EIGHTH INTERNATIONAL WRITING ACROSS THE CURRICULUM CONFERENCE

MAY 18-20, 2006

Abstracts

Hosted by
Clemson University
Clemson, South Carolina

With assistance from
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CONFERENCE SCHEDULE

Wednesday, May 17

5:00 p.m. – 7:00 p.m.	Welcoming Reception

Thursday, May 18

8:30 a.m. – 4:30 p.m.	Registration Desk Open
9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
1:00 p.m. – 2:15 p.m.	Concurrent Session One
2:45 p.m. – 4:00 p.m.	Concurrent Session Two
4:15 p.m. – 5:30 p.m.	Welcome, Announcements, and Keynote Address
5:30 p.m. – 7:30 p.m.	Social Reception and Poster Sessions *—Sponsored by McGraw-Hill*

Friday, May 19

8:00 a.m. – 4:30 p.m.	Registration Desk Open
8:00 a.m. – 8:30 a.m.	Breakfast
8:30 a.m. – 9:45 a.m.	Concurrent Session Three
10:00 a.m. – 11:15 a.m.	Concurrent Session Four
11:45 a.m. – 1:00 p.m.	Concurrent Session Five
1:00 p.m. – 2:15 p.m.	Carolina Barbeque Picnic Lunch
2:30 p.m. – 3:45 p.m.	Concurrent Session Six
4:00 p.m. – 5:15 p.m.	Concurrent Session Seven
5:30 p.m. – 7:00 p.m.	Social Reception and Publishers Tables *—Sponsored by Bedford/St. Martin's*
7:00 p.m. –	Carolina Low Country Buffet Dinner and Entertainment

Saturday, May 20

8:30 a.m. – 9:00 a.m.	Breakfast
9:00 a.m. – 10:15 a.m.	Concurrent Session Eight
10:45 a.m. – 12:00 p.m.	Concurrent Session Nine
12:15 p.m. – 1:30 p.m.	Lunch and Plenary Session

WS.1 Communication, Reflection, & Assessment Across the Curriculum

Neill Thew
—University of Sussex, England
Magnus Gustafsson
—Chalmers University of Technology, Sweden

The Swedish Summer Institute is a pedagogical development project initiated by the Council for the Renewal of Higher Education in Sweden and has been offered with continuous modifications since 2000. The Institute is delivered with support from the Council by a team of two facilitators from Swedish higher education and two international facilitators. Every year, an invitation is distributed during the fall and applications are invited. Twenty PhD students or recently graduated PhDs with some experience of teaching in higher education, and with an expressed and substantiated interest in pedagogy, are selected to follow a one-year cycle of pedagogical development. This mixed cross-disciplinary cohort is made as representative a cross-section as possible of Swedish higher education and its needs, and generates a very rewarding and active atmosphere for the institute. The activities begin in June with a one-week intensive Summer Institute in a secluded conference venue away from day-to-day academic worries. During this initial phase, participants develop pedagogical projects for the upcoming academic year. The second leg of the Institute is a two-day writing workshop in the winter, the Winter Institute, where projects are further discussed and evaluative case studies are drafted. Project cases are then submitted for publication at the beginning of the following academic year, completing the one-year cycle.

In this workshop, we aim to replicate and explore elements of the Swedish Institute experience, and share what has been learned over the past five years. We will both explore the Institute's theme of improving student learning in cross-disciplinary environments and model some of the successful pedagogical strategies that have been used to promote this theme. We look forward to discussing some of the issues raised in the context of a conflation of writing-to-learn intensity, peer learning and assessment, student responsibility and the administrative framework as well as everyday constraints of higher education.

In keeping with the PBL-inspired elements of the Swedish Institute, we invite workshop participants to come with "real life" pedagogical issues / problems on which you will work during the session. We particularly welcome issues relating to improving student learning through assessment and feedback design.

Participants will be enabled to work with their own issues to bring into focus the intellectual concerns and the developmental strategies of the Institute. Taking as our starting point the deep challenges of a genuine shift from "teaching" to "learning" perspectives, we will seek to explore openly our complex relationships with our own pedagogical activities.

WS.2 Keeping the WAC Movement Going: A Workshop for Veteran WAC Directors

Joan Mullin
—University of Texas, Austin
Chris Thaiss
—George Mason University
Lillian Bridwell-Bowles
—Louisiana State University
Terry Myers Zawacki
—George Mason University

So you've started a WAC program and it's running along nicely—now what? While there's always something to do, these veterans of WAC programs know the importance of creating a culture of writing on campus, continually energizing faculty and the program. Drawing on their own experience, facilitators of this half day workshop target those involved with WAC programs for three or more years. This is not a "how to start a WAC program" workshop, but a "how to build on what you have" workshop. Participants will be asked to reflect on their contexts, their pressure points, their brick walls. Facilitators will address four areas generally—making a case for expanding WAC, connecting across campus, creating a writing community, and assessment, outlining projects in which they have engaged.

