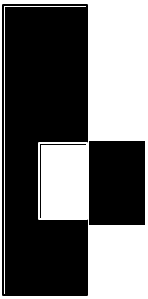

Drawing Connections Across Education: The Freiburg Writing Center Model

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A German Academic Exchange Service (Deutscher Akedemischer Austauschdienst, DAAD) visiting position recently brought me to Germany, *"the country of poets and thinkers."* Whenever I hear this phrase, which is intended to highlight the prevalence of literary and philosophical discussion there, I nod and add for myself: "…and a place where one likes to regard *poets and thinkers* as *geniuses* and where writing is still generally understood as something that *cannot* be taught."

However, considering the increasingly rapid turnover of knowledge and the growing need for multi-functional writing skills for successful knowledge management, including reflective practice and lifelong self-directed learning, the attitude that writing is more of an innate than learned skill has started to change, albeit too slowly. In this article, I will analyze the preconditions for a faster change regarding the redefinition of writing in higher education, on the level of the individual learner and instructor as well as within the frameworks of curriculum and institution. Based on this analysis, I will suggest a model for how to adapt the basic ideas of U.S. writing across the curriculum (WAC) in Germany.

Precondition: Resisting the foreign?

After I finished a study on American writing pedagogy in 1994 (Bräuer), my efforts to bring some of the findings back to my home country were frustrated, even though its tax-payers had generously financed my research over eighteen months. While individual aspects, such as writing techniques and methods of enhancing composition and creative writing, were

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always welcome in workshops for in-service school teachers and college faculty, suggestions of a more fundamental, structural kind were usually viewed with great suspicion. For example, Donald H. Graves' idea of portfolios as an assessment alternative in grade schools or Peter Elbow's and Pat Belanoff's portfolio concept for colleges (Belanoff and Dickson), were often interpreted as a threat to "objective" grading, despite the fact that the process approach to writing (Flower and Hayes) had been part of teacher training in Germany for many years (Baurmann and Ludwig). My effort to introduce a writing center model ended with the same debacle, once even being described by a school administrator as "*cultural imperialism*." This, again, happened despite the fact that the method of project learning as a very similar form of independent learning had been practiced in German classrooms for decades (Frey). These two examples make obvious the reasons why I did not bother to suggest freshman composition as an opportunity to overcome the significant differences in writing abilities that also exist among German students both at high school and university.

A lesson to start with: Change from within.

At about the same time of my failures, Andrea Frank (University of Bielefeld), after a brief visit in the US, started the first university writing center in Germany. In contrast to me, who argued most directly from the perspective of someone who had started to identify with the rich experience of U.S. writing pedagogues, Frank successfully combined her overseas impressions with home-based writing research and pedagogy—personified in the first director of the Bielefeld writing center, Gabriela Ruhmann, who is one of the pioneers of European writing pedagogy in higher education. The *Schreiblabor Bielefeld* had started successfully to construct its own history.

The examples set by Frank and Ruhmann and the fact that I now, after several years of teaching and publishing within the discourse community of European writing pedagogy, have also gotten a chance to help implement a college writing center, demonstrate quite clearly that a structural change in institutions needs to grow directly out of existing structures and their cultural contexts, even though outside challenge can often be an important first step toward something new. Following latest research in school development

(Bryk et al.) and in qualitative management (Dubs), the key to successful institutional change of a dimension like redefining writing *across the curriculum of an entire university*—and thus influencing an entire system of higher education—requires the purposeful establishment of various levels where the people involved in existing structures can learn to adapt to new ideas and can actually participate actively in the change. A most recent article by Andrea Frank (et al.), where she summarizes the strategic development of the *Schreiblabor Bielefeld*, stands as an insightful example of a gradual approach to institutional change.

Adapting WAC: The Freiburg writing center model

The starting point for my effort to set up a college writing center in Freiburg is somewhat similar to where I began my work in 1994: I am again an outsider to the extent that I am trying to implement what is for Germany a still rather foreign concept of an extra-curricular facility—a writing center—from which I want to initiate a fundamental change in the attitudes of students and faculty toward the role of writing in their learning and instruction. Due to the basic differences between U.S. American and German higher education, such as the (non-) existence of freshman writing courses and general education requirements, my model of a writing center is neither the equivalent of a traditional WAC program of the kind described by Fulwiler and Young or McLeod and Soven nor will it try to be a substitute for the latter. Nevertheless, my model fosters the two centerpieces of WAC—*writing to learn* and *learning to write disciplinary discourse*—in the following ways:

- Tutors: They facilitate their peer writers within specific disciplines and share their experience (reflexive practice about their own learning process as tutors and writers) in an ongoing workshop with the aim to further develop advising strategies and materials for self-help and the drop-in service of the writing center.
- Faculty: They develop, with help from the writing center, discipline-specific writing-intensive courses, share their experiences in an ongoing, cross-disciplinary discussion group, and further define college requirements for writing and the assessment thereof.

