

References

- Adler-Kassner, L. (1998). Ownership revisited: An exploration in progressive and expressivist composition scholarship. *College Composition and Communication*, 49(2), 208–33.
- Adler-Kassner, L. (2006). *Considering literacy: Reading and writing the educational experience*. New York, NY: Pearson Longman.
- Adler-Kassner, L., & Estrem, H. (2005). Critical thinking, reading, and writing: A view from the field. In S. Harrington, K. Rhodes, R.O. Fischer, & R. Malenczyk (Eds.), *The outcomes book: Debate and consensus after the WPA Outcomes Statement* (pp. 60–71). Logan, UT: Utah State University Press.
- Adler-Kassner, L., & Estrem, H. (2007). Reading practices in the writing classroom. *WPA: Writing Program Administrators*, 31(1), 35–47.
- Alexander, J. (2009). Gaming, student literacies, and the composition classroom: Some possibilities for transformation. *College Composition and Communication*, 61(1), 35–63.
- Alliance for Excellent Education. (2006). Learning what's at stake. Retrieved from http://www.all4ed.org/adolescent_literacy/index.html.
- Allison, D., Berry, V., & Lewkowicz, J. (1995). Reading-writing connections in EAP classes: A content analysis of written summaries produced under three mediating conditions. *RELC Journal*, 26, 25–43.
- American College Testing. (2006). *Reading between the lines: What the ACT reading test reveals about college readiness: Executive summary*. Retrieved from http://www.act.org/research/policymakers/pdf/reading_report.pdf.
- American College Testing. (2010). *A first look at the Common Core and college and career readiness*. Retrieved from ACT Research reports <http://www.act.org/research/policymakers/pdf/FirstLook.pdf>.
- American Library Association. (1989). *Presidential committee on information literacy: Final report*. Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm>.
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York, NY: Longman.

- Angelova, M., & Riazantseva, A. (1999). "If you don't tell me, how can I know?": A case study of four international students learning to write the U.S. way. *Written Communication*, 16, 491–525.
- Association of College and Research Libraries. (2000). *Information literacy competency standards for higher education*. Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.
- Association of College and Research Libraries. (2001). *Objectives for information literacy instruction: A model statement for academic librarians*. Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/standards/objectivesinformation.cfm>.
- Association of College and Research Libraries. (2007). *Association of College & Research Libraries guidelines for academic status for college and university librarians*. Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesacademic.cfm>.
- Association of College and Research Libraries. (2010). What is the Association of College & Research Libraries? Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/about/whatisacrl/index.cfm>.
- Axelrod, R., Cooper, C., & Warriner, A. (2011). *Reading critically, writing well* (9th ed.). Boston, MA: Bedford/St. Martin's.
- Aydelott, S. (1998). A study of the reading/writing connection in a university writing program. In B. Sturtevant, J. Dugan, P. Linder, & W. Linek (Eds.), *Literacy and community: The twentieth yearbook of the College Reading Association* (pp. 101–14). Carrollton, GA: College Reading Association.
- Baba, K. (2009). Aspects of lexical proficiency in writing summaries in a foreign language. *Journal of Second Language Writing*, 18, 191–208.
- Badley, G. (2008). Developing (authentic?) academic writers. *Quality Assurance in Education: An International Perspective*, 16(4), 363–74.
- Barrett, A. (2005). The information-seeking habits of graduate student researchers in the humanities. *Journal of Academic Librarianship*, 31(4), 324–31.
- Barritt, L. S. & Kroll, B. M. (1978). Some implications of cognitive-development psychology for research in composing. In C. R. Cooper & L. Odell (Eds.), *Research on composing: Points of departure* (pp. 49–58). Urbana, IL: National Council of Teachers of English.
- Bartholomae, D. (1995). Writing with teachers: A conversation with Peter Elbow. *College Composition and Communication*, 46, 62–71.
- Bartholomae, D. & Petrosky, A. (2005). *Ways of reading: An anthology for writers* (7th ed.). Boston: Bedford/St. Martin's.
- Bartholomae, D., & Petrosky, A. (2011). *Ways of reading: An anthology for writers* (9th ed.). Boston, MA: Bedford/St. Martin's.
- Batelle, J. (2005). *The search: How Google and its rivals rewrote the rules of business and transformed our culture*. New York: Penguin Books.

- Bazerman, C. (1980). A relationship between reading and writing: The conversational model. *College English*, 41(6), 656–61.
- Bazerman, C. (1988). *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison, WI: University of Wisconsin Press.
- Bazerman, C. (2009). 2009 CCCC chair's address: The wonder of writing. *College Composition and Communication* 61(3), 571–80.
- Bazerman, C., Little, J., Bethel, L., Chavkin, T., Fouquette, D. & Garufis, J. (2005). *Reference guide to writing across the curriculum*. West Lafayette, IN: Parlor Press.
- Bean, J. C. (2001). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, CA: Jossey-Bass.
- Bean, J. C., Chappell, V. A., & Gillam, A. M. (2005). *Reading rhetorically: A reader for writers* (2nd ed.). New York, NY: Pearson Longman.
- Bean, J. C., Chappell, V. A., & Gillam, A. M. (2011). *Reading rhetorically* (3rd ed.). Boston, MA: Pearson Longman.
- Bean, J. & Weimer, M. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2nd ed.). San Francisco: Jossey-Bass.
- Becher, T. (1989). *Academic tribes and territories: Intellectual enquiry and the cultures of disciplines*. Milton Keynes, England: Open University Press.
- Becker, A. (2006). A review of writing model research based on cognitive processes. In A. Horning & A. Becker (Eds.), *Revision: History, theory, and practice* (pp. 25–49). West Lafayette, IN: Parlor Press.
- Behrens, L., & Rosen, L. J. (2008). *Writing and reading across the curriculum* (10th ed.). New York, NY: Pearson Longman.
- Belanger, J. F. (1978). *Reading skill as influence on writing skill* (Doctoral dissertation). Retrieved from ERIC. (ED163409)
- Bell, S. J., & Shank, J. (2004). The blended librarian: A blueprint for redefining the teaching and learning role of academic librarians. *College & Research Libraries News*, 65(7), 372–75.
- Berthoff, A. E. (1970). *The resolved soul: A study of Marvell's major poems*. Princeton, NJ: Princeton University Press.
- Biglan, A. (1973a). The characteristics of subject matter in different academic areas. *Journal of Applied Psychology* 57, 197–203.
- Biglan, A. (1973b). Relationships between subject matter characteristics and the structure and output of university departments. *Journal of Applied Psychology* 57, 204–13.
- Birnbaum, J. C. (1986). Reflective thought: The connection between reading and writing. In B. Petersen (Ed.), *Convergences: Transactions in reading and writing* (pp. 30–45). Urbana, IL: National Council of Teachers of English.

- Bitter, G. & Pierson, M. (2004). *Using technology in the classroom*. Boston: Allyn & Bacon.
- Bizzell, P. (1992). *Academic discourse and critical consciousness*. Pittsburgh, PA: University of Pittsburgh Press.
- Björk, L. & Brauer, G. (2003). *Teaching academic writing in European higher education*. Dordrecht, The Netherlands: Kluwer Academic.
- Block, C. & Cameron, D. (2002). *Globalization and language teaching*. London: Routledge.
- Block, C. (2004). Globalization and language teaching. *ELT Journal*, 58(1), 75–77.
- Bloch, J. (2008). Plagiarism in an intercultural rhetoric context. In U. Connor, E. Nagelhout, & W. Rozycki (Eds.), *Contrastive rhetoric: Reaching to intercultural rhetoric* (pp. 257–74). Philadelphia: J. Benjamins.
- Bodi, S. (2002). How do we bridge the gap between what we teach and what they do? Some thoughts on the place of questions in the process of research. *Journal of Academic Librarianship*, 28(3), 109–14.
- Booth, W. C. (1982). Presidential address: Arts and scandals. *PMLA*, 98(3), 312–22.
- Bosley, L. (2008). “I don’t teach reading”: Critical reading instruction in composition courses. *Literacy Research and Instruction*, 47, 285–308.
- Bowles-Terry, M., Davis, E., & Holliday, W. (2010). “Writing information literacy” revisited: Application of theory to practice in the classroom. *Reference and User Services Quarterly*, 49(3), 225–230.
- Boyarin, J. (1993). *The ethnography of reading*. Berkeley: University of California Press.
- Brady, L., Singh-Corcoran, N., Dadisman, J. A., & Diamond, K. (2009, Spring). A collaborative approach to information literacy: First-year composition, writing center, and library partnerships at West Virginia University. *Composition Forum*, 19. Retrieved from <http://compositionforum.com/issue/19/west-virginia.php>.
- Brandt, D. (1986). Notes on social foundations of reading and writing. In B. Petersen (Ed.), *Convergences: Transactions in Reading and Writing* (pp. 99–114). Urbana, IL: National Council of Teachers of English.
- Brandt, D. (2001). *Literacy in American lives*. New York: Cambridge University Press.
- Breivik, P. S. & Gee, E. G. (2006). *Higher education in the Internet age: Libraries creating a strategic edge*. Westport, CT: American Council on Education and Praeger Press.
- Bullock, R., Goggin, M. D., & Weinburg, F. (2010). *The Norton field guide with readings and handbook*. New York: W. W. Norton & Company.
- Buschman, J. & Warner, D. (2006). *Innovation or tradition? Information literacy and its foundation: A critical library view*. Paper presented at the 4th International Conference on the Book. 22 October 2006. Boston, MA.