Speaker one will demonstrate how and what information to gather to make a persuasive case for faculty and administrators who may be less than enthusiastic about WAC.

Speaker two will stress the networking that might be overlooked once a WAC program is built. Speaker Three will discuss how to use connections with others to create a campus community that becomes involved in WAC as an intellectual and curricular enterprise; Speaker Four will tackle the never ending issue of assessment.

After each presentation, participants will have a brief time to brainstorm their own ideas. After all four presentations, participants will work on their own plans collaboratively, with facilitators providing one-to-one advice that will help them keep moving their programs forward. Finally, the collective wisdom of the group will be drawn together into a brainstorming session from which all can benefit.

WS.3 Transforming Spaces: Teaching and Learning in the Class of 1941 Studio for Student Communication*

Teresa (Teddi) Fishman
Morgan Gresham
Jeremy King
Michael Neal
Barbara Ramirez
Charlie Rice
Summer Smith Taylor
Jerry A. Waldvogel
—Clemson University

The Class of 1941 Studio for Student Communication at Clemson University opened in January 2004. The space now welcomes more than 3,500 faculty and students each semester. Faculty bring classes to the Studio, teams choose to collaborate in the space, and students come to work alone or with Studio Associates, who are trained to provide guidance with written, oral, visual, and digital communication. The users of the Studio come from disciplines ranging from mechanical engineering to nursing, from literature to physics, from mathematics to sociology.

The Studio features corporate-like, flexible meeting and collaboration spaces, technologies and expertise that are not accessible elsewhere on campus, and walls that dynamically showcase communication. On any given day, visitor walking through the Studio may find an English-as-a-Second-Language student working one-on-one with the Studio director in the reception area, a class engaged in team revisions using the tackboards and interactive SmartBoards at one end of the main Studio, a team of faculty discussing teaching strategies at the other end of the main Studio, a student drafting a report on a laptop in the lounge, and a class delivering formal presentations to a client in the conference room.

The workshop will begin with a tour of the Studio, featuring demonstrations of technology and descriptions of ways that the space is used. Next, faculty from across the disciplines will present on topics including:

- Changes inspired by the Studio in disciplinary classes taught in the space
- Transforming the Studio space through interactive wall postings and creation of “office” spaces for student teams
- Collaboration and project management in the Studio for client-based (service learning) classes
- Mindmapping in the Studio as a way to engage students in the complexity of projects and ideas
- The Studio as a site for the study and creation of electronic portfolios
- Preparing Studio Associates to assist students with communication
- The Studio as a site for professional development for Writing Across the Curriculum faculty

* Transportation will be provided.

WS.4 FROM PASSIVE RESISTANCE TO ACTIVE FACULTY: MAKING SPACES FOR WRITING IN THE DISCIPLINES

Monica Hogan
—Johnson County Community College
Sharon Hogan
—Blue River Community College

Many faculty teaching curriculum outside of composition studies face the challenge of requiring well-written essays while limiting actual class time spent on writing. WAC resources, however, appear to outsiders to be generic and divorced from pedagogical reason. Hence, faculty across the curriculum often judge WAC workshops and resources as necessary evils that appease administration but waste time. Instead, we need to generate a more positive and engaging attitude from other faculty to avoid a wall of silence and passivity. Further, many faculty members' theoretical foundation is in their disciplines rather in their pedagogical practices. To resolve this problem, faculty need pedagogically grounded strategies and practical exercises that encourage the development of discipline specific writing assignments.

In this workshop, participants will engage pedagogical theory to develop exercises that will encourage their faculty to create effective WAC assignments. Participants will learn strategies to break through faculty silence, which Ira Shor notes "is a form of defense as well as resistance," and then create space among faculty to unite writing with content specific material based on pedagogical theory. Specifically, by using small groups to discuss learning principles within the theoretical framework, L. Vygostky and critical theory will be explored. Then, participants will be asked to structure an exercise for their faculty to develop personalized assignments. Finally, participants will use their newly developed exercises to generate content-specific writing assignments. Participants will get supporting materials focusing primarily on Vygotsky and critical theory and a collection of actual assignments generated from our approach. This workshop will be limited to a critical pedagogical approach for effectiveness and time constraints.

Materials from this workshop will aid WAC faculty in helping other faculty develop effective WAC assignments. This workshop is not a starting point for WAC programs, nor is it a substitute for a WAC program. Instead, this workshop is meant to add tools to the WAC program's toolbox.

