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Linked Writing Courses
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"Linked" courses (also "paired" or "combined" courses) share a cohort of students and, to some degree, materials, syllabi, and assignments. Linked writing courses generally entail the coupling of a content course with a writing course, such that students draw upon the materials, heuristics, and learning opportunities of one course as they write for the other. Linked courses come in many varieties and are often discussed in association with learning communities, defined by Gabelnick, MacGregor, Matthews, and Smith as "a variety of curricular structures that link together several existing courses—or actually restructure the material entirely" (19). This bibliography, however, will focus on links that couple disciplinary (or "content") instruction with writing and writing instruction. A few sources that treat cross-curricular experimentation, collaborative teaching, pedagogical or philosophical arguments related to linked writing courses are also included.

In the articles below, the designers of and instructors in linked writing courses discuss the many reasons that, as supplements or alternatives to the typical "standalone" or "general skills" composition course, linked writing courses offer students opportunities for engagement with writing and deeper learning. Steve Luebke, for instance, contends in his essay that linked courses "result in more intellectual interaction among students and between students and faculty members. They increase student involvement and create a sense of community" (1). Terry Meyers Zawacki and Ashley Williams attribute the gains in student learning that linked courses offer to the cross-disciplinary contexts opened by links, which "foster greater academic coherence and more explicit intellectual connections" (109).

As Doug Collins explains, linked courses "articulate specific connections across academic disciplines" (48). "Under ideal conditions, the linkage will be synergistic," Betty Bamberg argues, continuing:

> writing in the composition class helps students learn and understand concepts and content in the lecture class while topic knowledge and perspectives from the lecture class enable students to write compositions that have greater depth and critical insight than can usually be developed in the more limited discursive context of a general skills writing course. (10)

Moreover, Kerr and Piccioto indicate that linked courses have the potential to "provide students with a means for examining discourse itself, enabling them to gain a greater

awareness of—and thus control over—various discourse conventions" (105).

Some of the texts presented here are circumspect as well as enthusiastic. Many of the authors discuss the pragmatic issues that can arise in the development, implementation, and management of linked courses for program administrators and instructors. Others offer productive personal insights into the management of curricular experimentation on the institutional, departmental, and faculty levels. Others yet include detailed explanations of writing instruction and writing assignments offered within the linked courses they describe.

Several of the articles are difficult to separate into discreet categories—a case study may slip between a provocative argument for curricular revision, a philosophy of interdisciplinary course design, and a pragmatic how-to as it lays out the working parts of a linked-course at a particular institution. Because of this I have not sought to classify particular types of articles, preferring instead that the annotation inform readers of the shape and nature of the author's argument(s).

Anson, Chris M.; Joan Graham; David A. Jolliffe; Nancy S. Shapiro; Carolyn H. Smith

A Linked Writing Course

Scenarios of Teaching Writing; Urbana, IL: NCTE (2010), 129-140

> In this "scenario," Anson *et al.* narrate the experience of a writing instructor learning about linked courses and designing his own link. "Linked courses take some time getting used to," according to the narrator, "but they offer great opportunities to teach writing as engagement in inquiry" (130). This segment of a larger chapter on writing course design includes a syllabus for a writing course linked with "Theories of Crime," a lecture-based course in sociology. The "Issues for Discussion" section raises several claims about the benefits of linked writing courses, poses questions about the logistics of coupling content and writing courses, and offers pedagogical strategies for instructors of linked writing courses. "What kind of relation could students be encouraged to see between writing in one discipline and writing in another?" between academic writing and other kinds of writing?" the scenario asks (140).
>
> KEYWORDS: disciplinary writing, expository writing, inquiry, linked, scenario, Sociology

Bamberg, Betty

Alternative models of first-year composition: Possibilities and problems

WPA: Writing Program Administration 21.1 (1997), 7-18

> Bamberg lays out a number of pragmatic and theoretical arguments that the "New Abolitionists" have posed against traditional standalone first-year composition (FYC).

These include the concerns that standalone courses offer writing instruction that is too general to be of real assistance to students entering the very specific contexts of writing in disciplinary communities and that there is little evidence that students' FYC skills "transfer" into disciplinary writing situations. Bamberg argues that "[a]lthough the New Abolitionists have raised serious questions regarding first-year writing instruction that merit consideration, they have not examined the extent to which the alternatives proposed will resolve the issues they have raised" (7). She then turns her eye toward alternative models for writing instruction that have been developed at a number of universities in the US: writing-intensive courses, freshmen writing seminars, writing links/writing adjuncts, and content-reform movements. She contends that there is little evidence that these alternatives actually are more effective than traditional models of standalone courses and counsels WPAs to weigh local factors, such as institutional context, the level of students' writing skill, and the instructional staff available to teach within alternative models, as they may consider or seek to implement such programs.

