

For the past three decades, researchers in the field of composition have focused on the processes that writers engage in as they compose a text (Faigley, 1990; Hairston, 1990). Cognitive processes have received particular attention, as investigators have attempted to understand the thought processes underlying the compositions of students (e.g., Emig, 1979; Flower & Hayes, 1981; Scardamalia, Bereiter, & Goelman, 1982). Hull and Rose (1989) noted that, the more that researchers learned about the relationship between cognition and writing, the more complex the relationship seemed to be. Recent researchers have attempted to address this complexity by investigating the connection between affective factors and writing performance (e.g., Beach, 1989; Elbow, 1993). For example, Faigley et al. (1985) argued that “beliefs and attitudes exert an extraordinarily powerful influence on writing” (p. 687). With the exception of writing apprehension, however, self beliefs about writing have received little attention from researchers in the field of composition. In 1989 Beach found self-efficacy beliefs a particularly promising avenue of research for informing writing instruction.

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- ① Citations placed within parenthesis at end of sentence separated by a semicolon. A simple citation means that the works cited support the contention being made. When there is more than one reference cited, alphabetize by first authors of each citation.
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- ⑦ When a passage is to be quoted, keep the passage close in proximity to the reference and enclose it with double quotation marks. Place the page number in parenthesis after the quotation marks. Place appropriate punctuation **after** the closing parenthesis.
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