APPENDIX.

THE PUBLICATIONS OF CHARLES BAZERMAN IN CHRONOLOGICAL ORDER

Compiled by Jonathan M. Marine

PUBLICATIONS

Bazerman, C. (1970). Three Poems, *Brooklyn Poets*, Brooklyn Poets' Cooperative. Bazerman, C., Book reviews in *The Nation*:

Toward the End, an Effete Snob, 9/18/72, 215, 7, 215-216

Art and the Accidents of Flesh, 11/6/72, 215, 14, 440-441

What They Felt in Place of Joy, 11/27/72, 215, 17, 537-538

A Fine Scheme for Criticism, 2/5/73, 216, 6, 184-186

Building the New Jerusalem, 4/23/73, 216, 17, 537-538

Victories of Happy Madness, 9/10/73, 217, 7, 218-219

Serving the Larger Design, 3/9/74, 218, 10, 311-312

Danger, Fear, and Self-Revulsion, 11/15/75, 221, 16, 502-504

Bazerman, C. (1974). Book review of J. Lievesay, *Venetian Phoenix: Paolo Sarpi* in *Seventeenth Century News*, Winter, 82-84.

Bazerman, C. (1975). Book Review of Fawcett and Sandberg, Grassroots in Causes, 2.

Bazerman, C. (1976). A Student Guide for Messing up Your First English Paper. *College Composition and Communication*, 27(3), 296-97.

Bazerman, C., Cummins, M., Liben, D., & Linn, W. (1976). Statement on the College Board's Test of Standard Written English (for the CUNY Association of Writing Supervisors). *College Composition and Communication*, 27(3), 287-89.

Bazerman, C. (1977). Help, New Voices, 6.

Bazerman, C. (1977). Time in Play and Film: *Macbeth* and *Throne of Blood. Literaturel Film Quarterly*, 5(4), 333-38.

Bazerman, C. (1978). The Grant, the Scholar, and the University Community. In S. Hook, P. Kurtz, & M. Todorovich. *The University and the State* (pp. 221-226). Prometheus Books.

Wiener, H., & Bazerman, C. (1978). English Skills Handbook. Houghton Mifflin.

Bazerman, C. (1980). Book review of B. Latour and S. Woolgar, *Laboratory Life* in *Society for the Social Studies of Science*, 5(2) 14-19.

Bazerman, C. (1980). A Relationship between Reading and Writing: The Conversational Model. *College English*, 41(6), 656-661.

Bazerman, C. (1981). The Informed Writer: Using Sources in the Disciplines. Houghton Mifflin.

- Bazerman, C. (1981). What Written Knowledge Does: Three Examples of Academic Discourse. *Philosophy of the Social Sciences*, 11(3), 361-88.
- Bazerman, C. (1983). Scientific Writing as a Social Act: A Review of the Literature of the Sociology of Science. In J. Anderson, J. Brockmann, & C. Miller (Eds.), *New Essays in Technical Writing and Communication* (pp. 156-184). Baywood.
- Bazerman, C. (1984). Modern Evolution of the Experimental Report: Spectroscopic Articles in *Physical Review*, 1893-1980. *Social Studies of Science*, 14, 163-96.
- Bazerman, C. (1984). The Writing of Scientific Non-fiction: Contexts, Choices and Constraints. *Pre/Text*, *5*(1), 39-74.
- Bazerman, C. (1985). Physicists Reading Physics: Schema-laden Purposes and Purpose-laden Schema. Written Communication, 2(1), 3-23.
- Bazerman, C. (1985). Studies of Scientific Writing: E Pluribus Unum. 4S Review, 3(2), 13-20.
- Bazerman, C. (1987). Codifying the Social Scientific Style: The APA Publication Manual as a Behaviorist Rhetoric. In J. Nelson, A. Megill, & D. McCloskey (Eds.), The Rhetoric of the Human Sciences (pp. 125-144). University of Wisconsin Press.
- Bazerman, C. (1987). Literate Acts and the Emergent Social Structure of Science. *Social Epistemology*, 1(4), 295-310.
- Bazerman, C. (1988). Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science. University of Wisconsin Press.
- Bazerman, C. (1989). Book Review of H. Collins, *Changing Order. Philosophy of the Social Sciences*, 19(1), 115-118.
- Bazerman, C. (1989). *The Informed Reader: Contemporary Issues in the Disciplines*. Houghton Mifflin.
- Bazerman, C. (1989). Rhetoricians on the Rhetoric of Science (Symposium). *Science Technology and Human Values*, 14(1), 3-6.
- Bazerman, C. (1989). What Are We Doing as a Research Community? (Symposium). *Rhetoric Review*, 7(2), 223-224.
- Bazerman, C. (1990). Book Review of T. Becher. *Academic Tribes and Territories*. *English for Specific Purposes*, 9(3), 265-266.
- Bazerman, C. (1990). Comment and Response. College English, 52(3), 329-330.
- Bazerman, C. (1990). Discourse Analysis and Social Construction. *Annual Review of Applied Linguistics*, 11, 77-83.
- Bazerman, C. (1990). Reading Student Papers: Proteus Grabbing Proteus. In B. Lawson, S. Sterr, & W. R. Winterowd (Eds.), *Encountering Student Texts* (pp. 139-146). National Council of Teachers of English.
- Bazerman, C. (1990). What's Interesting? English Basics, Winter.
- Bazerman, C. (1991). Book Review. The Second Stage of Writing Across the Curriculum (Review Essay). *College English*, 53(2), 209-212.
- Bazerman, C. (1991). Book Review of Greg Myers, Writing Biology. Newsletter of the Society for Literature and Science.
- Bazerman, C. (1991). How Natural Philosophers can Cooperate: The Rhetorical Technology of Coordinated research in Joseph Priestley's *History and Present State of Electricity*. In C. Bazerman, & J. Paradis (Eds.), *Textual Dynamics of the Professions* (pp. 13-44). University of Wisconsin Press.