- Bussert, L., & Pouliot, N. (2010). A model for information literacy self-assessment: Enhancing student learning in writing courses through collaborative teaching. In T. P. Mackey & T. E. Jacobson (Eds.), *Collaborative information literacy assessments: Strategies for evaluating teaching and learning* (pp. 131–54). New York: Neal-Schuman Publishers, Inc.
- Callahan, M., Griffo, V. B., & Pearson, P. D. (2009). Teacher knowledge and teaching reading. In F. Falk-Ross, S. Szabo, M. B. Sampson, & M. M. Foote (Eds.), *Literacy issues during changing times: A call to action* (pp. 37–62). Texas A&M University-Commerce: The College Reading Association.
- Canovan, B., Gruber, A. M., Knefel, M. A., & McKinlay, M. (2010). Many voices, one goal: Measuring student success through partnerships in the core curriculum. In T. P. Mackey & T. E. Jacobson (Eds.), *Collaborative information literacy assessments: Strategies for evaluating teaching and learning* (pp. 175–211). New York: Neal-Schuman Publishers, Inc.
- Carlson, S. (2005, September 30). Thoughtful design keeps new libraries relevant. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Thoughtful-Design-Keeps-New/16326/>.
- Carlson, S. (2010, May 30) A place to see and be seen (and learn a little, too): \$109-million renovation of Ohio State's library reinforces its role in connecting the campus. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Do-Libraries-Still-Matter-/65708/>.
- Carmichael, S. B., Martino, G., Porter-Magee, K., & Wilson, W. S. (2010). *The state of state standards*. Washington, DC: Thomas B. Fordham Institute.
- Carter, M. (1988). The role of invention in belletristic rhetoric: A study of the lectures of Adam Smith. *Rhetoric Society Quarterly*, 18(1), 3–13.
- Carter, M. (2003). *Where writing begins: A postmodern reconstruction*. Carbondale, IL: Southern Illinois University Press.
- Casanave, C. (2004). *Controversies in second language writing*. Ann Arbor, MI: University of Michigan Press.
- Chen, S. Y., & Macredie, R. (2010). Web-based interaction: A review of three important human factors. *International Journal of Information Management*, 30(5), 379–87.
- Christensen, N. L. (2003). The master double frame and other lessons from classical education. In Helmers, M. (Ed.) *Intertexts: Reading pedagogy in college writing classrooms* (pp. 71–100). Mahwah, NJ: Erlbaum.
- Cockrell, B. J., & Jayne, E. A. (2002). How do I find and article? Insights from a Web usability study. *The Journal of Academic Librarianship*, 28(3), 122–32.
- Coiro, J. (2011). Talking about reading as thinking: Modeling the hidden complexities of online reading comprehension. *Theory into Practice*, 50(2), 107–15. doi:10.1080/00405841.2011.558435

- College Board. National Commission on Writing. (2003). *The neglected "R": The need for a writing revolution*. Retrieved from http://www.collegeboard.com/prod_downloads/writingcom/neglectedr.pdf.
- College Board. National Commission on Writing. (2004). *Writing: A ticket to work or a ticket out*. Retrieved from http://www.collegeboard.com/prod_downloads/writingcom/writing-ticket-to-work.pdf.
- College Board. National Commission on Writing. (2005). *Writing: A powerful message from state government*. Retrieved from http://www.collegeboard.com/prod_downloads/writingcom/powerful-message-from-state.pdf.
- Common Core State Standards*. (2010). Washington, DC: National Governors Association & National Council of State School Officers. Retrieved from <http://www.corestandards.org/>.
- Conference on College Composition and Communication. (2004). *Position statement on teaching, learning and assessing writing in digital environments*. Retrieved from <http://www.ncte.org/cccc/resources/positions/digitalenvironments>.
- Connor, U. (1996). *Contrastive rhetoric*. New York: Cambridge University Press.
- Connor, U. (2002). *Contrastive rhetoric: Cross-cultural aspects of second-language writing*. Stuttgart: Klett.
- Connor, U. (2004). Intercultural rhetoric research: Beyond texts. *Journal of English for Academic Purposes*, 3, 291–309.
- Connor, U. (2008). Mapping multidimensional aspects of research: Reaching to intercultural rhetoric. In U. Connor, E. Nagelhout, & W. Rzycki (Eds.), *Contrastive rhetoric: Reaching to intercultural rhetoric* (pp. 299–315). Philadelphia: J. Benjamins.
- Cope, B. & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.
- Council of Writing Program Administrators. (2000/2008). *WPA outcomes statement for first-year composition*. Retrieved from <http://www.wpacouncil.org/positions/outcomes.html>.
- Council of Writing Program Administrators. (2010, February 14). The Outcomes Statement History [Fact sheet]. In *The Outcomes Statement History*. Retrieved from <http://comppile.org/archives/WPAoutcomes/continue.html>.
- Council of Writing Program Administrators, National Council of Teachers of English, & National Writing Project. (2011). *Framework for success in postsecondary writing*. Retrieved from <http://www.wpacouncil.org>.
- Crick, N. (2003). Composition as experience: John Dewey on creative expression and the origins of "mind." *College Composition and Communication*, 55(2), 254–75.

- Currie, L., & Eodice, M. (2005). Roots entwined: Growing a sustainable collaboration. In J. K. Elmborg & S. Hook (Eds.), *Centers for learning: Writing centers and libraries in collaboration*. (pp. 42–60). Chicago: Association of College and Research Libraries.
- Dalton, M. S., & Charnigo, L. (2004). Historians and their information sources. *College and Research Libraries*, 65(5), 400–25.
- Deans, T. (2000). *Writing partnerships: Service-learning in composition*. Urbana, IL: National Council of Teachers of English.
- Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. New York: Penguin.
- Delaney, Y. A. (2008). Investigating the reading-to-write construct. *Journal of English for Academic Purposes*, 7, 140–50.
- DeVido Tetrault, D., & Center, C. (2009). But I'm not a reading teacher! *Open Words: Access and English Studies*, 3(1), 45–61. Retrieved from http://www.pearsoncomppro.com/open_words_journal/index.php.
- Devitt, A., Reiff, M. J., & Bawarshi, A. (2004). *Scenes of writing: strategies for composing with genres*. New York, NY: Pearson/Longman.
- DeWitt, S. L. (2001). *Writing inventions: Identities, technologies, pedagogies*. Albany: State University of New York Press.
- Djamasbi, S., Siegel, M., & Tullis, T. (2010). Generation Y, Web design, and eye tracking. *International Journal of Human-Computer Studies*, 68(5), 307–23.
- Donahue, C. (2009). “Internationalization” and composition studies: Reorienting the discourse. *College Composition and Communication*, 61(2), 212–43.
- Dougherty, W. C. (2010). E-readers: Passing fad or trend of the future? *Journal of Academic Librarianship*, 36(3), 254–56.
- Downs, D. (2010, September). Writing-about-writing curricula: Origins, theories, and initial field-tests. *WPA-CompPile Research Bibliographies*, No. 12. Retrieved from <http://comppile.org/wpa/bibliographies/Bib12/Downs.pdf>.
- Downs, D., & Wardle, E. (2007). Teaching and writing, righting misconceptions: (Re)envisioning “first-year composition” as “introduction to writing studies.” *College Composition and Communication*, 58(4), 552–84.
- Eakle, J. A. & Garber, A. M. (2003) International reports on literacy research: Mexico, Colombia, Brazil, Argentina, Chile. *Reading Research Quarterly*. 38(4), 524–28.
- Ede, L. (2011). *The academic writer* (2nd ed.). Boston, MA: Bedford/St. Martin's.
- Educational Testing Service. *iSkills*. Retrieved from http://www.ets.org/s/icriticalthinking/pdf/13134_iCriticalThinkingTable.pdf.

