

Seventh National WAC Conference

engineering english
writing
across the curriculum



WAC

From an International Perspective

Conference Program

May 20-22, 2004

Marriott Pavilion Downtown
St. Louis, Missouri

Hosted by:

Campus Writing Program
University of Missouri
Columbia, Missouri

With assistance from:

Cornell University
Rice University
Washington University

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Pre-Conference Workshops

THURSDAY, MAY 20, 2004

East Foyer, 2nd floor

AM-PM

8:00 – 5:00

Conference Check-in

9:00 – 12:00

PRE-CONFERENCE WORKSHOPS

Ft. San Carlos 1

AM

8:00 – 9:00

Continental Breakfast

AM-PM

9:00 – 12:00

A. **Creating a WAC Departmental Culture**

Joan M. Blauwkamp, *Political Science*

John Anderson, *Political Science*

Diane Duffin, *Political Science*

Peter Longo, *Political Science*

University of Nebraska, Kearney

This workshop explores strategies for building a whole-departmental culture around the active learning principles promoted in Writing Across the Curriculum. Using one department's successful example, the benefits of a whole-department WAC culture are considered along with strategies for overcoming obstacles. Small group activities allow participants to discuss strategies for building departmental cultures suited to their own disciplines and institutions. Participant teams from the same department/institution are encouraged, but individuals are also welcome.

Ft. San Carlos 2

AM

8:00 – 9:00

Continental Breakfast

AM-PM

9:00 – 12:00

B. **Using Problem-Based Learning to Promote Critical Thinking in Undergraduate Courses**

Mark R. Ryan, *Fisheries & Wildlife*

Joshua J. Millsbaugh, *Fisheries & Wildlife*

University of Missouri-Columbia

This workshop models the use of Problem-Based Learning (PBL) to enhance higher order thinking. A variety of active learning strategies (e.g., writing-to-learn, collaborative learning, peer-teaching) can be used with the PBL teaching format. We demonstrate how writing and other PBL strategies are used to enhance learning, problem-solving skills, and higher order

thinking. Attendees participate in a case to experience PBL and its delivery first hand.

Pavilion A

AM

8:00 – 9:00

Continental Breakfast

AM-PM

9:00 – 12:00

C. **What Are Students Actually Learning? A Collaborative Workshop on Course-Embedded Assessment**

Mary E. Hocks, *English & WAC Program*

Ray Miller, *Theatre*

Beth Christensen, *Geology*

Mike Stevens, *History*

Kim Darnell, *Psychology*

Mike Duvall, *English & WAC Program*

Georgia State University

This workshop offers a group of university faculty and graduate writing consultants from different disciplines who assess their writing intensive courses for the purposes of program review and institutional accreditation. We focus on practical strategies for collaborative, faculty-driven assessment that we use which clarify and demonstrate what course-based assessments can accomplish. Participants will develop their own course-based outcomes and strategies for assessment in collaboration with one another.

Pavilion B

AM

8:00 – 9:00

Continental Breakfast

AM-PM

9:00 – 12:00

D. **Narrative vs. Expository Writing: Gaps, Transitions, and Merger**

Otto Kruse

Zurich University of Applied Sciences, Switzerland

Academic and narrative writing are usually seen as opposites, belonging to two unconnected and even incompatible worlds. This workshop demonstrates an easy-to-administer procedure that helps to show the transitions between different narrative and expository text types, marking contrastive characteristics as well as transitions. Differences in the writing processes are analyzed and uses for writing training are discussed.

12:00 - 1:00

Lunch (on your own)

Concurrent Sessions 1

Thursday, May 20, 2004

PM

1:00 - 2:00

CONCURRENT SESSIONS 1

Featured Session Hawthorne 2

1.1 New Designs for Communication Across the Curriculum

Art Young, Teddi Fishman, and Michael Neal
Clemson University

Hawthorne 3

1.2 Using Writing to Improve Learning In the Sciences: An Initial Investigation

Writing to Improve Learning in Mathematics
LeighAnne Locke - *Oral Roberts University*

Writing to Improve Learning in Chemistry
Kenneth Weed - *Oral Roberts University*

Writing to Improve Learning in Nursing
Laurie Doerner - *Oral Roberts University*

Hawthorne 4

1.3 Theory, Sociocultural Context, and Teaching Writing: Cross-Cultural Conversations between France and the United States

Problems and Theoretical Choices in Teaching Writing in France: An Overview of Thirty Years of Composition Theory
Sylvie Plane - *Institut Universitaire de Formation de Maîtres de Paris*

Writing as Generic or Specific: Shared WAC/WID Struggles across Two Cultures
Christiane Donahue - *University of Maine-Farmington*

Hawthorne 5

1.4 Modes of Faculty Development and Assessment in WAC/WID/CID

Learning to Teach Writing Through Doing (and Reflecting on) Your Own
Gayle Bolt Price - *Gardner-Webb University*

"It's Just Like the Catechism": Faculty Attitudes and Perceptions of Communication-in-the-Disciplines in a Dutch University
Jacqueline F. van Kruiningen - *University of Groningen, The Netherlands*

Promoting Faculty Writing: Another Aspect of WAC
Stephen Wilhoit - *University of Dayton*

Pavilion G

1.5 Inventory of Processes in College Composition: A Model for Assessment and Instruction - Part I (workshop)

Ellen Lavelle - *Southern Illinois University, Edwardsville*

Pavilion F

1.6 WAC in Two Places: General Education, Community Colleges

Expanding Our Potential: WAC and Gen Ed Assessment

Mary Kay Mulvaney - *Elmhurst College*

Successes and Challenges in WAC at an Urban Community College

Lynne Ticke and Laraine Ferguson - *Bronx Community College/CUNY*

Pavilion E

1.7 WID in Canada: A Report on Its History and Current Practices

Western Canada, WID, and Belle Lettres
Brian Turner - *University of Winnipeg*

A "Modified WID" Writing Centre
Judith Kearns - *University of Winnipeg*

Ontario's Genre Approach
Emmy Misser - *Wilfrid Laurier University*

Ft. San Carlos

1.8 Using Research to Change and Strengthen WAC/WID Initiatives

An Investigation of Changes in Writing Attitudes in an Interdisciplinary Freshman Seminar by Scholars from Three Disciplines

Sheryl B. Goodman, Carol Cirka, Francis Fritz - *Ursinus College*

WAC and First-Year Success: Re-Thinking Retention
Michael Lueker - *Our Lady of the Lake University*

Creating a WAC/WID Undergraduate Research Internship
Lynne Rhodes - *University of South Carolina, Aiken*

Diplomat Room

1.9 Using the Museum Experience for ESL Writing

Ann Johnston and Marsha Gerechter Abramovich - *Tidewater Community College*

Concurrent Sessions 2

Thursday, May 20, 2004

PM

2:10 - 3:10

CONCURRENT SESSIONS 2

Featured Session Hawthorne 2

2.1 Developing a WAC Program in a Multicultural Environment in Costa Rica

The Context

Daniel Sherrard - *EARTH University*

Steering the New Initiative

Carlos Montoya - *EARTH University*

Enhancing Student Writing Skills in a Freshman Course on Tropical Crops

Panfilo C. Tabora, Jr. - *EARTH University*

Hawthorne 3

2.2 Becoming "Literate" in the Scientific and Engineering Disciplines

Writing Biology/Biological Writing

Neal Lerner - *Massachusetts Institute of Technology*

Scientific Discourse and the Process of Making Meaning in Biomedical Research

Mya Poe - *Massachusetts Institute of Technology*

The Role of Small Informal Group Communication in Shaping Scientific Discourse Conventions in Undergraduate Aerospace Engineering Students

Jennifer Craig - *Massachusetts Institute of Technology*

Hawthorne 4

2.3 Writing Across St. Louis: From Community College to Research University

How Third-Year WID Saved First-Year WAC: A Trickle Down Theory

Amy Pawl - *Washington University*

WAC: A Long and Winding Road

Sally Barr Ebest - *University of Missouri, St. Louis*

WAC-y Politics at the Community College

Jim Mense - *St. Louis Community College*

Hawthorne 5

2.4 Writing as Learning a Foreign Language

Yvonne Merrill and Grover Swartzlander - *University of Arizona*

Pavilion G

2.5 Inventory of Processes in College Composition: A Model for Assessment and Instruction - Part II (workshop)

Ellen Lavelle - *Southern Illinois University, Edwardsville*

Pavilion F

2.6 WAC Synergies with Problem-Based and Project-Based Learning

Julia Guichard, Ann Haley MacKenzie, and Shauntae Brown White - *Miami University*

Pavilion E

2.7 Issues in Academic Integrity

Plagiarism Across the Curriculum: Disciplinary Communities and the Challenge of the Undocumented Writer