- Bazerman, C. (1991). Theories that Help us Read and Write Better. In S. Witte (Ed.), A Rhetoric of Doing: Festschrift for J. Kinneavy (pp. 103-112). Southern Illinois University Press.
- Bazerman, C., & Paradis, J. (Eds.). (1991). *Textual Dynamics of the Professions*. University of Wisconsin Press.
- Bazerman, C. (1992). Book Review of G. Dillon, *Contending Rhetorics. Language in Society*, 21(3), 501-503.
- Bazerman, C. (1992). Book Review of L. Flower et al., *Reading to write. Journal of Advanced Composition*, 12(1), 236-242.
- Bazerman, C. (1992). From Cultural Criticism to Disciplinary Participation: Living with Powerful Words. In M. Moran, & A. Herrington (Eds.), *Writing, Teaching, and Learning in the Disciplines* (pp. 61-68). Modern Language Association.
- Bazerman, C. (1992). The Interpretation of Disciplinary Writing. In R. H. Brown (Ed.), *Writing the Social Text* (pp. 31-38). Aldine de Gruyter.
- Bazerman, C. (1992). Linguistic and Rhetorical Studies of Writing in Disciplines. *Encyclopedia of Higher Education*. Pergamon.
- Bazerman, C. (1992). Where is the Classroom? English Basics, Winter.
- Bazerman, C. (1993). Beyond the Composition Ghetto. Literacy Across the Curriculum, 8(3).
- Bazerman, C. (1993). Book Review of Dieter Stein, *Cooperating with Written Texts*. *American Anthropologist*, *95*(4), 1031.
- Bazerman, C. (1993). A Contention over the Term Rhetoric. In T. Enos (Ed.), *Toward Defining the new Rhetorics* (pp. 3-7). Southern Illinois University Press.
- Bazerman, C. (1993). Foreword. In N. Blyler, & C. Thralls (Eds.), *Professional Communication: The Social Perspective* (pp. vii-x). Sage.
- Bazerman, C. (1993). Forums of Validation and Forms of Knowledge: The Magical Rhetoric of Otto von Guericke's Sulfur Globe. *Configurations*, 1(2), 201-228.
- Bazerman, C. (1993). Intertextual Self-fashioning: Gould and Lewontin's Representations of the Literature. In R. Selzer (Ed.), *Understanding Scientific Prose* (pp. 20-41). University of Wisconsin Press.
- Bazerman, C. (1993). Money Talks: The Rhetorical Project of Adam Smith's Wealth of Nations. In W. Henderson, T. Dudley-Evans, & R. Backhouse (Eds.), Economics and Language (pp. 173-199). Routledge.
- Bazerman, C. (1993). Patent Realities: Legally Stabilized Texts and Market Indeterminacies. In J. Hultberg (Ed.), *The Narrative Construction of the Anxious Object* (pp. 5-12). University of Goteborg.
- Bazerman, C. (1993). The Publicity Wizard of Menlo Park. *Electric Perspectives*, 17(6), 30-41.
- Bazerman, C. (1993). Response. Rhetoric Society Quarterly, 23(2), 54-58.
- Bazerman, C. (1993). Royal Society of London. In T. Enos (Ed.), *Encyclopedia of Rhetoric* (pp. 645-648). Southern Illinois University Press.
- Bazerman, C. (1993). Writing in the Disciplines. In A. Purves (Ed.), *Encyclopedia of English Studies* (pp. 1309-1311). Scholastic Press.
- Bazerman, C. (1994). Afterthoughts: Who Made Nonfiction a Negation? In V. Vitanza (Ed.), *Ten years of Pre/Text* (pp. 214-216). University of Pittsburgh Press.

- Bazerman, C. (1994). Constructing Experience. Southern Illinois University Press.
- Bazerman, C. (1994). Electrifying Words: Edison's announcement of the incandescent light. *Journal of Business and Technical Communication*, 8(1), 135-147.
- Bazerman, C. (1994). Systems of Genre and the Enactment of Social Intentions. In A. Freedman, & P. Medway (Eds.), *Genre and the New Rhetoric* (pp. 79-101). Taylor & Francis.
- Bazerman, C., & Russell, D. (1994). Landmark Essays in Writing Across the Curriculum. Hermagoras Press.
- Bazerman, C. (1995). Influencing and Being Influenced: Local Acts across Large Distances. *Social Epistemology*, *9*(2), 189-199.
- Bazerman, C. (1995). Response: Curricular Responsibilities and Professional Definition. In J. Petraglia (Ed.), *Reconceiving Writing* (pp. 249-259). Erlbaum,
- Bazerman, C. (1996). Book review of E. Hutchins, *Cognition in the Wild* in *Mind*, *Culture, and Activity*, *3*(1), 51-54.
- Bazerman, C. (1996). Editor's Introduction. In D. Winsor, Writing like an engineer: A rhetorical education (pp. vii-viii). Erlbaum.
- Bazerman, C., & Bridwell-Bowles, L. (1996). Students Being Disciplined: Getting Confused, Getting by Getting Rewarded, Getting Smart, Getting Real. University of Minnesota.
- Bazerman, C. (1997). Book review of A. J. Soyland, *Psychology as Metaphor* in *Theory & Psychology*, 7(1), 141-142.
- Bazerman, C. (1997). Concepts in Action. Readerly/Writerly Texts, 4(2), 9-20.
- Bazerman, C. (1997). Discursively Structured Activities. *Mind, Culture, and Activity*, 4(4), 296-308.
- Bazerman, C. (1997). Editor's Introduction. In A. D. Van Nostrand, *Fundable Knowledge: The Marketing of Defense Science and Technology* (pp. ix-x). Erlbaum.
- Bazerman, C. (1997). Genre and Social Science. In T. Enos (Ed.), *Making and Unmaking the Prospects for Rhetoric* (pp. 83-90). Erlbaum.
- Bazerman, C. (1997). *Involved: Writing for College, Writing for Your Self.* Houghton Mifflin.
- Bazerman, C. (1997). The Life of Genre, the Life in the Classroom. In W. Bishop, & H. Ostrom (Eds.), *Genre and Writing* (pp. 19-26). Boynton/Cook.
- Bazerman, C. (1997). Performatives Constituting Value: The Case for Patents. In B. Gunnarsson, P. Linell, & Nordberg (Eds.), *The Construction of Professional Discourse* (pp. 42-53). Addison Wesley.
- Russell, D., & Bazerman, C. (1997). *The Activity of Writing: The Writing of Activity.* Special issue of *Mind, Culture, and Activity, 4*(4).
- Russell, D., & Bazerman, C. (1997). Editors' Introduction. *Mind, Culture, and Activity*, 4(4), 223.
- Bazerman, C. (1998). Book Review of B. Nardi (Ed.), Cognition and Context. Mind, Culture, and Activity, 5(1), 73-75.
- Bazerman, C. (1998). Book Review of G. Nunberg (Ed.), Future of the Book. Written Language and Literacy, 1(2), 297-300.
- Bazerman, C. (1998). Editor's Introduction. In J. Swales, *Other Floors, Other Voices: Toward Textography and Beyond* (pp. ix-x). Erlbaum.

- Bazerman, C. (1998). Editor's Introduction. In J. Petraglia-Bahri, *Reality by Design: The Rhetoric and Technology of Authenticity and Education* (pp. ix-x). Erlbaum.
- Bazerman, C. (1998). Editor's Introduction. In D. Atkinson, Scientific Discourse in Sociohistorical Context: The Philosophical Transactions of the Royal Society of London, 1675-1975 (pp. vii-ix). Erlbaum.
- Bazerman, C. (1998). Editor's Introduction. In P. Prior, Writing/Disciplinarity: A Sociohistoric Account of Literate Activity in the Academy (pp. vii-viii). Erlbaum.
- Bazerman, C. (1998). Emerging Perspectives on the Many Dimensions of Scientific Discourse. In J. Martin, & R. Veel (Eds.), *Reading Science* (pp. 15-30). Routledge.
- Bazerman, C. (1998). Green Giving: Engagement, Values, Activism, and Community Life. *New Directions for Philanthropic Fundraising*, 22, 7-22.
- Bazerman, C. (1998). Looking at Writing; Writing What I See. In T. Enos, & D. Roen (Eds.), *Living Rhetoric and Composition* (pp. 15-24). Erlbaum.
- Bazerman, C. (1998). The Rhetoric of Technology. *Journal of Business and Technical Communication*, 12(3), 381-387.
- Bazerman, C. (1998). Vygotskian Theory. In M. Kennedy (Ed.), *Theorizing Composition* (pp. 333-337). Greenwood.
- Bazerman, C. (1999). Changing Regularities of Genre. *IEEE Transactions on Professional Communication*, 42(1), 1-2.
- Bazerman, C. (1999). Editor's Introduction. In P. Dias, A. Pare, A. Freedman, & P. Medway. Worlds Apart: Acting and Writing in Academic and Workplace Contexts (pp. vii-ix). Erlbaum. Bazerman, C. (1999). The Languages of Edison's Light. MIT Press.
- Bazerman, C. (1999). Singular Utterances: Realizing Local Activities through Typified Forms in Typified Circumstances. In A. Trosberg (Ed.), *Analysing the Discourses of Professional Genres* (pp. 25-40). John Benjamins.
- Bazerman, C. (2000). Editor's Introduction. In A. Blakeslee, *Interacting with Audiences* (pp. xi-xiii). Erlbaum.
- Bazerman, C. (2000). Letters and the Social Grounding of Differentiated Genres. In D. Barton, & N. Hall (Eds.), *Letter Writing as a Social Practice* (pp. 15-30). John Benjamins.
- Bazerman, C. (2000). A Rhetoric for Literate Society: The Tension between Expanding Practices and Restricted Theories. In M. Goggin (Ed.), *Inventing a Discipline* (pp. 5-28). NCTE.
- Bazerman, C. (2001). Anxiety in Action: Sullivan's Interpersonal Psychiatry as a Supplement to Vygotskian Psychology. *Mind, Culture, and Activity*, 8(2), 174-186.
- Bazerman, C. (2001). Book Review of E. MacPhail, *Evolution of Consciousness. Mind, Culture, and Activity*, 8(4), 315-317.
- Bazerman, C. (2001). Editor's Introduction. In L. Flower, *Learning to Rival* (pp. ix-x). Erlbaum.
- Bazerman, C. (2001). Nuclear Information: One Rhetorical Moment in the Construction of the Information Age. *Written Communication*, 18(3), 259-295.
- Bazerman, C. (2001). Politically Wired: The Changing Places of Political Participation in the Age of the Internet. In J. Yates, & J. Van Maanen (Eds.), *IT and Organizational Transformation* (pp. 137-154). Sage.