- Egan, K. (2003). Start with what the student knows or what the student can imagine. *Phi Delta Kappan*, 84, 443–45.
- Eisenberg, A. (2011, December 18). When science leaps from the page. *New York Times*, p. 4.
- Eisenberg, M. & Berkowitz, R.E. (1990). *Information problem solving: The Big Six skills approach to library & information skills instruction*. Norwood, NJ: Ablex.
- Elbow, P. (1995). Being a writer vs. being an academic: A conflict in goals. *College Composition and Communication*, 46, 72–83.
- Elbow, P. (2000). *Everyone can write: Essays toward a hopeful theory of writing and teaching writing*. Cary, NC: Oxford UP.
- Elbow, P. (2002). The cultures of literature and composition: What could each learn from the other? *College English* 64(5), 533–46.
- Elley, W. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning*, 41, 375–411.
- Elley, W. (2000). The potential of book floods for raising literary levels. *International Review of Education*, 46, 233–55.
- Ellis, R., & Loewen, S. (2005). Second language vocabulary and academic achievement in undergraduate university students. In E. Manalo & G. Wong-Toi (Eds.), *Communication skills in university education: The international dimension* (pp. 260–76). Auckland, New Zealand: Pearson Education New Zealand.
- Elmborg, J. K. (2005). Libraries and writing center professionals in collaboration: Complementary practices. In J. K. Elmborg & S. Hook (Eds.), *Centers for learning: Writing centers and libraries in collaboration* (pp. 1–20). Chicago: Association of College and Research Libraries.
- Elmborg, J. K., & Hook, S. (Eds.) (2005). *Centers for learning: Writing centers and libraries in collaboration*. Chicago: Association of College and Research Libraries.
- Emanuel, R., Adams, J., Baker, K., Daufin, E. K., Ellington, C., Fitts, E., Himsel, J., Holladay, L. & Okeowo, D. (2008). How college students spend their time communicating. *International Journal of Listening*, 22(1), 13–28.
- Emig, J. (1971). *The composing processes of twelfth graders*. Urbana: NCTE.
- Emig, J. (1983). *The web of meaning: Essays on writing, teaching, learning, and thinking*. Upper Montclair NJ: Boynton/Cook Publishers.
- Ensslin, A. (2007). *Canonising hypertext: Explorations and constructions*. London: Continuum International Publishing Group.
- Faris, M. J., & Selber, S. A. (2011). E-book issues in composition: A partial assessment and perspective for teachers. *Composition Forum*, 24. Retrieved from <http://compositionforum.com/issue/24/ebook-issues.php>.
- Farrell, J. (2004). *What exactly is prior knowledge?* Retrieved from <http://www.readfirst.net/prior.htm>.

- Ferris, D. (2009). *Teaching college writing to diverse student populations*. Ann Arbor, MI: The University of Michigan Press.
- Ferris, D., & Hedgcock, J. (2005). *Teaching ESL composition*. Mahwah, NJ: L. Erlbaum.
- Fish, S. (1980). *Is there a text in this class? The authority of interpretive language communities*. Cambridge, MA: Harvard UP.
- Fishman, J., Lunsford, A., McGregor, B., & Otuteye, M. (2005). Performing writing, performing literacy. *College Composition and Communication*, 57(2), 224–52.
- Fister, B. (1995). Connected communities: Encouraging dialogue between composition and bibliographic instruction. In J. Sheridan (Ed.), *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors* (pp. 33–51). Westport, CT: Greenwood Press.
- Fitzgerald, J. & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist*, 35(10), 39–50.
- Fleckenstein, K. S. (2004). Words made flesh: Fusing imagery and language in a polymorphic literacy. *College English* 66(6), 612–31.
- Flower, L. (1990). Introduction: Studying cognition in context. In L. Flower, V. Stein, J. Ackerman, M.J. Kantz, K. McCormick, & W.C. Peck (Eds.), *Reading-to-write: Exploring a cognitive and social process* (pp. 3–32). New York, NY: Oxford University Press.
- Flower, L. (1994). *The construction of negotiated meaning: A social cognitive theory of writing*. Carbondale: Southern Illinois University Press.
- Flower, L. & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–87.
- Flower, L., Stein, V., Ackerman, J., Kantz, M., McCormick, K. & Peck, W. (1990). *Reading-to write: Exploring a cognitive and social process*. New York: Oxford University Press.
- Foster, D. (1997). Reading(s) in the writing classroom. *College Composition and Communication*, 48(4), 518–39.
- Foster, D. & Russell, D. R. (Eds.). (2002). *Writing and learning in cross-national perspective: Transitions from secondary to higher education*. Urbana, IL: National Council of Teachers of English.
- Fowler, H. R., & Aaron, J. E. (2012). *The Little, Brown handbook* (12th ed.). Boston, MA: Pearson.
- Fox, H. (1994). *Listening to the world: Cultural issues in academic writing*. Urbana, IL: National Council of Teachers of English.
- Freire, P. (1968/2007) *Pedagogy of the oppressed*. New York: Continuum.
- Friedman, T. L. (2006). *The world is flat: A brief history of the twenty-first century, updated and expanded edition*. New York: Farrar, Straus and Giroux.
- Fulkerson, R. (2005). Composition at the turn of the twenty-first century. *College Composition and Communication*, 56(4), 654–87.

- Gaspar, D. B., & Presser, P. S. (2010). Vampires, philosophers, and graphic novels: Assessing thematic writing courses in "The Big Read." In T. P. Mackey & T. E. Jacobson (Eds.), *Collaborative information literacy assessments: Strategies for evaluating teaching and learning*. (pp. 155–74). New York: Neal-Schuman Publishers, Inc.
- Gee, J. P. (1999). The future of the social turn: Social minds and the new capitalism. *Research on Language and Social Interaction*, 32(1&2), 61–68.
- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.
- Geisler, C. (1994). *Academic literacy and the nature of expertise: Reading, writing, and knowing in academic philosophy*. Hillsdale, NJ: Erlbaum.
- George, A. L. (1998). Grounds of assent in Joseph Priestley's *A Course of Lectures on Oratory and Criticism*. *Rhetorica: A Journal of the History of Rhetoric*, 16(1), 81–109.
- Gibson, C. (1995). Research skills across the curriculum: Connections with writing-across-the-curriculum. In J. Sheridan (Ed.), *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors* (pp. 57–69). Westport, CT: Greenwood Press.
- Gielen, N. (2010). *Handheld e-book readers and scholarship: Report and reader survey*. New York, NY: American Council of Learned Societies.
- Gleason, B. (2001). Teaching at the crossroads: Choices and challenges in college composition. *The Writing Instructor*. Retrieved from <http://www.writinginstructor.com/reflections/gleason.html>.
- Glenn, W. J. (2007). Real writers as aware readers: Writing creatively as a means to develop reading skills. *Journal of Adolescent & Adult Literacy* 51(1), 10–20.
- Goodman, K. S. (1996). *On reading*. Portsmouth, NH: Heinemann.
- Grabe, W. (2003). Reading and writing relations: Second language perspectives on research and practice. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 242–62). Cambridge: Cambridge University Press.
- Grabe, W. (2009). *Reading in a second language: From theory to practice*. New York: Cambridge University Press.
- Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing: An applied linguistic perspective*. New York: Longman.
- Grabe, W., & Stoller, F. (2011). *Teaching and researching reading* (2nd ed.). New York: Longman.
- Graff, G., & Birkenstein, C. (2010). *They say/I say: The moves that matter in academic writing* (2nd ed.). New York: W. W. Norton & Company.
- Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