The linking tool between the discipline-specific tutorials and the writing-intensive courses is a college-wide portfolio assessment system that demonstrates to the individual student and instructor the notion of writing as a mode of learning that unfolds in short- and long-term processes.

WAC as a *connecting principle* within and among educational institutions is applied in my writing center model through the project method (Kilpatrick) with theory-practice learning as its theoretical framework (Kolb):

- In school-run writing/reading centers, which will be set up simultaneously with the emergence of the college writing center, student teachers facilitate local grade school learners in their work on discipline-specific projects
- These learners will design the projects, carry them out, and reflect on their results, with the aim of fulfilling the requirements and standards of their individual level of education.
- Back in their original group of learners, they will present their findings, both on the content level of the projects as well as on the level of project design. They will conclude by developing alternative views of their current projects, which might be applied later to the benefit of similar tasks.

Lessons taught by writing history

Let me explain in the following which aspects in the development of writing pedagogy in Germany could be more or less beneficial for the application of the writing center model I described above. I want to pursue this brief historical foray, although I am aware of the fact that institutional and cultural particularities will also influence the qualitative outcome of my project, not to mention the impact of my own performance. Through this historical excursus, I hope to indicate the specific character that WAC, as an *educational principal*, has currently assumed in German higher education and what this character might become in the near future.

Ideas about writing in higher education had to go a long way in Germany (for another perspective on this topic see Russell et al.), before they finally emerged as part of institutional structure. Beginnings can be traced back to the late 1970s and early 1980s when, based on the concept of *action*- or *production*-oriented instruction in the training of language

and literature teachers (see for example Mattenklott; Fingerhut), a few faculty started to offer mostly obligatory courses in "kreatives Schreiben" for students in order to provide them with first-hand experience with the emergence of texts, often in literary or experimental genres (see Rau for an overview of courses at German universities during the 1980's.).

Lessons one and two: Don't underestimate long-lasting resentments, but don't overlook things that have already changed.

An immensely controversial discussion about the role of writing in a heavily reading-centered curriculum of "Germanistik" (Kliewer) marked the emergence of a new field within German Studies—the Didactics of Teaching Language and Literature—that has since helped to pave the way to a more complex view of text production in general, including foreign and second language education. A most recent publication by Westbury (et al.), the first one on the latter topic in English, captures the pioneering role of German "Didaktik" in teaching as a reflective practice.

Over the past decades, this new pedagogical view has materialized in writing research (Merz-Grötsch, Volume 1) and in curricular reform for primary and secondary schools (Merz-Grötsch, Volume 2). Two general insights were especially significant for the theory and practice of school didactics in language and literature since the late 1980s: a) process writing and b) writing as a mode of learning. The *process approach to writing* in Germany differs little from what is known under this term in the U. S.: whatever text might be aimed for, its production is understood as work in progress that triggers a dynamic system of different phases, which, when compared between writers, show rather similar overall functions but are in fact carried out with highly individualized strategies, methods, and techniques. These phases, such as prewriting, drafting, and rewriting, have been further described and developed by German scholars in various writing process models (for a summary of these models see Merz-Grötsch, Volume 1), all more or less following the blueprint of the model by Hayes and Flower.

The understanding of *writing as a mode of developing knowledge* (Emig) has long been limited to what German writing experts call "kreatives Schreiben" (not to confuse with the English term *creative writing*, because "kreatives Schreiben"

is *not* limited to literary genres), a collection of methods and techniques to write texts playfully, often intuitively. This rather narrow view caused—and still causes—strong resentments and a tendency to stigmatize writing as something not quite academically "serious," especially among those who still favor reading in the curriculum of "Germanistik"

Lately, this long-lasting position has started to weaken in the light of a Europe-wide emerging discipline called *academic writing* (Björk et al.), which defines writing as problem-solving (Jakobs and Knorr). In this recent writing-to-learn concept, techniques of "kreatives Schreiben" no longer stand alone; instead they now serve specific functions within the problem-solving process. Prewriting activities, explorations of a topic, and devices for overcoming writing blocks are all examples of the latter (Kruse et al).

