Works Cited

- Alley, Michael. 1987. The craft of scientific writing. Englewood Cliffs, N.J.: Prentice-Hall.
- Applebee, Arthur N., with contributions by Judith Langer, Russel Durst, Kay Butler-Nalan, James Marshall, and George Newell. 1984. Contexts for learning to write: Studies of secondary school instruction. Norwood, N.J.: Ablex.
- Applebee, Arthur N., Russel K. Durst, and George E. Newell. 1984. The demands of school writing. In Arthur N. Applebee (Ed.), Contexts for learning to write: Studies of secondary school instruction (55–77). Norwood, N.J.: Ablex.
- Applebee, Arthur N., Judith A. Langer, Ina V. S. Mullis, and Lynn B. Jenkins. 1990. The writing report card, 1984–1988: Findings from the nation's report card. Princeton, N.J.: Educational Testing Service and National Assessment of Educational Progress. Report No. ISBN-8-88685-096-7; NAEP No. 19-W-01.
- Aristotle. 1954. *Rhetoric; Poetics*. Trans. W. Rhys Roberts (*Rhetoric*) and Ingram Bywater (*Poetics*). New York: Modern Library.
- Banton, Michael. 1985. Role. In Adam Kuper and Jessica Kuper (Eds.), The social science encyclopedia (714–16). London: Routledge & Kegan Paul.
- Bartholomae, David. 1985. Inventing the university. In Mike Rose (Ed.), When a writer can't write: Studies in writer's block and other composing-process problems (134-65). New York: Guilford.
- Basseches, Michael. 1980. Dialectical schemata: A framework for the empirical study of the development of dialectical thinking. *Human Development* 23: 400–21.
- Bazerman, Charles. 1983. Scientific writing as a social act: Research, theory, and practice. In Paul V. Anderson, R. John Brockmann, and Carolyn R. Miller (Eds.), New essays in technical and scientific communication (156–84). Farmingdale, N.Y.: Baywood.
- Beach, Richard. 1979. The effects of between-draft teacher evaluation versus student self-evaluation on high school students' revising of rough drafts. *Research in the Teaching of English* 13: 111–19.
- Becher, Tony. 1987a. The disciplinary shaping of the profession. In Burton R. Clark (Ed.), The academic profession: National, disciplinary and institutional settings (271-303). Berkeley, Calif.: University of California Press.
- -----. 1987b. Disciplinary discourse. Studies in Higher Education 12: 261-74.
- Behrens, Laurence. 1978. Writing, reading, and the rest of the faculty: A survey. English Journal 67(6): 54-60.

- Belenky, Mary Field, Blythe M. Clinchy, Nancy R. Goldberger, and Jill M. Tarule. 1986. Women's ways of knowing: The development of self, voice, and mind. New York: Basic Books.
- Berkenkotter, Carol. 1983. Decisions and revisions: The planning strategies of a publishing writer. *College Composition and Communication* 34: 156–69.
- Berkenkotter, Carol, Thomas N. Huckin, and John Ackerman. 1988. Conventions, conversations, and the writer: Case study of a student in a rhetoric Ph.D. program. *Research in the Teaching of English* 22: 9–44.
- Berlin, James. 1988. Rhetoric and ideology in the writing class. *College English* 50: 477–94.
- Biddle, Arthur, and Daniel Bean, with Toby Fulwiler. 1987. Writer's guide: Life science. Lexington, Mass.: D. C. Heath.
- Bizzell, Patricia L. 1978. The ethos of academic discourse. College Composition and Communication 29: 351–55.
- Bloom, Benjamin S. (Ed.). 1956–1964. Taxonomy of educational objectives: The classification of educational goals. 2 vols. New York: David McKay.
- Bransford, John, R. Sherwood, N. Vye, and J. Rieser. 1986. Teaching thinking and problem solving: Research foundations. *American Psychologist* 41: 1078– 89.
- Breihan, John R. 1986. Prewriting in college history courses. *Perspectives* 24(3): 20–21. American Historical Association.
- Bridgeman, Brent, and Sybil B. Carlson. 1984. Survey of academic writing tasks. Written Communication 1: 247-80.
- Britton, James, Tony Burgess, Nancy Martin, Alex McLeod, and Harold Rosen. 1975. *The development of writing abilities* (11–18). London: Macmillan Education for the Schools Council.
- Brodkey, Linda. 1987. Academic writing as social practice. Philadelphia, Pa.: Temple University Press.
- Bruffee, Kenneth. 1987. Kenneth Bruffee responds. College English 49: 711– 16.

