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Tracing Pedagogical Memory: The Role of Teaching Metacognition and Learning
Concepts in Student Writing Development

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Abstract

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Recent composition research has demonstrated that metacognition plays an important role in student success and working through challenges at times of consequential transitions. This study examines students' uptake of metacognitive practices and learning concepts while enrolled in a linguistically and culturally diverse writing course located at the transition into university life. This study investigates the immediate and long-term value of a writing course, *Writing Ready*, that inhabits what composition scholars have defined as a third space, or locations outside of traditional classrooms where writing knowledge is exchanged, and provides a framework to identify and measure metacognition in students' written and spoken narratives. My research investigates how this early fall start bridge writing course—by explicitly teaching metacognitive strategies and learning concepts through writing and by supporting students in developing

confidence, self-efficacy, and reflective strategies—is remembered by students over their first year and how this pedagogical memory aides them in writing knowledge transfer. Through a study design based in grounded theory, I draw on focus group data from both students and instructors as well as student writing and interview data to show how this third space course, which explicitly teaches learning concepts and metacognition, enables students to activate their writing knowledge in a variety of contexts. Understanding the complex nature of metacognition enables writing instructors to facilitate the development of students' reflective practice, understanding of writing assessment, and confidence in their writing abilities. Expanding the focus of composition research beyond the traditional writing classroom into the interstitial space between high school and college provides insight into how students' prior writing knowledge can be transformed into pedagogical memories that persist over time. Developing a positive academic disposition is especially important for students who feel underprepared for college writing, namely immigrant and international multilingual students, students of color, and first-generation college students.

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DEDICATION

To my parents, Parnell and Josephine Eidum, for their unfailing support. To my brother, Michael Eidum, for your friendship.

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Chapter 1. REFLECTION-IN-ACTION: DEFINING METACOGNITION FOR THE WRITING CLASSROOM

Ever since David Smit's call for composition scholars to justify the transferability of writing pedagogy across contexts, the field has been increasingly focused on trying to do just that. The growing number of studies that have emerged since his book *The End to Composition Studies* focus on the multiple ways first-year writing (FYW) courses can, and cannot, facilitate students' writing development and knowledge transfer in later university and workplace communication tasks. As our understanding of the transferability of writing has become more nuanced, composition researchers have proposed several different approaches to teaching FYW. In their 2014 book *Writing Across Contexts*, Kathleen Blake Yancey, Liane Robertson, and Kara Taczak placed these varied curricular designs on a continuum of "difficulty, if not the impossibility, of a model" that might support writing transferability. On one end of the spectrum they placed Smit's argument that transfer is all but impossible, while at the other end is a model of "general rhetorical education" with transfer assumed. In the middle they placed Doug Downs', Elizabeth Wardle's, and Debra Dew's "Writing about Writing" (WAW) approaches, which focus on developing rhetorical awareness by teaching students about the field of writing studies. Next, they place Rebecca Nowacek's "agents of integration" approach to teaching composition, focusing on teaching rhetorical genre awareness in an interdisciplinary setting, and finally, Yancey, et al.'s own "Teaching for Transfer" approach, which focuses on teaching writing vocabulary, reflective practices, and writing across genres (38).

Each of these approaches to teaching composition relies upon a foundation of basic metacognitive skills that can be further developed in the first-year writing context. Yancey, et al. recognize the centrality of metacognition to the transfer of learning, noting, “metacognition focused on similarities and differences—across rhetorical situations, across genres—is a critical component of transfer” (33). One aim of their Teaching for Transfer approach to composition is integrating metacognitive awareness into reflective writing tasks. Metacognition is also central to Nowacek’s “agents of integration” approach to teaching writing, as she writes, “when I refer to integration, I am referring to an act of transfer that assumes some degree of metacognitive awareness and a positive outcome for the student” (34). Downs and Wardle’s WAW approach to composition similarly relies upon a meta-awareness of writing: “Students leave the course with increased awareness of writing studies as a discipline, as well as a new outlook on writing as a researchable activity rather than a mysterious talent” (650). Each of these approaches makes compelling arguments about teaching writing in a way that strengthens students’ writing abilities across contexts, with each approach sharing an emphasis on developing students’ ability to reflect upon and think through writing situations.

The need to understand the transferability of writing and learning practices is not isolated to first-year writing programs. Understanding how students use prior knowledge in new learning situations is central to all teaching, and it is especially important during academic transitions. With today’s college students coming from increasingly diverse backgrounds and an all-time high in the number of international students (Institute of International Education), the need for transitional guidance is greater than ever. This diversity of student experiences creates a need to teach students how to utilize the various knowledges they bring to the university and how to capitalize upon the resources the university offers. Explicitly teaching metacognition, then, is

more important than ever.

In this chapter, I argue that writing researchers, writing faculty, and writing program administrators (WPAs) should more explicitly attend to the role of metacognition in the writing classroom—and beyond—because of its role in facilitating transfer and cultivating positive academic dispositions. After briefly describing the role of metacognition in research on knowledge transfer, as well as examining the power of metacognition as a threshold concept, I will explore the concept of pedagogical memory, as introduced by Susan Jarratt, Katherine Mack, Alexandra Sartor, and Shevaun Watson, not only as a theoretical tool for understanding how metacognition can be studied by composition researchers but as a teaching tool to help cultivate metacognitive practices among our students. In order to fully theorize pedagogical memory, I will build upon research in educational psychology and writing studies to define metacognition as a constellation of learning practices, namely reflection, self-assessment, and self-efficacy, articulating how it functions to support learning through the creation of pedagogical memories. Finally, I will look beyond first-year writing courses as a site for cultivating metacognition and forming pedagogical memories, to third spaces, which, I argue, are a potentially valuable site for researching how metacognition can be cultivated and for students to be able to enact their pedagogical memories. Such research can provide valuable insights into knowledge transfer and how students develop positive academic dispositions that enable learning across contexts.

Metacognition as Transfer

In order to think deeply about knowledge transfer and the role metacognition plays in facilitating it, it is important to review how transfer research has been theorized in the scholarship of teaching and learning and in writing studies itself. In her review of composition

studies of transfer, Wardle (“Understanding Transfer”), citing Terttu Tuomi-Grohn, breaks down transfer research into three useful categories. The first category, which includes “task” conceptions of transfer, sees transfer as a cognitive transmission of knowledge from one task to another. Many of these studies of transfer have been held in controlled or isolated settings, testing students’ knowledge as they move from one task to another. The second category, which includes “individual” conceptions of transfer, focuses on the learner’s disposition and how individuals create learning situations for transfer. This places the responsibility for transfer onto the learner. The third conception is related to “context,” which understands transfer as situated, sociocultural, or activity-based. Studies that argue for a situated conception of transfer suggest alternative terms to describe knowledge transfer, such as productivity or participation (Wardle, “Understanding Transfer” 67). A sociocultural conception of transfer focuses on the interactions and relationships between people and social activities, and an activity-based conception of transfer focuses explicitly on the interactions between individuals and contexts, especially seeking to understand the effects of the systemic activity of collective organizations (Wardle, “Understanding Transfer” 67-68). Wardle’s heuristic for understanding the history of transfer research in composition studies is useful as we consider the role of metacognition in each of these conceptions of transfer. Each of these conceptions of transfer offers a lens for looking at learning from different perspectives, and understanding how metacognition is understood through each frame will help us better understand how metacognitive practices support learning. As our understanding of transfer in the writing classroom has become more nuanced, so must our understanding of metacognition.

Capturing a relational view of how individuals and their prior knowledge interact with learning tasks, as well as contexts and multi-layered demands, can be difficult; however, in what

follows, I provide a framework for locating and understanding the learning demands individual students face when they enter the university and how these learners adapt and transform their prior learning experience and knowledge into useful resources through the deployment of pedagogical memories. I will examine how metacognition is a complex yet essential component for knowledge transfer, and how by teaching it in the classroom we can enable students to construct and use their pedagogical memories as learning tools.

Task conceptions of Transfer

Studies of knowledge transfer that focus on learning tasks tend to focus on either the distance between learning tasks or the complexity of the task, and are most often conducted in controlled settings. Task conceptions of transfer have traditionally divided the process of knowledge transfer into two categories: near transfer, the transfer of skills or knowledge to similar learning contexts, and far transfer, the transfer of skills or knowledge to dissimilar contexts (Thorndike and Woodworth). In their work in education research, David Perkins and Gavriel Salomon further articulate the transfer process by describing low-road (usually unconscious and automatic) thinking processes, which facilitate near transfer by triggering routines between similar contexts. Alternatively, high-road transfer, defined as conscious and deliberate thinking processes, facilitates far transfer through the mindful reflection on and adaptation of skills and knowledge from one situation to another. In other words, low-road transfer occurs in situations that are perceived as similar to the original learning context and relies on skills and knowledge that are often repetitive and directly applicable. High-road transfer is necessary between learning situations that are dissimilar and relies upon metacognition. In order to promote high-road transfer, direct application is not enough; an ability to recall prior

knowledge, assess it, and adapt it for the new learning context is necessary for high-road transfer to occur.

Individual conceptions of Transfer

In contrast to task conceptions of transfer, individual conceptions place the focus of research on how individual students tackle learning problems. Studies in this area often refer to “novice” and “expert” learners, and seek to understand what learning practices differentiate the two groups. Julie Foertsch notes that novice writers focus on surface-level features, while experts focus “on the underlying structural features that will help them solve the problem” (371). Similarly, Barbara Sitko notes that experts and novices operate with two different modes of thinking. She calls them “knowledge-telling” and “knowledge transforming” orientations, with the former associated with novice writers, whose texts primarily list information, re-telling what others have said; and the latter able to “accomplish alone what is normally accomplished only through social interaction--namely the reprocessing of knowledge” (Sitko 97). Patricia McCarthy, Scott Meier, and Regina Rinderer also describe this contrast in the cognitive processing of information, calling novice writers “shallow” processors who “simply memorize material,” while expert writers have a “cognitive style of ‘deep’ information processing...[they are] abstract thinkers who look for meaning in information, compare and contrast ideas, and evaluate information” (467). These studies focus on differentiating the cognitive processes of individual writers, focusing especially on the traits that make expert writers more successful and the limitations novice writers face. In each of these studies, the key differentiating characteristic between novice and expert writers is an ability to draw upon prior knowledge, think it over, and adapt it to new learning circumstances.

The above studies focus on differentiating expert learners from novice learners; however, when navigating the academic realities of university life, these labels do not neatly describe student experiences. In their longitudinal study of undergraduates at Harvard University, Nancy Sommers and Laura Saltz show the inherent contradictions in undergraduate academic work as students transition from high school to college and beyond. Their study not only focuses on student dispositions towards learning but also describes the academic expectations students faced, which requires them, on the one hand, to assume an expert role, confident in their academic abilities and sure of their right to be there while at the same time requiring them to take on the role of a learning novice, apprenticing themselves in the practices of academic work while being open to instructional feedback, willing to experiment, and developing faith in their abilities to fulfill new expectations (Sommers and Salz 134). Their study shows that students who saw themselves as strongly “expert” were often too rigid to change their writing practices and found it hard to adjust to college writing expectations while students who viewed themselves as productive novices showed more development in their writing abilities over time. This indicates that an individual student’s propensity to reflect upon and adapt their prior knowledge isn’t enough to make transfer successful; instead, students’ academic dispositions are highly situated within the context of each learning moment.

Understanding student dispositions is important for understanding why some students are able to successfully adapt their learning to various contexts. Dana Driscoll and Jennifer Wells have identified five key features of academic dispositions: first, that they are part of a larger learning system that includes the individual, the context, and the learning process. Second, dispositions are not intellectual traits; rather, they determine how students access their knowledge, skills, or aptitude in learning situations. Third, dispositions determine how students

participate in an activity system, especially their willingness to engage in transfer. Fourth, dispositions can be generative or disruptive, therefore positively or negatively affecting the learning environment. Finally, dispositions are dynamic, changing over time and between contexts. Through their studies of how individual students approach learning tasks, Driscoll and Wells articulate four specific learning dispositions that influence writing transfer. These dispositions—value, self-efficacy, attribution, and self-regulation—will be discussed in further detail later in this chapter when I describe how writing faculty and WPAs might help students develop metacognitive practices that will enable positive academic dispositions.

Understanding the relationship between tasks and the individuals attempting to engage with them can help us to understand how dispositions enable certain types of knowledge transfer. Cognitive psychologists divide learning tasks into two types of problems: well-structured problems, which have a single answer that can be identified, and ill-structured problems, which are messy and do not have certain, specific answers (Wardle, “Creative Repurposing”). In her FYW classroom research, Wardle noticed that when giving certain students ill-structured problems, some students respond with a creative repurposing of what they already know and with engaged attempts to learn more. Other students cannot or will not solve these ill-structured problems, and repeatedly—in the face of failure—keep trying to solve these problems in the same way, with “no attempt to repurpose, explore, or create” (Wardle, “Creative Repurposing”). Wardle describes these contrasting responses to learning problems as dispositions: the first, “problem-exploring dispositions,” is an orientation towards learning which includes curiosity, reflection, consideration of multiple possibilities, a willingness to do trial-and-error and a recognition that many solutions can work to solve a given problem. In contrast, an “answer-getting disposition” describes an orientation in which students seek the fastest route to the right

answer and are adverse to the consideration of multiple possibilities (Wardle, “Creative Repurposing”). These dispositions either enable or restrict students’ learning capabilities, and the metacognitive skill to recognize and regulate past learning experiences and respond to learning tasks enables the problem-solving disposition.

Context conceptions of Transfer

It is clear from this discussion of task and individual conceptions of transfer that both learning tasks and the individuals solving them exist within a larger learning context that affects how an individual responds to a learning problem. Student efforts to engage in the problem-solving necessary for learning is always linked to "the contexts in and across which they are working, learning, and acting" (Wardle, “Creative Repurposing”). There have been many attempts to capture this broader picture of contextualized learning, but context conceptions generally view transfer as situated, sociocultural, and activity-based. Context conceptions of transfer focus on the practices and processes that enable or restrict learning across situations, especially focusing on the interactions between individuals and social activities (Beach, Tuomi-Grohn and Engestrom, Wardle “Understanding Transfer”).

Understanding the social contexts of transfer means that we must look beyond First-year Writing to understand where and how students develop their writing knowledge. Students do not begin to develop their writing abilities in college; this knowledge is built over a lifetime of writing experiences. In their cross-institutional study of first year students, Mary Jo Reiff and Anis Bawarshi analyze the relationship between students’ prior discursive resources and their ability to use those resources in first-year writing courses. After surveying and interviewing students taking FYW courses, they found that students who were more successful college writers

had the ability to reflect and make connections between past learning and new materials. They write:

High-road transfer requires reflective thought, and such reflective thought requires metacognition—an ability to reflect on one’s cognitive processes—as well as the related ability to seek connections between contexts and to abstract and draw from prior skills and knowledge. (315)

Their research builds upon both Solomon and Perkins’ research on high-road and low-road transfer as well as Sommers and Saltz’s analysis of “novice” and “expert” writers. They complicate these task and individual conceptions of transfer by focusing on the relationship between tasks, individuals, and contexts. Through their research, Reiff and Bawarshi identified two types of students: “boundary-crossers” or students who have metacognitive awareness of learning situations that allows them to adapt prior knowledge in new learning environments. This corresponds with Sommers and Saltz’s idea of the flexible novice. The second group they called “boundary-guarders,” who are students that resist new writing forms and cling to prior learned knowledge, very similar to the rigid experts Sommers and Saltz describe. Reiff and Bawarshi’s study highlights the importance of directly developing metacognition in students so that they are able to use their prior writing knowledge in response to the increasingly difficult demands of academic life.

These studies on knowledge transfer indicate that metacognition is essential for successful writing and learning. That students enter the university with mature metacognitive abilities cannot be assumed; instead, we might view writing programs as the very place where metacognition should be cultivated. Wardle argues that "meta-awareness about writing, language, and rhetorical strategies in FYC may be the most important ability our courses can

cultivate” (“Understanding Transfer” 82). This raises a question about how, and to what extent, writing programs not only can foster students’ metacognitive abilities, but also how, and to what extent, we can teach metacognition to students throughout the writing curriculum, from basic writing to writing in the disciplines and writing across the curriculum (WID/WAC) programs. In the next section, I will underline why metacognition can be especially valuable for students transitioning into the university and how cultivating students’ metacognition at the entry point to the university can give them a strong foundation for future learning.

Metacognition as Threshold Concept

Upon being admitted to a university, students undergo one of the greatest transitions of their lives. They often move from the homes they grew up in to a new community. They often move away from the guidance and protection of their families to a new space where they need to build up a community of peers and mentors. This transition is physical, emotional, and social—not to mention academic—and students soon learn that there are new demands and expectations thrust upon them. Students must figure out how to meet their basic needs (housing, food, banking), manage their own schedules (and often much more free time than previously), figure out where and how to obtain campus resources, and they must figure out the academic demands of their classes (in a range of different disciplines across campus) (Leki). This is a lot to take on for any student, and today's college students are coming from increasingly far away (Matsuda).

Of course, entering the university is not the only transition students face: international students often grapple with the linguistic transition from language learner to language-user, and all students must learn to take on disciplinary writing and learning practices through their general studies courses and then as they transition into their majors. Finally, students must learn how to use the knowledge they have learned during their university study in workplace environments.

These transitions are not necessarily sequential, nor mutually exclusive. Students are facing multiple significant transitions in their learning lives throughout their time at the university. However, as I will show in the next section, transition underlies the very essence of learning, and the more we know about these moments of transition, the more we can help students.

The above studies on knowledge transfer point to the significance of the academic transition to college: that students are expected to inhabit seemingly contradictory positions in college as both novices and experts, and that in order to be successful learners and writers students must be able to balance these positions to promote learning rather than shutting it down. Additionally, the circumstances surrounding our past learning experiences inevitably color our present learning experiences, and at the same time, the process of recalling our past learning and reflecting upon it through reflective writing practices can be especially instructive for students and important for facilitating knowledge transfer. The research of Wardle, Sommers and Saltz, Reiff and Bawarshi, and others underlines the importance of supporting students through transitions because the learning experiences they have during transitional moments significantly impact their future learning experiences; similarly, attentiveness to student experiences while students grapple with their multiple academic transitions will help the university adapt its resources to the needs of future students.

King Beach provides a framework for understanding academic transitions, which he calls “consequential transitions.” He breaks down the term consequential transitions into its component parts: he defines transition as “developmental change in the relation between an individual and one or more social activities” and it becomes consequential “when it is consciously reflected on, struggled with, and shifts the individual's sense of self or social position” (42). Consequential transitions indicate a reflective struggle during moments of change

in the relationship between individuals and social activity. These transitions, and the struggle that accompanies them, is key to knowledge propagation and is a force for change. Beach writes: "consequential transition is the conscious reflective struggle to propagate knowledge linked with identity in ways that are consequential to the individual becoming someone or something new, and in ways that contribute to sociogenesis; the creation and metamorphosis of social activity and ultimately, society" (57). In discussions of knowledge transfer, scholars are increasingly turning to a vocabulary not of transfer, which is instrumental in nature, but talking about adaptation or transformation (Brent; DePalma and Ringer; Wardle). This idea of conscious reflective struggle underlies the push and pull that comes with working through new expectations and new knowledge, as we remember past experiences and knowledges and mix, match, blend them with present exigencies.

Another way composition scholars have been theorizing these academic transitions, especially between generalized academic knowledge and disciplinary knowledge, is through the lens of "threshold concepts." Threshold concepts are specific ideas within disciplines that are often viewed by outsiders as counter-intuitive or conceptually difficult (Meyer and Land 1). Threshold concepts are liminal, "portals" through which learners must pass in order to participate in disciplinary conversations (Adler-Kassner et al.). In their article describing how threshold concepts can be used as a lens for understanding writing transfer in the university, Linda Adler-Kassner, John Majewski, and Damian Koshnick describe how students learn these threshold concepts, a process that does not occur in a straight line, but instead in iterative and recursive stages. Working from Jan Meyer and Ray Land's research, they describe the three stages of learning threshold concepts: a pre-liminal stage, where tacit views about the discipline are interrupted as a learner first learns and begins to struggle with disciplinary ideas; the liminal

stage, where a learner becomes aware of her work with a concept, interacts with it, and begins to enact that knowledge; and finally, the postliminal stage where the learner is transformed, thinking like a member of the field, participating in disciplinary conversations and communities where these concepts are situated. As with Beach's conception of consequential transitions, struggle is at the core of moving across the threshold into new disciplinary knowledge. While a student is in the liminal stage, there is a back-and-forth in understanding and confidence as the student works through her understanding of this new knowledge. A learner might occupy two states at once: intense frustration and struggle with the knowledge that feels alien, counter-intuitive, or just plain difficult. The student might feel the sting of failure on an assignment or writing task. Yet, these moments of struggle or failure often force the necessary conceptual breakthrough or push the student to seek outside support for her learning.

This struggle with and ultimate transformation of knowledge both requires and creates metacognitive awareness of one's own learning. Adler-Kassner et al. write, "as learners move through these liminal stages, their knowledge also becomes less tacit and more explicit, discursive, and conscious, at least for a time--they not only know what they know, but they are also more likely to recognize that they know it" (Adler-Kassner et al.). This is not unlike the boundary-crossers Reiff and Bawarshi describe, who are able to adapt their prior learning knowledge, or the productive novices Sommers and Saltz found in their study, who may stumble during their early learning, but ultimately gain the necessary flexibility to become confident and successful learners. Although threshold concepts specifically describe the process of learning disciplinary knowledge, they can also be used to describe other learning struggles.

For many students, metacognition itself is a threshold concept: unfamiliar, as they will not likely have been asked to analyze explicitly their own thinking before, troublesome, as that

type of self-reflection is difficult. Metacognitive practices are usually tacit: not explicitly taught in school, as it is assumed that students will learn how to overcome challenges by seeking out help on their own, or through support from their friends and family, or by working through their struggles. Like concepts such as opportunity cost in the field of Economics or signification in the field of literary and cultural studies, the concept of metacognition alters the way students approach learning problems. Introducing vocabulary about learning to students enables them to name their learning problems and think through solutions. In the case of metacognition, teaching the concept as a constellation of academic practices helps students build confidence in their capabilities to solve learning problems. However, with the vast diversity of today's college students, with widely varying levels of academic preparation, such metacognitive knowledge cannot be assumed. Jessie Moore, Kimberly Pyne, and Paula Patch describe this additional burden placed upon underrepresented students:

Once accepted to college, underrepresented students must then compete with peers who may have experienced a greater variety of privileged extracurricular opportunities . . . as well as the confidence passed along by family members who possess generations of college experience In addition, colleges tend to reflect dominant cultural modes in their curriculum, climate, and student body culture, and students from underrepresented groups often report feeling marginalized or outside of the college experience for a variety of reasons.

As we have seen, having the metacognitive agility to integrate new learning knowledge with prior knowledge—both from school contexts as well as outside—is essential to success in college. Yet, for many students, especially those from non-traditional academic, cultural, and linguistic backgrounds, the transition to college is especially challenging. These students may

struggle the most, thus opening them to learning possibilities, but without guided metacognitive practices these students may never move beyond the liminal stage of learning.

Both Adler-Kassner et al. and Beach note the importance of transition as a site of struggle and of significant learning. It is the moments when learning is not easy—when it requires struggle, reflection, exploration, and work—that metacognitive growth occurs. These moments are not only significant transitional moments in students’ academic journeys; they are also memorable.

Metacognition as Transformation

How individuals store and deploy memories is an important component of knowledge transfer. In discussions of task, individual, and context conceptions of transfer, knowledge is often viewed as a chunk of information that learners must learn to apply in a new situation. However, the process of remembering prior learning is inevitably colored by the present situation. In their CWPA award-winning essay “Pedagogical Memory: Writing, Mapping, Translating,” Jarratt, Mack, Sartor, and Watson investigate how the skills developed during FYW courses are remembered by third- and fourth-year students. In their research, they found that when asked about their past learning experiences, the students’ learning narratives were affected by more than just the course content; instead, the stories they told were affected by the demands of their daily lives, their emotional responses to learning, and the social experiences they had during their studies. In contrast to reflection, which is an individual practice, pedagogical memory is inextricably tied to social contexts, past remembered moments, and present exigencies—that is, it is intertextual, situated, and interpersonal. Jarratt, et al. define pedagogical memory as “a process of remembering writing not tied to a single writing class or written product and shaped, but not wholly determined by, the discourses and strictures of

institutional assessment. Pedagogical memory comes from individual students, but ... it is produced from a broadly shared, collective experience" (49-50). This definition shows three important ways working with pedagogical memories facilitates metacognitive development. First, it acknowledges the diversity of experiences—both in school and out—that define our writing and learning experiences. Second, it acknowledges the dialectical relationship between individuals and social contexts. Students share many similar schooling experiences, yet individuals may interpret them differently. Also, through different learning contexts, students may find similarity in their individual responses to challenges. Third, and most importantly, this definition of pedagogical memory describes the process of remembering the past through the lens of present, often collective, classroom experiences.

Memories are not fixed objects; rather, memories are flexible ideas that re-create past experiences through the filter of present exigencies. In this sense, memory is essential for learning, as Foertsch explains: "it is the ability to recall and use previously encoded information that makes all learning possible" (364). Memory is not stored in a specific location in the brain but is "a *pattern of activation* that is distributed over many neural connections" (367). Therefore, it is important to understand how memories are stored in order to think about how memories can be used for learning. There are two main types of memories: semantic, which refer to generic bits of knowledge or an entire class of entities, such as knowledge of cars. Episodic memories refer to knowledge that is tied to a particular context in space and time, such as riding in your uncle's car last summer (Foertsch 365). Episodic memories are easier to retrieve because of their specificity, while semantic memories are more useful because they contain more generalizable information. However, it is not useful to view episodic memories and semantic memories as sequential (with episodic memories building to create semantic memories), nor as either/or (a

memory would fall into either one category or the other one). Instead, Foertsch explains, memories are interwoven and may serve different purposes depending upon context.

Memories are closely tied to our senses: the sensory inputs that make up our experiences also determine how our memories are stored and retrieved. James Sulzen describes a two-tier process of memory storage, with sensory modes (hearing, taste, touch, movement, scent, and sight) on the first tier, and with second tier consisting of emotional/affective, linguistic, and spatial modes (4). Although many studies show that categorizing information helps with memory recall (which promotes semantic generalization), Sulzen's research indicates that accounting for sensory modes further promotes recall: "modality is a stronger associative bond than category seems to be, and...perhaps modality association occurs because it is a deeper underlying mechanism than category" (15). This shows a need to account for not only academic knowledge for learning to occur, but also for the sensory modes associated with learning. This is already done in many writing situations when students are asked to "show not tell" or to create vividly descriptive introductions to their essays. However, faculty can support additional learning if they promote sensory learning and recall in all learning environments.

It is clear that in learning environments, students can easily learn and store episodic and sensory information and that their semantic memories are not only based upon the generalized classroom knowledge they obtain over time, but also include students' extra-curricular learning experiences as well as motivations, emotions, sense of self, and sensory learning experiences. This is important information to consider in the writing classroom: some students can easily make connections between classroom writing experiences, outside writing experiences, and generalizable knowledge about writing that we teach (Foertsch 370). However, some students may lack the necessary writing experience to "truly understand how the general strategies we

teach them will apply” (370). In writing classrooms, Foertsch argues, it is important for teachers to give explicit instruction on the ways semantic generalizations will tie together students’ varied writing experiences (370). This type of explicit instruction requires students to interrogate their past learning experiences in relation to new generalized knowledge in order to understand and adopt new knowledge. Invoking students’ pedagogical memories does just this: inviting students to recall learning moments allows them to access episodic memories, but doing it within the new learning context encourages generalizability as students make connections between past learning experiences and present learning demands. Supporting students’ development of pedagogical memories through reflective writing and active learning, especially during transitional learning moments, gives them a chance to pause and reflect upon their past knowledge, present learning, and future learning goals. It encourages them to think about past learning successes and failures and to work through how they learn, what their strengths and weaknesses are, and where they can turn for support. As these transitional moments are also often moments of struggle, supporting the development of students’ metacognitive practices, especially reflection, self-assessment, and self-efficacy, through writing can prepare students to become adaptive learners when they face future learning difficulties.

Given what we know about the importance of metacognition as an essential practice for college-level learning and its significance for supporting students through academic transitions, it becomes especially important to understand what cognitive practices make up metacognition and how those practices support learning. In the next section of this chapter, I will turn to research in educational psychology and writing studies, which define metacognition as a two-part process consisting of metacognitive awareness and metacognitive management. Then, I will articulate three metacognitive practices—reflection, self-assessment, and self-efficacy—that can and

should be developed through the cultivation of pedagogical memories. Although writing courses can be important sites for metacognitive development, I will conclude this chapter arguing that limiting metacognitive instruction to FYW courses isn't enough: writing programs should look to third spaces beyond the classroom as important sites for studying how metacognition can be supported and also as pedagogically significant locations for enacting metacognitive practices.

Defining Metacognition

On the most basic level, the term metacognition means “thinking about one’s own thoughts,” but in practice, it is much more complex. Anne Beaufort describes metacognition as “vigilant attentiveness” to high-level questions during the writing process, asking “how is this writing task similar to others? Or different? What is the relationship of this writing problem to the larger goals and values of the discourse community in which the text will be received?” (152). She calls this process of questioning “reflection-in-action” which describes the active learning that occurs when a student practices metacognition.

Despite this recognition of a student’s active involvement in metacognitive thinking, metacognition is often used as a synonym for reflection. However, metacognition is a more complex concept, referring to a constellation of thinking practices that enable learning. In the introductory chapter to the edited collection *Metacognition in Educational Theory and Practice*, Douglas Hacker breaks metacognition down into three categories. First, “metacognitive knowledge,” or thoughts about what one knows; “metacognitive skill,” or thoughts about what one is currently doing, or “metacognitive experience,” or thoughts about one’s current cognitive or affective states (Hacker 3). Elaborating on metacognitive knowledge, as it is especially important for learning, Hacker writes:

Metacognitive knowledge refers to one's stored world knowledge . . . one's knowledge or

beliefs about three general factors: his or her own nature or the nature of another as a cognitive processor; a task, its demands, and how those demands can be met under varying conditions; and strategies for accomplishing the task (i.e., cognitive strategies that are invoked to make progress toward goals, and metacognitive strategies that are invoked to monitor the progress of cognitive strategies). (5)

Although there is some debate about the distinctions between metacognitive states, there is agreement about the function of metacognition in learning. Researchers in cognitive and educational psychology and practitioners alike agree that metacognition is not simply the ability to think about one's thinking; rather, it is a two-part process that refers to "knowledge of one's knowledge, processes, and cognitive and affective states as well as the ability to consciously and deliberately monitor and regulate one's knowledge, processes, and cognitive and affective states" (Hacker 11). This metacognitive ability to not only recognize one's thinking, emotional, and learning processes but also be able to monitor and regulate them is essential to learning. Additionally, learning to recognize and regulate these processes gives students the important life-long ability to work through learning problems.

In their study of second-language learners in Sweden, Raffaella Negretti and Maria Kuteeva operationalize metacognition into two components: first, metacognitive awareness, or learners' awareness of a writing task's requirements and the thinking and learning strategies necessary to fulfill said task; and second, metacognitive management, or how learners use metacognitive awareness to control their own thinking and learning (97). Their division of metacognition into two separate skills denotes the complex process that goes on when a student practices metacognition. It not only includes understanding the learning task in front of them, but also a command of the thinking and learning processes necessary to respond to the learning task.

These definitions of metacognition as a two-part process echoes the pedagogical nature of metacognition that Jarratt et al. describe in their discussion of pedagogical memory; that is, the process of recall and reflection is a complex learning process on its own, as the student reconstructs past learning experiences to fit with current demands. Far learning doesn't require a simple "first understand, then apply" method of transfer; instead, it requires a student to engage with past knowledge through the filter of present circumstances.

In writing studies, Barbara Sitko turned to research in cognitive psychology to explain how metacognition functions in writing (94). For students, the two-part metacognitive process includes understanding both the writing task in front of them and their cognitive resources, and an ability to regulate one's own thinking in response to those variables. She also notes that two types of knowledge are important to metacognition: "(a) *process knowledge*, such as setting goals, evaluating goal progress, and making necessary adjustments; and (b) *product knowledge*, such as awareness of text types, structures, and organization" (94). This division of metacognition into two separate skills, applying to two types of knowledge, denotes the complex process that goes on when a student practices metacognition when writing. This process not only includes understanding the learning task in front of them, but also a command of the thinking and learning processes necessary to respond to the learning task. This means, that when we talk about metacognition in the writing classroom, we need to be referring to both the ability to reflect upon one's learning and writing *and also to assess it, revise it, and reach out for help when one needs it.*

Metacognition originates early in life, when one develops an awareness of oneself and one's mind; however, metacognitive abilities are not fully developed without guidance—in contrast to other intellectual skills (Kuhn and Dean 270). Childhood-education researchers

Deanna Kuhn and David Dean, Jr. write that metacognition is central to the learning process, as it enables individuals to use skills across contexts, when under their own cognitive control:

It is usually not difficult to teach a child to perform a particular procedure in a particular context. But it is the meta-level of operations that determines whether the child will continue to exercise this skill in other settings once instruction is withdrawn and the child resumes meta-level control of his or her own behavior. (270)

Since schools do not typically explicitly teach metacognitive practices, the metacognitive abilities of students varies widely. Some students are able to develop these skills on their own; while other students have not yet integrated metacognitive practices into their academic routine by the time they reach university study. Acknowledging metacognition's importance for advanced learning activities, Kuhn and Dean found that metacognition can be facilitated in the classroom through reflective and evaluative learning activities (270). Additionally, they note that an added benefit to developing metacognition through teaching is increasing students' investment in classroom activities (270).

In her in-depth study tracing one student's writing experiences over his undergraduate years, Anne Beaufort also underlines the importance of explicitly teaching metacognition to undergraduates. She argues that metacognition "increase[s] the ability to learn new writing skills, applying existing knowledge and skills appropriately (i.e. accomplishing positive transfer or learning)" (Beaufort 152), and that teaching metacognitive activities is important for students to develop these writing abilities. Moreover, Beaufort notes that students will also benefit from learning the key learning and writing concepts that will help them understand and articulate their learning process in new learning contexts. That is to say, teaching students how to talk about their learning and writing processes is very important to activating their metacognitive

capabilities. It is difficult to describe cognitive processes without a vocabulary with which to do so.

Metacognition in University Writing

As research in writing and learning increasingly indicates the importance of teaching metacognition, many instructors have integrated reflective writing tasks into classroom practice. However, this chapter argues that although the concepts of reflection and metacognition have much in common, in fact, the term metacognition is shorthand for a larger set of learning concepts. In the following section, I will break metacognition into three essential parts: reflection, self-assessment, and self-efficacy, arguing that all three metacognitive practices must be present for effective learning to occur.

Reflection

The first essential component to metacognition is *metacognitive awareness*. Negretti and Kuteeva define metacognitive awareness as learners' awareness of a writing task's requirements and the thinking and learning strategies necessary to fulfill said task (97). When facilitating the development of metacognition, many instructors turn to reflective writing activities. The process of remembering past learning for present and future learning goals is an important mechanism for developing metacognitive awareness, which, in turn, facilitates the transfer of learning across contexts (Nelms and Dively).

Kathleen Blake Yancey has been a long proponent of teaching reflection in the writing classroom. Her 1998 book *Reflection in the Writing Classroom* underlines the importance of reflection in both developing students' writing abilities and in developing a responsive writing pedagogy in writing courses. Yancey defines reflection as a combination of three processes: projection, retrospection, and revision (6). As Yancey defines reflection, a writer must have a

metacognitive awareness of projected course goals, a retrospective ability to use prior knowledge, and an ability to mediate between the two via revision. In her three-step reflective writing process, students would reflect upon a draft of their writing and then revise based upon the following:

1. goal-setting, revising and refining
2. text-revising in the light of retrospection
3. the articulating of what learning has taken place, as embodied in various texts as well as in the processes used by the writer. (6)

Yancey highlights the dialectical relationship between past and future that occurs in the reflection process, as individuals must consider “what we know, what we have learned, and what we might understand”(6).

Reflection is an essential metacognitive practice that enables students’ awareness of learning situations. If we remember Yancey’s definition of reflection as the processes of projection, retrospection, and revision, it becomes clear that reflection is a process that mediates between past, present, and future. This ability to retrieve past learning knowledge and relate them to present exigencies as well as anticipated learning needs is one that distinguishes experienced writers from inexperienced writers. Barbara Sitko notes this contrast in the habits of inexperienced writers, who

fail to search their memories or their environments for help in generating content; they organize what they write primarily into lists; they do not identify audience as a crucial rhetorical influence on their purpose and goal, nor do they review globally or consider reader needs as criteria for rewriting. They appear to lack awareness that memory search,

organization guided by purpose, and attention to the readers are required for effective writing. (98)

Writers who do not approach writing tasks metacognitively are, thus, less able to utilize their own writing knowledge and lived experiences as resources for writing. They are less able to effectively relate their writing to their audience. They struggle with revision tasks. In contrast, writers who have a metacognitive awareness of their writing tend to be more successful in these writing tasks. Therefore, it is important to understand how to develop students' reflective abilities and metacognitive awareness of writing.

Reflection has become an essential part of composition pedagogy. Asking students to reflect upon writing tasks during in-class free writes, to write course reflections at the end of the term, or to keep writing diaries are all common strategies for cultivating students' reflective abilities in writing classrooms. These practices are important, especially when they are repeated, as students' reflective capabilities are habitual and learned (Dewey as cited in Yancey, 9). However, the function of these reflective pedagogies has been largely focused either on student assessment or on faculty curriculum development, not as a pedagogical tool to enable students to become better learners beyond their writing courses. Yancey writes, "work in reflection has been motivated, then, as much by interest in changing teacher practice as by interest in assessing student work, with faculty *recognizing and generating their own contextually sensitive theories of practice*" (Yancey 8). This focus on creating a pedagogy that is responsive to students and their needs is important; however, by not considering the broader pedagogical power of metacognition, instructors who use reflective practices to develop students' metacognitive awareness in their classroom without also facilitating metacognitive management have missed an opportunity to empower their students to become agents of their own learning.

Reflective writing activities are most often understood as individual practices, with students engaging in the act of remembering and reflecting either on their own (through writing journals) or in dialogue with their instructor (when the work is collected). In contrast, pedagogical memories are explicitly social, acknowledging that the stories individuals tell come from shared memories, and those memories are influenced by their peers, their emotions (both then and now), and by the complexities of their daily lives. Additionally, the process of remembering anchors these reflections in specific moments, activating sensory details that may not seem significant to reflective writing. Shifting the learning task from ambiguous reflection to a more specific remembering enables students to access specific learning details that tangibly influence their learning. For example, a Chinese international student remembering some advice given in their TOEFL preparation class has the ability to reflect upon the validity of this information in the new writing context. Foregrounding the dual nature of pedagogical memory, that is, remembering educational moments so that one can learn from them, gives reflective practices additional metacognitive power. Inviting students to do so in a class context provides a framework and a vocabulary for these recollections. In an educational setting, students come in with a variety of incomes: prior writing knowledge, learning experiences, and affective relationships with writing and learning, but when students participate in a course together they create a common language that can be used in this memory reconstruction.