Lesson three: Don't assume more than there actually is.

The title of the first edited volume on academic writing in the system of higher education in Germany, *Schreiben in den Wissenschaften* (Writing in the Disciplines) gives, at first sight, the impression of the emergence of something rather similar to WAC. The book title can be especially misleading when read from the perspective of the WAC classic, Young and Fulwiler's *Writing Across The Disciplines*, and Russell's WAC history, *Writing in the Academic Disciplines*. While some authors in the German publication analyze general problem-solving writing (and reading) strategies in terms of rhetoric (based on examples from various disciplines), others outline pedagogical concepts for the instruction of the strategies mentioned above. What seems missing from a traditional WAC perspective is what another German scholar, Harald Weinrich, observed already a few years earlier as "a lack of linguistic observation that should be an immanent part of the research of an academic discipline" (6, my translation.). This kind of linguistic awareness within the disciplines could eventually lead to the type of questions that have been raised by American WAC research whenever issues of writing are being compared *across* the disciplines:

a) What are the differences (and similarities) of writing in disciplinary discourse?
b) Do these differences need discipline-specific writing strategies?

c) What are the pedagogical implications for writing instruction in the various disciplines? (see Young and Fulwiler, Foreword)

Despite the numerous and manifold theoretical and practical insights that have led toward a more complex understanding of writing, this understanding has not significantly improved the overall role of writing in higher education. Because of a "Germanistik" curriculum that has to the present required a hefty specialization in literary theory and history, where writing is still seen more or less as an act of literary genius, teachers enter their profession without the incentive or the actual preparation needed to put into practice what has been in place in grade school writing curricula for the past twenty years. Even though the new forms and content could actually foster process writing, they are often carried out in a standard-driven and instructor-dominated classroom, where students are concerned about writing for grades instead of fully engaging in the underlying writing processes. It is often only through additional training of in-service teachers, which, unfortunately, is not mandatory, that product-driven instructional practices are altered over time. All these critical aspects mentioned above add to the reasons of why the recently published *PISA* study (Programme for International Student Assessment) on the quality of elementary and secondary education shows a catastrophic result for Germany's students, especially in regard to their ability to understand texts and apply what has being read to problem-solving processes (Baumert).

The discrepancy between the content of teacher training programs and actual instructional practice in schools does not come as a surprise. The split between subject matter knowledge (what has been learned about a particular discipline) and pedagogical content knowledge (what has been learned about the methodology of this discipline) remains great in the professional development of a teacher (Shulman; van Driel et al.). This is a) due to the fact that teaching is a multifaceted task, whose mastery is rather difficult; and b) due to the time-intensive character of any conceptual change, understood as a reshaping of experience into new cognitive correlations (Posner et al.), which can eventually initiate behavioral consequences.

Lesson four: The power of writing needs to be demonstrated strikingly to administrators and policy makers in education.

As I indicated earlier, until the mid-1990s there was little to no serious interest at German universities, even among administrators and policy makers in higher education, in establishing writing in the college curriculum. This maintained the myth of students who mysteriously turn themselves into academic writers over the course of many years of struggling anonymously against writing problems and being mostly unaware of their causes (see Ruhmann, *Schreibproblemen auf der Spur*). A recent study revealed that 81.3% of 283 students at the University of Freiburg have experienced problems with academic writing, which led 21.9% to giving up their take-home exam (Dittmann et al., 15 f.).

After the *PISA* study many diagnose a *Why*-Hans-*can't read* literacy crisis in Germany, and the blame toward a seemingly insufficient preparation of academic writers during the last years of high school has been going on for at least a decade. On the other hand, administrators and politicians never seriously questioned the lack of official writing instruction and consultation at the university level. Again, it was not until the mid-1990s that this situation began to change when the state of Nordrhein-Westfalen implemented a series of "Leuchtturmoprojekte, "(*light house projects*) or -writing centers at large universities (the first one coming in 1993 at Bielefeld), with the aim of setting an example for institutional change toward more extra-curricular, skill-oriented learning and instruction, thereby shortening the hefty amount of time usually needed by German students to complete university degrees.