Chodorow, Nancy. 1978. The reproduction of mothering: Psychoanalysis and the sociology of gender. Berkeley, Calif.: University of California Press.

- Clifford, James. 1983. On ethnographic authority. Representations 1(2): 118-46.
- Collins, Allan, and Dedre Gentner. 1980. A framework for a cognitive theory of writing. In Lee W. Gregg and Erwin R. Steinberg (Eds.), *Cognitive processes in writing* (51–72). Hillsdale, N.J.: Lawrence Erlbaum.
- Colomb, Gregory G., and Joseph M. Williams. 1985. Perceiving structure in professional prose: A multiply determined experience. In Lee Odell and Dixie Goswami (Eds.), *Writing in non-academic settings* (87–128). New York: The Guilford Press.
- Connor, Ulla. 1990. Linguistic/rhetorical measures for international persuasive student writing. *Research in the Teaching of English* 24: 67–87.
- Connor, Ulla, and Janice Lauer. 1985. Understanding persuasive essay writing: Linguistic/rhetorical approach. *Text* 5: 309–26.
- Cooper, Charles R. 1983. Procedures for describing written texts. In Peter

Mosenthal, Lynne Tamor, and Sean A. Walmsley (Eds.), Research on writing: Principles and methods (287-313). New York: Longman.

- Cooper, Charles R., with Roger Cherry, Barbara Copley, Stefan Fleischer, Rita Pollard, and Michael Sartisky. 1984. Studying the writing abilities of a university freshman class: Strategies from a case study. In Richard Beach and Lillian S. Bridwell (Eds.), New directions in composition research (19– 52). New York: The Guilford Press.
- Cooper, Marilyn, and Michael Holzman. 1983. Talking about protocols. *College Composition and Communication* 34, 284–93.

—. 1985. Reply. College Composition and Communication 36: 97–100.

- Corey, G. 1984. Role expectations. In Raymond J. Corsini (Ed.), Encyclopedia of psychology. Vol. 3 (249–50). New York: Wiley.
- Day, Robert A. 1979. *How to write and publish a scientific paper*. Philadelphia, Pa.: ISI Press.
- Dayton, C. Mitchell, and Clayton L. Stunkard. 1971. Statistics for problem solving. New York: McGraw-Hill.
- Denzin, Norman K. 1978. Sociological methods: A sourcebook. 2d ed. New York: McGraw-Hill.
- Doheny-Farina, Stephen. 1986. Writing in an emerging organization: An ethnographic study. Written Communication 3: 158–85.
- Ede, Lisa, and Andrea Lunsford. 1984. Audience addressed/audience invoked: The role of audience in composition theory and pedagogy. *College Composition and Communication* 35: 155–71.
- Elbow, Peter. 1986. Embracing contraries: Explorations in learning and teaching. New York: Oxford University Press.
- Ericsson, K. Anders, and Herbert A. Simon. 1980. Verbal reports as data. *Psychological Review* 87: 215-51.
- ------. 1984. Protocol analysis: Verbal reports as data. Cambridge, Mass.: MIT Press.
- Faigley, Lester. 1986. Competing theories of process: A critique and a proposal. College English 48: 527-42.
- Faigley, Lester, and Kristine Hansen. 1985. Learning to write in the social sciences. *College Composition and Communication* 36: 140–49.
- Faigley, Lester, and Stephen Witte. 1981. Analyzing revision. College Composition and Communication 32: 400-14.
 - -----. 1984. Measuring the effects of revisions on text structure. In Richard Beach and Lillian S. Bridwell (Eds.), *New directions in composition research* (95–108). New York: The Guilford Press.
- Fish, Stanley Eugene. 1980. Is there a text in this class? The authority of interpretive communities. Cambridge, Mass.:Harvard University Press.
- Fisher, Donald A., and Frank Yates. 1963. Statistical tables for biological, agricultural, and medical research. New York: Hafner.
- Flower, Linda S. 1990. The role of task representation in reading to write. In Linda S. Flower, Victoria Stein, John Ackerman, Margaret J. Kantz, and Kathleen McCormick, *Reading to write* (35–75). New York: Oxford University Press.

