Empowering Metacognition in the Writing Center

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**Recommended Citation**

Parsons, Katelyn; Richards, Deanna; Erb, Garrett; Angelico, Jake; and Schalk, Vic, "Empowering Metacognition in the Writing Center" (2018). *Thinking Matters Symposium Archive*. 162.  
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Abstract
Anxiety about writing often impedes students from writing. This “writing paralysis” is often seen at the Writing Center. In order to become better writers, writers need to reflect, ask questions, and practice writing. These strategies enable the development of a metacognitive process that empowers student writers to understand why certain rhetorical conventions are chosen over others. The Writing Center encourages metacognition by facilitating writing strategies with student writers. This project explores how the Writing Center’s work assists the process of metacognition by asking questions about student writing processes and drawing on students’ knowledge of different genres and intended audiences. We then consider how students can transcribe the answers to these questions into future writing.

When writers are aware that they’re making rhetorical choices, they feel more agency over their writing.

Conclusion
By promoting understanding of how rhetorical conventions differ across disciplines, and by empowering students to be aware of their rhetorical choices, we can reduce the anxiety that often inhibits the writing process.

References
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