The writing process first entered composition pedagogy conversations in the early 1960s as the “Pre-Write/Write/Re-Write” model by Gordon Rohman and the “Conception/Incubation/Production” model by James Britton et al. (Flower and Hayes 275). Originally referred to as the stage process model, “this familiar metaphor . . . describes the composing process as a linear series of stages, separated in time, and characterized by the gradual development of the written product” (Flower and Hayes 275). Later cognitive process theorists would criticize this model as too linear and too narrowly focused on the product: “the problem with stage descriptions of writing is that they model the growth of the written product, not the inner process of the person producing it” (Flower and Hayes 275). Such models were an attempt to answer what was, at the time, a call for “more research on writing itself,” but “Janet Emig’s *The Composing Processes of Twelfth Graders* was the first significant answer to [this] call” (Villanueva 2).

I highlighted almost exactly the same amount. Benefit of highlighting more is you have a better understanding of what is important. Benefit of highlighting less is that you tend to focus much better on the key concepts instead of unimportant details. I need to learn to highlight more.