ABSTRACT

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Student Perceptions of Knowledge Transfer in the First-Year Writing Classroom
(Under the direction of Dr. Chris Anson)

This study analyzes student perceptions of knowledge transfer in the first-year writing classroom at North Carolina State University. NC State employs a “Writing in the Disciplines” approach to first-year writing. This study analyzes student perceptions of knowledge transfer by asking questions of what students think will be useful skills later on in the university and by asking them to define transfer in their own words. Through a small population of survey data, I have been able to determine these students are able to transfer, at least, “basic” skills but are perhaps not consistently transferring higher-order skills across courses, disciplines, and to real world situations. Students do perceive, however, that transfer is essential to their success in the university, and more specifically in their General Education Program courses.