References

Addams, L., & Allred, A. T. (2013). The first step in proactively managing students' careers: Teaching the self-SWOT analysis. *Academy of Educational Leadership Journal*, *17*(4), 43–52.

Adler-Kassner, L., & Wardle, E. (2015). *Naming what we know: Threshold concepts of writing studies*. Utah State University Press.

Adler-Kassner, L., & Wardle, E. (Eds.). (2020). *(Re)considering what we know: Learning thresholds in writing, composition, rhetoric, and literacy*. Utah State University Press.

Aspy, D. J. (2020). Findings from the international lucid dream induction study. *Frontiers in Psychology*, *11*, 1746. https://doi.org/10.3389/fpsyg.2020.01746

Baird, N., & Dilger, B. (2017). How students perceive transitions: Dispositions and transfer in internships. *College Composition and Communication*, *68*(4), 684–712. https://doi.org/10.58680/ccc201729142

Bandura, A. (2013). Self-efficacy: The foundation of agency. In W. J. Perrig & A. Grob (Eds.), *Control of human behavior, mental processes, and consciousness* (pp. 16–30). Psychology Press.

Banerjea, T., Shukla, M. K., Chauhan, B. V. S., & Verma, S. (2025). *Prospects of artificial intelligence in the environment*. Springer.

Bawarshi, A. S., & Reiff, M. J. (2010). *Genre: An introduction to history, theory, research, and pedagogy*. Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/bawarshi-reiff/

Bazerman, C., Applebee, A. N., Berninger, V. W., Brandt, D., Graham, S., Jeffery, J., & Wilcox, K. C. (2018). *The lifespan development of writing*. National Council of Teachers of English. https://wac.colostate.edu/books/ncte/lifespan-writing/

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.

Beaty, R. E., Benedek, M., Barry Kaufman, S., & Silvia, P. J. (2015). Default and executive network coupling supports creative idea production. *Scientific Reports*, *5*(1), 10964. https://doi.org/10.1038/srep10964

Beaty, R. E., Benedek, M., Silvia, P. J., & Schacter, D. L. (2016). Creative cognition and brain network dynamics. *Trends in Cognitive Sciences*, *20*(2), 87–95. https://doi.org/10.1016/j.tics.2015.10.004

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

Beaufort, A. (2000). Learning the trade: A social apprenticeship model for gaining writing expertise. *Written Communication*, *17*(2), 185–223. https://doi.org/10.1177/0741088300017002002

Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success*. University of Chicago Press.

Berg, M., & Seeber, B. K. (2016). *The slow professor: Challenging the culture of speed in the academy*. University of Toronto Press.

Berkenkotter, C., Huckin, T. N., & Ackerman, J. (1989). Social context and socially constructed texts: The initiation of a graduate student into a writing research community. In G. E. Kirsch & P. A. Sullivan (Eds.), *Methods and methodology in composition research* (pp. 211–232). Routledge.

Bitzer, L. F. (1968). The rhetorical situation. *Philosophy & Rhetoric, 1*(1), 1–14. https://doi.org/10.5040/9798216028109.0014

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*(1), 246–263. https://doi.org/10.1111/j.1467-8624.2007.00995.x

Boice, R. (1990). *Professors as writers: A self-help guide to productive writing*. New Forums Press.

Bowen, E. C. (2004). *Organizational structure and the creative process* [Doctoral dissertation, University of San Diego]. ProQuest Dissertations and Theses Global.

Brandt, D. (1998). Sponsors of literacy. *College Composition & Communication, 49*(2), 165-185.

Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology* (Vol. 1, pp. 793–828). John Wiley & Sons.

Brooks, L. (2011). *Story engineering*. Penguin.

Calle-Arango, L., & Ávila Reyes, N. (2023). Obstacles, facilitators, and needs in doctoral writing: A systematic review. *Studies in Continuing Education, 45*(2), 133–151.

Carter, M. (2007). Ways of knowing, doing, and writing in the disciplines. *College Composition & Communication, 58*(3), 385–418.

Chan, D. (2010). So why ask me? Are self-report data really that bad? In C. Lance & R. J. Vandenberg (Eds.), *Statistical and methodological myths and urban legends* (pp. 329–356). Routledge.