- Grant, L., & Ginther, A. (2000). Using computer-tagged linguistic features to describe L2 writing differences. *Journal of Second Language Writing, 9*, 123–45.
- Grassian, E. S., & Kaplowitz, J. R. (2005). *Learning to lead and manage information literacy instruction*. New York: Neal-Schuman Publishers Inc.
- Greene, S., & Lidinsky, A. (2012). *From inquiry to academic writing: A text and reader* (2nd ed.). Boston, MA: Bedford/St. Martin's.
- Haas, C. (1993). Beyond “just the facts”: Reading as rhetorical action. In A. M. Penrose & B. M. Sitko (Eds.), *Hearing ourselves think: Cognitive research in the college writing classroom* (pp. 19–32). New York: Oxford University Press.
- Haas, C., & Flower, L. (1988). Rhetorical reading strategies and the construction of meaning. *College Composition and Communication, 39*(2), 167–83.
- Hagood, M. (2002). Critical literacy for whom? *Reading Research and Instruction, 41*, 247–64.
- Hairston, M. (1982). The winds of change: Thomas Kuhn and the revolution in the teaching of writing. *College Composition and Communication, 33*(1), 76–88.
- Hale, G. A., Taylor, C., Bridgeman, B., Carson, J., Kroll, B., & Kantor, R. (1996). *A study of writing tasks assigned in academic degree programs*. ETS Research Report. No. RR-95–44. TOEFL-RR-54. Educational Testing Service, Princeton, NJ 08541.
- Hall, S. T. & Lewis, M. W. (2008). *Education in China: 21st century issues and challenges*. New York: Nova Science.
- Haller, C. R. (2010). Toward rhetorical source use: Three student journeys. *WPA: Writing Program Administration, 34*(1): 33–59.
- Harkin, P. (2005). The reception of reader-response theory. *College Composition and Communication, 56*(3), 410–25.
- Harkin, P. & Sosnoski, J. J. (2003). Whatever happened to reader-response criticism? In M. Helmers (Ed.), *Intertexts: Reading pedagogy in college writing classrooms* (pp. 101–22). Mahwah, NJ: Erlbaum.
- Harklau, L., Losey, K., & Siegal, M. (1999). *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL*. Mahwah, NJ: Erlbaum.
- Haswell, R. (1991). *Gaining ground in college writing: Tales of development and interpretation*. Dallas: SMU Press.
- Haswell, R. H., Briggs, T. L., Fay, J. A., Gillen, N. K., Harrill, R., Shupala, A. M., et al. (1999). Context and rhetorical reading strategies. *Written Communication, 16*(1), 3–27.
- Hautecoeur, J. (2000). Literacy in the age of information: Knowledge, power or domination? *International Review of Education, 46*(5), 357–65.

- Hawisher, G. E. (1992). Electronic meetings of the mind: Research, electronic conferences, and composition studies. In G. E. Hawisher & P. LeBlanc, (Eds.), *Re-imagining computers and composition: Teaching and research in the virtual age* (pp. 81–101). Portsmouth: Heinemann.
- Hawisher, G., & Selfe, C. (2006). Globalization and agency: Designing and redesigning the literacies of cyberspace. *College English*, 68(6), 619–36.
- Hawisher, G., & Selfe, C. (2007). *Gaming lives in the 21st century: Literate connections*. New York: Macmillan.
- Hawisher, G. E., Selfe, C. L., Moraski, B. & Pearson, M. (2004). Becoming literate in the information age: Cultural ecologies and the literacies of technology. *College Composition and Communication* 55(4), 642–92.
- Head, A.J. & Eisenberg, M.B. (2010). Truth be told: How college students evaluate and use information in the digital age. Retrieved from http://projectinfolit.org/pdfs/PIL_Fall2010_Survey_FullReport1.pdf.
- Helmets, M. (Ed.). (2003). *Intertexts: Reading pedagogy in college writing classrooms*. Mahwah, NJ: Erlbaum.
- Herber, H. L. (1978). *Teaching reading in the content areas* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Hill, C. A. (2003). Reading the visual in college writing courses. In M. Helms (Ed.), *Intertexts: Reading pedagogy in college writing classrooms*. (pp. 123–50). Mahwah, NJ: Erlbaum.
- Hillesund, T. (2010). Digital reading spaces: How expert readers handle books, the Web and electronic paper. *First Monday*, 15(4–5). Retrieved from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2762/2504>.
- Himley, M. (2007). Response to Phillip P. Marzluf, “Diversity writing: Natural languages, authentic voices.” *College Composition and Communication*, 58(3), 449–69.
- Hirvela, A. (2004). *Connecting reading and writing*. Ann Arbor, MI: University of Michigan Press.
- Hook, S. (2005). Teaching librarians and writing center professionals in collaboration: Complementary practices. In J. K. Elmborg & S. Hook (Eds.), *Centers for learning: Writing centers and libraries in collaboration* (pp. 21–41). Chicago: Association of College and Research Libraries.
- Horning, A. (1978). The connection of writing to reading: A gloss on the gospel of Mina Shaughnessy. *College English*, 40(3), 264–68.
- Horning, A. S. (1987). *Teaching writing as a second language*. Carbondale, IL: Southern Illinois University Press.
- Horning, A. S. (2007). Reading across the curriculum as the key to student success. *Across the Disciplines*, 4. Retrieved from <http://wac.colostate.edu/atd/articles/horning2007.cfm>.
- Horning, A. (2010). A potential [solution] to the plagiarism problem: Improving reading. *Journal of Teaching Writing*, 25, 143–75.

- Horning, A. S. (n.d.). *Reading, writing and digitizing: Understanding literacy in the electronic age*. Book manuscript in preparation.
- Horowitz, D. (1986). What professors actually require: Academic tasks for the ESL classroom. *TESOL Quarterly*, 20, 445–62.
- Howard, R. M. (1995). Plagiarisms, authorships, and the academic death penalty. *College English*, 57(7), 708–36.
- Huffman, D. (2010). Towards modes of reading in composition. *Reader: Essays in reader-oriented theory, criticism, and pedagogy* 60, 162–88.
- Huot, B. (2007). Consistently inconsistent: Business and the Spellings Commission report on higher education. *College English* 69(1), 512–25.
- International Reading Association. (2006). Retrieved from <http://www.reading.org/>.
- Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California. (2002). *Academic literacy: A statement of competencies expected of students entering California's public colleges and universities*. Berkeley, CA: University of California.
- Irwin, J., & Doyle, M. A. (1992). *Reading/writing connections: Learning from research*. Newark, DE: International Reading Association.
- Isbell, D., & Broaddus, D. (1995). Teaching writing and research as inseparable: A faculty-librarian teaching team. *Reference Services Review*, 23(4), 51–62.
- Jackson, J. M. (2009). Reading/writing connection. In R. F. Flippo and D. C. Caverly (Eds.), *Handbook of college reading and study strategy research* (2nd ed.) (pp. 145–73). New York: Routledge.
- James, K. H., & Gauthier, I. (2009). When writing impairs reading: Letter perception's susceptibility to motor inference. *Journal of Experimental Psychology* 138(3), 416–31.
- Jarvis, S. (2002). Short texts, better-fitting curves and new measures of lexical diversity. *Language Testing*, 19, 57–84.
- Jarvis, S., Grant, L., Bikowski, D., & Ferris, D. (2003). Exploring multiple profiles of highly rated learner compositions. *Journal of Second Language Writing*, 12, 377–403.
- Jiang, X., & Grabe, W. (2007). Graphic organizers in reading instruction: Research findings and issues. *Reading in a Foreign Language* 19(1), 34–55.
- Johns, A. (1993). Reading and writing tasks in English for academic purposes classes: Products, processes, and resources. In J. Carson & I. Leki (Eds.), *Reading in the composition classroom* (pp. 274–85). Boston: Heinle & Heinle.
- Johns, A. (1997). *Text, role and context: Developing academic literacies*. New York: Cambridge University Press.

