Appendix

Theme	Chapter	Representative Citations
Individuality		
Individuality & *Identity*	Ch 6. Second Language Writing	Cozart et al., 2016; Johnstone, 1996; Matsuda, 2015; Norton, 2000
	Ch 10. From School to Work and Beyond	Brandt, 2018; Dias et al., 1999; Dias & Paré, 2000
Individuality & *Agency*	Ch 2. Cognitive Psychology and Situated Learning	Lobato, 2012
	Ch 3. Transfer of Training and Knowledge Management	Bandura 1986, 1999
	Ch 7. First-Year Writing	Downs & Wardle, 2007; Yancey et al., 2014
	Ch 8. WAC/WID	Donahue, 2016; Nowacek, 2011
Individuality & *Dispositions*	Ch 3. Transfer of Training and Knowledge Management	Bandura, 1977
	Ch 7. First-Year Writing	Driscoll & Powell, 2016; Driscoll & Wells, 2012; Reiff & Bawarshi, 2011; Wardle, 2012
	Ch 8. WAC/WID	Sommers & Saltz, 2004
	Ch 10. From School to Work and Beyond	Bacon, 1991; Baird & Dilger, 2017; Brent, 2012; White, 2015
Individuality & *Embodied Cognition*	Ch 2. Cognitive Psychology and Situated Learning	Day & Goldstone, 2011; LeMesurier, 2016; Menary, 2010; Nemirovsky, 2011; Prior & Olinger, 2019
	Ch 3. Transfer of Training and Knowledge Management	Hutchins, 1995
	Ch 4. Transfer in Education	Light & Fawns, 2003

Theme	Chapter	Representative Citations
Intentionality		
Intentionality & ***Abstract Schema***	Ch 2. Cognitive Psychology and Situated Learning	Engle, 2006; Engle et al., 2011; Judd, 1908; Gick & Holyoak, 1980, 1983; Katona, 1940; Lobato et al., 2012; Polya, 1945/1957; Reed et al., 1974; Schwartz & Martin, 2004
	Ch 4. Transfer in Education	Bunker & Thorpe, 1982
	Ch 6. Second Language Writing	DasBender, 2016; Figueredo, 2006; Matsuda, 1997; Negretti & Kuteeva, 2011; Sersen, 2011
	Ch 7. First-Year Writing	Yancey et al., 2014
	Ch 8. WAC/WID	Beaufort, 2007
Intentionality & ***Metacognition & self-monitoring***	Ch 2. Cognitive Psychology and Situated Learning	Flower & Hayes, 1981; Kahneman, 1973, 2003, 2011; Perkins & Salomon, 1988, 1989
	Ch 3. Transfer of Training and Knowledge Management	Keith & Freese, 2005; Wegner et al., 1985
	Ch 7. First-Year Writing	Wardle 2007, 2009; Yancey et al., 2014
	Ch 8. WAC/WID	Clark & Hernandez, 2011; Donahue, 2016; Downs & Wardle, 2007; Fishman & Reiff, 2015; Ford, 2012; Fraizer, 2010; Jarratt et al., 2009; Nelms & Dively, 2007; Nowacek, 2011; Rounsaville et al., 2008; Smit, 2004
Intentionality & ***Automaticity***	Ch 2. Cognitive Psychology and Situated Learning	Shiffrin & Schneider, 1977
	Ch 3. Transfer of Training and Knowledge Management	Nonaka, 1994; Walsh & Ungson, 1991
	Ch 6. Second Language Writing	Gass & Selinker, 1992; Selinker, 1969, 1972; Weinreich, 1953
	Ch 8. WAC/WID	Donahue, 2016; Nowacek, 2011; Wardle, 2007
	Ch 10. From School to Work and Beyond	Beaufort, 1999

Theme	Chapter	Representative Citations
Fidelity		
Fidelity & ***Situated Learning***	Ch 2. Cognitive Psychology and Situated Learning	Beach, 1995; Carraher et al., 1985; Lave, 1988; Lave & Wenger, 1991
	Ch 4. Transfer in Education	Griffin et al., 2005; Light & Fawns, 2003
	Ch 6. Second Language Writing	Currie, 1993; Elon Statement on Writing Transfer, 2016; Johns, 1990; Leki, 1995; Leki & Carson, 1994; Spack, 1988; Swales, 1984, 1990
	Ch 7. First-Year Writing	Petraglia, 1995; Russell, 1995; Wardle, 2007, 2009
	Ch 10. From School to Work and Beyond	Tuomi-Gröhn & Engeström, 2003
Fidelity & ***High and Low Fidelity***	Ch 2. Cognitive Psychology and Situated Learning	Gick & Holyoak, 1980, 1983; Perkins & Salomon, 1988; Thorndike, 1906/1916
	Ch 3. Transfer of Training and Knowledge Management	Thorndike, 1906/1916
	Ch 4. Transfer in Education	Alexander et al., 2005; Maran & Glavin, 2003
	Ch 8. WAC/WID	Herrington, 1985
	Ch 10. From School to Work and Beyond	Anson & Forsberg, 1990; Dannels, 2003; Freedman et al., 1994; Spinuzzi, 1996
Fidelity & ***Scaffolding***	Ch 2. Cognitive Psychology and Situated Learning	Fyfe et al., 2014; Kaminski et al., 2008, 2013; Nemirovsky, 2011; Pouw et al., 2014
	Ch 4. Transfer in Education	Lopez et al., 2009; Norman et al., 2012; Teteris et al., 2012
	Ch 9. Writing Centers	Nowacek et al. 2019