KEYWORDS: FYC, change, alternative, abolition, basic-skills, first-year seminar, teaching fellow, ancillary, intensive, linked

Beck, Angela

Collaborative teaching, genre analysis, and cognitive apprenticeship: Engineering a linked writing course

Teaching English in the Two-Year College. 31.4 (2004), 388-398

This case study explores the benefits of collaborative teaching in a technical writing course linked to a materials lab for engineering students. Beck opens by tracing the theoretical gains to be discovered in collaboration and then moves into her own experience working with a colleague in engineering to support student writers more effectively. Assisting those who may consider designing a collaborative course that links writing work to science labs, Beck describes a number of steps in the development of the class, including the process of questioning she and her counterpart engaged in as they conceptualized activities in the writing class and subsequently redesigned the engineering lab. Of particular interest to linked course researchers may be the "best practices" Beck describes, specifically modeled to support the "cognitive apprenticeship" of the students in the lab; these include a "think aloud" protocol that modeled the problem-solving processes of engineers, as well as the extensive discussion of citation practices and work on the evaluation of sources to support the science writing of students. Beck notes that while students originally presumed she was present to copyedit their drafts, they later came to realize that she was there to help them with "figuring out how engineers work" (395). Beck ends this article by noting that the success of this link course sequence has "renewed [her] institution's interest in other forms of collaboration" (396).

KEYWORDS: two-year, teacher-cooperation, team-teaching, interdisciplinary,

linked, engineering-course, genre-analysis, cognitive, critical-thinking, apprenticeship, techcom, think-aloud, student-resources, copy-edit

Bussert, Leslie; Norm Pouliot

A model for information literacy self-assessment: Enhancing student learning in writing courses through collaborative teaching

In Mackey, Thomas P.; Trudi E. Jacobson (Eds.), *Collaborative Information Literacy Assessments*; New York: Neal-Schumann Publishers (2010), 131-149

> The librarian-authors of this essay discuss their collaborative effort with instructors of first year writing at Cascadia Community College and the University of Washington Bothell. Part treatise on self-assessment, part mixed-methods case study, the article explores the efficacy of written self-assessment as a means of helping students more effectively master elements of information literacy. The chapter begins with a lengthy literature review on self-evaluation as a learning tool for students. Drawing from Boud (1995) and Boud and Falchikov (1989), Boussert and Pouliot argue that "self-assessment can be useful for evaluating student products, performances, and processes, or used in tandem with other assessment methods for evaluating and grading student work" (135). Students were asked to produce three self-assessments related to their research activities over the course of the quarter. These assessments were read by both the faculty and the librarians. The findings of the collaborative assessment project include: enhanced student learning, the enhancement of faculty-library collaboration toward information literacy instruction, more effective communication about information literacy with students, faculty, and librarians, and enhanced visibility of library services for students and faculty. The authors conclude that the self-assessment tool had multiple benefits: "Students were able to track their learning progress and set new goals...whereas the librarian and faculty member were able to use the data to adapt and modify instruction to address students' leaning needs" (146).
>
> KEYWORDS: faculty-cooperation, information-literacy, self-evaluation, student- opinion, assignment, faculty-opinion, librarian-opinion, library, data

Canovan, Becky; Anne Marie Gruber; Mary Anne Knefel; Michele McKinlay

Many Voices, One Goal: Measuring Student Success through Partnerships in the Core Curriculum

In Mackey, Thomas P.; Trudi E. Jacobson (Eds.), *Collaborative Information Literacy Assessments*; New York: Neal-Schumann Publishers (2010), 175-211

> This essay describes an assessment project at the University of Dubuque (UD), where academic librarians collaborated with faculty to develop the outcomes

for an introductory research writing course "a required interdisciplinary course taught by full- and part-time faculty from various departments" (182). In this course, students began "with the same [shared] research question" and worked extensively with the faculty member and librarian to write a paper "using a common thesis and sources" (183). The essay includes a lengthy review of literature on assessment in higher education, information literacy skills, and classes in the core curriculum. The quantitative portion of the assessment project relied on the "Tool for Real Time Assessment of Information Literacy Skills" ("TRAILS") pre- and post-test, the results of which demonstrate a progression in students' information literacy skills. The qualitative findings of the assessment project will be useful for those considering similar models of linked or collaborative instruction: faculty and students benefitted from the collaboration, English department faculty had issues with the highly-structured and restrictive nature of the assignment, and students began to recognize the ways librarians could help them with research projects. "[B]ecause faculty and librarians work closely together," the authors claim, "they are able to model discourse in the classroom through conversation. This introduces students to the idea that learning is an active, collaborative process" (193).