Self-Assessment

The second essential component to facilitating students' metacognitive abilities fostering students' self-regulatory capabilities, or their ability to manage learning demands. This *metacognitive management* requires the development of self-assessment capabilities. Self-assessment refers generally to a student's ability to monitor his/her learning abilities. It can also

be called self-evaluation or self-appraisal. Self-assessment abilities can be situation-specific, i.e. "one in which the individual judges a particular piece of work according to some standards of effective writing," or more general, i.e., "assessment of one's ability to write effectively" (McCarthy, Meier, and Rinderer 465). In the vocabulary of metacognition, self-assessment as a key component of metacognitive management, enabling students to realistically assess how their knowledge and abilities allow them to complete a learning task. Students' ability to assess their work is especially important to becoming self-sufficient learners.

Often, self-assessments are not solely based upon one's abilities as a writer; instead, one's affective relationship with writing plays a significant role. In fact, "self-assessments of one's affective states often serve as the gateway to further assessments concerning the task, its demands, the knowledge necessary for its completion, and strategies for its completion" (Hacker 10). Therefore, it is important to attend to the emotional features of writing while cultivating students' metacognitive abilities. This is another area where the framework of pedagogical memory can be powerful. Inviting students to remember specific writing moments from their past may be awkward, painful or exciting; however, examining those affective experiences through the context of metacognitive awareness can help support those students as they learn to assess their writing in a more neutral context.

The ability to accurately assess one's writing abilities, whether generally or for a specific writing task, is extremely important for students' continued success as writers and learners. Self-assessment and motivation are clearly related; for example, if you think you're bad at math (or writing), you are less motivated to attempt a solution to a challenging problem, and less motivated to monitor and regulate the attempts you do make towards finding a solution (Hacker 10). If we remember that metacognition is a two-part process, consisting of metacognitive

awareness and metacognitive management, then the ability to assess one's writing capabilities is important for success as a writer. Experienced writers tend to have stronger self-assessment capabilities, and are better at diagnosing problems in their own texts as well as in their peers' texts. They tend to focus on higher-level concerns, whereas "less experienced writers define revision as word and sentence-level change" and often avoid revising larger problems in their texts, even when pointed out to them (Sitko 98).

Self-assessment can be built by reflecting on writing prompts and sample papers and through peer review activities. But it isn't enough to reflect upon what a writing prompt says or why one paper might be stronger than another; it is essential to consider both *how* and *why* students perceive the choices writers make in the way they did (Rounsaville, Goldberg, and Bawarshi 108). For example, when working with sample papers, instead of explaining to the class why that paper is good (or flawed), the instructor might give it to the students to grade themselves using the course rubric. After grading on their own, students might share their rubrics within groups, explaining their decisions to their peers. Finally, the group must reach consensus and share it with the class. This type of grade norming requires students to not only assess an essay, but also defend their assessment, encouraging them to deeply consider the meaning and function of the assignment, how the rubric is used, and what the instructor might be looking for. After this type of norming process, the same rubric and language can be used for peer review activities and for students' own revision process. The process of evaluating one's own writing is not only a useful classroom tool, it provides students with guided practice in metacognitive management, where they learn to evaluate writing according to outside criteria and then thoughtfully revise their own work in response.

Self-Efficacy and Help-Seeking Behavior

Self-assessment and self-efficacy are closely tied together, as they both fall under the category of metacognitive management. Self-efficacy can be most simply defined as “one's confidence in one's ability to perform tasks required to cope with situations and achieve specific goals” (Sanders-Reio, Alexander, Reio, and Newman 1). Self-efficacy is the most active part of metacognitive management, where learners form a response to challenging learning tasks. By learning self-assessment strategies, students learn to monitor their learning capabilities; while developing self-efficacy, students learn to be confident in one's capabilities as a writer and where to seek help when they need it. Having confidence in one's capabilities as a writer is integral to self-efficacy. Often, assessment and efficacy operate in a cycle:

Evaluations about one's abilities (efficacy expectations) develop as individuals attempt a behavior and receive feedback about the quality of their performance. Furthermore, efficacy expectations lead to performance, followed by feedback and further development of expectations ... Efficacy, then, can affect what behavior people will attempt in the first place and how long they will persist in the face of obstacles (McCarthy, Meier, and Rinderer 466).

People with high self-efficacy, then, are more likely to take on challenges, try harder, and persist longer. They are less apprehensive about anxiety-producing situations, and are more likely to confront them directly (Sanders-Reio, et al. 1). In contrast, people with low self-efficacy tend to avoid challenges and avoid anxiety-producing situations. One's efficacy expectations clearly correlate with their writing performance; however, this relationship does not only flow in one direction: as students perform poorly, they feel bad about their capabilities, which gives them lower self-efficacy, and then lower performance the next time. Educational psychologists

Patricia McCarthy, Scott Meier, and Regina Rinderer conducted a study that confirmed this relationship between writers' self-efficacy beliefs to apprehension and performance. They found that "Individuals with greater writing apprehension tend to be less effective writers, while those with less apprehension are better writers" (McCarthy, et. al, 467). Although they are unable to draw a causal link between beliefs about writing, self-efficacy, and performance, McCarthy, et al., agree that one important component to supporting students' writing development is strengthening their efficacy expectations about writing.

Understanding students' writing expectations and motivations, as well as how they regulate their learning practices, is all a part of understanding why some students are effective learners while others are not. In their study of student writing dispositions, Driscoll and Wells identified four key dispositional orientations that can be generative or disruptive towards learning: expectancy-value theory of motivation, self-efficacy theory, attribution theory, and self-regulation. They define expectancy-value theory of motivation as the relationship between the value students place upon a learning task and their motivation, performance and persistence, meaning, if a student values a learning task, she is more "*willing* to engage with the mindful abstraction and put forth the mental effort to generalize from past learning to new learning situations" (Driscoll and Wells). Their second disposition, self-efficacy theory, similarly argues that self-efficacy is essential for students to be able to confidently learn. They write "Self-efficacy theory suggests that, in order for students to do the work that successful transfer requires, they first have to hold developmentally generative beliefs about their ability to do that work and to accomplish their goals." These developmentally generative beliefs include positive orientations towards learning and belief in one's capabilities to complete a learning task. The third disposition, attribution theory, highlights one, often missing, component to persistence in

learning: locus of control. If a student consistently places blame for learning challenges and failures on outside forces, such as bad luck or a non-supportive instructor, it can be difficult to regulate one's response in a future similar learning situation. However, if a student can find her role in the learning challenge, it becomes possible to work through a difficult learning moment. Finally, Driscoll and Wells describe a fourth learning disposition, self-regulation, which they describe as the "process learners go through when they choose how they will adapt to new learning situations." Students who have a self-regulation disposition have fully-developed metacognitive practices: they are able to productively reflect upon a learning situation and connect it with past learning experiences and future learning expectations. They can effectively assess the demands of the learning situation and how their own capabilities meet those demands, and finally, these students have the ability to make a plan for effectively completing the learning task. Driscoll and Wells note the close relationship between self-efficacy and self-regulation: "individuals with high self-efficacy tend to be good at setting reasonable and achievable goals for themselves. An efficacious learner already has the predispositions, including motivation, to engage in self-regulation." There is a self-perpetuating relationship among metacognitive practices: when a learner learns to accurately assess and reflect upon one's writing capabilities, she becomes better at managing the writing task and reaching out for necessary help, thus building confidence. And as that student becomes more confident, their metacognitive abilities enable further confidence, as the student comes to understand that it isn't external factors that are creating their success; instead, success is the result of her hard work, flexible learning practices, and academic support.

Confidence in one's writing abilities is important to becoming an effective writer, but confidence is not enough for a writer to become a strong writer in all contexts. Equally as

important to self-efficacy is developing a student's help-seeking behavior. As self-assessment and self-efficacy work together, there are many situations in which a student might confidently assess that she does not know how to tackle a particular learning challenge. If a student has developed adaptive help seeking behaviors, then she will have a "recognition of the need for help, knowing what type of help to seek, and whom to ask" (Williams and Takaku 2).

Developing help-seeking behavior aids students when they face challenging tasks. At first, these students may ask for help often; however, as these students become stronger, more adept, learners, they will not need to seek outside support as often. Such adaptive help-seeking behavior is recognized as "a component of self-efficacy, which consists not only of self-regulated learning but also of one's belief that he or she can perform well on a designated task" (Williams and Takaku 2). This belief in one's ability to perform a specific task is strengthened by a student's ability to seek and receive support during learning challenges.

Help-seeking behaviors often include physical spaces. If we return to the concept of pedagogical memory, it is often the physical, episodic, memories of help-seeking behaviors that distinctly support students' later learning. Once a student learns where a writing center is located and he visits the center and works with a tutor, it becomes easier to enter that space once again when he needs help. Adaptive help-seekers are wise to seek out help when (or before) they first need it, so that when they face a challenge they know where to go for support. Although they may regularly reach out for help at first, their ability to assess their learning abilities and confidence in their own capabilities often results in less dependency on support structures later. These learners have developed metacognitive abilities that allow them to assess their own writing abilities, confidently gauge their ability to produce what is necessary for the task, and seek help when necessary. Once they do obtain help, they are able to reflect upon the knowledge

they have obtained and integrate it with prior knowledge, thus developing a pedagogical memory of this learning experience.

Cultivating Metacognition in Third Spaces

Studies of first-year writing programs like those conducted by Wardle, Reiff and Bawarshi and Sommers and Saltz have been central to writing transfer research and composition pedagogy. These studies have generated important knowledge about how writing knowledge is developed and used by undergraduates. Through our defense of first-year writing program mandates we have developed a deeper understanding of how writers learn and deploy writing knowledge, and therefore, our writing curricula have become more responsive to student needs as ever. However, it is also becoming clear that FYW courses are not the only location where writing programs can, and should, develop students' writing abilities and composition courses may, in fact, play a less important role in writing development than teachers—and researchers—suggest. In her longitudinal study of four multilingual undergraduates, Ilona Leki concludes that “In doing this research, I came to the opinion that writing researchers, in both L1 and L2, myself included, suffered a kind of professional deformation, exaggerating the role of writing in the lives of L2 undergraduate students and in their intellectual and academic development” (283). This very pointed observation underlines a problem that many composition researchers have recently noted: much of the learning that students do occurs outside the classroom. Despite (or because of) the required nature of most FYW courses, students often see these courses at worst as a burden or a “hoop” to jump through and at best a non-disciplinary place to practice one's writing (whether or not it will be useful later) (Bergmann and Zepernick).

Moreover, first-year writing courses operate within a set of institutional constraints that can limit creativity and innovation. The power relations of institutions and departments often

affect how first-year writing courses are taught and by whom. The time and space of FYW programs is defined by the master narrative of the composition field, institutional decision-making, and department leaders—least of all by individual instructors. Even though composition research may point to a set of practices, such as “Writing about Writing” or “Teaching for Transfer,” that would benefit students in their later writing and learning practices, FYW courses are so defined and overburdened by outside expectations that these courses may not be a practical place to implement pedagogical change.

In an effort to account for students’ lives outside the classroom as well as seek out places for pedagogical innovation, a number of composition researchers have begun to look outside the classroom at sites where writing knowledge is exchanged. These places, termed “third space,” include physical locations such as office hours, writing studio courses, and writing centers, as well as cognitive space that brings student learning outside the classroom together with classroom learning tasks (Fraizer; Grego and Thompson; Mauk). Johnathon Mauk critiques institutional orientations towards traditional classrooms, arguing that students today are disconnected from, or passing through, colleges and universities, and, as he writes “academic space is not an integral part of their intellectual geography” (369). Instead of trying to change students to fit institutional expectations, he argues that institutions need to create spaces that are relevant to the students. He argues that FYW courses are one of the first places that students and academia collide, and as such, it should be a space co-constructed with students. He offers the concept of third space as a “heuristic for orienting the acts of teaching and learning writing in increasingly spaced-out college environments” (Mauk 370). Mauk recommends creating a writing curriculum that creates a cognitive third space between academic and workplace life, challenging the institutional limitations of classroom space and opening classrooms up to

possibilities for conversation and innovation, bringing students and pedagogy together.

Mauk is not the only composition researcher using this terminology to consider spaces beyond traditional classrooms. In addition to Mauk's cognitive conception of third space, researchers have also utilized the concept to describe physical locations outside the classroom. Grego and Thompson write extensively about writing studio courses where peers and instructors share writing knowledge, contributing a new approach to writing pedagogy. Like Mauk, they use the idea of third space to challenge institutional and disciplinary ideas of what writing pedagogy can look like and giving them an innovative space to work with under-developed writers. Fraizer similarly uses the concept of third space to explore a "coaching" model where the educational needs of diverse students might be met (p. 52). His study aims to understand how transfer might be facilitated in students who have completed FYW courses by introducing and applying "teaching for transfer" concepts to the writing tasks students encounter in the disciplines. Writing centers are also an important a third space that has an ongoing relationship with students, helping students to apply prior knowledge to new writing tasks in a reflective way. Frazier notes that:

Alternative teaching spaces offer students an opportunity to "connect the dots" and expand their conceptual writing maps when they are both developmentally and strategically ready. Students can be helped to "make the leap" from what they're doing in one form or rhetorical arena to another and appreciate that every time they make such a leap, they are transforming their writing topography. (53)

Having locations outside the classroom to support and facilitate the metacognitive awareness and reflection necessary to facilitate far transfer allows students to continually develop their metacognitive strategies and learning abilities.

Both physical and cognitive conceptions of third space point to the need to engage

students where they write; whether it is in physical locations outside of class or in cognitive spaces that may not look like traditional academia. These studies of third space open up many possibilities for studying non-traditional locations of learning. Although both Grego and Thompson's and Fraizer's studies show the need to provide ongoing writing support for students, there is great possibility for pedagogical innovation in the liminal space between high school and college. This time is fraught with changing demands and expectations, but it is also a time of incredible openness and opportunity for students to build new relationships and create new academic dispositions. At the same time the students are undergoing a personal transformation, our universities are adapting to new diverse student populations. Beach argues that in these situations of ongoing change, a consequential transition requires "conscious reflective struggle" as the individual becomes something new and also becomes an agent of creation and change within social activities (57). Beach emphasizes the importance for researchers to consider not only on the change individuals experience or the changes to social activity, but the relationship between the two, which he calls "developmental coupling" (47). These moments are defining for both students and universities. As new students enter the university, they are building new social relationships, adapting to new physical spaces, and very quickly forming the academic habits that will shape their university experiences. At the same time, each incoming class of students shapes the university for years to come, constructing the social and academic experience of the university as they participate in it. If researchers seek to understand how students learn at the university, it is necessary to be alert to the developmental coupling that goes on as students adapt to the university and the university adapts to them.

Expanding the focus of composition research beyond the traditional writing classroom into the interstitial space between high school and college provides insight into how students'

prior writing knowledge can be transformed into pedagogical memories that persist over time. These spaces outside traditional academic courses often engage students with writing and learning in a different way and enable new types of pedagogical innovation. By looking at how metacognitive practices can be taught and developed outside writing classrooms—as well as inside—writing researchers, writing faculty, and writing program administrators can gain valuable insights into knowledge transfer and how students develop positive academic dispositions that enable learning across contexts. Through the construct of pedagogical memory, we can more fully cultivate and measure metacognition in writing, that is, by building writing curricula that facilitate reflection, self-assessment, and self-efficacy, to give students a vocabulary by which they can write and talk about their writing and learning practices.

Developing students' metacognitive abilities is essential for university study, especially during moments of transition. Whether during the transition from high school to college, general studies to disciplinary work, or between college and the workplace, students not only need, but are especially open to, the conscious, active reflection that is the foundation to metacognition. By incorporating writing practices that facilitate reflection, self-assessment, and self-efficacy students will become more adept learners, better-equipped to transfer and transform their prior knowledge to new learning contexts.

Chapter 2. GETTING WRITING READY: DEVELOPING METACOGNITION AND CONFIDENCE AT A TIME OF ACADEMIC TRANSITION

As I argued in Chapter One, expanding the focus of composition research beyond the traditional writing classroom into the interstitial space between high school and college can help us understand how students can transform their prior writing knowledge into pedagogical memories that can foster better metacognition and more successful knowledge transfer. By invoking students' writing and learning memories in the writing classroom and by teaching metacognitive practices, writing instructors can cultivate these pedagogical memories for students to use in their future writing experiences. In practice, this chapter examines a writing program that has developed a writing curriculum that explicitly teaches reflection, self-assessment, and works to build students' self-efficacy and confidence, giving students a vocabulary by which they can write and talk about their writing and learning practices.

In this chapter, I examine a writing course at the University of Washington, English 108: *Writing Ready*, which occupies a third space outside the traditional academic calendar and where metacognitive practices are explicitly taught and developed, providing opportunities to engage students with writing and learning in a different way. In the case of this Early Fall Start writing course, students are asked to recall their prior writing and learning experiences, analyze those experiences with support from academic research on writing and learning, and, finally, to research a learning question and present their knowledge within a community of peers. Because this course takes place before they officially begin their university study, students are able to spend these four weeks becoming acquainted with the campus community, focusing on only the writing and learning demands of this one course. Similarly, *Writing Ready* instructors are invited

to approach the teaching of writing in a new way, allowing for innovative teaching practices that permeate their future teaching experiences. This research site provides important data for understanding what a course explicitly focused on developing students' confidence in writing and understanding of learning concepts looks like in practice, in order to trace its impact on students over time.

This chapter explores the formation of *Writing Ready* and examines both the curricular objectives of the course and day-to-day classroom activities to understand how students' pedagogical memories were encouraged and developed over the course of four weeks. Using the socially-situated construct of pedagogical memory, this chapter examines how a writing course that facilitates reflection, self-assessment, and self-efficacy, as well as teaches students a vocabulary for describing their writing and learning practices, models and develops metacognitive practices for students transitioning into college. Using a grounded theory approach to understanding both the institutional context of the course and instructor interpretations of the course curriculum, I analyze course materials, instructor focus group data, program evaluation data, and student course evaluation responses to highlight how the course in both theory and practice actively cultivates students' metacognitive practices while helping students develop confidence in their writing abilities. This provides a foundation for the next chapters, which analyze the metacognitive practices students articulated in writing on the first day and last day of the class, and in their conversations about writing at the end of their first year at the university.

Context for *Writing Ready*

Over a decade ago, administrators at the University of Washington faced a problem: they were hearing faculty complain that students couldn't write, with one instructor claiming that students' papers "had no verbs" (Webster "Going International"). In 2002, the Dean of the

College of Arts and Sciences (CAS) established a cross-disciplinary Undergraduate Curriculum Writing Committee, which was charged with reviewing the undergraduate writing curriculum and presenting a proposal for improving it. This group established the CAS Writing Program and charged it with coordinating a series of new writing initiatives. Among the initiatives that emerged from the writing program was the creation of the *Writing Ready* course, taught at the transition into college and focusing on supporting students who felt underprepared for college writing (Gatlin and Reddinger).

Initially proposed as a General Interdisciplinary Studies course, GIS 140: *Writing Ready: Getting a Start on Writing in College*, from the outset the course was intentionally focused on developing students' metacognition. Developed as an alternative to existing grammar-based developmental writing courses, the new director of the College Writing Program, John Webster, along with Anis Bawarshi, director of the Expository Writing Program, proposed this Early Fall Start writing course in spring 2004. Rather than looking at writing simply as a product on a piece of paper, Webster explained in an interview that his aim was to take a closer look at the writers themselves. After a career working with writers with a wide variety of incomes and abilities, Webster had come to realize that there are two key issues that face underprepared writers: a lack of confidence in their writing abilities and a lack of fluency in writing (Webster, personal interview). Writing can be deeply personal and research has shown how one's emotional relationship with writing can affect writing outcomes (Brand; Cooper; Micciche; Sitko). If one has repeatedly been told that he/she is bad at writing, it becomes difficult to do more writing, thus preventing improvement. This is connected to the second point: many college writers lack fluency in their writing, meaning, they simply lack practice. Like any lifelong skill, writing requires practice in order to gain facility with the activity (Webster, personal interview).

Considering this need to develop students' confidence and fluency, the College of Arts and Sciences Writing Program set off to design a course that gets students to do more writing, confidently, rather than focusing on sentence-level writing skills. In order to support students confidence in writing, Webster and Bawarshi envisioned a course that would focus on metacognition, as Bawarshi explains, "we want students to think about what writing and reading skills they bring [to the class] and how they can build on [those skills] to perform more effectively as college writers" (personal email, qtd. in Gatlin and Reddinger). This follows a movement in basic writing and English as a Second Language instruction away from a remediation model of "decontextualized, skills-based curriculum" to one "focused on more holistic and authentic literacy goals" (Shapiro 24). These holistic support courses tend to focus more on writers, not texts, with the goal of developing students' writing capabilities for long-term academic success. Following this model, Webster and Bawarshi approached *Writing Ready* course development by focusing on the writers themselves, asking the following question: "What would we like students to come to the college writing courses better able to do? In answering this question, we focused on the meta-cognitive skills students need if they are to perform effectively as college writers" (Course Proposal). In developing the curriculum, they worked with two advanced graduate students, Jill Gatlin and Angela Sucich, to develop a pilot of the course for Early Fall Start 2004, which was then revised with Gatlin, Sucich, and Amy Reddinger in 2005 (Gatlin and Reddinger). As it was established to develop students' metacognition, confidence, and fluency in writing, *Writing Ready* has always focused on developing students pedagogical memories, by "encourage[ing] students to understand their development and potential as writers in the past (high school), in the present (the threshold of GIS 140), and in the future (the university)" (Gatlin and Reddinger).

The timing of *Writing Ready* as a one-month pre-college bridge course set just before students officially matriculate is not uncommon: these academic support courses are often effective for international students studying English for Academic Purposes (EAP) and transition courses for non-traditional student populations, such as first-generation and under-represented college students. Such students often have not yet developed the academic practices that are tacitly expected by college faculty, as Jessie Moore, Kimberly Pyne, and Paula Patch describe:

Once accepted to college, underrepresented students must then compete with peers who may have experienced a greater variety of privileged extracurricular opportunities . . . as well as the confidence passed along by family members who possess generations of college experience. . . In addition, colleges tend to reflect dominant cultural modes in their curriculum, climate, and student body culture, and students from underrepresented groups often report feeling marginalized or outside of the college experience for a variety of reasons.

Born from the remedial model, these specialized bridge courses have been viewed as a fix-it shop where underprepared students can quickly develop prerequisite skills, such as grammatical correctness, that are deemed necessary for writing success. The decontextualized nature of this kind of skills-based instruction makes it difficult to integrate into students' linguistic, cultural, and learning knowledge. However, the intensity of such programs gives students the opportunity to focus intensely on specific learning goals and engage in conscious reflection. When describing a summer intensive version of first-year writing taught at Elon University and created for underprepared students preparing for their first-year at various universities, Moore, Pyne, and Patch noted that "With no other classes to make additional demands on student attention, students could concentrate on improving their writing through regular practice and thoughtful,

reflective analysis of their work." Student experiences at Elon Academy as well as in the *Writing Ready* program at the University of Washington indicate that these short programs provide an important bridge from high school to college, not because of the specific writing skills they learn, but because of the opportunity students have to re-contextualize their prior knowledge about writing and learning within the university context, providing opportunities to form new pedagogical memories that may inform their future writing experiences.

Overview of the Course

Faced with a need to guide incoming students through the transition to college writing requirements and university life, the University of Washington developed an "Early Fall Start" program set just before the Autumn Quarter begins (from mid-August to mid-September), which includes a number of one-month intensive "Discovery Seminars" taught by university faculty as fun introductory courses in various disciplines. In 2004, *Writing Ready* joined the program with just two course sections, growing to three sections in 2005 and four in 2006 (Gatlin and Reddinger).

Since it began, *Writing Ready* has been viewed by students, teachers, and administrators as an academic success, growing substantially over time (during EFS 2013 there were twenty sections offered). Today, along with the two program directors, the course is taught by experienced graduate student instructors from the UW's Expository and Interdisciplinary Writing Programs who are chosen for their strong teaching abilities through a competitive application and interview process. All instructors participate in a three-day orientation that is preceded by an online conversation that asks them to read and respond to course texts, curricular materials, and pedagogical questions on an online discussion board. The course itself lasts 4 weeks, beginning in late August and lasting through mid-September in the break after Summer Quarter ends and

before Autumn Quarter Begins.

Incoming first-year students are given the opportunity to register for this course, or a number of other “Discovery Seminars,” during the summer before they officially matriculate at the university. Although the course takes place in the month before Autumn Quarter officially begins, the course is considered part of Autumn Quarter and students receive college credit for the course. Students who choose to enroll in an Early Fall Start course pay an additional fee (in 2013 tuition cost approximately \$1400 for five credits) and students may choose to live on campus. *Writing Ready* is the most popular Early Fall Start course, with enrollments usually ranging from 250-320 students, with a goal of 16 students per section.

In 2013, the year this study began, 321 students enrolled in English 108: *Writing Ready* across twenty sections, making up 36 percent of all Early Fall Start students (See Table 2.1 below). Of those 321 students in *Writing Ready*, 232 (72 percent) were international students. This contrasts with the enrollments of the Discovery Seminars, with international students only making up 17 percent of enrollments.

	Writing Ready	% WR	Discovery Seminars	% DS	Total	% Total
International	232	72%	96	17%	328	37%
Domestic	89	28%	476	83%	565	63%
Total	321		572		893	

During the four-week course, students meet with their instructor for two and a half hours each day, four days per week. In addition, they are encouraged to visit office hours, writing centers, and participate in campus activities. Many students who enroll in the course are also participating in international student activities or recruitment for Greek Fraternities and Sororities.

When it was first piloted as GIS 140 in 2004, the course was limited to just two sections, enrolling a total of forty students, the majority of whom were domestic students. However, the course rapidly gained popularity among international students, and by 2011, the course peaked with ninety-percent of enrolled students having international student status (see Table 2.2 below). With such a vast change in student population, instructor training began to incorporate more discussion of how to work with multilingual students, how to create community in diverse classrooms, and when and where to give instruction and feedback on grammar; however, the central course goals and assignment sequences did not change. Today, due to instructor and student feedback, the College Writing Program is working to balance student enrollments with a slightly larger domestic student population.

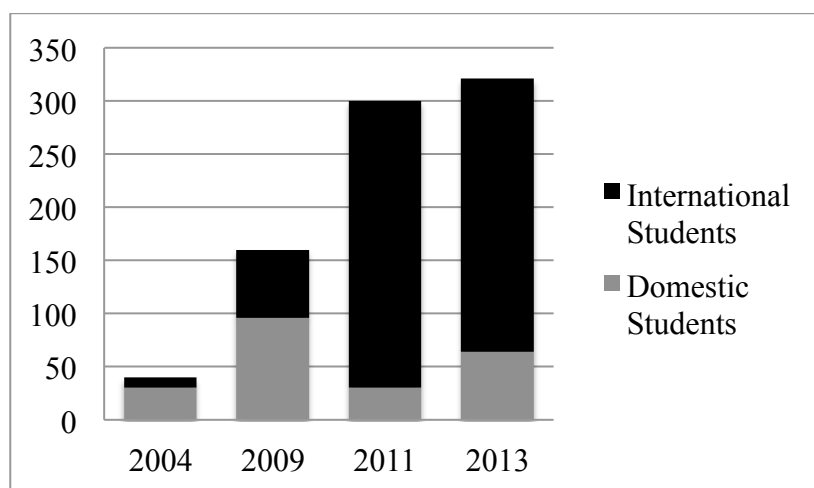


Figure 2.1: Student Enrollments in *Writing Ready*, 2004-2013

Writing Ready foregrounds fluency and confidence as key goals for the month-long course, which is made clear in the course goal statement: “We want students to leave English 108 with more Fluency, more Confidence, and more Self-efficacy with respect to writing, reading and learning in English.” This is expanded in the course description found on the syllabus, which states:

What does that mean, practically? Every day of this class will be dedicated to ensuring that you will be more ready for college level writing in four weeks than you are today. We will do this by:

1. increasing your fluency as a writer by having you write frequently—every single day, sometimes in more than one way during a single given day. We want writing to become second nature for you.
2. developing your skill with metacognition. Loosely speaking, metacognition is thinking about your thinking, or “self-reflection.” By using metacognition to learn self-assessment skills, transfer skills, and self-monitoring skills, we expect you to enter your first classes with new abilities critical to your being a confident and successful student.
3. introducing you to the study of learning itself. Successful writing ALWAYS depends upon your being able to write as an “insider,” and in college the usual way to move to the inside of something is through learning. Studies show that students who are reflective and perceptive about their learning learn more deeply and with better retention than those who are not.
4. introducing you to campus resources to support you as a writer—especially writing center support and library-based research support. Many new students find these things off-putting at first—but you will have been introduced to them already in EFS, and you’ll be well equipped to use these resources when the need arises. Research and inquiry skills are central in moving yourself from the “outside” position to the “inside” position—the place where all good writing begins.

From the first day of class, *Writing Ready* is explicit in its motives to have students develop fluency by writing a lot, develop confidence by becoming more metacognitive, develop a

vocabulary about writing and learning through the study of learning concepts, and develop help-seeking behaviors by using campus resources.

The course develops students' writing fluency, confidence, and knowledge of learning concepts through two learning sequences: First, a two-week writing sequence that begins with students' reflection on their past learning experiences and then learning and using a vocabulary of learning concepts to analyze themselves as learners. The second sequence asks students to work in groups to research a learning question and then create and perform a presentation on the findings to a community of their peers. The students write a written reflection of their experience working in in groups and completing the research presentation, as well as analyzing another group's performance. Finally, the students compile their work from the four weeks into a writing portfolio with an in-class written reflection.

In the first sequence, there are three writing assignments (Appendix 1: Sequence One). The first assignment is an in-class timed essay that asks students to give a "snapshot" of a "distinct moment" from their writing life. The second assignment, "My Writing Life," is a three- to four-page essay that builds from the first in-class "snapshot" essay, and asks students to "tell ... the story of how you came to be the writer you are." In this essay, students are asked to describe two or three key moments from their writing lives, linking them together with a common theme. The third assignment, "My Learning Profile"—also a three- to four-page essay—asks students to use examples from their past experiences, but expands the focus from writing to all learning tasks, asking students to "tell me about yourself as a learner, using key learning concepts we have developed over the past two weeks and supporting your self-analysis by recounting three or four different events in your learning life." This third essay, then, asks students to move from narrative writing describing their prior writing experiences to analytical

writing, where they analyze who they are as learners and what that means for their future learning.

Each of these writing assignments engages with students' pedagogical memories in a different way. In the first assignment, the "Snapshot" essay, students are invited to write about a prior experience with writing, while attending to their emotional relationship with writing in general. The second assignment, "My Writing Life," builds upon the first essay, asking students to link two or three moments from their past writing experiences together into a thematic narrative. This essay becomes both social and instructive through both self-assessment and peer review activities during the drafting process. The third assignment, "My Learning Profile," helps students as they consider who they are as learners and how that has affected and may continue to affect their learning in the future. Students use a vocabulary from the scholarship of teaching and learning to analyze their personal learning moments. Like the second essay, this essay also undergoes a drafting and revision process with peer review and instructor feedback. This analytical essay, then, serves as both a reflective moment where students remember and analyze prior learning moments, and it becomes a new pedagogical memory where the student grapples with the meaning of those moments within a social context and how learning about those moments can help the student become a better learner in the future.

While students are writing about their own writing and learning experiences, they are also reading about the experiences of others: beginning with Kohl's narrative essay, "I Won't Learn From You," Ramirez and Beilock's scientific report "Writing About Testing Worries Boosts Exam Performance in the Classroom," and finally, Meyer and Land's influential essay "Threshold Concepts and Troublesome Knowledge." Through these readings, students not only move from narrative-style readings to analyzing academic articles, they also learn a vocabulary

for talking about learning. These articles are also accompanied by the “Glossary of Common Learning Terms,” written by program co-director John Webster, which include concepts such as “long-term memory” and “working memory,” “unlearning” and “not-learning,” “resistance” and “resilience,” which are used in class discussion, low-stakes writing assignments, and ultimately in their essays and class projects (see Appendix 2: Learning Glossary). Through these readings, students learn to talk about learning in increasingly sophisticated ways.

The second sequence focuses on researching a learning question and culminates in a group conference presentation (Appendix 3: Sequence Two). Beginning with a “Group Research Proposal and Presentation,” students work collaboratively to research a question about learning that is interesting to them, do some library research, and present their findings at a “Conference on Learning.” This assignment includes several scaffolded steps: forming a research question, conducting library research, writing a group presentation proposal, collaboratively creating a 10-12 minute group presentation (typically using Power Point or Prezi), performing a “draft” presentation in-class to their instructor and peers for feedback, and finally, performing their presentation in an academic-style conference to other *Writing Ready* students. The final component of this sequence is a “Conference Narrative and Analysis” essay where students reflect upon their experiences working collaboratively to research and present their learning question, and also summarizes and analyzes one of the presentations they observed at the conference.

The final assignment in *Writing Ready* is the final portfolio (Appendix 4: *Writing Ready* Portfolio), a place where students compile all their writing from the course, and on the final day of class, students are asked to write a final one-hour essay to reflect upon their learning in the course. The reflection essay prompt asks students to “look back on all the work you have done

these past four weeks” noting that “The more honest, thoughtful, and convincing you are about the challenges you will still be facing as you leave the class, the better positioned you will be to practice self-efficacy fall quarter.” This portfolio gives students the opportunity to collect and organize the work they have done over the past four weeks and reflect upon the impact it has had on how they think about themselves as writers and learners. Additionally, this final in-class timed essay gives students and instructors the opportunity to compare students’ writing development from the first day of the course to the last. Each year, the *Writing Ready* program collects the first-day “Snapshot” essays and the last day portfolio “Reflection” essays as a part of its program assessment materials. These two essays form the foundation for my development of an analytical framework for metacognition in Chapter Three and analysis of students’ metacognition in writing in Chapter Four.

***Writing Ready* in Practice**

In order to understand how curricular goals were interpreted and metacognitive practices were facilitated by instructors in the classroom, I conducted four focus group discussions with nine *Writing Ready* instructors, analyzed five instructor reflection essays written within the month after the course finished, and I reviewed classroom materials shared on the instructor discussion board. I invited the full cohort of seventeen graduate student instructors to participate in the Human Subjects Review Board-approved focus group discussions, and nine of these instructors were willing to describe their experience teaching *Writing Ready* and were able to attend one of the focus group conversations. Of the nine focus group participants, five also submitted the instructor reflection essays they had written just after the course ended. The nine instructor participants reflected the diversity of the instructor pool as a whole: Four instructors were new to the *Writing Ready* program in 2013, while five had taught at least once previously.

One instructor was in the MA phase of the graduate program, two were studying for the PhD exams, and six were in the dissertation phase. The instructors also represented the recruitment pool of potential instructors: four *Writing Ready* instructors come from the Literature and Culture track within the English Department, two come from the Comparative Literature Department, and three from the Language and Rhetoric track within the English Department, which includes one instructor who previously completed a MA in Teaching English to Speakers of Other Languages degree at the University of Washington. The *Writing Ready* instructors bring a variety of teaching experiences to the program—eight of the nine instructors have spent time teaching in the Expository Writing Program, and two have also taught in the Interdisciplinary Writing Program (including the one instructor with no EWP experience). These instructors, then, have extensive experience teaching composition courses to undergraduates at the University of Washington, whether in first-year writing or interdisciplinary writing contexts, or both. Teaching in the Expository Writing Program includes extensive training: a ten-day orientation as well as participation in a graduate seminar on composition theory and pedagogy. Each of the EWP first-year writing courses—which include expository writing, writing with literature, service learning, and a “stretch” model of first-year writing—work towards common writing outcomes (Appendix 5: EWP Outcomes) which focus on developing students’ awareness and proficiency in four key areas: first, awareness of writing strategies across contexts; second, reading, writing, and synthesizing complex texts and effectively using evidence; third, producing complex, analytic, persuasive arguments that matter in academic contexts; and fourth, developing flexible strategies for writing, revising, editing, and proofreading, writing. Although the *Writing Ready* course goals compliment the EWP course outcomes, from the beginning it has been made clear to instructors that English 108 is not a mini-FYW course (Gatlin and Reddinger).

It should be noted that I have been involved with the *Writing Ready* program for several years in a number of capacities: I first spent two years as Assistant to the Director of College Writing, a role which included some program evaluation of the *Writing Ready* program in 2011 and 2012. At the time of this study, I was also a returning instructor, having taught the course in 2012 and 2013. Because of my experience working and teaching in the *Writing Ready* program, I had a sense of the programmatic strengths and weaknesses. However, it was important for me to allow students and instructors speak from their own experiences. During the focus group interviews, I approached instructors as an interested colleague and informed researcher. The guiding questions of the focus group interviews were designed to elicit details about how instructors interpreted the curriculum, day-to-day teaching practices, and both challenges and successes in their teaching. I also explicitly distanced myself from program administration: during the explanation of the study, I described my process of recording, storing, and anonymizing data, reassuring instructors that they could speak frankly without their comments being tied back to them. Instructors also chose their own pseudonyms that I have used throughout this chapter. My role as an instructor also gave me ongoing access to the instructor discussion board where materials from past years were archived and current instructors shared new teaching materials.

In April 2014, seven months after they finished teaching *Writing Ready*, I convened the instructor focus group conversations. Because of the instructors' busy schedules, I scheduled four different focus group times for the participants. Three instructors attended the first focus group discussion; two instructors attended each of the next three focus groups. These small group discussions each lasted approximately forty-five minutes and were audio recorded. Each focus group began with introductions of the participants and loosely followed a set of guiding

questions asking about how they approached the *Writing Ready* curriculum (see Appendix 6: Instructor Focus Group Questions). My goal was to get the instructors into dialogue with each other, and as I had hoped, the conversations took their own direction covering themes I hadn't thought of asking about. I encouraged members of the focus groups to clarify and elaborate on their reflections.

Through the instructor focus groups, an interview with the director of College Writing and program co-director John Webster, program evaluation data, and curricular materials, the remainder of this chapter illustrates how instructors perceive the curricular goals of *Writing Ready*; what writing values, learning concepts, and learning practices they hoped to develop in their students over the course of four weeks; the challenges they faced in translating course theory into practice; and finally, how the instructors themselves remember the classroom learning experience.

The *Writing Ready* curriculum is structured to recognize and develop students' metacognitive practices; however, through focus group conversations with *Writing Ready* instructors, as well as in written course reflections, the connection instructors make between writing, reflection, and metacognitive practices becomes even clearer. Although instructors take their own approach to teaching reading and writing practices, emphasizing different learning concepts, and scaffolding writing and research activities differently, it is clear that each instructor has integrated metacognitive practices into their teaching and regularly facilitates the development of these practices in their students writing and learning lives. Instructors especially highlighted the significance of teaching students self-assessment practices, assigning regular reflective activities, and encouraging students to learn about and utilize campus resources in ways that worked for them.

In the next section I bring together instructor descriptions of their classroom teaching, focusing on how they teach and model metacognitive practices, in order to understand how they facilitated the development a positive pedagogical memory for students to use in their later learning. First, I describe how instructors define metacognition and discuss some of the reflection activities that instructors used regularly to integrate reflection into students' everyday writing and learning practices. Second, I analyze how instructors encouraged students' active learning by emphasizing college learning values and the reading and writing practices necessary to meet them, including facilitating students' self-assessment capabilities and working across cultural differences. Third, I describe how *Writing Ready* builds students' confidence in writing and learning activities, especially through supporting students through challenging learning tasks, culminating in the conference presentation. Finally, I show how instructors supported students in developing strategies to meet their learning goals, including developing an awareness of campus resources.

