



Hearing Ourselves Think: Cognitive Research in the College Writing Classroom (Social and Cognitive Studies in Writing and Literacy)

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In *Hearing Ourselves Think*, cognitive process research moves from the laboratory to the college classroom, where its rich research tradition continues and an important new set of instructional approaches emerges. Each chapter moves from research results to classroom action, providing a direct and important link between research, theory, and practice. The book develops the concept of the research-based classroom in which students actively examine the processes and contexts of reading and writing and then turn their observations into principles for practice. *Hearing Ourselves Think* contributes to a lively new tradition of socio-cognitive research in writing and reading, exploring the dynamics of cognitive processes as they interact with dimensions of the academic context.

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