KEYWORDS: assessment, faculty collaboration, information-literacy, qualitative assessment, quantitative assessment, Tool for Real Time Assessment of Information Literacy (TRAILS), research writing

Clark, Irene L.; Ronald Fischbach

Writing and learning in the health sciences: Rhetoric, identity, genre, and performance

WAC Journal 19 (2008), 15-28

Clark and Fishbach argue that discussions of linked courses often overlook the need for students to simultaneously develop their professional identities as they work toward becoming more proficient writers. To explore this claim, the authors turn to their experience developing a link between a public health education course and a course in health sciences writing and rhetoric. Clark and Fishbach discovered that students benefited from the opportunity to "'perform' as writers and speakers within a particular field or profession" (18). More particularly, the link helped student writers to reconceptualize genre as a form of "social action" as they became more familiar with the professional discourses they were learning. Clark and Fischbach subsequently consider the ways their focus on genre in the linkage put pressure on the shared term "argument," but also discuss ways that researchers have shown the term to be similar across humanities-based writing *and* scientific writing. In closing, the authors assert that their experiences with this linkage affirm that role-play is essential to an increase in professionally situated rhetorical awareness for student writers.

KEYWORDS: basic-skills, genre, health-sciences, learning-theory, WAC, linked, skill- transfer, public health course, intensive, assignment, syllabus, genre, identity,

career, performative, role-playing, interdisciplinary, argument, conflict

Collins, Daniel F.

Writing to connect through paired courses

WAC Journal 15 (September) (2004), 34-53

> Collins describes the problem-based curriculum, writing assignments, and benefits of a "thematic link" between a religious-studies course and a writing course at Manhattan College. "One of [the students'] goals in both courses," Collins writes, "was to monitor and become familiar with particular positions as readers, to look at a text from multiple perspectives and become aware of their perspectives as readers" (39). Drawing on the work of Bruce McComiskey, Kurt Spellmeyer, Joseph Harris, and Muriel Harris, Collins argues that "writing provides a new lens of exploration [for students] into themselves as social beings and the discourses that make up their worlds, a kind of reflection that develops productive ways of knowing capable of helping them succeed in our classrooms" (42). Paired courses, Collins notes, increase the likelihood that student writers will come to understand their own involvement in the construction of knowledge and to see the ways that knowledge is shaped by its relationships to social processes. Collins lists four direct benefits from linked course offerings at Manhattan College:
> 1) "[S]tudents in both courses moved beyond the traditional scope of each course" (46);
> 2) Students "wrote more," "wrote for multiple audiences," and "wrote with greater sophistication." (Collins describes this as greater "intertextuality," synthesis and methodological-awareness in the students' texts);
> 3) "[T]he building of community among freshmen students";
> 4) "[T]he building of community across faculty" (47).
>
> KEYWORDS: linked, assignment, WAC, religious-studies-course, practice, constructivist, construction of knowledge, curriculum, problem-solving, religious-studies, thematic, metaconsciousness, intertextuality

Dunn, Patricia

English 101 and Chemistry 101: Examining texts through different lenses

Conference paper, Conference on College Composition and Communication, San Diego, CA, March 31-April 3 (1993); *ERIC Document Reproduction Service*, ED 357 354

> In this paper delivered at the 1993 Conference on College Composition and Communication, Dunn discusses a linked writing course she taught at Syracuse University in the early 90's. Students studied the "ozone controversy" in a chemistry course, while enrolled in her writing course. She asked students to create a reading log, to write a summary of one of their readings from the

chemistry course and to write a critique of an additional article from the same course. Dunn notes that she had three goals for students going into the class: to "foster camaraderie among first-year students," to help students "see connections between the two disciplines," and to encourage them to be more critical readers. Dunn details the readings and writing prompts in this class and explores students' written responses. "To become critical readers and writers, students not only need to question the authority of published texts, but also to believe in the authority of their own texts," Dunn writes.

KEYWORDS: peer-evaluation, critical reading, FYC, learning-community, linked, syllabus, chemistry, interdisciplinary, Utica College of Syracuse University, project, reading, log, ozone, controversy, environmental, drafting, knowledge-making

Gabelnick, Faith; Jean MacGregor; Roberta Matthews; Barbara Leigh Smith

Learning communities: Creating connections among students, faculty, and disciplines
San Francisco, CA: Jossey-Bass (1990)

This text, the first book-length treatment of learning communities (LCs), lays out a number of important considerations of linked course models. Focusing on "concepts, strategies and outcomes," (1) the authors offer chapters on:
- LC foundations (historical, theoretical, pedagogical),
- models for organization of LCs,
- issues in LCs
- teaching in LCs,
- student responses to LCs
- faculty responses to LCs
- the prospects of LCS as curricular reform
- further resources

The authors touch on the many elements that go into designing, implementing, managing, and supporting student learning within these creative course couplings.