- Bazerman, C. (2001). Writing as a Development in Interpersonal Relations. *Journal for the Psychoanalysis of Culture and Society*, 6(2), 298-302.
- Geisler, C., Bazerman, C., Doheny-Farina, S., Gurak, L., Haas, C., Johnson-Eilola, J., Kaufer, D., Lunsford, A., Miller, C., Winsor, D., & Yates, J. (2001). Itext: Future Directions for Research on the Relationship between Information Technology and Writing. *Journal of Business and Technical Communication*, 15(3), 269-308.
- Bazerman, C. (2002). The Case for Writing Studies as a Major Discipline. In G. Olson (Ed.), *The Intellectual Work of Composition* (pp. 32-38). Southern Illinois University Press.
- Bazerman, C. (2002). Distanced and Refined Selves: Educational Tensions in Writing with the Power of Knowledge. In M. Hewings (Ed.), *Academic Writing in Context* (pp. 23-29). University of Birmingham Press.
- Bazerman, C. (2002). Editor's Introduction. In P. J. Salazar, *An African Athens* (pp. xi-xii). Erlbaum.
- Bazerman, C. (2002). Editor's Introduction. In B. Sauer *Rhetoric Under Uncertainty* (pp. xvii-xviii). Erlbaum.
- Bazerman, C. (2002). Genre and Identity: Citizenship in the Age of the Internet and the Age of Global Capitalism. In R. Coe (Ed.), *Ideologies of Genre* (pp. 13-37). Hampton Press.
- Bazerman, C. (2003). Rhetorical Research for Reflective Practice: A Multi-Layered Narrative. In C. N. Candlin (Ed.), *Research & Practice in Professional Discourse* (pp. 79-94). City University of Hong Kong Press.
- Bazerman, C. (2003). Statement at the Progressive Caucus. *College Composition and Communication*, 55(2), 351-354.
- Bazerman, C. (2003). Textual Performance: Where the Action at a Distance Is. *JAC: Journal of Advanced Composition*, 23(2), 379-396.
- Bazerman, C. (2003). What Activity Systems are Literary Genres Part Of? *Readerly/Writerly Texts*, 10, 97-106.
- Bazerman, C. (2003). What is not Institutionally Visible Does Not Count: The Problem of Making Activity Assessable, Accountable, and Plannable. In C. Bazerman, & D. R. Russell (Eds.), Writing Selves/Writing Societies: Research from Activity Perspectives (pp. 428-483). The WAC Clearinghouse; Mind, Culture, and Activity. https://doi.org/10.37514/PER-B.2003.2317.2.13
- Bazerman, C., & Russell, D. R. (Eds.). (2003). Writing Selves/Writing Societies: Research from Activity Perspectives. The WAC Clearinghouse; Mind, Culture, and Activity. https://doi.org/10.37514/PER-B.2003.2317
- Bazerman, C., Little, J., & Chavkin, T. (2003). The Production of Information for Genred Activity Spaces. *Written Communication*, 20(4), 455-477.
- Bazerman, C. (2004). Book review of A. G. Gross, J. E. Harmon, & M. Reidy, Communicating science: The Scientific Article from the Seventeenth Century to the Present. Isis, 95, 341-342.
- Bazerman, C. (2004). Editor's Introduction. In J. Lauer, *Invention* (p. xv). Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/lauer-invention/

- Bazerman, C. (2004). Intertextualities: Volosinov, Bakhtin, Literary Theory, and Literacy Studies. In A. Ball, & S. W. Freedman (Eds.), *Bakhtinian Perspectives on Languages, Literacy, and Learning* (pp. 53-65). Cambridge University Press.
- Bazerman, C. (2004). Intertextuality: How Texts Rely on Other Texts. In C. Bazerman, & P. Prior (Eds.), *What Writing Does and How It Does It* (pp. 89-102). Erlbaum.
- Bazerman, C. (2004). Speech Acts, Genres, and Activity Systems: How Texts Organize Activity and People. In C. Bazerman, & P. Prior (Eds.), What Writing Does and How It Does It (pp. 314-316). Erlbaum.
- Bazerman, C. & Prior, P. (Eds.). (2004). What Writing Does and How It Does It. Erlbaum.
- Bazerman, C. (2004). Social Forms as Habitats for Action. *Journal of the Interdisciplinary Crossroads*, 1(2), 317-334.
- Bazerman, C. (2004). Student Writing and Writing Education in National Contexts: Continuing a dialogue. *Revista de ABRALIN*, 3, 243-259.
- Bazerman, C. (2004). A Reflective Moment in the History of Literacy. In B. Huot, B. Stroble, & C. Bazerman (Eds.), *Multiple Literacies for the Twenty-First Century* (pp. 435-440). Hampton Press.
- Huot, B., Stroble, B., & Bazerman, C. (Eds.). (2004). *Multiple Literacies for the Twenty-First Century*. Hampton Press.
- Bazerman, C. (2005). Communication in the Scientific Community. In S. Restivo (Ed.), *Science, Technology, and Society* (pp. 55-61). Oxford University Press.
- Bazerman, C. (2005). The Diversity of Writing. *Quarterly of the National Writing Project*, 24, 2.
- Bazerman, C. (2005). An Essay on Pedagogy by Mikhail M. Bakhtin and Response. Symposium in *Written Communication*, 22(3), 333-374.
- Bazerman, C. (2005). Gêneros Textuais, Tipificação e Interação. Cortez.
- Bazerman, C. (2005). A Response to Anton Fleury's "Liberal Education and Communication Against the Disciplines": A View from the World of Writing. *Communication Education*, 54(1), 86-91.
- Bazerman, C. (2005). Practically Human: The Pragmatist Project of the Interdisciplinary Journal *Psychiatry*. *Linguistics and the Human Sciences*, 1(1), 15-38.
- Bazerman, C., & De los Santos, R. (2005). Measuring Incommensurability: Are Toxicology and Ecotoxicology Blind to What the Other Sees? In R. Harris (Ed.), *Rhetoric and Incommensurability* (pp. 424-463). Parlor Press.
- Bazerman, C., & Little, J. (2005). Knowing Academic Languages. In U. U. Melander, & H. Naslund (Eds.), *Text I Arbetel Text at Work* (pp. 261-269). Upsalla University.
- Bazerman, C., Little, J., Chavkin, T., Fouquette, D., Bethel, L., & Garufis, J. (2005). *Reference Guide to Writing Across the Curriculum*. Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/bazerman-wac/
- Bazerman, C. (2006). Analyzing the Multidimensionality of Texts in Education. In J. Green, G. Camilli, & P. Elmore (Eds.), Complementary Methods for Research in Education (2nd ed.) (pp. 77-94). American Educational Research Association.