Theme	Chapter	Representative Citations
Fidelity & *Modeling*	Ch 2. Cognitive Psychology and Situated Learning	Gentner et al., 2003; Gick & Holyoak, 1983; Hammer et al., 2005
	Ch 3. Transfer of Training and Knowledge Management	Baldwin, 1992; Decker, 1980; Pescuric & Byham, 1996; Taylor et al., 2005
	Ch 7. First-Year Writing	Devitt et al., 2004; Yancey et al., 2014
Fidelity & *Proximity*	Ch 2. Cognitive Psychology and Situated Learning	Perkins & Saloman, 1988
	Ch 3. Transfer of Training and Knowledge Management	Cromwell & Kolb, 2004; Rouiller & Goldstein, 1993
	Ch 4. Transfer in Education	Robinson & Mania, 2007
	Ch 6. Second Language Writing	James, 2008
	Ch 7. First-Year Writing	Smit 2004; Wardle, 2007
	Ch 8. WAC/WID	Bergmann & Zepernick, 2007; Middendorf & Pace, 2004; Walvoord & McCarthy, 1990
Directionality		
Directionality & *Preparation for Future Learning*	Ch 2. Cognitive Psychology and Situated Learning	Bransford & Schwartz, 1999
	Ch 9. Writing Centers	Driscoll, 2015; Driscoll & Harcourt, 2012; Perkins & Salomon, 2012
Directionality & *Framing*	Ch 2. Cognitive Psychology and Situated Learning	Engle, 2006; Engle et al., 2011; Gick & Holyoak, 1980, 1983; Hammer et al., 2005
	Ch 5. Literacy Studies	Dyson, 1999; Gonzalez et al., 2006
	Ch 8. WAC/WID	Lindenman, 2015

Theme	Chapter	Representative Citations
Directionality & *Lateral and Vertical Transfer*	Ch 4. Transfer in Education	Holt et al., 2002; Lopez et al., 2009; Thorpe et al., 1984; Werner & Almond, 1990
	Ch 7. First-Year Writing	Bergmann & Zepernick, 2007; Smit, 2004; Wardle, 2009
	Ch 8. WAC/WID	Crowley, 1998; Ford, 2012; Gagne, 1965; Hall, 2006; Haskell, 2000; Hilgers et al., 1995; Jamieson, 2009; Lettner-Rust et al., 2007; Melzer, 2014; Miles et al., 2008
Directionality & *Transformation of Knowledge*	Ch 2. Cognitive Psychology and Situated Learning	Beach, 1995, 1999
	Ch 5. Literacy Studies	Dyson, 1999
	Ch 6. Second Language Writing	DePalma & Ringer, 2011
	Ch 7. First-Year Writing	Wardle, 2007
	Ch 8. WAC/WID	Nowacek, 2011
	Ch 9. Writing Centers	Johnson, 2020
	Ch 10. From School to Work and Beyond	Smart & Brown, 2002; Tuomi-Gröhn et al., 2003
Directionality & *Prior Knowledge*	Ch 7. First-Year Writing	Robertson et al., 2012; Rounsaville et al., 2008
	Ch 8. WAC/WID	Jarratt et al., 2009; Nowacek, 2011; Reiff & Bawarshi, 2011
	Ch 10. From School to Work and Beyond	Gillam, 1991; Michaud, 2011; Navarre Cleary, 2013
Directionality & *Negative Transfer and Interference*	Ch 2. Cognitive Psychology and Situated Learning	Lobato, 2012
	Ch 5. Literacy Studies	Dyson, 1999; Heath, 1982
	Ch 6. Second Language Writing	Gass & Selinker, 1992; Selinker, 1969, 1972; Weinreich, 1953
	Ch 8. WAC/WID	Beaufort, 2007; Nowacek, 2011
Directionality & *Reflection in Pedagogy*	Ch 7. First-Year Writing	Downs & Wardle, 2007; Yancey et al., 2014
	Ch 8. WAC/WID	Beaufort, 2007
	Ch 10. From School to Work and Beyond	Beaufort, 1999

