

## Transfer Reading Notes

★ = Very commonly cited

♥ = Particularly good article (according to Ryan)

● = Already read for class

◐ = Read part of this text for class

Adler-Kassner, Linda, Majewski, John, & Koshnick, Damian. (2012). The value of troublesome knowledge: Transfer and threshold concepts in writing and history. *Composition Forum*, 26.

Threshold concepts, Liminality, Meta-awareness

Adler-Kassner, Linda, Clark, Irene, Robertson, Liane, Taczak, Kara, & Yancey, Kathleen Blake. (2017). Assembling knowledge: The role of threshold concepts in facilitating transfer. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 17-47). Boulder CO: The WAC Clearinghouse.

♥: Threshold concepts, contextualizing knowledge, reflection, genre, prior knowledge

Adler-Kassner, Linda. (2017). Transfer and educational reform in the twenty-first century: College and career readiness and the Common Core Standards. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 15-26). Sterling, VA: Stylus Publishing.

Common core, High school writing, Standards

Alexander, Kara Poe, DePalma, Michael-John, & Ringer, Jeffrey M. (2016). Adaptive remediation and the facilitation of transfer in multiliteracy center contexts. *Computers & Composition*, 41, 32-45.

Adaptive remediation, Adaptive transfer, Multiliteracy, Multimedia

Anson, Chris M. (2016). The Pop Warner chronicle: A case study in contextual adaptation and the transfer of writing ability. *College Composition and Communication*, 67(4), 518-549.

★♥●: Writing outside of college, Contextual difficulty, Sports writing, Discourse community

Anson, Chris M., & Moore, Jessie L. (Eds.). (2017). *Critical transitions*. Boulder, CO: The WAC Clearinghouse.

★🟡: Edited collection

Anson, Chris M., & Moore, Jessie L. (2017). Afterward. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 331-339). Boulder CO: The WAC Clearinghouse.

Overview, Difficulty of transfer, Facilitation of transfer.

Baird, Neil, & Dilger, Bradley. (2017). How students perceive transitions: Dispositions and transfer in internships. *College Composition and Communication*, 68(4), 684-712.

Dispositions, Internships, Ownership, Lateral transition

Barefoot, Betsy O., & Gardner, John N. (2017) Foreword. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. ix-xi). Sterling, VA: Stylus Publishing.

Book foreword, WAC, Outside-of-school writing.

Barnett, Brooke, Pelton, Woody, Masuka, Francois, Morrison, Kevin, and Moore, Jessie L. (2017). Diversity, global citizenship, and writing transfer. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 59-68). Sterling, VA: Stylus Publishing.

International students, Global thinking, Transforming knowledge, Adapting cultural knowledge

Bass, Randall. (2017). Coda. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 144-154). Sterling, VA: Stylus Publishing.

Conclusion, Overview of previous chapters, Institutional transfer facilitation

Beach, King. (1999). Consequential transitions: A sociocultural expedition beyond transfer in education. *Review of research in education*, 24(1), 101-139.

★❤️🟡: Consequential transitions, Generalization, Critique of terms

Beaufort, Anne. (2007). *College writing and beyond: A new framework for university writing instruction*. Logan, UT: Utah State University Press.

★❤️🟡: Models of writing, WAC, School-to-workplace transition, FYC and beyond

Bergmann, Linda S., & Zepernick, Janet. (2007). Disciplinarity and transfer: Students' perceptions of learning to write. *WPA: Writing Program Administration*, 31(1-2), 124-149.

★♥: Transfer from FYC, Perceptions, Definitions of writing

Blythe, Stuart, & Gonzales, Laura. (2016). Coordination and transfer across the metagenre of secondary research. *College Composition and Communication*, 67(4), 607-633.

♥●: Biology writing, WID, Metagenre

Blythe, Stuart. (2017). Attending to the subject in writing transfer and adaptation. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 49-68). Boulder CO: The WAC Clearinghouse.

Professional writing, School-to-work transition, WID

Boyd, Diane E. (2017). Student drafting behaviors in and beyond the first-year seminar. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 103-112). Sterling, VA: Stylus Publishing.

Reverse outlines, Pedagogy, Low-road transfer

Bransford, John D., & Schwartz, Daniel L. (1999). Rethinking transfer: A simple proposal with multiple implications. *Review of Research in Education*, 24, 61-100.