- Bazerman, C. (2006). Editor's Introduction. In A. Horning, & A. Becker, *Revision: History, Theory, and Practice*. Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/horning-revision/
- Bazerman, C. (2006). Foreword: Persuasive Economies. In G. Smart (Ed.), Writing the Economy: Activity, Genre and Technology in the World of Banking (pp. 1-5). Equinox.
- Bazerman, C. (2006). Gênero, Agencia e Escrita. Sariava.
- Bazerman, C. (2006). The Writing of Social Organization and the Literate Situating of Cognition: Extending Goody's Social Implications of Writing. In D. Olson, & M. Cole (Eds.), *Technology, Literacy and the Evolution of Society: Implications of the Work of Jack Goody* (pp. 215-240). Erlbaum.
- Bazerman, C., Fouquette, D., Johnston, C., Rohrbacher, F., & De los Santos, R. A. (2006). What Schools of Education Can Offer the Teaching of Writing. In V. Anderson, & S. Romano (Eds.), *Culture Shock and the Practice of Profession* (pp. 309-324). Hampton Press.
- Bazerman, C., & Herrington, A. (2006). Circles of Interest: The Growth of Research Communities in WAC and WID/WIP. In S. McLeod (Ed.), *Inventing a Profession:* WAC History (pp. 49-56). Parlor Press.
- Bazerman, C. (2007). Editor's Introduction. In S. H. Macleod (Ed.), Writing Program Administration (pp. vii-vii). Parlor Press; The WAC Clearinghouse. https://wac. colostate.edu/books/referenceguides/mcleod-wpa/
- Bazerman, C. (2007). Gêneros Textuais, Intertextualidade, e Atividade: Teórico Consideração. Cortez.
- Bazerman, C. (2007). WAC for Cyborgs: Discursive Thought in Information Rich Environments. In P. Takayoshi, & P. Sullivan (Eds.), *Labor, Writing Technologies, and the Shaping of Composition in the Academy* (pp. 97-110). Hampton Press.
- Figueiredo, D., Bazerman, C., & Bonini, A. (Eds.). (2007). *Genre and Social Identities*. Special issue of *Linguistics and the Human Sciences*, 3(1).
- Bazerman, C., & Prior, P. (2008). Participating in Emergent Socio-Literate Worlds: Genre, Disciplinarity, Interdisciplinarity. In J. Green & R. Beach (Eds.), *Multidisciplinary Perspectives on Literacy Research* (pp. 133-178). NCTE.
- Bazerman, C. (2008). Editor's Introduction. In E. Long (Ed.), *Community Literacy and the Rhetoric of Local Publics* (pp. xiii-xiv). Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/long-community/
- Bazerman, C. (Ed.). (2008). Handbook of Research on Writing: History, Society, School, Individual, Text. Erlbaum.
- Bazerman, C., & Rogers, P. (2008). Writing and secular knowledge apart from Modern European Institutions. In C. Bazerman (Ed.), *Handbook of Research on Writing: History, Society, School, Individual, Text* (pp. 143-156). Routledge.
- Bazerman, C., & Rogers, P. (2008). Writing and Secular Knowledge within Modern European Institutions. In C. Bazerman (Ed.), Handbook of Research on Writing: History, Society, School, Individual, Text (pp. 157-176). Routledge.
- Bazerman, C. (2008). Students Need Language Support to Write for Academic Publications. *UC Mexus News*, 44, 15-16.

- Bazerman, C. (2008). Theories of the Middle Range in Historical Studies of Writing Practice. *Written Communication*, 25(3), 298-318.
- Bazerman, C., Blakesley, D., Palmquist, M., & Russell, D. R. (2008). Open-Access Book Publishing in Writing Studies: A Case Study. *First Monday*, 13. http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2088/1920
- Bazerman, C. (2009). The Diversity We Become: Education and Agency in Writing Unique Selves within Evolving Communities / a Diversidade que Viemos a Ser: Educação e Agir Autônomo na Inscrição de eus Autênticos em Comunidades Dinâmicas, *Revista Triângulo*, 2(1), 13-29.
- Bazerman, C. (2009). Editor's Introduction. In J. Ramage, M. Callaway, J. Clary-Lemon, & Z. Waggoner. (2009). *Argument in composition*. Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/ramage-argument/
- Bazerman, C. (2009). How Does Science Come to Speak in the Courts? Citations, Intertexts, Expert Witnesses, Consequential Facts and Reasoning. *Law and Contemporary Problems*, 72(1), 91-120.
- Bazerman, C. (2009). Prefacio. In M. Baltar (Ed.), *Radio escolar* (pp. 9-11). Editoria da Universidade de Caxias do Sul.
- Bazerman, C. (2009). The Problem of Writing Knowledge. In S. Miller (Ed.), *Norton book of Composition Studies* (pp. 502-514). W. W. Norton.
- Bazerman, C., Bonini, A., & Figueiredo, D. (Eds.). (2009). *Genre in a Changing World*. The WAC Clearinghouse; Parlor Press. https://doi.org/10.37514/PER-B.2009.2324
- Bazerman, C. (2009). Genre and Cognitive Development. In C. Bazerman, A. Bonini, & D. Figueiredo (Eds.), Genre in a Changing World. The WAC Clearinghouse; Parlor Press. https://doi.org/10.37514/PER-B.2009.2324.2.14
- Bonini, A., Figueiredo, D., & Bazerman, C. (Eds.). (2009). Writing Education in Brazil. Special Issue of L1, 8(2).
- Bazerman, C. (2010) Chair's Letter. *College Composition and Communication*, 61(3), 597-601. Bazerman, C. (2010). Continuing a Dialogue. *China Journal*, 3, 38-39.
- Bazerman, C. (2010). Senior Editor's Preface. In A. Bawarshi, & M. J. Reiff, (Eds.), Genre: An Introduction to History, Theory, Research, and Pedagogy (pp. xi-xii). Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/bawarshi-reiff/
- Bazerman, C. (2010). Editor's Introduction. In G. Otte, & R. Mlynarczyk. *Basic Writing* (pp. xi-xiii). Parlor Press; The WAC Clearinghouse. https://wac.colostate.edu/books/referenceguides/basicwriting/
- Bazerman, C. (2010). Paying the Rent: Languaging Particularity and Novelty. *Revista Brasileira de Lingüistica Applicada*, 10(2), 459-469.
- Bazerman, C. (2010). Preface. In S. Santos (Ed). *EFL Writing in Mexican Universities:* Research and Experience. Universidad Autónoma de Nayarit.
- Bazerman, C. (2010). Scientific Knowledge, Public Knowledge, and Public Policy: Genred Formation and Disruption of Knowledge for Acting about Global Warming. *Linguagem em (Dis)Curso*, 10(3), 445-463.
- Bazerman, C. (2010). The Wonder of Writing. *College Composition and Communication*, 61(3), 571-580.