What started as a result of a financial motive to save on state funding for long-time students has been proven by cognitive science to be beneficial for learning in many ways: writing centers, with their strong emphasis on reflective practice, help students *and* faculty raise the level of their awareness regarding their own learning and instruction. They not only provide the skills for independent work but also for the self-assessment thereof in order to make self-regulation steadily efficient. Empirical research has shown this interconnectedness needs to be taught, especially among freshman students, who, according to a study by McCune, show little overall development in their learning styles, and have only little motivation

to change, which is mostly due to a lack of knowledge about their ways of learning. In my opinion, it is part of the university's responsibility to give students a chance to recognize these traits as early as possible in their college careers. Peer tutoring, as the heart of many writing centers, and mentoring at schools seem to provide this kind of chance to grow as learners.

Lesson five: BA and MA programs need extra-curricular opportunities for the improvement of study skills such as writing.

Today, in the context of an increasingly stronger national and international force toward curricular and administrative reform in Germany's system of higher education (see Welbers), the interest in writing instruction is greater than ever, but it remains concentrated at only a few universities in Germany and driven by enthusiastic individuals rather than by the disciplines to which these educators belong, such as education, psychology, sociology or applied linguistics. Among these supporters for writing in higher education, there are only a few from "Germanistik," where faculty members may still be risking their reputation as "serious" scholars by becoming too involved in the promotion of writing consultation and instruction. These resentments exist despite the rather obvious fact that under the recently launched international BA and MA programs there will be too little time to learn how to write academically the old-fashioned way, namely through trial and error over many years of painful writing experience.

The dilemma between the growing need for writing and the lack of willingness among the academic disciplines to take on an appropriate measure of responsibility seems discouraging at first glance but can actually be a chance to develop extra-curricular structures, content, and organizational frameworks aside from the tiring battles of claiming space within a traditionally structured academia.

Lesson six: Writing support should be used as a means of strengthening the independent learner.

In the light of the latter situation, I am tempted to see the overall preconditions for my project in Freiburg as quite advantageous for something new to emerge that might even go a step beyond its American counterpart. In the context of U.S. writing history ("myth of transience," see Russell, 9), I am

not worried about the resentment in German higher education toward any required composition course. Brief introductory workshops on basic study methods and learning techniques can also ease students' transition from high school to college and still are much more flexible toward the needs of a small group of students than any regular freshman writing seminar. In-depth writing instruction is later on being taken care of by writing-intensive courses that introduce the character of a specific academic discourse. Toward the end of a study, thesis-writing workshops can help with general questions of how to design a larger text based on the experience each writer will bring from her writing practice in the disciplines. From this curricular perspective, to keep study skill workshops and thesis writing workshops facultative will *not* be a disadvantage for the students but rather a challenge for strengthening their qualities as independent learners.

Lesson seven: Search for strong, promising partners and connect them with each other to multiply their potential.

Looking for those who have included writing as a full-fleshed topic in their discipline, I currently see three potential partners at the university:

a) German language (first and second) and literature didactics as part of teacher training programs,
b) centers for didactics in higher education,
c) and student consultation centers.

All three areas have been using the writing process approach for quite some time now, which includes a growing understanding of writing as a mode of learning. Each potential partner by itself seems ideal for a long-term change of the role of writing at German universities but is actually too weak, given its position within academia, to alone make the change happen. Taken together the potentials of all three create a promising platform from which to start. The first partner prepares educators who will change the mind-set of future generations of college students in regard to writing. The second challenges university faculty's way of teaching; ideally, a few years from now a highly active college student generation will meet instructors with a very different attitude toward writing. The third partner focuses on all those who are yet unable to see writing problems as one possible reason for low study performance. In the latter case, writing is also used as a tool for general study consultation and, as such, strikingly

demonstrates to the student its function as a medium to gain insights. It is the overarching nature of all three areas mentioned above that helps a great deal to establish writing consultation and instruction as a cross-disciplinary entity.

After having talked about the possible impact of German writing history on the establishment of a writing center in Freiburg, I want to now move on to discuss the role this center could take on in the future within the college, in regard to local school education, and in connection with the regional community of writers.

Further defining functions and connections of the writing center

As a consequence of the preconditioned advantages and disadvantages mentioned above, I envision the Freiburg writing center in the role of an initiator for the following specific functions and connections:

Inner network of writers:

- introductory workshops in academic writing (and reading) skills;
- training and supervision of tutors;
- discipline-specific tutorials (including foreign/second languages);
- faculty development workshops (introduction to the process writing approach);
- support groups among faculty within a discipline for the development and maintenance of writing-intensive courses;
- independent workshops for literary writers, for self-awareness groups, as part of social work, etc.;
- initiation and support for cultural events;
- and drop-in writing/teaching consultation for students and faculty.

