

DOCUMENT RESUME

ED 332 221

CS 212 852

AUTHOR Brand, Alice, Comp.; Graves, Dick, Comp.  
 TITLE Notes from beyond the Cognitive Domain.  
 PUB DATE 23 Mar 91  
 NOTE 43p.; Summary of the Think Tank "Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing" presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).  
 PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Higher Education; \*Holistic Approach; Humanistic Education; Learning Processes; \*Learning Strategies; \*Learning Theories; Theory Practice Relationship; \*Writing Instruction; Writing Processes; Writing Research; \*Writing Teachers

IDENTIFIERS Composition Theory; Holistic Education; Learning Systems; \*Noncognitive Attributes; \*Professional Concerns; Writing Development

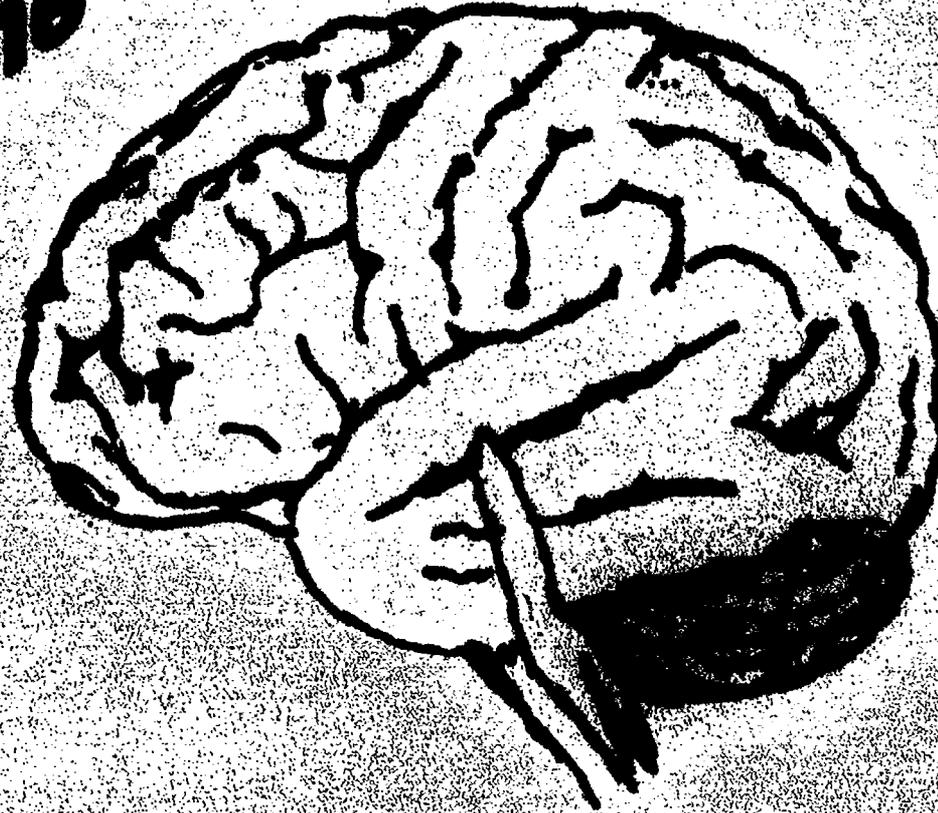
ABSTRACT .

This packet summarizes the ideas, concepts, suggestions, and speculations growing out of a think tank which explored the uncharted region beyond cognitive learning. The packet shows that participants were divided into groups to discuss teaching, research, bibliographic information, theoretical ideas, and professional issues. The packet contains: (1) an alphabetical list of the participants; (2) the participants' interests by key terms; (3) a participant list sorted by interests; (4) a list of participants who have a book, article or research in progress; (5) a summary of the group discussions (including holistic mental processes, teaching and learning strategies, research design, and social and cognitive frameworks for teaching and learning writing); (6) a list of contributors to the preconference workshop; and (7) a starter bibliography of books "on the domain beyond the cognitive." (PRA)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED332221

# NOTES FROM BEYOND THE COGNITIVE DOMAIN



A summary of the ideas, concepts, suggestions, and speculations  
growing out of the think tank

**"Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing"**

Alice Brand and Dick Graves, Co-Chairs

CCCC

Boston, Massachusetts

March 23, 1991

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Alice Brand

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it

Minor changes have been made to improve  
reproduction quality

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

**BEST COPY AVAILABLE**

CS222852



## Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing

During the past decade the discipline has made significant advances in the cognitive and social areas of learning, but it is just beginning to understand how noncognitive learning (sometimes called affective, holistic or simultaneous learning) contributes to growth in writing ability. Generally speaking, the area beyond the cognitive domain includes intuition, inspiration, imagery/imagining, feeling/felt sense, and motivation.

This Think Tank explores the uncharted region beyond cognitive learning. Participants are divided into groups to discuss important issues for students, teachers, and scholars. Topics include the following:

1. **Teaching:** How else would you characterize this mode of teaching and learning? What else does it include? What are the most successful teaching and learning techniques?
2. **Research:** What research is needed to deepen our understanding of this area? What research methodology is most appropriate? Where should it be published?
3. **Bibliographic:** What are the best resources (books, articles, studies) currently available? What resources are needed?
4. **Theoretical:** What are the best ways to define concepts beyond the cognitive domain?
5. **Professional:** What professional issues arise from teaching and learning beyond the cognitive domain? What are the best ways for those interested in this kind of learning to communicate their work? What kinds of pre- and post-conference workshops, concurrent sessions, special interest groups yare needed? What kinds of publications--newsletters, books, articles--are needed?

Alice Brand and Dick Graves, Compilers

## CONTENTS

Participants . . . . .	1
Participant Interests by Key Terms . . . . .	12
Participants Sorted by Interests . . . . .	16
Book, Article or Research in Progress . . . . .	25
Summary of Group Discussions . . . . .	28
Contribution to a Preconference Workshop . . . . .	35
Starter Bibliography: On the Domain Beyond the Cognitive . .	37

## Participants

Marilyn Alfred  
University of South Florida  
Fowler Ave.  
Tampa, FL 33620  
(813) 974-2421

14165 Welsingham  
Largo, FL 34644  
(813) 596-9785

Chuck Anderson  
University of Arkansas at L.R.  
2801 S. University  
Little Rock, AR 72204  
(501) 569-8311

5428 Wren Road  
Little Rock, AR 72204  
(501) 565-9343

Judith Barbanel  
CUNY A.C.C.  
Springfield Blvd.  
New York, NY 14364  
(718) 631-6379

62 Pierrepont Street  
Brooklyn, NY 11201  
(718) 875-2435

Susan Becker  
Illinois Central College  
One College Drive  
East Peoria, IL 61635  
(309) 694-5358

9208 Timber Lane  
Peoria IL, 61615  
(309) 692-2903

Kathleen Bell  
Old Dominion University  
Dept. of English  
Norfolk, VA 23529  
(804) 683-4037