- Bazerman, C., & Baltar, M. (Eds.). (2010). Special Issue on Genre. *Revista Brasileira de Linguistica Aplicada*, 10(2).
- Bazerman, C., Kelly, G. J., Skukauskaite, A., & Prothero, W. (2010). Rhetorical Features of Student Science Writing in Introductory University Oceanography. In C. Bazerman, B. Krut, K. Lunsford, S. McLeod, S. Null, P. Rogers, & A. Stansell (Eds.), *Traditions of Writing Research* (pp. 265-282). Routledge.
- Bazerman, C., Krut, B., Lunsford, K., McLeod, S., Null, S., Rogers, P., & Stansell, A. (Eds.). (2010). *Traditions of Writing Research*. Routledge.
- Bazerman, C. (2011) Church, state, and the printing press: Conditions for autonomy of Scientific Publication in early Modern Europe. In B. L. Gunnarsson (Ed.), *Scientific Writing in the Age of Linneaus* (pp. 25-44). De Gruyter Mouton Press.
- Bazerman, C. (2011). Electrons are Cheap; Society Is Dear. In D. Starke-Meyerring, A. Paré, N. Artemeva, M. Horne, & L. Yousoubova (Eds.), Writing in knowledge societies (pp. 75-84). The WAC Clearinghouse; Parlor Press. https://doi. org/10.37514/PER-B.2011.2379.2.04
- Bazerman, C. (2011). Genre as Social Action. In J. Gee, & M. Handford (Eds.), *The Routledge Handbook of Discourse Analysis* (pp. 226-238). Routledge.
- Bazerman, C. (2011). The Orders of Documents, the Orders of Activity, and the Orders of Information. *Archival Science*, 12(4), 377-388.
- Bazerman, C. (2011). Standpoints: The Disciplined Interdisciplinarity of Writing Studies. *Research in the Teaching of English*, 46(1), 8-21.
- Bazerman, C. (2011). The Work of a Middle-Class Activist: Stuck in History. In S. Kahn (Ed.), *Activism and Rhetoric: Theories and Contexts for Political Engagement* (pp. 37-46). Routledge.
- Bazerman, C. (2012). Academic Writing, Genre, and Indexicality: Evidence, Intertext and Theory. *Intercompreensao: Revista de Didactica das Linguas*, 16, 11-22.
- Bazerman, C. (2012). *Géneros textuales, tipificación y actividad*. Benemérita Universidad Autónoma de Puebla.
- Bazerman, C. (2012). Preface. In J. Early, & M. DeCosta-Smith (Eds.), *Real World Writing for Secondary Students: Teaching the College Admission Essay and Other Gate-Openers for Higher Education* (pp. ix-x). Teachers College Press.
- Bazerman, C. (2012). Writing, Cognition, and Affect from the Perspective of Sociohistorical Studies. In V. Berninger (Ed.), Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology (pp. 89-104). Psychology Press.
- Bazerman, C. (2012). Writing with Concepts: Communal, Internalized, and Externalized. *Mind, Culture, and Activity*, 19(3), 259-272.
- Bazerman, C., Dean, C., Early, J., Lunsford, K., Null, S., Rogers, P., & Stansell, A. (Eds.) (2012). *International Advances in Writing Research: Cultures, Places, Measures*. The WAC Clearinghouse; Parlor Press. https://doi.org/10.37514/PER-B.2012.0452
- Keranen, N., Encinas, F., & Bazerman, C. (2012). Immersed in the game of science. In C. Bazerman, C. Dean, J. Early, K. Lunsford, S. Null, P. Rogers, & A. Stansell (Eds.), *International Advances in Writing Research: Cultures, Places, Measures* (pp. 387-402). The WAC Clearinghouse; Parlor Press. https://doi.org/10.37514/PER-B.2012.0452.2.22

- Bazerman, C., Keranen, N., & Encinas, F. (2012). Facilitated Immersion at a Distance in Second Language Science Writing. In M. C. Badia, & C. Donahue (Eds.), University writing: Selves and texts in academic societies (pp. 235-238). Emerald.
- Bazerman, C. (2013). Comprendiendo de un Viaje que Dura Toda la Vida: La Evolución de la Escritura. Understanding the Lifelong Journey of Writing Development. *Revista Infancia y Aprendizaje/Journal for the Study of Education and Development*, 36(4), 421-441.
- Bazerman, C. (2013). Global and Local Communicative Networks. In A. S. Canagarajah (Ed.), *Literacy as Translingual Practice: Between Communities and Classrooms* (pp. 13-25). Routledge.
- Bazerman, C. (2013). A Rhetoric of Literate Action: Literate Action Volume 1. The WAC Clearinghouse; Parlor Press. https://doi.org/10.37514/PER-B.2013.0513
- Bazerman, C. (2013). *A Theory of Literate Action: Literate Action Volume 2*. The WAC Clearinghouse; Parlor Press. https://doi.org/10.37514/PER-B.2013.4791
- Bazerman, C., Simon, K., Ewing, P., & Pieng, P. (2013). Domain-Specific Cognitive Development through Writing Tasks in a Teacher Education Program. *Pragmatics & Cognition*, 21(3), 530-551.
- Bazerman, C. (2014). La Escritura en el Mundo del Conocimiento, Writing in the World of Knowledge. *Verbum*, 9, 11-21, 23-35.
- Bazerman, C. (2014). Preface. In F. Navarro (Ed.), *Manual de Escritura para Carreras de Humanidades (Encountering Academic Writing*) (pp. 5-10). Universidad de Buenos Aires.
- Bazerman, C. (2014). Sisters and Brothers of the Struggle: Teachers of Writing in their Worlds. *College Composition and Communication*, 65(4), 646-654.
- Bazerman, C. (2014). Book Review of A. N. Applebee & J. Langer, Writing Instruction that Works: Proven Methods for Middle and High School Classrooms. Pedagogies, 9(2), 175-178.
- Andersen, J., Bazerman, C., & Schneider, J. (2014). Beyond Single Genres: Pattern Mapping in Global Communication. In E. M. Jakobs, & D. Perrin (Eds.), Handbook of Writing and Text Production (pp. 305-322). Mouton De Gruyter.
- Bazerman, C., & Devitt, A. (2014). Genre Perspectives in Text Production Research. In E. M. Jakobs, & D. Perrin (Eds.). *Handbook of Writing and Text Production* (pp. 257-262). Mouton De Gruyter.
- Bazerman, C., Simon, K., & Pieng, P. (2014). Writing about Reading to Advance Thinking: A Study in Situated Cognitive Development. In P. Boscolo, & P. Klein (Eds.), *Writing as a Learning Activity* (pp. 249-276). Brill.
- Bork, A., Bazerman, C., Poliseli-Correa, F., & Cristovão, V. (2014). Mapeamento das Initiativas de Leitura e Escrita em Lingua Materna na Educacao Superior Resultados Preliminares. *Prolingua*, 9(1), 2-14.
- Bazerman, C. (2015). Five Concepts: 1c writing expresses and shares meaning to be reconstructed by the reader (pp. 21-23); 2 writing speaks to situations and contexts through recognizable forms associated with those situations (pp. 34-37); 2a writing represents the world, events, ideas, and feelings (pp. 37-39); 4a text is an object outside of oneself that can be improved and developed (with H. Tinberg)