Jonathan Hall - *Rutgers University, Newark*

Yours, Mine, and Ours: Honesty in Writing Across the Curriculum

Margaret Stiner and Janet Joseph - *Baldwin-Wallace College*

Ft. San Carlos

2.8 Writing and Democracy: The Role of Writing in Creating Citizen Awareness

Creating Critical Thought Via a Rhetorically-Based Liberal Arts

Cornelius Cosgrove and Nancy Barta-Smith - *Slippery Rock University*

Positioning WAC in the American Democracy Project

Lynne Rhodes - *University of South Carolina, Aiken*

Diplomat Room

2.9 WAC in the City: Toward a Definition of WAC Practice in Urban Community College Settings

WAC Program Development in the Urban Community College

Kate Garretson - *Kingsborough Community College*

Curricular and Faculty Development Issues in the Urban Community College

Linda Hirsch - *Hostos Community College*

Working with the Nontraditional Student in the Urban Community College

Adriana Tomasino - *Kingsborough Community College*

Plenary Session I and Concurrent Sessions 3

Thursday, May 20, 2004

East Foyer, 2nd floor

PM

3:10 - 4:00

Coffee Break

Pavilion C & D

PM

4:00 - 5:30

PLENARY SESSION 1

Welcome

Martha A. Townsend - *Director, Campus Writing Program, University of Missouri*

Remarks

David A. Lawton - *Chair, Department of English, Washington University*

Video with Audience Participation

Writing the Future: An International Celebration of WAC
Cain Project in Engineering and Professional Communication
at Rice University, Sponsor

Panel

"Writing the Future: From Our Perspectives"

John Bean, *Seattle University*

Linda Driskill, *Rice University*

Otto Kruse, *Zurich University of Applied Sciences*

Magnus Gustafsson, *Chalmers Lindholmen University College*

Jonathan Monroe, *Cornell University, Moderator*

Lotte Rienecker, *University of Copenhagen*

Prevot van der Merwe, *University of the Western Cape*

Hawthorne 2, 3, 4, & 5

5:45 - 7:00

Social Hour (cash bar)

Friday, May 21, 2004

East Foyer, 2nd floor

AM-PM

8:00 - 5:00

Conference Check-in

8:15 - 9:00

Continental Breakfast

Pavilion Suites

8:30 - 5:00

Book Exhibit

9:00 - 10:00

CONCURRENT SESSIONS 3

Featured Session **Hawthorne 2**

3.1 "Composing" a Community: The History of WAC in Higher Education

It Takes a Campus to Teach a Writer
Margot Soven - *LaSalle University*

Redefining the WAC Community: The University of Chicago Institutes on Critical Thinking and Writing
Elaine Maimon - *Arizona State University*

The Beginnings of a State-Wide WAC Community
Susan McLeod - *University of California, Santa Barbara*

Hawthorne 3

3.2 Inquiry into Clinical Writing Instruction: Collaborations Between WAC and Communication Sciences and Disorders

The Other C: Renewing Connections Between Composition and Communication (Sciences and Disorders) through WAC
Cynthia Gannett - *Loyola College in Maryland*

The Everywhereness and Nowhereness of Writing in Communication Sciences and Disorders
Jeanne O'Sullivan - *University of New Hampshire*

Competing Paradigms: Clinical Writing as Paperwork, Pathology, and Process
Michelle Cox - *University of New Hampshire*

Concurrent Sessions 3

Friday, May 21, 2004

AM

9:00 - 10:00

CONCURRENT SESSIONS 3 (continued)

Hawthorne 4

3.3 Transforming the Curriculum Through Writing-Intensive, Technology-Based Course Redevelopment

Using Technology to Further WAC Aims, Not Vice Versa

Kelly A. Shea - *Seton Hall University*

The Writing-Intensive Project: Creating a Model for Curricular Change

Mary McAleer Balkun - *Seton Hall University*

Using WAC and Technology to Transform Experimental Psychology

Susan A. Nolan - *Seton Hall University*

Hawthorne 5

3.4 "It Is My Problem": WAC and the ESL Connection - Part I (workshop)

Karen Carlisi - *Pasadena City College*

Pavilion E & F

3.5 Out-of-Class Writing for Special Purposes

Serendipity: Writing as Healing in an HIV Support Group

Prevot van der Merwe - *University of the Western Cape, South Africa*

Let's Celebrate Writing - Helping Students Get in Touch with the Power of Writing

Katrin Girgensohn - *European University Viadrina, Fakultat Kulturwissenschaften*

Pavilion B

3.6 Secondary and Post-Secondary Writing Connections

Writing Centers as Sites for High School and College Linkages

Dilek Tokay - *Sabanci University, Turkey*

Improving Communication Between High School and College Writing Instruction

Val Perry - *Eureka College*

Pavilion A

3.7 Writing and Retaining: Using Writing Assignments to Retain First-Year Teachers

Patricia Williams - *Sam Houston State University*

Leslie Huling - *Texas State University*

Ft. San Carlos

3.8 Discipline-Based Faculty in Writing Centers

Crossing Boundaries in Writing Center Staffing

Julie Neff-Lippman - *University of Puget Sound*

The Medievalist in the Writing Center: Connecting Curricula Across Time

Denise Despres - *University of Puget Sound*

Culture, Knowledge, Power, and the Challenges of Crossing Without Canceling

Grace Livingston - *University of Puget Sound*

Diplomat Room

3.9 Getting WAC-ed with a Standardized Test

Diversity Amid Uniformity: Senior College Responses to the CPE

Michael J. Cripps - *York College, CUNY*

Reading CPE Leaves: What Can Student Assessment Measures Say About WAC?

Lillian Kaplan - *York College, CUNY*

Putting Standardized Tests in the Center: Writing Center Responses to the CPE

Dennis Paoli - *Hunter College, CUNY*

Concurrent Sessions 4

Friday, May 21, 2004

AM

10:10 - 11:10

CONCURRENT SESSIONS 4

Featured Session Hawthorne 2

4.1 Academic Writing in Europe: Different Goals, Different Needs

The U.S. Democratic Model versus the European Elitist Model of Teaching Academic Writings: What Can European and U.S. WAC Learn from Each Other?

Lotte Rienecker - *University of Copenhagen*

Writing without Guidance: Writing and Learning in the Disciplines at German Universities

Otto Kruse - *Zurich University of Applied Sciences*

Apprenticeship to Craftsman: Leading Students to Discipline-Specific Mastery of Academic Writing

Cecilia Lowe, *Bilkent University, Turkey*

Hawthorne 3

4.2 The Culture of Writing: Synthesizing the Goals of WAC and Second Language Writing

Toward an Understanding of Two Second Language Writers in a Graduate Computer Science Research Laboratory

Scott J. Baxter - *Purdue University*

The World According to East African Student Writers: A Bakhtinian Analysis with Teaching Implications

Jill M. Burkindine - *Drury University*

Understanding the Needs of International Students: Writing Across the Curriculum and Second Language Writing Intersections

Jessie Moore Kapper - *Purdue University*

Hawthorne 4

4.3 Toward a Critically Conscious WAC: Theory and Practice in Consulting, Tutoring, and Teaching

Demythologizing Language Difference in the Academy through Discipline-Based WAC Consulting

Mark Waldo - *University of Nevada, Reno*

Still Colonizing After All These Years? Revisiting the Need for Legitimate Discipline-Based WAC Tutoring

John Eliason - *Philadelphia University*

WAC and the Pedagogical Myth of "Effective Communication"

Steve Adkison - *Idaho State University*

Hawthorne 5

4.4 "It Is My Problem": WAC and the ESL Connection - Part II (workshop)

Karen Carlisi - *Pasadena City College*

Pavilion E & F

4.5 Launching New CAC Programs

Starting Over with WAC/WID/CAC

Lillian Bridwell-Bowles - *Louisiana State University*

Getting Started: The Challenges of Launching a CAC Program

Nichola Gutgold - *Penn State-Berks LeHigh Valley*

Pavilion B

4.6 Issues Raised by Peer Tutors and Informal Networks of Learning

When I Tell You to Do It Yourself, I'm Empowering You

Shareen Grogan - *National University*

A Writing Centered Learning Community

Susan Wolff Murphy and Glenn Blalock - *Texas A&M University, Corpus Christi*

Pavilion A

4.7 Electronic Course Management Platforms and the Possibilities for WAC

Negotiating Course Management Software in Three Environments: Tips for WAC Consultants

Pat McQueeney - *Johnson County Community College*

Interactive Communication and Course Management Software: Collaborative Writing and Project Workshops in the Disciplines

Donna Reiss - *Tidewater Community College, Virginia*

If You Build It, They Will Come: The Availability of Course Management Software and Its Use in Supporting WAC Practices

Leslie C. Farris - *Lansing Community College*

Concurrent Sessions 4 and Plenary Session 2

Friday, May 21, 2004

AM

10:10 - 11:10

CONCURRENT SESSIONS (*continued*)

Ft. San Carlos

4.8 Demonstrating the Connection Between Writing and Learning: Three Case Studies

Learning to Write Argumentative Texts about Literature

Marleen Kieft - *University of Amsterdam*

Teaching Early African American Literature: The Potential Power of a Writing-Intensive Survey Course

April Langley - *University of Missouri and Washington University*

Teaching 19th Century Aesthetic Prose: A Writing Intensive Course

Catherine Maxwell - *Queen Mary, University of London*

Diplomat Room

4.9 From Protons to Prescriptions: Using Writing to Bridge Natural Sciences and Allied Health Departments in the Urban Community College

The Languages of Science: Ways of Approaching Multiple Literacies in the Chemistry Classroom

Ann Deery - *Hostos Community College (CUNY)*

Writing and Cultural Perspectives in the Pharmacology Classroom

Kathleen Donohue - *Hostos Community College (CUNY)*

Present Progressive: WAC Theory and the Urban Community College

Crystal Benedicks - *Hostos Community College (CUNY)*

East Foyer, 2nd floor

11:10 - 11:30

Coffee Break

Pavilion C & D

AM-PM

11:30 - 1:45

PLENARY SESSION 2

Keynote Address

Introduction by Amy Pawl, *Washington University*

Richard Bates, *School of Social and Cultural Studies in Education, Deakin University, Australia*