Comment: As with any other institutional change, the role of writing in higher education will develop only as much as people associated with the university—students, instructors *and* administrators—will redefine writing for themselves. Therefore, offering workshops where writing can be experienced in ways specific for each individual group seems crucial in developing a constructive and open atmosphere that is necessary for curricular and organizational intervention. Cognitive science has shown that conceptual change (Posner et al.) as a

starting point for adaptation in the thinking and action of a person can be triggered through outside stimulation, which means in more concrete terms that a certain quantity of experience with *process writing* and *writing to learn* among the population of an institution is needed in order to reach a new qualitative level of understanding (and action) about the role of writing for learning. Two strands of events seem especially crucial for the context of German higher education:

a) training of students as writing tutors within their disciplines;
b) and training of faculty to include writing instruction into their discipline-specific teaching and to initiate and coordinate writing-intensive courses among their colleagues.

Both directions of mentoring stimulate reflective practice, and recent empirical research (Wertheim and Fresko) has proven reflective practice to be beneficial in the following areas: learning about learners, improving instructional skills, and increasing self knowledge (including insights about effectiveness as instructor or student).

Instead of mandatory freshman composition courses, I envision a workshop in writing-to-learn techniques in the first half and a discipline-specific thesis-writing workshop in the second half of each semester. With every new writing-intensive course coming into existence, the demand for these two introductory workshops should grow over time.

As a counterpart to this rather discipline-specific focus, I see the existence of a drop-in service as very important. If this service could be located in a public but still sheltered area such as a library or in a special room in the student union, writing in its discipline-connecting character and the general necessity of reoccurring writing consultation would be stressed. In this atmosphere people would eventually learn to view writing as something as essential as reading for academic studies (see Bishop, *The Subject is Reading*). Nevertheless, I am aware of the danger of abusing the drop-in service as "fix-it shop" (North), which needs to be dealt with appropriately in the supervision of tutors.

The other part of implementing a strong inner network of writers across the curriculum lies in the set-up of a broad variety of different kinds of writing, aiming for an understanding of writing as a multi-functional skill that goes far beyond the demands of academic work and includes, among others,

social, political, spiritual, and therapeutic reasons (see Foehr and Schiller; Anderson and MacCurdy). These often-underrepresented forms of writing in traditional academia strengthen the inner networks of writers across an educational institution within an overall creative atmosphere and nurtured by mutual understanding and support. There has been substantial research on the impact of the social and emotional context of learning (Posner et al.) that suggests the importance of a productive atmosphere at the university in things writing.

These *other* forms of writing mentioned above, also over time establish links to writers outside of the university, and, therefore, confront student writers with 'real life' situations, making writing within the academy often personally more meaningful. Networks of this kind—based on common interests and collaborative work—have recently become a focus of school development theory (Heintel), working toward a more powerful education including the multiplying economic potentials (instead of centralizing them), sharing of ideas (instead of social identities), and building mutual trust and partnership (instead of hierarchy).

Connection to primary and secondary education*:*

- pre-service teacher training (ongoing writing curriculum workshop);
- training and supervision of school tutors (supporting school writing centers);
- workshops for in-service teachers;
- summer writing academy (for teachers running school writing centers);
- initiation and support for cultural events;
- and writer-in-residency program for local schools.

Comment: One of the most powerful possible links to the outside world of academia is through local primary and secondary schools. Here the idea of WAC assumes a new dimension, meaning that writing- to-learn and learning- to-write within a particular discipline are being practiced by colleges students from a meta-cognitive perspective when they train and supervise tutors at the local high school or facilitate specific writing projects with children. This kind of work requires analytic and methodological skills for the successful transformation of individual knowledge and experience into something that can be taught effectively to younger students. This teach-

ing experience, in reverse, calls for a rethinking of one's own approach to writing. Reflective practice of this kind has recently become known to be rather powerful for long-time learning processes (see Hillocks).

One aspect of this type of reflective practice that seems especially meaningful for college students lies in the unfolding of parts of the biographies of the young writers with whom they deal. Watching these children mature as writers helps older college students to reconnect to their own author's' biographies and make sense of them. This is, in practice, what Wendy Bishop calls ethnographic writing research and understands to be so essential for engaging in purposeful learning (see Bishop, *Ethnographic Writing Research*).