WS.5 VISUALLY COMMUNICATING YOUR COURSES TO STUDENTS: THE GRAPHIC SYLLABUS

Linda Nilson
—Clemson University

The instructor's topical organization is the basic framework, the very skeleton of a course, as well as the core of the syllabus. It also reflects the instructor's own unique organization of the field or specialty being taught and, as such, is a piece of scholarship. Yet students rarely read a text syllabus carefully. Even when they do, they lack the scholarly background to grasp the "big picture" of the subject matter organization from a week-by-week topical listing.

An easy, cost-effective solution is a "graphic syllabus": a one-page flowchart, diagram, or concept map of the course topics, appended (on paper or online) to the text syllabus. It allows students to literally see the structure of the course.

In this workshop, participants will learn how to design a graphic syllabus and why it is beneficial to do so. First, they will discover its many variations by studying real examples designed and used by American and Canadian faculty. Following some design advice, they will work in groups on a graphic syllabus of a hypothetical course, then individually design one for a course of their own. Participants will also learn how to flowchart the structure of a discipline or subfield and the progression of student outcomes for a course or curriculum. They will leave with information on software options and a research bibliography.

As graphic syllabi are concept/mind maps of a course, they offer the same benefits for learning. First, because they communicate information through both individual elements and their spatial arrangement, they facilitate deep learning for visual, global, and concrete processors. Second, material received in both verbal and visual modalities is retained better and longer than that received in only one form, and it can also be accessed and retrieved more easily. Being more efficient in conveying information than text, visuals also require less working memory and fewer cognitive transformations. Third, they show the "big picture" of the key concepts and dimensions and their organization. This overview enables students to see what pieces are most important and how they fit together and to process and store knowledge in an accurate, ready-made structure. Finally, concept/mind maps enhance cognitive activities involving memory, planning, and organizing, such as note-taking, outlining, problem solving, and organizing and summarizing material. A graphic syllabus not only familiarizes students with such tools but also helps faculty improve their course organization.

Participants will be cautioned about common errors made in graphic syllabus design: making it too complex, inserting recursive relationships (time is unidirectional), and substituting the organization of a theory or discipline.

1.1 CONTEXT AND WAC PROGRAM DESIGN

When WAC Metamorphoses into WI: A Case Example
Mary Alm
—University of North Carolina, Asheville

This presentation explores institutional responses to a new emphasis on writing instruction in the undergraduate curriculum of one small public liberal arts university. The presenter uses her college's experience to highlight lessons applicable to new programs in other settings. She particularly focuses on the roots of the new Writing Intensive initiative in the work of a previous WAC committee in order to understand how the current WI design reflects both previous experience on campus and previous research in WAC.

Hybrid WAC Programs: Insuring Sustainability and Institutional Reform
Jeffrey R. Galin
—Florida Atlantic University

I argue that hybrid WAC programs, which balance voluntary faculty and departmental participation with state and university-wide mandates for writing intensive curricula and build coalitions across campus institutions, serve as models for university curricular reform, notwithstanding their complex political, curricular, and administrative negotiations. As most sustainability theory suggests, curricular change must become systemic. Despite their messy nature, hybrid WAC programs are likely to be the most sustainable and malleable institutional reforms on college campuses today.

1.2 REPOSITIONED BY WRITING: TRANSFORMING THE TEACHING AND LEARNING OF FIRST-YEAR BIOLOGY

Wendy Strachan
Joan Sharp
Erin Barley
—Simon Fraser University

As of Fall 2006, entering students at Simon Fraser University will be required to complete a new graduation requirement of two writing intensive (W) courses, one lower and one upper division. In this presentation, we report on a pilot W-course in 1st year biology which explored the feasibility and conditions necessary to implement the university's W-criteria in a large first-year lab science course and assessed the outcomes for student writing and learning. An existing course had to be modified, TAs trained and coached throughout the semester, and the instructor supported both before and during the semester in transforming the course to W without sacrificing biology content.

Transforming the roles of teachers and learners

BISC 102 "Introduction to Biology" has always included a term paper with the option of feedback and revision of a rough draft but there has traditionally been little instruction in writing, and students seldom prepared ahead to get feedback. Modifying the course to meet new W-criteria required revisiting the purposes and processes by which students learned the challenging course material. Making modifications in the process brought a new understanding of the structure and design of the course, an enhanced awareness of student strengths and weaknesses and a new more collegial relationship with the teaching assistants.

Shifting dynamics in the tutorial: A TA's perspective on a writing intensive curriculum

Tutorial time in the biology course is typically used to review material covered in the lecture and to address students' questions. It is essentially content focused and frequently leads to lecture-like explanations of that content. In the W-course, the tutorial also became the time for discussion of and guidance about writing. In this presentation, I reflect on how this shift in focus repositioned me for the students and I became more engaged in their learning process, skills development and struggle to write, and became more aware of myself as teacher.