- Flower, Linda S., and John R. Hayes. 1980. The cognition of discovery: Defining a rhetorical problem. *College Composition and Communication* 31: 21-32.
 - -----. 1981a. Plans that guide the composing process. In Carl H. Frederiksen and Joseph F. Dominic (Eds.), Writing: The nature, development, and teaching of written communication. Vol. 2: Writing: Process, development and communication (39-58). Hillsdale, N.J.: Lawrence Erlbaum.

-----. 1985. Response to Marilyn Cooper and Michael Holzman. "Talking about protocols." College Composition and Communication 36: 94–97.

- Frederiksen, Carl H., and Joseph F. Dominic. 1981. Introduction: Perspectives on the activity of writing. In Carl H. Frederiksen and Joseph F. Dominic (Eds.), Writing: The nature, development, and teaching of written communication. Vol. 2: Writing: Process, development and communication (1-20). Hillsdale, N.J.: Lawrence Erlbaum.
- Garvey, Catherine. 1977. The contingent query: A dependent act in conversation. In Michael Lewis and Leonard Rosenblum (Eds.), Interaction, conversation, and the development of language (63–93). New York: Wiley.
- Gazzam [Anderson], Virginia Johnson, and Barbara Walvoord. 1986. Science and writing: Linking research with classroom models. In *Science Education Information Report*. Columbus, Oh.: National Association for Research in Science Teaching and SMEAC Information Reference Center at Ohio State University.
- Geertz, Clifford. 1973. The interpretation of cultures: Selected essays. New York: Basic Books.
 - . 1976. "From the native's point of view": On the nature of anthropological understanding. In Keith H. Basso and Henry A. Selby (Eds.), *Meaning in Anthropology* (221-37). Albuquerque, N.M.: University of New Mexico Press.
- ------. 1983. The way we think now: Toward an ethnography of modern thought. In Clifford Geertz, Local Knowledge (147–63). New York: Basic Books.
- Gere, Anne R. 1977. Writing and WRITING. English Journal 66(8): 60-64.
- Gilligan, Carol. 1982. In a different voice: Psychological theory and women's development. Cambridge, Mass.: Harvard University Press.
- Gilmore, Perry, and Allan A. Glatthorn. 1982. Children in and out of schools: Ethnography and education. Washington, D.C.: Center for Applied Linguistics.
- Goswami, Dixie, and Peter R. Stillman. (Eds.). 1987. Reclaiming the classroom: Teacher research as an agency for change. Upper Montclair, N.J.: Boynton/ Cook.
- Greeno, James G. 1980. Some examples of cognitive task analysis with instructional implications. In Richard E. Snow, Pat-Anthony Frederico, and William E. Montague (Eds.), Aptitude, learning, and instruction. Vol. 2: Cognitive process analyses of learning and problem solving (1-21). Hillsdale, N.J.: Erlbaum.

