Abstract:

This research project investigates multilingual students’ engagement and investment in their undergraduate studies as they transition from foundational academic writing coursework (which may be seen by some as a stigmatized, “remedial” context) to Writing Intensive credit coursework. Through interviews and narrative writing samples, I investigate students’ various communities and positions in the university context to examine academic writing as social practice and identity negotiation (both interpersonal and intrapersonal). I find that while some students do report increased proficiency and confidence in their academic writing, their investment in the university community as a whole is more fractured than cohesive.

Keywords: multilingualism, undergraduate students, identity, academic writing, Community of Practice, transformation