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Abstract

University students' beliefs about themselves as writers and about the experience of learning in writing were investigated as related to writing approaches as measured by the Inventory of Processes in College Composition (Lavelle 1993). General findings included support for the deep and surface paradigm as well as variation in students' conceptions of writing, in their attitudes about themselves as writers, and in their felt need for personal expression in writing. Implications for instruction and further research are included. (HRK / Abstract übernommen) Ellen Lavelle, E-Mail: elavell@siue.edu