- Guba, Egon G. 1981. Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communications and Technology Journal* 29: 75–91.
- Gumperz, John Joseph. 1971. Language in social groups; Essays by John J. Gumperz. Stanford, Calif.: Stanford University Press.
- Harste, Jerome C., Virginia A. Woodward, and Carolyn L. Burke. 1984. Examining our assumptions: A transactional view of literacy and learning. *Research in the Teaching of English* 18: 84–108.
- Hayes, John R., and Linda S. Flower. 1983. Uncovering cognitive processes in writing: An introduction to protocol analysis. In Peter Mosenthal, Lynne Tamor, and Sean A. Walmsley (Eds.), *Research on writing: Principles and methods* (207–20). New York: Longman.
- Hays, Janice N., Kathleen M. Brandt, and Kathryn H. Chantry. 1988. The impact of friendly and hostile audiences on the argumentative writing of high school and college students. *Research in the Teaching of English* 22: 391–416.
- Heath, Shirley Brice. 1982. Ethnography in education: Defining the essentials. In Perry Gilmore and Allan Glatthorn (Eds.), Children in and out of school: Ethnography and education (33–55). Washington, D.C.: Center for Applied Linguistics.
- ------. 1983. Ways with words: Language, life, and work in communities and classrooms. New York: Cambridge University Press.
- Herrington, Anne Jeannette. 1983. Writing in academic settings: A study of the rhetorical contexts for writing in two college chemical engineering courses. *Dissertation Abstracts International*, 45, 104A. (University Microfilms, 1985, No. 84–09, 508)
- . 1985. Writing in academic settings: A study of the contexts for writing in two college chemical engineering courses. *Research in the Teaching of English* 19: 331–61.
- ------. 1988. Teaching, writing, and learning: A naturalistic study of writing in an undergraduate literature course. In David Jolliffe (Ed.), Writing in academic disciplines. Vol.2: Advances in writing research (133–66). Norwood, N.J.: Ablex.
- ——. 1989. Revision with peer and instructor review in an anthropology class: What does it mean to say knowledge is "negotiated"? Paper presented at annual meeting of Conference on College Composition and Communication, Seattle, March 17.
- Hillocks, George, Jr. 1986. Research on written composition: New directions for teaching. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English.
- Hymes, Dell. 1972a. Introduction. In Courtney B. Cazden, Vera P. John, and Dell Hymes (Eds.), *Functions of language in the classroom* (xi-lvii). New York: Teachers College Press.
- ———. 1972b. Models of the interaction of language and social life. In John Gumperz and Dell Hymes (Eds.), *Directions in sociolinguistics* (35–71). New York: Holt, Rinehart & Winston.
- ------. 1974. Foundations in sociolinguistics: An ethnographic approach. Philadelphia, Pa.: University of Pennsylvania Press.