"Learning to Live Together: Writing Across a Global Curriculum"

Washington University, Sponsor

Lunch

Concurrent Sessions 5

Friday, May 21, 2004

PM

2:00 - 3:00

CONCURRENT SESSIONS 5

Featured Session Hawthorne 2

5.1 "Local is a Relative Term": The Study of Student Writing at Cornell University

"Local is a Relative Term": The Study of Student Writing at Cornell University

Jonathan Monroe - *Cornell University*

Common Ground? The Responses of Instructors to Portfolios

Katherine Gottschalk - *Cornell University*

Disciplinary, First-Year Students, and the Graduate Student Instructor's Perspective

Joel Kuszai - *Cornell University*

International Tendencies and Interdisciplinary Trends in Cornell's Sophomore Seminars Program

Stephen Donatelli - *Cornell University*

Hawthorne 3

5.2 Playing to Win: Teaching Creativity in WAC

Originality in Writer-Generated Claims: Creativity in Academic Writing

Shantha Arulanantham - *Institute of Ismaili Studies, London*

Inventing CWAC: Creative Writing Across the Curriculum

Kevin Dvorak - *Indiana University of Pennsylvania*

Hawthorne 4

5.3 Lessons to be Learned: What Diversity Can Teach Teachers

Learning from Diversity in the International Writing Classroom

Mary Scott - *University of London Institute of Education*

Writers with a History: International Students Discuss Learning to Write at Home and in the U.S. (A Video Project)

Vicki Tolar Burton - *Oregon State University*

Writing in the Disciplines - Cognition, Text and Context

Susanna Yee-Ling Lo, *Hong Kong Institute of Instruction*

Hawthorne 5

5.4 Adapting WAC/WID to the Law School Curriculum

WAC/WID at CUNY School of Law

Andrea McArdle - *CUNY School of Law*

Using High/Low-Stakes Writing in the Law School

Silvia Rivero - *CUNY School of Law*

Writing as a Process

Lori Wallach - *CUNY School of Law*

Pavilion E & F

5.5 Writing Right: Developing Standards of Assessment Across the Curriculum

A Stitch in Time: Organizational Theory and the Benefits of Coordinated Faculty Development

Jacob Blumner - *Eastern Michigan University*

Mis-representations of Writing Practices in Institutional Discourses

Hugh English - *Queens College, CUNY*

Standard WID: The Institutional Foundations of Writing Across the Curriculum

Christopher Schroeder - *Northeastern Illinois University*

Pavilion B

5.6 Mediators, Ambassadors, and Collaborators: Negotiating Disciplinary Cultures Through the Writing Center

Laying the Groundwork for Interdisciplinary Collaboration

Amy Ferdinandt - *Purdue University*

Negotiating the Instruction of Writing Across Disciplinary Boundaries

Debrah Huffman - *Purdue University*

Theorizing the Outcomes of Interdisciplinary Collaboration

Jessica Clark - *Purdue University*

Concurrent Sessions 5 and Concurrent Sessions 6

Friday, May 21, 2004

PM

2:00 - 3:00

CONCURRENT SESSIONS 5 (continued)

Pavilion A

5.7 Teaching Discipline-Appropriate Discourse Methods

Integrating Skills for Scientific Writing into a Curriculum for Research Methods in Psychology

Kim Darnell - *Georgia State University*

"Scientificity Rules" in Danish WAC Pedagogy

Peter Stray Jorgensen - *University of Copenhagen*

Ft. San Carlos

5.8 Desire versus Convention in Disciplinary Writing Inside/Outside the Academy: Answers from Research with Faculty and Students on Expectations

Faculty Voices: Implications of Interviews with WID Faculty for Teaching and Program Development

Chris Thaiss - *George Mason University*

Students Talk Back: Implications of Student Surveys and Focus Groups on the Learning of Conventions in Disciplinary Discourse

Terry Myers Zawacki - *George Mason University*

When "Departments" Talk: Results of Assessment Workshops in Diverse Disciplines

Megan Kelly - *George Mason University*

Diplomat Room

5.9 Crossing the Chasm between WAC Inspiration and WAC Action (roundtable)

Kimberly Hill, Brian McElwain, Jeffrey Merhout, and John Westman - *Miami University*

East Foyer, 2nd floor

3:00 - 3:30

Coffee Break

Friday, May 21, 2004

PM

3:30 - 4:30

CONCURRENT SESSIONS 6

Featured Session Hawthorne 2

6.1 How University Outcomes Assessment Has Revitalized WAC at Seattle University

The Transformative Effect of Barbara Walvoord's Embedded Assignment Approach to University Outcomes Assessment

John C. Bean - *Seattle University*

Assessing Student Learning in a Sophomore World History Course for Majors

Theresa Earenfight - *Seattle University*

Assessing Critical Thinking in a Capstone Course for Finance Majors

David Carrithers - *Seattle University*

Hawthorne 3

6.2 A Leaderless WID Program's Five-Year Review (roundtable)

Emily Richardson, Patricia Dyer, Janine Utell, and Susan Waller - *Widener University*

Hawthorne 4

6.3 Integrating Writing into Science: Case Studies of Successful Methods

Scientific Literacy in First Year Writing: The Impact of Academic Inquiry—Responsive Assessment and Project Change

Chris Burnham - *New Mexico State University*

An Ethnographic Approach to Learning Scientific Writing

Jacqueline Cason - *University of Alaska, Anchorage*

Behind the Scenes of Science: Writing to Learn in a Special Topics Science Course

Stefka G. Nikolova Eddins - *Gardner-Webb University*

Hawthorne 5

6.4 Empowering Students to Develop Writing Solutions to Learning Challenges

WAC and the Integration of Faith and Learning
Mary Beth Breland - *Hannibal-LaGrange College*

"What Do I Study for the Exam?" Structuring Learning Through Writing in the Discipline
Stanley M. Zoltek - *George Mason University*

Concurrent Sessions 6

Friday, May 21, 2004

PM

3:30 - 4:30

CONCURRENT SESSIONS 6 (continued)

Pavilion E & F

6.5 From Resistance to Receptiveness: Methods for a WAC Orientation

Acculturating Faculty to the WAC Mission through the Use of Survey Results

Holly Norton - *University of Northwestern Ohio*

Why WAC Is So Important

Philip McMurry - *University of Northwestern Ohio*

Using Classroom Assessment Techniques to Promote WAC

Randy Blank - *University of Northwestern Ohio*

Pavilion B

6.6 WAC and the Online Environment

Teaching Writing in the Disciplines: Principles and Practices for Moving Online

Helen Drury - *The University of Sydney*

"Writing to Learn" in Hybrid Health Courses Using Blackboard: Experiences and Strategies

Adriana Tomasino - *Kingsborough Community College*

Pavilion A

6.7 Innovations in Writing Assignments

Writing the Animal Perspective: Expanding the Pedagogical Boundaries of Animal Behavior in an Undergraduate Zoology Class

Les Brown - *Gardner-Webb University*

Bridging the Gap: Student and Faculty (Mis)Conceptions of Writing Assignments

Janice Cherekoff - *Kutztown University of Pennsylvania*

Building a Doghouse: A Logical Approach to Writing that Works

Laura S. Head - *University of South Florida*

Ft. San Carlos

6.8 Writing Centers as Greenhouses / Community Centers / Churches for WAC/WID

Where the Wild Things Grow: Writing Center as the Green Thermal Zone for WAC Program Development

Valerie Balester - *Texas A&M University*

Allison Denman Holland - *University of Arkansas at Little Rock*

Preaching from the Center: The Writing Center's Role in Encouraging WAC on Campuses without Formal WAC Programs

Carolyn Kinslow - *Cameron University*

Diplomat Room

6.9 Bringing Together Academic Literacies and Writing in the Disciplines

Positioning "Writing in the Disciplines" in the U.K. Context

Sally Mitchell - *Queen Mary, University of London*

The Academic Communication Programme at University College London: Combining U.S. and U.K. Approaches to Writing in Higher Education

Colleen McKenna - *University College London*

Using Learning Journals to Enhance Disciplinary Learning: The Impact on Student Writing Identity

Phyllis Crème - *University College London*

Consul Room

6.10 "But I'm Done with This Paper": The Challenges of Presenting Writing as Process

"Why Am I Doing This Paper?" Talk in Writing Conferences between Teachers and Students at the University of Copenhagen

Trine Lykke Gandil - *University of Copenhagen*

The Experience of Writing

Ellen Lavelle - *Southern Illinois University, Edwardsville*

Concepts for Relationships between Writing and Learning Analysis

Dominique Reuter - *Lille3 Laboratoire THEODILE, France*

Concurrent Sessions 7

Friday, May 21, 2004

PM

4:40 - 5:40

CONCURRENT SESSIONS 7

Featured Session Hawthorne 2

7.1 Courses and Cultures: What Our Language Tells Us about Our Work

What Students' "Response Papers" in the Disciplines Suggest About Writing Course Design

Joan Graham - *University of Washington*

Itineraries for Writing Instruction: Traveling Across Disciplines, Institutions, and Cultures

