- Ackerman, J. (1993). The promise of writing to learn. Written Communication, 10, 334-370.
- Adams, K. H. (1993). *A history of professional writing instruction in American colleges*. Dallas: Southern Methodist University Press.
- Adler-Kassner, L. (1998). Ownership revisited: An exploration in progressive and expressivist composition scholarship. *College Composition and Communication*, 49(2), 208–231.
- Amariglio, J. (1990). Economics as a postmodern discourse. In W. J. Samuels (Ed.), *Economics as discourse* (pp. 15–46). Norwell, MA: Kluwer.
- Anson, C. M., Carter, M., Dannels, D. P., & Rust, J. (in press). Mutual support: CAC programs and institutional improvement in undergraduate ducation. *Across the Disciplines*.
- Anson, C. M., Schwiebert, J. E., & Williamson, M. M. (1993). Writing across the curriculum: An annotated bibliography. Westport, CT: Greenwood Press.
- Applebee, A. (1984). Writing and reasoning. *Review of Educational Research*, 54, 577–596.
- Atkinson, D. (1999). Scientific discourse in socio-historic context. Mahwah, NJ: Erlbaum.
- Atkinson, P. (1990). The ethnographic imagination: Textual constructions of reality. London: Routledge.
- Atkinson, P. (1992). *Understanding ethnographic texts*. Newbury Park, CA: Sage.
- Auden, W. H. (1962). *The Dyer's Hand and Other Essays*. New York: Random House.
- Audet, R. H., Hickman, P., & Dobrynina, G. (1996). Learning logs: A class-room practice for enhancing scientific sense making. *Journal of Research in Science Teaching*, 33, 205–222.
- Backhouse, R., Dudley-Evans, T., & Henderson, W. (Eds.). (1993). *Economics and language*. London: Routledge.
- Bakhtin, M. (1986). *Speech genres and other late essays* (V. W. McGee, Trans.; C. Emerson & M. Holquist, Eds.). Austin: University of Texas Press.
- Barnes, D., Britton, J., & Rosen, H. (1971). Language, the learner and the school (Rev. ed.), London: Penguin.

Barnett, R.W., & Blumner, J. (Eds.). (1999). Writing centers and writing across the curriculum programs: Building interdisciplinary partnerships. Westport, CT: Greenwood Press.

- Bateson, G. (1958). Naven, a survey of the problems suggested by a composite picture of the culture of a New Guinea tribe drawn from three points of view. Stanford, CA: Stanford University Press.
- Battalio, J. T. (1998a). The rhetoric of science in the evolution of American ornithological discourse. Stamford, CT: Ablex.
- Battalio, J. T. (Ed.). (1998b). Essays in the study of scientific discourse: Methods, practice, and pedagogy. Stamford, CT: Ablex.
- Bawarshi, A. (2000). The Genre Function. College English, 62(3), 327–352.
- Bawarshi, A. (2001). The Ecology of Genre. In S. I. Dobrin & C. R. Weisser (Eds.), *Ecocomposition: Theoretical and Pedagogical Approaches* (pp. 69–80). New York: State University of New York Press.
- Bawarshi, A. (2003). Genre and the invention of the writer: Reconsidering the place of invention in composition. Logan, UT: Utah State University Press.
- Bazerman, C. (1980). A relationship between reading and writing: The conversational model. *College English*, 41(6), 656–661.
- Bazerman, C. (1981). What written knowledge does: Three examples of academic discourse. *Philosophy of the Social Sciences* 11(3), 361–388.
- Bazerman, C. (1984a). Modern evolution of the experimental report: Spectroscopic articles in Physical Review, 1893–1980. *Social Studies of Science*, 14, 163–196.
- Bazerman, C. (1984b). The writing of scientific non-fiction: Contexts, choices and constraints. *Pre/Text*, *5*, 39–74.
- Bazerman, C. (1985). Physicists reading physics: Schema-laden purposes and purpose-laden schema. *Written Communication*, *2*, 3–23.
- Bazerman, C. (1987). Codifying the social scientific style. In J. S. Nelson, A. Megill, & D. N. McCloskey (Eds.), *The rhetoric of the human sciences:* Language and argument in scholarship and public affairs (pp. 125–144). Madison, WI: University of Wisconsin Press.
- Bazerman, C. (1988). Shaping written knowledge: The genre and activity of the experimental article in science. Madison, WI: University of Wisconsin Press.
- Bazerman, C. (1992). From cultural criticism to disciplinary participation: Living with powerful words. In A. Herrington & C. Moran (Eds.), Writing, Teaching, and Learning in the Disciplines (pp. 61–68). New York: MLA.
- Bazerman, C. (1993). Money talks: The rhetorical project of the wealth of nations. In R. Backhouse, T. Dudley-Evans, & W. Henderson (Eds.), *Economics and language* (pp. 173–199). London: Routledge.

Bazerman, C. (1994). *Constructing experience*. Carbondale, IL: Southern Illinois Press.

- Bazerman, C. (1995). *The informed writer.* (5th ed.). Boston: Houghton Mifflin.
- Bazerman, C. (1997). Discursively structured activities. *Mind, Culture, and Activity*, 4(4), 296–308.
- Bazerman, C. (1999). *The languages of Edison's light*. Cambridge, MA: MIT Press.
- Bazerman, C. (2002). Distanced and refined selves: Educational tensions in writing with the power of knowledge. In *Academic writing in context* (pp. 23–29). Birmingham: University of Birmingham Press.
- Bazerman, C. (in press). Intertextualities: Volosinov, Bakhtin, literary theory, and literacy studies. In A. Ball & S. Freedman (Eds.), *New Literacies for New Times*. Cambridge: Cambridge University Press.
- Bazerman, C., & Paradis, J. (Eds.). (1991). Textual dynamics of the professions: Historical and contemporary studies of writing in professional communities. Madison, WI: University of Wisconsin Press.
- Bazerman, C., & Russell, D. R. (Eds.). (1994). Landmark essays on writing across the curriculum. Davis, CA: Hermagoras Press.
- Bazerman, C., & Russell, D. R. (Eds.). (2003). Writing selves/writing societies: Research from activity perspectives: Perspectives on writing. Fort Collins, CO: The WAC Clearinghouse. [On-line]. Available: http://wac.colostate.edu/books/selves\_societies/
- Bean, J. (1996). Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom. San Francisco: Jossey-Bass.
- Bean, J. C. (1983). Computerized word-processing as an aid to revision. *College Composition and Communication*, 34, 146–148.
- Bean, J. C., Drenk, D., & Lee, F. D. (1982). Microtheme strategies for developing cognitive skills. In *Teaching Writing in All Disciplines* (pp. 27–38). San Francisco: Jossey-Bass.
- Becker, H. S. (1986). Writing for social scientists: How to start and finish your thesis, book, or article. Chicago: University of Chicago Press.
- Becker, H. S. (1998). *Tricks of the trade: How to think about your research while you're doing it.* Chicago: University of Chicago Press.
- Beins, B. C. (1993). Writing assignments in statistics classes encourage students to learn interpretation. *Teaching of Psychology*, 20, 161–164.
- Belanoff, P., Elbow, P., & Fontaine, S. L. (Eds.). (1991). *Nothing begins with N: New investigations of freewriting.* Carbondale, IL: Southern Illinois University Press.
- Bennett, J. (1981). *Oral history and delinquency: The rhetoric of criminology.* Chicago: University of Chicago Press.

Benton, R. (1990). A hermeneutic approach to economics. In W. J. Samuels (Ed.), *Economics as discourse* (pp. 65–89). Norwell, MA: Kluwer.

- Berkenkotter, C. (2001). Genre systems at work: DSM-IV and rhetorical recontextualization in Psychotherapy Paperwork. *Written Communication*, 18(3), 326–349.
- Berkenkotter, C. (2002). Capturing insanity: The wedding of photography and physiognomy in the nineteenth century medical journal article. In P. J. Coppock (Ed.), *The Semiotics of Writing: Transdisciplinary Perspectives on the Technology of Writing* (pp. 205–229). Tornhout, Belgium: Brepols.
- Berkenkotter, C., & Huckin, T. (1995). Genre knowledge in disciplinary communication: Cognition/culture/power. Hillsdale, NJ: Erlbaum.
- Berkenkotter, C., & Ravotas, D. (1997) Genre as tool in the transmission of practice over time and across disciplinary boundaries. *Mind, Culture, and Activity*, 4(4), 256–274.
- Berkenkotter, C., & Ravotas, D. (1998). Voices in the text: Varieties of reported speech in psychotherapists' initial assessments. *Text: An Interdisciplinary Journal for the Study of Discourse*, 18(2), 211–239.
- Berkenkotter, C., & Ravotas, D. (2001). New research strategies in genre analysis: Reported speech as recontextualization in a psychotherapist's notes and psychosocial assessment. In E. Barton & G. Stygall (Eds.), *Discourse studies and composition studies* (pp. 223–249). Cresskill, NJ: Hampton Press.
- Berkenkotter, C., & Ravotas, D. (2002). Psychotherapists as authors: Microlevel analysis of therapists' written reports. In J. Z. Sadler (Ed.), *Descriptions and prescriptions: values, mental disorders, and the DSMs* (pp. 251–268). Baltimore: Johns Hopkins University Press.
- Berman, R. (1978, October 2). Stamping out illiteracy. *Chronicle of Higher Education*, p. 72.
- Beyer, B. (1980). Using writing to learn in history. *History Teacher*, 13(2), 167–178.
- Bhatia, V. (1993). Analysing genre: Language use in professional settings. London: Longman.
- Biagioli, M. (1993). *Galileo, courtier: The practice of science in the culture of absolutism.* Chicago: University of Chicago Press.
- Biggs, J. B., & Collis, K. F. (1991). Multimodal learning and quality of intelligent behavior. In H. H. Rowe (Ed.), *Intelligence: Reconceptualization and measurement* (pp. 57–66). Hillsdale, NJ: Erlbaum.
- Bitzer, L. (1968). The rhetorical situation. Philosophy and Rhetoric, 1, 1-14.
- Blakeslee, A. M. (1997). Activity, context, interaction, and authority: Learning to write scientific papers. *Journal of Business and Technical Communication*, 11(2), 125–169.
- Blakeslee, A. M. (2001). Interacting with audiences. Mahwah, NJ: Erlbaum.