KEYWORDS: learning-community, linked, Evergreen College [Washington State, USA], course-design, implementation, history, model, pedagogy, student-opinion, faculty-opinion, curriculum reform, teacher-resources

Graff, Gerald

It's time to end "courseocentrism"

*Inside Higher Ed (*January 13, 2009)
<www.insidehighered.com/views/2009/01/13/graff>

Graff argues that instructors in the Humanities no longer have the luxury of the

"hermetically sealed classroom," a condition that leads to "courseocentrism," a term he defines as "a kind of tunnel vision in which our little part of the world becomes the whole." He argues that learning communities—particularly the pairing of first year composition and general education classes and/or humanities and science classes—work against the myopia of closed classrooms. Graff poses that the embrace of collaborative teaching and learning environments can help universities to work toward more coherent curricular experiences for students and support students in understanding the inherent connections in what may otherwise appear to be discrete fields of study. Graff ends by contending that learning communities are increasingly necessary to combat the ways disciplinary discourses compartmentalize intellectual life and isolate professionals from one another even within departments.

KEYWORDS: Courseocentrosim, interdisciplinarity, Humanities, Learning Communities, culture wars

Graham, Joan

Writing components, writing adjuncts, writing links

In McLeod, Susan H.; Margot Soven (Eds.), *Writing Across the Curriculum: A Guide* to *Developing Programs*; Newbury Park, CA: Sage (1992), 110-133

In this wide ranging chapter, Joan Graham discusses the pedagogical opportunities and practical considerations of linked (or "integrated") writing courses. Graham describes the design "components" of several programs, focusing on those at major institutions that link writing courses to large lectures. With these programs as a backdrop, she traces the "assumptions and pitfalls of integrated writing programs," summarizes the key features of programs flourishing at the time of her writing, and poses considerations for training teachers in these programs. Graham then turns to discussing scheduling and publicity concerns for the courses and reflects on the influences that writing links may have on disciplinary lectures, as well as the influence such programs and courses may have on traditional composition courses. Peppered with useful pedagogical and programmatic insights—for instance, "what students learn in a given component, adjunct, or link is obviously in some ways context bound—one does not learn to write once and for all, and generic 'good writing' is a problematic concept" (126)—this chapter is useful for those interested in the pedagogical philosophies and models of linked courses that flourished in the late 80's and early 90's. Graham presents a picture of the linked writing course as a major contribution to the evolution of student-centered teaching and engaged learning in the large research university.

KEYWORDS: WAC, program, change, implementation, linked, interdisciplinary, teaching-assistant, University of California, Los Angeles, University of California, San Diego, University of California, Santa Barbara, University of North Carolina, University of Washington

Grant, Michael C.; John Piirto

Darwin, dogs, and DNA: Freshman writing about biology

Journal of Science Education and Technology 03.4 (1994), 259-262

Grant and Piirto describe their work with biology students on an integrated writing assignment that "combines the goals of improved writing and critical thinking along with content acquisition in freshman biology at a large research-oriented university" (259). Students in the Honors General Biology course worked with both a writing instructor and a biology instructor in the course; the writing instructor would comment on the "shape" of the essay, as well as mechanics, usage, and other key elements of written form, while the biology instructor would comment on elements of content, such as concepts, ideas, and terminology. The authors note that the "dynamic tension [of the team-taught course] produces a positive reaction encouraging student to offer opinions when appropriate . . . to rework material on the sentence level and to explore the rethinking of their logic" (261). They conclude that, "[b]y combining elements of practice, critique, revision, connection, integration, intrinsic student interest, and structured guidance, we believe the writing component to our Honors General Biology course has resulted in major improvements in student writing, thinking, and concept retention" (262).

KEYWORDS: biology-course, linked, faculty-cooperation, team-teaching, assignment, content, MX, arrangement, problem-solving, problem-based curriculum, reasoning, honors, improvement, science-course

Griffin, C.W.

Programs for Writing Across the Curriculum: A Report

College Composition and Communication 36.4 (1985), 398-404

"Probably the most dramatic effect of writing across the curriculum on the freshman level is the recent phenomenon of the 'linked' or 'coregistered' course," Griffin writes in this report, the result of a survey of colleges conducted in 1984 (401). While Griffin does not treat linked courses at much length, the trends Griffin identifies from collected program and course descriptions are worth noting, as they demonstrate the spread of now commonly held beliefs about writing program/course design and writing instructors' goals:
- "Writing skills must be practiced and reinforced throughout the curriculum, otherwise they will atrophy, no matter how well [students] were taught in the beginning" (402);
- "To write is to learn" (403);
- "Since written discourse is central to a university education, the responsibility for the quality of student writing is university-wide" (403).

KEYWORDS: survey, WAC, writing to learn, writing skill

Hutchinson, Mary Anne

The composition teacher as drudge: The pitfalls and perils of linking across the disciplines

Conference paper, Conference on College Composition and Communication. San Diego, CA. March 31-April 3 (1993); *ERIC Document Reproduction Service*, ED 359 553

"While the objectives of linking-across the curriculum may be laudable, the program, as it has evolved, only serves to perpetuate every existing stereotype about the place of composition in the curriculum and the roll of the composition instructor in the academic setting," Hutchinson asserts in this presentation at the 1993 Conference on College Composition and Communication. Hutchinson's complaints echo the "sad women in the basement" narrative that will be familiar to any writing teacher who has studied the history and development of composition as a field: instructors in content areas expect composition instructors to act as copy editors (focusing on the sentence mechanics of student papers over ideas); composition classes (as "content-less") become dumping grounds for successive first-year initiatives; and literature maintains an unfair institutional hierarchy over composition. For the culture of linked courses to change, Hutchinson argues, "the mindset of composition faculty as a whole" needs to change. This essay will be useful for researchers seeking to mark the ways in which the cultures of linked-course programs have (and have not) advanced since Hutchinson's presentation in 1993.