Stephen Sutherland - *Harvard University*

Hawthorne 3

7.2 A WAC Faculty Learning Community: Two Perspectives

New Venture: A Faculty Learning Community Focused on WAC

Paul Anderson, *Miami University*

A Participant's Perspective on a WAC-Focused Faculty Learning Community

Alan Frager - *Miami University*

Hawthorne 4

7.3 WAC at the Crossroads: Writing in the Disciplines of the CORE Curriculum

WAC at the Crossroads: Writing in the Disciplines of the CORE Curriculum

Linda Anstendig and Eugene Richie - *Pace University*

The Changing Role of the Pace University WEC Writing Consultant

Bette Kirschstein - *Pace University*

A Writing Center Begins at the Crossroads

Amy Ward Martin - *Pace University*

Hawthorne 5

7.4 Developing Global Communicators through WAC Programs

"Are You Trying to Make Us into Writers?" Helping Students Identify as Global Communicators

Julianne Couch - *University of Wyoming*

Beyond Our Cities: WAC in the Global Community

Seema Mukhi - *Southern Illinois University, Edwardsville*

Reading and Writing Diversity in WAC Courses

Nancy Pine and Elizabeth Marsch - *The Ohio State University*

Pavilion E & F

7.5 Constructing Intellectual Property: Disciplinary Understandings of Ownership (roundtable)

Carol Peterson Haviland - *California State University, San Bernardino*

Linda S. Bergmann - *Purdue University*

Denise Stephenson - *California State University, Los Angeles*

Lise Buranen - *California State University, Los Angeles*

Joan A. Mullin - *University of Toledo*

Pavilion B

7.6 "Good Writing": Cultural Values and Writing Instruction

Culture, Curriculum, and Cognition: Contrastive Rhetorics Today

David Beach - *George Mason University*

Politics and Pragmatism: English Learner Writing Instruction Through WID

Jenna Terry and Jennifer Wilson - *University of Houston*

Pavilion A

7.7 Pulling Together: Software to Demonstrate Expectations for Written Work Across the Disciplines (demonstration)

Margaret Procter - *University of Toronto*

Ft. San Carlos

7.8 Two Professors Are Better Than One: Teaching Writing in an Interdisciplinary Team-Taught Course

Joe Law, Barry Milligan, and Carol Engelhardt - *Wright State University*

Diplomat Room

7.9 Supporting the Needs of Non-Native Speakers

Reaching Across Cultures through Writing

Shanti Bruce - *Indiana University of Pennsylvania*

"Quelle difference!": Teaching Writing in a Second Language

Beth Droppleman - *Columbia College*

From the Outside (with)in: Non-Native Tutors' Responses to Students and Texts

Ruth Ulvin - *North Hennepin Community College*

5:40 - 7:00

Personal Time

St. Louis Arch

7:00 - 10:00

Celebration of WAC

Dinner, Music, & More at The Gateway Arch

(directions on pages 17 and 23; your name tag is your admission ticket)

Concurrent Sessions 8

SATURDAY, MAY 22, 2004

East Foyer, 2nd floor

AM-PM

8:00 - 12:00

Conference Desk Open

AM

8:15 - 9:00

Continental Breakfast

Pavilion Suites

AM-PM

8:30 - 12:00

Book Exhibit

AM

9:00 - 10:00

CONCURRENT SESSIONS 8

Featured Session Hawthorne 2

- 8.1 Multimedia, Online Cases to Improve Students' Communication and Learning in the Disciplines**
David R. Russell, Tom Bowers, David Fisher, and Terrell Robbins - *Iowa State University*

Hawthorne 3

- 8.2 Methods for Engaging Faculty Support for WAC Programs**

(Un)Easy Alliances: The Role of WAC in Faculty Teaching and Learning Programs

Patrice K. Gray - *Fitchburg State College*

Participatory Culture as a Precondition for WAC Success

Wendy Shilton and Andrew Zinck - *University of Prince Edward Island*

Show Them the Value, Give Them the Tools, and Make Their Lives Easier: Incentives for Encouraging Faculty to Use Writing as a Tool for Teaching

Nancy L. Tuten - *Columbia College*

Hawthorne 4

- 8.3 Writing the Self/Writing the Other/Writing for Citizenship: Writing Across a Curriculum of Interdisciplinary Learning Communities**

Writing the Self through Writing to Learn in a First-Year Learning Community

Ashley Williams - *New Century College, George Mason University*

SUVS Have Consequences: Writing the Other to Write the Self

Suzanne Scott - *New Century College, George Mason University*

Writing the Self to Discover the Citizen

Ashley Williams - *New Century College, George Mason University*

Hawthorne 5

- 8.4 Writing Across the General Studies English Curriculum**

A Rhetorical Justification for WAC

Martha Kruse - *University of Nebraska, Kearney*

When Writing Is the Curriculum: Writing Across the Disciplines in English Research Classes

Geraldine Henderson - *University of Nebraska, Kearney*

WAC: A LifeRAFT for Introductory Literature Courses

Anita Lorentzen - *University of Nebraska, Kearney*

Pavilion E & F

- 8.5 Faculty Development, Grade Equity, and TA Training through Norming Sessions**

Ethical and Practical Grading in Larger Writing Courses

Ray Smith - *Indiana University*

Modeling the Norming Process Using a Case Study and Dialogic Response

Laura Plummer - *Indiana University*

The Consequent Faculty Development of Norming Sessions

Laura Plummer and Ray Smith - *Indiana University*

Pavilion B

- 8.6 WAC on the Web: A Rubric for Building WAC Program Websites (workshop)**

Dan Melzer - *California State University, Sacramento*

Concurrent Sessions 8 and Concurrent Sessions 9

SATURDAY, MAY 22, 2004

AM

9:00 - 10:00

CONCURRENT SESSIONS 8 (continued)

Pavilion A

8.7 Technology and WAC/WID

**WAC and Collaborative Publishing Technologies:
Toward a Scholarly Publishing Model Beneficial to
WAC**

Michael Palmquist - *Colorado State University*

**The Dynamic of Writing Fellow and Faculty in
Designing an Online/Asynchronous Writing Intensive
Course, Modern Art in the City**

Magda Vasillov and John Sorrentino - *Hostos
Community College (CUNY)*

**Distance Learning in the Writing-Intensive
Mathematics Classroom**

Patrick Wallach - *Queensborough Community College,
CUNY*

Ft. San Carlos

8.8 "WACing" Big Changes on a Low Budget: Developing and Implementing a Writing Intensive, Faculty Learning Community

**Developing and Planning a Writing-Intensive Faculty
Learning Community: Small Beginnings, Big Vision**
Lori Kanitz - *Oral Roberts University*

**Impacting the Larger University Community:
Influencing Faculty Development and University
Policy**

LeighAnne Locke - *Oral Roberts University*

**Impacting the Classroom Culture and Student
Learning: Qualitative and Quantitative Changes**

Ken Weed and Laurie Doerner - *Oral Roberts University*

Diplomat Room

8.9 Changing Institutional Cultures: WAC and the Curriculum

**Culture Shock to Acculturation: Developing a New
Culture of WAC**

Alice S. Horning - *Oakland University*

**Combining the Disciplines of Speech and Writing
in General Education Courses: Theories and
Practicalities**

Bonnie Selting - *University of Central Arkansas*

10:10 - 11:10

CONCURRENT SESSIONS 9

Featured Session

Hawthorne 2

9.1 Interns and International Communication Across the Curriculum

**Interns and International Communication Across the
Curriculum**

Linda Driskill - *Rice University*

**Understanding International Audiences in the
Hospitality Industry**

Deborah Andrews - *University of Delaware*

Organizing for Internship Selection and Preparation
Rebecca Burnett - *Iowa State University*

Hawthorne 3

9.2 Specialized Writing Cultures: Industry, Social Work, and Law

**Helping Students Communicate in Research and
Development Environments: Lessons from the
Pharmaceutical Industry**

Stephen Bernhardt - *University of Delaware*

**The Gateway to Learning How to Write like a Social
Worker: Student Perceptions of Teacher Feedback in
the Discipline**

Sharon James McGee, Kathleen Tunney, and Gerald
O'Brien - *Southern Illinois University, Edwardsville*

**Law School as the Melting Pot: Helping First-Year
Law Students Adapt to a New Culture of Writing**

Nathaniel Preston - *University of Tennessee*

Hawthorne 4

9.3 The Evolution of a WAC Writing Center

**Population Pressure Versus Philosophy in a WAC
Writing Center**

Lisa Kurz - *Indiana University*

**Rock, Paper, Scissors: Competing Pressures on
Graduate-Level ESL Tutorials in a WAC Writing
Center**

Katie Levin - *Indiana University*

Concurrent Sessions 9

SATURDAY, MAY 22, 2004

AM

10:10 - 11:10

CONCURRENT SESSIONS 9 (continued)

Hawthorne 5

9.4 What's a Picture Worth? Integrating Visual Literacy into WAC

Meeting Expectations in Writing Tasks

Celia Bishop and Gaynor Gray - *London College of Printing*

Writing for Media Literacy

Mark Lipton - *University of Toronto*

Image/Text/Sound Learning: WAC Practice in New Media Environments

Jason Palmeri - *Ohio State University*

Pavilion E & F

9.5 Writing Across Curriculums and Cultures: An Online Collaboration Among Swedish and American Students

Magnus Gustafsson - *Chalmers Lindholmen University College, Sweden*

Art Young - *Clemson University*

Donna Reiss - *Tidewater Community College, Virginia*

Pavilion B

9.6 Linguistic Underpinnings of Writing

Note-Taking and Learning: State of the Art

Francoise Boch - *Université Stendhal, Grenoble III, France*

Writing Consultants as Syntax Engineers: The Grammar Game as Training Tool

Katherine M. Schmidt - *Western Oregon University*

Pavilion A

9.7 Know Your Audience: The Demands of Teaching Discipline-Specific Writing

Assessing Peer Review of Scientific Articles: Chemistry and Composition Collaborate