Blau, S. (2003). *The literature workshop: Teaching texts and their readers.* Portsmouth, NH: Heinemann.

- Bowen, B. A. (1994). Telecommunications networks: Expanding the contexts for literacy. In C. L. Selfe & S. Hilligoss (Eds.), *Literacy and computers: The complications of teaching and learning with technology* (pp. 113–129). New York: MLA.
- Brereton, J. C. (Ed.). (1995). The origins of composition studies in the American college, 1875–1925: A documentary history. Pittsburgh: University of Pittsburgh Press.
- Bretzing, B., & Kulhavy, R. (1979). Notetaking and depth of processing. *Contemporary Educational Psychology, 4*, 145–153.
- Britton, J. (1970). Language and learning. Portsmouth, NH: Boynton/Cook. Britton, J., Burgess, T., Martin, N., McLeod, A., & Rosen, H. (1975). The
- development of writing ablities (11–18). London: Macmillan. Brostoff, A., & Beyer, B. (1980). An approach to integrating writing into a history course. *Journal of Basic Writing*, 2(4), 36–52.
- Brown, R. H. (1977). A poetic for sociology: Toward a logic of discovery for the human sciences. Cambridge: Cambridge University Press.
- Brown, R. H. (1987). Society as text: Essays on rhetoric, reason, and reality. Chicago: University of Chicago Press.
- Brown, R. H. (1989). Social science as civic discourse: Essays on the invention, legitimation, and uses of social theory. Chicago: University of Chicago Press.
- Brown, R. H. (Ed.). (1992). Writing the social text: Poetics and politics in social science discourse. New York: A. de Gruyter.
- Brown, V. (1994). Adam Smith's discourse. London: Routledge.
- Bruffee, K. A. (1984). Collaborative learning and the "conversation of man-kind." *College English*, 46, 635–652.
- Bruner, J. S. (1963). The process of education. Westminster, MD: Random.
- Bruner, J. S. (1964). *On knowing: Essays for the left hand.* Cambridge, MA: Belknap Press of Harvard University Press.
- Bruner, J. S. (1986). Actual minds, possible worlds. Cambridge: Harvard UP.
- Bullock, A. (1975). A language for life: Report of the committee of inquiry appointed by the secretary of state for education and science under the chairmanship of Sir Alan Bullock. London: Her Majesty's Stationery Office.
- Burke, K. (1945). A grammar of motives. New York: Prentice Hall.
- Burns, M. (1995). Writing in math class: A resource for grades 2–8. Sausalito, CA: Math Solutions Publications.
- Campbell, J. A. (1974). Charles Darwin and the crisis of ecology: A rhetorical perspective. *Quarterly Journal of Speech, 60,* 442–449.
- Campbell, J. A. (1975). The polemical Mr. Darwin. Quarterly Journal of Speech, 61, 375–390.

Campbell, J. A. (1986). Scientific revolution and the grammar of culture: The case of Darwin's origin. *Quarterly Journal of Speech*, 72, 351–376.

- Campbell, J. A. (1989). The invisible rhetorician: Charles Darwin's "third party" strategy. *Rhetorica*, 7, 55–85.
- Campbell, O. J. (1939). The failure of freshman English. *English Journal*, 28, 177–185.
- Cannon, R. E. (1990). Experiments with writing to teach microbiology. *American Biology Teacher*, 52(3), 156–158.
- Carleton College. (1975). Teaching writing extra-territorially. *ADE Bulletin*, 44, 32ff.
- Carter, M. (2002). A process for establishing outcomes-based assessment plans for writing and speaking in the disciplines. *Language and Learning Across the Disciplines*, 6, 4–29.
- Carter, M., Anson, C. M., & Miller, C. R. (in press). Assessing technical writing in institutional contexts: Using outcomes-based assessment for programmatic thinking." *Technical Communication Quarterly*.
- Casanave, C. P. (1992). Cultural diversity and socialization: A case of a Hispanic woman in a doctoral program in sociology. In D. E. Murry (Ed.), *Diversity as a Resource: Redefining cultural literacy* (pp. 148–182). Alexandria, VA: TESOL.
- Casanave, C. P. (1995). Local interactions: Constructing contexts for composing in a graduate sociology program. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language: Essays on research and pedagogy* (pp. 83–110). Norwood, NJ: Ablex.
- Casanave, C. P. (2002). Writing games: Multicultural case studies of academic literacy practices in higher education. Mahwah, NJ: Erlbaum.
- Charney, D. (1994). The effect of hypertext on processes of reading and writing. In C. L. Selfe & S. Hilligoss (Eds.), *Literacy and computers: The complications of teaching and learning with technology* (pp. 238–263). New York: MLA.
- Chinn, P. W. U., & Hilgers, T. L. (2000). From corrector to collaborator: The range of instructor roles in writing-based natural and applied science classes. *Journal of Research in Science Teaching*, *37*, 3–25.
- Chiseri-Strater, E. (1991). Academic literacies: The public and private discourse of university students. Portsmouth, NH: Boynton/Cook.
- Christie, F. (1985). Language and schooling. In S. Tschudi (Ed.), *Language*, *schooling*, *and society*. Upper Montclair, NJ: Boynton/Cook.
- Clifford, J. (1980). Fieldwork, reciprocity and the making of ethnographic texts. *Man*, *15*, 518–532.
- Clifford, J. (1983). On ethnographic authority. *Representations*, 1(2), 118–146.
- Clifford, J., & Marcus, G. E. (Eds.). (1986). Writing culture: The poetics and politics of ethnography. Berkeley: University of California Press.

Coe, R., Lingard, L., & Teslenko, T. (2002). *The rhetoric and ideology of genre: Strategies for stability and change.* Cresskill, NJ: Hampton Press.

- Cohen, A. J., & Spencer, J. (1993). Integrating Writing Across the Curriculum into Economics: A Case Study, Benefits, and Costs. *Journal of Economic Education*, 24, 219–230.
- Coker, F. H., & Scarboro, A. (1990). Writing to learn in upper-division sociology courses: Two case studies. *Teaching Sociology*, 18(2), 218–222.
- Cole, M. (1996). Cultural psychology. Cambridge: Harvard University Press.
- Collins, H. (1985). Changing order: Replication and induction in scientific practice. Beverly Hills: Sage.
- Collins, H., & Pinch, T. (1982). Frames of meaning: The social construction of extraordinary science. London: Routledge & Kegan Paul.
- Committee on College English, NCTE. (1935). *The teaching of college English.* New York: Appleton-Century.
- Connolly, P., & Vilardi, T. (1989). *Writing to learn mathematics and science*. New York: Teachers College Press.
- Connor, U. (1996). Contrastive rhetoric: Cross-cultural aspects of second-language writing. Cambridge: Cambridge University Press.
- Connor, U., & Kaplan, R. (Eds.). (1987). Writing across languages: Analysis of L2 text. Reading, MA: Addison-Wesley.
- Connors, R. (1991). Rhetoric in the modern university: The creation of an underclass. In R. Bullock & J. Trimbur (Eds.), *The politics of writing instruction: Postsecondary* (pp. 55–84). Portsmouth, NH: Boynton/Cook.
- Connors, R. (1995). The new abolitionism: Toward a historical background. In J. Petraglia (Ed.), *Reconceiving writing, rethinking writing instruction* (pp. 3–26). Mahwah, NJ: Erlbaum.
- Cooney, T. J., & Hirsch, C. R. (Eds.). (1989). Writing to learn mathematics and science. New York: Teachers College Press.
- Cooper, M. M., & Selfe, C. L. (1990). Computer conferences and learning: Authority, resistance, and internally persuasive discourse. *College English*, 52, 847–869.
- Cope, B., & Kalantzis, M. (Eds.). (1993). The powers of literacy: A genre approach to teaching writing. London: Falmer Press.
- Countryman, J. (1992). Writing to learn mathematics: Strategies that work. Portsmouth, NH: Heinemann.
- Cowles, K. V., Strickland, D., & Rodgers, B. L. (2001). Collaboration for teaching innovation: Writing across the curriculum in a school of nursing. *Journal of Nursing Education*, 40, 363–367.
- Cozzens, S. (1985). Comparing the sciences: Citation context analysis of papers from neuropharmacology and the sociology of science. *Social Studies of Science*, 15, 127–153.
- Crapanzano, V. (1976). On the writing of ethnography. *Dialectical Anthropology*, 2, 69–73.

Crapanzano, V. (1977). The life history in anthropological field work. *Anthropology and Humanism Quarterly*, 2, 3–7.