★♥●: Preparation for future learning, Direct application, Knowing with

Brent, Doug. (2011). Transfer, transformation, and rhetorical knowledge: Insights from transfer theory. *Journal of Business and Technical Communication*, 25(4), 396-420.

School-to-Work transition, Theories of transfer

Brent, Doug. (2012). Crossing boundaries: Co-op students relearning to write. *College Composition & Communication*, 63(4), 558-592.

★♥: Internships, School-to-work transition, Metacognition

Carillo, Ellen C. (2015). Creating mindful readers in first-year composition courses: A strategy to facilitate transfer. *Pedagogy*, 16(1), 9-22.

Reading knowledge, Transfer out of FYC, Tool-kit model

Clark, Irene L. (2014). Print/new media transfer: Genre issues. *Journal of Teaching Writing*, 29(1), 21-44.

New media transfer, Multimedia, Blogs

Clark, Irene L., & Hernandez, Andrea. (2011). Genre awareness, academic argument, and transferability. *The WAC Journal*, 22, 65-78.

Genre awareness, Threshold concepts, Partial understanding,

Cleary, Michelle Navarre. (2013). Flowing and freestyling: Learning from adult students about process knowledge transfer. *College Composition and Communication*, 64(4), 661-687.

♥🟡: Process knowledge, Adult learners, Writing outside of academia

Cozart, Stacey M., Jensen, Tine Wirenfeltd, Wichmann-Hansen, Gitte, Kupatadze, Ketevan, & Chiu, Scott Chien-Hsiung. (2017). Negotiating multiple identities in second- or foreign-language writing in higher education. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 299-330). Boulder CO: The WAC Clearinghouse.

L2 writing, International contexts, International students, Dispositions, Identity.

Davis, Rebecca Frost. (2017). Pedagogy and learning in a digital ecosystem. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 27-38). Sterling, VA: Stylus Publishing.

Digital writing, Wikipedia

DasBender, Gita. (2017). Liminal space as a generative site of struggle: Writing transfer and L2 students. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 273-298). Boulder CO: The WAC Clearinghouse.

🟡: L2 Writing, Chinese students, multilingual writing,

DePalma, Michael-John, & Ringer, Jeffrey M. (2011). Toward a theory of adaptive transfer: Expanding disciplinary discussions of “transfer” in second-language writing and composition studies. *Journal of Second Language Writing*, 20, 134-147.

★♥: Adaptive transfer, Second-language writing,

DePalma, Michael-John, & Alexander, Kara Poe. (2015). A bag full of snakes: Negotiating the challenges of multimodal composition. *Computers and Composition*, 37, 182-200.

★♥●: Multimodal writing, Focus groups, Perceptions

DePalma, Michael-John. (2015). Tracing transfer across media: Investigating writers' perceptions of cross-contextual and rhetorical reshaping in processes of remediation. *College Composition and Communication*, 66(4), 615-642.

Digital narratives, Remediation, Multimodal writing

Donahue, Christiane. (2017). Writing and global transfer narratives: Situating the knowledge transformation conversation. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 107-136). Boulder CO: The WAC Clearinghouse.

Transfer as term, International research, Transfer research options

Downs, Douglas, & Wardle, Elizabeth. (2007). Teaching about writing, righting misconceptions: (Re)envisioning "first-year composition" as "introduction to writing studies." *College Composition and Communication*, 58(4), 552-584.

★♥●: Writing about writing, FYC, GWSI, Transfer out of FYC

Driscoll, Dana Lynn. (2011). Connected, disconnected, or uncertain: Student attitudes about future writing contexts and perceptions of transfer from first year writing to the disciplines. *Across the Disciplines: A Journal of Language, Learning, and Academic writing*, 8(2).

♥: Survey data, Interview data, FYC, Perception,

Driscoll, Dana Lynn, & Wells, Jennifer. (2012). Beyond knowledge and skills: Writing transfer and the role of student dispositions. *Composition Forum*, 26.

★: Dispositions, Learning and affect

Driscoll, Dana Lynn. (2013). Connected pedagogy and transfer of learning: An examination of graduate instruction belief vs, practices in first-year writing. *Journal of Teaching Writing*, 28(1), 54-83.