Integrated Reflection

In order to understand how *Writing Ready* instructors teach and practice metacognition in their classrooms, it is important to define how they understood the term as a learning practice. During the instructor focus group conversations, I asked each group of instructors to define "metacognition" in their own words and then to describe how they facilitated it in their classrooms. Most simply, first-year instructor Anneke describes metacognition as "reflection on those skills involved and related to thinking." Just as research on metacognition indicates that it is a two-part process of metacognitive awareness and metacognitive management, returning instructor Charlotte defines metacognition as both "awareness of both the knowledge processes they're using" and also the "emotional or affective encounters they're having and whether that

can be something they can work with.” In the classroom, Charlotte sees her role in facilitating metacognition as “help[ing] students to track their thinking processes, to figure out the thinking processes they can use to accomplish things.” Returning instructor Carlos Tango focuses on the instructive nature of metacognition, saying that, “with metacognition, you need to take ownership of what you do, whether it’s a shortcoming or it’s a strength.” Carlos Tango’s definition highlights the connection between metacognitive reflection and taking an active role in one’s own learning practices.

Active reflection is central to the *Writing Ready* curriculum: when talking with instructors it became clear that they not only ask students to reflect during targeted writing assignments, but that reflection is integrated into everyday teaching and learning practices. Students enter the class with a wide range of academic preparation and a variety of writing experiences; however, Anneke noted in her written reflection on teaching that “few, if any, [students] had the occasion to reflect on their writing or learning. They were receptive to the projects we proposed for them, and eager to understand the demands of college writing.” Because of students’ inexperience in thinking about writing and learning metacognitively, many instructors consciously incorporated reflective practices into everyday activities. In her written teaching reflection, returning Instructor Olga writes that one of her main goals for teaching was “to introduce, explore, and utilize learning concepts early and often.” She continues by explaining how she did this: “I front-loaded self-reflection about learning as the most important goal of the class. The result was that ‘meta-cognition’ and ‘self-efficacy’ became common terms used in everyday class discussion, no matter what material or activity we were working on... [I was most interested in] establishing ‘big picture’ habits of thinking—especially self-reflection in relation to academic—rather than comprehension of every single learning term.”

Although many instructors could easily define metacognition and describe how they and their students used it in the classroom, some instructors had a more difficult time defining the term and what it meant for their teaching practice. In one focus group discussion, two *Writing Ready* instructors articulated their discomfort with and resistance to this concept. Returning instructor Jared admits, “To be honest, I don’t think I could tell you what metacognition means. It’s not a term that is useful to my area of study so I teach it and then I forget and I have to relearn it.” First-year instructor Xander agrees, noting that, “I think the weakest aspect of my teaching last year was effective use of metacognition.” Although both Jared and Xander are honest about their discomfort with the term metacognition, both instructors felt that reflection was an important practice to foster in their classrooms. Jared acknowledges his resistance to the term metacognition, but recognizes the influence of reflective practices on his general teaching repertoire: “I think that reflection is really important, ironically. Though I hate the term metacognition, by working hard in 108 to incorporate reflection more, it has enabled me to incorporate free writing and reflection in all the classes I teach.” Similarly, Xander highlights the importance of teaching learning practices, not just the vocabulary, saying, “students focus on the term too much instead of actually doing it. That’s what I’d like my students to take with them – the skill of metacognition rather than the definition.” He continues, comparing the process of developing good learning and writing habits with the musical concept of études, or “small compositions that are meant for you to hone a particular skill.” In his teaching, he invites students to regularly practice reflection just like a musician might practice etudes so that “You feel like you’re being a scholar, but really you’re creating the habit of having ... good practices. Because learning the word, they’re gonna forget that.”

Xander wasn’t the only instructor to integrate regular reflection into reading assignments

when learning the new vocabulary of learning concepts and while developing ideas for the written essays. In a different focus group discussion, Olga describes how she consistently models reflection in her classroom: “It helps model metacognition to say, as a teacher, I also am thinking about how I write on the board and how it works for me learning as a teacher or how it works for you learning as a student. I’m always narrating what I’m doing. I do that especially in [*Writing Ready*], ‘we are doing this because, I am doing this because...’ Always taking a step back and reflecting.” For Olga, as well as a number of other instructors, teaching reflection is a constant process where reflection is regularly modeled during classroom activities in order to build a pattern for students to replicate. Olga also noted that by modeling reflective practice to her students, it helped to build trust in the classroom:

I think it’s a lot of modeling on myself. It puts you in kind of a vulnerable position as an authority figure to say “my learning styles are XY and Z, these are things I don’t know how to do, and as I reflect on them, I can see how I can be successful in my XY and Z that I can do.” So that place of vulnerability resonates with students, over time.

Reflective practices were also integrated into everyday assignments. One example of this integration was a pre-reading homework assignment posted to the instructor discussion board, which asks students to work with six learning concepts from Webster’s glossary of learning terms (metacognition, prior knowledge, novice to expert, resistance to learning or ways to not-learn, motivation, and authentic learning) that could be used to describe moments in that evening’s assignment to read Kohl’s “I Won’t Learn From You.” The assignment asks students to look up the words in an English-only dictionary and then read Kohl’s essay and write down some examples for each concept for the text. If any concept is unclear, the assignment makes room for students to question the definitions or examples they find, further facilitating students’

engagement with the text. Finally, the assignment ends with three reading response questions that focused on the central concept to the reading assignment (not-learning) and then asks students to directly engage with their own prior learning experiences, asking “Think of a moment in your own learning experience that resonates with (connects with emotionally or feels similar to) Kohl’s story. *What* is it and *how* does it connect?” This type of guided reflection invites students to directly connect the reading to their prior learning experiences through writing which is not only a moment of personal reflection but provides an opportunity for students to connect their prior experiences with the learning experiences of others. Helping students take a step back from their own lived experiences can make it possible for them to learn from them.

Although the *Writing Ready* curriculum built in regular reflective assignments, individual instructors worked to integrate these reflective practices into everyday classroom activities in order to help students actively connect their prior learning knowledge to the course readings, writing assignments, and to their overall learning goals. In practice, instructors often used close reading activities and short writing activities that would help students make connections across texts. In a focus group conversation, Charlotte describes her classroom practice: “For pretty much all the readings, I’d have a worksheet that starts out with comprehension and ... then the next part of it was that connection-making, like, what did we learn about resilience from this reading? Does this remind us of resilience in Kohl or does this look different? Why does it look different? Trying to do that cross-talk across readings.” The “cross-talk” tasks that Charlotte describes assigning for all the course readings, like the assignment described above, resembles the etudes Xander describes: continued practice in active learning that builds students’ metacognitive habits.

Charlotte and Anneke affirm this need to integrate reflective practice into all aspects of

their teaching. For Charlotte, the burden is on the instructor to model metacognitive processes throughout classroom activities. In a focus group conversation with Anneke, Charlotte describes the way she “verbally annotates” her teaching, consistently describing and affirming how classroom assignments and learning activities connect to the larger goals of the course. She explains: “If we’re trying to train those thinking processes, we have to be contextualizing all the time why we’re doing what we’re doing and how it fits into the bigger learning picture.” Anneke agrees that modeling reflection throughout the classroom experience helps students integrate reflection into their own thinking and learning, as she responded to Charlotte, “I agree: providing a rationale ties into the metacognitive piece. Because if students are constantly thinking that it’s important to know why you’re doing something then they can develop an instinct to do more and always practice metacognition.”

These instructors all describe reflection not as an individual practice that occurs only within the context of a writing prompt; rather, they approach reflection as an ongoing, social, teaching and learning practice that, for it to become a habit, needs to be modeled and practiced throughout all classroom activities. This continuous reflection not only models reflective practice for students, but also reveals how and what the instructor, and other classmates, are thinking moving it from an individual to social process. This integrated reflective practice is essential for the cultivation of pedagogical memory: building metacognitive awareness into daily writing and learning tasks not only builds the habit of reflection, but it allows students to learn from it.

Active Learning

One of the central tenets of the *Writing Ready* curriculum is not just facilitating students’ reflective practices so that students are aware of their own learning habits, but enabling students to use that information to become actively involved improving those habits. In focus group

discussions, instructors often noted this was a key goal of their teaching, and returning instructor Anastasia recalls that this is something the students immediately noticed as well: Although students were prepared for—and excitedly expected—new academic practices, once students got onto campus, went through orientation and began the *Writing Ready* course, “so many students expected one thing and were shocked by what college was really about: taking an active role in their own learning.” She said that her “students really latched onto bridging the school-life gap—they loved talking about that. Usually they want to talk about it in the context of: ‘This is my experience in high school which was bad, and so this is the experience that I expect in college which will be good by contrast’.” She also noticed that students were acutely aware of this shift in learning, and they were excited by it. She continued, saying that there seemed to be a “feeling that there was a community by [students] being at the same life stage, and this desire to get into a new environment which makes these students primed for this [class] rather than later.”

The *Writing Ready* curriculum actively engages students in their own learning processes in a number of ways. It not only develops students’ reflective capabilities, another key goal of the writing ready curriculum is to facilitate the development of specific learning practices that will help students decipher university expectations. Among these practices is developing students’ writing self-assessment skills by engaging students in the feedback and assessment process. *Writing Ready* has a specific set of grading criteria that is used across all sections of the course throughout the majority of the assignments. It is based on six criteria: central purpose, details, organization, fullness, fluency, and presentation (see Appendix 7: Writing Criteria). Students are introduced to these criteria in the first week and become well-acquainted with them early by using them to score a sample essay, participating in an in-class norming workshop, and using the language of the criteria in peer review. Additionally, when students turn in papers for

instructor feedback, instructors first ask students to score their essay according to the common grading criteria. Then, students are asked to write down two areas that work well and two that require improvement. This guides the instructor's feedback, enabling them to respond directly to students' their self-evaluations. This reflective task begins a conversation that allows students to identify and respond to their own strengths and weaknesses as writers.

These criteria become shorthand for talking about writing in the *Writing Ready* classroom, and inform both the way instructors give feedback and the way students approach revision. As Olga writes in her written teaching reflection, "I wanted to improve on what happens between giving written feedback and expecting revision...I gave less feedback on the papers... [and] gave more comments on each grading criteria specifically." In addition to the value instructors found in focusing on the grading criteria, Eleanor noted in a focus group discussion that students seemed to appreciate these writing criteria:

[Students appreciated] not only the criteria, but the process of learning the criteria and applying it to themselves and others is really empowering. I talked to a student a couple months after the course [and] she really realized that her learning is in her control ... the grading criteria is really helpful in demonstrating how students can take responsibility for their own production.

As a *Writing Ready* instructor, Eleanor realized through her on-going communication with students that the self-assessment activities taught in the class have continued value for the students, even as they have entered new learning contexts long after the course has ended.

In addition to developing students' self-assessment skills in order to encourage their active learning, many instructors get the students actively involved in the classroom through presentations and skits. Introduced as a way to have students practice public speaking before the

group conference presentations, several instructors described the skits as an important component to creating an active classroom space. In their focus group conversation, both Rebecca and Anastasia talked about the way they used these activities in the classroom. Rebecca described how she puts students into groups of four, with each group choosing a learning concept. They then individually write out how they had experienced the concept in a free write. They then work together to create a skit, making sure each student has specific responsibilities: for example, one person shares the experience they wrote about, one person has to report out to the class, others must act out the narration. This way, she says, the group “put into action the narrated stories to embody it. It served as active learning and conference scaffolding.” Similarly, Anastasia asked students to do small presentations when working with Meyer and Land’s threshold concepts. She first asked students to do “free-writing about something they know really well.” Then she had the students list all the things you have to know in order to do it and shared these things with the class. She noticed that with this activity, everyone shared activities that they were interested in, and their classmates were actively interested in learning more.

Active learning doesn’t only come from the *Writing Ready* curricular materials; it also emerges from the cross-cultural interactions that occur every day in class. Because of the large number of international students enrolled in the class, the program directors ensure that there are at least three or four domestic students per class. This means that in 2013 almost half of the twenty sections of English 108 had only international students, while just under half have mixed sections. Depending on the student make-up of the courses, instructors approach cultural diversity differently.

Eleanor’s class was mixed, describing her class as consisting of ten students from China, one student from Central Asia, one from India, one Taiwanese-American, and four white

Americans. During her focus group conversation she described the criteria score norming session as a “teaching moment” where she had to guide the students to work across cultural differences.

She also described this experience in her written teaching reflection:

[We] began a class-wide discussion [of the writing criteria] by asking how each group evaluated the sample paper’s central purpose. “We gave it a two,” replied one white male student. “It’s poorly written”...

I knew that the paper’s central purpose deserved at least a three or four, but white U.S. students latched onto the papers’ surface errors to assert their position as language “experts”—the ones who could show they knew the standard conventions for writing in English. We reviewed the grading criteria, and I asked whether central purpose evaluated grammar and syntax. I was surprised by the loud “no” that came from the international students”

In a follow-up email, Eleanor writes,

Native English speak[ers] had a harder time disaggregating grammar and syntax (presentation) from central purpose. During that particular norming session, a few louder, native English speaking students had disparaged the sample paper we’d read for grammar and syntax errors. I think some of the non-native English speakers felt resentful that the paper was being dismissed on the basis of these errors and were eager to point out that central purpose and presentation are separate evaluative categories.

This incident highlights the different values students held for what “good” writing was—a difference, which also highlighted cultural biases in the classroom. After this norming session, Eleanor described the classroom as tense. After class, Eleanor discussed the incident with fellow instructors and, along with Olga and a third instructor, collaboratively developed an in-class

activity that would enable students to, as Eleanor described, “speak truth” to their experiences yet also help students to develop active learning practices to negotiate across linguistic and cultural difference. This writing assignment, also posted on the instructor discussion board, asks students to:

On your own, spend 10 minutes free-writing about:

- a. How do you feel when working in a group? What are your fears or anxieties?
- b. What are the challenges to working in a group? What is difficult and why?
- c. What are the benefits? Why do you think these are important?
- d. Now think about Kohl once again. Most examples in his essay are about not-learning from persons of authority (teachers, parents, etc). But not-learning can also happen between peers – between friends or classmates. In what situations can not-learning happen in group work? Why would students resist learning from each other? What would students lose or gain by not-learning during group work?

This activity, along with watching cross-cultural videos in class and facilitating discussions about them, gave students the opportunities to discuss difference while still depersonalizing it by having students connect with Kohl’s essay and other course texts. Eleanor reported that after facilitating these activities the class became more cohesive; in fact she said one group presentation was focused on “multicultural group work.” She also wrote in her written teaching reflection that, “four out of five groups said in their reflections that their group members had exceeded their expectations, and one group emphasized that one of the most important things they got out of the [conference] experience was unexpectedly making friends with each other.” Because of the curricular focus on writing and learning, Eleanor and her fellow teachers were able to turn this, and similar cross-cultural interactions, into teachable moments. It not only

provided an opportunity for metacognition with real stakes, Eleanor used it as an opportunity to connect back to the classroom readings and the students' prior learning experiences. Eleanor noted in her written teaching reflection that this had a significant positive effect on the classroom environment, writing that students "began to approach each other as co-learners and co-contributors by the end of four weeks. One of the powerful things about English 108 is that since there are students who identify with so many cultures and identities, it can be a space to stage difficult conversations about how students see themselves and each other in the classroom."

The *Writing Ready* curriculum and context provide many opportunities for students to engage in active learning by not only reflecting on their past learning experiences but also actively developing new learning practices. Whether learning to think about good writing through the six writing criteria or being able to use the learning concepts and course texts to work across cultural difference, the focus group instructors articulated that students' active involvement in their learning was an important part of the way they taught the course.

Developing Confidence

Within the *Writing Ready* curricular materials, the importance of confidence is often highlighted. Both during instructor training and in *Writing Ready* classes with students, confidence is described as essential for supporting students' writing fluency and their learning capabilities because of its emotional nature. Because so many students have a negative relationship with writing, helping students to acknowledge, describe, and overcome learning challenges is an important part of the *Writing Ready* curriculum. Many instructors pointed to particularly challenging learning tasks that, when well-scaffolded, helped students develop confidence in their capabilities as writers and learners. In one focus group discussion, Jared described how the conference presentation was at first daunting for many students, but

ultimately, became a moment of pride:

Last year I had one student who was clearly struggling with English and he was terrified to do the conference and he did great. He was so relieved and proud that he did it. It was his first time getting up in front of a crowd and speaking in English. This is why this class is so great: it shows them that they're capable of doing things that they don't think they are capable of doing.

There are several moments in the *Writing Ready* curriculum that challenge students to push beyond their capabilities. As we have seen, for some students, the reflective writing assignments are the first time they've every thought about themselves as subjects for study. As Jared notes, the group conference presentation is often the first time students will give a presentation to a room full of their peers—and for many, do it in their second (or third, or fourth) language. For some students, they are challenged by reading academic texts for the first time. Charlotte noted in her focus group discussion that,

So many of [the students] come in sort of 'I'm not a good writer, I can't do this, I can't read this thing.' ... the skills we're building are--'this is a really overwhelming article, what would you do when you are faced with this article? You look at the title'—those very big broad skills so that they don't give up at the get-go, so that they go in with a sense of 'who would I talk to, how would I tackle this assignment, where do I start with what I'm doing.' If they at least feel like they can start, I think we did our job.

Showing students the small steps that are necessary to completing a big task, as Charlotte says, helps students to break down challenging learning assignments. By scaffolding it in the classroom, students can eventually learn to do it on their own. Charlotte makes the connection between supporting students as they work through challenges with self-efficacy, noting that,

“Self efficacy is ... the big one for me. Not just knowing those resources, but I require my students to come to office hours, I require them to go to the writing center, they do the scavenger hunt where they go to all these places and then self-efficacy in their own approaches to assignments and approaches to writing too.”

By repeatedly challenging students to do difficult things, the *Writing Ready* instructors also repeatedly encourage students, which can be a powerful thing. As Jared noted in his focus group conversation, “when we as instructors approach students with the aura of “I believe in you, you can do this” they’re inclined to believe us.” In a different focus group discussion, Olga similarly notes, “That confidence does creep up on them, suddenly they’re like “oh I’m talking in front of the class, and my opinions are valid, what I have to say is valid.”

Integrated reflection, active learning, and developing confidence through scaffolded challenging learning tasks, then, work together to support students in not only naming the writing and learning challenges they have experienced but also showing students they can overcome them. Instructors highlight this exposure to doing difficult things as an essential part in developing students’ confidence in their capabilities and their resilience as learners.

Awareness of Campus Resources

A final important component to *Writing Ready* is introducing students to campus resources in order to show students where to find various university resources and how they can be used before students face a great learning challenge.

Beginning in the first week, instructors encourage students to visit office hours, in fact, many instructors require informal office hours visits by their students in the first week. This is encouraged by the program as a way to break the ice and get to know students better. In her written reflection, Anastasia describes the effect holding small group conferences in the first

week of classes had on her students: “it’s possible this helped to dispel some of the fear of speaking up in class because they were able to see one or two other students express the same anxieties before returning to class the next day... I would strongly encourage new instructors to start out with the small group conferences.”

Additionally, one of the main writing centers on campus has tutors available especially for *Writing Ready* students and visits are either strongly encouraged or required. As Xander describes in his focus group conversation, “One of the goals is to familiarize students with campus resources and the course is doing a good job with that. I’m not sure if I made it compulsory in this class to go to the writing center, but this class gave me the idea to do it. . . . [visiting the writing center] shows students where they can go to get support for their writing and ideally they’re going to transfer that to other courses.”

Finally, in the second week of class, class moves outside of the classroom one day for a campus scavenger hunt. In this activity, students form groups and all the classes meet at a central location. They receive a campus map, and a list of offices around campus to visit. They are directed to quietly stop by the office, take a picture with all the students in the group, and often they are asked to find out a specific piece of information. They are given about 90 minutes to visit eight required sites and seven optional ones, and each site has a point value. After completing what they can during the time allotted, students return to the library café and show to show the photographic results to their instructor, and the group with the most points receives a prize. The result is a lively activity that gets students physically inside offices ranging from the undergraduate library to the recreation center, from the undergraduate advising to the health center.

Instructor Critiques

Although all instructors participating in the focus groups agreed that *Writing Ready* is one of the best teaching experiences they've had, there are, of course, areas they recommend improving. The speed of the four weeks can make it challenging, especially for first-time instructors, to understand how various writing assignments work together to meet the writing goals. Despite having taught the course twice, returning instructor Jared noted that although he loves teaching the class and how it works, he sometimes doesn't understand the larger goal of the class. Because of the top-down nature of the curriculum, he noted that instructors are often told, "Teach this assignment," but not "this is why you're teaching it" – it's a difficult position as an instructor to be in to be given an assignment and not told quite what to do with it." Other instructors commented on the challenge of working with diverse student populations. Although Eleanor and others worked hard to bridge cultural differences, Olga described some of the cross-cultural moments of the course as "navigating landmines" where different expectations and understandings of cultural, gender, and religious identities conflicted. Despite these challenges with teaching *Writing Ready*, instructors still found it to be a rewarding experience.

Assessing *Writing Ready*

After examining the course curriculum and program history, talking with instructors (and teaching the class myself), and interviewing program co-director John Webster, it became clear that *Writing Ready* is viewed by many as a curricular success. However, it is also important to understand how students perceive the course and whether this focus on metacognition and learning concepts in addition to writing strategies viewed by students as useful. Students' investment in the curriculum can be an important indicator of whether the lessons they learn during the course might persist over time. In order to examine students' perspectives on I

examined program evaluation data completed by students and collected by the College Writing Program. On the last day of class, students completed regular university teacher evaluations, and at the same time they completed course-specific evaluations developed by the Writing Program. This additional evaluation included both multiple-choice questions and short answer responses. Students responded to the first set of questions using the reverse side of the teacher evaluation Scantron sheet, while the second part consisted of open-ended short answer questions. The College Writing Program provided me with the aggregated results of the course evaluation data showing class averages for each of the twenty sections. Students' short answer responses were coded by the program research assistant and also provided to me in aggregate form.

This data not only gives a glimpse into what students took away from *Writing Ready* as well as how they valued the curricular practices taught; the program evaluation also provides a snapshot into how students viewed their academic progress on the last day of the course. Along with the “Snapshot” and “Reflection” essays written by students on the first day of class—which will be analyzed in Chapters Three and Four—this program evaluation data shows how students understood their growth as writers and learners over the previous four weeks.

The first part of the program evaluation asked students to rate ten specific course activities on a 7-point scale (with one being least useful and 7 being most useful), asking “How useful to your learning were each of the following?”

Table 2.2: “How useful to your learning were each of the following? (1-7) <i>Question Rankings Based on Overall Median Values</i>	
Question	Overall Median
Your instructor’s feedback on your writing	6.7
Conference(s) with your instructor	6.5
Research and Presentation Project	6.5

Group work for research presentation	6.5
Workshop(s) on criteria scores and grades	6.3
Essays/Papers reflecting on writing and learning strategies	6.2
In-class discussion of student writing and writing strategies	6.1
Scavenger hunt	5.7
Freewrites/in-class writings/informal writing	5.6
Conferences with a writing tutor	5.1

In their responses, the top categories students found most valuable were “Your instructor’s feedback on your writing” (median class response: 6.7), followed by “Conferences with your instructor,” “Research and Presentation Project,” and “Group work for research presentation” (median class response for each: 6.5). That students found their interactions with their instructors to be most valuable is indicative both of the role instructors play as guides through the transition to college and of the effort instructors put into building a strong classroom community did not go unnoticed. Whether through sharing personal writing and learning experiences, modeling reflection, giving precise writing feedback by engaging students with the writing criteria, or by getting students to office hours, *Writing Ready* instructors play an important role in translating the course goals into classroom practice. Additionally, even though students are challenged to go beyond their comfort zone by not only by doing library research in their first days on campus, by doing it in groups, and by presenting their findings to a community of peers, this student feedback indicates that the students found it to be a valuable experience.

Students also found the specific writing activities to be valuable, rating the self-assessment activities working with the writing criteria, the narrative and analysis essays, and the in-class discussions all just above 6/7 (6.3, 6.2, and 6.1, respectively). Although the lowest rated

areas were the scavenger hunt, informal in-class writing, and writing tutor conferences (in the writing center), the average scores still fell between a 5 and 6 (at 5.7, 5.6, and 5.1, respectively). This indicates that those activities were still valuable to students, just comparatively less valuable to them on the last day of class than the interactions with their instructors. The lower rating for writing activities may also be a result of the students having just completed the Conference on Learning just days before—students may still be basking in their success, overshadowing earlier writing activities.

In the second section of the program evaluation, students were asked open-ended short answer questions about what they learned over the previous four weeks. The first short answer question asked students to write down the, “2-3 most important things you have learned in this course... Include new knowledge, skills, and strategies.” This open-ended question allows students to define the learning they found to be most valuable over the previous four weeks. As we turn our attention to analyzing students’ metacognition in the next two chapters, it becomes useful to see how they valued the writing, learning, and metacognitive practices taught during *Writing Ready*.

In their short-answer responses, 321 students noted both academic skills and metacognitive practices. Students mentioned academic writing practices (coded as paper organization skills, general writing skills, research skills, argumentation skills, revision skills, intro to American papers, intro to college classes/college writing, quote integration skills, developing writing process, free-writing skills, and analysis) at least 263 times in the course evaluations. Students noted metacognitive practices (coded as confidence/self-efficacy, learning how to use office hours, time management, metacognition, learning about learning/learning concepts, on-campus resources, evaluating own writing, and critical thinking) at least 242 times

across the short answer responses. Table 2.3 below shows the top ten most common short answer response themes:

Table 2.3: What are the 2-3 most important things you have learned? <i>Top 10 short answer responses</i>	
Category	How often mentioned?
Group work skills	60
Learning Concepts / Learning about Learning	57
Evaluating own writing/Grading criteria	53
Paper organization skills	52
General “writing skills”	47
Research skills	42
Confidence / self-efficacy	41
Presentation skills	40
Metacognition	39
Argumentation skills	37

Again, these student-initiated responses indicate that group work (60 mentions) is highly valued—again, possibly because it is the most recent experience, but also potentially because they successfully faced a challenge. Next most commonly noted were learning concepts or learning about learning, mentioned 57 times, followed by self-assessment skills (53), paper organization (52), and general writing skills (47). The occurrence of these themes indicates that students found learning about learning just as valuable as they found learning specific writing practices.

In the program evaluations, students were also asked to self-report their confidence in their ability to meet college-level writing assignments. On a scale of 1-7, ranging from one being “not confident at all,” four being “somewhat confident,” and a seven being “very confident,”

students were asked to score how they remembered their confidence being before the course compared to now. When asked, “How confident were you **before the course** that you could successfully prepare for and complete college level writing tasks?” on average, students were “somewhat confident,” with a range of confidence scores from 3.4 to 5.0. When asked, “How confident are you **now** that you have developed tools in this course that will help you prepare for and complete college level writing tasks?” students indicated that they were more confident now, with a range of confidence scores, averaged by class, from 4.8 to 6.6. This indicates that although all classes showed a net increase in confidence, the amount of increase ranged from section to section.

Table 2.4 Average Self-Reported Confidence			
	Average across sections	Range of averages across sections	Median average across sections
Confidence before the course	4.1	3.4 to 5.0	4.0
Confidence at end of the course	5.6	4.8 to 6.6	5.55
Average Change	1.59	0.8 to 2.9	1.65

Moreover, these student-reported confidence scores show that students *felt* that the writing and learning tools they developed during the four-week course positively affected their confidence in their capabilities as college writers.

Conclusion: The Importance of Teaching Metacognition

Beginning in 2004, *Writing Ready* set out to support self-identified underprepared writers through their transition into college life by getting them to write more, and do it more confidently, by helping students develop positive writing practices and by developing their metacognition. By examining how these curricular objectives are put into practice in the course assignments, how they are interpreted by instructors, and finally, how they are understood by students, I have

shown what a course that focuses on explicitly teaching students about writing and learning practices might look like.

As we can see from the course evaluation data, students reported that they did, indeed learn a lot about writing and learning. Additionally, student confidence ratings indicate that, as a group, their confidence in meeting learning expectations also increased after completing the four-week *Writing Ready* course. Now that we know what the course set out to do and the occasions it creates for students to develop metacognition, we need to examine the extent to which, and how, these occasions begin to shape students' pedagogical memories. In the next chapter, I will analyze two sets of student reflective writing from the first and last day of class to see how students talk about their writing and learning at the beginning of this course and after completing the *Writing Ready* curriculum, which will help us to understand what students took away from this explicit attention to writing and learning development.

Chapter 3. IDENTIFYING METACOGNITION IN STUDENT WRITING

As we learned in Chapter Two, the English 108: *Writing Ready* curriculum focuses on developing students' confidence in writing, fluency in both written and oral communication, and fostering their self-efficacy skills in their transition to the university. Each of these program objectives has the goal of building students' metacognitive practices so that students become better writers and learners. In order to understand how a course that explicitly teaches learning concepts and metacognitive practices gives students new ways to write, speak, and think about their writing and learning, this chapter details the development of an analytical framework to assess metacognition. I am particularly interested in analyzing how students' metacognition might appear in writing and how that articulation might be measured. Framework development began with the following research question:

In student writing, as well as their conversations about writing, where do we see evidence of metacognition? Confidence? Academic dispositions? How can we measure it?

This chapter, then, will describe the development of a framework that will enable us to identify representations of metacognition, confidence, and academic dispositions in student writing, as well as a means to measure them. This framework specifically focuses on the two sets of in-class timed writing assignments described in Chapter Two, the first day "Snapshot" essay and final "Reflection" written on the last day of class, to analyze how students use the language of metacognition as a resource they can deploy to talk about writing and learning and what we can learn from these reflective moments. This chapter will lay the groundwork for understanding how the language of learning and practices of metacognition might persist over time, forming pedagogical memories, which I will explore in Chapters Four and Five.

Metacognition in Writing: Methodology

When students came to class on a late August morning for the first day of English 108: *Writing Ready*, they were welcomed by their instructor and classmates. As a way to transition them back into academic life, students, many of whom were international students who had only been in the country for a few days, were asked to spend one hour writing a reflective essay. The goal for this essay was two-fold: to give students an opportunity to reflect upon their prior writing experiences, choosing one to explore, giving students a textual foundation to later develop into their first essay. Second, this essay offers instructors a glimpse into the students' prior experiences with writing and also gives the instructor a sense of students' strengths and weaknesses in writing. The Snapshot essay prompt asks students to:

Tell the story of how you have come to be the writer you are...tell me about one distinct moment in your writing life—a time a particular assignment was due, say, and you were stuck and unable to write. What were you writing, when, and why were you unable to make progress? Maybe this was in high school? Or was it early in your schooling? Or was it when you were trying to write an essay for a College application?

Or, contrariwise, you might write about a time when you found writing easy—when was that? How old were you? What were you writing? Why do you think now that it was “easy” to do? That it came without a lot of hard work on your part?

This essay is read by instructors and returned to students the next day with supportive comments. It becomes the foundation of the students' first writing assignment, “My Writing Life.”

At the end of the four-week course, students are asked to again write for an hour in class on the last day. They are encouraged to look over the writing they have produced and consider what they have learned. In the Reflection prompt, students are asked:

As you look back on all the work you have done these past four weeks (feel free to consult your portfolio), think about what kinds of difference this class has or has not (!) made for you as a writer and learner. Remember the hopes, goals, questions and anxieties you had on the first day of class? What has happened since? What goals have you achieved, or begun to achieve? What hopes, questions and anxieties do you have going forward into fall quarter? Have you discovered any useful strategies for addressing these questions and anxieties? This is an opportunity for self-reflection, for you to again practice metacognition. The more honest, thoughtful and convincing you are about the challenges you will still be facing as you leave this class, the better positioned you will be to practice self-efficacy fall quarter!

The prompt invites students to look back over their writing from over the four-week course, reflect upon their metacognitive state on the first day of class, and consider what they have learned during the course that can help their future metacognition. The prompt invokes some of the metacognitive vocabulary of the course (metacognition, self-reflection, self-efficacy) and, like the Snapshot prompt, invites students to think about questions and anxieties as well as hopes and achievements.

These reflective moments are presented to students as opportunities to think about their writing and learning experiences, and to visually mark their growth in writing and learning. Many students write specifically about this growth in their Reflection essays. However, as I develop a framework to describe and measure metacognition in writing, I also recognize that students' written metacognition doesn't necessarily represent the metacognition students experience; instead, these written representations are mediated by the writing task, genre constraints, students' individual experiences and goals, and the social context, including prior

conversations in class and with other students. Therefore, in this chapter and the next, I am careful to describe the choices students make in how they chose to respond to these two specific writing prompts at two particular moments in time. Although these prompts are written to invoke students' metacognition in a written form at the first and final moments of the course—and they are used instructionally for comparative purposes—it is important to note the ways in which the prompts ask students to do different things, which affects the essays students then write.

The first writing assignment is presented as a “Snapshot” of students' writing lives, where students are asked to focus on one moment—positive or negative—that defines them as a writer. They are asked to describe their memory of this moment and what it means to their writing today: in many ways, students are directly asked to form a pedagogical memory of their writing experience. In contrast, the final portfolio Reflection invites students to tell the story of their experience in *Writing Ready*, not focusing on one particular moment; instead, students are asked to tell the story of what they have learned over the past four weeks. It is more analytical in style and encourages students to use the learning vocabulary. Therefore, students will necessarily respond to the different prompts differently.

Despite these differences, the essays are still valuable markers of how students have learned to articulate metacognition during the course. On the first day of class, students do not yet have the vocabulary to talk about their writing and learning experiences, so the Snapshot essay seeks to engage students where they are using the language they have. By the end of the four weeks, the Reflection essay specifically asks students to articulate what they have learned in the language they have learned it, serving as a powerful indicator of the ways students have learned to articulate their metacognition.

Data set

Access to the student writing for Phase One of this study was provided to me by the *Writing Ready* program, as they were collected as a part of standard program assessment procedures. The essays I was given come from a random eight of the twenty sections of English 108 offered during Early Fall Start 2013. All essays were handwritten during class, photocopied by the instructors, and turned into program directors. The essays were coded by class (for example “CB”) and by student (for example “S5”) so that I could analyze the writing within the context of student development and class experiences. Before rating, all essays were reviewed for legibility and checked that there was a complete set: essays from incomplete sets (i.e. missing a Snapshot or Reflection essay) or with poor copy quality were removed from the study.

Class	No. of Students in Study	Number of Essays
CB	12	24
CC	11	22
CD	13	26
CE	15	30
CF	10	20
CG	11	22
CJ	11	22
CM	12	24
Total – 8 Classes	95	190

As indicated in Table 3.1 (above), my data set includes ninety-five students from eight sections of English 108, for a total of 190 individual essays, all in paired sets.

Developing a Metacognition Analytical Framework

To understand the role of metacognition in the way students write about their writing and learning lives, I wanted to develop a “rubric” that would enable both researchers and instructors to look at different components of metacognitive practice through an analytical frame. To this end, I brought together a team of *Writing Ready* instructors to develop a Metacognition Framework. To begin, I worked from previous theoretical research on metacognition (as

discussed in Chapter 1) and my own experiences as a *Writing Ready* Instructor to draft a framework for coding metacognition. This initial framework focused on four key dimensions of metacognition: Metacognitive Awareness, Academic Dispositions, Confidence, and Resources. In order to measure how developed a student's metacognitive practices were on a particular dimension, I developed a rating system on a three-point scale, with one being a low score and three a high score, with descriptive characteristics for a one, a two and a three in each category.

After developing this preliminary framework in consultation with my research advisor Anis Bawarshi, I met with two fellow *Writing Ready* instructors who had both recently taught in the program. Together, we met on several occasions to further develop the rating framework. After piloting the preliminary framework with a small group of student essays from two different classes, we revised the framework to more precisely describe these four dimensions of metacognition, made sure the scoring guide descriptors for each rating accurately reflected the types of writing and metacognitive practices we saw, and we developed a coding system to further describe the metacognitive moves students made in their writing. The codes for each dimension of metacognition emerged from the essays themselves: as we rated the sample group of essays, we found a number of characteristics that fell under each dimension. As with the analysis of course materials in Chapter 2, I employed the grounded theory method of analysis, coding the essays, on the one hand, by allowing unique themes to emerge from the student data, and on the other hand, using concepts that emerged in my evaluation of the English 108 curriculum and pedagogy. In each of the two rounds of rating sample essays, we further expanded our set of potential codes.

After two rounds of framework revision, we then trained a larger group of *Writing Ready* instructors to rate the full set of snapshot and reflection essays with our final Metacognition

Framework cover sheet (which will be described in detail later in this chapter), which included a central question for each dimension of metacognition, a scoring guide to rate the essays on each dimension from 1-3 (with one being a low score and three high), a list of common codes they could select, and a text box to write relevant quotations (for the final version of this Metacognition Framework Cover Sheet, see Appendix 3A). In the end, this group of six raters rated 190 essays, which consisted of both the snapshot and reflection essays from 95 students from eight different classes (see Table 3.1 above). In order to account for individual interpretations of students' representations of metacognitive practices in writing, the six instructors rated the student essays in pairs. Each instructor rated and coded their group of essays individually, then met with their partner to discuss their scores for each category. In instances where the instructors disagreed over a rating, they were instructed to discuss the difference and come to mutual agreement. In contrast, the instructor pairs did not need to agree on the codes for the essays: all codes that individual instructors noticed were entered on the master coding sheet. There was also room for instructors to add codes that were not included in the coding framework, yet they felt were important. The coding framework instructed instructors to include quotations from student essays that were particularly representative of a particular dimension of metacognition or showed connections between dimensions. These three components of the framework—score, codes, and quotation—worked in concert to represent how students articulated metacognition in their writing. That is, the codes serve as a marker of the themes that came up in writing (a student wrote about ease, or grades, or the importance of writing), while the score marks the metacognitive quality of the students' writing (surface-level or critically engaged). Finally, the quotations pulled from student texts demonstrate the nuance of the codes, the scores, and actual student writing. After rating and coding essays and meeting in pairs to

agree upon ratings, the rating team met as a group one last time to turn in the essays and coding sheets as well as share impressions and lessons learned.

Coding Framework: The Four Dimensions of Metacognition

In order to understand how this Metacognition Framework serves as a tool to analyze student writing, in this section I will describe each component of the Metacognition Framework we developed. First, I will explain the rating system we constructed in detail, along with examples from student writing that show what metacognition, confidence, and academic dispositions, as we defined them, look like in writing and how they might be measured. As previously described, the framework correlates with four important dimensions of metacognition: a) metacognitive awareness, b) academic dispositions, c) confidence and emotional engagement and d) utilization of resources.

Question A: Metacognitive Awareness

The first component of metacognition that the framework focuses on is metacognitive awareness, that is, how do students use this reflective writing opportunity to consider their past learning experiences in light of the present situation. Question A asks:

To what extent is the student able to reflect upon their prior writing experiences, analyze strengths and difficulties, and relate them to present learning demands?