Theme	Chapter	Representative Citations
Directionality & ***Multidirectionality***	Ch 6. Second Language Writing	Cook, 2003; Gort, 2006; Helfenstein, 2005; Jarvis & Pavlenko, 2008; Pavlenko, 2000; Pavlenko & Jarvis, 2002; Sharwood-Smith & Kellerman, 1986
	Ch 9. Writing Centers	Dinitz & Harrington, 2014
Simultaneity		
Simultaneity & ***Concurrent Contexts***	Ch 5. Literacy Studies	Prior & Shipka, 2003
	Ch 8. WAC/WID	Nowacek, 2011
	Ch 9. Writing Centers	Alexander et al., 2016; Hagemann, 1995; Walker, 1998
	Ch 10. From School to Work and Beyond	Dias et al., 1999; Lemke, 2000; Prior, 2018
Simultaneity & ***Dynamic Dimensionality***	Ch 6. Second Language Writing	Cozart et al., 2016; DePalma & Ringer, 2011; Kobayashi & Rinnert, 2008; Kubota, 1998; Larsen-Freeman & Cameron, 2008; Matsuda, 1997
	Ch 8. WAC/WID	Bizzell 1982/2003; Hayes et al., 2016; Martin & Schwartz, 2013
Simultaneity & ***Multicompetence***	Ch 2. Cognitive Psychology and Situated Learning	Hammer et al., 2005
	Ch 6. Second Language Writing	Cook 1992, 2016; Cenoz & Gorter, 2011; Garcia & Wei, 2014; Grosjean, 1989; Larsen-Freeman, 1997, 2013

References

Alexander, A. L., Brunyé, T., Sidman, J., & Weil, S. A. (2005). From gaming to training: A review of studies on fidelity, immersion, presence, and buy-in and their effects on transfer in pc-based simulations and games. *DARWARS Training Impact Group*, *5*, 1–14.

Alexander, K. P., DePalma, M., & Ringer, J. M. (2016). Adaptive remediation and the facilitation of transfer in multiliteracy center contexts. *Computers and Composition*, *41*, 32–45.

Anson, C. M., & Forsberg, L. L. (1990). Moving beyond the academic community: Transitional stages in professional writing. *Written Communication*, *7*(2), 200–231.

Bacon, N. (1999). The trouble with transfer: Lessons from a study of community service writing. *Michigan Journal of Community Service Learning*, *6*(1), 53–62.

Baird, N., & Dilger, B. (2017). How students perceive transitions: Dispositions and transfer in internships. *College Composition and Communication*, *68*(4), 684.

Baird, N., & Dilger, B. (2018). Dispositions in natural science laboratories: The roles of individuals and contexts in writing transfer. *Across the Disciplines*, *15*(4), 21–40. https://wac.colostate.edu/docs/atd/articles/baird-dilger2018.pdf

Baldwin T.T. (1992). Effects of alternative modeling strategies on outcomes of interpersonal-skills training. *Journal of Applied Psychology*, *77*(2), 147–54

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191–215.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall

Bandura, A. (1999). Social cognitive theory: An agent perspective. A*sian Journal of Social Psychology*, *2*, 21–41.

Beaufort, A. (1999). *Writing in the real world: Making the transition from school to work.* Teachers College Press.

Beaufort, A. (2007). *College writing and beyond: A new framework for university writing instruction*. Utah State University Press.

Beach, K. (1995). Activity as a mediator of sociocultural change and individual development: The case of school-work transition in Nepal. *Mind, Culture, and Activity*, *2*(4), 285–302.

Beach, K. (1999). Consequential transitions: A sociocultural expedition beyond transfer in education. *Review of Research in Education*, *24*(1), 101–139.

Bergmann, L. S., & Zepernick, J. (2007). Disciplinarity and transfer: Students' perceptions of learning to write. *WPA: Writing Program Administration*, *31*(1-2), 124–149.

Bizzell, P. (2003). Cognition, convention, and certainty: What we need to know about writing. In V. Villanueva (Ed.), *Cross-Talk in comp theory: A reader* (2nd ed., pp. 387–411). National Council of Teachers of English. (Original work published 1982)

Brandt, D. (2018). Writing development and life-course development: The case of working adults. In C. Bazerman et al., *The Lifespan Development of Writing* (244–271). NCTE.

Bransford, J. D., & Schwartz, D. L. (1999). Rethinking transfer: A simple proposal with multiple implications. *Review of Research in Education*, *24*(1), 61–100.

Brent, D. (2012). Crossing boundaries: Co-op students relearning to write. *College Composition & Communication*, *63*(4), 558–592.

Bunker, D., & Thorpe, R. (1982). A model for the teaching of games in secondary schools. *Bulletin of Physical Education*, *18*(1), 5–8.

Carraher, T. N., Carraher, D. W., & Schliemann, A. D. (1985). Mathematics in the streets and in schools. *British Journal of Developmental Psychology*, *3*(1), 21–29.

Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *Modern Language Journal*, *95*(3), 356–369.

Chase, W. G., & Simon, H. A. (1973). Perception in chess. *Cognitive Psychology*, *4*(1), 55–81.

Clark, I. L., & Hernandez, A. (2011). Genre awareness, academic argument, and transferability. *WAC Journal*, *22*, 65–78.

Cook, V. (1992). Evidence for multi-competence. *Language Learning*, *42*(4), 557–591.

Cook, V. J. (Ed.). (2003). *Effects of the second language on the first*. Multilingual Matters.

Cook, V. J. (2016). Transfer and the relationship between the languages of multi-competence. In R. Alonso Alonso (Ed.), *Crosslinguistic influence in second language acquisition* (pp. 24–37). Multilingual Matters.