1417 Melrose Pkwy.  
Norfolk, VA 23508  
(804) 489-2920

Susan Blau  
Boston University  
640 Commonwealth Ave  
Boston, MA 02215  
(617) 353-3150

537 Mass Ave  
Acton, MA 01720  
(508) 263-1690

Karen Bowser  
Penn State  
W112 Olmsted Building  
Middletown, PA 17057  
(717) 948-6296

3608 Horsham Dr.  
Mechanicsburg, PA 17055  
(717) 732-5112

Alice Brand  
SUNY Brockport  
128 Hartwell Hall  
Brockport, NY 14420  
(716) 395-2343

11 Selden St.  
Rochester, NY 14605  
(716) 232-1828

Tom Brennan  
University of South Alabama  
Mobile, AL 36688

Sandra Burkett  
Mississippi State University  
PO Box 3312  
Mississippi State, MS 39762  
(601) 325-7777

Carol Burns  
University of Toledo  
Toledo, OH 43606  
(419) 537-3318

Constance Chapman  
George State university  
Division of Developmental  
Studies  
University Plaza  
Atlanta, GA 30303  
(404) 651-3360

Linda Calendrillo  
Bradley University  
English Dept.  
405 Bradley Hall  
Peoria, IL 61625  
(309) 677-2467

Elizabeth Coiddens  
Auburn University  
Dept. of English  
9030 Haley Center  
Auburn, AL 36280  
(205) 844-9018

Barbara Craig  
Del Mar College  
Baldwin & Ayers  
Corpus Christi, TX 78404  
(512) 886-1428

Phil Dansdill

Timothy Dansdill  
University Massachusetts  
Harbor Campus  
Boston, MA 02125

PO Box 3312  
Mississippi State, MS 39762  
(601) 323-6135

5040 Breezeway Drive  
Toledo, OH 43613  
(419) 471-9002

48 Maypop Lane  
Atlanta, GA 30035  
(404) 808-7270

2011 W. Ayres  
Peoria, IL 61604  
(309) 676-4355

952 Tisdale Circle  
Auburn, AL 36830  
(205) 826-1972

602 McClendon  
Corpus Christi, TX 78404

7 Wilderness West  
Newtown, CT 06470

c/o Burke  
216 Prospect St.  
Belmont, MA 02178  
(617) 484-6006

Howard Davis  
Tunxis CC  
Rtes 6 & 177  
Farmington, CT 06032  
(203) 679-9571

75 Avonwood Road  
Avon, CT 06001

(203) 674-9541

Ann Dawson  
Westark Community College  
Grand at Waldron Avenue  
Ft. Smith, AR 72904  
(501) 785-7217

4605 S. 96th Street  
Fort Smith, AR 72903

(501) 452-4371

Becky Dibiasio  
Assumption College  
500 Salisbury St.  
Worcester, MA 01609  
(508) 752-5615 x311

57 Winfield Rd.  
Holden, MA 01520

(508) 829-2610

Peter Elbow  
University of Massachusetts -  
Amherst  
Amherst, MA 01003

47 Pokeberry  
Amherst, MA 01003

(413) 549-0024

Elizabeth English  
Lake-Somter Community College  
9501 U.S. Hwy 441  
Leesburg, FL 34688  
(904) 365-3581

8915 Silver Lake Drive  
Leesburg, FL 34788

(904) 728-4228

Susan Engman  
Monroe Community College  
1000 E. Henrietta Rd.  
Rochester, NY 14621  
(716) 292-2000 x3381

195 Parkview Terrace  
Rochester, NY 14617

(716) 266-1491

Ruth Fischer  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
(703) 323-2220

10331 Mockingbird Pond Ct.  
Burke, VA 22015

(703) 250-2923

Kristie Fleckenstein  
Purdue University Calumet  
Department of English and  
Phil.  
Hammond, IN 46323  
(219) 989-2653

153 S. Circle  
Bloomington, IL 60108

(708) 529-9703

Jon Ford  
College of Alameda  
555 Atlantic  
Alameda, CA 94705  
(415) 522-7221

165 Bryant St.  
Palo Alto, CA 94301  
(415) 327-4925

Tahita Fulkerson  
TCJC South Campus  
5301 Campus Dr.  
Ft. Worth, TX 76119  
(817) 531-4587

35 Chelsea Dr.  
Ft. Worth, TX 76134  
(817) 293-0689

Jim Fuller  
Avon Middle School  
375 West Avon Rd.  
Avon, CT 06001  
(203) 673-3221

401 Riverton Rd.  
Riverton, CT 06065  
(203) 379-3088

Don Gallehr  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
(703) 323-2217

191 High St.  
Warrenton, VA 22186  
(703) 347-0016

Richard Graves  
Auburn University  
5040 Haley Center  
Auburn, AL 36849-5212  
(205) 844-4434

415 Blake  
Auburn, AL 36830  
(205) 887-6626

Stephen Gordon  
Snowden High School  
150 Newburg St.  
Boston, MA 02115  
267-9805

70 Varnum St.  
Arlington, MA 02174  
643-7617

Cynthia Hagen  
New Hampshire College  
2500 N. River Rd  
Manchester, NH 03104  
(603) 645-9606

Oxford 13, 1465 Hooksett Rd  
Hooksett, NH 03106  
(603) 268-0202

Joyce Hancock  
Jefferson Community College  
109 E. Broadway  
Louisville, KY 40202  
(502) 584-0181

3315 Richard Ave.  
Louisville, KY 40206  
(502) 893-0777

Janice Hays  
University of Colorado at  
Colorado Springs  
Colorado Springs, CO 80933-  
7150

Nancy Hayward  
Indiana University of PA  
English Dept.  
Indiana, PA 15705  
(412) 357-2123

358 N. 9th St.  
Indiana, PA 15701  
(412) 463-1406

Becke Hettich  
Purdue University  
W. Lafayette  
Lafayette, IN 47907  
(317) 494-3740

14 1/2 S. 9th  
Lafayette, IN 47901  
(317) 742-7409

Carolyn Hill  
Towson State University  
English Department  
Towson, MD 21204  
(301) 830-2862

12401 Westmore Ct.  
Bowie, MD 20715  
(301) 262-8230

Carolyn Hill  
Notre Dame College  
2321 Elm St.  
Manchester, NH 03104  
(603) 669-4298

RR #1, Box 225  
Plymouth, NH 03264  
(603) 536-1944

Elaine Hughes  
Nassau Community College  
Garden City  
Garden City, NY 11530  
(516) 222-7190

Box 976  
Cathedral Station  
New York, NY 10025  
(212) 316-4202

George Jensen  
Southwest Missouri State  
University  
Department of English  
Springfield, MO 65804  
(417) 836-4797

3070 E. Jupala Ct  
Springfield, MO 65804  
(417) 882-5597

Jean Johnson  
University of Maryland  
College Park, MD 20742  
(301) 405-3763

3710 N. 30th St.  
Arlington, VA 22207  
(703) 528-7536

Mary Ann Jones  
Tuskegee University  
English and Foreign Languages  
Tuskegee, AL 36088  
(205) 727-8108