A key component of reflection and metacognitive awareness is the ability to make connections between past and present exigencies. When developing the framework for this dimension of metacognition, we found that the key characteristic was awareness of, but not necessarily mastery over, different ways of thinking. For example, a discussion of writing challenges a student faced would be coded with “awareness of difficulty” and describing the strategies they used to meet the challenge would be coded with “awareness of what worked.” Similarly, when

students noted that something was similar or different from a previous writing experience, it would be coded with “awareness of transfer.” When students engaged with the emotions of writing, whether positive or negative, “awareness of emotion” was marked. From the first day, instructors introduced the concept of being an insider or outsider to information, and this language is invoked in the writing prompt. When students used this language or alluded to working from an insider or outsider perspective, this code was then marked. Another area that stood out while developing the coding for the Metacognition Framework were some of the physical descriptions students used to describe either the moment they were remembering, or vivid metaphors they invoked to describe the writing they experienced. These physical descriptions were coded as “physical memories.” These codes helped the raters to analyze how students reflected upon their past experiences. For all possible codes, see table 3.2 below.

Awareness of difficulty	Awareness of strengths	Awareness of self
Awareness of transfer	Awareness of what worked	Awareness of future
Awareness of transition [threshold]		
Awareness of emotion [fear, confidence, passion, etc]		
Awareness of insider/outsider perspectives		
Physical memories		
Details: general or specific	No evidence	

The descriptions of the scores 1-3 focus on a student’s ability to analyze and re-contextualize those prior experiences. The framework scoring guide notes that a student who scores a one “shows limited reflective ability, often resulting in statements about the experience, but without analyzing the *hows* and *whys*.” For example, one student, when describing their prior writing experiences, makes such a statement about their writing capabilities: “Finally, I just give up. I try working hard but I think I don’t have the good writing skill.” This example shows the

statement about the experience “I think I don’t have the good writing skill” without analyzing why they think that, or what it means.

A student who scores a two for Question A, then, should show some development in this reflective ability. The scoring guide indicates that a student scoring a two “shows some reflective ability, describing prior experiences with some analysis but not fully developing the connections with present learning.” This level of metacognitive awareness includes analysis of one’s learning experiences; however, the student does not yet articulate what they can learn from the experience. This beginning analysis is visible in the following example:

I was kind of depressed about the comments that I continuously getting from all my foreign teachers. Most of them told me that my writing was ‘understandable, but not exactly in the way foreigners will write.’ This comment has been very vuge to me all these years, because it can be concluded into one simple word-style.

This student is able to articulate their feelings, “I was kind of depressed,” as well as what the teachers said and why that led to the feeling of depression; however, the student does not yet continue the analysis to connect with the present context, and what the student might learn from it.

A student who scores a three in this first dimension of metacognition, then, should display a more developed metacognitive awareness. A student who is metacognitively aware is able to make those connections between past and present. The scoring guide indicates that a student scoring a three “shows well-developed reflective ability, describing prior experiences and connecting them with present learning.” A student who has this well-developed reflective ability might, then, display a strong awareness of self, both strengths and weaknesses, and how personal

traits might serve that student into the future. The following example shows this ability to describe a past experience and connect it with present and future learning contexts:

I rushed into the Electrical Engineering building the first day, and opened the door towards English 108. I came in with lots of anxieties and hopes. Some of them dissolved, but some new ones were also created. After these four weeks, I noticed that there will be many lessons for me to learn in the next four years as a learner and as a writer.

As I demonstrated in Chapter One, the power of developing students' pedagogical memories lies in this ability to connect past memories with present and future learning expectations. A student's ability to re-contextualize past learning within new social contexts is, then, a marker of a student's development of metacognitive awareness that goes beyond reflection to facilitate the development of pedagogical memories.

Question B: Academic Dispositions

The second component of the Metacognition Framework focuses on academic dispositions, that is, describes how students are oriented towards college-level learning. Question B asks:

To what extent does the student demonstrate an understanding of college reading and writing values and why they are important, as well as the practices necessary to meet them?

As the rating team worked together to further articulate how academic dispositions might appear in writing, we determined that the values and practices that students emphasized as important help to reveal students' academic dispositions towards college-level writing and learning. Descriptors for the scores 1-3 focus on a student's awareness of and ability to talk about college-level writing and learning practices. As described in Chapter One, some of the values and

practices that underlie a successful academic disposition include viewing writing as a process, being flexible, valuing reading, writing and learning, and using academic practices such as annotation, revision, and time-management. Some negative dispositions might include valuing ease, correct answers, or prioritizing grades above all else. In developing the framework; however, we realized that part of developing a flexible academic disposition is negotiating conflicting values and practices. The raters, then, did not score the essays based directly on the types of values and practices they articulated, but also on the student’s ability to critically engage with those values and practices in their writing. That might mean that a student who scores a three still values grades; however, the student might describe how grades fit within a larger set of self-assessment practices that help that student become a better writer. The possible codes for this category can be seen in in Table 3.3 below.

Value: collaboration	Value: learning	Value: reading
Value: writing	Value: process	Value: organization
Value: voice	Value: ease	Value: passion
Value: flexibility	Value: new experiences	
Value: grades	Value: insider knowledge	
Value: diversity	Value: correct answers	
Value: native-like pronunciation	Value: claim/thesis/central purpose	
Value: sentence-level correctness (ie grammar, vocab)		
Practices: annotation	Practices: note-taking	Practice: analysis
Practices: revision	Practice: self-assessment	Practice: adaptation
Practice: evidence	Practices: time-management	
Details: general or specific	No evidence	

The Metacognition Framework describes a student who scores a one as a student who “places emphasis on basic reading and writing skills, or seems unaware of important college learning practices.” An example of this emphasis on basic skills can be seen in the following statement: “And I got a very high score at that time. There are nothing about depictions of

scenery but my real emotions.” In this piece of student writing, it seems that this student highly values the score they received, which encourages this student to value the emotional aspect of writing over descriptive writing. It can be argued that for an incoming university student, over-valuing grades and writing based upon emotions may not serve them well in new academic writing environments.

A student who scores a two on the framework, then, should have some awareness of the learning practices necessary to be successful in college; however, this student might show resistance to them, or may articulate a struggle with putting them into practice. The scoring guide notes that a student scoring a two “acknowledges some college-level writing values (but may still maintain basic reading and writing skills) and may struggle with college learning practices.” The following student acknowledges the need to have a broad knowledge base to be successful in university study; however, the student also writes about situations when their knowledge was not sufficient for performing well on writing assignments:

Now I think the biggest problem I had was lack of knowledge. If I’ve read a lot of books, I wouldn’t felt hard to find stuff to write. This problem also happened in my SAT exam. I couldn’t open up my mind in such a short time, so I had no time to make the essay long enough.

This student values learning, reading, and writing, but does not yet articulate the corresponding practices that will help that student become successful in the future.

A student scoring a three for this dimension of metacognition should be able to talk about reading, writing, and learning practices in a critical way, reflecting both an awareness of university values and the necessary practices to meet them, as well as a discussion of what those values mean for the student. The scoring guide describes a student scoring a three as someone

who “shows awareness and understanding of college reading and writing values, why they’re important, and names some practices that support those values.” In the following example, the student contrasts a more restrictive disposition towards learning with a new focus on writing development:

...now I realize that this approach to writing that consisted of being metacognitive, was better than learning fixed and systematic strategies because by receiving feedback on my writing and becoming aware of my weak points, I have managed to make significant improvements.

This student is able to articulate a value of college writing (revision), how that student practices it (through feedback and awareness of weaknesses) and why it is important (leads to writing improvement). In addition, this student describes the connection between the dimensions of metacognition in fostering academic success: the student’s metacognitive awareness enables a deeper awareness of the full writing process.

Question C: Emotional Engagement

The third component of the Metacognition Framework focuses on confidence and emotional engagement, that is, how confident are students in their ability to meet learning challenges. This dimension of metacognition characterizes students’ emotional engagement in two important ways: first, it accounts for a range of common emotions students display when asked about writing. Second, emotional engagement accounts for students’ perceptions of their own capabilities—a key factor in self-efficacy. By looking at a students’ self judgment (positive or negative), motivation (internal or external) and locus of control, or where they place blame (internally or externally), this dimension of metacognition captures the way emotionally engage with the experience of writing. Question C asks:

To what extent does the student show confidence in their ability to influence learning outcomes and meet learning demands?

In reading student essays, the rating team realized that there were several dimensions of metacognition coming together to affect a student’s confidence: emotional reactions to writing assignments, self-judgment about writing performance, motivation for learning, and locus of control for the outcomes of learning tasks. The codes that emerged from the essays included emotions (comfort, confidence, pride, fear, anxiety, enjoyment) as well as self-judgment, motivation, and locus of control (see the full list of codes in table 3.4 below). The descriptions on the scores one through three focus on a student’s ability to articulate and navigate the emotional experience of writing and learning.

Comfort	Confidence	Pride	Courage
Resilience	Resistance	Fear	Anxiety
Nervousness	Enjoyment		
Self-judgment: positive or negative			
Motivation: internal or external			
Locus of control (blame/control for outcomes): internal or external			
Details: general or specific		No evidence	

For a student who scored a one in this emotional dimension of metacognition, the scoring rubric indicates that “the student shows little confidence in his ability to influence learning outcomes and manage learning demands. The student may focus on external factors, learning failures, or continued learning problems.” For example, one student describes an emotional writing experience, with negative emotion, “upset,” that persists even at the time of writing: “Every time when I notice everyone around me have finished the assignment while I do not even start it, I feel very upset, just like I do right now.” In addition to this unresolved negative emotion, this student indicates that their indicator for success in writing is external, noting that

“everyone around me have finished.” This student does not, in their writing, articulate confidence to manage learning demands.

In contrast, a student scoring a two on the Metacognition Framework may show confidence in some areas, but might be unsure about their capabilities in another area. As I discussed in Chapter One, there is often a back-and-forth in both understanding and confidence as students push themselves into new contexts and learn new things. The scoring rubric makes room for this this liminal state, stating that for a score of two, “The student shows confidence in some areas, lacking confidence or control in others.” One student shows this mixed confidence, writing, “I am nervous about juggling three classes but also that I am confident in my writing skills. I hope to achieve higher than a 2.8...” This student recognizes the potential difficulty of managing multiple learning demands (three classes), while also articulating the confidence they have developed in writing. At the same time, this student’s focus on GPA acknowledges the pressure the student feels to manage those demands at a certain standard.

Finally, a student scoring a three in confidence does not need to show full confidence in their ability to meet any learning goal; rather, this student articulates confidence in being able to manage learning demands, which very often includes the recognition that learning is an ongoing process. The scoring guide states that for a score of three, “The student shows confidence in his ability to influence learning outcomes and manage learning demands, which may include acknowledgement that they have a lot to learn in certain areas.” A clear example of this balance is a student who writes about what they have learned from failure:

...I use failures as opportunities to learn and improve on a skill not as a reason to get down on myself... I think this is one of my strongest attributes because in college and in

life you get knocked down. You have to be mentally tough enough to get back up and try again.

This student articulates that learning is not always direct or easy; however, this student articulates confidence in their ability to learn from both successes and mistakes and indicates a positive self-judgment and internal motivation to succeed. As the research on self-efficacy discussed in Chapter One indicated, the articulation of confidence can support more confident performances, and once a student experiences positive results from confidence, their confidence again grows. By articulating their resilience, this student has begun to re-frame their learning narrative.

Question D: Resources

The fourth component of the Metacognition Framework focuses on the resources and practices a student employs to meet their learning goals. Question D asks:

To what extent does the student show strategies to meet learning goals, as well as evidence of reaching out for support or willingness to seek help when necessary (naming specific locations for support such as writing centers, libraries, office hours, etc)?

In the first iteration of this framework, this dimension focused exclusively on help-seeking behaviors. However, as we began to read students' essays, we noticed a relationship between students using internal self-strategies to meet their learning goals as well as external resources. We noticed that students might use exclusively one type of strategy or the other, but the most developed strategies included both kinds. Having a range of educational strategies in their "toolbox" before they encounter difficulty is essential for students' ability to manage learning challenges once they do meet them. The codes included resources such as office hours, writing

center, reading, library, and peers, as well as self-strategies such as brainstorming, self-assessment, revision, and flexible process (see the full list of codes in Table 3.5 below).

Resource: writing center	Resource: office hours	Resource: instructor
Resource: community	Resource: peers	Resource: reading
Resource: new experiences	Resource: classes	Resource: library
Self-strategy: self-assessment	Self-strategy: time-management	
Self-strategy: revision	Self-strategy: flexible process	
Self-strategy: manage anxiety	Self-strategy: brainstorming	
Details: general or specific	No evidence	

Students scoring a one in this category typically showed no strategies to meet their learning goals. The student essays indicated that a significant number of students did not discuss either resources or strategies they used to meet learning goals. Therefore, the scoring guide notes that, for a one, the “student shows no strategies to meet learning goals or evidence of reaching out for support.”

Students scoring a two, need to articulate about some strategies they have used or plan to use to meet learning goals; however, these strategies may be limited. For students scoring a two, the scoring guide notes that the “student shows some strategies to meet learning goals and/or evidence or willingness to reach out for support, but may lack specifics or name academically inappropriate supports.” One example of how a student might name strategies or resources, yet those resources are limited (or limiting), is in the following excerpt: “[the teacher] often helps students out our ask us into thinking deeper to kind of ‘lead’ the students into generating ideas.” In this case, the student names the teacher as an important resource for meeting learning goals; however, writing that the teacher “kind of ‘lead’ the students into generating ideas” indicates that the student still relies upon the teacher for meaning-making.

For students who score a three in the resource category of metacognition, the student is able to name multiple strategies for meeting learning goals, including places where they can reach out for support when they meet difficulty. The scoring guide notes that for a three, the “student shows strategies to meet learning goals, which include reaching out for appropriate support (or willingness to do so), with specific details.” In the following example, the student is able to name the resource as well as describe why it was useful in supporting their learning: “Discussing with other people did help me understand more about my central purpose and topic sentences. This opportunity taught me how important group work is, which is a useful strategy in college.” Naming multiple strategies a student can use for support is important foundation for when a student encounters difficulty; moreover, being able to describe why that resource is important is an important part of metacognitive management.

Data Analysis

This Metacognition Framework enabled our rating team to analyze student writing for these four dimensions of metacognition: metacognitive awareness, academic dispositions, confidence, and utilization of resources. After rating, coding, and pulling out quotations from the 190 student essays, I compiled and analyzed the data. In order to analyze the data the instructors generated, I then used the grounded theory method of data analysis, computing the occurrence the instructor-generated codes throughout the data set to find patterns across the course sections for both the Snapshot and Reflection essays. I calculated the average scores on the Snapshot and Reflection essays for each dimension of metacognition, both per class and for the group overall, and computed the average change. I then compiled the codes and counted the number of times each code appeared in the essay pool for the Snapshot and Reflection essays, as well as the amount of change. Finally, I compiled and separately coded the quotations that instructors pulled

out of the essays. I used the emerging coding patterns to re-read the quotations from student essays that instructors highlighted as particularly relevant to each dimension of metacognition. From this analysis, a number of themes emerged from the student writing, which will be discussed in the next chapter.

Metacognition In Writing: Analyzing Two Cases

In order to show how the four dimensions of metacognition--as well as the ratings, codes, and quotations—emerge from student writing, in this final section of Chapter Three I will examine the Snapshot and Reflection essays from two students. Five essays were randomly selected from two different classes after they were coded, and I chose to discuss these two in detail because they are representative of the pool as a whole. The first student, CC-S4, shows some metacognitive awareness and emotional engagement despite the very short length of the Snapshot essay. In the Reflection essay, this student articulates increased metacognitive awareness and significantly more metacognitive practices (with scores on the Metacognition Framework increasing from 2-1-2-1 to 3-3-3-3). Most notably, in the Reflection essay, this student articulates both an awareness of where they started and how far the student still has to go in their writing development. This student also describes their experience as an international student from China. The second student, CE-S5, was chosen because, although this student also shows an increased articulation of metacognitive awareness between the Snapshot and Reflection essays, (increasing from 1-2-1-1 to 3-3-2-2), there are still important areas where this student's articulation of metacognitive practices is incomplete. Additionally, this student, based on information revealed in the essay, went to high school in the United States but identifies as Taiwanese, which represents an increasing portion of the *Writing Ready* program demographics.

Case One

Student CC-S4's Snapshot reflection is quite short: only filling one and a half handwritten pages (just under 300 words). The single body paragraph of the essay describes trying to write the UW college admissions essay after learning to write in the Chinese education system. The student writes:

In China, writing is the most important part of Chinese language test. However, in order to get higher scores, students in China try to write essay magnificently but not truly. Sometimes I feel disgusted when I start test writing because it is not the real thing from my heart but some words to obtain grades. I don't have an excellent writing skill and grades mean everything in Chinese school so I have no choice but to wear a mask. Things start to change when I read the instruction of UW's essay, I felt that it was hard to write for I sued to write essay in Chinese style. "Just a story about your life," it was a simple request but I fail to find something ordinary in my life. All my mind was full of history events, important people, academic researches, the things that belong to others not to me. It made me crazy but nothing came out. It was tired and I began to think about something else unconsciously. In this way I find that many memories start to come out of water and it is so interesting that I had such experiences, ordinary but full of memories and a real reflection of myself.

When reviewing this paragraph for metacognitive awareness (Dimension A), the student shows awareness of emotion ("disgusted," "it made me crazy"), awareness of difficulty ("It was hard to write...I fail to find something ordinary in my life"), and awareness of what worked ("I began to think about something else unconsciously...In this way I find that many memories start to come out of water..."). Additionally, this student uses specific details to describe the memory of writing this essay and uses a number of metaphors to describe how they felt about the

experience. This ability to describe prior experiences with some detailed analysis, without fully developing the connections to the present, is a representative example of a score of a “2” on this first dimension.

For the second dimension of metacognition, academic dispositions, this student displays a recognition that writing is valued in the university, especially in the introduction sentence:

“Writing, one of the most important skills that a man should master, seems particularly normal in my life.” However, the student does not provide any details about what writing means to them in practice. Additionally, the above body paragraph reflects the conflicting value this student holds towards grades. The student recognizes its importance in the Chinese educational system, yet this student also describes this focus on writing for grades as “wear[ing] a mask.” Although it seems that the student doesn’t necessarily value grades as “everything,” the lack of articulation of competing values means that the raters both scored this student as a “1” on this dimension.

For third dimension, emotional engagement, raters scored the student at a “2,” indicating that student shows some confidence in their ability to influence learning outcomes; however, the student lacks confidence or control in some areas. Specifically, the focus on external factors influencing this student’s writing (exams, grades, “Chinese style”) seems to make it difficult for the student to adapt their writing process. Although one can interpret the frustrations with “essay[s] in Chinese style” as a motivation for studying in the United States, the student doesn’t articulate this in their own writing.

The final dimension, utilization of resources, was scored at a “1” because the student does not articulate strategies to support one’s writing process. Although the student mentions that being able to “think about something else unconsciously” helped the student to brainstorm the

essay, the student does not go on to explain how this kind of brainstorming might have helped the writing process or might help in future writing situations.

In this first essay, the student articulates the existence of a burgeoning metacognitive awareness and emotional engagement. The student does not spend much time engaging with college learning and writing practices and the resources that can support them. In contrast, in the Reflection essay, the student extensively articulated metacognitive awareness, described university writing and learning values and practices, engaged emotionally both with prior learning experiences and future expectations, and described the resources and strategies that will help make this student successful in college. The Reflection essay more than doubled in length at 667 words. The student organizes the essay by bringing the reader through their writing portfolio, with topic sentences describing the physical experience of reading over the work completed and remembering the experiences they had over the previous four weeks:

“Opened my portfolio, the snapshot writing first went to my eye sight...”

“Later, I saw my responses of article I could still imagine the situation that we were discussing some ideas in essays.”

“ ‘Oh, ‘my writing life’ and ‘my learning profile’ I said to myself, ‘they contained a big progress.’”

“Last but not least; Our team presentation contained such a valuable experience.”

“I closed my folder and looked around. I saw all my classmates were smiling. They must enjoyed their experience as I did.”

This connection between the physical and emotional experience of reading the portfolio and the analysis demonstrating what student learned is a key move of metacognitive awareness.

In addition to being able to shift between physical presence and reflective analysis, the student articulates awareness of the transition to a new writing situation. This essay shows the connection between dimension A, Metacognitive Awareness, and dimension B, Academic Dispositions, scoring a 3 in both categories: “I noticed my previous writing was full of Chinese traditional writing style ... it is not a good idea in U.S. college writing since readers in U.S. want a direct main purpose.” This awareness not only signals the transition from one writing context to another, the student also articulates an awareness of the need for a clear central argument, an important value of college writing.

This student also describes, in detail, a breakthrough moment during the class, where the student realized that not speaking in class affected their engagement in course materials, showing the connection between metacognitive awareness and Emotional Engagement, dimension C (with a 3 in this category as well). The student describes the process of overcoming the challenge and the emotions that came with it:

... I could still imagine the situation that we were discussing some ideas in essays. I can still felt my nervous feeling at that time. Many classmates expressed their views but I couldn't raise my hand. I was feared to share my opinion in front of many native speakers whereas I was willing express. My heart beated fast just like a rabbit jumps all the time. I missed many chances to speak while others became involved little by little. Suddenly I came up with the question that what if I kept silence in the upcoming college studying? The answer was that I could learn nothing. Thus, I made my mind to raise my hand to answer the question and to make a breakthrough. “Good point!” This was the idea feedback from [my instructor] which helped me build my confidence. After that, I tried to be more active in our classes as well as off the class. I thought I was timid but actually I

had the nature of opening. When recalled the process, that moment of raising my hand was incredibly.

In this paragraph, the student articulates awareness of emotion (“I can still felt my nervous feeling,” “I was feared to share my opinion”), as well as how these feelings generated a realization that not participating would harm their ability to learn: “Suddenly I came up with the question that what if I kept silence in the upcoming college studying? The answer was that I could learn nothing. Thus, I made up my mind...” This student describes an internal motivation to learn that resulted in a breakthrough of finally speaking up. As the student articulates increased awareness themselves as a learner, of the emotions they’re experiencing, of the challenges they face, and what works for them, the student is also able to better articulate and how they enacted solutions to those problems. Finally, this student demonstrated an awareness of and willingness to use a variety of learning strategies by describing the value of instructor feedback and peer review, the benefits of the conference on learning, and articulating a number of self-strategies such as self-assessment and revision, scoring a 3 in this category.

Case Two

The second student, CE-S5, began the Snapshot essay by remembering a previous academic transition: moving to a new high school three years before. In this essay, 511 words long, the connections between the four dimensions of metacognition are even more visible. The student begins, “It was a tough ride three years ago when I moved to Scottsdale, Arizona for high school. My high school career began with anxiety as I stepped into the public high school located near my house.” In this introduction, the student not only articulates awareness of transition, but also awareness of difficulty, awareness of self, and awareness of emotion. Although the student begins the essay with metacognitive awareness, raters still scored the essay with a “1” for

metacognitive awareness because the student makes statements of awareness, yet does not engage with what that awareness means for the student.

The essay focuses on one moment at the new school where the student was assigned to write a report on a historical figure for the final grade. The student writes, “My brain shattered. I was in complete shock and didn’t know how to face this assignment.” In this memory of the writing assignment, the student articulates how they felt, but not why, which prevents the student from analyzing the emotional experience. This description of emotion, without engaging with the contributing factors, does not show how the student might influence learning outcomes. Moreover, later in the essay, she describes the outcome of not knowing how to manage this writing assignment:

Progress wasn’t made; I disappointed myself by turning in a two page long introduction about Abraham Lincoln.

I felt awful. The worst feeling in my senior year. I kept convincing myself that it was probably senioritis that blocked me from producing a good paper but those were just simply, excuses.

Again, the student describes the experience and the accompanying emotions; additionally, the student indicates that senioritis might not be to blame. Despite articulating this awareness that there might be more going on with the assignment and the student’s response, the student does not articulate it in writing.

By the end of the essay, the student articulates more disappointment in their performance, and fear of the future—along with negative self-judgment:

That was the snapshot of my writing life. It is the most intensive writing I've done. Now I have a fear for research papers. Any kind of research paper would make me emotional. I don't know how to handle neither do I know how to do a good one."

The student continues later, "I felt stupid. I was obligated to complete an important assignment but I failed to meet the requirements and the teacher's expectations." By the end of the essay, the reader is left with the overwhelming feeling of this students' emotions: by describing over and over these negative feelings and negative self-judgment, it is clear that the student has little confidence in their capabilities, with raters scoring it with a "1" for emotional engagement and a "1" for utilization of resources.

The one area where this student did score a "2" was dimension B: academic dispositions, because the student shows an awareness that academic writing should be valued. The student is able to describe why academic writing is important, and is open to learning the accompanying practices. The student writes,

As I approach more to college writing, I truly hope I know how to handle certain types of situation like this. I want to use the resources provided at school to learn and grow.

Writing has its benefits—we use writing everyday to enhance our knowledge from an outsider to an "insider." Not only has the experience made me a better person, it has also let "outsiders" understand some problems people encounter when they write.

In contrast to the Snapshot essay, in the Reflection essay the student is able to not only acknowledge emotions, but also articulate how those feelings affect their writing and learning practices. The essay itself is slightly longer (611 words), and the raters gave the essay a "3" for both Metacognitive Awareness and Academic Dispositions. As the student reflects on their learning over the previous four weeks, the student articulates which practices the student has

found most valuable, writing, “Now thinking back of what I’ve achieved these four weeks, I realized that I learned more than I thought I would. This course has helped me made friends, gain knowledge, improve writing, and most importantly, self-reflect on my personal work and ideas.”

This self-awareness shows up in the students’ writing about the writing practices they learned. The student shows an awareness of transfer as well as articulates important values of college writing when they contrast high school writing with the *Writing Ready* practices:

This isn’t high school where I need to follow the five-paragraph essay format. Instead, I learned how to write to the central purpose of the topic. Furthermore, I learned more in depth in terms of the six writing criteria essays should be aware about. That is, central purpose, details, organization, fluency, fullness, and presentation. My previous writings lacked details, smoothness, and my central purposes weren’t clearly identified.

Although this student articulates certain well-developed aspects of metacognition, there are still some areas where the student did not show the same metacognitive practice. Raters scored the last two dimensions, emotional engagement and utilization of resources both as “2” which is more developed than the Snapshot, but also not fully metacognitive. In the Snapshot essay, the student articulated a lot of disappointment, fear, frustration, and negative self-judgment. In the Reflection, the student articulates both worry but also resilience.

Walking into the fall quarter, I anticipate more difficult classes as I might not meet professors’ expectations. I have to worry about grades and coursework I need to do. In the fall quarter and even further, I hope I can maintain an optimistic attitude towards academics and social life. College is a brand new journey for me. Along the way I will encounter many challenges that might obstruct my ultimate goal. However, because of

this English 108 class, I'm fully ready to face these new and difficult disciplinary courses.

Although confidence is important for students' writing performance, resilience is perhaps a more important factor in emotional engagement, as it can support further confidence-building.

Importantly, the student seems to be articulating an internal motivation and internal locus of control where the student is in charge of their own learning. Although the student names few resources they can utilize, this openness to seeking support is an important stepping-stone to fully-developed self-efficacy and help-seeking behaviors.

Conclusion

The development of this Metacognition Framework helps analyze how students write about metacognitive practices in three important ways. First, the coding system helps to identify instances where students reflect upon their writing, talk about academic values and practices, consider their emotions, and describe their resources. After identifying these topics, the rating system of the Framework enables researchers to then analyze the metacognitive quality of these instances, that is, asking to what extent are students using their metacognitive skills to critically engage with these instances. Finally, the quotations that the researchers identified as important help us to describe the nuanced relationship between the codes and the ratings: it can be difficult to define or measure how students can critically engage with their writing memories and writing practices; however, analyzing real student writing enables us to see some of the moves students make at different stages of metacognitive awareness.

Chapter 4. MEASURING METACOGNITION IN STUDENT WRITING

By using the Metacognition Framework to analyze how students develop metacognitive practices, a vocabulary to talk about writing, and confidence in their abilities as writers and learners, I can analyze how the course described in Chapter Two builds a foundation for students' ongoing university learning and the development of pedagogical memories. This chapter gives us insight into another key research question:

How does a course situated around developing confidence, metacognition, and academic learning dispositions enable students to construct a pedagogical memory of their writing experiences?

In Chapter Two, we saw how English 108: *Writing Ready* has developed as a course, as well as how its curricular goals were interpreted by instructors. In Chapter Three, I showed how a framework for analyzing student metacognition was developed, emerging from the data itself. This chapter, then, analyzes how the metacognitive practices facilitated by instructors during the *Writing Ready* course were taken up by students—and how those uptakes appeared in students' writing. The Metacognition Framework enables us to see the ways in which students were able to articulate their metacognitive practices and harness the vocabulary of academic writing and learning to talk about their memories in a new way. In this chapter, the framework becomes a tool to make metacognition visible in order to understand how the different dimensions of metacognition work together to enable students to talk about writing and learning—and their previous experiences doing it—in new ways, forming pedagogical memories that generate new metacognitive learning.

Metacognition in Writing: Findings

After reading, scoring, coding, and compiling the Metacognitive Framework data, it became clear that both the essay ratings and the codes revealed important patterns about how students use metacognition in writing. I calculated the average scores for each dimension of metacognition in the Snapshot and Reflection essays, calculating averages for each class and overall based on the three point rating scale. Table 4.1 (below) shows the overall averages for all the classes. For the snapshot essays, on average, students scored highest on Question A: Metacognitive Awareness (1.78), followed by Question C: Confidence (1.67) and Question B: Academic Dispositions (1.51). Lowest scoring was students' reported use of resources (1.46), which included both outside resources (instructor, peers, libraries, etc.) and self-strategies (brainstorming, revisions, etc.).

Average Scores	Snapshot	Reflection	Average Change
Question A (Metacognitive Awareness)	1.78	2.39	0.61
Question B (Academic Dispositions)	1.51	2.43	0.92
Question C (Confidence)	1.67	2.55	0.88
Question D (Resources)	1.46	2.27	0.81

The most significant change from Snapshot to Reflection was for Question B: Academic Dispositions, with an increase of almost a full point (1.51 to 2.43), indicating that students gained an increased ability to articulate and engage with the academic expectations of the university. The questions relating to Question C: Confidence and Question D: Resources also showed a large change, at 0.88 and 0.81 respectively. Confidence was also the highest-scoring category in the Reflection essay, at 2.55. This evidence of an increase in students' confidence is important confirmation of the self-reported increase in students' confidence discussed in Chapter Two. Additionally, the increase in students' reported use of writing resources—both external

resources and self-strategies—is an important acknowledgement of the role these resources can play when students face difficulty. Finally, the category that showed the smallest change at only 0.61, Question A: Metacognitive Awareness, does still confirm that students were able to further develop and articulate their reflective capabilities despite already having some strength in this area.

Although these average scores indicate that the course did, indeed, help students enrolled in English 108 to develop their metacognitive practices, these numbers do tell us much about what an increase in metacognitive development means for students' writing or their metacognitive practices. It is important to understand, for example, what kinds of metacognitive awareness were productive for students and how the course affected the way in which students chose to write about their learning experiences. This is where understanding the analytical codes in relation to the framework scores becomes useful. In the next section, I will discuss the main themes that emerged in students' writing and how these themes changed over time as students participated in the *Writing Ready* course.

Question A: Metacognitive Awareness

Even though students were given an open invitation to explore any moment that was significant in their writing lives, the group of 95 student-essay pairs showed distinct themes in the student responses. When rating and coding these essays using the Metacognition Framework, raters looked at student writing across the four dimensions of metacognition. For the first dimension of metacognition, metacognitive awareness, raters considered Question A: “To what extent is the student able to reflect upon her prior writing experiences, analyze strengths and difficulties, and relate them to present learning demands?” and coded the student essays for

related themes. Table 4.2 indicates the common themes in how students approached the writing prompt.

Code	Occurrence
Awareness of Difficulty	83
Awareness of Emotion	76
Awareness of What Worked	61
Awareness of Self	59
Awareness of Strengths	31
Awareness of Transition/Threshold	24
Physical Memories	23
Awareness of Insider/Outsider Perspectives	22
Awareness of Transfer	10

Although these students came from diverse backgrounds, at this moment of transition into the university students still engaged with writing in distinctly similar ways. Most notably, despite the invitation to respond with either positive or negative learning moments, 83 of the 95 students responded by writing about difficulty in their writing lives at least some of the time.

Additionally, 76 of 95 student responses engaged with emotional aspects of writing. The next most common student responses in the Snapshot essay included awareness of “what worked” when writing and awareness of oneself as a writer and learner, with raters noticing these themes in approximately two-thirds of essays. Approximately one-third of students described their strengths, showed awareness of their academic transition or threshold, and/or articulated an awareness of being an insider/outsider to a learning situation. Also among the themes that emerged from the group of essays were the vivid descriptions of physical memories and metaphors to describe writing, which raters coded in 23 essays. The last code, awareness of transfer, was noted in only ten student essays. That such a diverse group shares similar themes

describing their prior writing experiences underscores the shared experiences of students transitioning into the university.

Awareness of Difficulty & Emotion

In the Snapshot essay, students articulated their metacognitive awareness most often by showing awareness of difficulty, often in conjunction with other traits of metacognitive awareness. In one essay, a student articulated their active reflective process, writing "Why wasn't writing fun for me anymore? Now that I'm having to think about it, I think I finally found the answer. I'm a creative and passionate person. The things I find easiest to write about are the things I'm most interested in." In this excerpt, the student indicates this awareness of difficulty by asking the question "Why wasn't writing fun for me anymore?" with the response inviting the student to reflect upon themselves as a writer. In addition, this student seems to articulate some awareness of what worked when writing about "the things I find easiest to write about..."

As students talked about difficulty, many students evoked the idea of being stuck. The Snapshot essay prompt invites such consideration, asking, "imagine a time a particular assignment was due, say, and you were stuck and unable to write" which enabled a number of students to recall particular memories: One student describes sitting down to write: "When I got to the writing sheet, I was stuck there." Another student remembers the feeling of being stuck as a distinct memory: "There was one time that I was stuck on this essay...I simply had no idea about this." Some students invoked metaphors of weight to describe this feeling: "The fear of writing in English accompanied by the acknowledgement that I'm not a good writer felt like a 1000lbs stone that I had to carried at the back of my mind each time I brainstorm for a paper." Another student similarly wrote, "I felt like a thousand pound burden on my shoulder and I almost couldn't breath[e]."

Another student describes the difficulty they faced responding to the writing task at hand: "I'm a poor writer. I know I should talk about the specific moment, but now it turns out to be a experience and a little definition I have for my own about writing and it is pretty orally." This student's immediate experience of difficulty—"I know I should talk about the specific moment, but now..."--indicates that the student has a metacognitive awareness of what should be done; however, the student has a difficult time translating it into writing: "it turns out to be an experience...and it is pretty orally." Another student describes a similar feeling: "There are scenes that flash into my mind but I cannot transform those feelings into words." This gap between metacognitive awareness of what a writer is experiencing and the ability to put it into words is one area that the *Writing Ready* course is attempting to address and that this Metacognition Framework is tracing. That is, this course and this study both attempt to examine to what extent giving students a vocabulary with which they can talk about their experiences with writing and learning is productive for their future learning tasks.

As described above, many students' awareness of difficulty often also included an awareness of the emotions they were experiencing related to the topic. Students who were able to articulate an awareness of the emotions they were experiencing moved beyond statements of emotion ("I feel so depressed I doubt my ability") to analysis of why they felt that way. One student articulates the reasons for feeling nervous while writing "I was nervous because I did not have much time and I could not change the topic." This echoes the feeling of the students previously who felt stuck in a writing assignment, and this student is able to make a connection between awareness of difficulty managing the writing task with awareness of the affiliated emotion. Another student reflected upon their time in high school:

Throughout my high school career, I have never been a strong writer, thus prompting me to take this course ... my lack of studying is due to my fear of writing and knowing that I am already on track to fail because I cannot describe my ideas into a formatted essay.

This student invokes both an awareness of difficulty and awareness of emotion, making conclusion about who this student is as a writer. The student's fear of writing and fear of failure seem to motivate the student to take the *Writing Ready* course.

Emotion & Physical Memories

Another distinct theme among many student Snapshot essays was the connection between emotion and physical experiences. Not only did some students use metaphors to describe their experience with writing, a number of students described their emotions about writing in physical terms. In addition, a number of students gave vivid descriptions of their writing memories—both positive and negative. Raters coded these physical memories in 23 out of the 95 Snapshot essays, which makes up almost a quarter of the student texts.

When describing their emotional experience writing, some students were very descriptive in the way these emotions made them feel. Examples include:

“Every time I was writing, I really want to throw up.”

“I almost couldn't breath[e].”

“After the day my teacher in junior high embarrassed me on a writing class, I decided to hate writing till I died”

“I was entangled with it.”

“That was a really dark day for me, maybe the darkest ever.”

Each of these students describes a strong emotional and physical response to writing.

The connection between emotion and physical memory was not always negative. Some students vividly described the moment when writing came easy to them. For example, one student described an essay about sports: “I was urge to pour what I was thinking on the paper. When I held my pen, exciting scene flowed in front of my eyes: the burst of the starting gun ignited the cheering squad; the athletes ran in the playground like wild horse[s] running on grassland...” Another student described a writing moment when inspiration struck: “One night at 12, I was writing an essay about me learning instrument when I was very young and how it influence me. My eyes stared at the screen, my face almost sticked to the computer, and my fingers were dancing.” While these students put their positive memories into writing, they seem to strongly associate with it the physical memory of ease and action in the writing moment.

A number of students reflected upon their writing experiences with physical descriptions that blurred the line between memory and metaphor. One student describes the frustration of needing to balance content with flow in an essay, writing: “I feel frustrated that inside the beautiful covering of articles, nothing meaningful has left. My articles look like flower vases that only have beautiful outlook and have no practical usage.” This metaphor invokes an image of a decorative vase that stands to be looked at but not used, which is the way the student articulates their writing experience. Similarly, two other students used metaphors to describe their writing experience: first, one student describes the experience of doing academic work in a new language: “having to write a summary in a language I could barely speak was like telling me to fly using my arms.” Another student uses an architectural metaphor to describe the difficulty of organizing an essay: “I do think that I'm lack of logic to build a successful essay just like a failed designer cannot design a solid building.”

The recurrence of these physical memories and vivid metaphors indicates that students are able to articulate a clear connection between their writing experience and the physical memories they have, as well as articulate their emotions about writing in physical terms. This might be a strategy that comes from the students' need to work through the emotional relationship they have with writing, or it may have come from the invitation in the writing prompt to write about a "moment in your writing life," which grounds the reflection in a particular scene.

Reflection

In contrast to the Snapshot essays where students most readily articulated an awareness of difficulty and awareness of emotion, the Reflection essays showed a significant change in writing responses, focusing on the transition they were undergoing, awareness of what worked, and an increased emphasis on their strengths. Students maintained their emotional awareness, but as I will discuss, the way they talked about their emotions related to writing changed significantly.

Between the Snapshot and Reflection essays, the overall rating changed from a 1.78 to a 2.39, a general increase in metacognitive awareness that is also evident in the excerpts from students' Reflection essays. In contrast to the Snapshot essays, the strongest student responses in the Reflection essays were related to awareness of "what worked" and awareness of transition or threshold, both at 70 out of the 95 essays (see table 4.3 below). Awareness of emotion followed, with 68 essays, and awareness of difficulty and awareness of self both followed at 66 essays. Awareness of strengths increased to 42 essays (just under half) while approximately one-third of the essays showed some awareness of transfer. Awareness of insider/outsider perspectives and physical memories remained almost the same at 20 essays and 22, respectively.

