

CRITICAL TRANSITIONS

WRITING AND THE QUESTION OF TRANSFER



Edited by
Chris M. Anson
and Jessie L. Moore

CRITICAL TRANSITIONS:
WRITING AND THE QUESTION
OF TRANSFER

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

Joanne Addison and Sharon James McGee, *Writing and School Reform: Writing Instruction in the Age of Common Core and Standardized Testing* (2017)

Lisa Emerson, *The Forgotten Tribe: Scientists as Writers* (2017)

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

Nathan Shepley, *Placing the History of College Writing: Stories from the Incomplete Archive* (2015)

Asao B. Inoue, *Antiracist Writing Assessment Ecologies: An Approach to Teaching and Assessing Writing for a Socially Just Future* (2015)

Theresa Lillis, Kathy Harrington, Mary R. Lea, and Sally Mitchell (Eds.), *Working with Academic Literacies: Case Studies Towards Transformative Practice* (2015)

Beth L. Hewett and Kevin Eric DePew (Eds.), *Foundational Practices of Online Writing Instruction* (2015)

Christy I. Wenger, *Yoga Minds, Writing Bodies: Contemplative Writing Pedagogy* (2015)

Sarah Allen, *Beyond Argument: Essaying as a Practice of (Ex)Change* (2015)

Steven J. Corbett, *Beyond Dichotomy: Synergizing Writing Center and Classroom Pedagogies* (2015)

Tara Roeder and Roseanne Gatto (Eds.), *Critical Expressivism: Theory and Practice in the Composition Classroom* (2014)

CRITICAL TRANSITIONS: WRITING AND THE QUESTION OF TRANSFER

Edited by Chris M. Anson and Jessie L. Moore

The WAC Clearinghouse
wac.colostate.edu
Fort Collins, Colorado

University Press of Colorado
upcolorado.com
Boulder, Colorado

The WAC Clearinghouse, Fort Collins, Colorado 80523

University Press of Colorado, Boulder, Colorado 80303

© 2016 by Chris M. Anson and Jessie L. Moore. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.

ISBN 978-1-64215-079-7 (pdf) | 978-1-64215-090-3 (epub) | 978-1-60732-647-2 (pbk.)

DOI 10.37514/PER-B.2016.0797

Produced in the United States of America

Library of Congress Cataloging-in-Publication Data

Names: Anson, Chris M., 1954– editor. | Moore, Jessie L., editor.

Title: Critical transitions : writing and the question of transfer / edited by Chris M. Anson and Jessie L. Moore.

Other titles: Perspectives on writing (Fort Collins, Colo.)

Description: Fort Collins, Colorado : The WAC Clearinghouse ; Boulder, Colorado : University Press of Colorado, [2016] | Series: Perspectives on writing | Includes bibliographical references.

Identifiers: LCCN 2016045185 | ISBN 978-1-64215-079-7 (pdf) | ISBN 978-1-64215-090-3 (epub) | ISBN 978-1-60732-647-2 (pbk.)

Subjects: LCSH: English language—Rhetoric—Study and teaching (Higher) | Report writing—Study and teaching (Higher)

Classification: LCC PE1404 .C7494 2016 | DDC 808/.0420711—dc23

LC record available at <https://lccn.loc.gov/2016045185>

Copyeditor: Don Donahue

Designer: Mike Palmquist

Series Editors: Susan H. McLeod and Rich Rice

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.

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.

CONTENTS

Introduction	3
Jessie L. Moore and Chris M. Anson	
PART 1. UNDERSTANDING WRITERS' TRANSITIONS	
Chapter 1. Assembling Knowledge: The Role of Threshold Concepts in Facilitating Transfer	17
Linda Adler-Kassner, Irene Clark, Liane Robertson, Kara Taczak, and Kathleen Blake Yancey	
Chapter 2. Attending to the Subject in Writing Transfer and Adaptation	49
Stuart Blythe	
Chapter 3. Building a Conceptual Topography of the Transfer Terrain	69
Donna Qualley	
Chapter 4. Writing and Global Transfer Narratives: Situating the Knowledge Transformation Conversation	107
Christiane Donahue	
PART 2. SUPPORTING WRITERS' TRANSFERS AT CRITICAL TRANSITIONS	
Chapter 5. Minding the Gap: Writing-Related Learning In/Across/With Multiple Activity Systems	139
Regina A. McManigell Grijalva	
Chapter 6. Double Binds and Consequential Transitions: Considering Matters of Identity During Moments of Rhetorical Challenge	161
Elizabeth Wardle and Nicolette Mercer Clement	
Chapter 7. Dynamic Transfer in First-Year Writing and “Writing in the Disciplines” Settings	181
Hogan Hayes, Dana R. Ferris, and Carl Whithaus	
Chapter 8. Cultivating Constructive Metacognition: A New Taxonomy for Writing Studies	215
Gwen Gorzelsky, Dana Lynn Driscoll, Joe Paszek, Ed Jones, and Carol Hayes	

Contents

Chapter 9. Students' Perceptions of the Transfer of Rhetorical Knowledge between Digital Self-Sponsored Writing and Academic Writing: The Importance of Authentic Contexts and Reflection	247
Paula Rosinski	
Chapter 10. Liminal Space as a Generative Site of Struggle: Writing Transfer and L2 Students	273
Gita DasBender	
Chapter 11. Negotiating Multiple Identities in Second- or Foreign-Language Writing in Higher Education	299
Stacey M. Cozart, Tine Wirenfeldt Jensen, Gitte Wichmann-Hansen, Ketevan Kupatadze, and Scott Chien-Hsiung Chiu ¹	
Afterword	331
Chris M. Anson and Jessie L. Moore	
Contributors	341
Appendix A: The Elon Statement on Writing Transfer	347
Appendix B: The Video Journals Assignment	359
Appendix C: OCU English Department Composition Outcomes Statement	363
Glossary	367