- Crowe, D., & Youga, J. (1986). Using writing as a tool for learning economics. *Journal of Economic Education*, 17, 218–222.
- Daiute, C. (1983). The computer as stylus and audience. *College Composition and Communication*, *34*, 134–145.
- Daly, J., & Miller, M. (1975). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English*, 12, 242–249.
- Davidson, L. S., & Gumnior, E. C. (1993). Writing to learn in a business economics class. *Journal of Economic Education*, 24(3), 237–243.
- Deans, T. (2000). Writing partnerships: Service-learning in composition. Urbana, IL: NCTE.
- Dear, P. (1985). Totius in verba: Rhetoric and authority in the early royal society. *Isis*, 76, 145–161.
- Dear, P. (1987). Jesuit mathematical science and the reconstruction of experience in the early seventeenth century. *Studies in the History and Philosophy of Science*, 18, 133–175.
- Dear, P. (1990). Miracles, experiments and the ordinary course of nature. *Isis*, 81, 663–683.
- Dear, P. (Ed.). (1991). *The literary structure of scientific argument: Historical studies.* Philadelphia: University of Pennsylvania Press.
- Delpit, L. (1993). The politics of teaching literate discourse. In T. Perry & J. W. Fraser (Eds.), *Freedom's plough: Teaching in the multicultural classroom* (pp. 285–295). New York: Routledge.
- Devitt, A. (1991). Intertextuality in tax accounting: Generic, referential, and functional. In C. Bazerman & J. Paradis (Eds.), *Textual dynamics of the professions* (pp. 336–380). Madison, WI: University of Wisconsin Press.
- Di Vesta, F., & Gray, G. (1972). Listening and notetaking. *Journal of Educational Psychology*, 63, 8–14.
- Dias, P., Pare, A., Freedman, A., & Medway, P. (1999). Worlds apart: Acting and writing in academic and workplace contexts. Mahwah, NJ: Erlbaum.
- Dixon, J. (1967). Growth through English: A report based on the Dartmouth seminar, 1966. Reading, UK: National Association for the Teaching of English.
- Drake, R. M., & Amspaugh, L. B. (1994). What writing reveals in mathematics. *Focus on learning problems in mathematics*, 16(3), 43–50.
- Dudley-Evans, T., & Henderson, W. (Eds.). (1990). *The language of economics: The analysis of economics discourse.* Britain: Modern English.
- Duin, A. H., & Hansen, C. (1994). Reading and writing on computer networks as social construction and social interaction. In C. L. Selfe & S. Hilligoss (Eds.), *Literacy and computers: The complications of teaching and learning with technology* (pp. 89–112). New York: MLA.

Duke, C. R., & Sanchez, R. (Eds.). (2001). Assessing writing across the curriculum. Durham, NC: Carolina Academic Press.

- Dunn, D. S. (1994). Lessons learned from an interdisciplinary writing course: Implications for student writing in psychology. *Teaching of Psy*chology, 21(4), 223–227.
- Dunn, D. S. (1996). Collaborative writing in a statistics and research methods course. *Teaching of Psychology*, 23(1), 38–40.
- Duran, J. (1998). *Philosophies of science/Feminist theories*. Boulder, CO: Westview.
- Dysthe, O. (1996). The multivoiced classroom: Interactions of writing and classroom discourse. *Written Communication*, 13(3), 385–425.
- Elbow, P. (1973). Writing without teachers. New York: Oxford University Press.
- Elbow, P. (1998). Reflections on academic discourse: How it relates to freshmen and colleagues. In V. Zamel & R. Spack (Eds.), Negotiating academic literacies: Teaching and learning across languages and cultures (pp. 145–170). Mahwah, NJ: Erlbaum.
- Emig, J. (1971). The composing processes of twelfth graders. Urbana, IL: NCTE.
- Emig, J. (1977). Writing as a mode of learning. *College Composition and Communication*, 28, 122–128.
- Emmerich, P. J. (1968). Written composition outside the English class. *Journal of English Teaching Techniques*, 1(4), 5–8.
- Engestrom, Y. (1996). The tensions of judging: Handling cases of drunk driving under the influence of alcohol in Finland and California. In Y. Engestrom & D. Middleton (Eds.), *Cognition and communication at work* (pp. 199–232). Cambridge: Cambridge University Press.
- Eurich, A. (1932). Should freshman composition be abolished? *English Journal*, 21, 208-312.
- Fahnestock, J. (1999). *Rhetorical figures in science*. New York: Oxford University Press.
- Fahnestock, J., & Secor, M. (1991). The rhetoric of literary criticism. In C. Bazerman & J. Paradis (Eds.), *Textual dynamics of the professions: Historical and contemporary studies of writing in professional communities* (pp. 76–98). Madison, WI: University of Wisconsin Press.
- Faigley, L., & Hansen, K. (1985). Learning to write in the social sciences. *College Composition and Communication*, 36(2), 140–149.
- Farrell-Childers, P., Gere, A. R., & Young, A. (Eds.). (1994). *Programs and practices: Writing across the secondary school curriculum.* Portsmouth, NH: Boynton/Cook.
- Farris, C., & Smith, R. (1992). Writing intensive courses: Tools for curricular change. In S. McLeod & M. Soven (Eds.), Writing across the cur-

*riculum: A guide to developing programs* (pp. 52–62). Newbury Park, CA: Sage Publications.

- Fisher, J., & Harris, M. (1973). Effects of notetaking and review on recall. *Journal of Educational Psychology, 65*, 321–325.
- Fishman, S. M. (1993). Explicating our tacit tradition: John Dewey and composition studies. *College Composition and Communication*, 44(3), 315–330.
- Fishman, S. M., & McCarthy, L. P. (1992). Is expressivism dead? Reconsidering its romantic roots and its relations to social constructionism. *College English*, 56(6), 647–661.
- Fishman, S. M., & McCarthy, L. P. (1995). Community in the expressivist classroom: Juggling liberal and communitarian visions. *College English*, 57(1), 62-81.
- Fishman, S. M., & McCarthy, L. P. (1996). Teaching for student change: A Deweyan alternative to radical pedagogy. *College Composition and Communication*, 47(3), 342–366.
- Fishman, S. M., & McCarthy, L. P. (1998). *John Dewey and the challenge of classroom practice*. New York: Teachers College Press.
- Fishman, S. M., & McCarthy, L. P. (2000). *Unplayed tapes*. New York: Teachers College Press.
- Flower, L., Stein, V., Ackerman, J., Kantz, M. J., & McCormick, K. (1990). *Reading-to-write: Exploring a cognitive and social process.* New York: Oxford University Press.
- Freedman, A., Adam, C., & Smart, G. (1994). Wearing suits to class: Simulating genres and simulations as genre. *Written Communication*, 11(2), 193–226.
- Freedman, A., & Medway, P. (Eds.). (1994a). *Genre and the new rhetoric*. London: Taylor & Francis.
- Freedman, A., & Medway, P. (Eds.). (1994b). *Learning and teaching genre*. Portsmouth, NH: Boynton/Cook.
- Fuller, S. (1988). *Social epistemology.* Bloomington, IN: Indiana University Press.
- Fuller, S. (1993). *Philosophy, rhetoric, and the end of knowledge: The coming of science and technology studies.* Madison, WI: University of Wisconsin Press.
- Fulwiler, T. (1984). How well does writing across the curriculum work? *College Composition and Communication* 46(2), 113–125.
- Fulwiler, T. (1987a). The journal book. Portsmouth, NH: Boynton/Cook.
- Fulwiler, T. (1987b). *Teaching with writing*. Upper Montclair, NJ: Boynton/Cook.
- Fulwiler, T. (1992). Writing and learning American literature. In A. Herrington & C. Moran (Eds.), *Writing, teaching, and learning in the disci*plines (pp. 156–173). New York: MLA.

Fulwiler, T., & Young, A. (1982). Language connections: Writing and reading across the curriculum. Urbana, IL: NCTE.

- Fulwiler, T., & Young, A. (Eds.). (1990). Programs that work: Models and methods for writing across the curriculum. Portsmouth, NH: Boynton/Cook.
- Fulwiler, T., & Young, A. (1997). Preface—the WAC archives revisited. In K. B. Yancey & B. Huot (Eds.), Assessing writing across the curriculum: Diverse approaches and practices (pp. 1–7). Greenwich, CT: Ablex.
- Gaonkar, D. P. (1990). Rhetoric and its double: Reflections on the rhetorical turn in the human sciences. In H. Simons (Ed.), *The rhetorical turn: Invention and persuasion in the conduct of inquiry* (pp. 341–366). Chicago: University of Chicago Press.
- Gardner, S., & Fulwiler, T. (1998). The journal book for teachers in technical and professional programs. Westport, CT: Boynton.
- Gates, B., & Shtier, A. B. (Eds.). (1997). *Natural eloquence: Women reinscribe sciences*. Madison, WI: University of Wisconsin Press.
- Geertz, C. (1973). The interpretation of cultures: Selected essays. New York: Basic Books.
- Geertz, C. (1976). *The religion of Java*. Chicago: University of Chicago Press.
- Geertz, C. (1980). *Negara: The theatre state in nineteenth-century Bali*. Princeton, NJ: Princeton University Press.
- Geertz, C. (1983). *Local knowledge: Further essays in interpretive anthropology.* New York: Basic Books.
- Geertz, C. (1988). Works and lives: The anthropologist as author. Stanford, CA: Stanford University Press.
- Geisler, C. (1994). Academic literacy and the nature of expertise: Reading, writing, and knowing in academic philosophy. Hillsdale, NJ: Erlbaum.
- George, D. (1990). The rhetoric of economics texts. *Journal of Economic Issues*, 24, 861–878.
- Gieryn, T. (1983). Boundary-work and the demarcation of science from non-science: Strains and interests in professional ideologies of scientists. *American Sociological Review*, 48, 781–795.
- Gieryn, T. (1999). *Cultural boundaries of science: Credibility on the line*. Chicago: University of Chicago Press.
- Gilbert, N. (1977). Referencing as persuasion. *Social Studies of Science*, 7, 113–122.
- Gilbert, G. N., & Mulkay, M. (1984). *Opening Pandora's box.* Cambridge: Cambridge University Press.
- Gillis, A. (2001). Journal writing in health education. In L. English & M. Gillen (Eds.), *Promoting journal writing in adult education* (pp. 49–59). San Francisco: Jossey-Bass.