Cozart, S. M., Jensen, T. W., Wichmann-Hansen, G., Kupatadze, K, & Chien-Hsiung Chiu, S. (2016). Negotiating multiple identities in second- or foreign-language writing in higher education. In C. M. Anson & J. L. Moore (Eds.), *Critical transitions: Writing and the question of transfer* (pp. 303–334). Perspectives on writing. The WAC Clearinghouse and University Press of Colorado.

Cromwell, S. E., & Kolb, J. A. (2004). An examination of work-environment support factors affecting transfer of supervisory skills training to the workplace. *Human Resource Development Quarterly*, *15*, 449–471.

Crowley, S. (1998). *Composition in the university: Historical and polemical essays*, University of Pittsburgh Press.

Currie, P. (1993). Entering a disciplinary community: Conceptual activities required to write for one introductory university course. *Journal of Second Language Writing*, *2*(2), 101–117.

Dannels, D. P. (2003). Teaching and learning design presentations in engineering contradictions between academic and workplace activity systems. *Journal of Business and Technical Communication*, *17*(2), 139–169.

DasBender, G. (2016). Liminal space as a generative site of struggle: Writing transfer and L2 students. In C. M. Anson & J. L. Moore (Eds.), *Critical transitions: Writing and the question of transfer* (pp. 273–298). Perspectives on writing. The WAC Clearinghouse and University Press of Colorado.

Day, S. B., & Goldstone, R. L. (2011). Analogical transfer from a simulated physical system. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *37*(3), 551–567.

Decker, P. J. (1980) Effects of symbolic coding and rehearsal in behavior-modeling training. *Journal of Applied Psychology*, *65*(6), 627–634.

DePalma, M. J., & Ringer, J. M. (2011). Toward a theory of adaptive transfer: Expanding disciplinary discussions of "transfer" in second-language writing and composition studies. *Journal of Second Language Writing*, *20*(2),134–147.

Devitt, A.J., M. J. Reiff, & A. Bawarshi. (2004). *Scenes of writing: Strategies for composing with genres*. Longman.

Dias, P., Freedman, A., Medway, P., & Paré, A. (1999). *Worlds apart: Acting and writing in academic and workplace contexts*. L. Erlbaum Associates.

Dias, P., & Paré, A. (2000). *Transitions: Writing in academic and workplace settings*. Hampton Press.

Dinitz, S., & Harrington, S. (2014). The role of disciplinary expertise in shaping writing tutorials. *Writing Center Journal*, *33*(2), 73–98.

Donahue, C. (2016). Writing and global transfer narratives: Situating the knowledge transformation conversation. In C. M. Anson & J. L. Moore (Eds.), *Critical transitions: Writing and the question of transfer* (pp. 107–136). Perspectives on writing. The WAC Clearinghouse and University Press of Colorado.

Downs, D. & Wardle, E. (2007). Teaching about writing, righting misconceptions: (Re)envisioning "First-Year Composition" as "Introduction to Writing Studies," *College Composition and Communication*, *58*(4), 552–584.

Driscoll, D. L. (2015). Building connections and transferring knowledge: The benefits of a peer tutoring course beyond the writing center. *Writing Center Journal*, *35*(1), 153–181.

Driscoll, D., & Harcourt, S. (2012). Training vs. learning: Transfer of learning in a peer tutoring course and beyond. *The Writing Lab Newsletter*, *36*(7–8), 1–6.

Driscoll, D. L., & Powell, R. (2016). States, traits, and dispositions: The impact of emotion on writing development and writing transfer across college courses and beyond. In *Composition Forum*, *34*. https://compositionforum.com/issue/34/states-traits.php

Driscoll, D. L., & Wells, J. (2012). Beyond knowledge and skills: Writing transfer and the role of student dispositions. *Composition Forum, 26.* http://compositionforum.com/issue/26/beyond-knowledge-skills.php

Dyson, A. H. (1999). Transforming transfer: Unruly children, contrary texts, and the persistence of the pedagogical order. *Review of Research in Education*, 24*(1)*, 141–171.

The Elon statement on writing transfer. (2016). Appendix A in C. M. Anson & J. L. Moore (Eds.), *Critical transitions: Writing and the question of transfer* (pp. 107–136). Perspectives on writing. The WAC Clearinghouse and University Press of Colorado.

Engle, R. A. (2006). Framing interactions to foster generative learning: A situative explanation of transfer in a community of learners classroom. *The Journal of the Learning Sciences*, *15*(4), 451–498.

Engle, R. A., Nguyen, P. D., & Mendelson, A. (2011). The influence of framing on transfer: Initial evidence from a tutoring experiment. *Instructional Science*, *39*(5), 603–628.

Figueredo, L. (2006). Using the known to chart the unknown: A review of first-language influence on the development of English-as-a-Second-Language spelling skill. *Reading & Writing*, *19*(8), 873–905.

Fishman, J. & Reiff, M. J. (2015). Taking the high road: Teaching for transfer in an FYC program. In Reiff M. J., A. Bawarshi, M. Ballif, & C. Weisser (Eds.), *Ecologies of writing programs: Program profiles in context* (pp. 68–90). Parlor Press.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, *32*(4), 365–387.