Code	Occurrence
Awareness of What Worked	70
Awareness of Transition/Threshold	70
Awareness of Emotion	68
Awareness of Difficulty	66
Awareness of Self	66
Awareness of Strengths	42
Awareness of Transfer	33
Physical Memories	22
Awareness of Insider/Outsider Perspectives	20

Perhaps more indicative of the shift in metacognitive awareness from the Snapshot to the Reflection is the change of code occurrences (see Table 4.4 below). The most notable change was in awareness of transition/threshold, which increased from 24 essays coded with this awareness to 70 essays—a 192% increase, and an increase that represents almost seventy-five percent of the Reflection essays. Although students may have felt the transition more acutely on the first day of class (days after arriving on campus), students were far better able to articulate an awareness of that transition after spending a month on campus and just before starting Autumn Quarter. There was also a significant change in students' writing about transfer, increasing from 10 to 33 essays, a 230% increase, representing approximately one-third of essays in the Reflection.

Code	Snapshot	Reflection	Change	Percent Change
Awareness of Transition/Threshold	24	70	46	192%
Awareness of Transfer	10	33	23	230%
Awareness of Strengths	31	42	11	35%
Awareness of Difficulty	83	66	-17	-20%
Awareness of What Worked	61	70	9	15%

Awareness of Self	59	66	7	12%
Awareness of Insider/Outsider Perspectives	22	20	-2	-5%
Awareness of Emotion	76	68	-8	-4%
Physical Memories	23	22	-1	-4%

Awareness of Transition

As they grappled with the many transitions they were experiencing, students directly engaged with this change in their reflection essays. This was often the theme of the entire essay. One student started the essay with the title “Amazing Change,” while another student framed their entire reflection in the changing contexts, writing, “I am a student in university, not a high school student anymore.” Along with this awareness of a change in situation, students often articulated an awareness that expectations have changed as well, yet some students were still uncertain of how to navigate that new academic terrain. One student describes that awareness of transfer, yet the confusion about how to act: “When we were writing our first essay... I was confused. I did not know whether I should write more like in high school, or I had to write differently.” This awareness of needing to adapt one’s writing and learning to a new educational context is often cited as an essential component to knowledge transfer (Sommers and Salz, Reiff and Bawarshi, Wardle). Students themselves were able to use the learning concepts from the course to help articulate this important skill for adapting to their new academic lives. One student wrote, “Metacognition means to think about the way we learn. I never think about that before. I realized that when we stuck on some problems, metacognition is the key point to cross the threshold.”

Many students were able to effectively use Meyer and Land’s “threshold concept” to describe how the development of metacognitive awareness positively affected their ability to become better writers and learners. One student writes, “...Now I am aware of the threshold

concept. When I am facing one in the future, I will not be afraid or frustrated. Instead, I will embrace it, try to tackle it, because I know that once I understand the threshold concept, it will facilitate my study tremendously.” For this student, learning about threshold concepts was not only a way to think about past difficulty, but also enabled the student a way to re-frame future difficulty. Being able to understand why difficulty occurs seemed to enable students to talk about learning challenges in a different way. Another student writes:

I hope to use what I’ve learned in this class to break through that liminal state and cross that “threshold” as not only a writer but as a student. I have the feeling that I will be using many of the new learning concepts from this class to help me succeed in many aspects of my life.

This student describes breaking through “that liminal state and cross that ‘threshold’” as one of the important lessons of this course. If a majority of the students in the Snapshot were focused on difficulty and emotion, the key shift in the Reflection essays was a focus on the transition itself, with students often describing the movement from difficulty to success. With the accompanying self-awareness, however, students did not seem to over-state their newfound success in learning. In contrast, many students were able to place their achievements within the context of all the knowledge, skills, and practices they will need to learn over the next four years. One student writes, "Although the presentation wasn't perfect, but I felt like crossing over the threshold and really entering college." For many *Writing Ready* students their successes became symbolic markers of confronting difficulty and overcoming it. The vocabulary of threshold concepts enabled students to analyze how and why they were able to do so, as one student writes, “I considered attending Eng 108 as the first and one of the most important turning point of my

college life... I changed from only knowing how to do to knowing why was it and how I could improve.”

Along with this transition from high school to college student, many students articulated a transition from outsider to insider. Approximately one-quarter of students used the vocabulary of insider/outsider in both the Snapshot and Reflection essays; however, many of those students used these learning concepts in the Reflection to articulate the change they experienced over the four-week course, using this language to define metacognition and reflection in their own words, as one student explained, “you teach us to be an insider of ourself and improve ourself by looking back and analyzing ourself...others are outsider of ourself and they can’t help you deeply.” For this student, the idea that only you know your own experiences, motivations, and goals became a motivating factor to be more reflective and self-motivated. Another student uses this idea of an insider to mediate between thoughts and writing, “I learned that we have to be metacognitive, so I tried my best to be my insider and figured everything in mind and put them into words.” In this way, metacognition goes beyond “thinking about thinking” and becomes a process by which individuals can articulate their thoughts to others, through the written word. Another student reinforces this idea, writing, “Learning [the learning concepts] could make us get to know ourselves better. The most useful one is metacognition. I learned how to self-reflect and when doing something I tend to think [about] myself as an outsider now.” This student describes metacognition as a learning concept that has enabled that student to take a more objective stance towards their actions. This ability to take a more distanced, or objective view seems to stand in contrast to the “insider” view other students describe; however, I would argue that that is the essence of pedagogical memory: remembering personal, past events and reflecting upon them in a way that acknowledges the present social context as well as motivations and

goals for the future is precisely what makes these memories pedagogical. In the scoring rubric, then, students who showed highly developed metacognitive awareness were able to articulate that shifting relationship between insider to one's history, goals, and motivations and that outsider perspective that understands how they fit within a social context.

Metacognition as Intervention

Not only did students articulate an awareness of their personal transitions into university life, many students also articulated an increased awareness of self. One student looked back on the first Snapshot essay and reflected upon what was written: "Reading between the lines [of my snapshot essay], I could imagine how confused and anxious I was when facing my first writing task." This student was able to engage with this past writing moment and find new ways to talk about the emotion that the student was experiencing, and later, discuss what those emotions meant for that student as a writer and learner. A number of students described their newfound reflective abilities as a tool to intervene in previous learning memories. One student writes, "As I spent my time writing my 'communication trouble,' I was slowly able to reflect on myself and seriously think about how I can improve." This student acknowledges the importance of the writing task where the student reflected upon past difficulty and the developing ability to reflect and consider ways to improve. Another student similarly notes the importance of reflection: "By reflecting on my own mistakes, I could easily find my weakness and try to avoid making the same problem in the future." This ability to not only focus on difficulty or weakness but to be able to consider practices that might lead to improvements is a key component to metacognitive management.

A number of students not only reflected upon their mistakes and pondered interventions, but they were able to articulate what they learned about themselves over the four weeks. One

student describes this newfound self-awareness: “this is the first time I thought about [learning] and found out I’m a collaborate writer and a learner who use metacognition to solve problems...” This intervention into the students’ past learning experiences helps the student re-frame who they are as a learner and writer, hopefully providing a foundation for new learning strategies. As described in Chapter 3, student CC-S4 also describes how self-awareness led to actual change in classroom practice: “Suddenly I came up with the question that what if I kept silence in the upcoming college studying? The answer was that I could learn nothing. Thus I made my mind to raise my hand to answer the question and to make a breakthrough.” Not only was this student stepping over the threshold of high school to college, this student made a personal breakthrough in how that student engaged in the classroom.

Summary

After completing the four-week *Writing Ready* course, overall the students demonstrated increased metacognitive awareness in their writing. As students experienced multiple opportunities to engage in critical reflection on their prior learning experiences, new contexts, and future learning goals—in addition to learning a vocabulary they could use to articulate this awareness—their Reflection essays demonstrate that the nature of their awareness shifted. Instead of focusing on difficulty and the surrounding emotions of writing, students became increasingly analytical about their own learning experiences. This is an important shift in awareness that signals the formation of pedagogical memories; that is, the ability to engage with memory from an analytical perspective makes space for students to be able to not only acknowledge the power of past experiences but also intervene in, harness, disrupt, or manage their effect on future learning.

Question B: Academic Dispositions

Although the Snapshot essay did not explicitly ask students about their academic values and practices, nevertheless, in their discussion of a significant writing moment in their lives, students revealed much about how they approached writing tasks and what was important to them. This section examines the values and practices students named in their essays as important for writing and learning. I will first discuss the themes that emerged in the Snapshot essays and how the codes showed relationships among academic values and practices. Then, after a discussion of the change in average ratings between the Snapshot and Reflection essays, I will use student writing to explore how students learned to talk about writing and learning differently, suggesting a shift in their academic dispositions towards university learning.

In the Metacognition Framework, Question B asked raters to assess “To what extent does the student demonstrate an understanding of college reading and writing values and why they are important, as well as the practices necessary to meet them?” While reading and rating the Snapshot essays for this dimension of metacognition, raters coded the essays to mark themes that emerged from this question (see Table 4.5 below). In the case of Question B, these themes involved the values and practices students recognized as important for university writing.

Values	Occurrence	Values	Occurrence
Writing	65	Grades	22
Ease	35	New experiences	16
Passion	33	Claim/thesis/central purpose	13
Insider knowledge	33	Flexibility	8
Sentence-level correctness	28	Native-like pronunciation	8
Organization	28	Correct answers	6
Learning	26	Collaboration	5
Voice	25	Diversity	4
Reading	24	Process	0
Practices		Practices	

Evidence	37	Self-assessment	8
Revision	19	Time-management	3
Adaptation	13	Note-taking	3
Analysis	8	Annotation	1

Valuing Writing and Learning

In the Snapshot essay, approximately two-thirds of students named writing as an important value. Although student descriptions of what writing means to them differ (hence the inclusion of codes like ease, passion, process, organization, etc. in order to mark these distinctions), the fact that students see value in the act of writing is a potential motivation for their work in the *Writing Ready* class. This value of writing is important to understand in the context of Question A, where a vast majority of students described an awareness of difficulty. In practice, this meant that although students might write about challenges with writing, they still recognize its value for success in college. Two students wrote about both the utility of writing to communicate and the value of good writing skills in establishing academic credibility: for example, "I really like writing. It is so useful," while another explained, "I love writing. It helps you organize your thought and makes you smart."

Very often, students valued writing along with reading and learning. The raters coded the value of learning and reading in student essays in about one-quarter of the essays, 26 and 24 times, respectively. Two representative excerpts show these values:

"From my point of view being curious always helps one's writing."

"In my opinion, writing can't separate from reading and listening. The more things you know, the more abundant your writing will be."

"... one has to have enough knowledge on a specific topic as well as his or her personal and brilliant opinions in order to excel."

These students articulate that it is important to have knowledge on a topic to be able to write about it, and that learning, reading and writing are all interconnected.

Although many students valued writing on its own merits, many students indicated that good writing was writing that came easily to them. Approximately one-third of students named ease, passion, voice, and/or insider knowledge as an important value. The code “ease” was used when students wrote about writing that came easily to them, as well as the idea that good writing is writing that comes easily and fluidly. For example: when describing a successful writing moment, one student wrote: "At the time the words seemed to just flow out of my mind." Another student wrote about this same ease of writing: “Both essays were very easy to write ... I did it for fun, it didn't took so much effort.” Another student makes the connection between his value of writing and ease. That is, this student seems to view being able to write quickly as an important value: "the skill of writing quality quickly is one of the most important skills I learned in high school. This skill is only made faster when it's a topic I am interested about."

The code “insider knowledge,” which was marked on 33 essays, also highlighted how some students approached and valued writing. Many students wrote about how specific insider knowledge they had on a topic helped make writing easier. One student wrote, "I considered [writing that essay] quite easy because I am familia with basketball and I love [it]." This student’s knowledge of basketball helped to make that particular writing assignment easier. Another student wrote their college admissions essay about wanting to enter the R.O.T.C program. In the Snapshot reflection, the student reflects upon the insider knowledge and passion this student has for the army: "I believe this assignment was easy for me to accomplish because I was very passionate about the army..." Much like insider knowledge, valuing passion often accompanied discussions of ease—and passion was also coded for in 33 essays. One student

writes about a writing contest that the student won: "I forgot the most important thing: in the past contest, I won because I let the ideas flow naturally while doing something I loved." As this student reflects upon their success, the student comes to the conclusion that the reason for success was ease and passion.

Sentence-Level Correctness

In addition to valuing ease and passion, approximately a third of students' writing contained themes of sentence-level correctness, that is, students wrote about valuing vocabulary, grammar, and other sentence-level writing concerns. This may be related to the fact that a majority of these students have been learning English as an additional language; however, many of the students described learning English for a very long time. One student writes, "I started to learn English when I was nine years old and tried to write some English essay in middle school. As a second-language writer, I think the biggest problem I have is that I have very limited number of words." The same student continues, "I can't use these variable sentence patterns smoothly. That makes my essays very simple and low grade." Even though this student has been learning English for over a decade, the student focuses on vocabulary and sentence patterns as the most important writing skills. Another student articulates the importance of having a stronger vocabulary, "I realize vocabulary is key to improve my English writing skill. To begin with, I find this learning strategy is really helpful, but soon I cannot improve in later time." These excerpts from student writing seem to indicate that students perceive limitations in how they can write at the sentence level—a perception that is definitely shared by certain areas of the academy. Also significant, however, is how these perceived limitations prevent students from being able to communicate effectively, as these students write:

“I'm afraid to talk with people because I worry about if my grammer is right or have standard pronunciation.”

“the fact that I cannot even spell the title is living proof that the English exam went poorly...”

“I strive to find the 'right' answer in English and frequently look at the prompt/essay too literally.”

In their writing, these students connect the importance they place on grammar, pronunciation, spelling, and correctness with communicative success—yet they also recognize that their fear of imperfect communication prevents them from beginning communicative encounters. Another student both recognizes the assumed importance of correctness, while also resisting it: “Perfect grammar and tricky sentences can only bring comfort to readers. However, they are not powerful.” In this sentence, the student seems to acknowledge the value placed by some readers on “perfect grammar and tricky sentences,” yet the student contrasts these values with another unstated value by writing “however, they are not powerful.” This seems to indicate that although the student recognizes that grammar is an academic value, it may not be the only thing valued in academic writing.

Emerging Values & Practices

Although, as a general population, students articulated more values related to ease, passion and correctness, a number of students articulated a beginning awareness of college-level writing values and practices (such as focusing on organization, having a central claim/thesis, or flexibility); however, many of these students wrote that they did not yet feel capable of performing the associated practices, writing:

"It seems like I have thousands of words to say but I just don't know which should I say first and how should I express my ideas directly."

"The introduction paragraph was ok, but I can't arrange the following paragraphs very logically and clearly."

This awareness of needing to structure the essay around a central theme is an important foundation for college-level writing, yet these students still do not articulate the practices that support this type of writing.

Reflection

The change in students' dispositions towards writing from Snapshot to Reflection was the largest change of all four dimensions of metacognition. Beginning with an average score of 1.51, the scores rose almost a full point to 2.43. This overall increase indicates that over the four weeks of *Writing Ready* students learned a lot about the values and practices of college writing. As can be seen in Table 4.6 below, the strongest themes in the Reflection essays indicate this shift: process was noted in almost all essays, two-thirds of essays indicated writing and/or learning as a value, and collaboration was similarly valued. Half of students wrote about the importance of having a guiding claim/thesis ("central purpose" in *Writing Ready* parlance) or effective organization. A third of students still talked about grades, but as I will show with student excerpts, the way they discussed grades changed. Students also talked about academic practices much more frequently than before – approximately half of the essays mentioned self-assessment, revision, and adaptation as important academic practices.

Values	Occurrence	Values	Occurrence
Process	88	Insider knowledge	25
Writing	68	Reading	22
Learning	63	Flexibility	17

Collaboration	62	Native-like pronunciation	15
Claim/thesis/central purpose	47	Diversity	13
Organization	46	Passion	9
Grades	28	Ease	7
New experiences	28	Voice	5
Sentence-level correctness	26	Correct answers	4
Practices		Practices	
Self-assessment	47	Time-management	28
Revision	44	Analysis	20
Adaptation	39	Annotation	14
Evidence	28	Note-taking	5

Looking at the change in the academic values and practices students wrote about in their essays shows the shift in students' dispositions even more strongly (see Table 4.7, below). In the Snapshot essay, raters did not code a single essay for process; however, in the Reflection a full 88 of the 95 essays were marked with the theme of process. This dramatic increase is echoed in the other codes with significant change: collaboration saw a 1,140 percent increase, claim/thesis saw an increase of 262 percent and the themes of learning and flexibility saw a 142 and 113 percent increase, respectively. Although the overall occurrence of the theme "native-like pronunciation" was low, it nevertheless saw an 88% increase from Snapshot and Reflection. This may be a result of international students' exposure to native English speakers (after all, many students had only been in the United States for a few days when the snapshot essay was written) or because of students' participation in group activities and the research presentation with students from diverse linguistic backgrounds. Along with the increase in the theme native-like pronunciation, the themes of new experiences and diversity also saw notable increases.

Increases in Value	Snapshot	Reflection	Change	Percent Change
Process	0	88	88	--
Collaboration	5	62	57	1140%
Claim/thesis/central purpose	13	47	34	262%

Learning	26	63	37	142%
Flexibility	8	17	9	113%
Native-like pronunciation	8	15	7	88%
New experiences	16	28	12	75%
Diversity	4	13	9	69%
Organization	28	46	18	64%
Grades	22	28	6	27%
Writing	65	68	3	5%
Decreases in Value				
Voice	25	5	-20	-80%
Ease	35	7	-28	-80%
Passion	33	9	-24	-73%
Correct answers	6	4	-2	-33%
Insider knowledge	33	25	-8	-24%
Reading	24	22	-2	-8%
Sentence-level correctness	28	26	-2	-7%
Practices				
Annotation	1	14	13	1300%
Time-management	3	28	25	830%
Self-assessment	8	47	39	487%
Adaptation	13	39	26	200%
Analysis	8	20	12	150%
Revision	19	44	25	132%
Note-taking	3	5	2	67%
Evidence	37	28	-9	-24%

A number of themes saw important decreases as well: the values of voice, ease, and passion all saw large decreases in code occurrence, giving further credence to the notion of a dispositional shift over the four-week course, as I will discuss below. Students also talked less about valuing insider knowledge and correct answers. Finally, there were important increases in the number of academic practices students named as important to supporting academic values. Annotation, time-management, self-assessment, adaptation, analysis, and revision all saw at least a 100 percent increase. As I will discuss later, the ability to articulate a value as well as a practice that

can help one meet it is important for connecting metacognitive awareness with metacognitive management.

Learning to Write, Learning to Learn

Students themselves often reflected upon the changes in their dispositions towards writing and learning that they experienced over the four-week course. Many students noted that they came to the class expecting to learn to write better—which they did—but they also learned to learn as well. One student writes, “I was hoping to learn how to write before coming. Although I still have to keep learning on that, I learned how to learn correctly so I will apply [this knowledge] on the fall quarter and the rest of my college life.” Because of the shift in viewing writing as a set of skills to viewing writing as an ongoing process, this student acknowledges a shift in expectations about what writing is (and how long it will take to learn to do well), but also indicates that this recognition is important to that student. As noted in the table above, the increased value of writing and learning indicates that this metacognitive approach to teaching writing seemed to resonate with many students, with another student writing, “The professor not only taught us how to write but taught us how to teach ourselves.” Empowering students to teach themselves is a key component in building students’ self-efficacy and for the development of a problem-solving academic disposition.

In their reflection essays, many students wrote about learning and using the learning concepts. One student described the process of learning to use the learning concepts in the writing assignments:

While I was proceeding my assignments about my writing life and my learning profile, especially the later one, I was able to add those terms or concepts appropriately in my composition, like 'working memory,' 'authentic learning,' 'deep learning,' 'not-learning,'

'prior knowledge,' etc. I found that these concepts could conclude and reflect some glimpses of my study.

This student used the learning concepts as a way to structure and guide the reflection process.

Another student writes about how those learning concepts have benefited the student as a writer and learner:

During those four weeks of class, I learnt how to become a writer and understand the definition of the learning concepts... I like how [the] professor told us to utilize these concepts and wrote in the essay of what kind of learner you are. Therefore we can easily understand what kind of a learner you are and use these advantages when we are learning in the future.

In the above example, we see how the learning concepts seem to provide a common language within the classes to talk about experiences, motivations and practices within the scholarship of teaching and learning. This becomes visible as students write about what increased metacognitive awareness has taught them about their own writing and learning. One student writes, "Through reflecting and thinking [about] my previous learning and writing lives, I can plan and improve my learning style better than before, and find a way of learning that highly suits me in my future learning life."

Another theme that students consistently articulated was important to their writing and learning development was collaboration, with two-thirds of students writing about it in their Reflection essay. This was an eleven-fold increase, rising from only 5 students in the Snapshot essay. As articulated in their reflection essays, working collaboratively helped students to immediately understand new perspectives on a topic, especially as students worked in culturally and linguistically diverse groups. One student described working in a group with all Chinese

students, except one, necessitating cross-cultural understanding. This student writes, “When we have group meeting cause different culture [to understand] each other.” Another student compares the diversity of high school with that of *Writing Ready*: “I really enjoyed the research project was my group members. My high school was never very diverse and most of the international [students] that came to our school were from Europe. I found it really interesting to talk and learn about their cultures.” Finally, another student, after relating their positive experiences in English 108, looks forward to participating in diverse classes in the future “my anticipation which is that I would study in a room with students from different countries and experience the multiple culture.” Working with students from different backgrounds positioned students as both insiders to their own experiences as well as curious outsiders to their classmates’ perspectives, which created spaces for reflection on the individual values and assumptions about writing and learning students held, but also the larger social values held by various cultural and academic communities.

In addition to valuing the diversity of working collaboratively, many students wrote about the learning benefits to working in groups, both for improving their communication skills as well as their research skills. One student wrote about how collaboration improved the accuracy of their groups work, “Teamwork has lots of benefits, which better make the answers accurate and correct, and which helps us better communicate.” Many students wrote that the structured collaborative assignment method was a highly effective way to learn, as this representative quotation indicates, “this presentation helps me on how to communicate with others and combine each other's work together...I tend to be a self-learned but now I changed to be a group learner.” Another student reported comfort in working with others to complete a challenging assignment: “From choosing the topic, searching resource to talking the presentation,

I felt helpless when I was alone. However, collaboration with other group members assist me a lot in both learning and reflection.” The group research presentation was the culmination of the writing, learning, and research knowledge students had developed, and one student described it as such, “I learned how to collaborate with others to make our research as complete as possible. I really enjoy the presentation we needed to prepare because that signifies our growth throughout this course.” As these students articulate, working in groups—especially as they tackle questions of learning—enables students to both collaborate in forming new knowledge as well as challenge old values and assumptions. Being able to re-contextualize individual experiences, viewing them from a new perspective, supports students’ metacognitive awareness as well as helps student to generate new solutions to their learning problems.

Flexible Writing Strategies

The academic value that saw the greatest increase, process, is an important value of most university writing programs. In their Reflection essays, students were able to not only name process as an important value, but also articulate why it helps them to write better. Some students at first described their hesitation to begin process-style writing. One student writes about the imagined time burden of outlining: "Making an outline did spend some of my time in the beginning, but it saved a lot of time when I started to work on my actual essay." Another student resisted outlining because the student valued voice in writing—but still took the opportunity to try writing in a different way: “I seldom write outlines before writing because I think writing is only a tool to express my feeling. So it was my first time to really think before writing.” A third student articulates this need for flexibility: “So maybe, to improve our writing, we should always practice and keep revising.”

Along with writing more, learning to view writing as a process seemed to enable students to write more systematically. One metacognitive practice that is directly taught, through modeling and continued practice, is self-assessment. As described in Chapter Two, students were trained to use a set of writing criteria on sample essays, peer review, and to assess their own writing. In their reflections, almost half of the students mentioned self-assessment as an important tool for writing, a 487% increase from the Snapshot essay. One student, when looking back over their writing in the Snapshot essay, was surprised at the amount they had learned, “When I read through the first snapshot I wrote on the first day of class, I laughed out loud because of my poor grammar, unclear central point and weak body paragraph.”

As discussed in Chapters One and Two, learning a method to assess their writing not only demystifies what college writing is, but it also enables students to understand why they were making the mistakes they are, an important component of metacognitive practice. As one student wrote, “The most valuable thing I learned during the four weeks is the systematic criteria for writing...after reviewing others' papers, we can avoid similar problems and apply useful skills in our own paper.” In addition to using peer review as a tool for building awareness of writing expectations, having a clear set of criteria in mind seemed to help guide students as they wrote. One student wrote, “After I learned the six criteria and some sample essays, I was kind of aware of the big picture of writing.” Another student writes, “Now though I have a systemic way for sitting down with a paper or a prompt, and dissecting it so that I can reform and collaborate the ideas from my brain and the paper in front of me to create a college level piece of writing.”

Part of what makes developing self-assessment skills so effective is the ability to see one's writing from an outside perspective. This development of audience awareness was often noted by students as an effective tool for revising their essays. One student wrote that after

“thinking more about what I am actually writing it became more engaging for the readers.”

Another student writes, “...I got to know what readers wished to see in a paper and how to judge if the paper is good.” Focusing more on reader needs seemed to help support students in shifting their academic writing values from being based on “ease,” “voice,” or “passion” to focusing on communicative effectiveness. One student writes about how thinking more about the audience helped them communicate more effectively:

I always made my sentences incredibly long. This made my writing extremely difficult to read. I never noticed this because my sentences always made clear sense to me. But the problem emerged when I could always only make myself clear by articulating my writing. As I became metacognized of why I always got stuck in my writing, the revision became easy for me. After the changes I made, the introduction was clear and my sentences became clear and simple.

This student describes metacognition as a tool that helped the student understand why certain writing traits persisted and how to change them.

As reported in their reflective essays, these self-assessment skills enabled students to revise more strategically, focusing on higher-order writing concerns such as rhetorical effectiveness, analysis, and organization. Approximately one-quarter of students talked about the practice of revision in their Reflection essay, an increase of 150 percent from the Snapshot. One student writes, “after leaving English 108, I am able to revise my essays as an outsider and look for those unanswered questions and add details for making my answer clear” and continues later, “now I realize that this approach to writing that consisted of being metacognitive, was better than learning fixed and systematic strategies because by receiving feedback on my writing and becoming aware of my weak points, I have managed to make significant improvements.”

Another student similarly makes the connection between learning the criteria and becoming more efficient at revision, writing, “After studying the grading criteria, I had a better understanding of what a good essay should look like, and I self-edited my first draft,” and this knowledge became generative for this student, who then used revision as an opportunity to take suggestions and go further with them to keep improving the paper: “The day [our instructor] gave us the comments on the first draft, I spent a lot of time revising, almost 3 hours. I kept the main structure of my essay and tried to do better on what [my instructor] suggested.”

Several students also noted a burgeoning awareness of the various genres of writing at the university and the need to adapt and respond to varying requirements. One student writes, “It is true that we can gain more happiness from free-writing, and there isn't a scale from best to worst between different types of writing,” indicating the way this student has found a balance between the enjoyment of free-writing and the ability to value different genres of writing.

Another student also notes an awareness of disciplinary distinctions in academic writing: “During learning writing college paper, I found out that different college papers have different requirements. Formats and contents of papers mainly depend on what types of research I will do.”

Engaged Writing Values & Practices

In addition to valuing flexible writing strategies such as self-assessment and revision, *Writing Ready* students also articulated an increased understanding of engaged writing values and practices such as organization, analysis, collaboration and diversity. Shifting from valuing sentence-level correctness to valuing a central claim and organized essay suggests that students might be ready to more fully engage with the ideas they are writing about. Although sentence-level correctness decreased only slightly as a theme in students' essays, students who did talk

about it often critiqued their previous understanding of good writing. One student describes this shift:

In the past, I always copied difficult words from the dictionary, even though I didn't exactly know how to use them...I spent too much time on checking these unfamiliar words and figuring out the meaning of sentences with complex grammar...During the class and office hour, I gradually found the most important thing for the writing was not complicated words or sentences but the clearness of the paper. In other words, it's central purpose.

Based on the themes that emerged from the Reflection essays, many other students agreed, with claim/thesis/central purpose coded in approximately half of the essays, a 262 percent increase.

Other students similarly used the vocabulary of the *Writing Ready* criteria to describe how the purpose of writing interacts with evidence and analysis: “The most important [part of writing] is central purpose. If it is the heart of an essay... The details help readers to understand your central purpose.” Another student writes: “Now, I know how to connect body with central purpose, how to make transition between parts, and how to analyze deeply.”

In addition to writing about metacognition as a tool for developing self-assessment and revision skills, many students credited metacognitive awareness with helping build their analytical skills. One representative student describes the process of receiving feedback on their writing:

While both [my instructor] and my tutor in [the writing center] asked me the questions “why did you say that,” “Why was it important to you”...”How has that experience really influenced you.” I began to understand I need to use more analysis in my paper! I found

that this is the biggest problem in my writing: I often just present a story but do not analyze it.

The reflective questions that instructors often use to help students analyze their writing practices are often the same questions students need to use to develop their analysis in writing. Another student noted this connection between metacognition and awareness, “at first I had a difficult time being metacognitive but when I finally worked hard enough to master it, I began to see how useful and important being analytical is and that it is one of the most useful writing and life tips.”

In addition to developing more engaged writing values and practices, students also articulated a more sophisticated understanding of how academic writing might be graded. In their reflection essays, one student recognized that both argument and organization are valued components of writing, “As for writing, I realized that central purpose and organization are both key in grading writing in university in the US.” Another student realized when reflecting that they were motivated by not only grades, but also a real desire to improve their writing abilities, “I was never a good writer both in Chinese and English. So I was worrying whether I could get a satisfying score and would it affect my GPA. But thinking in another way, I came to attend this course only because I wanted to improve my writing skills.”

Summary

Although students came to *Writing Ready* expecting to learn writing strategies, students indicate that in addition to learning important writing practices, they learned to think differently about the process of learning. Not only did students articulate an awareness of writing as a process, they credited self-assessment skills and collaboration as important practices to help them become better writers and learners. In their Reflection essays, students not only articulate the values of college writing, but they are able to analyze why those values are important for

success at the university level. Students were able to use the vocabulary of writing and learning to analyze their prior learning experiences—an important characteristic of pedagogical memory. Moreover, students also described how their metacognitive awareness, along with the strategies they developed to manage their writing and learning, enabled them to change their writing and learning process. Students' articulation of valuing process writing (including revision), self-assessment strategies that focus on claim/thesis/central purpose, organization, evidence, and analysis, and valuing learning strategies collaboration, flexibility, and adaptation, students increasingly articulated problem-solving dispositions that bolster the pedagogical nature of their learning memories.

Question C: Confidence

The third question of the Metacognition Framework focuses on confidence, a key component of the *Writing Ready* goals and an important element in writing success. In order to analyze students' confidence, Question C asks, "To what extent does the student show confidence in his ability to influence learning outcomes and meet learning demands?" As the raters reviewed student essays, the themes that emerged were related to emotions about writing, self-judgment, motivation, and locus of control. In what follows, I will discuss the range of emotions students had towards writing in the Snapshot and Reflection essays, and how students' affective relationship with writing seemed to influence their confidence. Then, I will look at the changes in self-judgment, motivation, and locus of control reflected in student writing over the four-week course.

As we saw with Question A, approximately three-quarters of students articulated an awareness of emotion in their Snapshot essays. Question C looks at what kinds of emotions students showed and how those emotions affected students' overall confidence in their abilities

to meet learning demands. Table 4.8 below shows the occurrence of various emotions in the Snapshot essays.

Code	Snapshot	Code	Snapshot
Anxiety	46	Resilience	22
Fear	36	Resistance	22
Confidence	34	Comfort	20
Enjoyment	26	Pride	17
Nervousness	23	Courage	12

On the first day of class, approximately half of the students described the emotions of anxiety and/or fear in their Snapshot essays, while another quarter wrote about being nervous. Their descriptions ranged from emotional responses to detailed stories to matter-of-fact descriptions of the kind of student they think they are:

“Every time when I notice everyone around me have finished the assignment while I do not even start it, I feel very upset, just like I do right now.”

“It was a rather depressing moment when I saw that I had only gotten a 'C' and since then, writing has been both terrifying and tiresome.”

“I am afraid to talk with people.”

“If I do well, I may get high score, even full mark. But If I do a bad job, I might...not enter my dream school.”

“Because of these, I feel so depressed. I doubt my ability.”

These emotional descriptions reflect both the prior experiences students have had with writing, the emotional baggage they carry, and the future goals they are striving for.

About a third of students described confidence and/or enjoyment in their Snapshot essays. Additional students described their writing moment with pride:

“Words just came out of my mind. I had everything in control. I felt like this time I am in charged.”

“It was fun during my exam because I did enough preparation, and I felt confident at those 4 hours.”

“I found that writing is a good way to relax myself. I chose to write down my feeling in my diary and poems when I have a good day or a bad time. I have published some poems in our school's newspaper.”

“Since that day, I have made writing enjoyable regardless of English or Chinese.”

“I have always thought of myself as a great writer, not to boast, or sound arrogant, but simply because I enjoy solving the puzzle of constructing words together. For some time, writing has been a skill of mine that just seems to come naturally and it definitely has aided in my academic performance over the years.”

“I felt like a scholar. I had just written my own paper.”

As we learned in Chapter One, confidence plays an important role in students' self-efficacy. However, even for confident students, it is important for the student to understand why they should feel good about their writing: understanding the skills, strategies, and knowledge they have developed that enable them to be a good writer (and continue writing well into the future).

In some of their essays, students describe a shift from feeling confident or enjoying writing to finding frustration as the writing tasks changed. One student writes, “I feel proud of that but as time goes, I feel frustrated.” Another student describes moving from native-language writing to writing in English as a Foreign Language class: “I greatly enjoyed writing all these stories...[but when the student moved to EFL class] I became scared of writing because I felt my

essay was bad.” After reading these essays, it became clear that students’ writing lives were filled with both successes and difficulty, and with that, mixed emotions about writing.

The codes “resistance” and “resilience” both helped to describe how these mixed emotions worked together in students to form an attitude towards writing. Resistance and resilience were both coded in 22 essays, or approximately one-quarter of students’ initial Snapshot essays. In the cases of resistance, students often wrote about writing methods they were taught but didn’t find effective. One student describes a sentence form a teacher encouraged, “In my US history class, my teacher asked us to start our essays with a 'although' sentence... I think it is ridiculous because not every essay for this mode.” Another student describes how previous teachers taught writing: “Teachers obliged us to organize the beginning and all the paragraph in rigid model, to use quotations in certain places, and to imitate a 'plausible' style to narrate examples.” The student’s word choice (obliged) and punctuation (“plausible”) indicate that the student doesn’t necessarily agree with this form. Finally, another student directly connects this resistance to form with a decrease in academic motivation: “... my lack of studying is due to my fear of writing and knowing that I am already on track to fail because I cannot describe my ideas into a formatted essay.”

In contrast to resistance, which students report adversely affects their academic performance, resilience appears to be a positive indicator of students’ affective relationship with writing. In several examples, students described their encounter with writing difficulty, and with it, a developing resilience. One student writes, “Although I gave up at last, at least I tried to challenge myself to a totally unfamiliar writing.” Another student wrote about this experience of facing difficulty—and the accompanying awareness: “I felt very depressed after the class, but I took my courage and told myself not to give up. Although this was my first time to face failure

on my writing, I learned something from this experience.” Recognition of difficulty and the steps necessary to overcome it is an important component of metacognition. Another student recognizes the challenge that came with success—another indicator of resilience: “Although some little trouble still appeared, I conquered them easily. Finally I write three and a half pages! When I finished them all I feel extremely happy and satisfied.” As I will discuss shortly, not only understanding one’s emotional relationship with writing but also understanding how that affects one’s self-judgment, motivation, and locus of control is important for developing students’ metacognitive management.

Between the Snapshot and Reflection essays, students saw an important increase in their confidence rating, from 1.67 to 2.55. Ultimately, their Reflection score of 2.55 was the highest of all four categories. Table 4.9, sorted by amount of change, shows the shift in emotions students wrote about in their essays.

Code	Snapshot	Reflection	Change	Percent Change
Confidence	34	82	48	141%
Courage	12	40	28	233%
Resilience	22	44	22	100%
Comfort	20	41	21	105%
Nervousness	23	39	16	70%
Pride	17	31	14	82%
Enjoyment	26	26	0	0
Anxiety	46	43	-3	-7%
Fear	36	28	-8	-22%
Resistance	22	6	-16	73%

While the most common emotions reported in their Snapshot essays were anxiety, fear and confidence (at 46, 36, and 34 essays, respectively) in the Reflection essay, confidence became the top coded emotion at 82 (an increase of 48 more students writing about confidence, a 141

percent change), courage rose to 40, and resilience rose to 41. Nervousness rose from 23 to 39 students while anxiety remained almost the same, but fear and resistance decreased.

This increased confidence is visible in student essays: not only do more students talk about confidence more often in their writing, but students themselves write about feeling more confident at the end of the course than at the beginning, as one student vividly writes, “Since I got here I was confused and lost at a time. But Engl 108 was the lighthouse in my dark rainy life. I was so grateful. I meet so many great friends and a nice teacher. You lighted my life and gave me the most powerful I need.”

Resilience

Many students wrote about the connection between resilience and confidence. Reflecting upon oneself as a learner and facing and overcoming difficulty both seemed to be important components of resilience. The following quotations are representative of students’ connection between resilience and confidence:

“I overcame the challenges again and again. My confidence are back.”

“Day after day, I put off my pressure and became much more confident...”

Several students describe this ongoing process of developing resilience by learning more and persisting in the face of difficulty: One student writes, “All [writing] skills above are touched by [my instructor]. Even I have not mastered it yet, I believe with trying and trying again in the future I can improve those skills and master them.” Another student puts their emotions into perspective, recognizing that emotions such as fear and anxiety might still remain; however, those feelings do not need to prevent that student from engaging with a learning task: “There is no short way to learn well. Maybe everyone need [to] thrive to reach their goal. So although I worry and am afraid, I think I will keep learning and trying, and never give up.”

Many students wrote specifically about what helped them to develop confidence to tackle future learning challenges. One theme that emerged from the student essays was the importance of reflecting upon one's prior writing experiences. One student wrote specifically about analyzing oneself as a learner: "Through the second essay 'My Learning Profile,' I knew myself better as a learner which both increased my confidence and made me to improve my learning skill. I've never thought about who I was as a learner, in spite that I've learnt for 18 years." Another student similarly wrote about the conclusions of that assignment, "Like I talked about in 'My Learning Profile,' I use failures as opportunities to learn and improve on a skill not as a reason to get down on myself." Other students also described who they are as learners and how that contributes to their resilience, as one student wrote, "I am not very worried now because I believe that I am a learner can keep resilience in different situations and reach the goal with huge ambition. I will keep fighting." Another student likened their resilience in facing challenges to a fight, "I think this is one of my strongest attributes because in college and in life, you get knocked down. You have to be mentally tough enough to get back up and try again."

This theme of overcoming difficulty showed up in a number of essays—with students writing about the bravery it took to overcome challenges. This echoes the teaching goals the *Writing Ready* instructors described during the focus groups in Chapter Two. One student writes about the challenge of reading an academic essay in English, "Even though I was exhausted ... I was extremely pleased. It was the first time I finished reading a whole paper in English. I am proud of myself." Another student cites the Conference on Learning and the bravery it took for that student to speak in public as important, "Practicing bravely speaking in class makes me more confident and confident is the most important thing I learned in the class." Another student reflects on the pride that came from overcoming difficulty in writing and in doing the group

conference presentation: “When I look back, I'm proud of myself now. I really changed a lot. I not only improved in writing, but also in doing presentation.”