Golinski, J. (1992). Science as public culture: Chemistry and enlightenment in Britain, 1760 1820. Cambridge: Cambridge University Press.

- Goma, O. D. (2001). Creative Writing in Economics. *College Teaching*, 49(4),149–152.
- Gooding, D. (1990). Experiment and the making of meaning: Human agency in scientific observation and experiment. Dordrecht: Kluwer.
- Gopen, G., & Smith, D. (1990). What's an assignment like you do doing in a course like this? Writing to learn mathematics. *The College Mathematics Journal*, 21, 2-19.
- Gorman, M., Gorman, M., & Young, A. (1986). Poetic writing in psychology. In A. Young & T. Fulwiler (Eds.), *Writing across the disciplines: Research into practice* (pp. 139–159). Upper Montclair, NJ: Boynton/Cook.
- Gould, S. J., & Lewontin, R. C. (1979). The spandrels of San Marco and the Panglossian paradigm: A critique of the adaptationist program. *Proceedings of the Royal Society of London B, 205,* 581–598.
- Greene, S. (1993). The role of task in the development of academic thinking through reading and writing in a college history course. *Research in the Teaching of English*, 27, 37–48.
- Griffin, C. W. (Ed.). (1982). *Teaching writing in all disciplines*. San Francisco: Jossey-Bass.
- Gross, A. G. (1984). Style and arrangement in scientific prose. *Journal of Technical Writing and Communication* 14, 241–253.
- Gross, A. G. (1985). The form of the experimental paper. *Journal of Technical Writing and Communication 15*, 15–26.
- Gross, A. G. (1988). Discourse on method: The rhetorical analysis of scientific texts. *Pre/Text*, *9*, 169–186.
- Gross, A. G. (1990). *The rhetoric of science*. Cambridge: Harvard University Press.
- Gross, A. G., & Keith, W. M. (Eds.). (1997). Rhetorical hermeneutics: Invention and interpretation in the age of science. Albany, NY: SUNY Press.
- Gunnarsson, B. (1997). The writing process from a sociolinguistic viewpoint. Written Communication, 14(2), 139–188.
- Gusfield, J. (1976). The literary rhetoric of science: Comedy and pathos in drinking driver research. *American Sociological Review*, 41, 16–34.
- Gusfield, J. (1981). The culture of public problems: drinking-driving and the symbolic order. Chicago: University of Chicago Press.
- Haas, C. (1993). Beyond "just the facts": Reading as rhetorical action. In A. M. Penrose & B. M. Sitko (Eds.), *Hearing ourselves think: Cognitive research in the college writing classroom* (pp. 19–32). New York: Oxford University Press.
- Haas, C. (1994). Learning to read biology: One student's rhetorical development in college. *Written Communication*, 11(1), 43–84.

Haas, C. (1996). Writing technology: Studies in the materiality of writing. Mahwah, NJ: Erlbaum.

- Halasek, K. (1999). A pedagogy of possibility: Bakhtinian perspectives on composition studies. Carbondale: Southern Illinois University Press.
- Halliday, M. A. K. (1985). *An Introduction to functional grammar*. London: Edward Arnold.
- Halliday, M. A. K., & Martin, J. R. (1993). Writing science: Literacy and discursive power. Pittsburgh: University of Pittsburgh Press.
- Hand, B., & Prain, V. (2002). Teachers implementing writing-to-learn strategies in junior secondary science: A case study. *Science Education*, 86, 737–755.
- Hand, B., Prain, V., & Wallace, C. (2002). Influences of writing tasks on students' answers to recall and higher-level test questions. *Research in Science Education*, 32, 19–34.
- Hand, B., Wallace, C., & Yang, E. (in press). Using the science writing heuristic to enhance learning outcomes from laboratory activities in seventh grade science: Quantitative and qualitative aspects. *International Journal of Science Education*.
- Hansen, W. L. (1993). Teaching a writing intensive course in economics. *Journal of Economic Education*, 24(3), 213–218.
- Harding, S. (1986). *The science question in feminism.* Ithaca, NY: Cornell University Press.
- Harding, S. (Ed.). (1987). *Feminism and methodology*. Bloomington: Indiana University Press.
- Harding, S. (1998). *Is science multicultural?* Bloomington, IN: Indiana University Press.
- Harding, S. (Ed.). (1993). *The "racial" economy of science*. Bloomington: Indiana University Press.
- Harklau, L., Losey, K., & Siegal, M. (Eds.). (1999). Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL. Mahwah, NJ: Erlbaum.
- Harris, M. (1998). Using computers to expand the role of writing centers. In D. Reiss, D. Selfe, & A. Young (Eds.), *Electronic communication across the curriculum* (pp. 3–16). Urbana, IL: NCTE.
- Hartman, J. D. (1989). Writing to learn and communicate in a data structures course. SIGCSE Bulletin, 21(1), 32–36.
- Hasan, J. R., & Martin, J. (1989). *Language development: learning language, learning culture.* Norwood, NJ: Ablex.
- Haswell, R., & McLeod, S. (1997). WAC assessment and internal audiences: A dialogue. In K. B. Yancey & B. Huot (Eds.). *Assessing writing across the curriculum: Diverse approaches and practices* (pp. 217–236). Greenwich, CT: Ablex.

Hawisher, G. E. (1994). Blinding insights: Classification schemes and software for literacy instruction. In C. L. Selfe & S. Hilligoss (Eds.), *Literacy and computers: The complications of teaching and learning with technology* (pp. 37–55). New York: MLA.

- Hawisher, G. E., LeBlanc, P., Moran, C., & Selfe, C. L. (1996). Computers and the teaching of writing in American higher education, 1979–1994: A history. Norwood, NJ: Ablex.
- Heilbroner, R. L. (1990). Economics as ideology. In W. J. Samuels (Ed.), *Economics as discourse* (pp. 101–116). Norwell, MA: Kluwer.
- Henry, L. H. (1986). Clustering: Writing (and learning) about economics. *College Teaching*, 34(3), 89–93.
- Herrington, A. J. (1981). Writing to learn: Writing across the disciplines. *College English*, 43, 379–387.
- Herrington, A. J. (1985). Writing in academic settings: A study of the contexts for writing in two college chemical engineering courses. *Research in the Teaching of English*, 19, 331–361.
- Herrington, A. J. (1988). Teaching, writing, and learning: A naturalistic study of writing in an undergraduate literature course. In D. A. Jolliffe (Ed.), *Writing in academic disciplines: Advances in writing research* (Vol. 2) (pp.133–166), Norwood, NJ: Ablex.
- Herrington, A. J., & Curtis, M. (2000). Persons in Process, Urbana IL: NCTE.
- Herrington, A., & Moran, C. (Eds.). (1992). Writing, teaching, and learning in the disciplines. New York: MLA.
- Hoffmann, R. (1988). Under the surface of the chemical article. *Angewandte Chemie International Edition English*, *27*, 1593–1602.
- Hoffmann, R. (2002). Writing (and drawing) chemistry. In J. Monroe (Ed.), Writing and Revising the Disciplines (pp. 29–53). Ithaca, NY: Cornell University Press.
- Hoffmann, R., & Laszlo, P. (1991). Representation in Chemistry. *Angewandte Chemie International Edition English*, 30, 1–16.
- Holdstein, D. H., & Bleich, D. (Eds.). (2001). *Personal effects: The social character of scholarly writing.* Logan, UT: Utah State University Press.
- Holsinger, D. (1983). Writing to learn history. In C. Thaiss (Ed.), *Writing to Learn* (pp. 49-55). Dubuque, IA: Kendall/Hunt.
- Holsinger, D. (1991). Writing to learn history. Social Studies Review, 59-64.
- Hubbuch, S. M. (1996). Writing research papers across the curriculum (4th ed.). Fort Worth, TX: Harcourt Brace College Publishers.
- Huckin, T. N., & Olsen, L. A. (1991). *Technical writing and professional communication for nonnative speakers of English.* New York: McGraw Hill.
- Huff, S. (1974, November 29). Letters: Crisis in English composition. *Chronicle of Higher Education*, 12.

Hughes-Wiener, G., & Jensen-Cekalla, S. K. (1991). Organizing a WAC evaluation project: Implications for program planning. In L. C. Stanley & J. Ambron (Eds.). Writing across the curriculum in community colleges: New directions for community colleges, No. 73. (pp. 65–70), San Francisco: Jossey-Bass..