KEYWORDS: linked, WAC, needs-analysis, faculty-cooperation, content-MX, part-time, cultural, disciplinary, conflict, labor, drudgery, pitfall, job-conditions, comp-lit, change

Kerr, Nancy H.; Madeleine Picciotto

Linked composition courses: Effects on student performance

Journal of Teaching Writing 11.1 (1992), 105-18

Kerr and Picciotto report on their empirical assessment of a linked course model developed at Oglethorpe University. At the time of their writing, "approximately half" of the second-semester first-year writing courses at Oglethorpe were composition courses linked to a "base course," often a survey course such as sociology, psychology, economics, or biology. This arrangement allowed them to conduct a comparative analysis of students' grades across linked and non-linked sections. Arguing that student grades could be considered a significant indicator of a student's ability with academic discourse, Kerr and Picciotto compared
- the grades given by composition instructors to the grades given by base course instructors;
- the grades given by base course instructors to students enrolled in the linked course versus students not enrolled in the linked course; and
- the overall grades of students who were enrolled in the linked course to those

not enrolled in the linked course.

The authors report that "our linked course program has been successful in helping students to improve their academic performance within specific disciplines. Students who took the linked composition courses tended to receive higher paper grades and higher course grades…than peers who did not" (116).

KEYWORDS: linked, non-linked, program, validation, data, Oglethorpe University, improvement, grades, content-course, conventions, critical distance, academic, contrast- group

Kiniry, Malcolm; Ellen Strenski; Mike Rose

UCLA

In Fulwiler, Toby; Art Young (Eds.), *Programs that work: Models and metaphors for writing across the curriculum.* Portsmouth, NH: Boynton/Cook (1990), 29-43

Kiniry, Strenski, and Rose begin their chapter by discussing how the linked-course program at UCLA was developed to offset the paucity and pedagogical narrowness of writing-instruction in undergraduate classes on campus: "many undergraduate courses don't assign writing, and when it is assigned, it is more often used as an evaluative tool rather than a pedagogical one" (30). Their writing program's answer to the increasing need for writing instruction was Writing Intensive English (English 100W), "offered as a two credit course attached to a specific course in another discipline, and…taken by a portion of the students in that base course" (31).

A mid-section of the chapter is dedicated to "theoretical/philosophical foundations" of the writing program at UCLA, including the linked-courses; these ideals include the notion that writing must be integrated into the learning goals of the course, that writing instruction is more effective when assignments are scaffolded, and that instruction in writing must include instruction in reading (35). The authors describe three of the courses at UCLA at the time of writing—"English Composition, Rhetoric, and Language," "Intermediate Exposition," and English 100W "Intensive Writing." They wrap up the chapter with a discussion of the "future" of writing across the curriculum at UCLA.

KEYWORDS: University of California, WAC, Los Angeles, linked, scaffolding, intensive, ancillary, program, pedagogy, reading, future

Kirsch, Gesa

Writing Across the Curriculum: The Program at Third College, University of California, San Diego

WPA: Writing Program Administrator 12.1 (1988), 47-55

As the title suggests, Kirsch describes the writing program at Third College, UC-San Diego in this article. Established in 1985, the program connected with "13 general-education courses in four areas" via "adjunct courses" a form of writing link (48). Kirsch quotes Susan Peck MacDonald (then "the composition specialist who coordinates all writing sections") who reported, "writing [in the program] allows [students] the repeated rehearsals, the opportunity to apply concepts, and the opportunities to gain feedback that are critical to their mastering. . . news ways of thinking" (50). Kirsch details typical writing assignments in the courses, such as writing to learn assignments and academic journals, and the basic requirements of instruction in the program, conferencing, peer workshopping, revision of key assignments, and collaborative assignment design. The essay also includes sections on student evaluation of the program and administrative issues; students rate the program favorably and the most pressing administrative issues concerned training, workload, program autonomy, and faculty cooperation.

KEYWORDS: administrative issues, student evaluation, training, writing adjuncts, , workload, Writing Across the Curriculum

Levine, Mark F.; Paul W. Guy

Freshman linked cohort classes in the study of business: Results of performance and graduation in business

Journal of College Teaching and Learning 03.1 (2006), 55-64

The authors of this study measured the efficacy of using "cohort linked freshman courses" (55), particularly an English composition course linked to a course in international business, to measure the success rate of students who had completed this linked-course. The authors examined the connection between student enrollment in the linked course and higher graduate rates in business and higher "performance in the study of business," (62) than students in the control group who were not enrolled in the writing-business link. "Success" in this study was measured by the student's final grade for the course. At the end of their study, the authors conclude that "there is no statistical evidence that students in linked cohort classes performed better or had a higher graduation rate in business than those students in the control group" (62).