Resilience in the face of challenge did not always lead to immediate success, yet students who are still in the process of developing confidence in their capabilities still wrote about this new persistence in the face of challenge. One student reflects upon receiving a lower grade than anticipated yet resolving to continue working hard: “I feel really sad cause my score, people all did good job but I was not did well. I feel be grieved but I didn't have some idea for give up.” Another student acknowledges continued fears, but recognizes how learning about learning helps the student approach future challenges, “Now even though I am still a little bit afraid of writing and making speech, I have learned how to learn and then I can do better and better in the future.” Many students also had this forward-looking perspective, reflecting upon what this course has taught them about facing difficulty. One student writes about their bravery, “Whatever condition or difficulty happened in the future, I'll face them and solve them bravely and resolutely,” while another writes about their resolve, “No matter what kind of difficulty I come to, just get started and there is always a chance to get through it.” Finally, one student reflects upon the value of confidence as this student officially begins Fall Quarter: “This newfound confidence that I have is going to help a lot as I approach the fall because in my head I will know that I am a step ahead of the game.”

Emotional Engagement

An important factor in students' confidence in being able to meet the academic demands of the university are their motivations to learn and their perceived role in that learning. In this section, I will describe the changes in how students judged their own learning capabilities, their motivation to learn, and how they placed blame for learning outcomes.

In the Snapshot essays, students wrote about their writing capabilities in a largely negative light, with over half of the students judging themselves negatively in their writing. This negative self-judgment can be seen in the following statements:

“I try to working hard but I think I don't have the really good skill to write things.”

“I always tried my best to think some nice sentences to begin but I failed. They looked unnatural.”

“When I see this document, I will remember this experience as a failure writer.”

“And from that moment on, I know I am not a person who is good at writing and from that moment on, I hate writing.”

“So the first essay I wrote cost me 1 week. Everyday when I tried to restart, I felt like I'm dying and there's a voice from deep in my heart was yelling that ‘just forget about it and give it up! It's so hard to do’.”

With these negative statements, instead of talking about why something went wrong, or how one could improve, these students are casting judgment on who they are as writers, leaving little room for intervention.

After four weeks in *Writing Ready*, the student writing showed a strong change in self-judgment from negative to positive (see Table 4.10 below). In the Reflection essay, 78 students, or over three-quarters of students, were coded with positive self-judgment, while only about a quarter were coded with negative. Some students were coded with both, as their essays often discussed the shift in attitudes towards one's capabilities.

Self-Judgment	Snapshot	Reflection	Change
Positive	47	78	31
Negative	59	25	-34

As we saw in the previous section on confidence, many students began to describe themselves in the Reflection essay as confident learners, capable of overcoming difficulty. One student describes this shift in self-judgment, “I can’t be the most talent student in the class, but I can be the most hard work one. I feel perfect now because I have confidence of my university life. If I want to be successful, I can be.” Even though this student still describes who they are (and are not) in critical terms, there is now a shift in judgment from negative (“I can’t be the most talent”) to positive (“I can be the most hard work one”). Another student describes what they learned over the four weeks, “I have learned that I am good enough, and worthy, and capable of succeeding in English, or any subject for that matter, as long as I try.”

In addition to a positive change in self-judgment, students showed a positive shift in motivation from Snapshot to Reflection essays (See Table 4.11 below). In the Snapshot, approximately half of the students wrote about internal motivation, while about a third of students wrote about external motivations. In the Reflection essay, approximately two-thirds of students wrote about internal motivations, while the number writing about external motivations decreased to only 17 students.

Table 4.11 – Motivation in Student Writing			
Motivation	Snapshot	Reflection	Change
Internal	53	65	12
External	31	17	-14

In the Snapshot essay, students wrote about being motivated by teachers, as well as by grades and college applications, adding to their pressure to succeed. One student wrote about the fear of disappointing a teacher:

I knew I would disappoint my favorite teacher, but I was completely drawing a blank when doing that research paper. That was the snapshot of my writing life. It is the most

intensive writing I've done. Now I have a fear for research papers. Any kind of research paper would make me emotional. I don't know how to handle neither do I know how to do a good one.

The anxiety that surrounded both the writing assignment was compounded by the fear of disappointing someone important to that student. Another student wrote about the motivation to score high grades—and the consequences if the student isn't successful: “If I do well, I may get high score, even full mark. But If I do a bad job, I might...not enter my dream school.”

In contrast to these examples of external motivation adding additional pressure, many students wrote about internal motivation giving them additional resilience. One representative student describes how success breeds confidence and motivation: “...I had made a big improvement in my writing process. This big change brings more confidence for me and motivate me do better in my college life.” Another student reflects upon how personal choices, such as studying abroad in the U.S., reveal that student's true motivations, “Then I noticed the purpose why I'm studying abroad is to learn and accept new things but not show off my own ability.” Reflective writing moments are an opportunity for students to consider both past experiences and future goals, which often leads to a shift in motivations. Another student writes about the opportunity to study at this university, and how this opportunity motivates the student to make personal changes. “It's a great chance to be in UW and learn more. I hope I can gradually change my bad learning habits and thus produce a better learning environment for myself.” This student's analysis reveals how motivations can shift from pressure-filled to resilience-building: instead of feeling pressure to succeed, this student indicates that the academic environment inspires the student to build strategies for success.

Finally, between Snapshot and Reflection essays, students showed a positive change in locus of control, with their essays indicating a shift from external to internal. Locus of control is an important indicator of how students perceive responsibility for learning outcomes. Students who have an external locus of control see outside factors as the cause of negative learning outcomes, while a student with an internal locus of control can see ways in which they can take responsibility. In the Snapshot essay, 40 essays were coded with internal locus of control, a positive sign, while 19 showed external locus of control (see Table 4.12 below).

Locus of Control	Snapshot	Reflection	Change
Internal	40	56	16
External	19	10	-9

One student wrote in the Snapshot essay about their teacher’s influence on their attitude towards writing, “After the day my teacher in junior high embarrassed me [in writing class], I decided to hate writing till I died.” Another student writes about how the English curriculum at their school affected how much practice that student had in academic writing, “I never thought that writing would be so difficult for me... I had no problems in learning the Russian, my first language ... In third grade I discovered English. We did a lot of speaking, listening, and reading, however, writing took minor part of our learning time. Eventually this mistake strongly affected my writing skills.” Although it may be true that there wasn’t much practice in writing, the fact that this minimizes their role as a student and focuses on the educational context gives the student little space for considering steps they individually might take to foster their own writing success.

In the Reflection, 56 essays were coded for internal locus of control, meaning over half the students wrote about ways they can influence learning outcomes. In contrast, only ten students’ writing showed external blame for learning outcomes. Many students, as we have seen,

wrote about how the course gives them specific tools to enable them to take charge of their own learning, as this student wrote, “This class basically gives me enough [en]couragement and confidence to let me learn and find problems and solve [them] by myself.” Another student gives specific details on how the class assignments help that student problem-solve, “The opportunity of presentation from this class enable me to find this problem I have not noticed before. Even though this problem still exists, this class gives me the chance to find my weakness of communication skills and practice communication skills more.”

Summary

Understanding students’ affective relationship with writing—the emotions produced when writing, their motivations, their self-judgments, and where they place locus of control—is important for understanding students’ self-efficacy and for supporting students’ metacognitive management. In a number of essays, students describe their emotional experience of facing challenge, finding the strength to overcome it, and how this memory has helped to build confidence:

“I struggled with my fear during the whole class... I told myself that I must be able to express my ideas so that everyone can get to know my ideas and give some advice.

Therefore I decided to raise my hand at least one time in class.”

“Everyone has worries and concerns about beginning on their first day of college, however this class has given me the tools and confidence to put those worries to rest.”

“When I wrote my presentation reflection last night, I felt comfortable rather than anxiety, although this is the first paper I have wrote about presentation.”

“It was there actions of helping each other that enabled me to gain a sense of belonging in America.”

These excerpts from student writing show the power of pedagogical memory—to give students an opportunity to reflect upon challenges and successes, to teach them a vocabulary to analyze those experiences, and to build a community where they feel welcome becomes an important part of shaping their new identities as college students. Whether it is feelings of belonging, the pride of overcoming fear of speaking in class, or the excitement of doing something for the first time, giving students opportunities to interact with the emotional aspects of writing seems to be a transformative process. The impact of this process beyond *Writing Ready* will be examined in the next chapter.

Question D: Resources

The fourth dimension of metacognition the Metacognition Framework addresses is student use of resources. Question D asks “To what extent does the student show strategies to meet learning goals, as well as evidence of reaching out for support or willingness to seek help when necessary (naming specific locations for support such as writing centers, libraries, office hours, etc.)?” When rating and coding the essays, it quickly became clear that students utilized a number of outside resources, but they also relied upon a number of “self-strategies” for their academic success. In this section, I will examine how students talked about these resources, and the change between Snapshot and Reflection. Then I will look at how both individual writing strategies and use of resources work in concert to help students meet learning goals.

In relation to the other three categories, Question D had the lowest overall average score in both the Snapshot and Reflection essays, with a change of 0.81 (from 1.46 to 2.27) from Snapshot to Reflection. Essays were coded for a number of themes, including both external resources and internal “self-strategies.” Most notably for this category, a large number of essays

were coded with “no evidence.” Table 4.13, below, shows the code occurrence in both the Snapshot and Reflection essays, organized by amount of change.

Table 4.13: Question D – Resources (External Resources and Self-Strategies)			
Resources	Snapshot	Reflection	Change
Peers	13	71	58
Instructor	34	74	40
Classes	8	38	30
New experiences	9	34	25
Writing center	0	20	20
Library	4	22	18
Office hours	0	15	15
Community	11	18	7
Reading	24	28	4
Self-strategy			
Self-assessment	14	46	32
Revision	19	45	26
Manage anxiety	14	31	17
Brainstorming	23	13	-10
Flexible process	19	27	8
Time management	4	11	7
No evidence	46	3	-43

In the Snapshot essay, although half of the students showed no evidence of resource or strategies used to reach academic goals, approximately a third of students mentioned reaching out to their instructor. One student describes talking to an instructor when they faced difficulty, “I felt so bad. Then I went to see my instructor. She told me that I should not be worried. A good essay should be revised many times.” This instructor not only helped the student build their confidence, but also encouraged the student to use the self-strategy of revision to improve their writing. Similarly, another student described talking with a teacher about improving their learning, “At that time, my English teacher suggested me read more books, which I can learn... I followed what my teacher said...” Again, not only was the teacher a resource, but the instructor

also recommended additional resources (books) to the student, which enabled continued learning. Students often indicated that they used a combination of external resources and self-strategies, as this student wrote, “Under the help of online translators, my English teacher and some of my relatives who majored in English, my essay was polished over and over again.” Another student writes, “I usually ask my teacher. Sometime I go to find information online or read some books.”

Overall, all the resource categories increased from Snapshot to Reflection, and in the Reflection essays students talked about a greater diversity of resources. The largest increase was using peers as a resource, increasing by 58 students (over half the student population). Using instructor as a resource was the largest category in both the Snapshot and Reflection, at 34 and 74, respectively. Classes, new experiences, writing center, and libraries also showed significant increases. Self-strategies that showed notable increases were self-assessment and revision (echoing the findings of Question B), and manage anxiety (echoing the findings of Question C). One of the most important changes between the Snapshot and Reflection essays, however, was the decrease in “no evidence” codes, from 46 essays to only 3 in the reflection.

In the Reflection essays, the most common resources mentioned by students were peers and instructor, at three-quarters of the students, and classes, at forty percent of the students. When they wrote about resources, they often talked about peers, instructors, and/or classes together:

“The feedback from my peers and instructor helped me correct all the mistakes in my essay.”

“Through verbal communication with my classmates and my instructor after class, I gained ‘awareness of my writing’.”

“Discussing with other people did help me understand more about my central purpose and topic sentences. This opportunity taught me how important group work is, which is a useful strategy in college.”

Additionally, many students specifically mentioned out-of-class spaces such as office hours where they reached out for support. One student wrote, “I used office hour and appointment with our teacher to know better of this topic and that's how the score of the second paper is higher than that of the first paper even though the second is harder.” Knowing how to access resources when encountering difficulty is a key component of self-efficacy and help-seeking behavior.

Students not only found their peers and instructors helpful, but many also found the writing center and libraries as important sources of academic support and confidence. For example, one student sought writing support from all these sources when drafting the “My Learning Profile” analytical essay: “I talked to teacher during office hours, I went to [writing center] tutor for instruction, and I spent more time in library to write paper 1.2.” Another student writes about this process of reaching out for—and receiving—help: “I went to the [writing center] and asked for help... The tutor taught me how to make better transitions and how to use the connections between the paragraphs.” Not only do these resources provide structural writing support, but they can also be important emotional supports for students, as this student wrote, “the writing session in the writing center was great because it got me aware of some of the resources that UW has to offer and how understanding and helpful people at this school are.” Another student similarly focused on the emotional support of the writing center, “The feeling of being cared about is fantastic and I think that's why [the writing center], advisor and conversation are good.”

After describing learning how to use these external resources, some students described how they learned to add them to their repertoire of writing strategies and resources. One student wrote about learning to use the UW libraries, as well as other online resources, “I felt free to use UW library systems and combined the sources and materials I searched from the UW database and google scholar.” Another student places these resources into context with other writing skills, “I am now familiar with the writing mode for college students, those formatting stuff, where to find resources, and how to organize the paper--All of these stuff are no more difficult for me.”

In addition to finding support in external resources, students discussed a number of self-strategies. As discussed with Question B, students found success learning self-assessment and revision strategies. When discussing how they managed the anxiety of academic writing, resilience was a common theme, as discussed previously with Question C. Other students managed both the emotional and procedural components of academic writing with more effective time management, as this student wrote:

This class didn't change me from a procrastinator but it gives me a chance to know how much time I need to finish a four page paper. I think this is a really valuable thing to know so that I will make sure I have time to finish my homework in the school year, especially when there are a bunch of homework due on one day.

Summary

Seeking out resources, whether asking an instructor for help, working collaboratively with peers, or going to office hours or a writing center, is an important sign of self-efficacy and metacognitive management. Additionally, integrating external supports with self-strategies creates a toolbox of resources students can access when they face difficulty. The student essay

responses also indicate that the physical experience of visiting external locations such as office hours and writing centers was important for their confidence as well as their writing development. Additionally, participation in active, social class activities such as collaborative writing activities and peer review seem to contribute to students' pedagogical memories of their learning in the *Writing Ready* course.

Conclusion

This chapter has demonstrated the many ways students' metacognitive practices can appear in reflective writing. By creating a framework of metacognition, I have been able to analyze both the Snapshot and Reflection essays for evidence of metacognition on four dimensions: metacognitive awareness, academic dispositions, emotional engagement, and utilization of resources. Now only have I shown how metacognition might appear in student writing, I have been able to demonstrate that after participating in a course that focuses explicitly on developing students' metacognitive practices through integrated reflection, active learning, confidence-building, and learning about campus resources, students show more developed metacognition in their writing.

In light of this evidence of more fully-developed metacognitive practices, it is important to consider the relationship between metacognition and pedagogical memory: by creating spaces within the classroom where students can re-engage past learning experiences, and by teaching students the vocabulary and practices to critically engage with those experiences, students are able to turn prior writing and learning experiences into lessons that support their future learning.

By using the Metacognition Framework to analyze the pool of 190 student essays, four important lessons about pedagogical memory have emerged. First, students are able to create pedagogical memories when they are able to engage with their memories from an analytical

perspective in order to harness, intervene in, disrupt, or manage those experiences. Second, building on this analytical perspective, students are able to construct pedagogical memories when they can not only shift from directly recollecting past experiences to engaging with them, but also, through that engagement, generate new learning. Through an increased awareness of college writing and learning practices, students articulated problem-solving dispositions that enabled students to act upon their metacognitive awareness, generating new pedagogical memories. Third, students' awareness of and engagement with their affective relationship to writing enables students to examine both the causes and effects of their writing emotions. Students' writing indicated that this shift in perspective from being "in" an emotion to making space for analytically examining the emotion empowered students both physically, by changing their actions, and emotionally, by building confidence. Finally, by actively developing help-seeking behaviors, students' strategies to overcoming difficulty shift from self-strategies focused on the individual role in learning to a "toolbox" of strategies that both engage students in their own learning processes (through self-assessment, revision, annotation, collaboration, and other strategies) as well as connect them to the wider learning community (such as libraries, writing centers, and instructors). Moreover, encouraging students to physically utilize these resources and reflect upon them integrates these resources into the pedagogical memories students utilize when they face learning difficulties in the future. In the next Chapter, I will examine how the pedagogical memories students constructed during their *Writing Ready* experiences—and the metacognitive strategies they gained to generate new pedagogical memories—persisted over students' first year at the University of Washington.

Chapter 5. PEDAGOGICAL MEMORY CONSTRUCTION AT THE END OF THE FIRST YEAR

As we saw at the end of Chapter Four, supporting students' development of robust metacognitive practices, creating spaces where students thoughtfully reflect upon their learning experiences and future goals, and teaching a vocabulary that creates a language the classroom community can use to talk about writing and learning all provide opportunities for students to form generative pedagogical memories of their writing experiences. The four dimensions of metacognition each contribute in important ways to the formation of these memories: first, by enabling students to shift their perspective about past experiences to an analytical one, second, by encouraging students to learn from those past experiences, third, by dis-entangling students' analysis from their emotions, encouraging students to both acknowledge their affective relationship with writing and learning and also challenging students to see the causes and effects of that emotion, and finally, by encouraging embodied recognition of writing resources through action and reflection.

Importantly, these pedagogical memories are not only generative—supporting students' continued learning from past experience—they are generated through social action. It is by asking students to reflect, discuss, and engage with prior learning, present activities, and future goals that these memories form and generate new knowledge.

As a researcher, then, in Chapter Five my goal is to trace these pedagogical memories over the first year of *Writing Ready* students' lives in order to see how the metacognitive practices they learned in English 108 served them in their university courses, and in what ways new pedagogical memories formed in their reflections of their first year. In this chapter, I move to my final research question, which asks:

What is the relationship between the skills, strategies, and language developed during this course and subsequent discussions of writing and academic life?

In order to trace the relationship between the skills, strategies, and language developed during *Writing Ready*, Phase Two was designed to include both written survey data and focus group conversation data. Continuing with my grounded theory approach to collecting and analyzing data, I first analyze the survey responses from 36 *Writing Ready* students near the end of their first year of college, and then analyze focus group conversations with two groups of students to show the generative nature of metacognition to facilitate the practice and continued formation of pedagogical memories. This enables me to draw conclusions in the final chapter about the relationship between the cultivation of metacognitive practices and formation of pedagogical memories, with important implications for both teaching and research.

Survey: Methodology

To gain a sense of the learning and writing experiences *Writing Ready* students had over their first year, I developed a survey that would gather demographic background information, ask questions about their English 108 experience, and ask questions about their University of Washington coursework. After receiving approval of my research methodology from the University of Washington's Human Subjects Review Board, in April 2014 (seven months after *Writing Ready* finished) I sent the online survey by email to the English 108 instructors to forward to their students for response. The decision to ask instructors to send the survey to their students was two-fold. First, the College Writing Program does not keep a master list of the email addresses of all students enrolled in the courses. Moreover, because instructors often build strong relationships with their *Writing Ready* students and maintain some contact over time, I anticipated that this method might yield a higher survey response rate than emailing students

directly. However, I only received confirmation from 15 of the 20 instructors (myself included) that they sent the survey to their students. Because of Human Subjects Review Board guidelines, I did not offer any financial rewards to students for completing the survey. In the end, 36 students responded to the survey, an 11% response rate. Although this rate of participation is low, it did enable me to recruit the seven students who agreed to participate in focus group interviews. Additionally, past Spring Surveys for English 108 have yielded similarly low response rates, so this is not abnormal.

The survey itself (Appendix 8) includes sections asking for the following information: demographic background information, such as where students have lived, languages spoken, intended major, and course enrollments; questions about their English 108: *Writing Ready* experience, such as why they enrolled, expectations before attending, and the most important things they learned, and how they would describe the course to a friend; and finally, questions about their University of Washington experience, including questions about challenges they have faced, amount of writing done, and skills and strategies from *Writing Ready* they have utilized. Almost all of the questions were open-ended, allowing the students to respond to the question in their own way. After collecting the survey responses, I continued to utilize the grounded theory method of coding, allowing themes to emerge from the student responses as well as build upon the findings from previous stages of this study and described in previous chapters. I used the Metacognition Framework and its accompanying codes as a guide.

Survey: Findings and Discussion

The 36 survey respondents included twenty-two students who identify as female, and fourteen who identify as male. Twenty-five students have lived in China at some point in their lives, while eight have lived in the United States before coming to the University of Washington,

three have lived in Taiwan, and one student, each, has lived in Ecuador and Korea. When asked “What languages do you speak (include any home languages, dialects, or languages you have studied in school),” students named experience with seven languages: English, Chinese (including various dialects), Spanish, Korean, French, Italian, and German. The survey respondents also listed a wide variety of potential majors, from Neurobiology to Informatics, and Music to Environmental Science and Resource Management. The most commonly listed potential majors were Computer Science and Engineering (9 mentions), Business (6), Electrical Engineering (3), Mathematics (3), and Statistics (3). After coding the open-ended short-answer survey responses with emergent themes attuned to the four dimensions of the Metacognition Framework and corresponding codes, several key themes emerged, which will be described and discussed below.

Remembering *Writing Ready*

The first survey question was intended to help students think back on their motivations for choosing *Writing Ready* before they began their first year. The question asked, “Why did you choose to enroll in English 108,” and just over half of the students responded that their goal was to improve their writing and/or their English, followed closely by wanting a course to support them through the transition to college (17 students) (see table 5.1 below).

Improve Writing / English	20
Transition into College	17
Meet new students / make friends	5
Nothing else to do	2
Credits / GPA	2

For example, some representative statements about the desire to improve writing state:

“I want to improve my writing skills before I officially start college life.”

“I thought it would help to perfect my writing skills as I assumed I would be completing a lot of essays in my classes come fall.”

“Because I think it is a good opportunity to learn English Writing skills from English speaker.”

Similarly, students directly recalled the desire for support through the transition to college:

“I thought it would be beneficial to my transition into college.”

“Get familiar with studying in US universities.”

“I thought it would be a great way to get acclimated to fall quarter.”

Finally, students also remember various pragmatic reasons for enrolling in *Writing Ready*. For example, one student recalls, “I had nothing to do in China.” It should be noted that the University of Washington is on the quarter system, and so Autumn Quarter begins in late September. Some students may have been motivated to begin their education in August when many other schools and universities begin their coursework. Two students cited credits and/or GPA as the reason that they enrolled in English 108, as this student wrote: “to win a higher gpa.” Of course, many students had several motivations for taking the class, as this student states: “I wanted to improve my writing skills, make some academically inclined friends (who else would sign up for school early?) and do something during the last few weeks of summer.” Another student lists: “Meet more people. For 5 credits. Adapt early the college life.”

The second survey question asked about students’ expectations for English 108 when they enrolled. This, again, is a memory exercise, inviting students to contrast their expectations before the course with actual their experiences with it. This question asked, “Before the course, what did you think you would learn in English 108?” while the next question asks about the most valuable things they learned. Students overwhelmingly expected to learn writing skills,

with 34 of the 36 students naming this expectation, although some students also noted various other expectations, as can be seen in table 5.2 below.

Writing Skills	34
Vocabulary/Grammar	3
Presentation Skills	2
Reading Skills	2
Library Skills	1

In contrast to this shared expectation that *Writing Ready* would focus on writing skills, after the course students found a variety of academic skills and practices to be valuable. When asked, “After completing the course, what do you think are the most important things you learned in English 108,” students listed academic writing skills or strategies most often (20 students), followed by awareness of self/metacognition and oral communication (8 students) (see table 5.3 below).

(B) Academic Writing Skills/Strategies	20
(A) Awareness of Self /Metacognition	8
(B) Oral Communication (Peer work, presentation)	8
(C) Comfort/confidence	4
(B, D) Process/Revision	4
(D) Made Friends	2
(B, D) Reading Skills	2

If we connect this question with the Metacognition Framework described in Chapter Three and applied to the students’ reflective essays from the first and last day of class in Chapter Four, the themes “awareness of self/metacognition” relates to dimension A, “Metacognitive Awareness;” while “academic writing skills/strategies,” “oral communication,” “process/revision,” and “reading skills” corresponds to dimension B, “Academic Dispositions.” The theme of

“comfort/confidence” relates to dimension C, “Emotional Engagement;” and finally, “process/revision,” “made friends,” and “reading skills” can fall under dimension D, “Utilization of Resources.” By metacognitive category, then, eight students mentioned metacognitive awareness to be important learning, thirty-four students mentioned values and practices that make up an appropriate university academic disposition, four students mentioned emotional engagement as important, and eight mentioned potentially useful writing and learning resources. The following examples of what students learned in *Writing Ready* in just a few words show how interwoven the four dimensions of the framework are. These representative responses show what students learned about writing:

“How to read closely and how to write for the college environment.”

“How to think about the writing, it is not just a task or homework. Writing is part of the life and sometimes I can enjoy it.”

These student responses describe what students learned about learning itself—which often connects with the emotional response to writing and learning:

“The way of study. I learned how to study generally, not just English itself. This course provides a pattern of learning that I will apply in University.”

“College is doable and I can make it.”

“Take steps and don’t hurry things. Progress takes time”

The fourth survey question aims to ask what students found valuable about the course from a different perspective. It asks, “If you were going to recommend English 108 to a friend, what would you say about the course?” Students varied in their responses, with one student not responding at all, but three key themes emerged. First, several students noted how *Writing Ready* helps prepare students in the transition to college life. These students wrote,

“It will definitely help you prepare for your college writing and it is a good buffer to start your college life.”

“I would say that it is an excellent experience and that it will make them productive over a very unproductive period of their life (between high school and college).”

“I would say it's a great way to ease yourself into the University of Washington.”

“it's a great way to warm-up/improve skills on writing before starting college.”

“Change the traditional view of writing classes. Really helpful to prepare college courses.”

Second, other students recommended *Writing Ready* for its pragmatic aspects: the writing practices taught, as well as the typically high grade students receive for their work in the class.

When describing writing practices, one student wrote: “This course is super interesting and useful. Students will learn a lot from this course not only about writing skills but also the importance of communicating with classmates and teachers.” Another student focused on the practice they got writing, “It's a space to practice essay writing without being under too much pressure.” Two students recommended English 108 for the ability to get a relatively high grade, which might help their Autumn Quarter GPA. Two students mentioned this:

“not much homework. very easy to get high gpa”

“it's a really good class, if you work hard, you will gain a lot and earn a good grade!”

Finally, some students recommended the course for its emphasis on self-awareness and learning strategies, writing,

“It helps you get rid of bad habits you learned about writing before”

“You learn a lot about yourself as a writer. I've never taken an English class where YOU yourself are the subject, so it was pretty interesting.”

Student Resistance

In the student responses, they were not all unfailingly supportive of what they learned in English 108 and the value of the *Writing Ready* curriculum. When asked what the most important thing they learned was, one student responded, “Know what the instructor needs is the key to high score. Be a native American speaker is a key to 4.0.” Two key issues are raised in this response: first, it seems that this student views the grades as subjective and not based upon a broader criteria. Second, this student is correlating native-speaker abilities to a perfect score. The student does not expand upon these ideas in the survey, but they are important to note, as they are in direct contrast to the *Writing Ready* course objectives.

When asked whether they would recommend the course to a friend, three students qualified their responses. One student, the same student as above, based the decision to recommend *Writing Ready* on confidence: “If you are really not confident in your own English ability, do it. If you feel OK in your English ability, do other class.” Another student did find it valuable, but still seems to resist the course because of the demographics, “I think it was a valuable course, but I would not recommend it to a friend as I felt it was more directed towards international students who are working on their English language skills.”

The First Year Experience

The second group of survey questions focused on gathering information about the *Writing Ready* students’ experiences over their first year at college. The first question asked, “After spending two full quarters at UW, what have been the most significant challenges you have faced?” Responses varied, but the largest number of students noted workload/time-management challenges (11 students), followed by course difficulty and the need to work hard (7), challenges with writing (5), and challenges with oral communication (5), including speaking

up in class, doing presentations, etc. (see table 5.4 below).

Table 5.4: After spending two full quarters at UW, what have been the most significant challenges you have faced?	
Workload/Time-management	11
Course difficulty/hard work	7
Writing	5
Oral communication (speaking up, presentations, etc)	5
Balancing school w/extra-curricular activities	4
Diversity/Difference (race)/Culture	4
Language	3
Reading	3
No Response	2
Housing	1

The next question asked students, “How much writing have you done in your UW courses? What kind of writing?” The goal of this question was to gauge how students perceive the amount of writing they have experienced over the first year. Several students reported that they’ve done a lot of writing, while several others reported that they’ve done little or none. The majority of students who responded didn’t describe how much writing they’ve done, responding instead by naming the classes they’ve taken or the types of essays they’ve written. When students did describe how much writing they have done, several students also contrasted it with their expectations:

“Not as much as I originally thought. In English 198 we did a lot of writing, research based academic papers usually. In my intro to globalization class we had a big research paper due. In Spanish, we wrote a few short essays using our spanish knowledge.”

“I have not done much writing yet. But at Engl131, I believe will write a lot.”

“Quite a bit. I have done informal and formal essays and research papers.”

“not much so far. i think cause my major 's engineering”

“Very little. Only in English 131. In other courses, just include some free response questions.”

“None, that is exactly why I take all the science class, for avoid writing.”

The final survey question asks students to connect the learning from *Writing Ready* to their first-year academic experiences. It asks them to recall “What skills and strategies from English 108 have helped you in your coursework?” Unlike their responses when asked what were most important things they learned in *Writing Ready*, there was a wide breadth of responses to what they remember being useful during coursework. When coded by theme, nine students named paper organization, eight students named writing process or revision as helpful. Five students didn’t respond to this question at all. Three students named library research as useful, three students stated that they couldn’t think of anything or didn’t find anything useful, and three students named self-assessment, as well as writing concisely as valuable. Taken together, writing-related skills and strategies make up the majority of the responses (see table 5.5 below).

Table 5.5: What skills and strategies from English 108 have helped you in your coursework?	
Paper organization	9
Writing process/revision	8
No Response	5
Library research	3
Not useful/can’t think of any	3
Self-assessment	3
Write concisely/clearly	3
Central claim/thesis	2
Creative thinking	2
Paper format	2
Reading skills	2
Class discussions	1
Fluency	1
Grammar/Vocabulary	1
Group work	1

Presentation	1
Persuasive arguments	1
Use writing center	1
Use of evidence	1
Use of analysis	1

From the student survey responses, it is clear that students came into the class expecting to learn about writing and they felt that after completing the course, they did learn more about writing. The writing practices they valued varied, but the survey responses did indicate that the respondents found the practices taught in *Writing Ready* to be useful. In addition to learning about writing, students also recognized the importance of their academic transition to college and many were motivated to take English 108 in order to support their own transition into the university, and many students found that they did learn more about college writing from the course. Moreover, some students (3 of the 36 respondents) acknowledged that they didn't remember what they learned in *Writing Ready*, and several more (5 respondents) left this question blank. The survey was a useful tool to find out basic information about students' expectations and what they learned; however, students did not respond with specific details about their experiences in English 108.

Focus Groups: Methodology

In contrast to the written narratives of student writing in both essay and survey form, engaging students in conversations about their writing gives a more nuanced picture of how students remember the skills, strategies and language developed during the *Writing Ready* course. By engaging students in conversations about their current experiences as university students—in general and in their academic coursework—as well as asking students about their memories from the *Writing Ready* course I was able to create occasions for students to articulate pedagogical memories of their writing lives. Specifically, if Chapters Two, Three and Four look

at how metacognition can be cultivated within a particular time and space (the *Writing Ready* course), Chapter Five then looks to both the survey and student focus group conversations to see what types of skills, strategies, and language have persisted over time. Moreover, in their responses to the survey and focus group questions, this chapter explores on what occasions students either invoke or build upon their pedagogical memories, generating new learning. Both the content of students' conversations and the method for understanding the focus group conversations are useful for understanding how to cultivate and study knowledge transfer.

Focus group participants were recruited via the survey, through an optional Part B where students could agree to be contacted with more information about the focus groups and individual interviews. Of the 36 respondents, 18 students agreed to be contacted. Of those 18, I invited them to meet with me individually in my office to describe the focus group protocol and time commitment, and to respond to their questions about the study. Eventually, seven students consented to participating in the focus group conversations. Due to the number of participants and scheduling constraints, these students were broken into two focus groups, one with five students and one with two students.

The focus groups met for approximately 45 minutes in May 2014, towards the end of their first year (and third quarter) at the university. The focus groups, which were audio recorded, began with introductions of the participants and loosely followed two categories of guiding questions: open-ended questions about their experiences as students over the first year, and directive questions inviting them to reflect on how the things they learned in *Writing Ready* have helped them over that year. My goal was to get the students into dialogue with each other. The result was two lively focus group conversations where students had the opportunity to reflect upon and share their experiences as first-year college students.

The focus group conversations did differ from each other in both content and tone. The first focus group, with five students, lasted for 49 minutes in total, and involved many short exchanges as participants both shared their experiences and also made room for others' to respond. It also required more moderation by me, with one student often responding to my question, waiting for a response from me, and then another student responding to the same question. Four of the participants (Rui, Harry, Elise, and Beibei) in the first focus group identified as international students from China, while one student, Alice, has lived in both Taiwan and the United States. Two of the focus group participants in this first focus group had also been my students in the past (one had been my student both in the *Writing Ready* class and first-year writing the previous Autumn Quarter, while another had been my student in first-year writing in Winter Quarter). On the one hand, our familiarity helped to create this sense of an open community immediately; on the other hand, the students may have felt a need to tell me what I wanted to hear. The second focus group was shorter, lasting 33 minutes total, and had two student participants—both of whom I had only met when going over the research study and consent forms. One of the students, Jennifer, identified as an international student from China, while the other student, Chen, grew up in a Chinese-speaking home in the United States. This second conversation included many fewer conversational turns, and each student spoke for much longer in each turn. In addition, the students dialogued with each other more, agreeing with each other or contrasting experiences.

Keeping with the grounded theory of analysis, I analyzed the data in three layers in order to both build upon my pre-existing analytical framework as well as account for newly emergent themes. First, in order to code and analyze the focus group conversations, I broke the larger conversations down into smaller interactions based upon the questions I asked the students, and

then coded the emergent themes in student responses. Then, I looked at correlations between these themes and the four dimensions of metacognition, both the four general categories and the codes from each, to see where and how the four dimensions appeared in students' conversations. This enabled me to see how the metacognitive practices fostered during *Writing Ready* re-emerged in student conversations, both as practices they remember and as moves they make while interacting with each other.

Second, in order to examine instances of pedagogical memory, I coded all moments where students remembered a specific event (a class assignment, a day with their friends, etc.) and looked for patterns in when and how these memories occurred. What emerged were three types of recollections: 1) "direct" memories where the students described a past event without analysis, 2) what Jarratt et al. called memory-in-the-making (52), a liminal state where a student recalls a memory and works through its meaning in conversation, and finally, 3) pedagogical memories which Jarratt et al. saw as students who could narrate memories, "see themselves in relationship to writing teachers and other audiences," and confront the emotional challenges of writing and learning (66). As we learned in Chapter Four, these pedagogical memories are ones where students can use their metacognitive practices to analyze and learn from their emotional, embodied, past learning experiences. Once I coded these remembered moments for type of recollection, I was able to analyze when and how students built and deployed pedagogical memories.

Finally, in order to account for the context of the focus groups themselves, I analyzed the conversation data for patterns. Although both focus groups were asked similar questions and similar themes emerged, the way students talked about their memories was significantly different. Looking at discourse markers such as turn-taking, length of turn, and the ways students

interacted with each other reveals different levels of conversational engagement. First, I calculated the amount of time each focus group spent responding to each discussion question, counting the number of conversational turns in each discussion. Then, I looked for moments of overlap and interruption, and moments of agreement and disagreement in order to mark moments where students interacted with each other. Once I calculated this data, I looked at correlations between the discussion questions and themes of conversation, as well as the use of memories, with the conversational pattern data.

Together, these three layers of analysis tell us important information about what metacognition looks like in conversation, that is, how students talk about their writing and learning. In addition, this analysis demonstrates the types of questions and contexts that elicit memories—and lead to the construction of pedagogical memories. Finally, this data reveals how students remember their *Writing Ready* experiences and the writing and learning practices that remain with them at the close of their first academic year.

In the following section, I describe the findings that emerged from the two focus group conversations. First, I contrast the two discussions, analyzing conversation data to understand the differences in conversational engagement between the two groups as well as patterns that are shared between both groups. Then, organized by discussion question, I explore the use of memory in the students' conversations, analyzing when and how students deployed their pedagogical memories, and especially, understanding how the conversations themselves became memories-in-the-making.

Focus Groups: Findings and Discussion

When comparing the two focus groups, there are noticeable differences in the patterns of the conversations. Before turning to the role metacognition and memories play in the

conversations students have about writing and learning at college, I will first compare the conversation patterns of the two groups in order to explore not only what students remember about their learning but also how those memories are constructed in a social setting. The first focus group had five student participants and one interviewer, and in response to the five main discussion questions there were 257 conversational turns, with each student speaking an average of 30 times over the five key interview questions. I, serving as the interviewer/moderator, spoke more than triple that, speaking 106 times. When short vocalizations such as “yeah,” “mm-hmm,” etc. are removed, I speak 90 times. In contrast, the second focus group had two student participants and one interviewer, and over the course of the main discussion there were 57 conversational turns, with each student speaking an average of 17 times. I spoke 24 times over the course of the five interview questions. When short vocalizations are removed, that number falls to 21 times. This second focus group discussion was much more balanced between the three interlocutors.

Balancing between five student participants, focus group one had more, shorter, turns for each participant. In practice, students often responded to the discussion questions with short statements, and I then asked for more information. The conversation followed a typical pattern with a student speaking, interviewer response, second student, interviewer, and so on, although I consciously tried to support students in responding to each other through long pauses and short affirming comments (hence the occurrence of “yeah,” and “mm-hmm”). In contrast, the students in focus group two each spoke for longer and took less conversational turns. They often built upon each others’ ideas, with the interviewer only intervening for clarification or to move to the next question.

Despite the differences in turn length and moderation, when broken down by question asked, however, both focus groups show similar conversation patterns. The first two focus group questions are open-ended questions asking about students' experiences during their first year. The first asks, "What are some of the highlights of your University of Washington experience so far? How has your time at UW met your expectations, or how has it been different than expected before you came?" The second question asks students to describe some of the challenges they experienced over their first year: "Now that you've spent almost a full academic year at UW, what have been some of the most significant challenges that you've faced?"

In response to the first question, focus group one has an average turn length of seven seconds, while focus group two has a turn length of more than double, at 18 seconds. In response to the second question, focus group one has a turn length of 8 seconds, while focus group two has a turn length of 15 seconds. Table 5.6 shows the breakdown in turns for each participant.