- Hult, C. A. (1996). Researching and writing: Across the curriculum. Boston: Allyn & Bacon.
- Humes, A. (1983). Research on the composing process. *Review of Educational Research*, 53(2), 201–216.
- Huot, B. (1997). Preface—the WAC archives revisited. In K. B. Yancey & B. Huot (Eds.), Assessing writing across the curriculum: Diverse approaches and practices. (pp. 1–7). Greenwich, CT: Ablex.
- Hyland, K. (2000). Disciplinary discourses: Social interactions in academic writing. New York: Longman.
- Johns, A. (1998). *The nature of the book: Print and knowledge in the making.* Chicago: University of Chicago Press.
- Johns, A. M. (1991). Interpreting an English competency examination: The frustrations of an ESL science student. Written Communication, 8, 379– 401.
- Johns, A. M. (2001). ESL students and WAC Programs: Varied students and diverse needs. In McCleod, et al. (Eds.), WAC for the new millenium (pp. 141–164). Urbana IL: NCTE.
- Johns, A. M. (Ed.). (2002). *Genre in the classroom: Multiple perspectives*. Mahwah, NJ: Erlbaum.
- Johns, J. L., & Lenski, S. D. (1997). *Improving reading: A handbook of strate-gies* (2nd ed.). Dubuque, IA: Kendall/Hunt.
- Johnson, T. M., Jones, G., A., Thornton, C. A., Langrall, C. W., & Rous, A. (1998). Students' thinking and writing in the context of probability. Written Communication, 15(2), 203–229.
- Johnstone, A. C., Johnstone, B., & Balester, V. M. (1994). *Uses for journal keeping: An ethnography of writing in a university science class.* Norwood, NJ: Ablex.
- Jolliffe, D. (2001). Writing across the curriculum and service learning: Kairos, genre and collaboration. In S. McLeod, et al. (Eds.), WAC for the new millennium (pp. 179–199). Urbana IL: NCTE.
- Jolliffe, D., & Brier, E. (1988). Studying writers' knowledge in academic disciplines. In D. Jolliffe (Ed.), Writing in academic disciplines (pp. 35–88). Norwood NJ: Ablex.
- Kalmbach, J., & Gorman, M. E. (1986). Surveying classroom practices: How teachers teach writing. In A. Young & T. Fulwiler (Eds.), *Writing across the disciplines: Research into practice* (pp. 68–85). Portsmouth, NH: Boynton/Cook.

Kaufman, W. (1967). English does not belong to the English class. *English Journal*, 56(6), 269–270.

- Keller, E. F. (1983). A feeling for the organism. San Francisco: Freeman.
- Keller, E. F. (1985). *Reflections on gender and science*. New Haven: Yale University Press.
- Kelly, G. J., & Bazerman, C. (2003). How Students Argue Scientific Claims: A Rhetorical-Semantic Analysis. *Applied Linguistics*, 24(1), 28–55.
- Kelly, G. J., & Takao, A. (2002). Epistemic levels in argument: An analysis of university oceanography students' use of evidence in writing. Science Education, 86, 314–342.
- Kemp, F. (1987). Freeing the student voice: Establishing discourse communities through networked computers. Penn State Conference on Rhetoric and Composition. State College, PA.
- Kennedy, M. L. (1986). *Academic writing: Working with sources across the curriculum*. Englewood Cliffs, NJ: Prentice-Hall.
- Keys, C. W. (1999). Revitalizing instruction in scientific genres: Connecting knowledge production with writing to learn in science. *Science Education*, 83, 115–130.
- Keys, C. W. (2000). Investigating the thinking processes of eighth grade writers during the composition of a scientific laboratory report. *Journal of Research in Science Teaching*, 37, 676–690.
- Keys, C. W., Hand, B., Prain, V., & Collins, S. (1999). Using the scientific writing heuristic as a tool for learning from laboratory investigations in secondary science. *Journal of Research in Science Teaching*, 36, 1065–1084.
- Kinkead, J. (1997). Documenting excellence in teaching and learning in WAC programs. In K. B. Yancey & B. Huot (Eds.), *Assessing writing across the curriculum: Diverse approaches and practices* (pp. 37–50). Greenwich, CT: Ablex.
- Kipling, K. J., & Murphy, R. J. (1992). *Symbiosis: Writing and an academic culture*. Portsmouth, NH: Boynton/Cook.
- Kirsch, G. (1988). Students' interpretations of writing tasks: A case study. *Journal of Basic Writing*, 7(2), 81–90.
- Klamer, A. (1984). Conversations with economists: New classical economists and their opponents speak out on the current controversy in macroeconomics. Totowa, NI: Rowman & Allenheld.
- Klamer, A. (1990). The textbook presentation of economic discourse. In W. J. Samuels (Ed.), *Economics as discourse* (pp. 129–154). Norwell, MA: Kluwer.
- Klamer, A., & McCloskey, D. (1995). One-quarter of GDP is persuasion. *American Economic Review*, 92, 191–195.
- Knorr-Cetina, K. (1979). Tinkering toward success: Prelude to a theory of scientific practice. *Theory and Society 8*, 347–376

Knorr-Cetina, K. (1981). The manufacture of knowledge. Oxford: Pergamon Press

- Kress, G. (1987). Genre in a social theory of language: A reply to John Dixon. In I. Reid (Ed.), *The place of genre in learning: Current debates* (pp. 25–45). Geelong, Australia: Deakin University Press.
- Kristeva, J. (1980). Desire in language: A semiotic approach to literature and art. New York: Columbia University Press.
- Kuhn, T. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Kuhn, T. S. (1961). The function of measurement in modern physical science. In H. Woolf (Ed.), *Quantification: A history of the meaning of measurement in the natural and social sciences* (pp. 31–63). Indianapolis, IN: Bobbs-Merrill.
- Kuhn, T. S. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.
- Kulhavy, R., Dyer, J., & Silver, L. (1975). The effects of notetaking and test expectancy on the learning of text material. *Journal of Educational Research*, 68, 363–365.
- Langer, J., & Applebee, A. (1987). How writing shapes thinking: A study of teaching and learning. Urbana, IL: NCTE.
- Latour, B. (1987). Science in action: How to follow scientists and engineers through society. Cambridge, MA: Harvard University Press.
- Latour, B., & Woolgar, S. (1979). *Laboratory life: The social construction of scientific facts.* Beverly Hills, CA: Sage.
- LeBlanc, P. J. (1994). The politics of literacy and technology in secondary school classrooms. In C. L. Selfe & S. Hilligoss (Eds.), *Literacy and computers: The complications of teaching and learning with technology* (pp. 22–36). New York: MLA.
- LeCourt, D. (1996). WAC as critical pedagogy: The third stage? *JAC: A Journal of Composition Theory, 16,* 389–405.
- Leki, I. (2004). Meaning and development of academic literacy in a second language. In B. Huot, B. Stroble, & C. Bazerman (Eds.), *Multiple literacies for the 21<sup>st</sup> century* (pp. 115–128). Cresskill, NJ: Hampton.
- Leontiev, A. N. (1978). *Activity, consciousness, and personality.* Englewood Cliffs, NJ: Prentice Hall.
- Lévi-Strauss, C. (1975). The raw and the cooked: Introduction to a science of mythology. New York: Harper Colophon Books.
- Li, X. M. (1996). *Good writing in cross-cultural context.* Albany, NY: SUNY Press.
- Locke, D. M. (1992). Science as writing. New Haven: Yale University Press.
- Lynch, M., & Woolgar, S. (Eds.). (1990). *Representation in scientific practice*. Cambridge, MA: MIT Press.

MacDonald, S. P. (1994). *Professional academic writing in the humanities and social sciences*. Carbondale: Southern Illinois University Press.

- MacDonald, S. P., & Cooper, Charles M. (1992). Contributions of academic and dialogic journals to writing about literature. In A. Herrington & C. Moran (Eds.), *Writing, teaching, and learning in the disciplines* (pp. 137–155). New York: MLA.
- McCarthy, L. P. (1987). A stranger in strange lands: A college student writing across the curriculum. *Research in the Teaching of English*, *21*, 233–365.
- McCarthy, L. P. (1991). A psychiatrist using DSM-III: The influence of a charter document in psychiatry. In C. Bazerman & J. Paradis (Eds.), *Textual dynamics of the professions* (pp. 358–378). Madison: University of Wisconsin Press.
- McCarthy, L. P., & Fishman S. M. (1991). Boundary conversations: Conflicting ways of knowing in philosophy and interdisciplinary research. *Research in the Teaching of English*, 25(4), 419–468.
- McCarthy, L. P., & Fishman, S. M. (1996). Culture on the page: Experience, rhetoric, and aesthetics in ethnographic writing. In P. Mortensen, & G. E. Kirsch (Eds.), *Ethics and representation in qualitative studies of literacy* (pp. 177–201). Urbana, IL: NCTE.
- McCarthy, L. P., & Gerring, J. P. (1994). Revising psychiatry's charter document, DSM IV. Written Communication, 11(2), 147–192.
- McCloskey, D. N. (1985). *The rhetoric of economics*. Madison, WI: University of Wisconsin Press.
- McCloskey, D. N. (1990). *If you're so smart: The narrative of economic expertise.* Chicago: University of Chicago Press.
- McCloskey, D. N. (1994). *Knowledge and persuasion in economics*. Cambridge: Cambridge University Press.
- McCloskey, D. N. (1996). *The vices of economists, the virtues of the bourgeoisie*. Amsterdam: Amsterdam University Press.
- McCrary, D. (2001). Womanist theology and its efficacy for the writing classroom. *College Composition and Communication*, 52(4), 521–552.
- McCullogh, N. V. (1960). College wide English improvement. *College English*, 21(7), 407–408.
- McElroy, J. L. (1997). The mentor demonstration model: Writing with students in senior economics seminar. *The Journal of Economic Education*, 28(1), 31–35.
- McLeod, S. (Ed.). (1988). Strengthening programs for writing across the curriculum. San Francisco: Jossey-Bass.
- McLeod, S. (1989). Writing across the curriculum: The second stage, and beyond. *College Composition and Communication*, 40, 337–343.
- McLeod, S. (1992). WAC: An introduction. In S. McLeod & M. Soven (Eds.), *Writing across the curriculum: A guide to developing programs.* Newbury Park, CA: Sage Publications.

