, *Division of Property*, and *Parts of Speech*, have received readings and productions in New York, London, San Francisco, Hollywood, and various regional theatres. Her *Writing Fiction* is the most widely used creative writing text in America, and a multi-genre textbook, *Imaginative Writing*, appeared in 2002. A B.A. from Barnard College and M.A. from Cambridge University, England, she was Yale School of Drama RCA-NBC Fellow 1960-61, and is Robert O. Lawton Distinguished Professor Emerita at the Florida State University in Tallahassee.

Janet's abstract:

There is a topic on which I've long meant to write that might suit your group very well. I have it in mind as "The Imagination Proclamation." What I'd like to do is outline, as I see it, the commodification of the publishing industry and arts and education generally over the course of my lifetime, and the necessity of including a training of the imagination, especially through literature and writing, in the global village we now inhabit. The topic is frankly political but I have no allegiance to an ism, but rather to the conviction that if we measure artistic and imaginative success by popularity ("if it's any good it'll get published/sell") we fatally diminish the imagination as a mental tool, and imagining as a central activity of the brain. That's more abstract than I mean to be, or would be once I've gone to work on the words to express it. I mean, for instance, that the 9/11 Commission came to the conclusion that the main reason for the NY terrorist attacks was "a massive failure of the imagination." The heads of government could not imagine that a bunch of men who lived in caves could accomplish such a thing. Over the last fifty years in America, and I believe widely in the Western world, we have tried to fix education by pushing it ever more into numerical territory;

numbers on test scores, numbers of sales, ratings of universities --all of which are metaphors for money. What literature does is to get into the mind of the Other. Both reading and, especially, writing allow us to live in the point of view or someone who is not exactly, or is absolutely different from, ourselves. And nothing, I would argue, is more important to our world this century.

Fernando Galván

Fernando Galván is chair of ESSE (the European Society for the Study of English) and Professor of English Literature at the University of Alcalá, Madrid, Spain. His main research interests focus on the study of English narrative, although he has also published on Medieval and Renaissance poetry. Recent publications include editions and translations of 17th- and 18th-century classics such as *Milton* (2003), *Defoe* (2000), *Richardson* (1999), *Fielding* (1997) and *Wollstonecraft* (1998), as well as critical studies on contemporary fiction and culture: *On Writing (and) Race in Contemporary Britain* (1999), *Culture and Power: Music, Media and Visual Arts* (2003) and *(Mis)Representations: Intersections of Culture and Power* (2003). Fernando will be addressing the Annual General Meeting of SweSSE, which will take place during the Forum.

John Storan

Professor John Storan is Director of Continuum, the Centre for Widening Participation Policy Studies at the University of East London. He is also Director of Action on Access, the national Co-ordination team for widening participation. As current and founding Chair of the Forum for Access and Continuing Education (FACE) he represents communities of practitioners involved in Access and Widening Participation from throughout the UK and internationally. He was commissioned by the Swedish government agency for Widening Participation to advise on policy developments across the HE sector and is presently heading a one-year project on widening participation at Malmö högskola.

Philip Shaw, Stockholm University

”Academic writing and Swedish departments of English: from literary studies to writing across the curriculum”

Some teachers of English are literary specialists and some linguists or cultural studies scholars, but all are involved in teaching proficiency and communication skills, and hence in teaching academic writing. There is a long history of concern for this in Sweden. In the 80s and 90s teachers of literary studies in Swedish university English departments (Björk, Wikborg, Räisänen) became interested in improving student academic writing in English, following US interest in writing for learning and in process writing. At the same time linguistically-oriented teachers at several institutions became interested in academic writing in a variety of disciplines and started courses for doctoral students ‘across the curriculum’, again partly in response to US developments. Subsequently process writing has continued to be an aim within our units, often inhibited by lack of resources, and more and more departments have started to reach out to other disciplines and offer writing training in the English for Specific Purposes tradition.

Some sorts of skills and knowledge in writing are transferable – like appropriate use of models and of iterative composition, grammatical correctness, paragraph organization, and clause-level information structure – and others are discipline-specific or specific to particular purposes and audiences -- like genres and genre structures, discourse patterns, and register features. This has implications for how we teach and what we teach. This talk will give an overview of the genres which English departments might be interested in teaching in a university environment – dividing them into learner

genres like the essay, and research genres like the article (in this context neglecting educational genres like the textbook and professional ones like the project report). These are radically different in audience and purpose but within disciplines often similar in discourse, register, and even genre features. This will be demonstrated using the example of student and published literary essays, and of writing in engineering and economics.

Since writing in a discipline requires at least peripheral membership of its discourse community, we cannot teach discipline-specific features of writing in any discipline except our own or one we have laboriously acquired peripheral membership of. But our training in literature, linguistics, or cultural studies gives us transferable skills in the form of awareness of text structure, language use, and institutional discourse patterns, and we can transmit this awareness when ‘teaching’ academic writing in English within our own departments and across the university. Some knowledge of disciplinary discourse is necessary for face validity, but to carry out their key task of facilitating academic writing in English, university-level English teachers need to mobilise their knowledge of transferable skills in writing and make explicit their skills in analyzing situated texts and textual practices.

Inger Wistedt

Inger Wistedt is a professor of pedagogy and chair of SULF’s *professorssektion*. She will be addressing the conference on the recently published *Frihetsutredning* and its consequences.