- Kahane, Howard. 1980. The nature and classification of fallacies. In J. Anthony Blaire and Ralph H. Johnson (Eds.), *Informal logic: The first international symposium* (31–39). Point Reyes, Calif.: Edgepress.
- Kantor, Kenneth J. 1984. Classroom contexts and the development of writing intuitions: An ethnographic case study. In Richard Beach and Lillian S. Bridwell (Eds.), New Directions in Composition Research (72–94). New York: The Guilford Press.
- Kennedy, Mary Lynch. 1985. The composing process of college students writing from sources. Written Communication 2: 434-56.
- Klemp, George O., Jr. 1982a. Assessing student potential: An immodest proposal. In Clark Taylor (Ed.), Diverse student preparation: Benefits and issues. New Directions for Experimental Learning 17 [Special issue]: 37–48. San Francisco, Calif.: Jossey-Bass.
- ——. 1982b. Job competence assessment: Defining the attributes of the top performer. In Ruth Salinger (Ed.), *The Pig in the Python and Other Tales* (55–67). Collection of research papers presented before the 1981 ASTD National Conference. Washington, D.C.: American Society for Training and Development.
- Kurfiss, Joanne Gainen. 1988. Critical thinking. ASHE-ERIC Higher Education Report No. 2. Washington, D.C.: Association for the Study of Higher Education.
- Langer, Judith A. 1984. Where problems start: The effects of available information on responses to school writing tasks. In Arthur N. Applebee (Ed.), Contexts for learning to write: Studies of secondary school instruction (135-148). Norwood, N.J.: Ablex.
- ------. 1985. Musings . . . A sociocognitive view of language learning. Research in the Teaching of English 19: 325–27.
- Langer, Judith A., and Arthur N. Applebee 1987. *How writing shapes thinking:* A study of teaching and learning. NCTE Research Report No. 22. Urbana, Ill.: National Council of Teachers of English.
- Lanham, Richard A. 1979. Revising prose. New York: Charles Scribner's Sons.
- Larkin, Jill H., Joan I. Heller, and James G. Greeno. 1980. Instructional implications of research on problem solving. In Wilbert J. McKeachie (Ed.), *Learning, cognition, and college teaching. New Directions for Teaching and Learning* 2: (51-65). San Francisco, Calif.: Jossey- Bass.
- Larson, Richard L. 1982. The "research paper" in the writing course: A nonform of writing. *College English* 44: 811–16.
- Latour, Bruno, and Steve Woolgar. 1979. Laboratory life: The social construction of scientific facts. Beverly Hills, Calif.: Sage.
- LeCompte, Margaret D., and Judith Preissle Goetz. 1982. Problems of reliability and validity in ethnographic research. *Review of Educational Research* 52: 31–60.
- Lincoln, Yvonna S., and Egon G. Guba. 1985. Naturalistic inquiry. Beverly Hills, Calif.: Sage.
- Lloyd-Jones, Richard. 1977. Primary trait scoring. In Charles Cooper and Lee Odell (Eds.), Evaluating writing: Describing, measuring, judging (33-66). Urbana, Ill.: National Council of Teachers of English.

- Mallonee, Barbara C., and John R. Breihan. 1985. Responding to students' drafts: Interdisciplinary consensus. College Composition and Communication 36: 213-31.
- Marshall, James D. 1984a. Process and product: Case studies of writing in two content areas. In Arthur N. Applebee (Ed.), Contexts for learning to write: Studies of secondary school instruction (149-68). Norwood, N.J.: Ablex.
- . 1984b. Schooling and the composing process. In Arthur N. Applebee (Ed.), Contexts for learning to write: Studies of secondary school instruction (103–119). Norwood, N.J.: Ablex.
- Mathison, Sandra March. 1988. Why triangulate? Educational Researcher 17(2): 13-17.
- McCarthy, Lucille Parkinson. 1987. A stranger in strange lands: A college student writing across the curriculum. *Research in the Teaching of English* 21: 233–65.
- ——. (In press). A psychiatrist using DSM-III: The influence of a charter document in psychiatry. In Charles Bazerman and James Paradis (Eds.), *Textual dynamics of the professions*. Madison, Wisc.: University of Wisconsin Press.
- McCarthy, Lucille Parkinson, and Barbara E. Walvoord. 1988. Models for collaborative research in writing across the curriculum. In Susan McLeod (Ed.), *Strengthening programs for writing across the curriculum* (77–89). San Francisco, Calif.: Jossey-Bass.
- McMillan, Victoria E. 1988. Writing papers in the biological sciences. New York: St. Martin's.
- McPeck, John E. 1981. Critical thinking and education. New York: St. Martin's. Oxford: Martin Robertson.
- Meese, George P. 1987. Focused learning in chemistry research: Suzanne's journal. In Toby Fulwiler (Ed.), *The journal book* (337–47). Portsmouth, N.H.: Heinemann, Boynton/Cook.
- Meyer, Bonnie J. F. 1975. The organization of prose and its effects on memory. New York: American Elsevier.