- Johns, A. (2002). Genre and ESL/EFL composition instruction. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 195–217). Cambridge: Cambridge University Press.
- Johns, A., & Mayes, P. (1990). An analysis of summary protocols of university ESL students. *Applied Linguistics*, 11, 253–71.
- Johns, J. L. (2009). Contextualizing reading courses within political and policy realities: A challenge to teacher educators. In F. Falk-Ross, S. Szabo, M. B. Sampson, & M. M. Foote (Eds.), *Literacy issues during changing times: A call to action* (pp. 63–65). Texas A&M University-Commerce: The College Reading Association.
- Johns, J. L., & Lenski, S. D. (1997). *Improving reading: A handbook of strategies* (2nd ed.). Dubuque, IA: Kendall/Hunt.
- Johnson, S. (2008, Feb. 7). Dawn of the digital natives. *The Guardian*. Retrieved from <http://www.guardian.co.uk/technology/2008/feb/07/internet.literacy>.
- Jolliffe, D. A. (2003). Who is teaching composition students to read and how are they doing it? *Composition Studies*, 21, 127–42.
- Jolliffe, D. A. (2007). Learning to read as continuing education. *College Composition and Communication*, 58, 470–94.
- Jolliffe, D. A. (Ed.). (2008). *Reading and writing analytically*. New York: The College Board.
- Jolliffe, D. A., & Harl, A. (2008). Texts of our institutional lives: Studying the “reading transition” from high school to college: What are our students reading and why? *College English*, 70(6), 599–617.
- Kalantzis, M., Cope, B., & Cloonan, A. (2010). A multiliteracies perspective on the New Literacies. In E. A. Baker (Ed.), *The New Literacies: Multiple perspectives on theory and practice* (pp. 61–87). New York, NY: The Guilford Press.
- Kaplan, R. B. (1966). Cultural thought patterns in inter-cultural education. *Language Learning* 16, 1–20.
- Kaplan, R. B. (2005). Contrastive rhetoric. In E. Hinkel (Ed.), *Handbook of applied linguistics* (pp. 375–91). Mahwah, NJ: Erlbaum.
- Katz, I. R. (2007a). ETS research finds college students fall short in demonstrating ICT literacy. *College & Research Libraries News*, 68(1), 35–37.
- Katz, I. R. (2007b). Testing information literacy in digital environments: ETS’s iSkills assessment. *Information Technology and Libraries*, 26(3), 3–12.
- Keck, C. (2006). The use of paraphrase in summary writing: a comparison of L1 and L2 writers. *Journal of Second Language Writing*, 15, 261–78.
- Keene, E. O., & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader’s workshop*. Portsmouth, NH: Heinemann.
- Kelly, K. (2006, May 14). Scan this book. *New York Times Magazine*, pp. 42–49, 64, 71.

- Kennedy, M. L. (1985). The composing processes of college students' writing from sources. *Written Communication*, 2(4), 434–56.
- Kenny, C. (2011). *Getting better: Why global development is succeeding—and how we can improve the world even more*. New York: Basic Books.
- Kent, T. (1999). *Post-process theory: Beyond the writing-process paradigm*. Carbondale, IL: Southern Illinois University Press.
- Kim, S. (2001). Characteristics of EFL readers' summary writing: A study with Korean university students. *Foreign Language Annals*, 34, 569–81.
- Kim, C. (2009). *Improvements in L2 writers' paraphrasing skills for academic summary writing*. Paper presented at the Symposium on Second Language Writing, Tempe, AZ: Arizona State University.
- Kirk, T. G. (1995). Foreword. In J. Sheridan (Ed.), *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors* (pp. ix-xi). Westport, CT: Greenwood Press.
- Kirsch, I. S., Jungeblut, A., Jenkins, L. & Kolstad, A. (1993). *Adult literacy in America*. Washington, DC: Government Printing Office.
- Kirszner, L. G., & Mandell, S. R. (2012). *Patterns for college writing: A rhetorical reader and guide* (12th ed.). Boston, MA: Bedford/St. Martin's.
- Kovačević, M. (2005, January). Prikaz knjige (book review): Petera S. Gardnera: New directions: An integrated approach to reading, writing, and critical thinking. [Review of the book *New directions: An integrated approach to reading, writing and critical thinking*, by P.S. Gardner]. *Strani Jezici*, 34, 269–71.
- Krashen, S. D. (1983). The din in the head, input, and the language acquisition device. In J.W. Oller, Jr. & P.A. Richard-Amato (Eds.), *Methods that work: A smorgasbord of ideas for language teachers* (pp. 295–301). Cambridge, MA: Newbury House.
- Kress, G. (2003). *Literacy in the new media age*. London: Routledge.
- Krikelas, J. (1983). Information seeking behavior: patterns and concepts. *Drexel Library Quarterly*, 19(2), 5–20.
- Kucer, S. B. (2009). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings*. New York, NY: Routledge.
- Kucer, S. L. (1985). The making of meaning: Reading and writing as parallel processes. *Written Communication*, 2(3), 317–36.
- Kuh, G. D., Kinzie, J., Schuh, J. H. & Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Wiley/American Association for Higher Education.
- Kuhlthau, C. C. (1985). A process approach to library skills instruction. *School Library Media Quarterly*, 13(1), 35–40.
- Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science (JASIS)*, 42(5), 61–371.

- Kuhlthau, C.C. (1994). *Teaching the library research process*. Metuchen, NJ: Scarecrow Press.
- Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services* (2nd ed.). Westport, CT: Libraries Unlimited.
- Kuhlthau, C. C., Turock, B. J., George, M. W., & Belvin, R. J. (1990). Validating a model of the search process: A comparison of academic, public and school library users. *Library and Information Science Research*, 12(1), 5–32.
- Labaree, D. F. (2008). An uneasy relationship: The history of teacher education in the university. In M. Cochran-Smith, S. Feiman-Nemiser, J.D. McIntyre, & K.E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed.) (pp. 290–306). New York: Routledge.
- LaBaugh, R. (1995). Talking the discourse: Composition theory. In J. Sheridan (Ed.), *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors* (pp. 23–31). Westport, CT: Greenwood Press.
- Lamb, A. (2001). *Information and communication literacy model comparison*. Retrieved from <http://virtualinquiry.com/inquiry/topic71model.pdf>.
- Langer, J., & Flihan, S. (2000). Writing and reading relationships: Constructive tasks. In R. Indrisano & J. Squire (Eds.), *Perspectives on writing: Research, theory, and practice* (pp 112139). Newark, DE: International Reading Association.
- Larson, R.L. (1982). The “research paper” in the writing course: A non-form of writing. *College English*, 44(8), 811–16.
- Laskin, M. & Diaz, J. (2009). Literary research in a bilingual environment: Information literacy as a language-learning tool. In K.A. Johnson & S.R. Harris (Eds.), *Teaching literary research: Challenges in a changing environment*. (pp. 109–28). Chicago: Association of College and Research Libraries.
- Leadley, S., & Rosenberg, B. R. (2005). Yours, mine and ours: Collaboration among faculty, library, and writing center. In J. K. Elmborg & S. Hook (Eds.), *Centers for learning: Writing centers and libraries in collaboration*. (pp. 61–77). Chicago: Association of College and Research Libraries.
- Learning a living: First results of the Adult Literacy and Life Skills Survey*. (2005). Ottawa, Canada and Paris, France: Statistics Canada and the Organisation for Economic Co-operation and Development. Retrieved from <http://www.oecd.org/dataoecd/44/7/34867438.pdf>.
- Leckie, G.J. (1996). Desperately seeking citations: Uncovering faculty assumptions about undergraduate research. *Journal of Academic Librarianship*, 22(3), 201–08.

- Lee, S. (2005). Facilitating and inhibiting factors in English as a Foreign Language writing performance: A model testing with Structural Equation Modeling. *Language Learning, 55*, 335–74.
- Leki, I. (1992). Building expertise through sequenced writing assignments. *TESOL Journal, 1*, 19–23.
- Leki, I. (2007). *Undergraduates in a second language*. Mahwah, NJ: Erlbaum.
- Leki, I., & Carson, J. (1994). Students' perceptions of EAP writing instruction and writing needs across the disciplines. *TESOL Quarterly, 28*, 81–101.
- Leki, I., & Carson, J. (1997). "Completely different worlds": EAP and the writing experiences of ESL students in university courses. *TESOL Quarterly, 31*, 39–69.
- Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed.) (pp. 1570–1613). Newark, DE: International Reading Association.
- Leu, D. J., O'Byrne, W. I., Zawilinski, L., McVerry, G., & Everett-Cacopardo, H. (2009). Comments on Greenhow, Robelia, and Hughes: Expanding the New Literacies conversation. *Educational Researcher, 38*(4), 264–69.
- Lewin, T. (2010, July 21). Many states adopt national standards for their schools. *New York Times*, p. A1.
- Lewis, C., & Fabos, B. (2005). Instant messaging, literacies, and social identities. *Reading Research Quarterly, 40* (4), 470–501.
- Liu, Z. (2005). Reading behavior in the digital environment: changes in reading behavior over the past ten years. *Journal of Documentation, 61*(6), 700–12.
- Loban, W. (1963). *The language of elementary school children*. Urbana, IL: National Council of Teachers of English.
- Loban, W. (1964). *Language ability: Grades seven, eight, and nine*. Berkeley: University of California. (ERIC Document Reproduction Service No. ED001275)
- Losey, K. (2009). Written codeswitching in the classroom: Can research resolve the tensions? *International Journal of Bilingual Education and Bilingualism, 12*, 203–10.
- Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. *Journal of Adolescent & Adult Literacy, 43*(5), 448–61.
- Lunsford, A. A. (2011). *The St. Martin's handbook* (7th ed.). Boston, MA: Bedford/St. Martin's.
- Lunsford, A. A., & Ruskiewicz, J. J. (2010). *Everything's an argument* (5th ed.). Boston, MA: Bedford/St. Martin's.