♥: Graduate education, Dispositions, Difficulty of transfer

Driscoll, Dana Lynn, & Powell, Roger. (2016). States, traits, and dispositions: The impact of emotion on writing development and writing transfer across collect courses and beyond. *Composition Forum*, 34.

♥●: Emotions, Disposition, Types of disposition, Transfer and connection

Elon University Research Seminar. (2013). Elon Statement on Writing Transfer. Retrieved November 26, 2019, from [http://www.elon.edu/web/academics/teaching/ers/writing\\_transfer/statement.xhtml](http://www.elon.edu/web/academics/teaching/ers/writing_transfer/statement.xhtml)

★●: General overview, Vocabulary

Farrell, Alison, Kane, Sandra, Dube, Cecilia, and Salchak, Steve. (2017). Rethinking the role of higher education in college preparedness and success from the perspective of writing transfer. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 81-92). Sterling, VA: Stylus Publishing.

HS-to-college transition, Non-US contexts, Prior knowledge

Felten, Peter. (2017). Writing high-impact practices: Developing proactive knowledge in complex contexts. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 49-58). Sterling, VA: Stylus Publishing.

High-impact practices, Proactive knowledge, Cues, Metacognition

Fife, Jane. (2017). Composing focus: Shaping temporal, social, media, social media, and attention environments. *Composition Forum*, 35.

Focus, Procrastination, Flow, Writing environment

Fishman, Jenn, & Reiff, Mary Jo. (2008). Taking the high road: Teaching for transfer in an FYC program. *Composition Forum*, 18.

FYC sequence, Multimodality

Fraizer, Dan. (2010). First steps beyond first year: Coaching transfer after FYC. *Writing Program Administration*, 33(3), 34-57.

FYC, Focus groups, Surveys, WAC/WID

Gere, Anne Ruggles, Hutton, Lizzie, Keating, Benjamin, Knutson, Anna V., Silver, Naomi, & Toth, Christine. (2017). Mutual adjustments: Learning from and responding to transfer student writers. *College English*, 79(4), 333-357.

Transfer students, FYC

Goldschmidt, Mary. (2017). Promoting cross-disciplinary transfer: A case study in genre learning. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 122-130). Sterling, VA: Stylus Publishing.

Genre, Transitions, Science writing

Gorzelsky, Gwen, Driscoll, Dana Lynn, Paszek, Joe, Jones, Ed, & Hayes, Carol. (2017). Cultivating constructive metacognition: A new taxonomy for writing studies. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 215-246). Boulder CO: The WAC Clearinghouse.

♥: Constructive metacognition, Meta-awareness, reflection

Gorzelsky, Gwen, Hayes, Carol, Jones, Ed, and Driscoll, Dana Lynn. (2017). Cueing and adapting first-year writing knowledge: Support for transfer into disciplinary writing. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 113-121). Sterling, VA: Stylus Publishing.

HS-to-FYC transition, Disciplinary writing, Cueing,

Green, Susan, Keremidchieva, Zornitsa, Zimmerman, Heidi, Rice, Amy, Witus, Leah, Rodwogin, Marc, & Pardini, Ruth. (2017). Developing students' multi-modal and transferable writing skills in introductory general chemistry. *The WAC Journal*, 28, 106-122.

Chemistry writing, WID, Multimodality, Active learning

Grijalva, Regina A. McManigell. (2017). Minding the gap: Writing-related learning in/across/with multiple activity systems. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 139-160). Boulder CO: The WAC Clearinghouse.

Methods, High-school-to-college transition, Liberal arts education

Haskell, Robert E. (2001). *Transfer of learning: Cognition, Instruction, and Reasoning*. San Diego, CA: Academic Press.

★: Broad overview, Education

Hayes, Hogan, Ferris, Dana R. Whithaus, Carl. (2017). Dynamic transfer in first-year writing and “writing in the disciplines” settings. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 181-213). Boulder CO: The WAC Clearinghouse.

♥: Dynamic transfer, WID, Writing in the professions, Advanced composition

Hayes, Carol, Jones, Ed, Gorzelsky, Gwen, & Driscoll, Dana L. (2018). Adapting Writing about Writing: Curricular implications of cross-institutional data from the Writing Transfer Project. *WPA: Writing Program Administration*, 41(2), 65-88.

●: Writing about Writing, Genre, Discourse, Pedagogy application

James, Mark Andrew. (2008). The influence of perceptions of task similarity/difference on learning transfer in second language writing. *Written Communication*, 25(1), 76-103.