KEYWORDS: linked, outcomes, learning-community, curriculum, FYC, international business, business-course, graduate-rate, GPA, contrast-group, data

Luebke, Steven R.

Using linked courses in the general education curriculum

Academic Writing: Interdisciplinary Perspectives on Communication Across the Curriculum (May 7, 2002) <http://wac.colostate.edu/aw/articles/luebke_2002.htm>

In this case study of a pilot project at the University of Wisconsin-River Falls, Luebke explores the challenges faced in developing a link between a first-year English and an Environmental Studies course. The goal of the linked-course was to challenge students to see connections across the disciplines, while also building skills important to both classes. Leubke comments on the "significant preparation" necessary to teach in a linked course model (3) and notes the time commitment involved for both instructors. He speaks to the institutional obstacles that linked courses may face, relating that the territoriality of faculty can complicate teaching in linked courses. He also discusses the assessment of the pilot link and the quite positive perceptions of students in the linked courses. He concludes that the advantages of linked course outweigh the difficulties of reorientation and on-going negotiation that may arise when a new link is implemented. This article's cautionary information about the issues entailed in linking courses is useful for researchers, program administrators, and instructors alike.

KEYWORDS: gen-ed, program, linked, WAC, interdisciplinary, WID, learning-community, pedagogy, response, University of Wisconsin - River Falls, environmental- science-course, student-opinion, data, program-validation, turf, institutional

Mendez, Beatrice; Sylvia R. Taube

Mathematics and Writing: Linking problem solving and composing strategies

Journal of College Reading and Learning 27.3 (1997), 108-118

Led by research suggesting that when students write "in mathematics classrooms [it] improves [their] ability to communicate their ideas with clarity and to reflect on their thinking processes," Mendez and Taube linked a developmental mathematics and developmental writing course. They focused students on problem-solving in both courses, noting that "The connection between writing and mathematics is most evident when writing is viewed as a problem solving activity." Mendez and Taube's work in this linked course model leads them to conclude that:

> (a) developmental mathematics and writing students need instruction that supersedes mere presentation of the course content, (b) students' feelings and anxieties about the subject matter can be an integral part of instruction, and (c) collaborating with colleagues from different disciplines can be a valuable way of gaining fresh views of the content and skills in our own discipline.

KEYWORDS: interdisciplinary, learning-community, mathematics-course, problem- solving, assignment, student-opinion, linked, faculty-cooperation, basic, apprehension

Samsa, Gregory; Eugene Z. Oddone

Integrating scientific writing into a statistics curriculum: A course in statistically based scientific writing

American Statistician 48.2 (1994), 117-119

Samsa and Oddone argue that "writing should play an increased role in statistical education and that this can be best accomplished by distributing exercises in writing and critical appraisal throughout the curriculum" (117). They describe a master's level lecture course in statistics linked to a course based in discussion and data analysis. "Over time," they note, "the course's emphasis shifted from the writing process itself toward issues of analysis strategy and other points of statistical methodology" (118). The authors find that "writing is an excellent mechanism for identifying students' strengths and weaknesses" and that "students can use a linkage-based model to write more effectively" (119). They further recommend the variation of writing assignments and keeping the assignments close to the student's own goals.

KEYWORDS: statistics-course, WAC, graduate, masters, linked, data-analysis, process, discussion, science-writing, diagnostic, assignment, syllabus

Shapiro, Nancy S.; Jodi H. Levine

Creating learning communities: A practical guide to winning support, organizing for change, and implementing programs

San Francisco, CA: Jossey-Bass (1999)

Intended to be a "pragmatic blueprint for creating a learning community" (according to the back cover blurb), this book draws from recent longitudinal research, theories of collaborative learning environments, "nuts-n-bolts" advice and the reflections of the authors on their own experiences in learning communities (LCs). Useful for those researching the benefits and functional design of learning communities, as well as administrators and instructors seeking to build local partnerships for collaborative learning (while avoiding turf-battles), the book focuses on the logistics of design, funding, staffing, and program management.

Chapters focus on:
- The theoretical and pedagogical benefits of LCs
- The types and models of LCs
- The importance of campus cultures to burgeoning LCs
- Issues of curricular development in LCs
- The change LCs may effect in faculty roles and rewards
- The evaluation and assessment of LCS
- LC's impact(s) on students, faculty, and institutions
- Final reflections on the creation of LCs

KEYWORDS: learning-community, program-design, implementation, cost, funding, teacher-cooperation, team-teaching, collaborative, learning-theory, review-of-research, longitudinal

Sills, Caryl K.