Cirillo, F. (2018). *The Pomodoro technique: The acclaimed time-management system that has transformed how we work*. Currency.

Clifton, D. O., Anderson, E., & Schreiner, L. A. (2002). *StrengthsQuest*. The Gallup Organization.

Council of Writing Program Administrators, National Council of Teachers of English, & National Writing Project. (2011). *Framework for success in postsecondary writing*. Council of Writing Program Administrators.

Cotterall, S. (2011). Doctoral students writing: Where's the pedagogy? *Teaching in Higher Education, 16*(4), 413–425. https://doi.org/10.1080/13562517.2011.560381

Cowley, M. (Ed.). (1958). *Writers at work: The Paris Review interviews* (Vol. 1). Viking.

Crawford, R., & Willhoff, A. (2013). Stillness in the composition classroom: Insight, incubation, improvisation, flow, and meditation. *The Journal of the Assembly for Expanded Perspectives on Learning, 19*(1), 9.

Csikszentmihalyi, M. (1990). Flow: *The psychology of optimal experience*. Harper & Row.

Ding, H. (2008). The use of cognitive and social apprenticeship to teach a disciplinary genre: Initiation of graduate students into NIH grant writing. *Written communication, 25*(1), 3-52.

Dobie, A. B., Maher, H., MacDonald, C., & O'Shaughnessy, K. (2002). Who, what, when, and where of writing rituals. *Quarterly-National Writing Project*, *24*(4), 18–22.

Doyle, B. (2022). *Understanding how and why students choose to disclose their disabilities and how that impacts their early college literacy experiences in first-year composition* [Doctoral dissertation, Indiana University of Pennsylvania]. ProQuest Dissertations and Theses Global.

Driscoll, D. L. (2023). Weaving reflexivity, relationality, and time in a decade-long study of writing development and learning transfer. In J. Fishman & A. Kimmie-Hea (Eds.), *Telling stories: Perspectives on longitudinal research* (pp. 42–71). Utah State University Press.

Driscoll, D. L. (2025). Planning, tinkering, and writing to learn: A model of planning and discovery as composing styles for professional academic writers. In J. Wells, L. Söderlund, & C. Tulley (Eds.), *Faculty writing support: Emerging research from rhetoric and composition studies* (pp. 17–42). The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/PER-B.2025.2555.2.01

Driscoll, D. L., Leigh, S. R., & Zamin, N. F. (2020). Self-care as professionalization: A case for ethical doctoral education in composition studies. *College Composition and Communication*, *71*(3), 453–480.

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. *Composition Forum*, *34*. https://files.eric.ed.gov/fulltext/EJ1113424.pdf

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

Driscoll, D. L., & Yacoub, O. (2022). Threshold genres: A 10-year exploration of a medical writer's development and social apprenticeship through the patient SOAP note. *Written Communication*, *39*(3), 370–399.

Driscoll, D. L., & Zhang, J. (2022). Mapping long-term writing experiences: Operationalizing the writing development model for the study of persons, processes, contexts, and time. *Composition Forum*, *48*. https://compositionforum.com/issue/48/mapping.php

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Ballantine Books.

Dweck, C. S. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, *17*(6), 391–394.

Dweck, C. S. (2010). Mind-sets and equitable education. *Principal Leadership*, *10*, 20–26. https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Mindsets-and-Equitable-Education.pdf

Dweck, C. S., & Yeager, D. S. (2019). Mindsets: A view from two eras. *Perspectives on Psychological Science*, *14*(3), 481–496.

Ede, L. (1984). Audience: An introduction to research. *College Composition and Communication*, *35*(2), 140–154.

Ede, L., & Lunsford, A. (1984). Audience addressed/audience invoked: The role of audience in composition theory and pedagogy. *College Composition and Communication*, *35*(2), 155–171.

Elsherif, M. M., Middleton, S. L., Phan, J. M., Azevedo, F., Iley, B. J. G., Danny-Hodge, M., & Dokovova, M. (2022, June 20). Bridging neurodiversity and open scholarship: How shared values can guide best practices for research integrity, social justice, and principled education. *MetaArXiv*. https://doi.org/10.31222/osf.io/k7a9p_v2

Emig, J. (1977). Writing as a mode of learning. *College Composition and Communication*, *28*(2), 122–128.