Table 5.6					
Question 1: What are some of the highlights of your University of Washington experience so far? How has your time at UW met your expectations, or how has it been different than expected before you came?					
Focus Group 1: 10:09, 83 Turns			Focus Group 2: 4:35, 15 Turns		
(Average time/turn: 7 sec)			(Average time/turn: 18 sec)		
Speaker	Turns		Speaker	Turns	
Zinchuk	37	*32	Zinchuk	6	*5
Rui	14		Chen	4	
Harry	6		Jennifer	5	
Alice	11				
Elise	3				
Beibei	12				
Question 2: Now that you've spent almost a full academic year at UW, what have been some of the most significant challenges that you've faced?					
Focus Group 1: 10:56, 82 Turns			Focus Group 2: 4:15, 17 Turns		
(Average time/turn: 8 sec)			(Average time/turn: 15 sec)		
Speaker	Turns		Speaker	Turns	
Zinchuk	29	*24	Zinchuk	8	*7

Rui	11	Chen	2
Harry	4	Jennifer	7
Alice	10		
Elise	7		
Beibei	21		
*Interactive turns (not counting short statements like “yeah” and “mm-hmm”)			

Questions three through five are more directive, asking students to remember English 108 and recall practices, moments, or ideas that have remained with them. Question three asks, “As we think about some of the challenges you’ve faced and some of the successes you’ve had, what from English 108 has helped you in your coursework?” In response to this question, there was a significant increase in turn length for both focus groups. In focus group one, the turn length doubles to 14 seconds per participant, while the average time per turn increases to 39 seconds in focus group two. Table 5.7, below, shows the individual number of turns for each participant.

Table 5.7					
Question 3: As we think about some of the challenges you’ve faced and some of the successes you’ve had, what from English 108 has helped you in your coursework?					
Focus Group 1: 8:41, 38 Turns			Focus Group 2: 5:55, 9 Turns		
(Average time/turn: 14 sec)			(Average time/turn: 39 sec)		
Speaker	Turns		Speaker	Turns	
Zinchuk	15	*13	Zinchuk	4	*4
Rui	5		Chen	2	
Harry	2		Jennifer	3	
Alice	4				
Elise	10				
Beibei	3				
*Interactive turns (not counting short statements like “yeah” and “mm-hmm”)					

Question Four, another directive question, asks students “What do you remember learning about writing in English 108?” and shows a similar increase in turn lengths. For focus group one, the average turn length is eleven seconds, while focus group two continues to increase to 43 seconds.

Table 5.8, below, shows individual turn frequencies. Also important is that for question four, the role of the interviewer/moderator begins to reach a balance with the participants.

Table 5.8			
Question 4: What do you remember learning about writing in English 108?			
Focus Group 1: 4:15, 23 Turns		Focus Group 2: 5:46, 8 Turns	
(Average time/turn: 11 sec)		(Average time/turn: 43 sec)	
Speaker	Turns	Speaker	Turns
Zinchuk	12 *9	Zinchuk	3 *3
Rui	2	Chen	2
Harry	1	Jennifer	3
Alice	0		
Elise	3		
Beibei	12		
*Interactive turns (not counting short statements like “yeah” and “mm-hmm”)			

The final interview question asks students, like on the survey, “What do you think are the most important things you’ve taken away from [English] 108?” This question aims to support students’ metacognitive recall of what from *Writing Ready* has been useful to them. Although it follows the previous line of questioning, it is more open-ended than the previous two questions. For both focus groups, there is also a slight decrease in turn length, with focus group one averaging at 10 seconds per turn, while focus group two averages at 36 seconds. Table 5.9, below, shows the average turn frequency for each participant.

Table 5.9			
Question 5: What are the most important things you’ve taken away from English 108?			
Focus Group 1: 5:35, 31 Turns		Focus Group 2: 4:47, 8 Turns	
(Average time/turn: 10 sec)		(Average time/turn: 36 sec)	
Speaker	Turns	Speaker	Turns
Zinchuk	13 *12	Zinchuk	3 *2
Rui	2	Chen	2
Harry	3	Jennifer	3
Alice	2		
Elise	4		
Beibei	7		
*Interactive turns (not counting short statements like “yeah” and “mm-hmm”)			

Although the two focus groups differed in conversational patterns, with focus group one shifting between five students' perspectives and focus group two allowing for more depth with only two student participants, the response patterns of both groups indicate that directive questions might enable students to respond with more detail. As I will show in the next section, the two groups also differed in the amount of engagement with the questions; however, students did become more metacognitively engaged during the more directive questions. Because of the different social context in the two focus groups, it provides an opportunity to analyze how group size might affect the way pedagogical memories are cued, articulated, and generated among students.

In the next section, I describe and discuss the focus group findings, organized by question. In order to understand how students use metacognition to facilitate the development or deployment of pedagogical memories, the analysis is focused on instances where students invoked particular memories of learning from their first year (including their time in *Writing Ready*). After first identifying the memories students invoked, I analyze when and how students were able to engage with these memories, thus forming pedagogical memories that enable students' ongoing metacognitive learning.

Reflecting on Expectations

After a short round of introductions, the focus group conversation began. The first focus group question was an open-ended question intended to start the students reflecting on their experiences as first-year students. Following this study's grounded theory methodology, my goal was to allow students to define the conversation so that themes I may have missed in my analysis of the course materials and student essays could emerge. Although I had a set list of questions to cover during the discussion, I wanted to allow students to guide the conversation themselves. In the first focus group, I began by asking, "What are some of the highlights of your University of

Washington experience so far?” and then followed up later with the second part, “How has your time at UW met your expectations, or how has it been different than expected before you came?”

In their responses, the first focus group participants focused on dorm life and clubs they are involved in. As the students recalled these experiences, though, they often spoken in generalizations without recalling specific memories, as Rui responded: “The [the largest campus organization for international students, Foundation for International Understanding Through Students] FIUTS activities. I think it's so interesting, because you meet different people from different world, different countries. And you go to the same place, and you're enjoying the day. I think that's interesting.” Wanting to find out more about why it was interesting, I then asked, “What's [an activity] that really stands out to you as something you'd recommend?” Rui still did not engage a specific memory, responding, “It's go to the skiing. Yeah, that's interesting. [chuckle] And I think recently they have the one that to go the, a Mountain Rainier. They said they will have this one, this quarter. So I think I will go.” Elise, who was also involved in this club, then joined in the conversation, stating, “It was fun... I agree with her. I went to camping and also the Tulip Festival, and it was really fun. And I've made some friends, like they are from different countries. And I've made a friend from Finland. She even invited me to go to her wedding.” In this case, Elise recalled a specific memory, going to the Tulip festival and making a friend. However, in this instance she did not, then, engage with the memory to analyze its importance or learn from it. Significantly, though, after Elise shares her direct memory of a FIUTS activity, Rui immediately follows with specific memory:

Actually last Friday, we did the World Food night. It's an activity for our floor. It was so good, because we just went into others' dorm. And we just shared the food. Everyone have the different... have cooked the food for different countries. Like the Korean food,

and the Chinese food, and Italian food. So much food. It's good. Yeah. And we know each other because of the activities.

In this case, Rui follows Elise's example by giving a specific memory. In the final statement, "It's good...we know each other...", she seems to begin making a connection between the activity and creating a peer group, yet she does not push the analysis further to engage with the lesson she might learn from it. This shows that the way students talk about their learning can be socially constructed. For the duration of question one, although students spend ten minutes taking turns responding to the question, there are only five instances where students invoke specific memories, and all of those recollections are direct memories. In the rest of the conversation, students speak in generalities.

In contrast, the two students in focus group two immediately begin the conversation with specific memories. When asked how their first year has met—or challenged—their expectations, Chen describes his experience taking a first-year writing class:

I took the [writing with literature FYW English] 111 class, and I thought it was, well, based upon my high school experiences with English, I thought it was gonna be very, I don't wanna say dull, but very not exciting in a way, like reading just literature that I'm not interested in. But this 111 class was... It was completely different. We actually—The course material was based upon time travel, which I found that was just like, I've never taken an English class or, like for that matter, any class that was just so, I don't know, different from like, just high school course material. And then after that class, I looked at the different other courses that they offer here, and they offer so many, just random courses that they're not based upon regular—Or, I don't wanna say regular, but what I thought was the standard for what students should learn. But these were like out-of-the-

box classes, and that was really cool. I've never taken a class that was just about time travel, and things like that. It was really fun.

As he considers how his first-year experience has differed from his expectations, Chen immediately turns to specific memories, working through an analysis as he speaks, constantly interrupting himself as he revises his own interpretation of his experience. In order to understand how he analyzed his memory, I will turn to the four dimensions and corresponding codes of the Metacognition Framework. At two points in his recollection, Chen refers to specific details: first, to describe the course content of his first-year writing class, and second, to link the memory to a second memory of searching for other, similarly interesting, courses. In this memory, we can see not only the direct recall of particular moments, but also the metacognitive analysis of what the memory means, in this case, he shows an awareness of difference (coded in the framework as “awareness of transfer”). From the outset, the student frames the memory within an analytical perspective, “I took the 111 class . . . I thought it was gonna be . . . dull . . .” By consistently contrasting the specific experience with prior courses in high school and his expectations, Chen shows an awareness of shifting academic contexts (and potentially corresponding expectations) as he notes that the courses are “out-of-the-box.”

Immediately after Chen speaks, Jennifer offers her own experience with first-year writing, building upon what he said, “Yeah, my English 131 [FYW] class, it's a writing course as 111. And it was also a really, really interesting experience. And yeah, I took the same, like the teacher from my English 131 is the same as my English 108.” She describes her course in parallel with Chen's, noting that although they have different course numbers they are similarly interesting. Building on the memory, she recalls that she took the course from the same instructor as she had for *Writing Ready*. In response, Chen immediately interjects, noting a similar

experience, “Oh, yeah, same with me too.” Jennifer continues, explaining why she took FYW with her *Writing Ready* instructor:

Because first of all, she's very nice. And yeah, I just feel comfortable just taking her classes. And also, what I really liked about English 131 is, it does not require a lot of writing or reading. But also, I mean, it has a lot of writing or reading, but it's not that exhaustive. But also we have a project where we do things like, just apply our knowledge of English to whatever artifacts we want. And I did a computer games for it... it's about dystopian fictions. I did a computer game for it, and I really liked this intersection with my English course and my [Informatics] major. And that's what I found amazing about this course.

In Jennifer's response, she articulates an awareness of emotions (“comfortable”) with a recognition of why she feels that way (“she's very nice”). Additionally, she articulates a similar ongoing reflection as she speaks, adjusting her statements as she goes (“...it does not require a lot of writing or reading. But also, I mean, it has a lot of writing or reading, but it's not that exhaustive...”). In contrast to the first focus group, like Chen, Jennifer continues in her recall of memories and analysis. She describes a specific project assigned (“just apply our knowledge of English to whatever artifacts we want”), and the project she created (“I did a computer games for it... its about dystopian fictions...”). Finally, she explains why she did this assignment and makes a connection with her future goals, stating, “I really liked this intersection with my English course and my major.”

The moves Chen and Jennifer make—the ability to narrate memories, confront emotions, and connect with their audience—are all hallmarks of pedagogical memory (Jarratt et al., p 66). By using the Metacognition Framework to analyze the focus group conversations, it becomes

clear that both memories-in-the making and pedagogical memories are accompanied by some characteristics of the four dimensions of metacognition; however, pedagogical memories show more interconnected metacognitive features, as we saw with Jennifer's emotional awareness that accompanies her self-awareness. Although I cannot claim why the students from the two different focus groups chose to respond in such different ways, these examples clearly contrast the direct recall of memories with the generative power of pedagogical memories.

Confronting Challenges

After learning more about the highlights of their first year, and how their experiences as first-year students has differed from their expectations, the second discussion question asks students to recall the challenges they've faced over the first year. In response, the students in both focus groups discuss issues of time management and challenging coursework. To begin, students in the first focus group speak in generalities: when asked "what have been some of the most significant challenges that you've faced," Alice responds, "studying when my friends are having fun." When asked, "how do you manage that challenge," she responds, "I just make myself go study."

During the focus group one, students invoke memories of challenges eight times. However, in response to question two, the majority of the memories they recall lack metacognitive engagement, that is, the memories are not accompanied by any of the four dimensions of metacognition when coded using the Metacognition Framework. In one case, however, we can see an example of memory-in-the-making. Harry describes the challenge of managing the difficult Computer Science & Engineering (CSE) courses, which then leads to a conversation with the other students about the logistics of registration. When I asked if they have faced academic challenges, Harry responds, "Yes, because I take CSE class," which elicits an

immediate response from Beibei, “Oh my God!” Harry continues:

And it's extremely hard for me. And I have taken the CSE classes for two quarters, and I got a really low score. And that really disappointed me. And every week in those quarters, I spent many times to study them. But I still cannot get high marks. So it's very depressing, and this depression affect me on other courses I learn.

As he recalls the memory of taking CSE classes over the year, he is also confronting his emotions regarding the experience. He describes the cause of the emotion (“I got a really low score”), the emotion itself (“that really disappointed me”), and the effect that emotion has on his academic performance (“this depression affect me on the other courses I learn”). This emotional engagement is important; however, at this point the student doesn’t seem to know what to do about this problem. By not articulating how the student manages the emotion or how they might connect with potential resources, this student is not demonstrating developed self-efficacy.

In response to Harry’s struggle with CSE, Alice immediately adds her challenge, describing the struggle to register for classes as a first-year student. She also recalls the memory of those hectic days:

I've changed my schedules multiple times during the first week of class. That was really stressful, 'cause I didn't know if I would get in or not, so I'd still go to the class. So, it'd be like one week of full 25 credits of schedule that I did not know which one was... Which one I'm taking. That was really stressful.

In her response, Alice also shows awareness of emotion by describing the feeling (“stressful”), the cause (“one week full of 25 credits”), but does not step back to analyze what this memory means for her ongoing learning. In an attempt to engage Alice in this reflective analysis, I asked, “How did you know to visit the class?” At first, Alice doesn’t know how to respond, asking for

clarification, “How do I...” I then re-stated the question and Alice constructs a response:

Oh! I don't know, just, So I think before, my friends and professors they would tell me, like “Oh, if you want this class, just go to the class and talk to the professor before and after class. Go to the quiz sections. Talk to the TA. See what you can do to get in.” That's kind of what I did.

Although Alice did not fully engage with the memory on her own, when prompted, Alice was able to reconstruct the resources she utilized to gain the strategic knowledge to go to classes, even when the course is full, to gain a spot. At a large R1 university, this can often mean getting the courses one needs to get into a major or graduate on time.

When asked about the challenges they've faced, the students in focus group two also faced issues of time management. Chen describes the challenge of juggling coursework with extra-curricular activities:

Definitely just time management. I definitely underestimated the... Especially second quarter, I definitely underestimated the amount of time I had to devote to each of my classes. Fall quarter wasn't so bad, but winter quarter I took a lot more classes than I can handle, and just being able to do all the homework or study for all the tests. And sometimes, I would have two tests on the same day, or I know one day I had dress rehearsal for orchestra, and then I had my test 10 minutes after that, and then 10 minutes after the test, I had the concert for the orchestra. So it was just really hectic. Especially like—I just didn't expect it. But it really taught me how to manage my time and plan ahead this time, this quarter, in terms of the class, and not overwhelming myself.

Chen's description of his key challenge is a well-developed pedagogical memory: he is able to describe the difficulty he faced (“Time management”), how it affected him (“it was really

hectic”), and the lesson learned (“It really taught me how to manage my time and plan ahead ... this quarter... and not overwhelming myself”). After listening to Chen, Jennifer continues in the same vein:

Yeah. I guess time management is a really challenging thing and yeah, it's really difficult to balancing your schoolwork and your social life. You have to spend a lot of times in your homework, instead of hanging around with your friends. It's a really difficult thing to manage that. And also for me, I think like the language barrier, 'cause I'm not a— English is not my first language and yeah, English 108 gave me a really good chance to learn more about—Learn really deep about this language, and I think it gave me a really good preparations for my English, using or learning for the college years. And like I said, it's more challenging for me.

In Jennifer’s response, she directly builds on Chen’s example, confirming its relevance to her. She then adds her own challenge, which she describes as “the language barrier.” She does not go into detail of how the language barrier has affected her, but she immediately moves to affirming the value of *Writing Ready*. In contrast to Chen’s description of his challenges with time management, Jennifer’s challenge with language might still be unresolved, a memory-in-the-making. Chen’s pedagogical memory may be more generative for other participants in the conversation; however, creating spaces for Jennifer to talk about her challenges might be more important as she seems to still be working through them.

Activating Transfer

After giving students an opportunity to describe their successes and challenges over the first year, I directed their attention to *Writing Ready* specifically. Question three builds upon question two, asking “As we think about some of the challenges you've faced and some of the

successes you've had, what from English 108 has helped you in your course work?" The aim of this question is to invite students to remember moments where knowledge from *Writing Ready* transferred into another learning situation. In their responses, students in both focus groups were able to engage fully with the question and they invoked memories more often than during the previous questions. In focus group one, all five of the participants recalled a memory either from *Writing Ready* or their first-year coursework in response to the question. Elise spoke first, describing how going to the writing center and office hours helped her with revision:

I think it helped me a lot like it introduced me the [writing center], that place, and so that's why I know a place I can revise my composition. I went to—I think I went to the office hours sometimes in 108 and that's made me to come to my writing class, my teacher's office hour. And yeah, I've revised—I remember I've revised my composition in my writing class for seven times. I went to my teacher's office hour and asked for help, and that's pretty helpful, I think.

In this example, Elise is immediately making connections between *Writing Ready* practices and her academic practices now. She went to the writing center then, therefore she “know[s] a place” for writing feedback now. She went to office hours during *Writing Ready*, “and that’s made me come to ... my teacher’s office hour.” Elise’s engagement with past experiences enables her to analyze how those experiences have generated ongoing learning practices, which is an important part of pedagogical memory.

Alice immediately adds her experience using practices from *Writing Ready*, describing how doing library research in English 108 gave her a resource for a research assignment in her Environmental Science and Resource Management class:

For me, I used the research database because I could not have known about that, and it's

helped me a lot because for my ESRM class—we had to do research on a species every week, and people would go on Wikipedia or just Google it and it's just not as good or deep. So I went on the research database and I found research articles and I wrote about that, and the professor was like, "Oh, this is really good. Yours really stand out" and so that was really helpful.

In contrast to her memory of course registration, in this case Alice builds her pedagogical memory as she describes how she used the research database. She is able to acknowledge that she learned about the library in *Writing Ready* ("I would not have known about that") and describe specifically how this resource has been useful for her ("I went to the resource database..."). From her recollection, it appears that she is internally motivated by her own knowledge, but appreciates the external validation from her instructor. Her ability to narrate this memory from an analytical perspective enables both Alice to acknowledge what has worked for her, but her recall is instructive to both the students and teacher/researcher in conversation with her.

Indeed, Harry immediately follows Alice's memory with his own memory of writing in Anthropology class. In his recollection, he immediately engages with the emotional thread that ties both Elise and Alice's memories together: confidence. He says,

I'm sure the—That class gives me is the confidence to face some writing classes or some unfamiliar classes because in the first quarter, I took Anthropology 101 which needs you to write a lot of essays about Anthropology, yeah 101. You had to do some reflection on the things around you, anthropological concepts. So you need to write many things but that's given me the confidence to keep your writing and keep to watching others and try to analyze what they are thinking, just like what's you analyze, what you yourself want to

do, yeah.

In his pedagogical memory, Harry credits *Writing Ready* with giving him the confidence to take a writing-related class in an unfamiliar discipline. Not only did completing *Writing Ready* give him confidence to enroll, he notes that the reflective activities gave him practice in analyzing people that he was able to utilize in his writing for Anthropology class (“you had to do some reflection on the things around you...keep watching others and try to analyze what they are thinking, just like...what you yourself want to do...”).

The students in focus group one continue to build these pedagogical memories throughout their responses to question three. Rui describes trying out the large two writing centers on campus, deciding which one she prefers. Beibei contrasts American writing with the writing she was taught in China. As one student recalled and analyzed a memory, the other students followed suit.

In focus group two, students similarly focused on reading skills, proofreading and revision skills, and awareness of college writing practices. In contrast to their responses to the previous questions, the two participants in focus group two used less memory recall and more generalization. However, the students themselves explained that “almost all my courses does not involve writings or readings” (Jennifer) and “all of my classes have been science or math-based...none of these classes required me to write any papers” (Chen). In the absence of specific memories, Jennifer and Chen then guessed at how particular skills might be valuable to them. Their responses, however, also speak to another area that other transfer researchers have noticed: even though skills may be applicable across contexts, students may find it challenging to utilize prior knowledge from differing contexts (Reiff and Bawarshi). Chen articulates this problem as he thinks through his response to question three, “so at least the writing part of 108 hasn’t really

transferred over to those classes, but I did learn about working in groups and group work dynamics in 108, and how that affects our learning.” When prompted to make a connection, Chen is able to make connections between dissimilar contexts. He describes the memory of researching and presenting in the Conference on Learning and how both that experience and the topic they researched affected his experience of working in groups in math and science classes during the academic year.

The student responses to question three raise important questions about the role of reflection in the study of knowledge transfer. First, the first focus group demonstrated how asking a directive question can help students make connections to bridge academic contexts. Even though they infrequently constructed pedagogical memories in response to the first two open-ended questions, when prompted to connect *Writing Ready* with their current learning they were able to recall learning memories, analyze them, and demonstrate what they learned. Even if they hadn't yet learned from their prior experiences, their recollections demonstrate the importance of memory-in-the-making. The responses from the second focus group also highlight the importance of coaching students' knowledge transfer, as initially both Jennifer and Chen first noticed the dissimilarity of contexts. However, because they were asked to make the connections, both students were able to construct pedagogical memories of the learning that crossed contexts.

Remembering *Writing Ready*

Question four specifically asks students to recall their memories of *Writing Ready*, asking, “What do you remember learning about writing in 108?” In their responses, group one students again constructed memories-in-the-making. Rui immediately remembers the reading skills she learned, specifically how to summarize readings. However, she isn't able to

immediately reflect upon its importance to her now. She begins the discussion, saying “The summary. Because in English 108 we read a lot. It's not a lot, actually. [laughter]” To which I responded, “Yeah. You did some reading.” Rui continues: “Yeah, we did some reading. And every time we have the class we just talk about the summary we got, we conclude. So everyone just shared their summaries, so we can see the story or the AC from different aspects. So that it helps me when I get the English 131.” In this case, Rui recalls that summary was an important skill, and as she speaks she actively analyzes its significance. After Rui comments on reading, Elise picks up the thread:

I think reading definitely helped me. Like the reading of 108. At first I felt it's kind of difficult for me to read a lot, because I didn't really read in English. And in my composition class, it's comparative literature fully. And, yeah, we need to read a novel and the reading before definitely helped me to read. To read, yeah.

In order to gather more specific details about the resources and strategies that helped Elise to read better, I asked, “How did you learn to read in 108? What were some of the things that you were taught? Do you remember?” Elise first has to clarify, “You mean reading?” In her response, she hesitantly recalls the specific reading skills she learned eight months earlier: “I think there's a summary. We would do a summary, every big part which have the same meaning. And you need to highlight, or just force yourself to finish the reading, I think. Yeah.”

During focus group two, Jennifer and Chen both remember the writing practices they learned during *Writing Ready*. Chen described how reflective writing helped him develop an awareness of his own writing practices,

...it was really the first class where I had to write about myself and my own thoughts as a writer, which I don't think I've ever done in depth. Maybe in high school we wrote a

small paper about how we think, but this is about how we write and how we viewed ourselves as writers. And just doing that, it was a huge growth process for me because I was able to see what I usually did when I was writing....

In this example, and in the discussion that follows, Chen recognizes the value of metacognitive awareness for his learning. Moreover, he makes a distinction between the reflective writing he did in high school (“we wrote a small paper about how we think”) and the writing he did in *Writing Ready* (“this is about how we write and how we viewed ourselves as writers”). His description of the writing done in English 108 alludes to a more analytical stance towards his own writing.

Jennifer also contrasts what she learned about writing in *Writing Ready* with what she learned in high school. She describes the form of writing in high school as formulaic, while *Writing Ready* gave her an awareness of the different genre requirements of writing:

What I learned about English writing before in my high school is all the English paper we write are in a certain format. It's always the introduction, paragraph, three-bodied paragraph and a conclusion, and that's how we operate all our papers. But in English 108, what I learned is every paper's different, and the organization are different from the— Differs, because they're different papers. It's like the way I organize my paper, yeah, it's no longer what I learned from my high school and I think that's what I really, really—I don't know, enriching or like just—For my English writing.

Jennifer’s awareness of the need to understand a writing situation to be able to organize and write an essay is an important sign of her awareness of college writing values and practices. In her recollection of high school writing and *Writing Ready* practices, she makes an important contrast between how she was taught in one context and the skills needed to be successful in

another.

Valuing *Writing Ready*

Finally, question five asks students, “What do you think are some of the most important things that you've taken away from 108?” This final question aims to allow students to define their *Writing Ready* experience, while still attempting to gain specific details about what they found useful. In response, Harry immediately utilizes the language of memory to describe the value of free writing:

I remember there was this free writing, we just have about one or three minutes to write several, fragile ideas about the questions asked by the teacher. For the first time I write it, I find it's very difficult to—I think about—I mean, you start to write in that so limited time. But after three or five times, I think I got used to to write things without any specific hints and many other things given to you, where you just think about it and write it. Yeah.

In his response, Harry remembers the practice of free writing and brings his audience, the interviewer and other participants, back into the experience with him as he analyzes its value to him. In his recall, he shifts between remembering and analyzing, an example of memory-in-the-making. Elise follows much of the same pattern as she follows Harry's response:

And group discussion, the in-class group discussions definitely helped because in the—I think I feel like in the composition class, you'll be like—The teacher would divide you into small groups, like two or three and you exchange your mind and he's watching over like how other people write and it would help you, yeah.

Like Harry, Elise both recalls the experience of doing in-class discussions as well as analyzes them. As she speaks, she interrupts and re-starts her recollection as she moves between re-telling

the experience and analyzing the experience. In this first focus group, students actively used these questions to make meaning of their past learning experiences.

As the focus group discussion moved to a close, the two participants in the second focus group both used that time to reach conclusions about their learning and to generate new ideas. Chen responds to this question about the most important things he's learned by re-framing a previous example:

I mean, seriously, I don't want to repeat what I just said, but just the way that I was able to start talking in class because really in high school, I literally just never—Maybe once or twice, total, a year, I would share. It was very minimal and—It's bad, because there were class participation points for the high school and the English classes, and that really hurt my grade sometimes. But here, I don't know. My English teacher just really—The 108 teacher, she was just really calm and friendly, and she talked to us as if we were peers. So it was just really easy to just raise my hand and say something without fear. I guess in high school, it was a fear of being judged or criticized for, if my opinion was wrong in a sense, but here, I didn't get that sort of vibe at all. So it was really easy for me to just come out of my shell. And I've never had an English class where I've done that, and then in 111, it was just—English was a completely different experience for me in high school, like in high school, it's just like an "eh" class that I didn't really find enjoyable, but 111 was just great. I was talking in the class, I was participating. I read the material that I was able to voice what I thought to other students and they didn't shun me, they didn't criticize me, I don't think they judged me. There was like, what was I fearing for all of high school? It was just completely different from my experience in high school. So that's why I wanna take more English classes now because, like, what have I

been missing the entire four years in high school English?

In this pedagogical memory, Chen is able to emphasize the change in perspective he gained during *Writing Ready* through the clear re-telling of his previous learning disposition, how he came to realize his own emotional relationship with speaking up in class, and find the motivation to change. In his response, Chen articulates his awareness of his motivations, his emotions, and of the differences between high school and college. He articulates why class discussion is an important value for learning. He engages his feelings of fear and expresses confidence after overcoming them. And this memory is generative because he is still motivating himself to continue searching for learning contexts where he can be similarly engaged.

After listening to Chen's pedagogical memory, Jennifer immediately responds with a pedagogical memory of her own empowered experience: She states, "So, this just come up to me." After a pause, she continues:

I think it's—What I learned is, how to connect with your professors and your instructors, 'cause we don't have office hours when I was back in high school, and the office hour of English 108 was like the very first time I've ever had office hour in my whole life. And I was so nervous about my instructor. Basically, everyone in my class was like, don't really wanna go because we were nervous, and my teacher told us, "Don't panic, talk to your professors." And she invited us just to the office for a couple of minutes, talking about school lives and how do we feel about the college years, or just feel about these classes. And it's actually not that—When you connect to your professor, you get nervous, it's not like that at all. And I think that's a really good experience for me 'cause if I didn't have that chance to talk to a professor, sitting down, talk to a professor as instructor, like one on one, I will never go to an office hour in my whole life, probably. But that is the first

time I feel like it's actually a really relaxing and really enriching way to connect to your professor and—Yeah.

Jennifer's response illustrates the generative nature of pedagogical memory. After listening to Chen's memory and analysis, she then builds her own memory about the value of office hours. She, too, articulates an awareness of her emotions, of the difference between high school and college practices, and an awareness of the resources available at university. Anchored in a real memory of what her instructor said ("Don't panic, talk to your professors"), and the physical experience of actually going to office hours ("if I didn't have that chance to talk to a professor, sitting down, talk to a professor..."), she is able to conclude that if not for this experience, she would likely not engage in the practice of going to office hours today.

Conclusion

After tracing the experiences of *Writing Ready* students over their first year at university, Chapter Five shows not only which practices have resonated most with students over the year, but also how metacognition can be used to facilitate the construction of pedagogical memories in social contexts. Like prior studies of knowledge transfer (Bergmann and Zepernick, Frazier, Wardle), both the survey responses and focus group discussions are not only a glimpse into the ways students think about the experiences of prior writing contexts, but the research situation was itself an occasion for students to make the connections necessary for knowledge transfer. In addition, the contexts themselves created different occasions for student response: students articulated their experiences with *Writing Ready* differently for a survey than they did in a focus group conversation, and students in the larger focus group performed differently than those in the smaller group.

In the survey responses, students' responses were short, often not even complete

sentences. In response to the survey questions, some of which were repeated in the focus group interviews, students responded by naming the skills or practices they expected to learn, did learn, or have found useful over the first year. In no cases did students recall any specific memories. In contrast, when engaging with many of the same questions during the focus group interviews, many of the students illustrated their response with memories, and on several occasions students began with the memory and talked through their analysis as they spoke. These memories-in-the-making are valuable moments where metacognition is being actively performed. This contrasts not only with the survey responses analyzed in this chapter, but also the Snapshot and Reflection essays studied in Chapter Four where students performed timed reflection essays, thinking, writing and editing during a one-hour timeframe in class. Although students were in dialogue with the prompts (which are rather conversational in style) students worked within the time constraints, their prior writing knowledge, and their genre expectations. These essays provided valuable information about how students perform metacognition in writing; however the connection between metacognition and pedagogical memory is less clear. Because there is no give-and-take between interlocutors, we are left with a single written artifact of each student's reflection at that moment which is less revealing of the social and generative nature of pedagogical memory.

The survey and focus group data indicate that students have carried with them metacognitive practices on two levels: first, students do indicate that they learned about writing during the course and that that learning has been valuable; moreover, students recognize that they learned a lot about themselves in the process. Second, when the focus group conversations are analyzed, the memory becomes an important litmus test for metacognition. When students recall a memory, those recollections fall into three categories: direct memories, with no related

metacognitive engagement (as defined by the Metacognition Framework), memories-in-the-making where students recall a memory and begin to make inroads into what the memory means for their learning lives, but this analysis is incomplete, and finally, pedagogical memories where students are able to engage with the memory and its affective components, analyze its meaning to their learning histories, and learn something from it that can be used to generate future learning. Direct memories do not tend to be generative: they are statements about one's learning past that require the audience to make conclusions. Both memories-in-the-making and pedagogical memories tend to generate metacognition: memories-in-the-making are moments of active learning where students are engaging with their past experiences and generating new knowledge about them. Pedagogical memories are more complete: they are moments of articulation where a student can almost culminate a lesson learned—it was not clear during the focus group discussions if these memories continue to be generative for the students themselves; however, these memories seemed to generate new engagement for their peers by modeling this complex metacognitive analysis.

Chapter 6. REFLECTING ON PEDAGOGICAL MEMORY: METACOGNITION IN THE WRITING CLASSROOM

In this final chapter, I return to my central research question to understand the relationship between metacognition and pedagogical memory, and to understand how explicitly teaching metacognitive practices such as those taught in *Writing Ready* support students' metacognitive development. Ultimately, though, my goal in this chapter is to reflect upon the findings of this study and the implications they have for researchers, writing program administrators, and writing teachers. My central research question asks:

How does a course situated around developing confidence, metacognition, and academic learning dispositions enable students to construct a pedagogical memory of their writing experiences?

This study responded to this question by first, in Chapter Two, describing a course that explicitly focuses on developing students' metacognitive practices in order to bolster their self-confidence and facilitate positive academic dispositions. This study not only looked at the history of the *Writing Ready* program and curricular materials, but also analyzed how instructors interpreted this curriculum and taught it in the classroom. Through conversations with instructors, as well as their own reflections on teaching the course, it became clear that the key elements of the curriculum are integrated reflection, active learning, developing confidence, and awareness of campus resources.

Second, this study looked at how confidence, metacognition, and academic learning dispositions interact to form a pedagogical memory of students' writing and learning experiences. In order to show how students developed and deployed pedagogical memories

during the *Writing Ready* course, I first developed a framework to point to and evaluate evidence of students' metacognition in writing. This framework focused on identifying and evaluating four key dimensions of metacognition: metacognitive awareness, academic dispositions, emotional engagement, and utilization of resources.

Then, in Chapter Four, I used the framework to analyze 190 student essays from the first and last day of the *Writing Ready* course in order to understand how students talked about their writing lives, and what that might mean for the later deployment of pedagogical memories. In their study of student writing and learning narratives, Jarratt, et al. found that students made new connections between prior writing knowledge and present circumstances only when prompted to describe their prior writing experiences. In my analysis of student writing, I found that along with the writing prompt itself, the explicit curricular focus on the four dimensions of metacognition positively contributed to the formation of pedagogical memories by enabling students to shift their perspective on past writing experiences to an analytical one, and by encouraging students to learn from those prior experiences, generating new learning and positive academic dispositions. Additionally, metacognition contributes to the formation and deployment of pedagogical memory by enabling students to acknowledge their emotions related to writing, therefore making space for students to analyze the causes and effects of those feelings. Finally, metacognitive practices contribute to the formation of pedagogical memory by encouraging students to utilize campus resources and develop self-strategies for learning and to recognize how those resources might be valuable when students encounter difficulty.

In order to trace students' metacognitive practices and utilization of pedagogical memories over their first year, in Chapter Five, I analyze survey data and focus group interviews with students at the end of their first year. In the data collection phase of this study, I also

conducted individual interviews with five students and collected the writing portfolios from three of those students, but that data was not included in this dissertation; however it will be analyzed in the next stage of this study. Through my analysis of the focus group data, I was able to, first, trace the metacognitive practices that had resonance with students eight months after the end of *Writing Ready*. Second, my analysis of the focus group interviews enabled me to see how students deploy their memories in conversations about writing, through direct memories, memories-in-the-making, and pedagogical memories. In this chapter, I analyzed of the conversational patterns within the focus groups in order to understand how students engaged with particular discussion questions and with each other, as well as analyzed the memories students deployed using both Jarratt et al.'s description of memories-in-the-making and pedagogical memories as well as the Metacognitive Framework developed in Chapter Three. The analysis of student discussions of their *Writing Ready* experiences indicate that students are best able to deploy memories when invited to do so, whether through a directive question or when it is modeled in conversation. Moreover, these memories seem to be generative: when one student begins recalling and analyzing prior experiences with writing and learning, other interlocutors tend to follow suit. Understanding the conditions when students articulate each of these memories has important implications for how we understand students' talk about writing and learning as both teachers and researchers.

Fostering Pedagogical Memory in Writing Classrooms

Ultimately, it is important to ask what these findings have to do with the writing classroom. This study was intentionally conducted in a thirdspace, a location that falls outside the traditional writing classroom, in order to understand how metacognitive practices can be fostered in a space that isn't also laden with the demands of a first-year writing course. And yet,

despite the focus on learning practices, students report learning a lot about writing in this course. In their course evaluations and reflection essays, as well as the survey and focus group discussions at the end of the first year, students said that *Writing Ready* played an important role in creating a foundation for their college writing practices. Not only did it teach them many of the basic values of college writing, and a number of the accompanying practices, but it also helped support students through the transition between high school and college, and for the vast majority of students, a transition from schooling abroad into the American university system.

In Jarratt et al.'s study of pedagogical memory, they noticed that for the students they were studying, "A substantial group of students in our study had difficulty explaining what, when, how, or why cognitive and practical connections existed among different writing courses despite their claims that their writing improved." Without explicit instruction in metacognition, training students to articulate not only *how* to do writing but *why* they do it, students can have a hard time making connections across contexts. And yet, as Chapter Five shows, giving students practice in making connections enables them to effectively make connections in their writing and learning, and help their peers generate those connections as well. Whether by encouraging students to physically seek out campus resources, by facilitating collaboration in a community of peers through peer review and collaborative assignments, or by teaching students a vocabulary to talk about writing and learning, these students not only had the opportunity to reflect upon prior learning at a moment of transition, they also gained new, specific, learning memories that were primed for recall through the reflective practices integrated throughout the course. Although only eight students participated in the focus group interviews, these students come from a variety of cultural and linguistic backgrounds. In contrast to Jarratt et al.'s students, these eight students were all able to make connections across their courses, whether between English 108 and a later

writing course, or between courses from a variety of disciplines. This indicates that the metacognitive training that *Writing Ready* gave the students played some role in their ability to reflect upon and talk about their writing and learning in later conversations.

Although this thirdspace writing course was developed without the constraints of traditional first-year writing program demands, the methods used in the *Writing Ready* course could be easily implemented in other classroom contexts. In the instructor focus groups, many instructors described teaching methods and classroom activities that they learned or developed during English 108 that they continued to use in their other courses. The concepts of integrated reflection, active learning, emotional engagement, and utilization of resources are not foreign to first-year writing and other writing courses; in fact, many of these methods are already used. However, without a multi-dimensional understanding of metacognition and how these practices mutually support each other, classroom practices such as reflective writing, collaborative learning, or peer review might seem like isolated classroom activities rather than important practices that facilitate continued learning. In future research, it would be valuable to study how many of the *Writing Ready* methods might be integrated into other writing spaces, including first-year writing courses, disciplinary writing courses, writing across the curriculum initiatives, peer tutoring and writing center projects, and in other contexts such as studio courses, college in the high schools, etc. Moreover, I would argue that the research findings of this study have important implications for not only writing spaces, but for all locations of learning, whether large lecture classrooms, laboratory environments, or workspace environments. Deepening our understanding of metacognition enables learners to learn better and teachers to teach better, no matter the context. Moreover, increasing our understanding of how pedagogical memory operates as both a way of remembering our past educational experiences as well as engage with

new knowledge has important implications for how we study—and facilitate—knowledge transfer.

If there is any takeaway that I hope writing programs can learn from this research, it is, first, that metacognition is more than just reflection: it includes both an awareness of past learning experiences, present learning demands, and future goals, as well as the ability to do something with that awareness. That is, reflective writing and learning tasks should not be occasional, isolated, moments, but these reflective moments are, in fact, social activities and should be utilized regularly in both big and small ways. From modeling reflective thinking when introducing an assignment, to inviting students to reflect upon their writing during peer reviews, or teaching students self-assessment practices by grading—then debating—scoring sample essays, giving students the opportunity to practice metacognitive thinking, writing, and talking seems to generate more metacognitive thinking, writing, and talking.