Debra K. Courtright-Nash and Barbara Bozena Widanski - *Clermont College, University of Cincinnati*

Inventing Disciplines: Responding to Concerns that Composition Courses Don't Help Students Write in their Majors

Stephen Wolcott - *Indiana University*

Implementing WAC in a Technical College: Process, Successes, and Challenges

Fred Isberner - *Southern Illinois University*

Ft. San Carlos

9.8 But It Didn't Work as Promised: Faculty Candidly Discuss Problems Encountered in the Classroom upon Implementation of WAC Workshop Ideas

Joyce Fernandes, Suguna Bommaraju, and Eftychia Papanikolaou - *Miami University*

Diplomat Room

9.9 Approaches to Interdisciplinary Coursework: Models That Expand Our Understanding of Writing Across the Curriculum

Creating Curriculum for Career Courses: A WAC Story

Ellen Mohr - *Johnson County Community College*

Interdisciplinary/Interactive: A Model of a Rhetorical Interchange

Maureen Fitzpatrick - *Johnson County Community College*

Handmaiden No Longer: Making College Composition An Equal Player in Learning Communities

Andrea Broomfield - *Johnson County Community College*

East Foyer, 2nd floor

11:10 - 11:30

Coffee Break

Bedford/St. Martin's, Sponsor

Concurrent Sessions 10 and Plenary Session 3

SATURDAY, MAY 22, 2004

AM-PM

11:30 - 12:30

CONCURRENT SESSIONS 10

Featured Session Hawthorne 2

10.1 Writing to Learn versus Learning to Write: An International Perspective

Writing to Learn versus Learning to Write: A Global Perspective

Chris M. Anson - *North Carolina State University*

Writing to Learn/Learning to Write: Distinct or Connected Paradigms in the Language and Literature Curriculum?

Gert Rijlaarsdam - *University of Amsterdam*

From Composition Class to Facilitating WAC/WID: The Swedish Scene in Ten Minutes

Magnus Gustafsson - *Chalmers Lindholmen University College, Sweden*

Hawthorne 3

10.2 Promoting Student Learning through Summary/ Reaction Journals

Summary/Reaction Journals as a Generative Learning Tool

Renee E. Weiss - *Southern Illinois University, Edwardsville*

Scaffolding Students' Understanding of Summary/Reaction Journals

Melissa Thomeczek - *Southern Illinois University, Edwardsville*

Assessing and Commenting on Students' Journals

Dave S. Knowlton - *Southern Illinois University, Edwardsville*

Hawthorne 4

10.3 Changing Borders in WAC: Altering Websites, Revising Courses, Fostering Reading

Erasing the Boundary: Integrating WAC Content into a Generalized Teaching and Learning Website

Rhoda Cairns - *Miami University*

No Boundaries: Improving the Writing Assignments Can Mean Revising the Course

Shawna Rushford - *Miami University*

The Perfect Complement to WAC: Reading Across the Curriculum

Ann Freshman - *Columbia College*

Hawthorne 5

10.4 Worst Case Scenario Handbook: What to Do When Staggering Budget Cuts Threaten to

Undermine Your WAC Program

Mary McMullen-Light - *Longview Community College*

Matthew Westra - *Longview Community College*

Terry Davin - *Penn Valley Community College*

Pavilion E & F

10.5 Meet the Editors: Q & A for Prospective Writers

Sharon Quiroz - *Across the Disciplines*

Editors of other journals are welcome to join this session

Pavilion B

10.6 Training TA's and Writing Fellows to Respond to Student Writing

Teaching Assistants, WAC, and NWP Pedagogy

Valerie M. Dunn - *Southern Illinois University, Carbondale*

Writing Fellows Plus: Creating a Writing Community with the Washburn Writers Program

Ann Callies, Dennis Etzel, Paul Fecteau, Gary Jackson, Ustaine Talley, and Margy Stewart - *Washburn University*

Responding Practices of TA's Across the Curriculum Before and After Training

Beth Hedengren - *Brigham Young University*

Pavilion A

10.7 Ten Years Out: Are Teaching Portfolios Worth It?

Karen McComas and Charles Lloyd - *Marshall University*

Ft. San Carlos

10.8 Winning Over the Faculty to WAC, Five Minutes at a Time (workshop)

Gail Wood Miller - *Berkeley College*

Pavilion C & D

PM

12:30 - 2:00

PLENARY SESSION 3

WAC 2004 Knight Ethnographers

Introduction by Katherine Gottschalk and Stephen Donatelli, - *Cornell University*

Gail Hawisher - *University of Illinois*

Cynthia Selfe - *Michigan Technological University*

"WAC in a Global Environment: What You Said, and What We're Thinking"

John S. Knight Institute for Writing in the Disciplines at Cornell University, Sponsor

Lunch

2:00

Conference Ends

Special Notices

A Warm Welcome to All Our International Participants!

Although the National WAC Conferences have had international participation before, WAC 2004 is the first to focus on international issues in WAC and WID and to actively invite participants from beyond U.S. borders. At press time, we had 38 international participants registered from 13 countries: Australia, Canada, Costa Rica, Denmark, France, Germany, Hong Kong, Netherlands, South Africa, Sweden, Switzerland, Turkey, United Kingdom. We are glad you are here! Please call on any of your local hosts (who are wearing red ribbons), as well as your WAC/WID counterparts from the U.S., to make your visit a splendid one.

Questions

Questions during the conference should be directed to your Campus Writing Program hosts and MU Conference Office staff members. Again, look for the red ribbons.

Conference Venue

All conference sessions are in the Marriott Hotel. Hawthorne and Pavilion rooms are on the second floor; Ft. San Carlos, Diplomat, and Consul rooms are on the first floor.

Email Access

Email Access is available in Hawthorne 1 throughout the conference except during the three plenary sessions at which time the room will be closed. Laptops are provided courtesy of Apple Computer representative Lori Clithero, and MU Systems Support Analyst Jonathan Weng will be on hand to help with any problems.

Services

Photocopy and other office services are available in Kinko's in the Marriott lobby.

Dining at the Conference

A light breakfast and lunch are provided on both Friday and Saturday. Coffee breaks are provided on Thursday afternoon, Friday morning and afternoon, and Saturday morning. Dinner is provided at Friday night's Celebration of WAC at the St. Louis Arch.

Dining in St. Louis

Thursday lunch and dinner are on your own. Dining suggestions are in your conference packet.

Social

Thursday Night's Social Hour and cash bar provide an opportunity to greet old friends and make new ones, find dining partners, and compare notes on nearby restaurants.

Celebration of WAC

Friday Night's Celebration of WAC at the world-famous St. Louis Arch is a two-block walk from the hotel. Exit on Market Street, go right for approximately two blocks. Cross Memorial Drive and follow the walkway around the Old Cathedral to the entrance at the South leg of the Arch. In addition to dinner and music, you will enjoy rides to the top of the Arch, access to the Museum and time to visit with colleagues new and old. No formal program! Your name tag is your admission ticket. Tickets for non-conference participants are available at Registration for \$40. If you require ADA accommodations for travel to the Arch, please contact conference hosts and staff by noon on Friday.

Conference Presentations

An Edited Volume based on selected conference presentations is planned. Please consider expanding your presentation into a more formal essay if your MU hosts ask you—or volunteer if we don't get to you.

Report on MU's 2002-03 Writing Intensive Curriculum

We hope you'll forgive us for this bit of blatant advertising that you found in your packets. We wanted to honor the MU faculty who teach in our WAC/WID program—and we thought some participants might be interested in knowing the range of disciplines, courses, and assignments that our program encompasses. Please note that our report was inspired by a similar one done by Vicki Tolar Burton at Oregon State University.

"Featured Session" Designation

We regret that our three-day conference format allowed us only ten breakout sessions and therefore only ten featured sessions. From the proposals submitted, we tried to select a mix of speakers who are well-known to our U.S. audience, speakers who represent our international focus, and topics of interest to us all. There are many speakers and sessions we could not feature that are equally worthy. We know that participants are selecting from among rich choices.

Feedback and Comments

After the conference, you will receive an email request to respond to an online conference evaluation. Please reply! Your feedback will be helpful to us and to the WAC 2006 conference hosts. If you have comments that cannot be addressed by the online evaluation, please send them to the conference email account: WAC2004@missouri.edu.

WAC/WID Books

A limited number of the following are available for purchase in the Book Exhibit in Pavilion Suites. Titles were selected by recommendations from those active in the field. Cash or credit card only; no checks, please.

Assessing Writing Across the Curriculum: Diverse Approaches and Practices

(ed. Kathleen Blake Yancey and Brian Huot)
Ablex, 1997 - \$34.95

Write to Learn: A Guide to Writing Across the Curriculum

(Margot K. Soven)
South-Western College Publications, 1996 - \$30.95

Effective Grading: A Tool for Learning and Assessment

(Barbara Walvoord and Virginia Anderson)
Jossey-Bass, 1998 - \$38.00

Writing Across Languages

(ed. Gerd Brauer)
Ablex, 2000 - \$29.95

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom

(John Bean)
Jossey-Bass, 1996, \$39.00

Writing and Revising the Disciplines

(ed. Jonathan Monroe)
Cornell University Press, 2002 - \$18.95

A Guide to Composition Pedagogies

(ed. Tate, Rupiper, and Schick)
Oxford University Press, 2001 - \$24.95

Writing in the Academic Disciplines: A Curricular History, 2nd ed.