Ford, J. D. (2012). Integrating communication into engineering curricula: An interdisciplinary approach to facilitating transfer at New Mexico Institute of Mining and Technology. *Composition Forum*, *26*. http://compositionforum.com/issue/26/new-mexico-tech.php

Fraizer, D. (2010). First steps beyond first year: Coaching transfer after FYC. *Writing Program Administration*, *33*(3), 34–57.

Freedman, A., Adam, C., & Smart, G. (1994). Wearing suits to class simulating genres and simulations as genre. *Written Communication*, *11*(2), 193–226.

Fyfe, E. R., McNeil, N. M., Son, J. Y., & Goldstone, R. L. (2014). Concreteness fading in mathematics and science instruction: A systematic review. *Educational Psychology Review*, *26*(1), 9–25.

Gagne, R. M. (1965). *The conditions of learning*. Holt, Rinehart, and Winston.

Garcia, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.

Gass, S. M., & Selinker, L. (1992). *Language transfer in language learning*. John Benjamins.

Gentner, D., Loewenstein, J., & Thompson, L. (2003). Learning and transfer: A general role for analogical encoding. *Journal of Educational Psychology*, *95*(2), 393–408.

Gick, M. L., & Holyoak, K. J. (1980). Analogical problem solving. *Cognitive Psychology*, *12*(3), 306–355.

Gick, M. L., & Holyoak, K. J. (1983). Schema induction and analogical transfer. *Cognitive Psychology 15*(1), 1–38.

Gick, M. L., & Holyoak, K.J. (1987). The cognitive basis of knowledge transfer. In S. M. Cormier & J. D. Hagman (Eds.), *Transfer of learning: Contemporary research and applications*, (pp. 9–46). Academic Press.

Gillam, A. M. (1991). Returning students' ways of writing: Implications for first-year college composition. *Journal of Teaching Writing*, *10*(1), 1–20.

Gonzalez, N., Moll, L.C. & Amanti, C. (Eds). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.

Gort, M. (2006). Strategic codeswitching, interliteracy, and other phenomena of emergent bilingual writing: Lessons from first grade dual language classrooms. *Journal of Early Childhood Literacy*, *6*(3), 323–354.

Griffin, L. L., Brooker, R., & Patton, K. (2005). Working towards legitimacy: Two decades of teaching games for understanding. *Physical Education and Sport Pedagogy*, *10*(3), 213–223.

Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, *36*, 3–15.

Hagemann, J. (1995). Writing centers as sites for writing transfer research. In B. Stay, C. Murphy, & E. H. Hobson (Eds.), *Writing center perspectives*. National Writing Center Association.

Hall, J. (2006). Toward a unified writing curriculum: Integrating WAC/WID with freshman composition. *The WAC Journal*, *17*, 5–22.

Hammer, D., Elby, A., Scherr, R. E., & Redish, E. F. (2005). Resources, framing, and transfer. In J. P. Mestre (Ed.), *Transfer of learning from a modern multidisciplinary perspective*, (pp. 89–120). Information Age Publishing.

Haskell, R. (2000). *Transfer of learning: Cognition and instruction*. Academic Press.

Hayes, H., Ferris, D. R., & Whithaus, C. (2016). Dynamic transfer in first-year writing and "writing in the disciplines" settings. In C. M. Anson & J. L. Moore (Eds.), *Critical transitions: Writing and the question of transfer* (pp. 181–213). The WAC Clearinghouse/University Press of Colorado.

Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, *11*(1), 49–76.

Helfenstein, S. (2005). *Transfer: Review, reconstruction, and resolution*. Unpublished doctoral dissertation, University of Jyväskylä.

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*(4), 331–361.

Hilgers, T. L., Bayer, A. S., Stitt-Bergh, M., & Taniguchi, M. (1995). Doing more than "thinning out the herd": How eighty-two college seniors perceived writing-intensive classes. *Research in the Teaching of English*, *29*(1), 59–87.

Holt, N. L., Strean, W. B., & Bengoechea, E. G. (2002). Expanding the teaching games for understanding. *Journal of Teaching in Physical Education*, *21*(2), 162–176.

Hutchins, E. (1995). *Cognition in the wild*. MIT Press.

James, M. A. (2008). The influence of perceptions of task similarity/difference on learning transfer in second language writing. *Written Communication*, *25*(1), 76–103.

Jamieson, S. (2009). The vertical writing curriculum. In J. C. Post & J. A. Inman (Eds.), *Composition(s) in the new liberal arts* (pp. 159–184). Hampton.

Jarratt, S. C., Mack K., Sartor A., & Watson, S. E. (2009). Pedagogical memory: Writing, mapping, translating. *Writing Program Administration*, *33*(1–2), 46–73.

Jarvis, S., & A. Pavlenko. (2008). *Crosslinguistic influence in language and cognition*. Routledge.

Johns, A. M. (1990). L1 composition theories: Implications for developing theories of L2 composition. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 24–36). Cambridge University Press.