●: Perceptions, Second-language writing, ESL

Leonard, Rebecca Lorimer, & Nowacek, Rebecca. (2016). Transfer and translanguaging. *College English*, 78(3), 258-264.

Translanguaging, Defining transfer,

Lindenman, Heather. (2015). Inventing metagenres: How four college seniors connect writing across domains. *Composition Forum*, 31.

Demonstration of transfer, Prompting, Metagenres

Lindenman, Heather. (2015). Response to Yancey, Robertson, and Taczak. *Composition Forum*, 32.

Difference and similarity, Fortuitous moments, Workplace writing

Martin, Lee, & Schwartz, Daniel L. (2013). Conceptual innovation and transfer. In Stella Vosniadou (Ed.), *International handbook of research on conceptual change* (2<sup>nd</sup> Ed.) (pp. 447-465). New York, NY: Routledge.



♥: Dynamic transfer, Innovations, Problems with transfer

McCarthy, Lucille Parkinson. (1987). A stranger in strange lands: A college student writing across the curriculum. *Research in the Teaching of English*, 21(3), 233-265.

★♥●: Transitions across classes, Similarities, Prior knowledge

Michaud, Michael J. (2013). 'The things they carry': Literacy in the lives of adult students pursuing bachelor's degrees. *Open Worlds*, 7(1), 72-95.

♥: Adult learners, Workplace-to-school transition, Ecological literacy model

Monty, Randall W. (2015). Everyday borders of transnational students: Composing place and space with mobile technology, social media, and multimodality. *Computers and Composition*, 38, 126-139.

Border literacies, Social media, Multimodality,

Moore, Jessie. (2012). Mapping the questions: The state of writing-related transfer research. *Composition Forum*, 26.

★: Overview, Bridging

Moore, Jessie L., & Anson, Chris M. (2017). Introduction. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 3-13). Boulder CO: The WAC Clearinghouse.

General overview, Elon statement

Moore, Jessie L., & Bass, Randall. (Eds.) (2017). *Understanding writing transfer: Implications for transformative student learning in higher education*. Sterling, VA: Stylus Publishing

★●: Book project

Moore, Jessie L. (2017). Five essential principles about writing transfer. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 1-12). Sterling, VA: Stylus Publishing.

Principles of transfer, WPA, Pedagogy

National Research Council. (2000). *How people learn: Brain, mind, experience: Expanded Edition*. Washington, DC: The National Academic Press.

★❤️🟡: Book, Learning, Childhood learning and transfer

Qually, Donna. (2017). Building a conceptual topography of the transfer terrain. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 69-106). Boulder CO: The WAC Clearinghouse.

Graduate education, backward transfer, retrospective understanding,

Nelms, Gerald, & Dively, Ronda Leathers. (2007). Perceived roadblocks to transferring knowledge from first-year composition to writing intensive major courses: A pilot study. *WPA: Writing Program Administration*, 31(1-2), 214-240.

★: Writing intensive courses, TAs, Pedagogy

Nowacek, Rebecca S. (2011). *Agents of integration: Understanding transfer as a rhetorical act*. Carbondale, IL: Southern Illinois University Press.

★❤️: Cohort, Learning communities, Integration, Transfer across classes

Perkins, David N., & Salomon, Gavriel. (1992). Transfer of learning. *International encyclopedia of education*, 2.

★🟡: Encyclopedia, General terms, Glossary

Perkins, David N., & Salomon, Gavriel. (2012). Knowledge to go: A motivational and dispositional view of transfer. *Educational Psychologist*, 47(3), 248-258.

★❤️: Detect-elect-connect framework, Teaching for transfer.

Read, Sarah, & Michaud, Michael J. (2015). Writing about writing and the multimajor professional writing course. *College Composition and Communication*, 66(3), 427-457.

WAW, Professional writing

Reiff, Mary Jo, & Bawarshi, Anis. (2011). Tracing discursive resources: How students use prior genre knowledge to negotiate new writing contexts in first-year composition. *Written Communication*, 28(3), 312-337.

★❤️🟡: Boundary crossing, Domains of writing, Metacognition

Robertson, Liane, Taczak, Kara, & Yancey, Kathleen Blake. (2012). Notes toward a theory of prior knowledge and its role in college composers' transfer of knowledge and practice. *Composition Forum*, 26.

