

Publications containing results from the Civil Engineering Writing Project

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Conrad, S. (in press). A comparison of practitioner and student writing in civil engineering. *Journal of Engineering Education*, 106.

Conrad, S. (forthcoming). The use of passives and impersonal style in civil engineering writing. *Journal of Business and Technical Communication*. [estimated publication date 2018]

Conrad, S., Smith, T., Lamb, K., Pfeiffer, T. & Kitch, W. (2016). Faculty-practitioner collaborations for improving civil engineering students' writing skills. *Proceedings of the 2016 American Society for Engineering Education Conference*, 26.552.1-11. doi: 10.18260/p.26892

Conrad, S. (2015). Register variation. In D. Biber & R. Reppen (Eds.), *Cambridge handbook of English corpus linguistics* (pp. 309-329). Cambridge: Cambridge University Press.

Conrad, S. (2015). Dispelling student myths about writing in civil engineering. *Proceedings of the 2015 American Society for Engineering Education Conference*, 26.552.1-11. doi:10.18260/p.23890

Conrad, S., Kitch, W., Pfeiffer, T., Smith, T. & Tocco, J. (2015). Students writing for professional practice: A model for collaboration among faculty, practitioners and writing specialists. *Proceedings of the 2015 American Society for Engineering Education Conference*, 26.1432.1-19. doi:10.18260/p.24769

Conrad, S. (2014). Expanding multi-dimensional analysis with qualitative research techniques. In T. Berber Sardinha & M. Veirano (Eds.), *Multi-dimensional analysis, 25 years on* (pp. 273-295) Amsterdam: John Benjamins.

Conrad, S., & Pfeiffer, T. (2013). Spotlight: Writing in the workplace. In D. Dowling, A. Carew & R. Hadgraft (Eds.), *Engineering your future: An Australasian guide* (2nd ed.) (pp. 545-546). Milton, Australia: Wiley.

Conrad, S., Pfeiffer, T., & Szymoniak, T. (2012). Preparing students for writing in civil engineering practice. *Proceedings of the 2012 American Society for Engineering Education Conference*. <https://peer.asee.org/preparing-students-for-writing-in-civil-engineering-practice>

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Conference. <https://peer.asee.org/preliminary-analysis-of-student-and-workplace-writing-in-civil-engineering>

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Conrad, S., Dusicka, P., Pfeiffer, T., & Evans, R. (2009). Work in progress – A new approach for understanding student and workplace writing in engineering. *Proceedings of the 39th Annual ASEE/IEEE Frontiers in Education Conference*. <http://fie-conference.org/fie2009/>

M.A. TESOL Thesis (Portland State University)

Otto, P. (2017). An analytical system for determining disciplinary vocabulary for data-driven learning: An example from civil engineering.

M.A. TESOL Project (Portland State University)

Laspina, V. (2017). Corpus-informed materials for effective passive voice use in the technical writing of L2 civil engineering students.