



Reading-to-Write: Exploring a Cognitive and Social Process (Social and Cognitive Studies in Writing and Literacy)

By Linda Flower, Victoria Stein, John Ackerman, Margaret J. Kantz, Kathleen McCormick, Wayne C. Peck

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The *Social and Cognitive Studies in Writing and Literacy Series*, is devoted to books that bridge research, theory, and practice, exploring social and cognitive processes in writing and expanding our knowledge of literacy as an active constructive process--as students move from high school to college. This descriptive study of reading-to-write examines a critical point in every college student's academic performance: when he or she is faced with the task of reading a source, integrating personal ideas, and creating an individual text with a self-defined purpose. Offering an unusually comprehensive view of this process, the authors chart a group of freshmen as they study and write in their dormitories, recording their "think-aloud" strategies for reading, writing, and revising, their interpretation of the task, and their broader social, cultural, and contextual understanding of college writing. Flower, Stein, and colleagues convincingly conclude that the legacy of schooling in general makes the transition to college difficult and, more important, that the assumptions students hold and the strategies they use in undertaking this task play a significant role in their academic performance. Embracing a broad range of perspectives from rhetoric, composition, literacy research, literary and cultural theory, and cognitive psychology, this rigorous analysis treats reading-to-write as both a cognitive and social process. It will interest researchers and theoreticians in rhetoric and writing, teachers working with students in transition from high school to college, and educators involved in the links between cognition and the social process.

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Editorial Review

Review

"*Reading to Write* addresses one of the most pressing issues in current writing research--the relationship between cognitive processes and their contexts. This volume offers a rich examination of these two perspectives, framed by an excellent argument for the interplay between them. Writing researchers and instructors at all levels will welcome this volume."--Janice Lauer, *Purdue University*

From the Back Cover

The first book in the Social and Cognitive Studies in Writing and Literacy series, this descriptive study of reading-to-write examines a critical point in every college student's academic performance: when he or she is faced with the task of reading a source, integrating personal ideas, and creating an individual text with a self-defined purpose.

About the Author

Linda Flower is at University of California, Berkeley and Carnegie Mellon University. Victoria Stein is at University of Arizona. John Ackerman is at University of Utah. Margaret J. Kantz is at Central Missouri State University.

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