★♥: TFT, Prior knowledge, Remix, Pedagogy

Robertson, Liane, and Taczak, Kara. (2017). Teaching for Transfer. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 93-102). Sterling, VA: Stylus Publishing.

♥●: TFT, FYW

Roozen, Kevin. (2008). Journalism, poetry, stand-up comedy, and academic literacy: Mapping the interplay of curricular and extracurricular literate activities. *Journal of Basic Writing*, 27(1), 5-34.

★♥: Outside-of-school writing, Case study, Extracurricular writing

Roozen, Kevin. (2009). "Fan fic-ing" English studies: A case study exploring the interplay of vernacular literacies and disciplinary engagement. *Research in the Teaching of English*, 44(2), 136-169.

Graduate education, Fan fiction, Outside-of-school writing

Roozen, Kevin. (2010). Tracing trajectories of practice: Repurposing in one student's developing disciplinary writing processes. *Written Communication*, 27(3), 318-354.

Graduate education, Journaling

Roozen, Kevin. (2012). Comedy stages, poets projects, sports columns, and kinesiology 341: Illuminating the importance of basic writers' self-sponsored literacies. *Journal of Basic Writing*, 31, 99-132.

Follow-up article, Outside-of-school writing, Case study, Extracurricular writing, WAC

Roozen, Kevin. (2014). 'Journalism, poetry, stand-up comedy, and academic writing: Mapping the interplay of curricular and extracurricular literate activities': Re-visiting a theoretical lens five years later. *Composition Forum*, 30.

Follow-up article, Outside-of-school writing, Case study, Extracurricular writing, Help

Rosinski, Paula. (2017). Students' perceptions of the transfer of rhetorical knowledge between digital self-sponsored writing and academic writing: The importance of authentic contexts and reflection. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 247-271). Boulder CO: The WAC Clearinghouse.

♥: Digital writing, Self-sponsored writing, Methods

Rounsaville, Angela. (2012). Selecting genres for transfer: The role of uptake in students' antecedent genre knowledge. *Composition Forum*, 26.

★: Uptake, Genre knowledge, Dynamic transfer, Prior knowledge

Rounsaville, Angela, Goldberg, Rachel, & Bawarshi, Anis. (2008). From incomes to outcomes: FYW students' prior genre knowledge, meta-cognition, and the question of transfer. *WPA: Writing Program Administration*, 32(1), 97-112.

★: Metacognition, High-road transfer, Crossing domains

Russell, David. (1995). Activity theory and its implications for writing instruction. In Joseph Petraglia (Ed.), *Reconceiving writing, rethinking writing instruction* (pp. 51-77). Mahway, NJ: Lawrence Erlbaum Associates.

★♥●: GWSI, FYC abolition, Writing content, Activity theory, Zone of proximal development

Salomon, Gavriel, & Perkins, David N. (1989). Rocky roads to transfer: Rethinking mechanism of a neglected phenomenon. *Educational Psychologist*, 24(2), 113-142.

★♥●: High-road vs. low-road, Backward-reaching vs. forward reaching

Schwartz, Daniel L., Bransford, John D., & Sears, David. (2005). Efficiency and innovation. In Jose P. Mestre (Ed.), *Transfer of Learning from a Modern Multidisciplinary Perspective* (pp. 1-51). Greenwich, CT: Information Age Publishing Inc.

★♥: Finding transfer, Education, Sequestered problem solving, Preparation for future learning

Shepherd, Ryan P. (2018). Digital writing, multimodality, and learning transfer: Crafting connections between composition and online composing. *Computers and Composition*, 48, 103-114.

●: Multimodality, Social Media, Transition from HS to FYC

Skeffington, Jillian K. (2012). Enhancing transfer from first-year composition: A pedagogy of shorter essays. *Journal of Teaching Writing*, 27(2), 27-45.

Shorter essays, Near transfer, Simplifying

Smart, Graham, & Brown, Nicole. (2002). Learning transfer or transforming learning?: Student interns reinventing expert writing practices in the workplace. *Technostyle*, 18(1), 117-141.

Different concepts for transfer, Internships, Application of transfer theory

Smit, David W. (2004). *The end of composition studies*. Carbondale, IL: Southern Illinois University Press.