(David R. Russell)
SIU Press, 2002 - \$25.00

In the Long Run: A Study of Faculty in Three Writing-Across-the-Curriculum Programs

(Barbara Walvoord, et.al.)
NCTE, 1997 - \$13.42

Writing and Learning in Cross-National Perspective:

Transitions from Secondary to Higher Education
(ed. David Foster & David R. Russell)
NCTE & Erlbaum, 2002 - \$45.00

The Journal Book: For Teachers in Technical and Professional Programs

(ed. Susan Gardner and Toby Fulwiler)
Boynton/Cook, 1999 - \$24.50

Landmark Essays on Writing Across the Curriculum

(ed. Charles Bazerman and David Russell)
Hermagoras Press, 1994 - \$39.95

Local Knowledges, Local Practices: Writing in the Disciplines at Cornell

(ed. Jonathan Monroe)
University of Pittsburgh Press, 2003 - \$39.95

The WAC Casebook: Scenes for Faculty Reflection and Program Development

(Chris M. Anson)
Oxford, 2002 - \$21.95

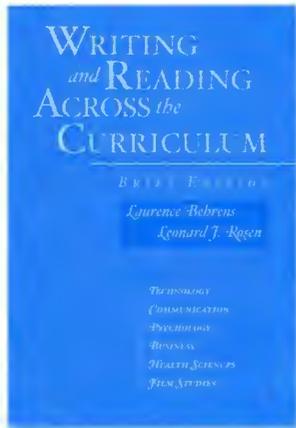
WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs

(ed. McLeod, Miraglia, Soven and Thaiss)
NCTE, 2001 - \$37.95

Whose Goals? Whose Aspirations? Learning to Teach Underprepared Writers Across the Curriculum

(Steve Fishman and Lucille McCarthy)
Utah University Press, 2002 - \$21.95

LONGMAN



WRITING AND READING ACROSS THE CURRICULUM, BRIEF EDITION

Laurence Behrens
Leonard J. Rosen

ISBN 0-321-11308-X

This brief version of the best-selling cross-curricular classic retains its hallmark coverage of source-based writing skills combined with five popular readings chapters.



WRITING, READING, AND RESEARCH, 6/E

Richard Veit
Christopher Gould

ISBN 0-321-19832-8

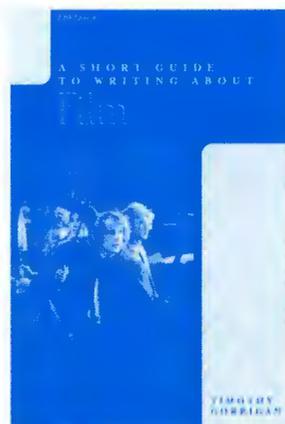
Flexible and goal-oriented, this text integrates instruction in reading, writing, and research with topical, interdisciplinary readings and concludes with a research handbook.



A SHORT GUIDE TO WRITING ABOUT HISTORY, 5/E

Richard Marius
Melvin E. Page

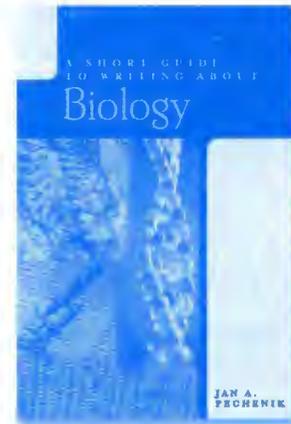
ISBN 0-321-22716-6



A SHORT GUIDE TO WRITING ABOUT FILM, 5/E

Timothy Corrigan

ISBN 0-321-09665-7



A SHORT GUIDE TO WRITING ABOUT BIOLOGY, 5/E

Jan A. Pechenik

ISBN 0-321-15981-0



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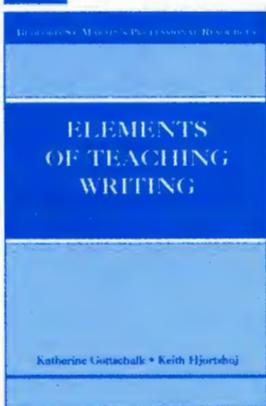


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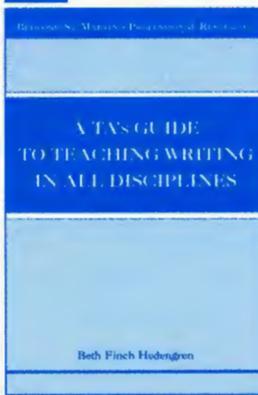
NEW!



ELEMENTS OF TEACHING WRITING
A Resource for Instructors in All Disciplines
Katherine Gottschalk
and Keith Hjortshoj
both of *Cornell University*
2004/paper/192 pages

Drawing on their extensive experience of training instructors in all disciplines to incorporate writing in their course, Gottschalk and Hjortshoj provide time saving strategies and practical guidance in this brief, well-written reference.

NEW!



A TA'S GUIDE TO TEACHING WRITING IN ALL DISCIPLINES
Beth Finch Hedengren
Brigham Young University
2004/paper/128 pages
bedfordstmartins.com/ta_guide

Written specifically for teaching assistants responsible for WAC or WID courses, *A TA's Guide* provides the practical advice that teaching assistants — no matter the discipline — need in order to teach and evaluate writing effectively.

New media

COMMENT

Comment lets you and your students use the Web to share and comment on writing quickly and easily.

The screenshot displays the Comment web application. The main window shows a document titled "Gambling Is a Problem" by Susanna Shamir. The text discusses the growth of the gambling industry in the US. An "Compose Comment" window is open over the text, showing a "my comment library" with various categories like Content Issues, Organization, Editing, Research, and Other. The "Compose Comment" window has a text area with a sample comment and buttons for "Save Comment", "Cancel", and "Save to my comment library".

Try it yourself online at comment.bedfordstmartins.com/demo.

Username: cdfaculty

Password: cdf1234

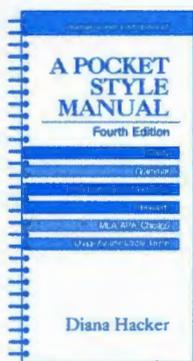
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A POCKET STYLE MANUAL

Fourth Edition
Diana Hacker, *Prince George's Community College*
2004/spiral-bound/250 pages
dianahacker.com/pocket

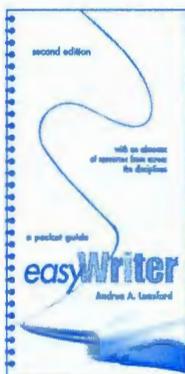
Adopted at more than 1,300 schools across the country in more than 20 different academic disciplines, *A Pocket Style Manual* is a straightforward, inexpensive quick reference to the essentials of writing and research. This best-selling pocket resource is accompanied by a robust companion Web site — developed by Diana Hacker.



ONLINE! A Reference Guide to Using Internet Sources

2003 Update
Andrew Harnack and Eugene Kleppinger, both of *Eastern Kentucky University*
2003/spiral-bound/272 pages
bedfordstmartins.com/online

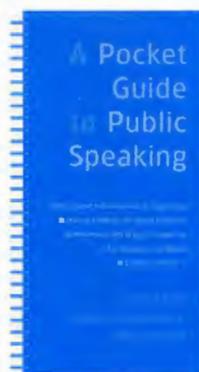
This best-selling pocket guide to using Internet sources contains FAQs about using the Internet, chapters on distance learning and on troubleshooting common search problems, and extensive advice on evaluating electronic sources.



EASYWRITER A Pocket Guide

Second Edition
Andrea A. Lunsford
Stanford University
2002/spiral-bound/336 pages
Exercise Central
bedfordstmartins.com/easywriter

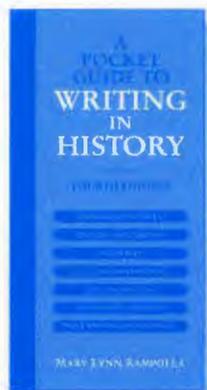
A pocket guide to the essentials of writing and research, *EasyWriter* is perfect for instructors wanting to assign a small, inexpensive handbook and for any course where writing is required. With the most extensive technology coverage in a pocket-sized handbook, *EasyWriter* is an ideal choice for writers working online.



A POCKET GUIDE TO PUBLIC SPEAKING

Dan O'Hair, *University of Oklahoma*
Hannah Rubenstein
Rob Stewart, *Texas Tech University*
2004/spiral-bound/288 pages
bedfordstmartins.com/pocketspeak

Inspired by *A Speaker's Guidebook*, the most successful new public speaking text in over a decade, this brief, inexpensive text is the first designed to be used in any college, workplace, or community setting that requires public speaking. With its spiral binding and compact format, this text is easy to use and provides practical coverage on the key topics and skills — from invention, research, and organization to practice and delivery — that students need to give polished speeches in any situation.