PO Box 1187  
Tuskegee, AL 36088  
(205) 727-5167

Libby Jones  
Berea College  
CPO 914  
Berea, KY 40404  
(606) 986-9341 x6442

114 Highland Drive  
Berea, KY 40403  
(606) 986-7449

Sara Jonsberg  
University of Massachusetts-  
Amherst  
School of Ed. (Furcello Hall)  
Amherst, MA 01003  
(413) 538-2260

33 Silver Street  
S. Hodley, MA 01075  
(413) 538-8706

Sarah Larson  
DeKalb College North  
2101 Womack Rd.  
Dunwoody, GA 30338  
(404) 551-3158

5135 Davantry Dr.  
Atlanta, GA 30338  
(404) 394-6620

Judy Levin  
U. of Nebraska - Lincoln  
English Dept.  
Andrews Hall  
Lincoln, NE 68588-0333  
(402) 472-3191

5515 Marcy St.  
Omaha, NE 68106  
(402) 551-4775

Bonnie Lisle  
UCLA Writing Programs  
271 Kinsley Hall  
Los Angeles, CA 90024  
(213) 206-1950

4260 Nogales Drive  
Targana, CA 91356  
(818) 342-3908

Mel Livatino  
Truman College  
1145 Wilson Ave.  
Chicago, IL 60640  
(312) 989-6252

2756 Lincolnwood Dr.  
Evanston, IL 60201  
(708) 491-9151

Chris Loschen  
Brandeis U.  
Waltham, MA 02259  
(617) 736-2130

1577 Washington St.  
N. Newton, MA 02165  
(617) 332-1289

Lena Mahin  
Towson State University  
301B Lentricum  
Towson, MD 21204  
(301) 830-2844

28 Greenvale Road  
Westminster, MD 21157  
(301) 876-1597

Barry Maud  
University of Arkansas at  
Little Rock  
English Dept.  
2807 S. University  
Little Rock, AR 72204  
(501) 569-3160

500 Nape Valley #1030  
Little Rock, AR 72211  
(501) 229-5291

Fred McDonald  
Tuskegee University  
Tuskegee, AL 36088  
(205) 727-8105

14 Ledbetter Park  
Auburn, AL 36830

Marilyn Middendorf  
Embry Riddle Aeronautical  
Daytona Beach, FL 32114  
(904) 239-6648

1069 Oak Forest Circle  
Port Orange, FL 32119  
(904) 760-0645

Janet Minc  
University of Akron  
10470 Smucker Road  
Orville, Oh 44667  
(216) 693-2010

542 Parkside Drive  
Akron, OH 44313  
(216) 836-8901

Mary Minock  
Wayne State University  
6001 Cass Ave.  
Detroit, MI 48202  
(313) 577-4612

902 Brown  
Ann Arbor, MI 48104  
(313) 668-7088

Walter Minot  
Gannon University  
Erie, PA 16541  
(814) 871-5806

2702 Perry St.  
Erie, PA 16504  
(814) 455-8202

Martha Molumphy  
Boston College  
Chestnut Hill, MA  
(617) 552-8533

210 Chestnut Hill Ave. #5  
Brighton, MA 02135  
(617) 783-8288

Linda Moore  
UAB  
Hum 219  
Birmingham, AL 35294

522 24th Avenue NW  
Birmingham, AL 35215  
(205) 853-5758

Anne Mullin  
Idaho State University  
Campus Box 8010  
Pocatello, ID 83209  
(208) 236-3662

11 Cedar Hills Drive  
Pocatello, ID 83204

Judith Oster  
Case Western Reserve  
University  
Department of English  
Cleveland, OH 44106  
(216) 368-2367

4431 University Parkway  
Cleveland, OH 44118  
(216) 381-0711

Scott Oury  
Triton College  
2000 5th Ave.  
River Grove, IL 60171  
(413) 456-0300

83 Morgan Circle  
(413) 549-6310

Sondra Perl  
Lehman College  
Bronx, NY 10468  
(212) 960-8758

5605 Palisade Ave.  
Bronx, NY 10471  
(212) 601-4740

Margaret Pobywajlo  
UNH @ Manchester  
220 Hacker Hill Road  
Manchester, NH 03102  
(603) 668-0700 x255

56 Back River Road  
Bedford, NH 03102  
(603) 669-7845

Robert Ratner  
Florida University  
Dept. of English  
Miami, FL 33199  
(305) 348-3327

Nedra Reynolds  
Miami University  
356 Bachelor Hall  
Oxford, OH 45056

Sue Rickels  
Laredo Junior College  
W. Washington Ave.  
Laredo, TX 78040  
(512) 722-5218

1601 Fremont  
Laredo, TX 78040  
(512) 722-3235

Gabriele Rico  
San Jose State University  
San Jose, CA 95192

David Roberts  
Samford University  
Birmingham, AL 35229

Vivian Rosenberg  
Drexel University  
Department of Humanities-  
Communication  
Philadelphia, PA 19104  
(215) 895-6870

V. Elaine Ross  
Lewis University  
Rt. 53  
Romeoville, IL 60441

Laura Scanlon  
New York City Technical  
College  
300 Jay St.  
Brooklyn, NY 11201  
(718) 260-5392

Susan Schiller  
Central Michigan University  
205 Anspach Hall  
Mt. Pleasant, MI 48859  
(517) 774-3101

Gabriella Schlesinger  
University of Connecticut  
Avery Point Campus  
Groton, CT 06340  
(203) 446-1020

Susan Simons  
Community College of Denver  
Box 600, P.O. Box 17336  
Denver, CO 80217  
(303) 556-8455

Marti Singer  
Division of Developmental  
Studies  
Georgia State University  
Atlanta, GA 30303  
(404) 651-3361

1408 Juniper Avenue  
Elkins Park, PA 19117  
(215) 782-1109

1029 W. Downer Place  
Aurora, IL 60506  
(708) 892-8525

196 Berkeley Pl.  
Brooklyn, NY 11217  
(718) 783-6558

1820 S. Crawford H-15  
Mt. Pleasant, MI 48858  
(517) 773-1471

44 Granada Terrace  
New London, CT 06320  
(203) 442-3841

2365 Holly Street  
Denver, CO 80207  
(303) 388-3474

2481 Zachary Woods Dr.  
Marietta, GA 30064  
(404) 428-7284

Tricia Smith  
Prince George's Community  
College  
301 Largo Road  
Largo, MD

3238 Highland Ln.  
Fairfax, VA 22031  
573-2926

Helen Snively  
Harvard Grad School of  
Education

One Fayette Pk.  
Cambridge, MA 02139  
(617) 547-1326

Heather Speirs  
Westmont College  
955 LaFaz Rd.  
Santa Barbara, CA 93108  
(805) 565-6079

2002 El Camino  
Santa Barbara, CA 93109  
(805) 966-4835

Sandra Stanley  
North Hennepin Community  
College  
7411 85 Avenue No.  
Minneapolis, MN 55445  
(612) 424-0851