Ericsson, K. A. (2006). The influence of experience and deliberate practice on the development of superior expert performance. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 683–703). Cambridge University Press.

Ericsson, K. A., Hoffman, R. R., Kozbelt, A., & Williams, A. M. (Eds.). (2018). *The Cambridge handbook of expertise and expert performance* (2nd ed.). Cambridge University Press.

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

Fulwiler, T., & Young, A. (1982). *Language connections: Writing and reading across the curriculum*. National Council of Teachers of English.

Falconer, H. (2022). *Masking inequality with good intentions: Systemic bias, counter-spaces, and discourse acquisition in STEM education*. The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/PRA-B.2022.1602

Gable, S. L., Hopper, E. A., & Schooler, J. W. (2019). When the muses strike: Creative ideas of physicists and writers routinely occur during mind wandering. *Psychological Science*, *30*(3), 396–404.

Gallagher, J. R., & DeVoss, D. N. (Eds.). (2019). *Explanation points: Publishing in rhetoric and composition*. Utah State University Press.

Gallagher, J. R., Wang, H., Modaff, M., Liu, J., & Xu, Y. (2023). Analyses of seven writing studies journals, 2000–2019, Part II: Data-driven identification of keywords. *Computers and Composition*, *67*, 102756.

Galloway, P. E., & Meston, H. M. (2022). Pedagogy of possibility: Proleptic teaching and language learning. *Journal of Literacy Research*, *54*(4), 402–433.

Gerlich, M. (2025). AI tools in society: Impacts on cognitive offloading and the future of critical thinking. *Societies*, *15*(1), 6.

Gilhooly, K. J., Georgiou, G. J., Sirota, M., & Paphiti-Galeano, A. (2019). *Insight and creativity in problem solving*. Routledge.

Haimovitz, K., & Dweck, C. S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. *Child Development*, *88*, 1849–1859. https://doi.org/10.1111/cdev.12955

Haswell, R. H. (2005). NCTE/CCCC's recent war on scholarship. *Written Communication*, *22*(2), 198–223.

Heard, M. (2008). What should we do with postprocess theory? *Pedagogy*, *8*(2), 283–304.

Hennessey, B., Moran, S., Altringer, B., & Amabile, T. M. (2015). Extrinsic and intrinsic motivation. *Wiley Encyclopedia of Management*, 1–4.

Henry, J., & Baker, T. H. Ō. (2015). Writing to learn and learning to perform: Lessons from a writing intensive course in experimental theatre studio. *Across the Disciplines*, *12*(4), n4. https://doi.org/10.37514/ATD-J.2015.12.4.19

Hesse-Biber, S. N. (Ed.). (2011). *Handbook of feminist research: Theory and praxis.* Sage.

Herrington, A. (1981). Writing to learn: Writing across the disciplines. *College English, 43*(4), 379–387.

Hixson-Bowles, K., & Paz, E. (2015). Perspectives on collaborative scholarship. *The Peer Review, 0.* https://thepeerreview-iwca.org/issues/issue-0/perspectives-on-collaborative-scholarship/

Horning, A. (2007). The definitive article on class size. *WPA: Writing Program Administration, 31*(1–2), 11–34.

Horning, A. (2021). *Literacy heroines: Women and the written word.* Peter Lang.

Jalongo, M. R., & Saracho, O. N. (2016). *Writing for publication.* Springer.

Jalongo, M. R., Boyer, W., & Ebbeck, M. (2014). Writing for scholarly publication as "tacit knowledge": A qualitative focus group study of doctoral students in education. *Early Childhood Education Journal, 42*(4), 241–250. https://doi.org/10.1007/s10643-013-0624-3

Janman, K. (1987). Achievement motivation theory and occupational choice. *European Journal of Social Psychology, 17*(3), 327–346.

Jaremka, L. M., Ackerman, J. M., Gawronski, B., Rule, N. O., Sweeny, K., Tropp, L. R., Metz, M. A., Molden, D., Ryan, W. S., & Vick, S. B. (2020). Common academic experiences no one talks about: Repeated rejection, impostor syndrome, and burnout. *Perspectives on Psychological Science, 15*(3), 519–543.