McLeod, S., & Maimon, E. (2000). Clearing the air: WAC myths and realities. *College English*, 62(5), 573–583.

- McLeod, S., Miraglia, E., Soven, M., & Thaiss, C. (Eds.). (2001). WAC for the new millennium: Strategies for continuing writing-across-the-curriculum programs. Urbana, IL: NCTE.
- McLeod, S. & Soven, M. (Eds.). (1992). Writing across the curriculum: A guide to developing programs. Newbury Park, CA: Sage Publications.
- Mageau, T. (1990, November-December). Teaching and learning online. *Electronic Learning*, 26–30.
- Mahala, D. (1991). Writing utopias: Writing across the curriculum and the promise of reform. *College English*, 53(7), 773–789.
- Maimon, E. (1982). WAC: Past, present and future. In C. W. Griffin (Ed.), *Teaching writing in all disciplines*. San Francisco: Jossey-Bass.
- Maimon, E. (1981). Writing in the arts and sciences. Boston: Little, Brown.
- Maki, U. (1988). How to combine rhetoric and realism in the methodology of economics. *Economics and Philosophy*, 4, 89–109.
- Marcus, G. (1995). Ethnography in/of the world system: The emergence of multi-sited ethnography. *Annual Review of Anthropology*, 24, 95–117.
- Marcus, G. E. (1980a). The ethnographic subject as ethnographer: A neglected dimension of anthropological research. *Rice University Studies*, 66(1), 55–68.
- Marcus, G. E. (1980b). Rhetoric and the ethnographic genre in anthropological research. *Current Anthropology*, *21*, 507–510.
- Marcus, G. E., & Clifford, J. (1985). The making of ethnographic texts: A preliminary report. *Current Anthropology*, 26, 267–271.
- Marcus, G. E., & Cushman, D. (1982). Ethnographies as texts. *Annual Review of Anthropology, 11*, 25–69.
- Marland, M. (1977). Language across the curriculum: The implementation of the Bullock Report in the secondary school. London: Heinemann Educational Books.
- Marsella, J., Hilgers, T. L., & McLaren, C. (1992). How students handle writing assignments: A study of eighteen responses in six disciplines. In A. Herrington & C. Moran (Eds.), *Writing, teaching and learning in the disciplines* (pp. 174–188). New York: Modern Language Associates.
- Martin, J. R. (1992). English text: system and structure. Philadelphia: John Benjamin's Publishing Company.
- Martin, J., Christie, F., & Rothery, J. (1987). Social processes in education: A reply to Sawyer and Watson (and others). In I. Reid (Ed.), *The place of genre in learning; Current debates* (pp. 55–58). Geelong, Australia: Deakin University Press.
- Martin, N. (1976). Writing and learning across the curriculum. London: Ward Lock Educational.

Martin, N. (Ed.). (1984). Writing across the curriculum pamphlets: a selection from the schools council and London University Institute of Education joint project. Upper Montclair, NJ: Boynton/Cook.

- Medawar, P. B. (1964). Is the scientific paper fraudulent? *Saturday Review*, 1, 42–43.
- Medway, P. (2000). Writing and design in architectural education. In P. Dias &A. Paré (Eds.), *Transitions: Writing in academic and workplace settings* (pp. 89–128). Cresskill, NJ: Hampton Press,
- Medway, P. (2002). Fuzzy genres and community identities: The case of architecture students' sketchbooks. In R. Coe, L. Lingard, & T. Teslenko (Eds.), The rhetoric and ideology of genre: Strategies for stability and change (pp. 123–154). Cresskill, NJ: Hampton Press.
- Miller, C. (1984). Genre as social action. *Quarterly Journal of Speech, 70*, 151–167.
- Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58, 503–507.
- Moffett, J. (1968). *Teaching the universe of discourse.* Boston: Houghton Mifflin.
- Moffett, J. (1981). *Active voice: A writing program across the curriculum*. Upper Montclair, NJ: Boynton/Cook..
- Monaghan, E. J. (1989). Literacy and gender in colonial New England. In Cathy Davidson (Ed.), *Reading in America* (pp. 53–80). Baltimore: Johns Hopkins University Press.
- Monroe, J. (Ed.). (2002). Writing and revising the disciplines. Ithaca, NY: Cornell University Press.
- Montgomery, S. (1996). The scientific voice. New York: Guilford Press.
- Morgan, M. (1997). The crazy quilt of writing across the curriculum: Achieving WAC program assessment. In K. B. Yancey & B. Huot (Eds.), Assessing writing across the curriculum: Diverse approaches and practices (pp. 141–158). Greenwich, CT: Ablex.
- Moss, A., & Holder, C. (1988) *Improving student writing: A guidebook for faculty in all disciplines.* Dubuque, IA: Kendall Hunt.
- Moulthrop, S., & Kaplan, N. (1994). They became what they beheld: The futility of resistance in the space of electronic writing. In C. L. Selfe & S. Hilligoss (Eds.), *Literacy and computers: The complications of teaching and learning with technology* (pp. 220–237). New York: MLA.
- Mulkay, M. (1985). *The word and the world.* London: George Allen & Unwin.
- Mullin, J. (2001). Writing centers and WAC. In McCleod, et al. (Eds.), WAC for the new millenium (pp. 179–199). Urbana IL: NCTE.
- Murray, D. M. (1991). *The craft of revision.* Fort Worth: Holt, Rinehart, and Winston.

Myers, G. (1989). The pragmatics of politeness in scientific articles. *Applied Linguistics*, 10, 1–35.

- Myers, G. (1990a). Writing biology: Texts in the social construction of scientific knowledge. Madison: University of Wisconsin Press.
- Myers, G. (1990b). The rhetoric of irony in academic writing. Written Communication, 7, 419–455
- Myers, G. (1991). Stories and styles in two molecular biology articles. In C. Bazerman & J. Paradis (Eds.), *Textual dynamics of the professions* (pp. 45–75). Madison: University of Wisconsin Press.
- Myers, J. W. (1984). Writing to learn across the curriculum. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Nelson, J. (1990). This was an easy assignment: Examining how students interpret academic writing tasks. *Research in the Teaching of English*, 24(4), 362–396.
- Nelson, J. S., Megill, A., & McCloskey, D. N. (Eds.). (1987). The rhetoric of the human sciences: Language and argument in scholarship and public affairs. Madison, WI: University of Wisconsin Press.
- Newell, G. (1984). Learning from writing in two content areas: A case study/protocol analysis. *Research in the Teaching of English*, 18, 265–287.
- Newell, G., & Winograd, P. (1989). The effects of writing on learning from expository text. *Written Communication*, *6*, 196–217.
- Nystrand, M. (1990). Sharing words: The effects of readers on developing writers. *Written Communication*, 7(1), 3–24.
- Nystrand, M., & Gamoran, A. (1991). Instructional discourse, student engagement, and literature achievement . *Research in the Teaching of English*, 25(3), 261–290.
- Overington, M. A. (1977). The scientific community as audience: Toward a rhetorical analysis of science. *Journal of Philosophy and Rhetoric*, 10(3), 143–163.
- Palmini, D. J. (1996). Using rhetorical cases to teach writing skills and enhance economic learning. *The Journal of Economic Education*, 27(3), 205–216.
- Pennebaker, J. W., & Beall, S. K. (1986). Confronting a traumatic event: Toward an understanding of inhibition and disease. *Journal of Abnormal Psychology*, 95, 274–281.
- Pera, M. (1994). *The discourses of science*. Chicago: University of Chicago Press.
- Pera, M., & Shea, W. (Eds.). (1991). Persuading science: The art of scientific rhetoric. Canton, MA: Science History Publishers.
- Petraglia, J. (Ed.). (1995). Reconceiving writing, rethinking writing instruction. Mahwah, NJ: Erlbaum.
- Porter, J. (1986). Intertextuality and the discourse community. *Rhetoric Review*, 5, 34–47.

Potter, J., & Wetherell, M. (1987). *Discourse and social psychology*. Beverly Hills, CA: Sage.

