

# CONTEMPORARY PERSPECTIVES ON COGNITION AND WRITING

Edited by Patricia Portanova  
Michael Rifenburg  
and Duane Roen



**CONTEMPORARY PERSPECTIVES  
ON COGNITION AND WRITING**

## PERSPECTIVES ON WRITING

Series Editors, Susan H. McLeod and Rich Rice

The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

The WAC Clearinghouse, Colorado State University Open Press, and University Press of Colorado are collaborating so that these books will be widely available through free digital distribution and low-cost print editions. The publishers and the Series editors are committed to the principle that knowledge should freely circulate. We see the opportunities that new technologies have for further democratizing knowledge. And we see that to share the power of writing is to share the means for all to articulate their needs, interest, and learning into the great experiment of literacy.

### Recent Books in the Series

Douglas M. Walls and Stephanie Vie (Eds.), *Social Writing/Social Media: Publics, Presentations, and Pedagogies* (2017)

Laura R. Micciche, *Acknowledging Writing Partners* (2017)

Susan H. McLeod, Dave Stock, and Bradley T. Hughes (Eds.), *Two WPA Pioneers: Ednah Shepherd Thomas and Joyce Steward* (2017)

Seth Kahn, William B. Lalicker, and Amy Lynch-Binieck (Eds.), *Contingency, Exploitation, and Solidarity: Labor and Action in English Composition* (2017)

Barbara J. D'Angelo, Sandra Jamieson, Barry Maid, and Janice R. Walker (Eds.), *Information Literacy: Research and Collaboration across Disciplines* (2017)

Justin Everett and Cristina Hanganu-Bresch (Eds.), *A Minefield of Dreams: Triumphs and Travails of Independent Writing Programs* (2016)

Chris M. Anson and Jessie L. Moore (Eds.), *Critical Transitions: Writing and the Questions of Transfer* (2016)

Joanne Addison and Sharon James McGee, *Writing and School Reform: Writing Instruction in the Age of Common Core and Standardized Testing* (2016)

Lisa Emerson, *The Forgotten Tribe: Scientists as Writers* (2016)

Jacob S. Blumner and Pamela B. Childers, *WAC Partnerships Between Secondary and Postsecondary Institutions* (2015)

# CONTEMPORARY PERSPECTIVES ON COGNITION AND WRITING

Edited by Patricia Portanova, J. Michael Rifenburg, and Duane Roen

The WAC Clearinghouse  
[wac.colostate.edu](http://wac.colostate.edu)  
Fort Collins, Colorado

University Press of Colorado  
[upcolorado.com](http://upcolorado.com)  
Boulder, Colorado

The WAC Clearinghouse, Fort Collins, Colorado 80523-1040

University Press of Colorado, Boulder, Colorado 80303

© 2017 by Patricia Portanova, J. Michael Rifenburg, and Duane Roen. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.

ISBN 978-1-64215-003-2 (PDF) | 978-1-64215-004-9 (ePub) | 978-1-60732-858-2 (pbk.)

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Names: Portanova, Patricia, 1989- editor. | Rifenburg, J. Michael, 1982- editor. | Roen, Duane H., editor.

Title: Contemporary perspectives on cognition and writing / edited by Patricia Portanova, J. Michael Rifenburg, and Duane Roen.

Description: Fort Collins, Colorado : The WAC Clearinghouse, 2018. | Series: Perspectives on writing | Includes bibliographical references.

Identifiers: LCCN 2017059422 | ISBN 9781607328582 (pbk. : alk. paper) | ISBN 9781642150049 (epub)

Subjects: LCSH: Language and languages--Style--Psychological aspects. | Rhetoric and psychology. | Written communication--Psychological aspects. | Cognition.

Classification: LCC P301.5.P75 C66 2018 | DDC 808.001/9--dc23 LC record available at <https://lcn.loc.gov/2017059422>

Copyeditor: Don Donahue

Designer: Mike Palmquist

Series Editors: Susan H. McLeod and Rich Rice

This book is printed on acid-free paper.

The WAC Clearinghouse supports teachers of writing across the disciplines. Hosted by Colorado State University, and supported by the Colorado State University Open Press, it brings together scholarly journals and book series as well as resources for teachers who use writing in their courses. This book is available in digital formats for free download at [wac.colostate.edu](http://wac.colostate.edu).