2205 So. Hill Lane  
Minneapolis, MN 55416  
(612) 927-7637

Kay Stewart  
University of Alberta  
305 Humanities Centre  
Edmonton, Alberta  
Canada T662E5  
(403) 492-2236

11438 75 Ave.  
Edmonton, Alberta  
Canada T660H7  
(403) 435-1558

Nancy Stone  
N. Hennepin Community College  
7411 85th Ave. North  
Minneapolis, MN 55403  
(612) 425-1850

333 Oak Grove, Apt. 309  
Minneapolis, MN 55403  
(612) 874-1475

Nat Teich  
University of Oregon  
Department of English  
Eugene, OR 97403  
(503) 346-3911

2350 Spring Blvd.  
Eugene, OR 97403  
(503) 343-6038

Trudelle Thomas  
Xavier University  
English Department  
Cincinnati, OH 45207  
(513) 745-3492

717 Hond Avenue  
Cincinnati, OH 45232  
(513) 681-8042

Linda Thomas  
Midway College  
512 E. Stephens St.  
Midway, KY 40347  
(606) 846-5361

3432 Greenlawn  
Lexington, KY 40517  
(606) 271-4137

Winifred Tripp  
Tuskegee University  
Tuskegee, AL 36088  
(205) 727-8303

PO Box 1165  
Tuskegee, AL 36088  
(205) 727-9643

Betsy Wallace  
Western Oregon State College  
English Department  
Monmouth, OR 97361  
(503) 838-8389

1880 Whitcomb  
Salem, OR 97304  
(503) 581-1555

Demetrice Worley  
Bradley University  
Peoria, IL 61625  
(309) 677-2482

RR1, Box 49B  
Secor, IL 61771  
(309) 744-2555

Anne Wyatt-Brown  
University of Florida  
Program in Linguistics  
Gainesville, FL 32611  
(904) 392-0639

3201 NW 18th Ave  
(904) 377-2189

### Participant Interests By Key Terms

Name	Interests
Alfred, Marilyn	gender, social, cultural, cognitive domain
Anderson, Chuck	reading processes, healing
Barbanel, Judith	teaching
Blau, Susan	Readers' Theater
Bowser, Karen	teaching strategies
Brand, Alice	affect, emotion, felt sense
Burkett, Sandra	writing and healing, restoring wonder and wholeness to humans, Progoffian Journal
Calendrillo, Linda	memory, visual imaging
Coiddens, Eliz.	meditation, visualization
Craig, Barbara	affective blocks, whole, balanced person
Dansdill, Timothy	personal knowledge
Davis, Howard	intuition, feeling
Dawson, Ann	teaching values, objectification of the subjective life
Dibiasio, Becky	media, visual, imagistic, dance, song, film, teaching
English, Elizabeth	bridging the cognitive/noncognitive
Engman, Susan	drama, kinesthetic knowledge, visual imagery
Fischer, Ruth	interacting with the world, inner sources, problem solving
Fleckenstein, Kristie	affect, imagery, text
Ford, Jon	dreams, journals, group work, free writing
Fuller, Jim	self-image and writing ability, narrative thought
Gallehr, Don	meditation, teaching, theory
Graves, Dick	feelings, the mystical experience, the state

	of wonder, motivation, humanistic values
Gordon, Stephen	felt sense, values
Hancock, Joyce	brain functions, healing and writing, kinetics, body-mind release
Hays, Janice	gender/race, composing, learning styles, unconscious, creativity imagery, imagination, healing, meaning beyond language, adult development
Hayward, Nancy	motivation
Hettich, Becke	problem solving, affective motivators
Hill, Carolyn	body, affective visual
Hughes, Elaine	imaging, inner focus, meditation, sensory awareness, creativity
Jensen, George	personality
Johnson, Jean	feelings and attitudes translated into rhetorical patterns and strategies
Jones, Mary Ann	teaching values
Jones, Libby	theory, praxis, attitude, apprehension, story
Jonsberg, Sara	unconsciousness, the self, nurturing self-esteem
Larson, Sarah	dramatizing, paraphrasing, motivation
Levin, Judy	personal experience, self
Lisle, Bonnie	diverse cultures, rhetorics, learning styles
Livatino, Mel	teaching writing, affect, intuition, sensory, exploratory, knowing
Loschen, Chris	freewriting and embracing categories, teaching through Perl guidelines
Maud, Barry	personality, type research
McDonald, Fred	healing
Middendorf, Marilyn	Bakhtin's ideas on dialogism, theories of consciousness
Minc, Janet	finding ways of knowing, mental resources, creativity

Minock, Mary	oracy, literacy
Molumphy, Martha	collapse dichotomy
Mullin, Anne	using unconscious for revision
Oster, Judith	response-reading, overcoming fear of "entanglement" in texts, affect and intellectual growth
Oury, Scott	images
Perl, Sondra	felt sense; using Gendlin's questions to guide students thru composing; how we know what we know
Pobywajlo, Margaret	affective, blacks
Rickels, Sue	writing as therapy
Rosenberg, Vivian	emotional intelligence, critical thinking
Ross, V. Elaine	Laconian philosophy and psychology
Scanlon, Laura	linking literature, writing, and computers, psychoanalysis and memory
Schiller, Susan	reading and writing, affect
Schlesinger, Gabriella	motivation, inspiration, removal of inhibitions
Simons, Susan	basic writers, marginalization
Singer, Marti	learning styles, adult learners, composing styles, creativity and motivation
Smith, Tricia	pre-writing stages, visual imagery
Snively, Helen	emotions overcoming writing block, typology of writing problem, personality of procrastinators vs. early starters
Speirs, Heather	prewriting, exploratory writing
Stanley, Sandra	accessing sources for basic writing and problem solving
Stewart, Kay	writing as therapy
Stone, Nancy	teaching noncognition ways of knowing (without committing professional suicide)

Teich, Nat	Rogerian theory, empathy, integration vs. dichotomy of cognitive/noncognitive
Thomas, Trudelle	body work, visualization
Thomas, Linda	women's ways of knowing, autobiography, journal writing as therapy, anxiety
Tripp, Winifred	teaching values in humanities
Wallace, Betsy	Polanyi's tacit and personal knowledge
Worley, Demetrice	Visual imagery and use of emotion, reader response

## Participants Sorted by Interests

### Affect, Emotion, Feelings, Attitudes

#### Alfred, Marilyn

gender, social, cultural, cognitive domain  
book: ethnographic study of gender based conversational patterns  
and how they affect collaborative learning

#### Brand, Alice

affect, emotion, felt sense

#### Davis, Howard

intuition, feeling

#### Fleckenstein, Kristie

affect, imagery, text world  
article: affect, fiction writers

#### Graves, Dick

feelings, the mystical experience, the state of wonder,  
motivation, humanistic value

#### Hettich, Becke

book: affective motivators, deterrents

#### Jones, Libby

theory, praxis  
book: reading, thinking, story, feminist pedagogy, narrative

#### Oster, Judith

response-reading, overcoming fear of "entanglement" in texts  
book: reader response, stimulate critical thinking