Johnson, K. (2017). Writing by the book, writing beyond the book. *Composition Studies, 45*(2), 55–271.

Kamler, B. (2008). Rethinking doctoral publication practices: Writing from and beyond the thesis. *Studies in Higher Education, 33*(3), 283–294.

Keh, C. L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT Journal, 44*(4), 294–304. https://doi.org/10.1093/elt/44.4.294

Kellogg, R. T. (1994). *The psychology of writing.* Oxford University Press.

Kellogg, R. T. (2006). Professional writing expertise. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 413–430). Cambridge University Press. https://virtualmmx.ddns.net/gbooks/TheCambridgeHandbookofExpertiseandExpertPerformance.pdf

Kent, T. (Ed.). (1999). *Post-process theory: Beyond the writing-process paradigm.* Southern Illinois University Press.

Klein, P. D., & Unsworth, L. (2014). The logogenesis of writing to learn: A systemic functional perspective. *Linguistics and Education, 26*, 1–17.

Knutson, A. V. (2019). Grace: A case study of resourcefulness and resilience. In A. R. Gere (Ed.), *Developing writers in higher education: A longitudinal study* (pp. 186–210). University of Michigan Press. https://doi.org/10.3998/mpub.10079890

Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X.-H., Beresnitzky, A. V., Braunstein, I., & Maes, P. (2025, June 10). Your brain on ChatGPT: Accumulation of cognitive debt when using an AI assistant for essay writing task. *arXiv.* https://arxiv.org/abs/2506.08872

Kostouli, T. (2009). *The SAGE handbook of writing development.* SAGE Publications.

Kuhn, T. S. (1962). *The structure of scientific revolutions.* University of Chicago Press.

Lally, P., & Gardner, B. (2013). Promoting habit formation. *Health Psychology Review, 7*(Suppl. 1), S137–S158.

Lally, P., Van Jaarsveld, C. H., Potts, H. W., & Wardle, J. (2010). How are habits formed: Modelling habit formation in the real world. *European Journal of Social Psychology*, *40*(6), 998–1009.

Lamott, A. (1994). *Writing about writing: A college reader*. Bedford/St. Martin's.

Langer, J. A., & Applebee, A. N. (2007). *How writing shapes thinking: A study of teaching and learning*. The WAC Clearinghouse. https://wac.colostate.edu/books/landmarks/langer-applebee/ (Originally published in 1987 by National Council of Teachers of English)

Larson, R. (2012). Toward a psychology of positive youth development. *Journal of Child and Youth Care Work*, *24*, 149–179.

Lawson, D. (In press). *Naming how we feel: Specific affect and emotional labor in the writing center*. Utah State University Press.

Lei, J., & Hu, G. (2015). Apprenticeship in scholarly publishing: A student perspective on doctoral supervisors' roles. Publications, *3*(1), 27–42.

Li, Y. (2007). Apprentice scholarly writing in a community of practice: An intraview of an NNES graduate student writing a research article. *TESOL Quarterly*, *41*(1), 55–79.

Limpo, T., & Alves, R. A. (2014). Implicit theories of writing and their impact on students' response to a SRSD intervention. *British Journal of Educational Psychology*, *84*(4), 571–590. https://doi.org/10.1111/bjep.12042

Lindenman, H., Driscoll, D. L., Efthymiou, A., Pavesich, M., & Reid, J. (2024). A taxonomy of life writing: Exploring the functions of meaningful self-sponsored writing in everyday life. *Written Communication*, *41*(1), 70–106.

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting & task performance*. Prentice-Hall.

Mao, Y., Roberts, S., Pagliaro, S., Csikszentmihalyi, M., & Bonaiuto, M. (2016). Optimal experience and optimal identity: A multinational study of the associations between flow and social identity. *Frontiers in Psychology*, *7*, 67.

McLeod, S. H. (2020). *Landmark essays on writing across the curriculum*. Routledge.

Meyer, J. H. F., & Land, R. (2003). Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines. In C. Rust (Ed.), *Improving student learning: Improving student learning theory and practice – Ten years on* (pp. 412–424). Oxford Centre for Staff and Learning Development.