Johnson, C. (2020). Transfer(mation) in the writing center: Identifying the transformative moments that foster transfer. In B. Devet & D. L. Driscoll (Eds.), *Transfer of learning in the writing center: A* WLN *digital edited collection*. https://wlnjournal.org/digitaleditedcollection2/

Johnstone, B. (1996). The *linguistic individual: Self-expression in language and linguistics*. Oxford University Press.

Judd, C. H. (1908). The relation of special training and general intelligence. *Educational Review*, *36*, 28–42.

Kahneman, D. (1973). *Attention and effort*. Prentice-Hall.

Kahneman, D. (2003). A perspective on judgment and choice: mapping bounded rationality. *American Psychologist*, *58*(9), 697–720.

Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux

Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2008). The advantage of abstract examples in learning math. *Science*, *320*(25), 454–455.

Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2013). The cost of concreteness: The effect of nonessential information on analogical transfer. *Journal of Experimental Psychology: Applied*, *19*(1), 14–29.

Katona, G. (1940). *Organizing and memorizing: Studies in the psychology of learning and teaching*. Columbia University Press.

Keith, N., & Frese, M. (2005). Self-regulation in error management training: Emotion control and metacognition as mediators of performance effects. *Journal of Applied Psychology*, *90*(4), 677–691.

Kobayashi, H., & Rinnert, C. (2008). Task response and text construction across L1 and L2 writing. *Journal of Second Language Writing*, *17*(1), 7–29.

Kubota, R. (1998). An investigation of L1-L2 transfer in writing among Japanese university students: Implications for contrastive rhetoric. *Journal of Second Language Writing*, *7*(1), 69–100.

Larsen-Freeman, D. (1997). Chaos/complexity science and second language acquisition. *Applied Linguistics*, *18*(2), 141–165.

Larsen-Freeman, D. (2013). Transfer of learning transformed. *Language Learning, 63*(1), 107–29.

Larsen-Freeman, D., & Cameron, L. (2008). Research methodology on language development from a complex theory perspective. *Modern Language Journal*, *92*(2), 200–213.

Lave, J. (1988). *Cognition in practice: Mind, mathematics and culture in everyday life*. Cambridge University Press.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly, 29*(2), 235-260.

Leki, I., & Carson, J. G. (1994). Students' perceptions of EAP writing instruction and writing needs across disciplines. *TESOL Quarterly*, *28*(1), 81–101.

LeMesurier, J. L. (2016). Mobile bodies: Triggering bodily uptake through movement. *College Composition and Communication*, *68*(2), 292–316.

Lemke, J. L. (2000). Across the scales of time: Artifacts, activities, and meanings in ecosocial systems. *Mind, Culture, and Activity*, *7*(4), 273–290.

Lettner-Rust, H. G., Tracy, P. J., Booker, S. L., Kocevar-Weidinger, E., & Berges, J. B. (2007). Writing beyond the curriculum: Transition, transfer, and transformation. *Across the Disciplines*, *4*. https://wac.colostate.edu/atd/archives/volume4/

Light, R., & Fawns, R. (2003). Knowing the game: Integrating speech and action in games teaching through TGfU. *Quest*, *55*(2), 161–176.

Lindenman, H. (2015) Inventing metagenres: How four college seniors connect writing across domains. *Composition Forum*, *31(*Spring), http://compositionforum.com/issue/31/inventing-metagenres.php

Lobato, J. (2012). The actor-oriented transfer perspective and its contributions to educational research and practice. *Educational Psychologist*, *47*(3), 232–247.

Lobato, J., Rhodehamel, B., & Hohensee, C. (2012). "Noticing" as an alternative transfer of learning process. *Journal of the Learning Sciences*, *21*(3), 433–482.

López, L. M. G., Jordán, O. R. C., Penney, D., & Chandle, T. (2009). The role of transfer in games teaching: Implications for the development of the sports curriculum. *European Physical Education Review*, *15*(1), 47–63.

Maran, N., & Glavin, R. (2003). Low- to high-fidelity simulation—a continuum of medical education? *Medical Education*, *37*(s1), 22–28.

Martin, L., & Schwartz, D. L. (2013). Conceptual innovation and transfer. In S. Vosniadou (Ed.), *International handbook of research on conceptual change*. (2nd ed., pp. 447–465). Routledge.

Matsuda, P. K. (1997). Contrastive rhetoric in context: A dynamic model of L2 writing. *Journal of Second Language Writing*, *6*(1), 45–60.

Matsuda, P. K. (2015). Identity in written discourse. *Annual Review of Applied Linguistics*, *35*, 140–159.

Melzer, D. (2014). The connected curriculum: Designing a vertical transfer writing curriculum. *The WAC Journal*, *25*, 78–91.

Menary, R. (2010). Introduction to the special issue on 4E cognition. *Phenomenology and the Cognitive Sciences*, *9*(4), 459–463.

Michaud, M. J. (2011). The "reverse commute": Adult students and the transition from professional to academic literacy. *Teaching English in the Two-Year College*, *38*(3), 244–258.

Middendorf, J., & Pace, D. (2004), Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, *2004*(98), 1–12.