#### Snively, Helen

emotional impacts, writing block, overcome blocks  
article: maybe, informally

## Conscious, Unconscious

### Hays, Janice

gender/race, composing, learning styles, unconscious, creativity, imagery, imagination, healing, meaning beyond language, adult development

### Jonsberg, Sara

unconsciousness, the self, nurturing self-esteem  
dissertation: autobiographical/redefinition of self

### Middendorf, Marilyn

Bakhtin's ideas on dialogism, theories of consciousness  
Research: Bakhtinian theory in writing classroom

### Mullin, Anne

using unconscious for revision

## Dichotomy

### Levin, Judy

personal experience, self  
research: private/public dichotomy, men and women in suppressing voices, collapse dichotomies

### Molumphy, Martha

collapse dichotomy

### Teich, Nat

Rogerian, empathy  
book: Rogerian Perspectives, forthcoming 1991

Felt Sense, Sensory, Tacit

Brand, Alice

affect, emotion, felt sense  
article: social cognition and emotion

Gordon, Stephen

felt sense, values

Hughes, Elaine

imaging, inner focus, meditation, sensory awareness, creativity

Livatino, Mel

teaching writing, affect, intuition, sensory, exploratory,  
knowing

Perl, Sondra

felt sense, using Gendlin's questions to guide students thru  
composing; how we know what we know

Wallace, Betsy

Polanyi's tacit and the personal knowledge and the teaching of  
writing

## Healing

### Anderson, Chuck

reading processes, healing  
research: Reading Process

### Burkett, Sandra

writing and healing, restoring wonder and wholeness to human  
lives  
article: trust in teaching and learning; Progoff

### Hancock, Joyce

brain functions, healing and writing, kinetics, body-mind release  
book, article, research: several

### Hays, Janice

gender/race, composing, learning styles, unconscious, creativity,  
imagery, imagination, healing, meaning beyond language, adult  
development

### McDonald, Fred

healing

### Rickels, Sue

writing as therapy

### Stewart, Kay

writing as therapy

### Teich, Nat

Rogerian, empathy  
book: Rogerian Perspectives, forthcoming 1991

### Thomas, Linda

women's ways, autobiography, journal writing as therapy, anxiety

## Imagery

Engman, Susan

drama, kinesthetic knowledge, visual imagery

Fleckenstein, Kristie

affect, imagery, text world

article: affect, fiction writers

Hays, Janice

gender/race, composing, learning styles, unconscious, creativity, imagery, imagination, healing, meaning beyond language, adult development

Smith, Tricia

pre-writing stages, visual imagery

Worley, Demetrice

visual imagery, reader response, use of emotion and visual imagery, African American, visual imagery & poetry, follow up to my empirical research on visual imagery and writing

19

## Inspiration

Schlesinger, Gabriella

motivation, inspiration, removal of inhibitions

## Intuition

Davis, Howard

intuition, feeling

## Learning Styles

### Alfred, Marilyn

gender, social, cultural, cognitive domain  
book: ethnographic study of gender based conversational patterns  
and how they affect collaborative learning

### Burkett, Sandra

article: trust in teaching and learning

### Hays, Janice

gender/race, composing, learning styles, unconscious, creativity,  
imagery, imagination, healing, meaning beyond language, adult  
development

### Lisle, Bonnie

diverse cultures, rhetorics, learning styles

### Singer, Marti

learning styles, adult learners, composing styles, creativity and  
motivation

## Motivation

### Chapman, Constance

research: attitudes, motivation

### Graves, Dick

feelings, the mystical experience, the state of wonder,  
motivation, humanistic value

### Hayward, Nancy

motivation, resistant writers

### Larson, Sarah

dramatizing, paraphrasing techniques

### Schlesinger, Gabriella

motivation, inspiration, removal of inhibitions

### Singer, Marti

learning styles, adult learners, composing styles, creativity and  
motivation

## Reading

### Anderson, Chuck

reading processes, healing  
research: Reading Process

### Jones, Libby

theory, praxis, attitude, apprehension, story  
book: reading, thinking, story, feminist pedagogy, narrative

### Minock, Mary

oracy, literacy  
book: oral and literate workings in genres, reading and modeling  
resistance

### Oster, Judith

response-reading, overcoming fear of "entanglement" in texts,  
affect and intellectual growth  
book: reader response, stimulate critical thinking

### Rickels, Sue

writing as therapy, journal keeping, reading

### Schiller, Susan

reading and writing, affect  
book: ethnography

### Worley, Demetrice

visual imagery and use of emotion, reader response  
articles: reader response with visual imagery

## Teaching

Barbanel, Judith  
teaching

Bowser, Karen  
teaching strategies

Burkett, Sandra  
writing and healing, restoring wonder and wholeness to human  
lives  
article: trust in teaching and learning; Progoff

Davis, Howard  
intuition, feeling

Dawson, Ann  
teaching values, subjectification of the subjective life

Dibiasio, Becky  
media, visual, imagistic, dance, song, film, teaching  
knowing fantastic elements in folklore and fantasy

Gallehr, Don  
meditation  
book: advanced writing text, meditation

Jones, Mary Ann  
teaching values

Jones, Libby  
theory, praxis  
book: reading, thinking, story, feminist pedagogy, narrative

Larson, Sarah  
dramatizing, paraphrasing  
book: techniques

Livatino, Mel  
writing, teaching writing, affective, intuitive, sensory,  
exploratory, knowing

Stone, Nancy  
finding ways to teach these ways of knowing without professional  
suicide

Tripp, Winifred  
teaching values in humanities

Wallace, Betsy  
Michael Polanyi, tacit, personal  
article: Polanyi and the teaching of writing

## Whole Person/Self

### Burkett, Sandra

writing and healing, restoring wonder and wholeness to humans,  
Progoffian journal  
article: trust in teaching and learning; Progoff

### Craig, Barbara

affective blocks, whole, balanced person

### Fuller, Jim

### Hughes, Elaine

imaging, inner focus, meditation, sensory awareness, creativity  
book: Writing from the Inner Self; Harper Collins, 1991

### Jonsberg, Sara

unconsciousness, the self, nurturing self-esteem  
dissertation: autobiographical

### Levin, Judy

personal experience, self  
research: private/public dichotomy, men and women in suppressing  
voices, collapse dichotomies

## Women

### Gordon, Stephen

felt sense, valued

### Hughes, Elaine

imaging, inner focus, meditation, sensory awareness, creativity

### Livatino, Mel

writing, teaching writing, affective, intuitive, sensory,  
exploratory, knowing

### Wallace, Betsy

Michael Polanyi, tacit, personal  
article: Polanyi and the teaching of writing

Book, Article, or Research in Progress

Alfred, Marilyn	book: ethnographic study of gender based conversational patterns and how they affect collaborative learning
Anderson, Chuck	research: reading process
Brand, Alice	article: social cognition and emotion book: beyond the cognitive domain
Burkett, Sandra	article: trust in teaching and learning; Progoff
Chapman, Constance	research: attitudes, motivation
Calendrillo, Linda	article, memory and visual imaging
Dansdill, Timothy	thesis: sabotage of considering audience
Dibiasio, Becky	article: knowing fantastic elements in folklore and fantasy
Fleckenstein, Kristie	article: cognitive-affective interaction, fiction writers, imagery
Ford, Jon	book: rhetoric/text
Gallehr, Don	book: advanced writing text, meditation
Graves, Dick	book: beyond the cognitive domain
Hancock, Joyce	book, article, research: brain functions, healing, kinetics, body/mind
Hayward, Nancy	book: resistant writers
Hettich, Becke	book: affective motivators, deterrents
Hill, Carolyn	book: Writing From the Margins: Power and Pedagogy for Teachers of Composition. Oxford UP, 1990
Hughes, Elaine	book: Writing from the Inner Self, Harper Collins, 1991

