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English 301

13 June 2024

Each entry in an annotated bibliography includes the full reference information for each source. In this example, the author follows MLA guidelines.

Writing Skill Transfer: Annotated Bibliography

Boone, Stephanie, et al. "Imagining a Writing and Rhetoric Program Based on Principles of

Knowledge "Transfer": Dartmouth's Institute for Writing and Rhetoric." *Composition Forum*, vol 26, fall 2012. <http://compositionforum.com/issue/26/dartmouth.php>

Providing an example of what a writing program based on writing-related transfer research might look like, Boone et al. provide an overview of the writing program at Dartmouth's Institute for Writing and Rhetoric. The authors provide a history of the program development, explain current curriculum and organization, and provide a look to future directions for the program. Beginning with the idea that not all skill or knowledge transfers in the same way, program developers at Dartmouth set out to explore what kind of knowledge writing is and how this knowledge is transferred. By developing curriculum and sequences of courses that encourage reflection and connections to future courses, as well as engaging in faculty development and reflection, Dartmouth has established a writing program that provides a model for other writing programs. The authors explore the state of research on the program and goals based on current assessment.

This piece serves as an excellent guide for writing program administrators and writing researchers interested in seeing how current research on writing transfer can be applied to a real program. The authors offer practical advice, include sample syllabi and

The first part of each entry provides a summary of the source.

Not all professors will require it, but most annotated bibliographies include some kind of evaluation of the source.

curriculum, and offer honest reflection on successes and struggles of the program. This article provides much-needed information to those interested in revising a writing program that fits within current transfer research.

Moore, Jessie. "Mapping the Questions: The State of Writing-Related Transfer Research."

Composition Forum, vol 26, fall 2012. compositionforum.com/issue/26/map-questions-transfer-research.php

Moore provides an overview of research on transfer of writing skill in this article, which serves as a kind of review of the literature for those interested in writing-related transfer research but need a starting point to enter the research conversation. Moore begins by describing the history of transfer research on writing, describing issues related to common definitions and multi-institutional research, and then discusses current research samples with a call for future research. Moore writes, "While not exhaustive, this review attempts to capture representative samples with a focus on recent publication" (par. 3). Moore explores methods, theories, and goals of current research, and in her conclusion, calls for efforts to explore new areas of writing-related transfer research. She raises an important question about other tools students have access to from other activity systems that might encourage the transfer of skill.

Moore's article provides a much-needed summary of sample research in the field of writing-transfer research and would be a foundational piece for any research summary or analysis in this area. This research would also be an appropriate framing for a new study on writing transfer, no matter the study size.

Wardle, Elizabeth. "Understanding 'Transfer' from FYC: Preliminary Results of a Longitudinal Study." *Writing Program Administration*, vol 31, 2007, pp. 65–85.

In her report on a longitudinal study on writing transfer at the University of Dayton, Wardle explores the issue of transfer of writing skills from freshman composition courses. She begins by explaining the research is limited when it comes to transfer of writing skills, even though this is seen as a key function of freshman writing courses. The research that exists indicates that skills do not transfer well. With this in mind, Wardle established a curriculum designed to support writing transfer and followed students for two years after they had completed freshman composition. Her research indicates that the skills from freshman writing did not transfer well, but it was not because students could not make the transfer but because writing assignments these students encountered, along with a variety of other issues, made students feel that there was no need to transfer these skills.

This longitudinal study is a foundational piece for many writing program directors and serves as a call to more research on transfer of writing skill in this field. Lessons gleaned from this research continue to inform writing teachers, directors, and researchers. In this article, Wardle cites her work with colleague Doug Downs. Together, Wardle and Downs are known as leaders in writing transfer research.

