Some threshold concepts gathered from writing studies research:  
A “believing game” or “thought experiment”

Our working metaconcept:  
Writing is an activity and a subject of study (for us and for students)

Concept: writing is a knowledge-making activity. (Heidi Estrem)

Its implications: Writing is often defined by what it is, a text, a product. Less visible is what it can do: generate new thinking…. We write to think…. These sometimes ephemeral and often informal aspects of writing are critical.

Construct an implication for what you do and what you can have students do:

Concept: writing addresses invokes and/or creates audiences. (Andrea Lunsford)

Its implications: written (versus oral) occasions, require writers to imagine or create their audience.

Construct an implication for what you do and what you can have students do:

Concept: words get their meaning from other words (Dylan Dryer)

Its implications: Social contexts of the site of language help determine their meaning; when outside some social contexts, words require more careful framing; writers are part of this meaning-making activity as they write.

Construct an implication for what you do and what you can have students do:
**Concept: assessing writing shapes contexts and instruction (Tony Scott and Asao B. Inoue)**

*Its implications:* writing assessment constructs boundaries for learning and student agency

*Construct an implication for what you do and what you can have students do:*

**Concept: writing is a way of enacting disciplinarity (Neal Lerner)**

*Its implications:* any disciplinary genre speaks to the processes by which members of a discipline shape, make distinct, and value its forms of knowledge-creation and communication, and those processes, in turn, are shaped by the histories of those genres.

*Construct an implication for what you do and what you can have students do:*

**Concept: texts get their meaning from other texts (Kevin Roozen)**

*Its implications:* texts draw meaning from a network of other texts (including non-written texts); this conflicts with Western concepts of authorship (and what students learn about it); we need to acknowledge, value, and foster connections with the different kinds of texts that animate learners’ lives beyond the classroom.

*Construct an implication for what you do and what you can have students do:*

**Concept: disciplinary and professional identities are constructed through writing (Heidi Estrem)**

*Its implications:* encountering disciplinary writing for the first time can threaten a student’s sense of self and their identification with family literacies; conversely, it is crucial for the formation of new, disciplinary identities.

*Construct an implication for what you do and what you can have students do:***