- (pp. 61-62); 5a writing is an expression of embodied cognition (with H. Tinberg) (pp. 74-75). In L. Adler-Kassner, & E. Wardle (Eds.), *Naming What We Know.* Utah State University Press.
- Bazerman, C. (2015). A Genre-Based Theory of Literate Action. In N. Artemeva, & A. Freedman (Eds.), *Genre Studies Around the Globe* (pp. 80-94). Inkshed Press.
- Bazerman, C. (2015). What do Sociocultural Studies of Writing Tell Us about Learning to Write? In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (2nd ed.) (pp. 11-23). Guilford.
- Bazerman, C. (2016). Creating Identities in an Intertextual World. In A. Chik, T. Costley, & M. C. Pennington (Eds.), *Creativity and Discovery in the University Writing Class* (pp. 45-60). Equinox.
- Bazerman, C. (2016). With Chapter Commentaries by D. H. Espíndola, M. P. Escudero, R. P. Carrillo, D. Rodríguez-Vergara, & A. V. Ahumada. Escritura y Desarollo Cognitivo en un Mundo Intertextual: Dialogos con la Obra de Charles Bazerman. Benemerita Universidad Autonoma de Puebla.
- Bazerman, C. (2016). Preface. In M. J. Braun, & G. L. Henderson (Eds.), Managing Democracy: Propaganda and the Rhetorical Production of Economic and Political Realities (pp. 7-10). Southern Illinois University Press.
- Bazerman, C. (2016). Social Changes in Science Communication: Rattling the Information Chain. In J. Buehl, & A. Gross (Eds.), *Science and the Internet: Communicating Knowledge in a Digital Age* (pp. 267-282). Baywood.
- Bazerman, C., Reyes, N., Bork, A. V., Poliseli-Corrêa, F., Cristovão, V. L., Tapia-Ladino, M., & Narváez, E. (2016). Intellectual Orientations of Studies of Higher Education Writing in Latin America. In S. Plane, C. Bazerman, P. Carlino, F. Rondelli, C. Boré, C. Donahue, Catherine Boré, M. M. Larruy, P. Rogers, & D. R. Russell (Eds.), Writing Research from Multiple Perspectives / Recherches en Écriture: Regards Pluriels (pp. 329-346). The WAC Clearinghouse; University of Metz. https://doi.org/10.37514/INT-B.2017.0919.2.15
- Bazerman, C., & Moritz, M. (2016). Special Issue on Writing in Latin American Higher Education. *Ilha do Desterro*, 69(3).
- Navarro, F., Reyes, N., Ladino, M., Cristovão, V., Moritz, M., Narváez, E., & Bazerman, C. (2016). Panorama Histórico y Contrastivo de los Estudios sobre Lectura y Escritura en Educación Superior Publicados en América Latina. Revista Signos: Estudios de Linguística, 49(1), 78-99.
- Plane, S., Bazerman, C., Rondelli, F., Donahue, C., Applebee, A. N., Boré, C., Carlino, P., Larruy, M. M., Rogers, P., & Russell, D. R. (Eds.). (2017). Research on Writing: Multiple Perspectives. The WAC Clearinghouse; CREM. https://doi. org/10.37514/INT-B.2017.0919
- Tapia-Ladino, M., Reyes, N., Navarro, F., & Bazerman, C. (2016). Milestones, Disciplines and the Future of Initiatives of Reading and Writing in Higher Education: An Analysis from Key Scholars in the Field in Latin America. *Ilha do Desterro*, 69(3), 209-222.
- Bazerman, C. (2017). The Brazilian Blend. In E. G. Lousada, A. D. O. Ferreira, L. Bueno, R. Rojo, S. Aranha, & L. Abreu-Tardelli (Eds.), *Diálogos Brasileiros no Estudo de Gêneros Textuais/Discursivos* (pp. 645-650). Araraquara Letraria.

- Bazerman, C. (2017). Equity Means Having Full Voice in the Conversation. *Revista Lenguas Modernas*, 50(2), 33-46.
- Bazerman, C. (2017). The Psychology of Writing Situated within Social Action: An Empirical and Theoretical Program. In P. Portanova, M. Rifenburg, & D. Roen (Eds.), Contemporary Perspectives on Cognition (pp. 21-37). The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/ PER-B.2017.0032.2.01
- Bazerman, C. (2017). What Do Humans Do Best? Developing Communicative Humans in the Changing Socio-Cyborgian Landscape. In S. Logan, & W. Slater (Eds.), *Perspectives on Academic and Professional Writing in an Age of Accountability* (pp. 187-203). Southern Illinois University Press.
- Bazerman, C., Applebee, A. N., Brandt, D., Berninger, V., Graham, S., Matsuda, P., Murphy, S., Rowe, D., & Schleppegrell, M. (2017). Taking the Long View on Writing Development. *Research in the Teaching of English*, *51*(3), 51-60.
- Bazerman, C., & Self, B. (2017). Writing the World to Build the World, Iteratively: Inscribing Data and Projecting New Materialities in an Engineering Design Project. In R. Durst, G. Newell, & J. Marshall (Eds.), *English Language Arts Research and Teaching: Revisiting and Extending Arthur Applebee's Contributions* (pp. 91-106). Routledge.
- Bazerman, C. (2018). Commentary. In K. Hyland (Ed.), *The Essential Hyland* (pp. 100-105). Bloomsbury.
- Bazerman, C. (Ed.) (2018). Lives of Writing. Special Issue on Writing Development across the Lifespan. *Writing and Pedagogy*, 10(3), 327-331.
- Bazerman, C. (2018d). What Does a Model model? And for Whom? *Educational Psychologist*, 53(4), 301-318.
- Bazerman, C., Applebee, A. N., Berninger, V., Brandt, D., Graham, S., Jeffery, J. V., Matsuda, P. K., Murphy, S., Rowe, D. W., Schleppegrell, M., & Wilcox, K. C. (2018). *Lifespan Development of Writing Abilities*. National Council of Teachers of English.
- Bazerman, C. (2019a). A? Developmental? Path? To? Text? Quality? *Journal of Literacy Research*, 51(3), 381-387.
- Bazerman, C. (2018). Lifespan Longitudinal Studies of Writing Development: A
 Heuristic for an Impossible Dream. In C. Bazerman, A. N. Applebee, V. Berninger,
 D. Brandt, S. Graham, J. V. Jeffery, P. K. Matsuda, S. Murphy, D. W. Rowe, M.
 Schleppegrell, & K. C. Wilcox, *Lifespan Development of Writing Abilities* (pp. 326-365). National Council of Teachers of English.
- Bazerman, C. (2019). Development Makes History, Where Inside Meets Outside. In S. A. Daghé, E. B. Bronckart, G. S. Cordeiro, J. Dolz, I. Leopoldoff, A. Monnier, C. Ronveaux, & B. Vedrines (Eds.), *La Construction de la Didactique du Français comme Discipline Scientifique* (pp. 83-92). Presses Universitaires du Septentrion (University of Lille).
- Bazerman, C. (2019). Inscribing the world into knowledge: Data and evidence in Disciplinary Academic Writing. In C. Bazerman, B. Gonzalez, Russell, D., Rogers, P., Pena, L., Narvaez, E., Carlino, P., Castello, M., & Tapia-Ladino, M (Eds.), Conocer la Escritura: Investigación más allá de las Fronteras; Knowing Writing: Writing Research across Borders (pp. 279-294). Universidad Javeriana.