A POCKET GUIDE TO WRITING IN HISTORY

Fourth Edition
Mary Lynn Rampolla, *Trinity College*
2004/paper/144 pages

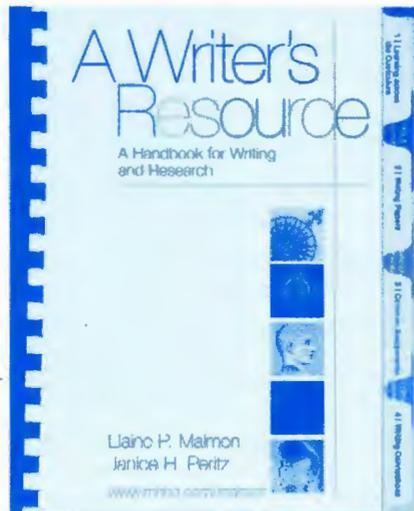
This brief and easy-to-use reference offers all the advice students need to write effective history papers, covering working with sources, writing conventions in history, conducting research, understanding and avoiding plagiarism, and quoting and documenting sources.

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McGraw-Hill and Writing Across the Curriculum



A Writer's Resource:

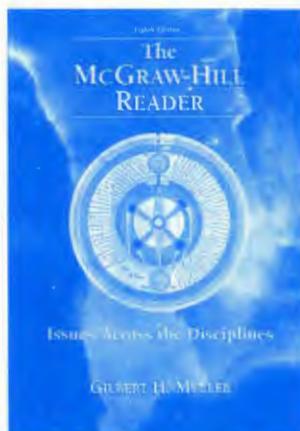
A Handbook for Writing and Research
with a unique section on Learning Across the Curriculum

Elaine P. Maimon,
Arizona State University-West
Janice H. Peritz,
Queens College, CUNY

Comb-bound and tabbed: 0-07-294273-8

Spiral-bound and tabbed: 0-07-294476-5

- ✓ **A TECHNOLOGY RESOURCE** available on CD-ROM, as a personal digital assistant (Palm Pilot, or PocketPC) download, and as a traditional text—and always supported by **CATALYST**—the most powerful writing and research tool available for Composition.
- ✓ **A WRITING RESOURCE** offering guidelines and models for argumentative, informative, and interpretive writing (including writing about literature).
- ✓ **An EDITING RESOURCE** treating grammar and usage with a three-step approach: editing for clarity; editing for grammar; and editing for punctuation, spelling, and mechanics.
- ✓ **A RESEARCH RESOURCE** helping students craft useful research questions and do key word searches so that they get fewer and more meaningful hits.
- ✓ **A LEARNING RESOURCE** with a unique section on Learning across the Curriculum, a world map, a timeline of world history, and a glossary of selected terms across the curriculum.



The McGraw-Hill Reader:

Issues Across the Disciplines,
Eighth Edition

Gilbert H. Muller,
*The City University of New York,
LaGuardia*

ISBN: 0-07-246552-2



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Roster of Participants

(registered as of May 3)

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A Celebration of WAC: An Evening at the Arch

Friday, May 21, 2004

7:00 pm - 10:00 pm

At the world-famous St. Louis Gateway Arch

At this special event, you will enjoy rides to the top of the Arch, access to the Museum of Westward Expansion, a jazz combo for your listening pleasure, and time to visit with colleagues new and old. No formal program! Your name tag is your admission ticket. Tickets for non-conference participants are available at Registration for \$40.00. If you require ADA accommodations for travel to the Arch, please contact conference hosts and staff by noon on Friday.

Agenda:

PM

7:00 - 10:00

Food and Beverage

7:30 - 8:30

Museum Store Open

7:30 - 9:30

Museum of Westward Expansion

7:30 and 8:30

Lewis & Clark Tours Available inside the Museum

(Tours last 15 minutes)

7:30 - 9:30

Tram Rides to the top of the Arch:

(Wheelchairs are not permitted to the top of the Arch, but a touch-screen computer/video kiosk, located in the lobby provides a way for individuals to "visit the top of the Arch.")

Reception Stations featuring:

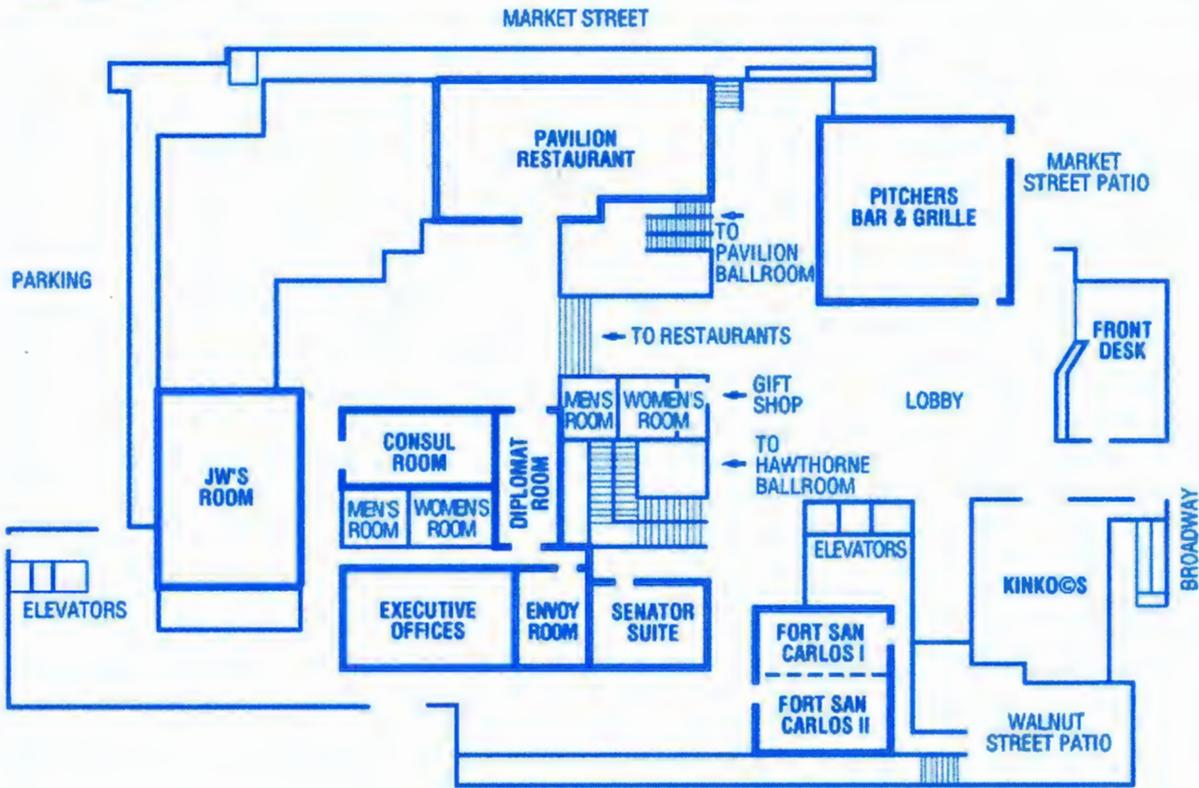
- An Assortment of Butler-Passed Hors d'Oeuvres
- Displays of Gourmet Cheeses, Fresh Seasonal Fruits, Assorted Raw & Marinated Vegetables, and Smoked Salmon & Smoked Peppered Salmon with Accompaniments
- Beef and Turkey Carving Station
- Dessert and Coffee Station with Chocolate Fountain
- Open Bar

Directions:

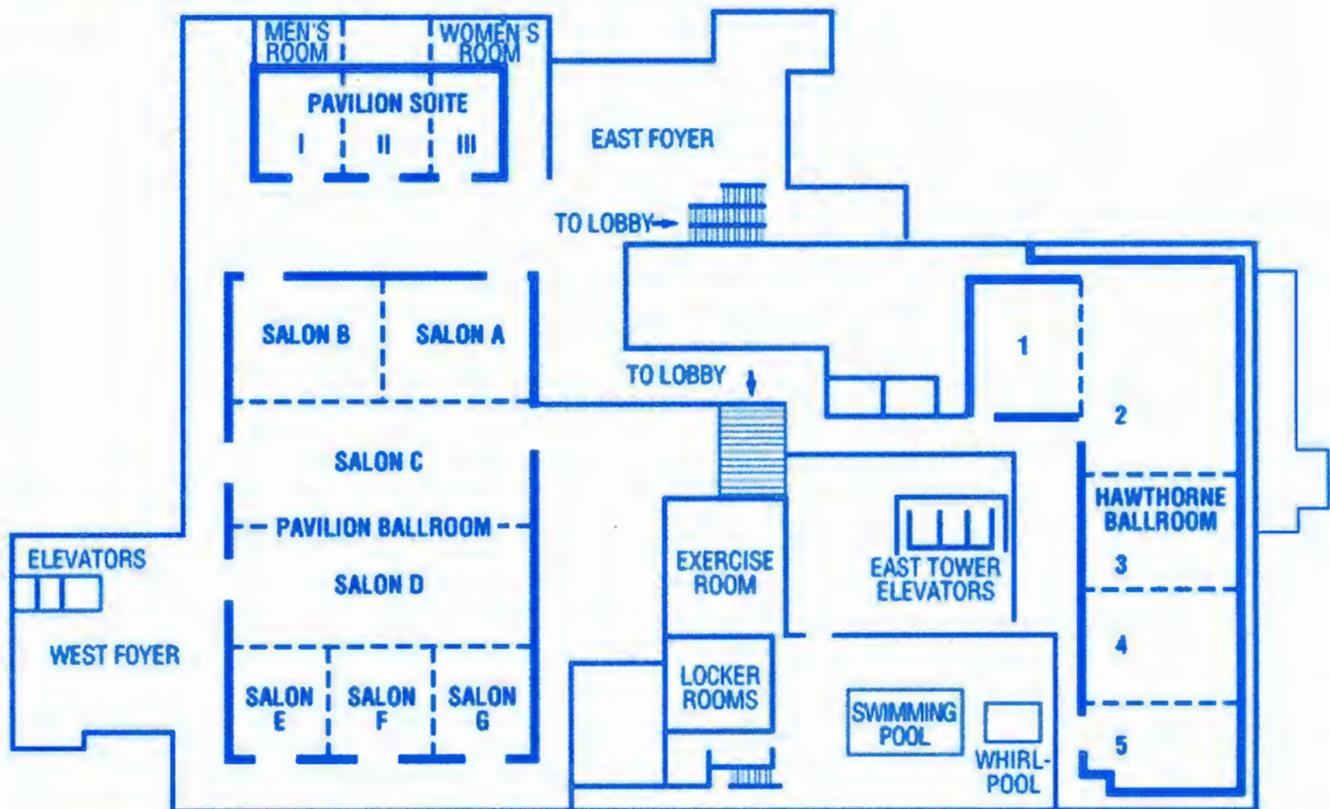
The Gateway Arch is a two-block walk from the hotel. Exit on Market Street, go right for approximately two blocks. Cross Memorial Drive, and follow the walkway around the Old Cathedral to the Entrance at the South leg of the Arch.