Miller, C. R. (1984). Genre as social action. *Quarterly Journal of Speech*, *70*(2), 151–167.

Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, *75*(1), 33–52. https://doi.org/10.1037/0022-3514.75.1.33

Murdic, W. (2013). *Teaching college composition: A practical guide for new instructors*. Jain Publishing.

Nakamura, J., & Csikszentmihalyi, M. (2002). *Handbook of positive psychology*. Oxford University Press.

North, S. M. (1987). *The making of knowledge in composition: Portrait of an emerging field*. Boynton/Cook Publishers.

Nurra, C., & Oyserman, D. (2018). From future self to current action: An identity-based motivation perspective. *Self and Identity*, *17*(3), 343–364.

Palmquist, M., & Young, R. (1992). The notion of giftedness and student expectations about writing. *Written Communication*, *9*(1), 137–168. https://doi.org/10.1177/0741088392009001004

Penguin. (2020). *The most unusual writing rituals of famous authors*. https://www.penguin.co.uk/articles/2020/12/famous-authors-weirdest-writing-habits

Perkins, D. (1999). The many faces of constructivism. *Educational Leadership*, *57*(3), 6–11.

Peterson, D. A. (2020). Dear reviewer 2: Go f' yourself. *Social Science Quarterly*, *101*(4), 1648–1652.

Pinho, A. L., Ullén, F., Castelo-Branco, M., Fransson, P., & de Manzano, Ö. (2016). Addressing a paradox: Dual strategies for creative performance in introspective and extrospective networks. *Cerebral Cortex*, *26*(7), 3052–3063. https://doi.org/10.1093/cercor/bhv130

Polanyi, M. (1966). *The tacit dimension*. Routledge & Kegan Paul.

Pope, D. C. (2008). *Doing school: How we are creating a generation of stressed out, materialistic, and miseducated students*. Yale University Press.

Powell, R. (2018). *The impact of teacher and student mindsets on responding to student writing in first-year composition* [Doctoral dissertation, Indiana University of Pennsylvania]. ProQuest Dissertations and Theses Global.

Powell, R. (2022). Googling Writing: Google Docs, Draftback, and Researching and Responding to Students' Writing Process. Kairos: Rhetoric, Technology, and Pedagogy, 26(2). https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki:_:Draftback

Powell, R., & Driscoll, D. L. (2020). How mindsets shape response and learning transfer: A case of two graduate writers. *Journal of Response to Writing*, *6*(2), 42–68.

Pritchard, R. J., & Honeycutt, R. L. (2007). *Best practices in writing instruction*. Guilford Press.

Robinson, D. (2022). Neurodiversity in medical education: How can we improve postgraduate learning for neurodiverse doctors? *Medical Teacher*, *44*(5), 564–566.

Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage.

Sarraf, K. J. S. (2020). *Modeling creativity in workplace writing: A study of fundraising professionals' rhetorically situated creativity* [Doctoral dissertation, Indiana University of Pennsylvania]. ProQuest Dissertations and Theses Global.

Saunders, D. T., Roe, C. A., Smith, G., & Clegg, H. (2016). Lucid dreaming incidence: A quality effects meta-analysis of 50 years of research. *Consciousness and Cognition*, *43*, 197–215.

Scardamalia, M., & Bereiter, C. (1987). Knowledge telling and knowledge transforming in written composition. In S. Rosenberg (Ed.), *Advances in applied psycholinguistics: Vol. 2. Reading, writing, and language learning* (pp. 142–175). Cambridge University Press.

Scardamalia, M., & Bereiter, C. (1991). Literate expertise. In K. A. Ericsson & J. Smith (Eds.), *Toward a general theory of expertise: Prospects and limits* (pp. 172–194). Cambridge University Press.

Schere, J. J. (1998). *Effect of engaging in creative activity on the mood of artists and writers: An empirical test of flow theory* [Doctoral dissertation, The California School of Professional Psychology]. ProQuest Dissertations and Theses Global.

Schubert, L. (2017). *Exploring the connections between students' mindsets and their writing: An intervention study with a course-embedded writing tutor* [Doctoral dissertation, Indiana University of Pennsylvania]. ProQuest Dissertations and Theses Global.