- Miles, Matthew B., and A. Michael Huberman. 1984. Drawing valid meaning from qualitative data: Toward a shared craft. *Educational Researcher* 13(5): 20-30.
- Nelson, Jennie, and John R. Hayes. 1988. How the writing context shapes college students' strategies for writing from sources. Technical Report No. 16. Berkeley, Calif.: University of California and Carnegie Mellon University, Center for the Study of Writing at University of California, Berkeley, and Carnegie Mellon University.
- Nisbett, Richard E., and Timothy DeCamp Wilson. 1977. Telling more than we can know: Verbal reports on mental processes. *Psychological Review* 84: 231–59.
- North, Stephen M. 1986. Writing in a philosophy class: Three case studies. *Research in the Teaching of English* 20: 225–62.

- Nystrand, Martin. 1990. Sharing words: The effects of readers on developing writers. Written Communication 7: 3–24.
- Odell, Lee. 1986. Foreword. In Art Young and Toby Fulwiler (Eds.), Writing across the disciplines: Research into practice (ix-xi). Upper Montclair, N.J.: Boynton/Cook.
- Odell, Lee, Dixie Goswami, and Anne Herrington. 1983. The discourse-based interview: A procedure for exploring the tacit knowledge of writers in nonacademic settings. In Peter Mosenthal, Lynne Tamor, and Sean A. Walmsley (Eds.), *Research on writing: Principles and methods* (221–36). New York: Longman.
- Ong, Walter J., S.J. 1975. The writer's audience is always a fiction. Publications of the Modern Language Association of America, 90: 9-21.
- Park, Douglas B. 1982. The meanings of "audience." College English 44: 247-57.
- Pechenik, Jan A. 1987. A short guide to writing about biology. Boston: Little, Brown.
- Perfetto, Greg A., John D. Bransford, and Jeffery J. Franks. 1983. Constraints on access in a problem solving context. *Memory and Cognition* 11: 24–31.
- Perkins, D[avid] N. 1985. Postprimary education has little impact on informal reasoning. *Journal of Educational Psychology* 77: 562–71.
- Perl, Sondra Anne. 1978. Five writers writing: Case studies of the composing processes of unskilled college writers. Dissertation Abstracts International, 39, 4788A. (University Microfilms No. 78-24, 104)
- ------. 1979. The composing processes of unskilled college writers. *Research* in the Teaching of English 13: 317–36.
- Perry, William G. Jr., 1970. Forms of intellectual and ethical development in the college years. New York: Hart, Renehart and Winston.
- Philips, Susan U. 1982. The language socialization of lawyers: Acquiring the "cant." In George Spindler (Ed.), Doing the ethnography of schooling (176– 209). New York: Holt, Rinehart and Winston.
- Pratt, Mary L. 1977. Toward a speech act theory of literary discourse. Bloomington, Ind.: Indiana University Press.
- Robison, Susan Miller. August 1983. Crafting the psychology assignment: Techniques to improve student writing. Paper presented at the American Psychological Association Annual Convention, Anaheim, California.
- Rohman, D. Gordon. 1965. Pre-writing: The stage of discovery in the writing process. College Composition and Communication 16: 106–12.
- Rorty, Richard. 1982. Consequences of pragmatism: Essays, 1972–1980. Minneapolis, Minn.: University of Minnesota Press.
- Rose, Mike. 1983. Remedial writing courses: A critique and a proposal. College English 45: 109–28.
- Rosenblatt, Louise. 1978. The reader, the text, the poem: The transactional theory of the literary work. Carbondale, Ill.: Southern Illinois University Press.
- Scardamalia, Marlene. 1981. How children cope with the cognitive demands of writing. In Carl H. Frederiksen and Joseph F. Dominic (Eds.), Writing: The nature, development, and teaching of written communication. Vol. 2:

Writing: Process, Development, and Communication. Hillsdale, N.J.: Lawrence Erlbaum.