Jensen, George	book: A Transactional Theory of Discourse
Jones, Libby	book: reading, thinking, story, feminist pedagogy, narrative
Jonsberg, Sara	dissertation: autobiographical/ no definition of self
Larson, Sarah	book: techniques
Levin, Judy	research: private/public dichotomy, men and women in suppressing voices, collapse dichotomies
Middendorf, Marilyn	research: Bakhtinian theory in writing classroom
Minock, Mary	book: oral and literate workings in genres, reading and modeling resistance
Mullin, Anne	dissertation
Oster, Judith	book: reader response, stimulate critical thinking
Oury, Scott	article: composition theory
Rosenberg, Vivian	research: empathy
Scanlon, Laura	book: memory based
Schiller, Susan	book: ethnography
Snively, Helen	article: maybe, informally
Teich, Nat	book: Rogerion Perspectives, forthcoming 1991
Thomas, Tradelle	journals, ritual, meditation, spiritual growth
Wallace, Betsy	article: Polanyi and the teaching of writing
Worley, Demetrice	book: visual imagery - articles: reader response with visual imagery, African American, visual imagery & poetry, follow up to my Empirical Research on Visual

**Imagery and Writing**

**Wyatt-Brown, Anne**

**book: Barbara Pym: Winnicott,  
Britton Creativity and the Writing  
Process, Gender & Aging: Studies in  
Creativity, role of emotion**

## Summary of Group Discussions

The term "beyond the cognitive domain" refers to mental processes which might be described as holistic, affective, global, spontaneous, creative, and so on. It includes intuition, inspiration, imagery/imaging, feeling/felt sense, motivation, and similar activities.

1. How else would you characterize this mode of teaching and learning? What else does it include?

Language now is insufficient, limp.  
Enlarge definition and/or identify other approaches.  
Brainstorm for an alternative nomenclature.

### Key Words (in no certain order)

indwelling  
spirit  
inspiration  
motivation  
intuition  
stories  
psycho-biology; "footprints" of memory is affective  
entanglement in text  
cultural differences  
politics of our field  
Polanyi; personal; all writing in autobiographical (in 4C's this month)  
feeling, felt sense, emotion/affect  
gender and communication: masculine/feminine issues  
hypnosis, dream bodies, the spiritual  
writing as healing, therapy  
connecting/projecting oneself into students' experiences,  
rhetorical empathy (Rogerian)  
right brain access  
restoring wonder and wholeness in learning  
memory  
association  
imagination/imagery/imaging  
subject/object  
conscious/unconscious; real writing comes from subconscious  
self/other  
world as subset of self, or self as subset of world  
empathy as ability to associate self and other  
bridging self/other  
students writing to get to know who they are  
writing as self-definition  
brain writes self-concept  
symbols as bridges (fountain, water, desert) between  
self/other or inner/outer experience  
connecting the inner self and inner life  
knowledge of whole is greater than its parts  
we know more than we can say

redefine knowledge as a powerful way to structure meaning  
How do we incorporate into words what we "know" is true?  
awareness of body and sensory processes, spontaneous images  
reconciliation of polarities  
ability to see shades on a continuum, not discrete opposites  
complimentary instead of opposition/dichotomy  
complimentary to what is didactic or cognitive ways of  
knowing (mental processes)

2. What strategies in teaching and learning beyond the cognitive domain have you found most successful?

Fragmentation in curriculum/ learning experiences.

The term "beyond the cognitive" acknowledges our willingness to risk. We reject the teaching method we favor because we're afraid our students will reject us. For example, career-driven, pragmatic students don't want to take time for exploratory invention strategies).

Beyond the cognitive domain is where the real and permanent learning takes place (the kind that affects lives), where students' total selves are addressed.

Strategies can be employed any time as needed throughout writing; practical ideas for bridging approaches: perceptual, mental, and graphic exercises.

A. Guided fantasies demonstrate how to get in touch with feelings (ex. become a motorcycle) and improves quality of topic.

B. Visual imagery. Set of exercises used throughout writing. Improves problem-solving writing skills. Visualize what students need to do to improve writing skills. Question: Use visualizing in other classes. History?

C. Relaxation, affirmation, neurolinguistic activity in developmental writing. Improves self-esteem. Techniques for spelling in neurolinguistic program.

1. Guided imagery
2. Relax
3. Visualize place you are relaxed (ex. beach)
4. See word you want to spell in the image of a 'sign.'  
Place in long-term memory by 'copying' from the sign.
5. Go to some visual place each time so you don't have to draw up the image each time.

D. Pictures/Paintings. Graphic exercises focus on feelings/ what people in pictures are feeling. Become sensitive to the vocabulary of feeling.

Teach Comp/lit/humanities/values through the arts.

Objectivation of the subjective life. What it means; objectify the subjective (This happens through art) (Suzanne Langer). Other arts are cognitive, less linear.

E. Three Levels of communication: superficial, factual, feeling.

F. Meditation. Guide through focusing. Start with the body, emotions, memories, imagination. Outer structure allows an inner freedom. All about inner focus. It needs follow-up. The affective drops away and concentration takes over. Immediately creates substance/content as well as vivid images. Do a brief "mediation" (actually a brief "inner focus") before writing. Do weekly.

G. Music/Singing. Work/write out feelings, sense of connecting with a group. When asked to do 'solo,' feelings become more rightening. But can get to them.

H. Movement/dance exercises to facilitate expression in different media, computers can combine music and graphics, visual images -- pictures, paintings. Can get to them. Involve the body to illustrate words (Hancock).

I. Consciousness. Identify emotions to get in touch with feelings before writing. Use this as a way to manage and synthesize material.

J. Quality of intense belief needed in class. Shamanistic function. Get students excited in another medium and then "degrade" that process by asking them to write about it.

K. Motivational. Good for self-esteem and management of motivational problems. Talking (getting the ideas, impressions, or emotions into language).

L. Drama and theatre grouping, speaking strategies for making the leap.

M. Reading out loud--Pro reaction vs. analysis. Quaker reading. As Gabrielle and Dave describe it: group members read out a passage "when the spirit moves" and others listen. The words chosen and the various intonations give new meaning, provide enhanced experience for all. Teacher or group leader can say "Let's stop here for discussion" at any time. Group may then write from the newly created or re-created images.