Paired composition courses: "Everything relates"

College Teaching 39.2 (1991), 61-64

> Sills notes that paired courses assist students in becoming aware of the "connections among ideas and issues across disciplinary boundaries, and [helps] them gain intellectual sophistication by confronting and assessing multiple perspectives" (61). She discusses the linkage between an English Composition course and Introduction to Sociology, where "the professors were free to design two separate but related courses that would serve the goals of both the English and sociology departments" (61). In this link, "we focused on interpreting and communicating information as a component of the learning process," Sills writes; moreover, "accurate and effective use of language became a means of knowing sociology, rather than a separate exercise called 'writing'" (62). Sills comments that paired courses require a greater time commitment from faculty and that the relationship between the two courses must be actively managed by both instructors. Working together, the two faculty members can find an appropriate balance for "pacing, methodology, and goals" (64).
>
> KEYWORDS: Monmouth College [New Jersey], linked, FYC, learning-community, sociology-course, WAC, comparison, text-analysis, argumentation, student-attitude, faculty-commitment, disciplinary, write-to-learn

Stoller, Fredericka L.

Time for change: A hybrid curriculum for EAP programs

TESOL Journal 08.1 (1999), 9-13

> Stoller describes a learning cluster (or "hybrid curriculum") oriented toward students enrolled in English for Academic Purposes programs that would facilitate the "turning away from discrete-skills instruction and toward new approaches, including content- based instruction, to meet. . . students' academic content-learning and language skills needs" (9). A program that works only on language or study skills, Stoller argues, "deprives students of the valuable experience they could derive from a content-based course that integrates skills instruction and holds students accountable for sustained content learning" (10). Stoller asserts that a hybrid curricular model would meet the needs of students to build language skills, academic skills, and acculturation by simultaneously offering (and creating linkages between) a core content-based course, a reading lab, a writing tutorial, an intercultural communication workshop, a 2-hour session watching videos related to the content courses, computer skills training, and a TOEFL preparation course.
>
> KEYWORDS: ESL, EAP, academic, curriculum, linked, academic, acculturation,

skill, pedagogy, hybrid curriculum, acquisition, study-skills, learning-community, content- course, reading, wcenter, intercultural, workshopping, skill-transfer

Tchudi, Stephen; Stephen Lafer

The interdisciplinary teacher's handbook: Integrated teaching across the curriculum

Portsmouth, NH: Boynton/Cook (1996)

Tchudi and Lafer argue that "Curriculum aimed at strengthening decision-making ability is bound to look different from curriculum designed to inculcate students in particular contents" (210). This book calls for widespread curricular reform towards interdisciplinarity and integrated teaching methods; it offers philosophical and practical models especially useful for those researching how linked courses might be used by students and instructors to break down, cross, or examine disciplinary boundaries. Citing Ivan Illich, Tchudi and Lafer claim that the deepest learning opportunities cast the field of knowledge as a web, "a fine metaphor for those situations encountered in life that present human beings with a need to think and learn" (21). Chapters touch on definitions and redefinitions of the disciplines/disciplinarity, strategies for curriculum revision, and making learning active, while the last half of the text offers a number of "jump starters" for instructors seeking assignments that draw on different ways of knowing and doing. A small section devoted to writing offers a pedagogical approach to writing instruction (now standard in composition and increasingly standard in courses that instruct writing across the curriculum) that will be helpful for those seeking to assist instructors new to teaching writing, particularly in disciplinary or interdisciplinary situations.

KEYWORDS: WAC, interdisciplinary, linked, handbook, integrated curriculum, curriculum reform, assignment, 'jump starter', learning-theory, pedagogy, critique

Turner, Brian; Judith Kearns

Writing and reading history: Teaching narrative in a linked writing course

Journal of Teaching Writing 15.1 (1996): 3-24

In this essay, Turner and Kearns argue that models of WID/WAC classes, such as linked courses, have a "potential for transforming our pedagogical practices [that] has hardly been tapped" (3). They describe a personal narrative writing assignment for students in a linked history-composition pair that "bridges the gap between research on disciplinary discourse and the curricular goals of a first-year composition course" (4). The authors asked students to narrate the events that led to their enrollment at the University of Winnipeg, while "demonstrate[ing] an awareness that personal choice is not the only factor shaping one's life, that individuals are shaped by larger forces" (10). Focusing on "narration" as a means of understanding the construction of

historical accounts, the authors formulated their assignment following a framework laid out in J. H. Hexter's article "The Rhetoric of History" (1968). Hexter's framework suggests that effective historical narratives entail a terminal point, starting point, turning point, historical tempo, expansions or contractions of scale, predominant mode, and maximum impact. To increase the likeness of the autobiographical writing to more traditional historical narration, Turner and Kearns asked students to write this essay in the third person. The writing exercise "proved a catalyst for thoughtful narration" (17) and "prompted students to explore a range of devices which would allow distance from their own experiences" (18). The authors conclude by asking readers to rethink the "badly formulated opposition[s]" (Graham quoted in Russell) that underwrite assumptions about the separation of writing to learn from disciplinary writing; they argue that their experiment with autobiographical writing (a form of writing easily presumed to be "expressivist") led students to a stronger "insider" understanding of writing for history (a form of disciplinary writing) than might have originally been supposed.