Founded in 1965, the University Press of Colorado is a nonprofit cooperative publishing enterprise supported, in part, by Adams State University, Colorado State University, Fort Lewis College, Metropolitan State University of Denver, Regis University, University of Colorado, University of Northern Colorado, Utah State University, and Western State Colorado University. For more information, visit [upcolorado.com](http://upcolorado.com). The Press partners with the Clearinghouse to make its books available in print.

# CONTENTS

Foreword. Are Cognitive Studies in Writing Really Passé? . . . . . vii  
John R. Hayes

Introduction. . . . . 3  
Patricia Portanova, J. Michael Rifenburg, and Duane Roen

SECTION I: HISTORICAL CONTEXT . . . . . 19

Chapter 1. The Psychology of Writing Situated within Social Action:  
An Empirical and Theoretical Program. . . . . 21  
Charles Bazerman

Chapter 2. The Evolving Relationship Between Composition and  
Cognitive Studies: Gaining Some Historical Perspective on our  
Contemporary Moment. . . . . 39  
Ellen C. Carillo

Chapter 3. Attending to Phenomenology: Rethinking Cognition  
and Reflection in North American Writing Studies . . . . . 57  
Dylan B. Dryer and David R. Russell

SECTION II: RECONSIDERING APPROACHES TO TEACHING AND LEARNING . 77

Chapter 4. Neuroscience of Reading: Developing Expertise in  
Reading and Writing . . . . . 79  
Alice S. Horning

Chapter 5. Language Attachment Theory: The Possibilities of  
Cross-Language Relationships . . . . . 95  
Bonnie Vidrine-Isbell

Chapter 6. Meaningful Practice: Adaptive Learning, Writing  
Instruction, and Writing Research . . . . . 115  
Gwen Gorzelsky, Carol Hayes, Joseph Paszek,  
Edmund Jones, and Dana Lynn Driscoll

SECTION III: NEUROSCIENTIFIC DISCOVERIES AND APPLICABILITY. . . . 133

Chapter 7. Neural Implications for Narrative in Multimodal  
Persuasive Messages . . . . . 135  
Dirk Remley

Chapter 8. Pedagogy and the Hermeneutic Dance: Mirroring, Plasticity, and the Situated Writing Subject . . . . . 153  
Jen Talbot

Chapter 9. Neuroplasticity, Genre, and Identity: Possibilities and Complications . . . . . 169  
Irene Clark

SECTION IV: WRITING-RELATED TRANSFER AND IMPLEMENTING THE HABITS OF MIND. . . . . 189

Chapter 10. Teaching Metacognition to Reinforce Agency and Transfer in Course-Linked First-Year Courses. . . . . 191  
Dianna Winslow and Phil Shaw

Chapter 11. Metacognition and the Reflective Writing Practitioner: An Integrated Knowledge Approach. . . . . 211  
Kara Taczak and Liane Robertson

Chapter 12. Seeing is Believing: Re-presentation, Cognition, and Transfer in Writing Classes. . . . . 231  
Marcus Meade

Chapter 13. “Did You Ever Take that Test Yourself?” Failed Knowledge Transfer, Peer-to-Peer Pedagogies, and the *Framework* Habits of Mind as Two-Way Street . . . . . 247  
Steven J. Corbett with Jeremy Kunkel

SECTION V: STUDENT VOICES: RESEARCHING SELF-PERCEPTIONS, DISPOSITIONS, AND PRIOR KNOWLEDGE . . . . . 269

Chapter 14. Researching Habits-of-Mind Self-Efficacy in First-Year College Writers. . . . . 271  
Peter H. Khost

Chapter 15. Defining Dispositions: Mapping Student Attitudes and Strategies in College Composition. . . . . 291  
E. Shelley Reid

Chapter 16. Mapping the Prior: A Beginning Typology and Its Impact on Writing. . . . . 313  
Kathleen Blake Yancey

Afterword. Reflection: What Can Cognitive Rhetoric Offer Us? . . . . . 331  
Linda Flower

Contributors . . . . . 347