- Prain, V., & Hand, B. (1999). Students perceptions of writing for learning in secondary school science. *Science Education*, *83*, 151–162.
- Prelli, L. J. (1989). *A rhetoric of science: inventing scientific discourse.* Columbia, SC: University of South Carolina Press.
- Prior, P. A. (1998). Writing/disciplinarity: A sociohistoric account of literate activity in the academy. Mahwah, NJ: Erlbaum.
- Purves, A. (Ed.). (1988). Writing across languages and cultures: Issues in contrastive rhetoric. Newbury Park, CA: Sage.
- Rabinor, J. R. (1991). The process of recovery from an eating disorder: The use of journal writing in the initial phase of treatment. *Psychotherapy in Private Practice*, *9*, 93–106.
- Radmacher, S. A., & Latosi-Sawin, E. (1995). Summary writing: A tool to improve student comprehension and writing in psychology. *Teaching of Psychology*, 22(2), 113–115.
- Reid, I. (Ed.). (1987). *The place of genre in learning: Current debates.* Geelong, Australia: Deakin University Press.
- Reisch, C. (2000). Teaching exchange: Introduction to math autobiography and course reflection assignments. *Academic Writing*. Available: http://wac.colostate.edu/aw/teaching/reisch2000/index.htm
- Reiss, D., Selfe, D., & Young, A. (Eds.). (1998). *Electronic communication across the curriculum*. Urbana, IL: NCTE.
- Reynolds, J. F., Mair, David, C., & Fischer, P. C. (1992). Writing and reading mental health records. Newbury Park, CA: Sage.
- Richards, I. A. (1936). *The philosophy of rhetoric*. New York: Oxford University Press.
- Risemberg, R. (1996). Reading to write: Self-regulated learning strategies when writing essays from sources. *Reading Research and Instruction*, 35(4), 365–383.
- Rivard, L. P., & Straw, S. B. (2000). The effect of talk and writing on learning science: An exploratory study. *Science Education*, *84*, 566–593.
- Rosaldo, R. (1980). *Ilongot headhunting, 1883–1974: A study in society and history.* Stanford, CA: Stanford University Press.
- Rosaldo, R. (1987). Where objectivity lies: the rhetoric of anthropology. In J. S. Nelson, A. Megill, & D. N. McCloskey (Eds.), *The rhetoric of the human sciences* (pp. 87–110). Madison, WI: University of Wisconsin Press.
- Rosenberg, A. (1988). Economics is too important to be left to the rhetoricians. *Economics and Philosophy, 4*, 129–149.
- Rossetti, J. (1990). Deconstructing Robert Lucas. In W. J. Samuels (Ed.), *Economics as discourse* (pp. 225–243). Norwell, MA: Kluwer.
- Roth, P. (1989). Ethnography without tears. *Current Anthropology*, 30(5), 555–561.

Rudd, J.A, Greenbowe, T.J., & Hand, B. (2001). Reshaping the general chemistry laboratory report using the science writing heuristic. *Journal of College Science Teaching*, *31*, 230–234.

- Rudd, J. A., Greenbowe, T.J., Hand, B.M., & Legg, M.L. (2001). Using the science writing heuristic to move toward an inquiry-based laboratory curriculum: An example from physical equilibrium. *Journal of Chemical Education*, 78, 1680–1686.
- Russell, D. R. (1988). Romantics on writing: Liberal culture and the abolition of composition courses. *Rhetoric Review*, 6(2), 132–148.
- Russell, D. R. (1991). Writing in the academic disciplines, 1870–1990: A curricular history. Carbondale, IL: Southern Illinois University Press.
- Russell, D. R. (1994). American origins of the writing-across-the-curriculum movement. In C. Bazerman & D. Russell (Eds.), *Landmark essays on writing across the curriculum* (pp. 3–22). Davis, CA: Hermagoras Press.
- Russell, D. R. (1997a). Rethinking genre in school and society: An activity theory analysis. *Written Communication*, *14*, 504–554.
- Russell, D. R. (1997b). Writing and genre in higher education and workplaces. *Mind, Culture, and Activity, 4*(4), 224–237.
- Russell, D. R. (2001). Where do the naturalistic studies of WAC/WID point to? In S. McLeod, E. Miraglia, M. Soven, & C. Thaiss (Eds.). (2001). WAC for the new millennium: Strategies for continuing writing-across-the-curriculum programs (pp. 259–298). Urbana, IL: NCTE.
- Samuels, W. J. (1990). Introduction. In W. J. Samuels (Ed.), *Economics as discourse* (pp. 1–14). Norwell, MA: Kluwer.
- Sanjek, R. (Ed.). (1990). *Fieldnotes: The making of anthropology.* Ithica, NY: Cornell University Press.
- Sapir, E. (1949). Selected writings in language, culture and personality. Berkeley: University of California Press.
- Scarcella, R. (2003). Academic English: A conceptual framework. (Technical Report, Linguistic Minority Research Institute, University of California) 2003–1.
- Schaffer, S. (1994). Self evidence. In J. Chandler, A. Davis, & H. Harootunian, (Eds.), *Questions of evidence: Proof, practice, and persuasion across the disciplines.* Chicago: University of Chicago Press.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schrum, L. (1988, October). Telecommunications: A window to the world. Instructor, 31–32.
- Schryer, C. F., Lingard, L., Spafford, M., & Garwood, K. (2003). Structure and Agency in Medical Case Presentations. In C. Bazerman and D. R. Russell (Eds.), Writing selves/writing societies: Research from activity Perspectives: Perspectives on writing. Fort Collins, CO: The WAC Clear-

- inghouse. [On-line]. Available: http://wac.colostate.edu/books/selves\_societies/
- Schultz, C., & di Vesta, F. (1972). Effects of passage organization and note taking on the selection of clustering strategies and on recall of textual materials. *Journal of Educational Psychology, 63*, 244–252.
- Schutz, A. (1967). *The problem of social reality.* The Hague: Martinus Nijhoff.
- Schutz, A., & Luckmann, T. (1973). *The structures of the life-world*. Evanston, IL: Northwestern University Press.
- Schwartz, H. J. (1984). Teaching writing with computer aids. *College English*, 46(3), 239–247.
- Schwartz, H. J. (1982). Monsters and mentors: Computer applications for humanistic education. *College English*, 44(2), 141–152.
- Schwegler, R., & Shamoon, L. (1991). Meaning attribution in ambiguous texts. In C. Bazerman & J. Paradis (Eds.), Textual dynamics of the professions (pp. 216–34). Madison: University of Wisconsin Press.
- Scully, M. G. (1974, September 23). Crisis in English writing. *Chronicle of Higher Education*. 1.
- Selfe, C. (1997). Contextual evaluation in WAC programs. In K. B. Yancey, & B. Huot (Eds.). Assessing writing across the curriculum: Diverse approaches and practices. (pp. 51–68). Greenwich, CT: Ablex.
- Selfe, C., & Arbabi, F. (1983). Writing to learn: Engineering student journals. *Engineering Education*, 74, 86–90.
- Selfe, C., & Arbabi, F. (1986). Writing to learn: Engineering student journals. In A.Young, & T. Fulwiler (Eds.), Writing across the disciplines: Research into practice (pp. 184–191) Upper Montclair, NJ: Boynton/Cook.
- Selzer, J. (Ed.). (1993a). *Understanding Scientific Prose*. Madison: University of Wisconsin Press.
- Selzer, J. (1993b). Intertextuality and the writing process. In R. Spilka (Ed.), Writing in the workplace (pp. 171–180). Carbondale: Southern Illinois University Press.
- Semas, P. W. (1975, November 3). The explosion of growth of 'faculty development'. *Chronicle of Higher Education*, 3.
- Sgoutas-Emch, S. A., & Johnson, C. J. (1998). Is journal writing an effective method of reducing anxiety towards statistics? *Journal of Instructional Psychology*, 25, 49–57.
- Shapin, S. (1994). A social history of truth: Civility and science in seventeenth-century England. Chicago: University of Chicago Press.
- Shapin, S., & Schaffer, S. (1985). *Leviathan and the air-pump: Hobbes, Boyle and the experimental life.* Princeton: Princeton University Press.
- Shea, W. (1972). Galileo's intellectual revolution. London: Macmillan.

Siegfried, J. J., Bartlett, R., Hansen, W. L., Kelley, A. C., McCloskey, D. N., & Tietenberg, T. H. (1991). The status and prospects of the economics major. *Journal of Economic Education*, 22(3), 197–224

- Simons, H. (1990). The rhetoric of inquiry as an intellectual movement. In H. Simons (Ed.), *The rhetorical turn: Invention and persuasion in the conduct of inquiry* (pp. 1–31). Chicago: University of Chicago Press.
- Simpson, M. S., & Carroll, S. E. (1999). Assignments for a writing-intensive economics course. *Journal of Economic Education*, 30(4), 402–410.
- Sipple, J. M.(1987). Teacher protocols: A new evaluation tool for writing across the curriculum programs. (ERIC Document Reproduction Service No. ED 285 150).
- Siskin, L. S., & Little, J. (1995). The subjects in question: Departmental organization and the high school. New York: Teachers College Press.
- Slaughter, M. M. (1985). Universal languages and scientific taxonomy in the seventeenth century. Princeton, NJ: Princeton University Press.
- Small, H. (1978). Cited documents as concept symbols. *Social Studies of Science*, *8*, 327–340.
- Smart, G. (1993). Genre as community invention. In R. Spilka (Ed.), Writing in the workplace (pp. 124–140). Carbondale: Southern Illinois University Press.
- Smart, G. (1999). Storytelling in a central bank: The role of narrative in the creation and use of specialized economic knowledge. *Journal of Business and Technical Communication* 13, 249–273.
- Smart, G. (2000). Reinventing expertise: Experienced writers in the work-place encounter a new genre. In P. Dias & A. Paré (Eds.), *Transitions: Writing in academic and workplace settings* (pp. 223–252). Cresskill, NJ: Hampton Press.
- Smart, G. (2002). A central bank's communications strategy: The interplay of activity, discourse genres, and technology in a time of organizational change. In C. Bazerman & D. Russell (Eds.), Writing selves/writing societies: Research from activity perspectives: Perspectives on writing. Fort Collins, CO: The WAC Clearinghouse. [On-line]. Available: http://wac.colostate.edu/books/selves\_societies/
- Smithson, I., & Sorrentino, P. (1987). Writing across the curriculum: An assessment. *Journal of Teaching Writing*, 6(2), 325–342.
- Snodgrass, S. E. (1985). Writing as a tool for teaching social psychology. *Teaching of Psychology, 12*(2), 91–94.
- Song, B., & Richter, E. (1997). Tutoring in the classroom: A quantitative study. *Writing Center Journal*, 18(1), 50–60.
- Soven, M. (1996). Write to learn: A guide to writing across the curriculum. Cincinnati, OH: South Western College Pub.