Miles, L., Pennell, M., Owens, K. H., Dyehouse, J., O'Grady, H., Reynolds, N., Schweger R. & Shamoon, L. (2008). Commenting on Douglas Downs and Elizabeth Wardle's "Teaching about writing, righting misconceptions." *College Composition and Communication*, *59*(3), 503–511.

Navarre Cleary, M. (2013). Flowing and freestyling: Learning from adult students about process knowledge transfer. *College Composition and Communication*, *64*(4), 661–687.

Negretti, R., & Kuteeva, M. (2011). Fostering metacognitive genre awareness in L2 academic reading and writing: A case study of pre-service English teachers. *Journal of Second Language Writing*, *20*(2), 95–110.

Nelms, R. G, & Dively, R. L. (2007). Perceived roadblocks to transferring knowledge from first-year composition to writing-intensive major courses: A pilot study. *WPA: Writing Program Administration*, *31*(1), 214–240.

Nemirovsky, R. (2011). Episodic feelings and transfer of learning. *The Journal of the Learning Sciences*, *20*(2), 308–337.

Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization Science*, *5*(1), 14–37.

Norman, G., Dore, K., & Grierson, L. (2012). The minimal relationship between simulation fidelity and transfer of learning. *Medical Education,* *46*(7), 636–647.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change.* Longman/Pearson Education.

Nowacek, R. S. (2011) *Agents of integration: Understanding transfer as a rhetorical act*. Southern Illinois University Press.

Nowacek, R. S., Bodee, B., Douglas, J., Fitzsimmons, W., Hausladen, K., Knowles, M., & Nugent, M. (2019). "Transfer talk" in talk about writing in progress: Two propositions about transfer of learning. *Composition Forum*, 42. https://compositionforum.com/issue/42/transfer-talk.php

Pavlenko, A. (2000). L2 influence on L1 in late bilingualism. *Issues in Applied Linguistics*, *11*(2), 175–205.

Pavlenko, A., & Jarvis, S. (2002). Bidirectional transfer. *Applied Linguistics*, 23(2), 190–214.

Perkins, D.N., & Salomon, G. (1988). Teaching for transfer. *Educational Leadership*, *46*(1), 22–32.

Perkins, D.N., & Salomon, G. (1989). Are cognitive skills context bound? *Educational Researcher*, *18*(1), 16–25.

Perkins, D. N., & Salomon, G. (2012). Knowledge to go: A motivational and dispositional view of transfer. *Educational Psychologist*, *47*(3), 248–258.

Pescuric, A., & Byham, W. C. (1996). The new look of behavior modeling. *Training & Development*, *50*(7), 24–31.

Petraglia, J. (Ed.). (1995). *Reconceiving writing, rethinking writing instruction*. Lawrence Erlbaum.

Polya, G. (1945 / 1957). *How to solve it: A new aspect of mathematical method* (2nd ed.). Princeton University Press.

Pouw, W. T., Van Gog, T., & Paas, F. (2014). An embedded and embodied cognition review of instructional manipulatives. *Educational Psychology Review*, *26*(1), 51–72.

Prior. P. (2018). How do moments add up to lives? Trajectories of semiotic becoming vs. tales of school learning in four modes. In R. Wysocki and M. Sheridan (Eds.), *Making Future Matters*. Utah State Press/Computers and Composition Digital Press. http://ccdigitalpress.org/book/makingfuturematters/

Prior, PA, & Olinger, A.(2019). Academic literacies as laminated assemblage and embodied semiotic becoming. In D. Bloome, L. Castanheira, C. Leung, & J. Rowsell (Eds.), *Retheorizing literacy practices: Complex social and cultural contexts* (pp. 126–139). Routledge.

Prior, P. A., & Shipka, J. (2003). Chronotopic lamination: Tracing the contours of literate activity. In C. Bazerman, & D. Russell (Eds.), *Writing selves, writing societies: Research from activity perspectives* (pp. 180–238). Perspectives on Writing. The WAC Clearinghouse and Mind, Culture, and Activity.

Reed, S. K., Ernst, G. W., & Banerji, R. (1974). The role of analogy in transfer between similar problem states. *Cognitive Psychology*, *6*(3), 436–450.

Reiff, M. J., & Bawarshi, A. (2011). Tracing discursive resources: How students use prior genre knowledge to negotiate new writing contexts in first-year composition. *Written Communication*, *28*(3), 312–337.

Robertson, L., Taczak, K., & Yancey, K. B. (2012). Notes toward a theory of prior knowledge and its role in college composers' transfer of knowledge and practice. *Composition Forum*, *26*. http://compositionforum.com/issue/26/prior-knowledge-transfer.php

Robinson, A., & Mania, K. (2007). Technological research challenges of flight simulation and flight instructor assessments of perceived fidelity. *Simulation & Gaming*, *38*(1), 112–135.

Rouiller, J. Z., & Goldstein, I. L. (1993). The relationship between organizational transfer climate and positive transfer of training. *Human Resource Development Quarterly*, *4*(4), 377–390.