- Lunsford, A. A., Ruskiewicz, J. J., & Walters, K. (2010). *Everything's an argument with readings* (5th ed.). Boston, MA: Bedford/St. Martin's.
- Lutzker, M. (1995). What writing-across-the-curriculum instructors can learn from librarians. In J. Sheridan (Ed.), *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors*. (pp. 105–12). Westport, CT: Greenwood Press.
- Liotard, J. (1984). *The Post-Modern condition: A report on knowledge*. Minneapolis, MN: University of Minnesota Press.
- Mackey, T. P., & Jacobson, T. E. (2010). *Collaborative information literacy assessments: Strategies for evaluating teaching and learning*. New York: Neal-Schuman Publishers, Inc.
- Mackey, T. P., & Jacobson, T. E. (2011). Reframing information literacy as a metaliteracy. *College and Research Libraries*, 72(1), 62–78.
- Macklin, A.S. (2007). *iSkills and ICT literacy assessment: Building a case for collaboration between school and academic librarians*. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/v35/355/355macklin.cfm>.
- Mallozzi, C. A., & Malloy, J. A. (2007). International reports on literacy research: Reading and writing connections. *Reading Research Quarterly*, 42(1), 161–66.
- Manning, C., Sisserson, K. Jolliffe, D. A., Buenrostro, P., & Jackson, W. (2008). Program evaluation as professional development: Building capacity for authentic intellectual achievement in Chicago small schools. *Education and Urban Society*, 40, 715–29.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement*. Washington, DC: American Society for Curriculum Development.
- Mateos, S. M. (2001). *Metacognición y educación*. Buenos Aires, Argentina: Aique.
- McCarthy, S. & Raphael, T. (1992). Alternative research perspectives. In J. Irwin & M.A. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 2–30). Newark, DE: International Reading Association.
- McCormick, K. (2003). Closer than close reading: Historical analysis, cultural analysis, and symptomatic reading in the undergraduate classroom. In M. Helmers (Ed.), *Intertexts: Reading pedagogy in college writing classrooms* (pp. 27–49). Mahwah, NJ: Erlbaum.
- McCuen-Metherell, J. R., & Winkler, A. C. (2010). *Readings for writers* (13th ed.). Boston, MA: Wadsworth Cengage Learning.
- McGuinness, C. (2007). Exploring strategies for integrated information literacy: From “academic champions” to institution-wide change. *Communications in Information Literacy*, 1(1), 26–38.
- McQuade, D., & McQuade, C. (2010). *Seeing and Writing* (4th ed.). Boston, MA: Bedford/St. Martin's.

- Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home and school*. Seattle, WA: Pear Press.
- Miller, R. E., & Spellmeyer, K. (2009). *The New Humanities Reader*. Boston, MA: Houghton Mifflin Harcourt Publishing Company.
- Miller, S. (1997). Technologies of self-formation. *Journal of Advanced Communication* 17, 497–500.
- Miller, T. (2006). What should college English be . . . doing? *College English* 69(2), 150–156.
- Millet, M. S., Jeremy, D., & Wilson, D. W. (2009). Information literacy across the curriculum: Expanding horizons. *College & Undergraduate Libraries*, 16(2/3), 180–93.
- Morrow, N. (1997). The role of reading in the composition classroom. *JAC: A Journal of Composition Theory*, 17(3), 453–72.
- Muller, A., & Murtagh, T. (Eds.). (2002). Literacy—The 877 million left behind. *Education Today*, 2, 4–7. (ERIC Document Reproduction Service No. ED 468232)
- Moje, E., Stockdill, D., Kim, K., & Kim, H. (2010). The role of text in disciplinary learning. In M. Kamil, P. D. Pearson, E. Moje, & P. Af-flerbach (Eds.), *Handbook of reading research* (Vol. 4, pp. 453–86). New York: Routledge.
- Murray, T. S., Kirsch, I. S. & Jenkins, L. B. (1998). *Adult literacy in OECD countries: Technical report on the first International Adult Literacy Survey*. Washington, DC: Government Printing Office. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98053>.
- Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student*. Ithaca, NY: Cornell University Press.
- National Council of Teachers of English. (2006). Commission on Reading. Retrieved from <http://www.ncte.org/about/gov/commissions/106919.htm>.
- National Council of Teachers of English. (2007). 21st century literacies: A policy research brief. Retrieved from <http://www.ncte.org/library/NC-TEFiles/Resources/Positions/Chron1107ResearchBrief.pdf>.
- National Council of Teachers of English. (2009). *Standards for the assessment of reading and writing: Introduction*. Retrieved from <http://www.ncte.org/standards/assessmentstandards/introduction>.
- National Council of Teachers of English. (2011). Reading and writing across the curriculum. *Council Chronicle* 20(3), 15–18.
- Nelson, N. (1998). Reading and writing contextualized. In N. Nelson & R. Calfee (Eds.), *The reading-writing connection: Ninety-seventh yearbook of the National Society for the Study of Education* (Part II) (pp. 266–85). Chicago: University of Chicago Press.
- Nelson, N., & Calfee, R. (1998). The reading-writing connection viewed historically. In N. Nelson & R. Calfee (Eds.), *The reading-writing connec-*

- tion: *Ninety-seventh yearbook of the National Society for the Study of Education* (pp. 1–52). Chicago: University of Chicago Press.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–93.
- Nicholas, D., Huntington, P., Jamali, H. R., Rowlands, I., Dobrowolski, T., & Tenopir, C. (2008). Viewing and reading behavior in a virtual environment: The full-text download and what can be read into it. *Aslib Proceedings: New Information Perspectives*, 60(3), 185–98.
- Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college teachers* (3rd ed.). San Francisco: Jossey-Bass/Wiley.
- Norgaard, R. (2003). Writing information literacy: Contributions to a concept. *References & User Services Quarterly*, 43(2), 124–30.
- Norgaard, R. (2004). Writing information literacy in the classroom: Pedagogical enactments and implications. *References & User Services Quarterly*, 43(3), 220–26.
- O'Brien, H. L., & Symons, S. (2007). The information behaviors and preferences of undergraduate students. *Research Strategies*, 20(4), 409–23.
- Odell, L. & Katz, S. M. (2004). *Writing in a visual age*. Boston: Bedford/St. Martin's.
- Olsen, P. R. (2011, December 18). Journey of a bookworm. *New York Times*, p. 9.
- Organisation for Economic Co-operation and Development. (2010). *PISA 2009 Results: Executive Summary*. Retrieved from <http://www.oecd.org/pisa/pisaproducts/46619703.pdf>.
- Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language*. Ann Arbor, MI: University of Michigan Press.
- Parker, W. R. (1967). Where do English departments come from? *ADE Bulletin* 11, 8–18.
- Parodi, G. (2006). Reading-writing connections: Discourse-oriented research. *Reading and Writing*, 20(3), 225–50. doi: 10.1007/s11145-006-9029-7
- Pearson, P. D. (2007). An endangered species act for literacy education. *Journal of Literacy Research*, 39(20), 145–62.
- Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing*, 12, 317–45.
- Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory, and plagiarism. *TESOL Quarterly*, 30, 210–30.
- Penrose, A. M., & Geisler, C. (1994). Reading and writing without authority. *College Composition and Communication*, 45(4), 505–20.
- Perfetti, C. (2010). Decoding, vocabulary, and comprehension: The golden triangle of reading skill. In M. McKeown & L. Kucan (Eds.), *Bringing reading research to life* (pp. 291–303). New York: Guilford Press.