N. Three-minute prompts to produce a "brief totality"  
free-writing (not as brief)  
clustering (while still allowing for order: the value of brevity, spontaneity) also leads to a pattern that can be seen  
tree-ing (more organized)  
Start with the familiar, what the students can do well.  
Make that an analogy -- a metaphorical leap -- for the new

skill.

teacher sometimes suggests the analogy; sometimes lets the students find their own

O. Literature/ Reader response. Through re-living experience, recreate an act in their lives. Reading widely; seeing person behind writing.

P. Getting students to connect to classical literature (Virgil, Homer). Difficult to give them this experience. Bible as literature. Genesis: They see these as people who don't exist, not real people.

Q. Group Process

Discussion/feedback  
Collaboration  
Process vs. Product  
Physical set up

Power of group  
Read alone  
Rt. vs. left brain  
Trust/let go

R. Sabotage our own authority

Admit resistance is present in both teachers and  
Students  
Admit failure

#### Other Comments/Strategies

Felt sense in analysis (Elbow, Brand, and Perl)

habitual writing for self (Elbow)

modeling

taking risks

make classrooms more private than public

give and take

long day's journey into night (medicine and lit)

fantasizing

researched writing in other disciplines

talking and listening, teacher sharing

developmental writing

nonlinear pieces, not the five-paragraph theme.

If teachers don't see themselves as writers, they don't write.

Their writing gets better when they believe (NWP).

3. What research is needed in order to deepen our understanding of this area? What research designs are most appropriate?

Study something you are afraid of!

A. What can be done as objective research on meditation? Some students report a lot of success and pleasure in the writing that follows it.

B. How people use emotions, not just information on what emotions are

C. Protocol analyses

D. Myers-Briggs personality inventory or other cognitive inventory instruments. May show some correlation to creativity (Jensen).

E. "Type" research as ways of "defining a model of ourselves" (Caution: teachers need to be aware of how their own "type" defines their roles; how they process information/how students do) Type: feeling vs. thinking (Jensen)

F. Learning styles/composing styles as part of personality/trait emotions (Brand)

G. How to do research as teachers? Climb inside or stand outside and observe?

H. Dance, Touch and Writing

I. Brain research: Rico's work leading to theories about the limbic brain and its relation to the cortex and neocortex. Also Triune Brain theory. Under stress there is a downshift to reptilian brain, where diagnostic ability is distorted.

J. Near-death experiences

K. Empathy/Rogerian models (Teich)

L. Brand's research on how trait and state emotions fluctuate during the writing process: Replicate. Integrate.

M. Students reading their own writing (Mullin)

What writers say about writing

How writers write

How writers talk about reading

What processes result in a reader's experience of living through a text?

Resistance to reading and writing

The threat of entanglement in texts

4. In what ways does the domain "beyond the cognitive" relate to the social and cognitive frameworks for the teaching and learning of writing?

Whole greater than the part.

An Age of Discovery/Exploration; a new intimacy (Brand)

A. What (and how) writers read. Reader-response theory (recognizing non-cognitive, affective, UCS influences)

B. Rhetorical signs. Analysis and insights into what appears in student papers, noting, for example, rhetorical strategies like blocks, deferral.

C. Study the "ghost authority" in student writing (Roberts)

D. Role play in writing to elicit authority

E. Role of noncognitive domain and nontraditional students

F. Medicine and literature

Jason Robards did Long Day's Journey people start throwing programs at an academic panel that followed up an incredible performance

Couldn't tolerate the degradation of the experience  
noncognitive experience (stylistics/medical humanities)  
Voice in essay, you know it's there but you can't describe it; can't tell others how you know.

Sickness stories (in medical humanities)

Story you have to tell to get beyond life you've been given, to get beyond the disease, to live your life the way people read.

G. How do you make sense of a poem? A lot of it is non-cognitive. Images dwell in the poem.

H. Empirical Research  
effort of visual  
research harmony

I. Story telling, research approach (Burkett)

J. How strategies/techniques transfer from semester to semester, year to year.

Social implications.

Resistance to this.

Data Supports: Students who have harmony wrote stronger essays

K. We want to move toward the interaction of cognitive and affective processes. Cognition is the process of constructing data. Affect is its soft representation. Feelings are cognitive; look at imagination. Affect blocks knowing.

L. We want to demonstrate the power of affective writing. How we can even talk about teaching without emotional involvement? Writing has become more "social." We are aware of how important body language, movement, emotional and empathy influence our peer groups, our classes. We know how collaborative writing involves emotional responses (social-emotional). We reach out to one another through written words. We develop a sense of community through response groups.

M. Speech theory, oral-writing relations

#### Other Frameworks

We want students to become experts at what they do well. Each class has its own culture and we need to be aware of financial and family constraints.

Our approach lets us/helps us value our students as WHOLE people.  
Carl Jung; Ira Progoff's work (journal work).

5. What resources (books, articles, studies) have you found most useful? (See separate section of Notes)
6. What professional issues arise from teaching and learning beyond the cognitive domain?

May more properly be termed "our concerns."

A. How can teachers who are already swamped but interested in theories and techniques beyond the cognitive domain learn about this without years of research and experimentation. Can some of what we've learned through years of trial and error be offered up as a method others can learn and use rather easily?

B. Dichotomizing the cognitive and noncognitive is a problem. Purely one or the other is reductive and inaccurate. They are rarely found separately.

C. Women are marginalized in academic process. They don't see themselves as having an institutionalized self.

D. Our language is private and strange for these things, so it marginalizes us.

E. Our own learning styles informs our teaching:  
more relaxed with writing  
give more time

F. Cultural differences

G. Parameters of consciousness

H. The issue of authority: Whose text? Whose classroom?  
Students' "narrative rights"?

I. Trying to learn how to be right brained (crazy/mystic) while collaborating with right brained students.

## Contribution to a Preconference Workshop

Alfred, Marilyn	any capacity
Burkett, Sandra	Progoff journal workshop
Burns, Carol	any capacity
Chapman, Constance	presenter
Calendrillo, Linda	panelist
Craig, Barbara	indexing and marking relevant individual presentations in the program
Davis, Howard	teaching
Dibiasio, Becky	assignments and classroom procedures
Engmar, Susan	organizing
Gallehr, Don	presenter theoretical/teaching
Hancock, Joyce	hands-on, experiential
Hays, Janice	presenter, faciliator
Hayward, Nancy	paper, panel, facilitator, any capacity
Hettich, Becke	presenter
Hill, Carolyn	presenter
Hughes, Elaine	lead meditation/writing experiments for classrooms
Jensen, George	presenter, chair, any capacity
Johnson, Jean	presenter
Jones, Mary Ann	participant
Jones, Libby	presenter
Jonsberg, Sara	presenter
Larson, Sarah	teaching
Levin, Judy	facilitator
Lisle, Bonnie	brainstorm/help out with workshops
Livatino, Mel	presenter