I see a similar effect of reflective practice in the work of schoolteachers, when they facilitate college students in their effort to guide younger peers. Here they can observe themselves grow again from students to instructors, from student writers to teacher writers, which will help them to redefine their own professional biographies.

This biographic awareness should be fostered during the summer writing academy, similar to the summer workshops of the National Writing Project in the U.S., where teachers who run school writing centers in the future meet for extensive writing practice, with the ultimate goal of developing a deeper understanding of and appreciation for their own lives as writers and teachers (see Bishop, *Teaching Lives*). I believe that it is during the summer writing academy where the original idea of WAC as a sharing between individuals across disciplinary boundaries can be experienced fully. This summer academy, therefore, serves as a guiding example for the teacher's own practice of networking at school among colleagues.

Writers-in-residency at local schools continue the latter goal of bridging academic fields in addition to connecting different levels of the educational pyramid whenever they serve more than the purpose of "decorating" the traditional language arts classroom and turn the writer's visit into a truly collaborative event. In my opinion, writers-in-residency have the potential to live the idea of writing across the curriculum to the fullest: in contrast with their traditional image as mere "makers/producers" of literary texts, these *real persons* could show the many parts of their lives that eventually become part of their texts and, vice versa, trigger much more than

artistic/aesthetic understanding in their readers (see Reid and Golub).

Outreach to the larger community of writers:

- workshops for professional writing,
- independent workshops for writing literature, for self-awareness groups, as part of social work, etc.,
- initiation and support for cultural events in the community,
- online writing consultation,
- collaboration with other university writing centers and professional (writing) organizations,
- and drop-in writing/teaching consultation for professional writers and freelance writing instructors.

Comment: What writers-in-residency can be for the school (a connection to the 'outside' world), participants of writing center workshops for professionals such literary agents, social workers, etc., can be for the university. They bring 'real life' issues into the academy, turning self-serving academic discourse into a problem-solving activity that can be highly meaningful for college students with regard to their own biographies as writers as well as their professional training and anticipated careers. Similar effects can be observed when students combine service-learning in the community with writing-intensive projects at the university (Adler-Kassner et al.; Deans). Here an individual student writing within a clearly defined academic discourse finds him/herself confronted with rather unknown territory. Previous knowledge about oneself as a writer and one's own writing needs to be transformed and further developed within boundaries that are being defined in the process of slowly discovering them. Such writing situations will help students to grow as writers and to take on responsibility as independent learners. It is this kind of persons who will make use the most of extra-curricular structures such as the college writing center.

Conclusion

As this is true for other countries, the U.S. American phenomenon of WAC cannot be implemented fully into the German system of higher education, but main conceptual aspects of it can certainly be included or have already become

part of learning and instruction at universities in Germany. These shared conceptual aspects include the:

- methodological stances of *writing to learn* and *learning to write disciplinary discourse*;
- connecting principle between academic disciplines and educational institutions, such as grade school and university;
- organizational principle of discipline-specific peer tutoring;
- principle of self-governing of the development of writing-intensive courses and writing consultation within each individual discipline;
- outreach function to writers/readers beyond the university;
- and principal of interdisciplinary learning, instruction, and assessment of both.

Summarizing what I have said about the past and current situation with regard to the role of writing in German higher education, I think improvements made in the overall spirit of WAC should involve the following rather general insights about the development of educational structures. I will use this list as guidance for my project in Freiburg:

- Change must come from within and needs an atmosphere of trust.
- Whatever I want to change, I must articulate it clearly and demonstrate reasons that are comprehensible for everyone involved.
- I need to let people experience the positive consequences of change in order to persuade them to engage personally in the change.
- From the beginning, I will search for potential partners in the long-term process of change.
- I will train them as propagators of the change, so that I won't be the only one spreading the word.
- The progress of change needs to be made public, including the ways of documentation and assessment.
- I am going to invite people who are not in favor of the change in the assessment thereof in order to let them develop ownership and responsibility.

Despite the early stage of the Freiburg project, and, in many ways, of writing instruction and consultation in Ger-

man higher education in general, I am convinced that any effort about changing the role of writing must be of a kind that will not only try further to develop education in one specific area, but to initiate reform in the system of higher education at large. Change in part will last only if the development also included its own larger context.

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