

# Publications for Eszter Szenes

## 2018

Stevenson, M., James, B., Harvey, A., Kim, M., Szenes, E. (2018). Reflective writing: A transitional space between theory and practice. In Kristyan Spelman Miller, Marie Stevenson (Eds.), *Transitions in Writing*, (pp. 264-300). Leiden: Brill. <a href="http://dx.doi.org/10.1163/9789004348905\_011">[More Information]</a>

Szenes, E., Tilakaratna, N. (2018). SFL and LCT working together in pedagogy. *45th International Systemic Functional Congress*, Not Applicable: Not Applicable Records.

Szenes, E., Tilakaratna, N. (2018). Using SFL and LCT in developing undergraduate students' critical thinking skills: Insights from an international cross-institutional study. *45th International Systemic Functional Congress*, Not Applicable: Not Applicable Records.

## 2017

Tilakaratna, N., Szenes, E. (2017). Axiological cosmologies for writing about self-reflective praxis. *2nd International Legitimation Code Theory Conference (LCTC2)*, TBA: 2nd International Legitimation Code Theory Conference (LCTC2).

James, B., O'Carroll, P., Szenes, E. (2017). Summary writing beyond a simple skill. *8th Asia-Pacific Conference on Educational Integrity (APCEI8)*, TBA: 8th Asia-Pacific Conference on Educational Integrity (APCEI8).

Szenes, E. (2017). The linguistic construction of business decisions: construing investment opportunities and risks at the level of discourse semantics. *44th International Systemic Functional Congress (ISFC)*, Wollongong: The Organising Committee of the 44th International Systemic Functional Congress.

Tilakaratna, N., Szenes, E. (2017). The linguistic construction of critical self-reflection in social work and business. *44th International Systemic Functional Congress (ISFC)*, Wollongong: The Organising Committee of the 44th International Systemic Functional Congress.

Szenes, E., Harvey, A., James, B., Drury, H. (2017). The role of SFL and genre-based pedagogy in disciplinary literacy instruction: driving curriculum renewal in tertiary disciplines. *44th International Systemic Functional Linguistics Congress*, Wollongong, NSW Australia: 44th International Systemic Functional Linguistics Congress.

Tilakaratna, N., Szenes, E. (2017). I comply but deeply resent being asked to do so: Ethical considerations of assessing students' reflective writing. *8th Asia-Pacific Conference on Educational Integrity (APCEI8)*, TBA: 8th Asia-Pacific Conference on Educational Integrity (APCEI8).

Szenes, E., Tilakaratna, N. (2017). I comply but deeply resent being asked to do so: Ethical considerations of assessing students' reflective writing. *8th Asia-Pacific Conference on Educational Integrity (APCEI8)*, TBA: 8th Asia-Pacific Conference on Educational Integrity (APCEI8).

## 2016

Szenes, E. (2016). Unpacking the rhetorical moves of business decision-making in successful tertiary Country Reports: an exploration at the stratum of discourse semantics. *International Systemic Functional Congress (ISFC)*.

## 2015

Szenes, E. (2015). How do texts get bigger than a page? revisited: constructing depth in long business reports. *42nd International Systemic Functional Congress (ISFC)*, Germany: RWTH Aachen University.

Szenes, E., Tilakaratna, N., Maton, K. (2015). The Knowledge Practices of Critical Thinking. In Martin Davies, Ronald Barnett (Eds.), *The Palgrave Handbook of Critical Thinking in Higher Education*, (pp. 573-591). New York: Palgrave Macmillan. <a href="http://dx.doi.org/10.1057/9781137378057.0043">[More Information]</a>

Harvey, A., James, B., Szenes, E., Kim, M., Stevenson, M. (2015). The theoretical shaping of embedded writing instruction. *Academic Writing in Multiple Scholarly, Socio-Cultural, Instructional and Disciplinary Contexts: Challenges and Perspectives: 8th Biennial Conference of the European Association for the Teaching and Academic Writing (AETAW)*. European Association for the Teaching of Academic Writing (EATAW).

## 2014

Kim, M., Stevenson, M., Harvey, A., James, B., Szenes, E. (2014). Assessment rubrics and assignment models - student interpretations: curriculum implications. *Sydney Teaching Colloquium: Is Our Assessment Up to Standard?*.

Kim, M., Stevenson, M., Simpson, A., Chan, A., Johnson, R., Pollard, N., Raymond, J., Shirley, D., Harvey, A., James, B., Szenes, E. (2014). Assessment: Engaging with communication standards. *Sydney Teaching Colloquium: Is Our Assessment Up to Standard?*.

Harvey, A., James, B., Szenes, E., Kim, M., Stevenson, M. (2014). Embedding at the pointy end of faculty concerns: Curriculum renewal. *AALL Symposium*, TBA: Queensland University of Technology.

Stevenson, M., James, B., Kim, M., Szenes, E., Harvey, A. (2014). Moving between practice, theory and reflection: First year education students becoming reflective practitioners. *SIG Conference on Writing Research*, TBA: SIG.

## 2010

Mahboob, A., Szenes, E. (2010). Construing meaning in world Englishes. In Andy Kirkpatrick (Eds.), *Routledge Handbook of World Englishes*, (pp. 580-598). Oxon, UK: Routledge imprint of Taylor & Francis. <a href="http://dx.doi.org/10.4324/9780203849323">[More Information]</a>

Mahboob, A., Szenes, E. (2010). Linguicism and racism in assessment practices in higher education. *Linguistics and the Human Sciences*, 3(3), 325-354. <a href="http://dx.doi.org/10.1558/lhs.v3i3.325">[More Information]</a>