- Petrosky, A. (1982). From story to essay: Reading and writing. *College Composition and Communication*, 33(1), 19–35.
- Pew Charitable Trusts. (2006). *The literacy of America's college students*. Retrieved from http://www.air.org/files/The20Literacy20of20Americas-20College20Students_final20report.pdf.
- Pinker, S. (1994). *The language instinct*. New York: Harper Collins.
- Plakans, L. (2008). Comparing composing processes in writing-only and reading-to-write test tasks. *Assessing Writing*, 13, 111–29.
- Plakans, L. (2009a). The role of reading strategies in integrated L2 writing tasks. *Journal of English for Academic Purposes*, 8, 252–66.
- Plakans, L. (2009b). Discourse synthesis in integrated second language writing assessment. *Language Testing*, 26, 561–87.
- Prabha, C., Connaway, L. S., Olszewski, L., & Jenkins, L. R. (2007). What is enough? Satisficing information needs. *Journal of Documentation*, 63(1), 74–89.
- Project SAILS (Standardized Assessment of Information Literacy Skills), Kent State University. (2010). Retrieved from <https://www.projectsails.org>.
- Prose, F. (2006). *Reading like a writer*. New York: Harper Collins.
- Pugh, S. L., Pawan, F., & Antommarchi, C. (2000). Academic literacy and the new college learner. In R. F. Flippo and D. C. Caverly (Eds.), *Handbook of college reading and study strategy research* (pp. 25–42). New York: Routledge.
- Qin, J. (2009). *The analysis of Toulmin elements and use of sources in Chinese university EFL argumentative writing*. (Doctoral dissertation). Retrieved from ProQuest Dissertation and Thesis database. (AAT 3370640)
- Ramage, J. D., Bean, J. C., & Johnson, J. (2007). *Writing arguments: A rhetoric with readings* (7th ed.). New York, NY: Pearson Longman.
- Ramage, J. D., Bean, J. C., & Johnson, J. (2009). *The Allyn & Bacon guide to writing* (5th ed.). New York, NY: Pearson/Longman.
- Ramey, J. (2004). The visual verbal rhetoric of a web site: MarineLINK as imagetext delivery system. In B. Huot, B. Stroble, & C. Bazerman (Eds.), *Multiple literacies in the 21st century* (pp. 209–26). Cresskill, NJ: Hampton Press.
- Rand, L. (2003). Reading as a site of spiritual struggle. In M. Helmers (Ed.), *Intertexts: Reading pedagogy in college writing classrooms* (pp. 51–68). Mahwah, NJ: Erlbaum.
- Raphael, T. E., Kirschner, B. W., & Englert, C. S. (1988). Expository writing programs: Making connections between reading and writing. *Reading Teacher*, 41(8), 790–95.
- Rasinski, T. (2009). The lost art of teaching reading. In F. Falk-Ross, S. Szabo, M. B. Sampson, & M. M. Foote (Eds.) *Literacy issues during changing*

- times: A call to action* (pp. 66–73). Texas A&M University-Commerce: The College Reading Association.
- Raspa, R., & Ward, D. (2000). *The collaborative imperative: Librarians and faculty working together in the information universe*. Chicago: American Library Association, Association of College & Research Libraries.
- Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.
- Reid, R. F. (1990). The Boylston professorship of rhetoric and oratory, 1806–1904: A case study of changing concepts of rhetoric and pedagogy. In E. P. J. Corbett (Ed.), *Essays on the rhetoric of the Western World* (pp. 261–82). Dubuque, IA: Kendall/Hunt.
- Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010, January). *Generation M2: Media in the lives of 8- to 18-year-olds*. A Kaiser Family Foundation Study. Retrieved from <http://www.kff.org/entmedia/8010.cfm>.
- Risemberg, R. (1996). Reading to write: Self-regulated learning strategies when writing essays from sources. *Reading Research and Instruction*, 35(4), 365–83.
- Rockman, I. F., & Associates. (2004). *Integrating information literacy into the higher education curriculum: Practical models for transformation*. San Francisco: Jossey-Bass.
- Roen, D., Glau, G. R., & Maid, B. M. (2009). *The McGraw-Hill guide: Writing for college, writing for life*. New York, NY: McGraw-Hill Higher Education.
- Ronald, K. (1986). The self and other in the process of composing: Implications for integrating the acts of reading and writing. In B. Peteren (Ed.), *Convergences: Transactions in reading and writing* (pp. 231–46). Urbana, IL: National Council of Teachers of English.
- Rosenblatt, L. (1978). *The world, the text, and the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.
- Rosenfeld, M., Leung, S., & Oltman, P. (2001). *The reading, writing, speaking, and listening tasks important for academic success at the undergraduate and graduate levels*. [TOEFL Monograph Series MS-21.] Princeton, NJ: Educational Testing Service.
- Rosenwasser, D., & Stephen, J. (2008). *Writing analytically with readings*. Boston, MA: Thomson Wadsworth.
- Rosenwasser, D., & Stephen, J. (2009). *Writing analytically* (5th). Boston, MA: Thomson Wadsworth.
- Rubin, D. (1984). Social cognition and written communication. *Written Communication*, 1(2), 211–46.
- Russell, D. (2002). *Writing in the academic disciplines: A curricular history* (2nd ed.). Carbondale: Southern Illinois University Press.
- Ruszkiewicz, J. E., Anderson, D., & Christy, F. (2009). *Beyond words: Reading and writing in a visual age* (2nd ed.). New York: Pearson Longman.

- Ruszkiewicz, J. J., & Dolmage, J. (2010). *How to write anything: A guide and reference with readings*. Boston, MA: Bedford/St. Martin's.
- Salvatori, M. (2003). Reading matters for writing. In Helmers, M. (Ed.) *Intertexts: Reading pedagogy in college writing classrooms* (pp. 195–218). Mahwah, NJ: Erlbaum.
- Schlib, J. (2008). From the editor. *College English*, 70(6), 549–50.
- Scholes, R. (1998). *The rise and fall of English: Reconstructing English as a discipline*. New Haven, CT: Yale University Press.
- Scollon, R. (1997). Contrastive rhetoric, contrastive poetics, or perhaps something else? *TESOL Quarterly*, 31, 352–58.
- Selfe, C., & Hilligoss, S. (1994). *Literacy and computers: The complications of teaching and learning with technology*. New York: Modern Language Association.
- Shanahan, C. (2009). Disciplinary comprehension. In S. Israel & G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 240–60). New York: Routledge.
- Shanahan, T. (1984). Nature of the reading and writing relation: An exploratory multivariate analysis. *Journal of Educational Psychology*, 76, 466–77.
- Shanahan, T., & Lomax, R. (1986). An analysis and comparison of theoretical models of the reading-writing relationship. *Journal of Educational Psychology*, 78, 116–23.
- Shanahan, T., & Lomax, R. (1988). A developmental comparison of three theoretical models of the reading-writing relationship. *Research in the Teaching of English*, 22(2), 196–212.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adults. *Harvard Educational Review*, 78, 39–59.
- Shaughnessy, M. (1977). *Errors and expectations*. New York: Oxford University Press.
- Sheridan, J. (1995). An overview and some observations. In J. Sheridan (Ed.), *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors* (pp. 3–22). Westport, CT, Greenwood Press.
- Sheridan, J. (Ed.). (1995). *Writing-across-the-curriculum and the academic library: A guide for librarians, instructors, and writing program directors*. Westport, CT: Greenwood Press.
- Shi, L. (2004). Textual borrowing in second-language writing. *Written Communication*, 21, 171–200.
- Shi, L. (2006). Cultural backgrounds and textual appropriation. *Language Awareness*, 15, 264–82.
- Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. *TESOL Quarterly*, 27, 657–77.

- Silva, T., Leki, I., & Carson, J. (1997). Broadening the perspective of mainstream composition studies: Some thoughts from the disciplinary margins. *Written Communication*, 14, 398–428.
- Sisserson, K., Manning, C., Knepler, A., & Jolliffe, D. A. (2002). Authentic intellectual achievement in writing. *English Journal*, 91(6), 63–69.
- Smagorinsky, P. (1992). How reading model essays affects writers. In J. W. Irwin & M. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 160–76). Newark, DE: International Reading Association.
- Smith, F. (2004). *Understanding reading: A psycholinguistic analysis of reading and learning to read* (6th ed.). Hillsdale, NJ: Erlbaum.
- Sole, I. (2001). *Estrategias de Lectura (Materiales para la Innovación Educativa)* [Lecture Strategies (Materials for education innovation)]. Barcelona: GRAO.
- Spack, R. (1997). The acquisition of academic literacy in a second language: A longitudinal case study. *Written Communication*, 14, 3–62.
- Spack, R. (2004). The acquisition of academic literacy in a second language: A longitudinal case study. In V. Zamel & R. Spack (Eds.), *Crossing the curriculum: Multilingual learners in college classrooms* (pp. 19–46). Mahwah, NJ: Lawrence Erlbaum.
- Spencer, H. (1955). A behavioral model of rational choice. *Quarterly Journal of Economics*, 69(1), 99–118.
- Spivey, N. N. (1991). *Transforming texts: Constructive processes in reading and writing*. Technical Report No. 47.
- Spivey, N. N. (1997). *The constructivist metaphor: Reading, writing, and the making of meaning*. New York: Academic Press.
- Spivey, N. N., & King, J. (1989). Readers as writers composing from sources. *Reading Research Quarterly*, 24(1), 7–26.
- Squire, R. J. (1984). Composing and comprehending: Two sides of the same basic processes. In J. M. Jensen (Ed.), *Composing and comprehending* (pp. 23–31). Urbana, IL: National Council of Teachers of English.
- Stahl, S., & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: L. Erlbaum.
- Statistics Canada & the Organization for Economic Co-operation and Development. (2005). *Learning a living: First results of the Adult Literacy and Life Skills Survey*. Ottawa, Canada: OECD Publishing and Statistics Canada.
- Sternglass, M. (1997). *Time to know them: A longitudinal study of writing and learning at the college level*. Mahwah, New Jersey: Erlbaum.
- Stevenson, N. (2003). *Cultural citizenship*. Berkshire, England: Open University.
- Stotsky, S. (1983). Research on reading/writing relationships: A synthesis and suggested directions. *Language Arts*, 60, 627–42.