This study argues that metacognition is not an isolated cognitive act; instead it is a constellation of engaged social practices including metacognitive awareness, self-assessment, self-efficacy, and help-seeking behaviors. By shifting the way we, as writing instructors, think about reflection from an isolated writing moment to thinking about it as socially-constructed memory, and by cultivating metacognitive practices in our students that can shift the way they think about their memories, students can then create their own opportunities to acknowledge, harness, disrupt, or intervene in those complex memories of their prior writing experiences.

For multilingual students, the ability to engage with and reflect upon one's past writing experiences facilitates their negotiation of linguistic practices across difference, imbuing their learning with confidence and knowledge that will support their future language learning. *Writing Ready* created spaces for multilingual students, the majority of the student population, to engage

with their past learning experiences, present circumstances, and future learning goals in a safe and supported way. Many of these students expressed anxiety about their language abilities, a mixed confidence in their abilities as writers in multiple languages, and worries about their transition to college in a new city and often in a new country. These anxieties are normal for any college student, but by creating occasions for students to directly engage with past experiences and present fears and by facilitating the development of metacognitive practices seemed give the *Writing Ready* students a set of tools to manage their college transition more effectively.

Moreover, the month-long course provided a space for international students to immerse themselves in an English language environment for several hours each day in a community of peers. Through the numerous writing tasks, in-class discussions, collaborative exercises, and final conference presentation, these students were challenged to work hard, in English every day. Although this was not a factor in this study, recognizing the complex linguistic challenges that the majority of *Writing Ready* students managed during this course cannot be understated. This may be why, in the focus group interviews, there were a number of moments when the students were unable to put into words exactly what they learned from *Writing Ready*; however, they virtually all agreed that it was a very important course for their college transition.

Next Steps

This study generated a large amount of data, some of which cannot be included here. After completing this dissertation, my next steps are, first, to continue the analysis that began in Chapter five by analyzing the individual interviews I had with five of the focus group participants. Additionally, I have full writing portfolios (including Snapshot and Reflection essays, all major writing assignments, and class notes) from two focus group participants, as well as the major writing assignments and class notes from another two students. In the next stage of

analysis, I hope to trace these students' articulation of metacognition through their course materials and end-of-year interviews to see if I can learn more about how metacognition affects students' writing lives.

Additionally, the instructor focus group interviews revealed interesting questions about how teaching a course in a thirdspace that explicitly focuses on metacognition affected their teaching during the academic year. Many instructors talked about practices that they learned during *Writing Ready* that they have used to great effect in their first-year writing and interdisciplinary writing courses. This is a topic I would like to further analyze in the instructor focus group and reflection materials.

Methodologically speaking, the Metacognition Framework serves as an exciting first step to be able to operationalize the concept of metacognition for classroom spaces. Although I (strongly) hesitate to think about metacognition in terms of assessment, I also see the value in helping more writing instructors to understand what metacognition means conceptually, what it looks like in practice—both for students who have a robust set of metacognitive practices and for students those who don't—and how metacognition as a concept might be translated into pedagogical practice in a variety of contexts. To this end, I would like to see this Metacognition Framework, from the four dimensions to the rating descriptors and codes, tested and adapted in a variety of classroom spaces and learning contexts. Through this study I have grown more confident in the power of using a grounded theory approach to designing this study and analyzing data, as themes have emerged from the students' writing and talk about writing that have shaped my understanding of the theory and prior research I analyzed in Chapter One. Continuing this process of adaptation will help to develop both a stronger theory of how

metacognition helps facilitate the development of pedagogical memories as well as a more robust set of teaching practices.

After completing this analysis of both the student essays and the student focus group discussions, I am increasingly interested in the role genre and context play in how students use their metacognition and how they invoke memories. It is also important to study ways in which other courses, such as first-year writing, could integrate the metacognitive practices studied here and how those practices might continue the work of *Writing Ready* to support students' development of pedagogical memories of their writing and learning lives. It would be potentially valuable to not only study how metacognitive practices can be cultivated in different contexts, but also to consider how writing prompts can be written to better facilitate a written dialogue with students in their reflective writing.

If I were to imagine a future study based on my findings here, I can imagine the value of not only asking students to reflect upon their learning and writing lives, but at the same time, ask students to talk about those experiences. Supporting metacognition in a variety of forms across genres and contexts is not only valuable for students' metacognitive development by providing spaces for students to pause, reflect, and have those "aha" moments, but together these might provide valuable data about how these different forms/genres/context provide different ways for students to articulate their metacognitive practices.

Ultimately, in writing spaces, we have the opportunity to engage with students' dispositions, emotions, habits, and practice, which is fairly unique to our discipline. This study underlines the importance of not only teaching students more about writing, but also the opportunity writing instructors have to teach students more about learning and to support

students' engagement with their own writing histories. As researchers, writing program administrators, and writing teachers, we should view it as an opportunity, if not responsibility.

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Appendix 1: Sequence One

Sequence I: Writing about Learning

Assignment 1: In-class Writing, First Day: Snapshot of a Moment in Your Life as a Writer

For your first major written assignment, you will be writing “My Writing Life”—an essay in which you tell the story of how you have come to be the writer you are.

To get started, today we’d like you to write a preliminary essay—spending one hour writing—in which you tell me about one distinct moment in your writing life—a time a particular assignment was due, say, and you were stuck and unable to write. What were you writing, when, and why were you unable to make progress? Maybe this was in high school? Or was it early in your schooling? Or was it when you were trying to write an essay for a College application?

Or, contrariwise, you might write about a time when you found writing easy—when was that? How old were you? What were you writing? Why do you think now that it was “easy” to do? That it came without a lot of hard work on your part?

Do your best here, but don’t worry a lot about “how good” it is— this is a first step towards a more finished product and won’t be graded per se. In assigning this we want to help you get started on the paper, but we also want to get some sense of you—a snapshot, as it were—of you as a writer as this course begins. That way I will have a base-line comparison point against which to reflect on the progress you make over the next four weeks.

This is an ungraded essay, but I will read and comment on it as a way to help you get started.

Assignment 2: My Writing Life

Who I am as a writer, and how I got this way

Prompt: This assignment asks you to tell me the story of how you came to be the writer you are. This is something you know a lot about—even if you haven’t thought much about it—but about which I know exactly nothing. Yet as your teacher for the next four weeks, it would really help me to know you better—to know what kind of writing you’ve done, and especially what problems you have had. In writing terms you are here an insider to a knowledge (your own experience), and I am an outsider to that same knowledge. Your job is to give me an insider’s look at what you know about yourself as a writer and how you came to be that way.

Pre-writing: In thinking about what to write, think about distinct moments in your writing life—a time a particular assignment was due, say, and you were stuck. What were you writing, and why were you unable to make progress? Or a time when you found writing easy—when was that? What were you writing?

Would you say you are a good writer? What have you written in your life? Has all your writing been for school? Is it online? Is writing part of your social life? Have you ever really wanted to write something? What? When? How? With what results?

Do you like writing? Do you hate it? Fear it? If not, did you ever? What happened that made you like it less? What is it about your writing that has brought you to this class? If you're in this class pretty much just because you are here, then think about your affective relation to writing.

Summary: In other words, tell me the story of yourself as a writer by recounting three or four different events in your writing life that exemplify who you are as a writer, how you have come to feel about writing, and what you see your challenges to be. Your purpose is to help me get to know you as a writer, and to help me understand the kinds of things we will need to work on during the next four weeks.

Assignment 3: My Learning Profile

In the last paper you used anecdotes from your life to tell the story of how you came to be the writer you are. In this essay, you will again use examples from your own experience, but your focus will be on applying the concepts we have studied to understanding your own tendencies as a learner today. With this writing assignment, you are both an insider and an outsider as you write: you are not expert insiders (yet!) on learning issues, though you have certainly learned some things about them; you are, however, expert insiders on yourself. You know as I can't how you've dealt with difficulty in the past, or how you have resisted at points, both positively or negatively, or what has motivated you in the past to keep going, or where and how you have not-learned.

The point of the project is for you to create a Learning Profile of yourself in which you give me a picture of who you are as a learner, demonstrated by details drawn from your learning life. We'll be spending Monday and Tuesday recapitulating and deepening the learning concepts we've been using over the past weeks in order that you have a strong conceptual basis for thinking about, and describing yourself as, a learner.

Prompt: This assignment asks you to give me an insider's look at what you know about yourself as a learner. What are the three or four most important things you know? *How* do you know what you say you know? Think of the way Kohl tells you about his not-learning—the pages we read could be seen as Kohl offering at least part of a profile of himself as a learner when he was a child.

Pre-writing: In generating material to write about, think about distinct moments in your learning life—a time when you were unmotivated to learn, say, and couldn't perform, or when you thought you couldn't perform and then found a way. What happens when you encounter difficulty? What have you typically done? What are your characteristic forms of resistance? How do you know? What are the prior knowledges you have—personal and academic—that you

think will be strong resources for the classes you are about to take? Have you ever found yourself not-learning in the way Kohl describes?

Summary: In other words, tell me about yourself as a learner, using key learning concepts we have developed over the past two weeks and supporting your self-analysis by recounting three or four different events in your learning life that give a profile of you as a learner. Your purpose is to help me get to know you as a learner, and to articulate for me as well as yourself the kinds of things you will need to work on during the next school year.

Appendix 2: Learning Glossary

A Glossary of Common Learning Terms

John Webster

University of Washington ©2012

Long-term Memory: The place in your mind that learning goes to live. Some of what goes there may last a lifetime; other things have varying half-lives. One goal of learning theory is to increase the length and completeness with which we retain learning.

Working Memory: The place in your mind where conscious “thinking” takes place. It is limited, though its limitations can be minimized by various mental strategies, like routinization (or what some call automaticization), schemas, and chunking.

The “Three Things Rule”: This is a way of talking about the limits of working memory. I use this “rule” to talk to students about why we often find new skills and material difficult to learn, explaining that one kind of *difficulty* is the feeling they experience when they are trying to deal with more in their working memory than its limited capacity will allow. I don’t know if “three” is the right number for how many new things a mind can think about at once (it might be four or even six!), but the point is that the capacity of working memory is limited, and when students come to material that is new to them, they will often reach that capacity very quickly. That can make them feel frustrated, resistant, even angry. But for those who have learned that difficulty and frustration are merely stages in the learning of complex things, that feeling of difficulty can be the signal that they just need to slow down, get some things clear, make some connections to what they already know, or ask questions. That will speed the movement of some of this new thinking into long term memory, and over time will reduce their sense of difficulty. (The ability not to be put off by the negative feelings that difficulty engenders is called “resilience” [see below])

Every one of us has felt that kind of difficulty, just as we have also experienced the way difficulty fades as we become more experienced. When you learn to drive a car, for example, it’s difficult to manage all the various steps required to put the car in motion—and just as difficult, as my brother learned the hard way—to find the brake pedal. But an experienced driver not only runs the car’s controls without much conscious thinking about them at all, but knows to check the rearview mirrors regularly, to check side mirrors when changing lanes, and so on. To begin with, however, every single one of these acts had to pass through and be directed by working memory. That made us poor drivers for a time, but for most of us, in relatively short order each of the acts of driving become so routinized that we could do them effortlessly.

Prior knowledge/preconceptions: Everyone has learned things before they enter a classroom, so each also brings prior knowledge or preconceptions—ways of knowing, “facts,” strategies, commonplaces—with them. Some of this prior knowledge is essential to learning—indeed, learning becomes much easier when we already know something about whatever it is we are studying. It gives us something to connect new knowledge to, and thereby remember more

easily what we are learning. It's the sticky side of what I think of as a Velcro strip to which the tiny hooks of new learning can successfully attach. But prior knowledge is not always an advantage: it may also create difficulties when it involves misconceptions, irrelevancies, or even outright error. Moreover, such prior knowledge may not just be partial or wrong. It may be (and in fact often is) so strongly held that it cannot easily be dislodged. (The difficulty of extirpating prior knowledge is the subject of a 1987 video called "A Private Universe."
<http://learner.org/resources/series28.html>)

Unlearning: This is the process one must undergo in dealing with prior knowledge that is wrong or misleading. Unlearning is neither straightforward nor easy, though teachers tend to assume it is. Teachers may just say, "That's the wrong way to think about it," and then move on. But often that's not enough. Classic example? The five paragraph theme. Not many students give it up just because a teacher says to. Self-reflection about what one knows and about what trouble one has when learning something new can often help students locate and replace prior knowledge, but without help some students never do.

In my experience the most deeply held knowledge is that concerning self-concepts and ethical behavior. Students often have emotional and personality stakes in the things they know and the way they know them, and if we want to help them revise their thinking, we will be most successful if we help them address and reassess those internal commitments.

Even when we don't have a stake in a given wrong way of thinking about something, however, old learnings are hard to expunge, and over time may even reassert themselves.

Metacognition: Metacognition is thinking in explicit ways about how we learn and think, and thereby becoming better aware of one's learning/thinking processes. The insight here is that awareness can offer students at least the possibility of control over some of the otherwise unconscious processes of learning and not-learning. Becoming successfully metacognitive involves self-reflection, which is why we may ask students to write narrative accounts of various things we ask them to do. Many see self-reflection as helpful in building students' self-assessment skills, and more generally, to strengthening self-confidence. My own experience is that it is very helpful in dealing with failure as well as success. At least as important, building strong metacognitive habits can help students in learning how to transfer learning from one context to another.

Self-assessment: This is the ability to assess accurately one's own performances. Students very often bring weak self-assessment skills to any given class. Jerry Graff (in *Clueless in Academe: How Schooling Obscures the Life of the Mind* [2004]) argues that academic experience is often highly mystified and mystifying for students. I agree, but I would add that the way teachers assess and grade is one of the greatest of these mysteries. Many students never get a very good sense of what they do well and what they do not do well, and in the absence of genuine understanding of what they know often come diffidence and anxiety, or resistance and/or alienation from the entire process. When, by contrast, teachers build and share realistic criteria and rubrics with students, much of this mystery can be removed, since students then have the means to assess for themselves how they have or have not succeeded.

Self-Efficacy: This is a student's sense of capability in the face of some learning task. Unsurprisingly, this varies a lot from student to student, but its effect on learning is significant. When students think that they will be able to do something successfully, they often have more ability to problem solve and succeed in learning than when they do not think they'll be able to do it well. Contrariwise, when students believe something is too hard for them, they may not have confidence that they will be able to do it at all.

But some of one's sense of self-efficacy is part of what one develops over time. Depending on the kinds of success and support you have had with various levels of difficulty, you may feel more or less capable of dealing with whatever a given learning task will throw at you. High levels of self-efficacy usually mean higher levels of engagement and achievement because students with strong self-efficacy don't let short term difficulty put them off learning. Interestingly, students do not automatically have strong feelings of self-efficacy just because they have been successful as learners. Albert Bandura, Frank Pajares, and others have shown that "when people doubt their capabilities to accomplish a task successfully (that is, have low self-efficacy), they tend to not put forth the effort to succeed, they tend to procrastinate, and they will give up on the task sooner when facing difficulties than those with higher feelings of self-efficacy." (Gerald Neff, WPA-list Apr 23 2010) Dee and Jacob have linked low self-efficacy to plagiarism, too, in "Rational Ignorance in Education: A Field Experiment in Student Plagiarism": <http://www.nber.org/papers/w15672> (Jan. 2010).

Resistance: passive, active, conscious, unconscious: Resistance to learning is anything a learner does to put off or avoid learning something. Resistance is not just common, it is universal. None of us is always receptive to more and more learning. Moreover, some resistance is to be cultivated as necessary to effective critical thinking. People are, after all, always trying to "teach" us things that are wrong or misleading. Being able to resist their theories is part of being a responsible critical thinker.

But resistance is often not only unhelpful, it's passive, unacknowledged—even unconscious. Students need to become able to recognize their resistances, and must be given constructive ways of voicing them. Resistance helps learning best when it is active (and conscious), not passive, and when a classroom environment supports students in voicing their resistance. Teachers can help students by "authorizing resistance"—inviting students to locate and describe what they are resisting.

Not-learning: A phenomenon in which someone attempts to prevent learning from happening altogether. Among students it may actually be a conscious strategy—as Herb Kohl describes in recounting the anecdotes of Wilfredo or Barry. But not-learning is even more frequent in the world than Kohl suggests. His focus is on conscious not-learning, a form of active resistance for either political or personal identity reasons. But I would maintain that all of us not-learn regularly. One reason for this is that there are so many things to pay attention to that no one could ever attend to them all. As a consequence, our minds are constantly doing a kind of epistemic triage, deciding what we will attend to, and what we won't. But another reason is that many of the things the world offers us to learn run against what we already know or believe, and for most of these things we turn down anything that would disturb our normal ways of seeing the world. Al Gore talked of the facts of global warming

as “inconvenient truths”—truths that would disturb how we think about the world but more importantly how we live our lives. Many of us are emotionally, economically or egocentrically unwilling to make the kinds of change such learning seems to demand, and thus we choose to not-learn either the science or its implications. “Temporary learning” (see next entry) is another common version of not-learning.

Temporary, or pro-forma, learning: A widespread phenomenon in academic learning where students learn things for a short period (sometimes only long enough to take an exam), but don’t actually learn them deeply and with retention. Inauthentic learning (see “Authentic Learning” below) is very often of this sort. When minds do not have strong motives for remembering something, the half-life of learning will often be correspondingly short. (One classic study suggests that retention of learning from many lecture classes—not high to begin with—is among most students cut by half or more within 6 months.)

Deep learning: Something like the opposite of temporary learning is deep learning. Education scholars use this phrase to mean learning that is highly motivated and fully (“deeply”) understood. Retention will be deepest and thus most robust when students have fully integrated the target learning into their own core understandings, and have been able to articulate it in their own language and in connection to other well-established understandings. Deep learning is also something like the holy grail of education, since such learning is not just retained longer but is also a better basis for extension and transfer to new contexts than is less fully integrated learning.

Authentic (vs. inauthentic) learning: Authenticity concerns a given student’s motivation for learning. Authentic learning is that which makes a kind of deep sense a student—seems for whatever reason truly useful, or connected to a deeply felt life purpose. The classic *inauthentic* motive for many an assignment and many students is a grade. Some of us were deeply motivated by grades, but many students are not. They may want good grades, and work hard for them, but they often do not retain that learning well. Inauthentic learning is frequently a kind of going through the motions, though many students will smile, look engaged, seem perfectly happy. And they may be, too. Paradoxically, students may even think they really do care about the material. This is complicated by the mysterious nature of “motive.” Consider that while your students really like to listen to music, often “know” it inside and out, they wouldn’t be able to articulate reasons why they are willing to “learn” it so well. Similarly, they may be happy in a given class, and even trying to learn, but they may nevertheless still have no authentic motive for learning what their teachers are teaching. If you can figure out things like that, and hitch your course material to them, you are way down the road on this.

Difficulty: As learners, we all have different responses to the difficulties we run into. Some of us look for it, seek it even; some of us hate it, can’t stand dealing with it. Most of us probably have a complicated relation to difficulty—embracing it on one occasion, shying away from it on another. Whatever one’s response, however, people tend to do best with difficulty when they have the metacognitive ability to recognize it, define it, and work to find a productive strategy for dealing with it.

Transfer: The act of taking something learned in one context and bringing it to bear in another. Recent work has stressed the notion of "dynamic transfer," noting that we don't usually transfer knowledge directly from one problem to another in a single moment of insight, but by working at something over time, trying first one thing and then another until a solution begins to emerge. One reason problem-based-learning has become more widely used is its underlying claim that as one builds problem-solving skills one also builds the kinds of mental habits that promote transfer. In this way of thinking, the more success students have figuring out how to extend their knowledge to accomplish new tasks, the more extensive and resilient their transfer abilities become.

Bridging the School-Life gap: I'm convinced that students often keep the world of school learning at something of a distance from their life-learning. That doesn't necessarily mean that they don't like school, only that they see school learning as in at least some degree unreal or impractical. Students often do not themselves know how to bridge the gap from the subjects they care about in life generally to classroom subjects they care much less about. Teachers may actually encourage the maintaining of this gap when they don't ensure that students bring their own enthusiasms and expert knowledges into a classroom. Teachers need to find ways to bridge that gap; students will benefit if they can learn (either on their own, but more frequently by being taught) to recognize the gap, and develop their own ways of bridging it, too.

Threshold Concepts: Those key concepts or ideas in any given discipline that define ways of thinking that differentiate that discipline from other disciplines. Thus in biology the concept of *evolution* is central to a great deal of what biologists do; if you don't see what the key mechanisms of evolution are, you won't "get" biology at all. In economics one threshold concept is that of *opportunity cost*, and in literary studies such a concept is that of *close reading*. Threshold concepts are also often examples of what Meyer and Land (In "Threshold Concepts and Troublesome Knowledge") call "troublesome concepts," since they are often difficult to understand because they are counter-intuitive to a given discipline, or they are particularly complex in their implications.

Failure. We all know what failure is; we are less likely to see failure as a healthy and necessary part of learning. Yet many complex processes are difficult enough that most learners will not be successful attempting them on a first or second or third go. For those who have developed a fear of failing, or a propensity to avoid situations in which they imagine failure as possible (failure aversion), they similarly will have developed a learning disability as well. Until one learns to see many kinds of failure as normal costs of learning, and therefore something that may be of great value, one may resist the learning that would result from a process in which failure might be a temporary result. This is connected to the concept of "risk taking," again something necessary to many kinds of learning. Those who cannot take risks on occasion will be less effective learners than those who can.

Resilience. "Resilience" is the term learning scholars use to describe people's ability to retain the ability to keep working at a task in the face of difficulty and/or failure. Research shows both that different learners evince different degrees of resilience when facing a certain task, and that one's capacity for resilience can be increased, primarily by metacognitive exercises and support as students encounter difficulty and its resultant frustrations in the course of learning challenging

material. Learning that even failure can be a productive act in learning difficult skills can also help strengthen both emotional and intellectual resilience in a given learner.

This, along with a discussion of Learning about Learning can be found at:
<http://faculty.washington.edu/cicero/learningresources2.htm#glossary>

Appendix 3: Sequence Two

Sequence II: Conference on Learning

Assignment 4: Group Research Presentation

Sequence Two is a group research project that publishes (“makes public”) the results of your inquiry into your chosen learning/writing topic and presents them to your peers. Your presentation will use a PowerPoint show, but will also require your physical and vocal presence. You’ll be giving your presentation during a day of conferences: on Tuesday, September 17th. You, along with every other English 108 student, will be presenting your projects for other 108 students, instructors, and even a few folks from campus who might drop in. It’s going to be awesome—your work will be received by an actual, involved audience, and you’ll leave your presentation having had an experience that few other newcomers to campus will be able to claim.

Now, the presentation will be the (almost) last part of a series of assignments, so it’s not as though you’ll just be putting this together overnight. You’ll be performing a number of targeted, scaffolded tasks along the way to help you generate your ideas, interests, questions, and practices. You’ll receive training and orientation in library tools—and if you need PP help, let me know and I’m there.

We’ll answer a lot of the questions about “what you’re gonna do” and “how’re you gonna do it” along the way, but honestly, it is you who will be making most of these decisions. Use this opportunity to present yourself and your ideas in a professional manner – remember: you will have become the insiders, and your audience hasn’t done the work you have done! You will have to do many presentations at the UW, so take this opportunity to practice and put your best foot forward.

Selecting Your Conference Topic

There are five criteria for your group's conference topic.

- (1) It has to be a topic connected to writing or learning.
- (2) It should be something you think your audience--other 108 students and instructors-- will care about.
- (3) It should be something you are intellectually curious about.
- (4) It should be a topic that you would enjoy teaching your audience about.
- (5) It has to be something you can find sources for (sources include articles in academic journals and articles in non-academic sources, such as magazines). Each group member needs to find two useful sources.

And finally, for your tentative research, your group should pick TWO topics, not ONE: decide on a first and a second choice. (In case you don't find good research results or you research and then decide a topic is not that interesting to you after all, you will have a back-up!)

Sample Topics Past English 108 Students Brainstormed:

- What makes a good teaching/learning environment?
- Strategies for managing anxiety about learning
- How mood affects learning
- How physical state/physiology affects learning
- Helpful study habits
- How to take notes usefully
- Threshold concepts (explaining one and why it is a threshold concept)

Requirements:

- Presentations must be 10-12 minutes in length (**no shorter, no longer!**)
- Each of the 5 members of the group must speak during the presentation, ideally in equal amounts
- After the presentation, the group will take questions—if the audience is lacking in its own responses, you should have a few follow-up points or icebreakers of your own ready (but I will be harassing the audience into asking questions, so don't worry too much)
- The PowerPoint element of your presentation needs to be done purposefully and with a sense of balance
- Remember to use the MLA format for all of your materials (check out the Purdue University site: <http://owl.english.purdue.edu/owl/resource/747/01/>)
- Be Creative! – This is your chance to show off your own creativity so I'm looking for you to bring out your personality to this presentation. You don't need to be crazy or silly for the sake of originality—instead think about what individual traits you bring to the table and use your skills to their best ends

What to Say: During your presentation, make sure to include the following:

- Main Ideas – What is your topic, the question you have asked about that topic,
- Results – What kind of information did you find? Here talk a little about the articles and findings from primary research.
- A description of what you have developed as an answer to that question--or of any particular problems you may have had in trying to answer that question.

Tips on Presenting:

- Introduce yourselves – say your names so everyone can ask you specific questions later.
- During your speech, make sure to make eye contact, **speak clearly, loudly and slowly** (you may be nervous, and that tends to make us speak FAST!), avoid reading from the handouts or visual aids, and smile!

- Remember that you will be giving a presentation – so aim to be professional during your talk (formal tone, no jokes or laughing).
- Keep your audience in mind—your speech, your posture, your demeanor, your attitude...it should be pitched and practiced towards your particular listeners
- Practice your talk in front of your team and the mirror – make sure that you sound confident about the topic you are speaking about. Know what you're going to say before you say it. (We'll have a run through of everyone's presentation in class on Monday!)
- Make sure in your practicing that you are within the time limits! It is VERY easy to lose track of time....

Assignment 5: Conference Reflection and Analysis Paper

A few days from now, you will have gone through a complex process to participate in our academic conference, most of which had to be new to you. You worked as a member of a research team, navigated a UW Libraries database, read various sources to find something you could use for your presentation, and found a way to organize your thoughts into a two-minute chunk, and then you actually performed it as well. That is a lot of steps, few of which, if any, were familiar or easy.

After the conference, we would like you to write a 3-4 page paper that, first, tells the story of your conference experience (what happened as you began the project, how did you and your group function, what was hard to do, and what turned out to be less challenging than you thought?), and then concludes by analyzing and evaluating one of the presentations you attended. Make sure to summarize the presentation, because I may not have seen it! Then explain what about the presentation made it special to you. (How did the subject of the presentation connect to your own learning experiences or to questions you have about being a successful UW student?)

Appendix 4: Writing Ready Portfolio

Course Portfolio

A portfolio for an English class is like many other portfolios: a collection and display of the work you have done, together with a reflective essay describing your experience in the course. This project thus offers you a chance to review your quarter's work, as well as to put that work into some kind of narrative perspective. Your portfolio should include:

- 1) A detailed listing of the contents of the Portfolio.
- 2) All of the writing you have done for this class over the course of the quarter, including the final assignment.
- 3) A short Self-Reflective Essay, which you will write in class on the final day of the quarter.

In your Self-reflective Essay you will tell me the story of your experience in this course.

For this essay again you are the insider—you know what you have learned, what you still have to work on, and some of the means you've developed to cope with problems that have arisen for you. And I am again the outsider. I'll know more about you and the progress you have made than I did when we began—but I won't know it as you know it.

This will be your chance to tell me what kinds of difference this class has *or has not (!)* made in your Writing Life. And paradoxically, the more honest, thoughtful and convincing you are about the challenges you still will be facing as you leave this class, the better your grade on this essay will be.

The portfolio counts for 20 per cent of the course grade; I will evaluate the daily assignments included in the Portfolio on the basis of completeness and quality of involvement (10 points total). The essay I'll evaluate on the basis of responsiveness and thoughtfulness as follows (10 points total):

Fully responsive and thoughtfully undertaken	= 10
Responsive but less completely thought through	= 5
Marginally responsive, or not well thought through	= 0

In-class Writing, Last Day: Reflecting on English 108

In this final essay you will tell me the story of your experience taking this course. For this essay again you are the insider—you know what you have done here, what you have learned, what you still have to work on, and some of the means you've developed to cope with problems that have arisen for you. And I am again the outsider. I'll know more about you and the progress you have made than I did when we began the course—but I won't know it as you know it.

Prompt: As you look back on all the work you have done these past four weeks (feel free to consult your portfolio), think about what kinds of difference this class has or has not (!) made for you as a writer and learner. Remember the hopes, goals, questions and anxieties you had on the first day of class? What has happened since? What goals have you achieved, or begun to achieve? What hopes, questions and anxieties do you have going forward into fall quarter? Have you discovered any useful strategies for addressing these questions and anxieties? This is an opportunity for self-reflection, for you to again practice metacognition. The more honest, thoughtful and convincing you are about the challenges you will still be facing as you leave this class, the better positioned you will be to practice self-efficacy fall quarter!

Appendix 5: EWP Outcomes

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices.

2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

3. To produce complex, analytic, persuasive arguments that matter in academic contexts.

- The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
- The stakes of the argument, why what is being argued matters, are articulated and persuasive.
- The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

4. To develop flexible strategies for revising, editing, and proofreading writing.

- The writing demonstrates substantial and successful revision.
- The writing responds to substantive issues raised by the instructor and peers.
- Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.

Appendix 6: Instructor Focus Group Questions

1. How many times have you taught English 108?
2. Describe the student make-up of your EFS 2013 class: how many students did you have? Where were they from?
3. While preparing to teach English 108, what resources did you find most valuable?
4. Describe which learning concepts you focus on when teaching English 108. Additionally, describe some in-class activities you do in order to teach the learning concepts.
5. How did you introduce and teach the concept of metacognition?
6. What challenges did you face while teaching English 108?
7. What successes did you have while teaching English 108?
8. What activities, concepts, or pedagogical methods have you used in other courses? Did you find them effective?

Appendix 7: Writing Criteria

Six Criteria for Writing in this Class

Central Purpose: Are the reasons for your writing clear, appropriate, and fully responsive to the prompt?

Details: Are the words and ideas used within the assignment relevant and effective in developing and supporting the paper's central purpose?

Organization: Can your reader easily follow and understand your paper from beginning to end? Are there writing elements, like transitions and topic sentences, which maintain a coherent flow?

Fullness: Do you do enough to carry your case? Is the document substantial enough to leave your reader believing that you know what you are talking about?

Fluency: How fluid, sophisticated, and effective is your writing at the sentence and paragraph level? Are sentences and word choices varied and clear?

Presentation: Is your paper well-edited and spell-checked? Have you reviewed your verb tense/agreement, punctuation, and other grammatical elements? Have you followed all guidelines pertaining to formatting, citation standards, and other rules of appearance as they are described in the course syllabus?

The Grid

On papers for this class you'll find in addition to comments a set of six numbers, like:

3 1 2 3 4 2

These numbers correspond to each of the criteria described above in "Six Criteria for Writing in This Class." All count equally towards the final grade.

The point of these numbers is to give you a quick mini-grade on each of the criteria I use to score papers. You can get from 1 (not very good at all) up to 6 (as good as it gets) in each category. The number represents my judgment about how well your paper has done on that one category, as measured against both my general sense of how well 100-level students ought to perform, and the performances of other students in the class. As I assign them, I have in mind the following general sense of what they mean:

1 Not enough sense of this category to be functional in college level work. (e.g., a paper without any specific details to explain or clarify the argument.)

2 A start in this category, with some successes, but needs substantial additional work (e.g., a paper that offers some specific details, but doesn't describe or explain them sufficiently to be effective.)

3 Functional success with this category, but not yet showing full control. (Some exploration of a few details, for example, but not with much fullness, or without consistency.)

4 Functional success with this category, with some lapses and/or inconsistencies (e.g., full exploration of some details, but not with all, or without consistency or clear relevance to the paper as a whole.)

5 Success with this category, but a success not fully integrated throughout the draft with only minor problems. (e.g., a paper with a good sense of how to use details and to develop them far enough to make them useful to the argument.)

6 Full success with this category. (e.g., a paper with truly insightful, and fully developed details, all pertinent and effectively informative.)

There is no *exact* relationship between these numbers and the final score you get (I don't just add them up), but there is a very strong correlation. Six 6's, for example, would undoubtedly earn full credit.

Appendix 8: Student Survey

A. Survey Questions

Are you 18 years of age or older?

If you are under 18 years old, you are not eligible to participate in this study. **Please do not complete the survey.**

Background Information

1. Age:

multiple choice – one answer:

18; 19; 20; 21; 22; 23; 24; 25+

2. What is your gender identity?

Male, female, other

3. Where have you lived in your life (include any place you have lived for a significant amount of time)?

3. What languages do you speak (include any home languages, dialects or languages you have studied in school)?

4. What major do you intend to study at UW?

5. What courses did you complete for Fall quarter?

6. What courses are you currently enrolled in? (Schedule?)

English 108 Experience

7. Why did you choose to enroll in English 108?

8. Before the course, what did you expect to learn in English 108?

9. After completing the course, what do you think are the most important things you learned in English 108?

10. If you were going to recommend English 108 to a friend, what would you say about the course?

Experience with UW Coursework

11. After spending one full quarter at UW, what have been the most significant challenges you have faced?
12. How much writing have you done in your UW courses? What kind of writing?
13. What skills and strategies from English 108 have helped you in your coursework?

B. CONTACT INFORMATION (for those interested in continuing in the study)

The Section A survey is part of a larger research study investigating how the English 108 curriculum prepares students to become successful college writers and how it contributes to student writing knowledge transfer once they begin their academic study. In the next phase of the study, which will also take place during Winter Quarter 2014, we will select 25 of the survey respondents (of those indicating a willingness to continue in the study) to participate in an hour-long group discussion.

If you are interested in participating in the Student Focus Group discussions, would you please include your name and email address here so that we may contact you? If so, we will contact you within one month to discuss the study further, ask questions, and consent to further participation.

Name:

last first

MI

Email: _____
(Please note that we cannot guarantee the confidentiality of any information sent by email.)

Appendix 9: Metacognition Framework

Student Code: _____

Rater Initials _____

Snapshot or Reflection:

Question A: To what extent is the student able to reflect upon her prior writing experiences, analyze strengths and difficulties, and relate them to present learning demands? (*Metacognitive Awareness / Pedagogical Memory*)

Score (choose one)

1—Student shows limited reflective ability, often resulting in statements about the experience, but without analyzing the *hows* and *whys*.

2—Student shows some reflective ability, describing prior experiences with some analysis but not fully developing the connections with present learning.

3—Student shows well-developed reflective ability, describing prior experiences and connecting them with present learning.

Codes (underline or highlight)

Awareness of difficulty	Awareness of strengths	Awareness of self
Awareness of transfer	Awareness of what worked	Awareness of future
Awareness of transition [threshold]		
Awareness of emotion [fear, confidence, passion, etc]		
Awareness of insider/outsider perspectives		
Physical memories		
Details: general or specific		No evidence

Additional Codes (if you add a code, please show an example quote)

-
-

Example Quotation (good example quotes might illustrate an aspect clearly or show a relationship between categories)

Question B: To what extent does the student demonstrate an understanding of college reading and writing values and why they are important, as well as the practices necessary to meet them? (*Academic Disposition*)

Score (choose one)

1—Student places emphasis on basic reading and writing skills, or seems unaware of important college learning practices.

2—Student acknowledges some college-level writing values (but may still maintain basic reading and writing skills) and may struggle with college learning practices.

3—Student shows awareness and understanding of college reading and writing values, why they're important, and names some practices that support those values.

Codes (underline or highlight)

Value: collaboration	Value: learning	Value: reading
Value: writing	Value: process	Value: organization
Value: voice	Value: ease	Value: passion
Value: time-management	Value: flexibility	
Value: grades	Value: insider knowledge	
Value: diversity	Value: correct answers	
Value: native-like pronunciation	Value: claim/thesis/central purpose	
Value: new experiences [the unexpected]		
Value: sentence-level correctness (ie grammar, vocab)		
Practices: annotation	Practices: note-taking	Practice: analysis
Practices: revision	Practice: self-assessment	Practice: adaptation
Practice: evidence	Practices: time-management	
Details: general or specific	No evidence	

Additional Codes (if you add a code, please show an example quote)

-
-

Example Quotation (good example quotes might illustrate an aspect clearly or show a relationship between categories)

Question C: To what extent does the student show confidence in his ability to influence learning outcomes and meet learning demands? (*Locus of Control / Confidence*)

Score (choose one)

1—The student shows little confidence in his ability to influence learning outcomes and manage learning demands. The student may focus on external factors, learning failures, or continued learning problems.

2—The student shows confidence in some areas, lacking confidence or control in others.

3—The student shows confidence in his ability to influence learning outcomes and manage learning demands, which may include acknowledgement that they have a lot to learn in certain areas.

Codes (underline or highlight)

Comfort	Confidence	Pride	Courage
Resilience	Resistance	Fear	Anxiety
Nervousness	Enjoyment		
Self-judgment: positive or negative			
Motivation: internal or external			
Locus of control (blame/control for outcomes): internal or external			
Details: general or specific		No evidence	

Additional Codes (if you add a code, please show an example quote)

-
-

Example Quotation (good example quotes might illustrate an aspect clearly or show a relationship between categories)

Question D: To what extent does the student show strategies to meet learning goals, as well as evidence of reaching out for support or willingness to seek help when necessary (naming specific locations for support such as writing centers, libraries, office hours, etc.)? (*Self-Efficacy / Help-Seeking Behavior*)

Score (choose one)

- 1—Student shows no strategies to meet learning goals or evidence of reaching out for support.
 2—Student shows some strategies to meet learning goals and/or evidence or willingness to reach out for support, but may lack specifics or name academically inappropriate supports.
 3—Student shows strategies to meet learning goals, which include reaching out for appropriate support (or willingness to do so), with specific details.

Codes (underline or highlight)

Resource: writing center	Resource: office hours	Resource: instructor
Resource: community	Resource: peers	Resource: reading
Resource: new experiences	Resource: classes	Resource: library
Self-strategy: self-assessment	Self-strategy: time-management	
Self-strategy: revision	Self-strategy: flexible process	
Self-strategy: manage anxiety	Self-strategy: brainstorming	
Details: general or specific	No evidence	

Additional Codes (if you add a code, please show an example quote)

-
-

Example Quotation (good example quotes might illustrate an aspect clearly or show a relationship between categories)

VITA

Jennifer Eidum Zinchuk was born in Helena, Montana. After completing her schoolwork at Helena High School in 1999, Jennifer entered the University of Puget Sound in Tacoma, Washington. During her undergraduate study, she spent a year at Aberystwyth University, in Aberystwyth, Wales, United Kingdom. She received a Bachelor of Arts in Politics and Government in May 2003. For the next two years, she served as a Peace Corps Volunteer in Pervomaisk Ukraine, teaching English to fifth-through-eleventh grade students at Pervomaisk Humanitarian Gymnasium. In September 2010, she began graduate study at the University of Washington. She completed her Masters in Teaching English to Speakers of Other Languages in June 2010, and then continued in the English Department to study for a PhD in Language and Rhetoric focusing in Composition Studies.