

Miriam Moore
University of North Georgia
GOSS 2021

Naming What They Know: Growth Mindsets and Metalinguistic Awareness in Corequisite Writers

References and Further Reading

- Adler-Kassner, L., & Wardle, E. (Eds.). (2015). *Naming what we know: Threshold concepts of writing studies*. Utah State University Press.
- Adler-Kassner, L., & Wardle, E. (2016). *Naming what we know: Threshold concepts of writing studies: Classroom edition*. Utah State University Press.
- Andrews, K. (2010). Teaching sentence-level grammar for writing: The evidence so far. In T. Locke (Ed.), *Beyond the grammar wars. A resource for teachers and students on developing language knowledge in the English/Literacy classroom* (pp. 91–108). Routledge.
- Anthony, L. (2019). AntConc (Version 3.5.8) [Computer Software]. Tokyo, Japan: Waseda University. Available from <https://www.laurenceanthony.net/software>
- Bialystok, E. (1999). Cognitive complexity and attentional control in the bilingual mind. *Child Development*, 70(3), 636–644. <https://doi.org/10.1111/1467-8624.00046>
- Blaauw-Hara, M. (2006). Why our students need instruction in grammar and how we should go about it. *Teaching English in the Two-Year College*, 34(2), 165–178.
- Camps, A., Guasch, O., Milian, M., & Ribas, T. (2000). Metalinguistic activity: The link between writing and learning to write. In A. Camps & M. Milian (Eds.), *Metalinguistic activity in learning to write*, (pp. 103–124). Amsterdam University Press.
- Cazden, C. B. (1976). Play with language and meta-linguistic awareness: One dimension of language experience. In J.S. Bruner, A. Jolly, A. & K. Sylva (Eds.), *Play: Its role in development and evolution* (pp. 603–608). Basic Books.
- Chen, H., & Jones, P. (2012). Understanding metalinguistic development in beginning writers: A functional perspective. *Journal of Applied Linguistics & Professional Practice*, 9(1), 81–104. <https://doi.org/10.1558/japl.v9i1.81>
- Cousin, G. (2006). An introduction to threshold concepts. *Planet*, 17, 4–5. <https://doi.org/10.11120/plan.2006.00170004>
- Downs, D., & Wardle, E. (2007). Teaching about writing, righting misconceptions: (Re)envisioning "First-Year Composition" as "Introduction to Writing Studies". *College Composition and Communication*, 58(4), 552–584. <https://www.jstor.org/stable/20456966>
- Dweck, C. (2016). What having a “growth mindset” actually means. *Harvard Business Review*. <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>
- Gee, J. P. (1989). Literacy, discourse, and linguistics: Introduction. *Journal of Education*, 171(1), 5–17. <https://www.jstor.org/stable/42743865>

- Giovanelli, M. (2014). *Teaching grammar, structure and meaning: exploring theory and practice for post-16 English Language teachers*. Routledge.
- Gombert, E. J. (1992). *Metalinguistic development*. Harvester Wheatsheaf.
- Harris, M., & Rowan, K. E. (1989). Explaining grammatical concepts. *Journal of Basic Writing*, 8(2), 21–41. <https://www.jstor.org/stable/43443524>
- Hartwell, P. (1985). Grammar, grammars, and the teaching of grammar. *College English*, 47(2), 105–127. <https://www.jstor.org/stable/376562>
- Hillocks, G. (1986). *Research on written composition*. National Council of Teachers of English.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148–164. <https://doi.org/10.1016/j.jslw.2007.07.005>
- Hyland, K. (2008). Disciplinary voices: Interactions in research writing. *English Text Construction*, 1(1), 5–22. <https://doi.org/10.1075/etc.1.1.03hyl>
- Jesson, R., Fontich, X., & Myhill, D. (2016). Creating dialogic spaces: Talk as a mediational tool in becoming a writer. *International Journal of Educational Research*, 80, 155–163. <https://doi.org/10.1016/j.ijer.2016.08.002>
- Kolln, M. (1996). Rhetorical grammar: A modification lesson. *The English Journal*, 85(7), 25–31. <https://www.jstor.org/stable/820503>
- Meyer, J. H., & Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. *Higher education*, 49(3), 373–388. <https://doi.org/10.1007/s10734-004-6779-5>
- Micciche, L. R. (2004). Making a case for rhetorical grammar. *College Composition and Communication*, 55(4), 716–737. <https://www.jstor.org/stable/4140668>
- Moore, M. (2021). Grammatical concepts and metalinguistic awareness in first-year college writers: A study of reading journals. *Journal of College Reading and Learning*, DOI: [10.1080/10790195.2020.1867670](https://doi.org/10.1080/10790195.2020.1867670)
- Myhill, D. (2011). The ordeal of deliberate choice': metalinguistic development in secondary writers. In V. Berninger (Ed.), *Past, present, and future contributions of cognitive writing research to cognitive psychology*, (pp. 247–274). Taylor Francis.
- Myhill, D. and Newman, R. (2016). Metatalk: Enabling metalinguistic discussion about writing. *International Journal of Educational Research*, 80, 177–187. <https://doi.org/10.1016/j.ijer.2016.07.007>
- Myhill, D., & Jones, S. (2015). Conceptualizing metalinguistic understanding in writing/Conceptualización de la competencia metalingüística en la escritura. *Cultura y Educación*, 27(4), 839–867. <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=2941&context=sspapers>
- Myhill, D., Jones, S., Watson, A., & Lines, H. (2013). Playful explicitness with grammar: A pedagogy for writing. *Literacy*, 47(2), 103–111. <https://doi.org/10.1111/j.1741-4369.2012.00674.x>
- Ravid, D., & Tolchinsky, L. (2002). Developing linguistic literacy: A comprehensive model. *Journal of Child Language*, 29(2), 417–447. <https://doi.org/10.1017/S0305000902005111>
- Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective*. Routledge.
- Smith, C. (2012). Interrogating texts: From deferent to efferent and aesthetic reading practices. *Journal of Basic Writing*, 31(1), 59–79. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1053219.pdf>

- Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, translator and editor). MIT Press. (Original work published 1934).
- Wardle, E. (2017). You can learn to write in general. In C. E. Ball & D. M. Loewe (Eds.), *Bad ideas about writing* (pp. 30–33). West Virginia Digital Libraries. <https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf>
- Weaver, C. (1996). Teaching grammar in the context of writing. *The English Journal*, 85(7), 15–24. <https://www.jstor.org/stable/820502>
- Yancey, K. (Ed.). (2016). *A rhetoric of reflection*. University Press of Colorado.
- Yancey, K., Robertson, L., & Taczak, K. (2014). *Writing across contexts: Transfer, composition, and sites of writing*. University Press of Colorado.