- Stotsky, S. (2010). Literary study in grades 9, 10, and 11: A national survey. *Forum: A Publication of the Association of Literary Scholars, Critics, and Writers*, 4, 1–75.
- Street, B. V. (Ed.). (2001). *Literacy and development: Ethnographic perspectives*. London: Routledge.
- Tan, L. H. (2005). Reading depends on writing, in Chinese. *PNAS*, 102(24), 8781–8785. doi:10.1073/pnas.0503523102
- Tardy, C. (2005). “It’s like a story”: Rhetorical knowledge development in advanced academic literacy. *Journal of English for Academic Purposes*, 4, 325–38.
- Tardy, C. (2009). *Building genre knowledge*. West Lafayette, Indiana: Parlor Press.
- Thaiss, C. & Zawacki, T. (2006). *Engaged writers and dynamic disciplines: Research on the academic writing life*. Portsmouth, NH: Boynton/Cook Heinemann.
- Tierney, R.J. (1992). Ongoing research and new directions. In J.W. Irwin & M.A. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 246–59). Newark, DE: International Reading Association.
- Tierney, R., & Leys, M. (1986). What is the value of connecting reading and writing? In B. Petersen (Ed.), *Convergences: Transactions in reading and writing* (pp. 15–29). Urbana, IL: NCTE.
- Tierney, R. J., & Pearson, P. D. (1983). Toward a composing model of reading. *Language Arts*, 60, 568–580.
- Tierney, R. J. & Shanahan, J. (1991). Research on the reading-writing relationship: Interactions, transactions and outcomes. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 609–40). Hillsdale, NJ: Erlbaum.
- Tierney, R. J., Soter, A., O’Flahavan, J. O. & McGinley, W. (1984). The effects of reading and writing upon thinking critically. *Reading Research Quarterly*, 24, 134–73.
- Townsend, M. (2008). Writing across the curriculum. In I. Ward & W. J. Carpenter (Eds.), *The Longman sourcebook for writing program administrators* (pp. 264–74). New York: Pearson Longman.
- Truss, L. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. New York: Gotham/Penguin Books.
- Twinton, A. (2007). *Common reading programs in higher education*. Retrieved from <http://gustavus.edu/library/Pubs/Lindell20007.html>.
- U.S. Department of Education. (2005). National Center for Education Statistics. *Integrated Postsecondary Education Data System*. Retrieved from <http://nces.ed.gov/pubs2006/2006155.pdf>.
- U.S. Department of Education. (2006). *National assessment of adult literacy: A first look at the literacy of America’s adults in the 21st century*. Na-

- tional Center for Education Statistics. Retrieved from http://nces.ed.gov/NAAL/PDF/2006470_1.PDF.
- U.S. Department of Education. (2006). *A test of leadership: Charting the future of U.S. higher education*. Retrieved from <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>.
- U.S. National Endowment for the Arts. (2004). *Reading at risk: A survey of literary reading in America*. Retrieved from <http://www.nea.gov/pub/ReadingAtRisk.pdf>.
- U.S. National Endowment for the Arts. (2007). *To read or not to read: A question of national consequence*. Washington, DC: National Endowment for the Arts.
- U.S. National Endowment for the Arts. (2009). *Reading on the rise: A new chapter in American literacy*. Washington, DC: National Endowment for the Arts.
- U.S. National Endowment for the Arts. (2011). *The Big Read*. Retrieved from <http://www.neabigread.org/>.
- Valentine, K. (2006). Plagiarism as literacy practice: Recognizing and rethinking ethical binaries. *College Composition and Communication*, 58, 89–109.
- Valeri-Gold, M., & Deming, M. (2000). Reading, writing, and the college developmental student. In R. F. Flippo and D. C. Caverly (Eds.), *Handbook of college reading and study strategy research* (pp. 149–74). Mahwah, NJ: Erlbaum.
- Vaughan, M. W., & Dillon, A. (2006). Why structure and genre matter for users of digital information: a longitudinal experiment with readers of a web-based newspaper. *International Journal of Human-Computer Studies*, 64(6), 502–526.
- Vincent, D. (2000). *The rise of mass literacy: Reading and writing in modern Europe*. London: Polity Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner & E. Souberman Eds. & Trans.). Cambridge, MA: Harvard University Press. (Original work published 1934).
- Vygotsky, L. S. (1986). *Thought and language*. (A. Kozalin, Trans.) Cambridge, MA: The MIT Press. (Original work published 1962).
- Wagner, D. A., Venezky, R. L., & Street, B. V. (Eds.). (1999). *Literacy: An international handbook*. Boulder, CO: Westview Press.
- Wallace, D. (2006). Transcending normativity: Difference issues in college English. *College English*, 68(5), 502–30.
- Wardle, E., & Downs, D. (2011). *Writing about Writing: A College Reader*. Boston, MA: Bedford/St. Martin's.
- Way, D. (2010). The impact of Web-scale discovery on the use of a library collection. *Serials Review*, 36(4), 214–20.

- Weiler, A. (2005). Information-seeking behavior in Generation Y students: motivation, critical thinking, and learning theory. *Journal of Academic Librarianship*, 31(1), 46–53.
- Wengelin, A., Leitjten, M. & Van Wase, L. (2009). Studying reading during writing: New perspectives in research. *Reading and Writing*, 23(7), 735–742. doi:10.1007/s11145–009–9187–5
- Wheeler, G. (2009). Plagiarism in the Japanese university: Truly a cultural matter? *Journal of Second Language Writing*, 18, 17–29.
- Whitmire, E. (2002). Disciplinary differences and undergraduates' information-seeking behavior. *Journal of the American Society for Information Science and Technology*, 53(8), 631–38.
- Wittrock, M. C. (1984). Writing and the teaching of reading. In Jensen, J.M. (Ed.), *Composing and comprehending* (pp. 77–83). Urbana, IL: National Council of Teachers of English.
- Woodin, T. (2008). "A beginner reader is not a beginner thinker": Student publishing in Britain since the 1970s. *Paedagogica Historica: International Journal of the History of Education*, 44(1–2), 219–32.
- Wysocki, A. F. (2004). The multiple media of texts: How onscreen and paper texts incorporate words, images, and other media. In C. Bazerman & P. A. Prior (Eds.), *What writing does and how it does it: An introduction to analysis of text and textual practices* (pp. 123–63). Mahwah, NJ: Lawrence Erlbaum and Associates.
- Yancey, K. B. (2004a). Made not only in words: Composition in a new key. *College Composition and Communication*, 56(2), 297–28.
- Yancey, K. B. (2004b). *Teaching literature as a reflective practice*. Urbana, IL: National Council of Teachers of English.
- Yang, L., & Shi, B. (2003). Exploring six MBA students' summary writing by introspection. *Journal of English for Academic Purposes*, 2, 165–92.
- Yood, J. (2003). Writing the discipline: A generic history of English studies. *College English*, 65(5), 526–40.
- Yu, G. (2008). Reading to summarize in English and Chinese: A tale of two languages? *Language Testing*, 25, 521–51.
- Zemliansky, P. & Bishop, W. (2004). *Research writing revisited*. Portsmouth, NH: Heinemann.
- Zhu, W. (2004). Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. *Journal of Second Language Writing*, 13, 29–48.
- Zhu, W. (2005). Source articles as scaffolds in reading to write. *Journal of Asian Pacific Communication*, 15, 129–52.