Minock, Mary            presenter  
Oster, Judith           presenter  
Rickels, Sue            special-interest  
Rosenberg, Vivian      fostering emotional intelligence, critical  
                                 thinking, facilitator  
Schiller, Susan        active presenter  
Snively, Helen         presenter  
Stewart, Kay            facilitator  
Teich, Nat              presenter, facilitator  
Wallace, Betsy         presenter  
Worley, Demetrice      pre-conference workshop leader  
Wyatt-Brown, Anne     presenter

Starter Bibliography: On the Domain Beyond the Cognitive

- Beck, Aaron. Cognitive Therapy and the Emotional Disorders. New York: New American Library, 1979.
- Belinky, Mary, Blythe Clinchy, Nancy Goldberger, and Jill Tarule. Women's Ways of Knowing. New York: Basic Books, 1986.
- Belanoff, Pat, Peter Elbow, and Sheryl Fontaine. eds. Nothing Begins with N. Carbondale: Southern Illinois University Press, 1991.
- Brand, Alice. The Psychology of Writing: The Affective Experience. New York: Greenwood Press, 1989.
- Brand, Alice. "The Why of Cognition: Emotion and the Writing Process." College Composition and Communication 38.5 (December 1989): 436-433.
- Brand, Alice. Therapy in Writing: A Psycho-Educational Enterprise. Lexington, MA: D.C. Heath, 1980.
- Brand, Alice. "Hot Cognition." Journal of Advanced Composition. 6 (1988): 5-16.
- Brand, Alice. "Social Cognition, Affect and the Psychology of Writing." Journal of Advanced Composition (forthcoming).
- Briggs, John. Fire in the Crucible: The Alchemy of Creative Genius. Boston: St. Martin's Press, 1988.
- Briggs, John and D. Peat. Turbulent Mirror. New York: Harper and Row, 1989.
- Calhoun, Cheshire. "Subjectivity & Emotion." The Philosophical Forum XX.3 (Spring 1989).
- Carse, James P. Finite and Infinite Games: A Vision of Life and its Possibilities. New York: Random House, 1986.
- Civikly, Jean M. ed. Communication in College Classrooms. San Francisco: Jossey-Bass, 1986.
- Csikszentmihalyi, Mihalyi. Flow: The Psychology of Optimal Experience. New York: Harper and Row, 1990.
- Field, Joanna. An Experiment in Leisure. Los Angeles: J.P. Tarcher, 1987.
- Gallehr, Don. "A Bright Idea does not Enlightenment Make," Focuses, I (Fall 1988): 36-40.
- Galway, Timothy W. The Inner Game of Tennis. New York: Bantam, 1979.
- Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books, 1983.
- Gardner, Howard. Mind and Brain. New York: Basic Books, 1982.

- Gendler, J. Ruth. The Book of Qualities. New York: Harper and Row, 1989.
- Gendlin, Eugene. Focussing. New York: Everest House, 1978.
- Ghiselin, Brewster. The Creative Process. New York: New American Library, 1952.
- Goldberg, Natalie. Writing down the Bones: Freeing the Writer Within. Boston: Shambhala, 1986.
- Graves, Richard. ed. Rhetoric and Composition: A Sourcebook for Teachers and Writers. 3rd ed. New Jersey: Boynton/Cook, 1990.
- Graves, Richard and Karen A. Carlton. "Education for the Soul: Spiritual Values and the English Curriculum." Holistic Education Review 2.2 (Summer 1989): 34-36.
- Graves, Richard. "What I Learned from Verle Barnes: The Exploratory Self in Writing." Teaching English in the Two-Year College 15.1 (February 1988): 20-24.
- Graves, Richard. "Breakthrough: The Satori Experience in the Composition Curriculum." Focuses 1.1 (Spring 1988): 20-28.
- Graves, Richard. "Zen and the Craft of Composing." Teaching English in the Two-Year College 8 (Spring 1982): 169-175.
- Hill, Carolyn Ericksen. Writing from the Margins: Power and Pedagogy for Teachers of Composition. New York: Oxford University Press, 1990.
- Hooper, Judith and Dick Teresi. The 3-Pound Universe. New York: Dell, 1986.
- Houston, Jean. The Possible Human. Los Angeles: J.P. Tarcher, 1988.
- Hughes, Elaine Farris. Writing from the Inner Self. New York: Harper Collins, 1991.
- Jaggar, Alison M. "Love and Knowledge: Emotion as an Epistemic Resource for Feminists." Gender/Body/Knowledge: Feminist Reconstructions of Being & Knowing. Eds. Alison M. Jaggar and Susan Bordo. New Jersey: Rutgers University Press, 1989.
- John-Steiner, Vera. Notebooks of the Mind. New York: Harper and Row, 1987.
- Johnston, Charles. The Creative Imperative. Berkeley, CA: Celestial Arts Press, 1986.
- Kern, Roberta. The Forgotten Art of Learning: A Book About Textbooks and the Emotional Experience of Learning from them. Dubuque, Iowa: Kendall/Hunt Publishing, 1989.
- Kohn, Alfie. The Brighter Side of Human Nature: Altruism & Empathy in Everyday Life. New York: Basic Books, 1990.
- McLeod, Susan. "Some Thoughts about Feelings: The Affective

- Domain and the Writing Process." College Composition and Communication 38.5 (December 1987): 426-434.
- Nachmanovitch, Stephen. Free Play: Improvisation in Life and Art. Los Angeles: J.P. Tarcher, 1990.
- Noddings, Nel. Caring. Berkeley: University of California Press, 1984.
- Nussbaum, Martha C. Love's Knowledge: Essays on Philosophy and Literature. New York: Oxford University Press, 1990.
- Paul, Richard. "Teaching Critical thinking in the Strong Sense: A Focus on Self-Deception, World Views, and Dialectical Analysis." Informal Logic 4:2 (1982): 4-14.
- Polanyi, Michael. The Tacit Dimension. Garden City, NY: Doubleday, 1957.
- Richards, M.C. Centering: Poetry, Pottery, and the Person. Middletown, CT: Wesleyan U.P., 1971.
- Rico, Gabriele. Writing the Natural Way. Los Angeles: J.P. Tarcher, 1983.
- Rogers, Carl. On Becoming a Person. Boston: Houghton Mifflin, 1961.
- Rosenberg, Vivian M. "Effective Reading and Affective Growth: Connecting Strategies." Freshman English Resource Notes 4.3 (Spring/Summer 1979).
- Rosenberg, Vivian M. "Introducing Affective Awareness As a Critical Thinking Skill." Teaching Thinking and Problem Solving 8 (January/February 1986).
- Rosenberg, Vivian M. Reading, Writing & Thinking: Critical Connections. New York: Random House, 1989.
- Rothenberg, Albert. The Emerging Goddess: The Creative Process in Art, Science and Other Fields. Chicago: University of Chicago Press, 1979.
- Shekerjian, Denise. Uncommon Genius: How Great Ideas are Born. New York: Penguin, 1990.
- Solomon, Robert C. A Passion for Justice: Emotions and the Origins of the Social Contract. New York: Addison-Wesley, 1990.
- Tompkins, Jane. "Criticism and Feelings." College English 39 (October 1977): 169-178.