Floor Plan for Marriott Pavilion Downtown

FIRST FLOOR



SECOND FLOOR



Notes

Across the Disciplines

Interdisciplinary Perspectives on Language, Learning, and Academic Writing

CALL FOR PAPERS: NWAC SPECIAL ISSUE

Language and Learning Across the Disciplines and Academic Writing have merged to bring you a new refereed on-line journal, *Across the Disciplines*. The new journal lives at the WAClearing House, <http://wac.colostate.edu/atd>.

It's FREE!

We used to give presenters at this conference a discount on subscriptions.
Now the journal is free to everyone—your ideas will get out!

Meet the editor, Sharon Quiroz, at this conference.

Concurrent Session 10.5 - Meet the Editors: Q & A for Prospective Writers

***Across the Disciplines* will publish a special section of articles based on presentations at this conference.**

Submit your conference paper proposal to Sharon Quiroz, <quiroz@iit.edu>, by July 1, 2004, for consideration to be included in the collection. Publication begins as articles become available. You will find back issues dedicated to NWAC conferences in the *LLAD* archives on the web site.

Acknowledgements

The MU Campus Writing Program (CWP) is deeply grateful to the many individuals and institutions that have assisted us in bringing WAC 2004 to fruition. In alphabetical order, they are:

Richard Bates, *Keynote Speaker*

Jacob Blumner, *English Department, Eastern Michigan University, proposal reader*

Campus Writing Board (*our policy-making WAC/WID faculty oversight committee; one of the three entities to whom CWP reports*), for longstanding, campus-wide support for all CWP endeavors including this conference

Lori Clithero, *Apple Computer representative, laptop provider for the email room*

Huey Crisp, *Rhetoric and Writing Department, University of Arkansas at Little Rock, proposal reader*

Linda Driskill, *Director, Cain Project in Engineering and Professional Communication at Rice University, sponsor of Writing the Future: An International Celebration of WAC*

Lori Franz, MU's Associate Provost for Undergraduate Education (*our liaison in campus-level administration and whose office funds CWP*), for graciously allowing us inestimable time and leeway while conference planning was in progress

Joseph Green, *Conference Coordinator, CWP Research Assistant, doctoral student in English at MU*, who for a full academic year kept untold numbers of details under control and staff sane

Gail Hawisher, *Knight Ethnographer and closing Plenary Speaker*

Cindy Hazelrigg, *Conference Coordinator, MU Conference Office*, and her staff, for oversight of all logistics

Sue Hollingsworth, *MU Video Production Services*, for Writing the Future: An International Celebration of WAC

David A. Lawton, *Chair, English Department, Washington University, St. Louis*, sponsor for Richard Bates

Emily Miller, *CWP Administrative Assistant*, for help in the Book Exhibit

Jonathan Monroe, *Director, John S. Knight Institute for Writing in the Disciplines at Cornell University*, sponsor of Knight Ethnographers Hawisher and Selfe

Sharon Rodes, *Multimedia Specialist, MU Conference Office*, for website, program, and abstract preparation

Cynthia Selfe, *Knight Ethnographer and closing Plenary Speaker*

Chris Willow Schomaker, *MU Bookstore*, for ordering the WAC/WID trade books for sale in the Book Exhibit

Ted Tarkow, *Associate Dean, MU College of Arts & Science* (*our liaison at the academic level*), for long-term support of CWP's mission and work including this conference

Jonathan Weng, *MU College of Arts & Science Computer Response Center*, for oversight of the email room

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And, of course, all of you, the presenters and participants who came from near and far, who sent your images and video clips, who contributed to the intellectual discussion, and who made WAC 2004 a reality

Keynote Speakers



Richard Bates

Richard Bates is Professor of Social and Administrative Studies in the Faculty of Education at Deakin University, Australia. His scholarly work has been concerned with the Sociology of Education (where he contributed to the debate over the 'new sociology of education in Britain in the '70's) and Educational Administration (where he contributed

to the emergence of an alternative 'critical' theory during the '80s). His work as Dean has drawn him into debates over teacher education during the 90's and his Presidency of the Victorian and Australian Councils of Deans of Education has led him to contest official views regarding teacher supply and demand and to work towards a national agency for the accreditation of teacher education programs. He is a past President of the Australian Association for Researchers in Education and a Fellow of the Australian College of Education and the Australian Council for Educational Administration. He is President Elect of the Australian Teacher Education Association and a Board member of the International Council for the Education of Teachers. Several of Bates' papers are accessible on his website; see the full text of "Administering the Global Trap: The Role of Educational Leaders", for example, at <http://www.deakin.edu.au/~rbates>.



Cynthia Selfe

Cynthia L. Selfe is Professor of Humanities in the Humanities Department at Michigan Technological University, and co-editor, with Gail Hawisher, of *Computers and Composition: An International Journal*.

In 1996, Selfe was recognized as an EDUCOM Medal award winner for innovative computer use in higher education—the first woman and the first English teacher ever to receive this award. Selfe has served as the Chair of the Conference on College Composition and Communication and is the author of numerous articles and books on computers including *Literacy and Technology in the 21st Century*, *the Perils of Not Paying Attention* (SIU Press, 1999), *Creating a Computer-Supported Writing Facility* (Computers and Composition Press, 1989); and she is a co-author of *Technical Writing* (1995 and 2000). Selfe has also co-edited several collections of essays on computers, including *Global Literacies and the World-Wide Web* (with Hawisher, Routledge, 2000), and *Passions, Pedagogies, and 21st Century Technologies* (with Hawisher, Utah State University Press and NCTE, 1999).



Gail Hawisher

Gail E. Hawisher is Professor of English and founding Director of the Center for Writing Studies at the University of Illinois, Urbana, Champaign. She has primarily published in literacy and technology studies, and, for the past 16 years, has co-edited the international journal *Computers and Composition*. Recent

work includes *Global Literacies and the World Wide Web* (Routledge, 2000) and *Passions, Pedagogies, and 21st Century Technologies* (Utah State University Press, 1999), which won the Distinguished Book Award at Computers and Writing 2000. She and her co-author, Cynthia Selfe, have recently published the book-length *Literate Lives in the Information Age* (Erlbaum, 2004), which uses life history interviews to look at how people have acquired, or not, the literacies of technology. In her everyday work through the Center for Writing Studies and its WAC program, she likes to think she's worked to change, with lots of help from good colleagues, the culture of teaching at her large research university.

Seventh National WAC Conference

writing

across the curriculum

Campus Writing Program

325 GCB

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Columbia, MO 65211

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<http://www.cwp.missouri.edu>

The Campus Writing Program at the University of Missouri-Columbia is pleased to host the Seventh National WAC Conference, May 20-22, 2004, in St. Louis, Missouri.

This biennial event is the largest U.S. conference dedicated to writing across the curriculum (WAC) and writing in the disciplines (WID). It is typically of interest to people using writing to improve teaching and learning: faculty, administrators, and students from post-secondary institutions, as well as faculty and administrators from secondary schools.

This year's theme, "WAC From an International Perspective," is intended to draw attention to the myriad ways that WAC and WID are conceptualized, understood, and used both within and beyond the U.S.

Over the last thirty years in the U.S., the WAC educational movement has grown steadily, primarily in higher education and, to a lesser extent, at the secondary level. Over the same period, the language across the curriculum (LAC) movement in the U.K. has also grown, primarily at the secondary level. More recently, LAC has begun to appear at the post-secondary level. More notable, though, is an increased interest worldwide in higher education's use of writing as a tool for teaching and learning.

We invite the sharing of diverse points of view to enrich our common goals of improved teaching, learning, writing, and thinking. We hope that the dialectic that emerges from a cross-cultural conversation about academic writing will stimulate critical reflection on standard practices and catalyze new research questions.

Your MU CWP hosts are:

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The 2006 National WAC Conference will be hosted by

**Clemson University,
Clemson, South Carolina
May 17-20**

co-directed by Art Young and Kathleen Yancey

WAC
From an International Perspective