KEYWORDS: historiography, rhetorical, interdisciplinary, linked, narration, academic, expressivist, history-course, personal, assignment, insider, third-person, plot-line

Wardle, Elizabeth A.

Can cross-disciplinary links help us teach 'academic discourse' in FYC?

Across the Disciplines 01 (July 27, 2004)
<wac.colostate.edu/atd/articles/wardle2004/>

> Wardle describes "a number of contradictions and resultant constraints" revealed in a study of teachers in a linked FYC program at "Midwestern U." Using activity-theory analysis, Wardle uncovers three contradictions that instructors in the linked course negotiated with differing degrees of success.
> - distinctions between the teachers' unofficial motives and the official program motives
> - the replacement of writing in disciplinary genres with writing about disciplinary topics
> - a mis-recognition of English Studies genres as generic academic forms
>
> These findings lead Wardle to claim that "before learning community FYC teachers can fully utilize the resources available to them in cross-disciplinary links, they must first come to a meta-awareness of the nature of genres…the varied genres of the university, and an acceptance of the legitimacy of non-English genres as academic discourse" (16). Wardle's conclusions are useful for those researching the ways in which linked courses require instructors to rethink the pedagogical centers and goals of their teaching practices.
>
> KEYWORDS: activity-theory, interdisciplinary, WAC, WID, FYC, linked, learning-

community, teacher-motive, program, contradiction, academic, genre, teacher-awareness

Wilkinson, A. M.

A freshman writing course in parallel with a science course

College Composition and Communication 36.2 (1985), 160-165

> Wilkinson describes the linkage of a writing course with a biology course at Cornell University, focusing on the goals, writing assignments, disadvantages and advantages of the linked course. The section on the writing assignments in the linked course offers a useful description of writing assignments. The sections on the disadvantages and advantages of the writing link may be useful for those administrators or instructors negotiating structural issues and writing assignments in linked courses. Wilkinson relates that issues with subject matter and expertise can be challenging for writing instructors unused to linked course models, but she argues that the advantages for student writers far outweigh these challenges. Wilkinson concludes that "the collaboration between science faculty and writing faculty makes 'writing across the curriculum' more effective than the separate efforts of either" (165).
>
> KEYWORDS: FYC, interdisciplinary, biology-course, science-writing, linked, needs- analysis, Cornell University, objective, teacher-cooperation

Williamson, W. J.; Phillp Sweany

Linking communication and software design courses for professional development in computer science

Language and Learning Across the Disciplines 03.2 (1999)
<http://wac.colostate.edu/atd/archives.cfm?showatdarchives=llad>

> Among the very useful information conveyed in this case-study of a communication course paired with a software design course is the advice for planning out new linkages. Williamson and Sweany recommend
> * setting aside enough time to effectively plan the curriculum as a team
> * setting aside time for any necessary faculty development work
> * giving students the opportunity to work with real life clients and on real world projects
> * visiting each other's classrooms as often as possible
> * promoting similar approaches to such links within departments.
>
> KEYWORDS: linked, communication-course, computer-science-course, software-design, practice, retraining, teacher-cooperation, faculty-growth, real-life, visitation

Zawacki, Terry Myers; Ashley Taliaferro Williams

Is it still WAC? Writing within interdisciplinary learning communities

In McLeod, Susan H.; Eric Miraglia; Margot Soven; Christopher Thaiss (Eds.), *WAC for the New Millennium: Strategies for Continuing Writing-Across-The-Curriculum-Programs*; Urbana, IL: National Council of Teachers of English (2001), 109-140

> Taking up the learning community as a "curriculum change agent," this book chapter moves from a discussion of the broad pedagogical rationales for linked courses, to a description of the structural variations in linked courses, to a lengthy discussion of linked courses at New Century College (an experimental college attached to George Mason University), to a section on assessment of writing in learning communities. Simultaneously a discussion of the principles that have informed WAC programs since the inception of the field and an exploration of the ways linked courses require students, faculty, and program administrators to (re)negotiate writing and writing assignments, this chapter will be useful to researchers seeking to identify and understand the points of praxis at the center of any successful writing program. Zawacki and Williams close by noting that linked courses require administrators and faculty to "attend carefully to understanding what students see as their purposes in writing" (132), to seek a stronger understanding of what and how students learn in relation to program objectives (133), and to the ways in which writing instruction can be enacted as a "central mode of learning in a learning-centered pedagogy" (137).

> KEYWORDS: WAC, WID, definition, linked, program, objective, interdisciplinary, learning-community, George Mason University, New Century College, change, write-to- learn