Shum, S. B. (2024). Generative AI for critical analysis: Practical tools, cognitive offloading and human agency. In *LAK Workshops* (pp. 205-213).\

Silva, A. M., & Limongi, R. (2019). Writing to learn increases long-term memory consolidation: A mental-chronometry and computational modeling study of "epistemic writing." *Journal of Writing Research*, *11*(1), 93–119.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.

Silvia, P. J. (2014). *Write it up: Practical strategies for writing and publishing journal articles*. American Psychological Association.

Silvia, P. J. (2018). *How to write a lot: A practical guide to productive academic writing* (2nd ed.). American Psychological Association.

Skinnell, R. (2022a). Deceiving sincerely: The embrace of sincerity-as-truth in fascist rhetoric. In N. Crick (Ed.), *The rhetoric of fascism: Devices for the cult of irrationality* (pp. 222-240) University of Alabama Press.

Skinnell, R. (2022b). Two truths and a big lie: The "honest" mendacity of fascist rhetoric. *Journal for the History of Rhetoric, 25.2*, 175–197.

Söderlund, L., & Wells, J. (2019). A study of the practices and responsibilities of scholarly peer review in rhetoric and composition. *College Composition and Communication*, *71*(1), 117–144.

Sosniak, L. A. (2006). Retrospective interviews in the study of expertise and expert performance. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 287–301). Cambridge University Press. https://doi.org/10.1017/CBO9780511816796.016

Sverdlik, A., Hall, N. C., & McAlpine, L. (2020). PhD syndrome: Exploring antecedents, consequences, and implications for doctoral well-being. *International Journal of Doctoral Studies*, *15*, 737–758.

Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge University Press.

Troia, G. A., Shankland, R. K., & Wolbers, K. A. (2012). Motivation research in writing: Theoretical and empirical considerations. *Reading & Writing Quarterly*, *28*(1), 5–28.

Tse, D. C., Nakamura, J., & Csikszentmihalyi, M. (2020). Beyond challenge-seeking and skill-building: Toward the lifespan developmental perspective on flow theory. *The Journal of Positive Psychology*, *15*(2), 171–182.

Tulley, C. E. (2018). *How writing faculty write: Strategies for process, product, and productivity*. Utah State University Press.

Tutkun, T. (2019). Statistics anxiety of graduate students. *International Journal of Progressive Education*, *15*(5), 32–41.

Vanderslice, S. (2021). Toward a unified field: The complications of lore and global context. In M. Moore & S. Meekings (Eds.), *The place and the writer: International intersections of teacher lore and creative writing pedagogy* (pp. 167–175). Bloomsbury.

Vetter, M. (2020). Possible enlightenments: Wikipedia's encyclopedic promise and epistemological failure. In J. Reagle & J. Koerner (Eds.), *Wikipedia@20: Stories of an incomplete revolution.* MIT Press. https://wikipedia20.mitpress.mit.edu/

Walker, M. P., Liston, C., Hobson, J. A., & Stickgold, R. (2002). Cognitive flexibility across the sleep-wake cycle: REM-sleep enhancement of anagram problem solving. *Cognitive Brain Research*, *14*(3), 317–324.

Wang, A. Y. (2012). Exploring the relationship of creative thinking to reading and writing. *Thinking Skills and Creativity*, *7*, 38–47.

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

Wells, J. M., & Söderlund, L. (2018). Preparing graduate students for academic publishing: Results from a study of published rhetoric and composition scholars. *Pedagogy*, *18*(1), 131–156.

Wells, J., Söderlund, L., & Tulley, C. (Eds.). (2025). *Faculty writing support: Emerging research from rhetoric and composition studies*. The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/PER-B.2025.2555

Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, *25*(1), 68–81.

Zahariades, D. (2017). *The art of saying no: How to stand your ground, reclaim your time and energy, and refuse to be taken for granted without feeling guilty*. Art of Productivity.

Zerubavel, E. (1999). *The clockwork muse: a practical guide to writing theses, dissertations, and books*. Harvard University Press.

Zhang, Y. O., & Hyland, K. (2021). Elements of doctoral apprenticeship: Community feedback and the acquisition of writing expertise. *Journal of Second Language Writing*, *53*, 100835.