Soven, M. (2001). Curriculum-based peer tutors and WAC. In McCleod, et al. (Eds.), *WAC for the new millenium* (pp. 200–232). Urbana IL: NCTE.

- Soven, M., & McLeod, S. (Eds.). (in press). *Creating A Community: The Beginnings of the WAC Movement*. West Lafayette, IN: Parlor Press.
- Soyland, A. J. (1994). Psychology as Metaphor. London: Sage.
- Spencer, J. (1989). Anthropology as a Kind of Writing. Man, 24, 145-64.
- Spivey, N. N. (1990). Transforming texts: Constructive processes in reading and writing. *Written Communication*, 7(2), 256–287.
- Sprague, R. K. (1972). *The older Sophists*. Columbia, SC: University of South Carolina Press.
- Steering Committee (2001). WPA Outcomes Statement for First-Year Composition. *College English*, 63(3), 321–325.
- Steffens, H. (1989). Designing history writing assignments for student success. *Social Studies*, 80(2), 59–63.
- Stewart, L. R. (1992). The rise of public science: Rhetoric, technology, and natural philosophy in Newtonian Britain, 1660–1750. Cambridge, England: Cambridge University Press.
- Stigler, G. (1982). *The economist as preacher and other essays.* Chicago: University of Chicago Press.
- Sutton, M. (1978). The writing adjunct program at the small college of California State University, Dominguez Hills. In J. Neel (Ed.), *Options for the teaching of English: Freshman composition* (pp. 104–109). New York: MLA.
- Swales, J. (1990). Genre analysis: English in academic and research settings. Cambridge: Cambridge University Press.
- Swales, J. (1998). Other floors, other voices: A textography of a small university building. Mahwah, NJ: Erlbaum.
- Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide.* Ann Arbor, MI: University of Michigan Press.
- Swilky, J. (1992). Reconsidering faculty resistance to writing reform. *Writing Program Administration*, 16(1–2), 50–61.
- Tanner, D., & Tanner, L. (1990). *History of the school curriculum*. New York: Macmillan.
- Taylor, R. (1980). *The computer in the school: Tutor, tool, and tutee.* New York: Teachers College Press.
- Tchudi, S. (1986). *Teaching writing in the content areas: College level.* Washington, DC: National Education Association of the United States
- Tchudi, S., & Tchudi, S. J. (1983). *Teaching writing in the content areas: Elementary school.* Washington, DC: National Education Association.
- Tchudi, S. N., & Huerta, M. C. (1983). *Teaching writing in the content areas: Middle school/junior high.* Washington, DC: National Education Association,

Tchudi, S. N., & Yates, J. (1983). *Teaching writing in the content areas: Senior high school*. Washington, DC: NEA Professional Library.

- Thaiss, C. J. (1986). Language across the curriculum in the elementary grades. Urbana, IL: NCTE.
- Thaiss, C. J., & Suhor, C. (Eds.). (1984). Speaking and writing, K-12: Classroom strategies and the new research. Urbana, IL: NCTE.
- Thornton, T. P. (1996). *Handwriting in America*. New Haven: Yale University Press.
- Tobey, D. M. (1979). Writing instruction in economic courses: Experimentation across disciplines. *Journal of Northeastern Agricultural Economics Council*, 8, 159–164.
- Townsend, M. (2001). Writing intensive courses and WAC. In McCleod, et al. (Eds.), WAC for the new millenium (pp. 233–258). Urbana IL: NCTE.
- Traweek, S. (1988). Beamtimes and lifetimes. Cambridge, MA: MIT Press.
- Treichler, P. (2000). *How to have theory in an epidemic: Cultural chronicles of AIDS*. Duke University Press.
- Treichler, P., Cartwright, L., & Penley, C. (Eds.). *The visible woman: Imaging technologies, gender, and science.* New York: New York University Press, 1998.
- Tuana, N. (Ed.). (1989). Feminism & science. Bloomington, IN: Indiana University Press.
- Van Maanen, J. (Ed.). (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.
- Van Maanen, J. (Ed.). (1995). Representation in ethnography. Thousand Oaks: Sage.
- Van Nostrand, A. D. (1997). Fundable knowledge. Mahwah, NJ: Erlbaum.
- VanSledright, B.A., & Frankes, L. (1998). Literature's place in learning history and science. In C. Hynd (Ed.), *Learning from text: Views across conceptual domains* (pp. 117–138). Hillsdale, NJ: Erlbaum.
- Villanueva, V. (2001). The politics of literacy across the curriculum. In McLeod, et al. (Eds.), *WAC for the new millenium* (pp. 165–178). Urbana IL: NCTE.
- Vipond, D. (1993a). Social motives for writing Psychology: Writing for and with younger readers. *Teaching of Psychology*, 20, 89–93.
- Vipond, D. (1993b). Writing and psychology: Understanding writing and its teaching from the perspective of composition studies. Westport, CN: Praeger.
- Voelker, J. C. (1978, November). Literacy as disease. *Chronicle of Higher Education*, p. 18.
- Volosinov, V. N. (1986). *Marxism and the philosophy of language*. Cambridge MA: Harvard University Press.

Vygotsky, L. S. (1962). *Thought and language*. (E. Hanfmann & G. Vakar, Eds. & Trans.). Cambridge: MIT Press.

- Vygotsky, L. S. (1978). *Mind in Society*. Cambridge: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and language* (Alex Kozulin, Trans.). Cambridge: MIT Press.
- Waldo, Mark L. (2004). Demythologizing language difference in the academy: Establishing discipline-based writing programs. Mahwah, NJ: Erlbaum.
- Walvoord, B. (1982). Helping students write well: A guide for teachers in all disciplines. NewYork: Modern Language Association of America.
- Walvoord, B. (1997). From conduit to consumer: The role of WAC faculty in WAC assessment. In K. B. Yancey, & B. Huot (Eds.). *Assessing writing across the curriculum: Diverse approaches and practices* (pp. 15–36). Greenwich, CT: Ablex Pub.Corp.
- Walvoord, B., Hunt, L. L., Dowling, H. F., & McMahon, J. D. (1997). In the long run: A study of faculty in three writing-across-the-curriculum programs. Urbana, IL: NCTE.
- Walvoord, B., & McCarthy, L. (1990). Thinking and writing in college: A naturalistic study of students in four disciplines. Urbana, IL: NCTE.
- Weimer, W. (1977). Science as a rhetorical transaction: Toward a non-justificational conception of rhetoric. *Philosophy and Rhetoric*, 10, 1–29.
- Weintraub, E. R. (2002). *How economics became a mathematical science*. Durham, NC: Duke University Press.
- Williamson, M. M. (1997). Pragmatism, positivism, and program evaluation. In K. B. Yancey & B. Huot (Eds.), Assessing writing across the curriculum: Diverse approaches and practices (pp. 237–258). Greenwich, CT: Ablex.
- Winograd, K. (1993). Selected writing behaviors of fifth graders as they composed original mathematics story problems. *Research in the Teaching of English*, 27(4), 369–394.
- Winsor, D. A. (1996). Writing like an engineer: A rhetorical education. Mahwah, NJ: Erlbaum.
- Winsor, D. A. (2003). Writing power: Communication in an engineering center. Albany: State University of New York Press.
- Wollman-Bonilla, J. E. (1998). Teaching science writing to first graders: Genre learning and recontextualization. *Research in the Teaching of English*, 33(2), 158–180.
- Woolgar, S. (1981). Discovery: Logic and sequence in a scientific text. In K. Knorr, R. Krohn, & R. Whitley (Eds.), *The social processes of scientific discovery* (pp. 239–68). Dordrecht, Netherlands: Reidel.
- Woolgar, S. (Ed.). (1988). Knowledge and reflexivity: New frontiers in the sociology of knowledge. London: Sage.

Wright, H. B.(1949). Faculty responsibility for student writing. *College English* 11,160–161.

- Wyatt, F. (2001). Publishing biographies to learn about history, writing, and research. *Middle School Journal*, 32(5), 7–12.
- Yancey, K. B., & Huot, B. (Eds.). (1997). Assessing writing across the curriculum: Diverse approaches and practices. Greenwich, CT: Ablex.
- Yearley, S. (1981). Textual persuasion: The role of scientific accounting in the construction of scientific arguments. *Philosophy of the Social Sciences*, 11, 409–435.
- Young, A., & Fulwiler, T. (1986). Writing across the disciplines: Research into practice. Upper Montclair. NJ: Boynton/Cook.
- Young, K. M., & Leinhardt, G. (1998). Writing from primary documents: A way of knowing in history. *Written Communication*, *15*(1), 25–68.
- Zamel, V. (1995). Strangers in academia: The experiences of faculty and ESL students across the curriculum. College Composition and Communication, 46, 506–521.
- Zamel, V. (1998). Questioning academic discourse. In V. Zamel & R. Spack (Eds.), *Negotiating academic literacies: Teaching and learning across languages and cultures* (pp. 187–198). Mahwah, NJ: Erlbaum.
- Zawacki, T. M., & Williams, A. W. (2001). Writing within interdisciplinary learning communities. In McLeod, et al. (Eds.), *WAC for the new millenium* (pp. 179–199). Urbana IL: NCTE.
- Zlotkowski, E. (1998). A new model for excellence. In E. Zlotkowski (Ed.), Successful service-learning programs: New models of excellence in higher education. (pp. 1–14). Bolton, MA: Anker.