★♥🟡: Goals of FYC, FYC abolition, GWSI, WPA

Stinnett, Jerry. (2019). Using objective-motivated knowledge activation to support writing transfer in FYC. *College Composition and Communication*, 70(3), 356-379.

♥🟡: Activity systems, Repurposing knowledge

Tarabochia, Sandra L., & Heddy, Benjamin C. (2019). Extending the 'warming trend' to writing transfer research: Investigating transformative experiences with writing concepts. *Composition Forum*, 41.

Transformative experiences, Faculty transfer, Writing in the Professions, Transfer as continuum.

Tinberg, Howard. (2015). Reconsidering transfer knowledge at the community college: Challenges and opportunities. *Teaching English in the Two Year College*, 43(1), 7-31.

Two-year college, FYC-to-Workplace transition

Tuomi-Gröhn, Terttu, & Engeström, Yrjö. (2003). Conceptualizing transfer: From standard notions to developmental perspectives. In Terttu Tuomi-Gröhn & Yrjö Engeström (Eds.), *Between school and work: New perspectives on transfer and boundary-crossing* (pp. 19-38). Bingley, UK: Emerald Group.

★: Theories of transfer, activity theory

VanKooten, Crystal. (2016). Identifying components of meta-awareness about composition: Toward a theory and methodology for writing studies. *Composition Forum*, 33.

Meta-awareness, multimodality, intercomparativity,

Wardle, Elizabeth. (2007). Understanding 'transfer' from FYC: Preliminary results of a longitudinal study. *WPA: Writing Program Administration*, 31(1-2), 65-85.

★♥●: FYC-to-other-classes transition, Lack of transfer, Context model, Generalization

Wardle, Elizabeth. (2009). "Mutt genres" and the goal of FYC: Can we help students write the genres of the university? *College Composition and Communication*, 60(4), 765-789.

★♥: Mutt genres, Problems with FYC, Problems with transfer

Wardle, Elizabeth, & Clement, Nicolette Mercer. (2017). Double binds and consequential transitions: Considering matters of identity during moments of rhetorical challenge. In Chris M. Anson & Jessie L. Moore (Eds.), *Critical Transitions* (pp. 161-179). Boulder CO: The WAC Clearinghouse.

♥●: FYC-to-WID transition, Dispositions, Identity

Wardle, Elizabeth, and Clement, Nicolette Mercer. (2017). "The hardest thing with writing is not getting enough instruction": Helping educators guide students through writing challenges. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 131-143). Sterling, VA: Stylus Publishing.

♥: Co-researcher, Transfer struggles, Far transfer, Zone of proximal development

Werder, Carmen M. (2017). Telling expectations about academic writing: If not working, what about knotworking? In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 69-78). Sterling, VA: Stylus Publishing.

♥: Survey data, Students/teachers/admin, Student perceptions vs. teacher perceptions

Wolfe, Joanna, Olson, Barrie, & Wilder, Laura. (2014). Knowing what we know about writing in the disciplines: A new approach to teaching for transfer in FYC. *The WAC Journal*, 25, 42-77.

♥●: WID, Genre knowledge, Topoi, Meta-awareness

Yancey, Kathleen Blake, Robertson, Liane, & Taczak, Kara. (2014). *Writing across contexts: Transfer, Composition, and Sites of Writing*. Logan, UT: Utah State University Press.

★♥: TFT, FYC-to-other-classes transition, Pedagogy

Yancey, Kathleen Blake, Robertson, Liane, & Taczak, Kara. (2015). Response to Heather Lindenman's 'Inventing metagenres': Clarifications and questions for future research. *Composition Forum*, 32.

Response to criticism, Recontextualize points

Yancey, Kathleen Blake. (2017). Writing, transfer, and eportfolios: A possible trifecta in supporting student learning. In Jessie L. Moore & Randall Bass (Eds.), *Understanding writing transfer: Implications for transformative student learning in higher education* (pp. 39-48). Sterling, VA: Stylus Publishing.

ePortfolios, Metacognition, Process knowledge

Yancey, Kathleen Blake, Davis, Matthew, Robertson, Liane, Taczak, Kara, & Workman, Erin. (2018). Writing across college: Key terms and multiple contexts as factors promoting students' transfer of writing knowledge and practice. *The WAC Journal*, 29, 42-63.

●: TFT model in WAC, Writing transfer mindset, Key terms.