- Schwegler, Robert, and Linda Shamoon. 1982. The aims and process of the research paper. *College English* 44: 817-24.
- Selfe, Cynthia Leigh. 1981. The composing processes of four high and four low writing apprehensives: A modified case study. *Dissertation Abstracts International*, 42(07), 3168A. (University Microfilms No. 1848)
- Shaughnessy, Mina P. 1977. Errors and expectations: A guide for the teacher of basic writing. New York: Oxford University Press.
- Shih, May. 1986. Content-based approaches to teaching academic writing. TESOL Quarterly 20: 617-48.
- Simon, Herbert A. 1979. Problem solving and education. In David T. Tuma and Frederick Reif (Eds.), *Problem solving and education: Issues in teaching and research* (81–96). Hillsdale, N.J.: Erlbaum.
- Singer, Daniel, and Barbara Walvoord. 1984. Process-oriented writing instruction in a case method class. In John A. Pearce II and Richard B. Robinson, Jr. (Eds.), Proceedings of the Academy of Management (121–25). Boston, Mass.: Academy of Management. (ERIC Document Reproduction Service No. ED 249 500)
- Sperling, Melanie, and Sarah Warshauer Freedman. 1987. A good girl writes like a good girl: Written response to student writing. Written Communication 4: 343–69.
- Spindler, George. 1982. Introduction and editorial commentary. In George Spindler (Ed.), Doing the ethnography of schooling: Educational anthropology in action (1-18 et passim). New York: Holt, Rinehart and Winston.
- Spradley, James P. 1979. The ethnographic interview. New York: Holt, Rinehart and Winston.
 - -----. 1980. Participant observation. New York: Holt, Rinehart & Winston.
- Stein, Nancy L., and Tom Trabasso. 1982. What's in a story: An approach to comprehension and instruction. In Robert Glaser (Ed.), Advances in Instructional Psychology, Vol. 2 (213–267). Hillsdale, N.J.: Erlbaum.
- Sternglass, Marilyn S., and Sharon Lynn Pugh. 1986. Retrospective accounts of language and learning processes. Written Communication 3: 297-323.
- Sullivan, Francis J. 1987. Placing texts, placing writers: Sources of readers' judgments in university placement-testing. NCTE Promising Researcher report. Unpublished manuscript, Temple University, Philadelphia, Pa.
- Swarts, Heidi, Linda S. Flower, and John R. Hayes. 1984. Designing protocol studies of the writing process: An introduction. In Richard Beach and Lillian S. Bridwell (Eds.), New directions in composition research (53–71). New York: The Guilford Press.
- Tomlinson, Barbara. 1984. Talking about the composing process: The limitations of retrospective accounts. Written Communication 1: 429-45.
- Toulmin, Stephen, Richard Rieke, and Allan Janik. 1984. An introduction to reasoning. 2d ed. New York: Macmillan.
- Voss, James F., Sherman W. Tyler, and Laurie A. Yengo. 1983. Individual differences in the solving of social science problems. In Ronna F. Dillon

and Ronald R. Schmeck (Eds.), Individual differences in cognitive processes, Vol. 1 (205–32). New York: Academic Press.

- Voss, James F., Terry R. Greene, Timothy A. Post, and Barbara C. Penner. 1983. Problem-solving skill in the social sciences. In Gordon H. Bower (Ed.), *The Psychology of Learning and Motivation*, Vol. 17 (165–213). New York: Academic Press.
- Walvoord, Barbara. 1985. Writing: Strategies for all disciplines. Englewood Cliffs, N.J.: Prentice-Hall.
- Walvoord, Barbara E., and H. Fil Dowling, Jr., with John R. Breihan, Virginia Johnson Gazzam, Carl E. Henderson, Gertrude B. Hopkins, Barbara Mallonee, and Sally McNelis. 1990. The Baltimore area consortium. In Toby Fulwiler and Art Young (Eds.), Programs that work: Models and methods for writing across the curriculum, (273-286). Portsmouth, N.H.: Heinemann, Boynton/Cook.
- Whiteman, Marcia F. (Ed.). 1981. Variation in writing: Functional and linguisticcultural differences. Vol. 1 of Carl H. Frederiksen and Joseph F. Dominic (Eds.), Writing: The nature, development, and teaching of written communication. Hillsdale, N.J.: Lawrence Erlbaum.