Rounsaville, A., Goldberg, R., & Bawarshi, A. (2008). From incomes to outcomes: FYW students' prior genre knowledge, meta-cognition, and the question of transfer. *Writing Program Administration*, *32*(1), 97–112.

Russell, D. (1995). Activity theory and its implications for writing instruction. In J. Petraglia (Ed.), *Reconceiving writing, rethinking writing instruction* (pp. 51–78) Lawrence Erlbaum.

Schwartz, D. L., & Martin, T. (2004). Inventing to prepare for future learning: The hidden efficiency of encouraging original student production in statistics instruction. *Cognition and Instruction*, *22*(2), 129–184.

Selinker, L. (1969). Language transfer. *General Linguistics 9*(2), 67–92.

Selinker, L. (1972). Interlanguage. *IRAL—International Review of Applied Linguistics in Language Teaching*, *10*, 209–231.

Sersen, W. J. (2011). Improving writing skills of Thai EFL students by recognition of and compensation for factors of L1 to L2 negative transfer. *US-China Education Review A*(3), 339–345.

Sharwood-Smith, M., & E. Kellerman. (1986). "Crosslinguistic influence in second language acquisition: An introduction." In M. S. Smith & E. Kellerman (Eds.), *Crosslinguistic influence in second language acquisition* (pp. 1–9). Pergamon.

Shiffrin, R. M., & Schneider, W. (1977). Controlled and automatic human information processing: II. Perceptual learning, automatic attending and a general theory. *Psychological Review*, *84*(2), 127–190.

Smart, G. & Brown, N. (2002). Learning transfer or transforming learning? Student interns reinventing expert writing practices in the workplace. *Technostyle*, *18*(1), 117–141.

Smit, D. W. (2004). *The end of composition studies*. Southern Illinois University Press.

Sommers, N., & Saltz, L. (2004) The novice as expert: Writing the freshman year. *College Composition and Communication*, *56*(1), 124–149.

Spack, R. (1988). Initiating students into the academic discourse community: How far should we go? *TESOL Quarterly*, *22(1)*, 29–51.

Spinuzzi, C. (1996). Pseudotransactionality, activity theory, and professional writing instruction. *Technical Communication Quarterly*, *5*(3), 295–308.

Swales, J. M. (1984). Research into the structure of introductions to journal articles and its application to the teaching of academic writing. In R. Williams, J. Swales, & J. Kirkman (Eds.), *Common Ground: Shared Interests in ESP and Communication Studies* (pp. 77–86). Pergamon.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Thorndike, E. L. (1906 / 1916). *The principles of teaching based on psychology.* AG Seiler.

Thorpe, R., Bunker, D., & Almond, L. (1984). A change in focus for the teaching of games. In *Sport Pedagogy: Olympic Scientific Congress proceedings* (Vol. 6, pp. 163–169).

Tuomi-Gröhn, T., & Engeström, Y. (2003). *Conceptualizing transfer: From standard notions to developmental perspectives.* In T. Tuomi-Gröhn & Y. Engeström (Eds.), *Between school and work: New perspectives on transfer and boundary-crossing,* (pp. 19–38). Emerald Group.

Tuomi-Gröhn, T., Engeström, Y., & Young, M. (2003). From transfer to boundary crossing between school and work as a tool for developing vocational education: An introduction. In T. Tuomi-Gröhn & Y. Engeström (Eds.), *Between school and work: New perspectives on transfer and boundary crossing* (pp. 1–18). Pergamon.

Walker, K. (1998). The debate over generalist and specialist tutors: Genre theory's contribution. *The Writing Center Journal*, *18*(2), 27–45.

Walsh, J. P., & Ungson, G. R. (1991). Organizational memory. *Academy of Management Review*, *16*(1), 57–91.

Walvoord, B. E., & McCarthy, L. P. (1990). *Thinking and writing in college: A naturalistic study of students in four disciplines.* The WAC Clearinghouse and National Council of Teachers of English.

Wardle, E. (2009). "Mutt genres" and the goal of FYC: Can we help students write the genres of the university? *College Composition & Communication*, *60*(4), 765–789.

Wardle, E. (2012). Creative repurposing for expansive learning: Considering "problem-exploring" and "answer-getting" dispositions in individuals and fields. *Composition Forum*, *26*. http://compositionforum.com/issue/26/creative-repurposing.php

Wegner, D. M., Giuliano, T., & Hertel, P. T. (1985). Cognitive interdependence in close relationships. In Wegner, D. M., Giuliano, T., & Hertel, P. T. (Eds.), *Compatible and incompatible relationships* (pp. 253–276). Springer.

Weinreich, U. (1953) *Languages in contact.* The Hague: Mouton.

Werner, P., & Almond, L. (1990). Models of games education. *Journal of Physical Education, Recreation & Dance*, *61*(4), 23–30.

White, S. (2015). "I stopped writing for myself": Student perspectives on service-learning in composition. Unpublished dissertation, University of Wisconsin Madison.

Yancey, K. B., Robertson, L., & Taczak, K. (2014). *Writing across contexts: Transfer, composition, and sites of writing.* Utah State University Press.