- Bazerman, C., Gonzalez, B., Russell, D., Rogers, P., Pena, L., Narvaez, E., Carlino, P., Castello, M., & Tapia-Ladino, M. (Eds.). (2019). Conocer la Escritura: Investigación más allá de las Fronteras; Knowing Writing: Writing Research Across Borders. Universidad Javeriana.
- Fahler, V., & Bazerman, C. (2019). Data Power in Writing: Assigning Data Analysis in a General Education Linguistics Course to Change Ideologies of Language. *Across the Disciplines*, 16(4), 4-25. https://doi.org/10.37514/ATD-J.2019.16.4.18
- Bazerman, C. (2020). Always Already in Flux: A Response to Anne Freadman. Canadian Journal for Studies in Discourse and Writing/Redactologie, 30(152). http://journals.sfu.ca/cjsdw
- Bazerman, C. (2020). Preface. In R. J. Dippre, & T. Phillips (Eds.), Approaches to Lifespan Writing Research: Generating an Actionable Coherence (pp. xxi-xxiii). The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/ PER-B.2020.1053.1.3
- Bazerman, C. (2021). Emergent Learning in the Emergency/Aprendizagem Emergente na Pandemia. *Revista Triangulo*, 14(1). https://doi.org/10.18554/rt.v14i1.5469
- Bazerman, C. (2021). The Ethical Poetry of Academic Writing. *Educação*, *Sociedade E Culturas*, (58), 185-188. https://doi.org/10.24840/esc.vi58.152
- Bazerman, C. (2021). The Puzzle of Conducting Research on Lifespan Development of Writing. In K. Blewett, C. Donahue, & C. Monroe (Eds.), The Expanding Universe of Writing Studies: Higher Education Writing Research (pp. 403-416). Peter Lang.
- Bazerman, C. (2021). Scientific Knowledge, Public Knowledge, and Public Policy: How Genres Form and Disrupt Knowledge for Acting about Anthropogenic Climate Change. In S. Auken, & C. Sunesen (Eds.), *Genre in the Climate Debate* (pp. 34-50). De Gruyter Open Poland. https://doi.org/10.1515/9788395720499-004
- Bazerman, C. (2021). The Value of Empirically Researching a Practical Art. In N. Ávila Reyes (Ed.), Multilingual Contributions to Writing Research: Toward an Equal Academic Exchange (pp. 103-124). The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/INT-B.2021.1404.2.04
- Bazerman, C., & Kuntzman, J. (2021). How the US Congress Knows and Evades Knowing about Anthropogenic Climate Change: The Record Created in Committee Hearings, 2004-2016. In S. Auken, & C. Sunesen (Eds.), Genre in the Climate Debate (pp. 51-84). De Gruyter Open Poland. https://doi. org/10.1515/9788395720499-005
- Bazerman, C. (2022). Won't You Be My Neighbor? In G. Giberson, M. Schoen, & C. Weisser (Eds.), *Behind the Curtain of Scholarly Publication: Editors in Writing Studies* (pp. 213-228). Utah State University Press.
- Bazerman, C. (2022). Escolarizando para la vida, todas las vidas: oportunidad, dilema, desafío y pensamiento crítico. In M. Vergara Fregoso, R. García Reynaga, & S. Ayala Ramírez (Eds.), *Literacidad crítica, formación e inclusión* (pp. 87-107). Guadalajara, Jalisco: Editorial Universidad de Guadalajara.
- Bazerman, C. (in press). Revisiting the Early Uses of Writing in Society Building: Cuneiform Culture and the Chinese Imperium. *Literatura y Linguistica*.

- Bazerman, C. (in press). *How I Became the Kind of Writer I Became: An Experiment in Autoethnography*. The WAC Clearinghouse; University Press of Colorado.
- Bazerman, C. (in press). Reproduction, Critique, Expression, and Cooperation: The Writer's Dance in an Intertextual World. *Revista de Educaccion a la Distancia*.
- Bazerman, C. (in press). Longtime Writing Teacher; Latecomer to ELA. *Leaders in English Language Arts Educational Studies: Intellectual Self Portraits.* Brill.

INTERVIEWS

- Writing is Motivated Participation: An Interview with Charles Bazerman. (1995). Writing on the Edge, 6(2), 7-20. Reprinted in Boe, J., Masiel, D., Schroeder, E., & Sperber, L. (Eds.). (2017). Teachers on the Edge: The WOE Interviews, 1989-2017 (pp. 181-193). Routledge.
- Crawford, T. H., & Smout, K. S. (1995). An Interview with Charles Bazerman. *Composition Studies* 23(1), 21-36.
- Charles Bazerman on John Swales. (1998). English for Special Purposes, 17(1), 105-112. Kairos. (1999, March). An Interview with Professor Bazerman: Interdisciplinary Perspectives on Writing, 1, 5-8.
- Working Inside and Outside Composition Studies (with Richard Lloyd Jones, Charles Cooper and Lee O'Dell.). (1999). In M. Rosner, B. Boehm, & D. Journet (Eds.), *History, Reflection, and Narrative: The Professionalization of Composition*, 1963-1983, Vol. 3 (pp. 331-341). Greenwood Publishing Group.
- UCTelevision. (2008, January 31). 50 Years of Research on Writing: What Have We Learned? Panel with George Hillocks and Peter Elbow. YouTube. http://www.youtube.com/watch?v=mrcq3dzt0Uk
- Roth, D. M., & Bazerman, C. (2015). Literate action, writing and genre studies: Interview with Charles Bazerman. *Calidoscópio*, *13*(3), 452-461.
- Waigandt, D. M., & Bazerman, C. (2016). The inevitability of teaching writing: An interview with Charles Bazerman. *Argentinian Journal of Applied Linguistics*, 4(2), 23-38
- Jacob Craig, Matt Davis, Christine Martorana, Josh Mehler, Kendra Mitchell, Anthony N. Ricks, Bret Zawilski, & Kathleen Blake Yancey. (2016). *Against the Rhetoric and Composition Grain: A Microhistorical View. Microhistories of Composition* edited by Bruce McComiskey, 284-306. Utah State University Press.
- Interview with Charles Bazerman/Entrevisa com Charles Bazerman. (2016). În Sweder Souza & Adail Sobral (Eds.), Gêneros, entre o texto e o discurso: Questões Conceituais e Metodológicas. Mercado de Letras.
- Entrevista de Charles Bazerman con el group relif. (2021). https://www.estudiosdelaescritura.org/noticias/entrevista-de-charles-bazerman-con-el-group-relif-disponible-online
- Wood, Shane. Pedagogue. Episode 13: Interview with Charles Bazerman. https://www.pedagoguepodcast.com/episodes.html
- The Built Symbolic Environment. (2022, February 9). Room 42. Episode 15. https://room42.castos.com/episodes/the-built-symbolic-environment

EDITOR, BOOK SERIES

SERIES: RHETORIC, KNOWLEDGE, AND SOCIETY

Publisher: Lawrence Erlbaum Associates

Dorothy Winsor. Writing Like an Engineer: A Rhetorical Education. 1996.

A. D. Van Nostrand. Fundable Knowledge: The Marketing of Defense Science and Technology. 1997.

Paul Prior. Writing/Disciplinarity: A Sociohistoric Account of Literate Activity in the Academy. 1998.

Joseph Petraglia-Bahri. Reality by Design: The Rhetoric and Technology of Authenticity and Education. 1998.

John Swales. Other Floors, Other Voices: Toward Textography and Beyond. 1998.

Dwight Atkinson. Scientific Discourse in Sociohistorical Context: The Philosophical Transactions of the Royal Society of London, 1675-1975. 1998.

Patrick Dias, Anthony Pare, Aviva Freedman, & Peter Medway. Worlds Apart: Working and Writing in Academic and Workplace Contexts. 1999.

Linda Flower, Elenore Long, & Lorraine Higgins, Learning to Rival: A Literate Practice for Intercultural Inquiry. 2000

Ann Blakeslee. Interacting with Audiences: Social and Rhetorical Practice in Ordinary Science. 2000.

Phillippe-Joseph Salazar, An African Athens: Rhetoric and the Shaping of Democracy in South Africa. 2002.

Beverly Sauer. Rhetoric Under Uncertainty. 2002.

Series: Reference Guides to Rhetoric and Composition

Publisher: Parlor Press and The WAC Clearinghouse

Janice Lauer. Invention. 2004.

Charles Bazerman, Joseph Little, Teri Chavkin, Danielle Fouquette, Lisa Bethel, and Janet Garufis. *Reference Guide to Writing Across the Curriculum*. 2005.

Alice Horning et al. Revision. 2006.

George Otte and Rita Mlynarczyk. Basic Writing, 2010

Susan McLeod, Writing Program Administration, 2007.

Elenore Long, Community Literacy and the Rhetoric of Local Publics, 2008

John Ramage, Micheal Callaway, Jennifer Clary-Lemon, and Zachary Waggoner. Reference Guide to Argument. 2009

Anis Bawarshi and JoAnne Reiff. Genre. 2010.

Alice Horning and Elizabeth Kraemer. Reconnecting Reading and Writing. 2012 Brian Ray. Style: An Introduction to History, Theory, Research, and Pedagogy. 2015

REPRINTS

Wiener, H., & Bazerman, C. (1978). *English Skills Handbook*. Houghton Mifflin. Revised and reissued in parts as

- English Skills Handbook. Longman: 1982, 1985, 1988, 1991, 1994, 1997, 2000, 2006. Basic Reading Skills Handbook. Longman: 1988, 1991, 1994, 1997, 2000, 2006. Writing Skills Handbook. 1983, 1988, 1993, 1998, 2003.
- All of Us: Cross-Cultural Reading Skills Handbook. 1992, 1995, 1999.
- Reading College Textbooks: A Skills Handbook. 1997.
- A Reader's Guide. 1999.
- Side by Side: A Multi-Cultural Anthology. Houghton Mifflin, 1993, 1996.
- Bazerman, C. (1980). A relationship between reading and writing: The conversational model. *College English*, 41(6), 656-661. Reprinted in
 - MacDonald, J. (Ed.). (1996). Allyn & Bacon Sourcebook for College Writing Teachers. Allyn & Bacon.
 - MacDonald, J. (Ed.). (2000). Allyn & Bacon Sourcebook for College Writing Teachers (2nd edition). Allyn & Bacon.
 - Bazerman, C. (1981). *The Informed Writer: Using Sources in the Disciplines*. Houghton Mifflin. Revised in 1985; 1989; 1992; 1995.
- Bazerman, C. (1981). What Written Knowledge Does: Three examples of Academic Discourse. Philosophy of the Social Sciences, 11(3), 361-88. Reprinted in Bazerman, C., & Russell, D. (1994). Landmark Essays in Writing Across The Curriculum. Hermagoras Press.
 - Susan Miller (Ed.). (2009). *Norton Book of Composition Studies*. Norton. Atkinson, P., & Delamont, S. (Eds.). (2008). *Ethnographic Discourse*. SAGE.
- Bazerman, C. (1984). The writing of scientific non-fiction: Contexts, choices and constraints. *Pre/Text*, 5(1), 39-74. Reprinted in V. Vitanza (Ed.), *Ten Years of Pre/Text*. University of Pittsburgh Press.
- Bazerman, C. (1991). How natural philosophers can cooperate: The rhetorical technology of coordinated research in Joseph Priestley's History and Present State of Electricity. In C. Bazerman, & J. Paradis (Eds.), *Textual Dynamics of the Professions* (pp. 13-44). University of Wisconsin Press. Reprinted in T. Kynell, & M. Moran (Eds.), *Three Keys to the Past*. Ablex.
- Bazerman, C. (1992). From Cultural Criticism to Disciplinary Participation: Living with Powerful Words. In M. Moran, & A. Herrington (Eds.), *Writing, Teaching, and Learning in the disciplines* (pp. 61-68). Modern Language Association. Reprinted in R. Jones (Ed.), *Harcourt Brace Guide to Writing in the Disciplines*. Harcourt Brace.
- Bazerman, C. (1992). Where is the Classroom? English Basics, Winter. Reprinted in A. Freedman, & P. Medway (Eds.), *Learning and Teaching Genre* (pp. 25-30). Boynton-Cook.
- Bazerman, C. (1994). Systems of Genre and the Enactment of Social Intentions. In A. Freedman, & P. Medway (Eds.), *Genre and the New Rhetoric* (pp. 79-101). Taylor & Francis. Reprinted in C. Miller, & A. Devitt (Eds.), *On rhetorical genre studies* (pp. 113-134). Routledge.
- Bazerman, C. (2011). The Work of a Middle-Class Activist: Stuck in History. In S. Kahn (Ed.), Activism and Rhetoric: Theories and Contexts for Political Engagement (pp. 37-46). Routledge. Reprinted in Lee, J., & Kahn, S. (Eds.), Activism and Rhetoric: Theories and Contexts for Political Engagement (2nd edition) (pp. 190-200). Routledge.

TRANSLATIONS

- Bazerman, C. (1988a). Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science. University of Wisconsin Press, 1988. Italian translation: Le Origini della Scrittura Scientifica. Il Lavoro Editorale in the
 - series, History of Mentality, 1991.
 - Chapter 2 reprinted in R. Harris (Ed.), *Landmark Essays in the Rhetoric of Science* (pp. 263-279). Erlbaum, Routledge.
- Bazerman, C. (2004). Social Forms as Habitats for Action. *Journal of the Interdisciplinary Crossroads*, 1(2), 317-334. Also in Portuguese translation: *Formas Socais como Habitats para Ação. Investigações Lingüística e Teoria Literária*, 16(2), 123-142.
- Bazerman, C., Little, J., Chavkin, T., Fouquette, D., Bethel, L., & Garufis, J. (2005). Reference Guide to Writing across the Curriculum. Parlor Press; The WAC Clearinghouse. Spanish translation: Escribir a Través del Currículum. Una Guía de Referencia. Córdoba, Argentina, 2016.
- Bazerman, C. (2006). The Writing of Social Organization and the Literate Situating of Cognition: Extending Goody's Social Implications of Writing. In D. Olson, & M. Cole (Eds.), Technology, Literacy and the Evolution of Society: Implications of the Work of Jack Goody (pp. 215-240). Erlbaum. French translation: Pratiques, 113(1), 95-115. Spanish translation: Revista Signos Estudios de Linguistica, 41(68), 355-380.
- Bazerman, C. (2009). Genre and Cognitive Development: Beyond Writing to Learn. In C. Bazerman, A. Bonini, D. Figueiredo (Eds.), Genre in a Changing World (pp. 283-298). The WAC Clearinghouse; Parlor Press. French translation: Écrire pour Apprendre: La Maîtrise des Genres et le Développement Sociocognitif du Scripteur (pp. 143-144).
- Bazerman, C. (2010). Paying the Rent: Languaging Particularity and Novelty. *Revista Brasileira de Lingüistica Applicada, 10*(2), 459-469. Spanish translation: "Pagando o Aluguel: Particularidade e Inovação na Produção da Linguagem," in C. Lemos Vóvio, L. Soares Sito, & P. Baracat De Grande (Eds.), *Letramentos: Rupturas, Deslocamentos e Repercussões de Pesquisas em Linguística Aplicada* (pp. 163-178). Editora Mercado de Letras.
- Bazerman, C. (2013). A Rhetoric of Literate Action: Literate Action, Volume 1. The WAC Clearinghouse; Parlor Press. Translated into Portuguese: Retórica da Ação Letrada. Parabola.
- Bazerman, C. (2016). Creating Identities in an Intertextual World. In A. Chik, T. Costley, & M. C. Pennington (Eds.), *Creativity and Discovery in the University Writing Class* (pp. 45-60). Equinox. Portuguese translation: Criando Identidades em um Mundo Textual. In Messias Dieb (Ed.) *A Aprendizagem e o Ensina da Escrita* (pp. 115-132). Pontes.
- Bazerman, C. (2019). *Teaching and Studies of Writing in English*, translation of previously published essays into Chinese by Dr. Huijun Chen (陈会军). Beijing, Normal University Press.