Repositioning: Student writing as evidence of engagement

That writing enhances engagement in course material is attested to by both students and teachers (Light, 2000; Sommers, 2001). Our experience in the BISC 102 course suggests that engagement indeed has a positive value but representing evidence of that engagement in measures of student learning poses a challenge. In this presentation, I report on our first attempt to analyse features in samples of student writing that we suggest are indicative of student engagement in the writing and learning of the course.

1.3 IN THE DISCIPLINES: SCIENCE, FIRST-YEAR COMPOSITION, AND POLITICAL SCIENCE

Their Turf, Their Texts: Engaging Science Faculty with Their Own Literature
Cary Moskovitz
—Duke University

WID administrators can better engage the interest and understandings of science faculty by analyzing the rhetorical features of texts from journals in which science faculty publish (or even better--pieces authored by faculty in the department), and then using these analyses in department-specific workshops. Benefits include helping WID administrators understand the writing knowledge and practices of the science faculty, helping instructors employ suggested pedagogical strategies, and promoting collaboration between writing programs and science departments.

Using Assessment Data to Strengthen Links Between Information Literacy and Writing in First-Year Composition
John Eliason
—Philadelphia University

This session will provide participants with an opportunity to discuss data from two distinct information literacy (IL) assessments from multiple sections of first-year writing. Participants will then learn and generate ways such data can be leveraged within their own institutional settings to improve assignment design, help integrate IL with other important course outcomes, enhance faculty development, and inform subsequent assessments of IL and writing.

Keeping the Faith: What I learned about WAC Evangelism from Political Science
Beth Finch Hedengren
—Brigham Young University

Faculty attending WAC workshops are often converted to the WAC religion, but do they keep the faith? This study takes the dogma from the pulpit of workshops to an actual class, looking carefully at the implementation of WAC principles in an introductory political science class. Attending weekly TA trainings as well as analyzing assignments, rubrics and grading techniques leads to a greater understanding of the challenges inherent in applying the WAC gospel in real life.

1.4 AN EXAMINATION OF CROSS DISCIPLINARY PROJECTS AND THE INTRICACIES OF STAGING AND PLANNING

Mary A. Sadler
Sylvia Gamboa
Marie Fitzwilliam
—College of Charleston
Chip Rogers
—Rogers State University
Anne Fox
—College of Charleston

Our roundtable will examine three of our most ambitious Theme Days (The Viet Nam retrospective, the Jazz Age, and our Mozart Tribute) and the ways they have influenced our students, our faculty, and our community.

Mary Sadler will explain the activities that a grant helped finance and the College's Theme Day Committee planned for more than a year to celebrate the twenty-fifth anniversary of the Viet Nam War. We involved the Citadel for our Theme Day panel attended by Freshmen whose professors supported Theme Day and assigned O'Brien's novel. Our reading was O'Brien's The Things They Carried. The panel discussion on Theme Day was an example of controlled, polite academic disagreement. The students felt a part of a debate and were, as always, encouraged to ask questions of the panel.

Marie Fitzwilliam will offer advice based on her experience with our Theme Day celebrating the Jazz Age. Students whose professors choose to participate in this year's Theme Day all read Fitzgerald's The Great Gatsby. The College's Halsey Gallery hung a showing of Zelda Fitzgerald's paintings. The College's School of the Arts arranged a special concert "All Gershwin," and we brought in Nancy Milford, author of bestseller Zelda, who lectured our students and our community on "Literary Women in the Jazz Age."

Anne Fox of the College of Charleston's Communication Department helped the Committee by writing, staging, and directing Readers Theatre based on the writings of Tim O'Brien. She will discuss the issues involved in such work and her performance in a one woman show based on the life of Zelda Fitzgerald: Zelda by Herself. Her tape of the Readers Theatre evening featuring the work of Tim O'Brien will be discussed.

Chip Rogers was an integral member of the Theme Day Committee for many years. He designed all web sites for the Viet Nam Retrospective and for the Jazz Age Retrospective. He will explain the intricatacies and the issues involved in developing and managing such a site.

Sylvia Gamboa will discuss the latest effort of the Theme Day Committee at the College of Charleston. Mozart is the focus of a series of musical events, and most importantly, the students will have read *Amadeus*, the play based on his life. The Charleston Symphony will participate in our celebration of Mozart, and the community will be invited to all our events.

1.5 LIFE AFTER THE BARRIER EXAM

William Carpenter
Jeanne Gunner
Matthew Schneider
Gerri McNenny
—Chapman University

The recent addition of an essay question to the SAT has brought new attention to debates about the efficacy of timed essay exams to predict college performance and to assess writing proficiency. In this roundtable, four key stakeholders in writing instruction at Chapman University in Orange, California, will analyze the history, implementation, and proposed phase-out of Chapman's Junior Writing Proficiency (JWP) examination, a rising barrier exit exam required of all Chapman students since 1985. The end of the barrier exam coincides with a campus-wide conversation about Chapman's General Education (GE) curriculum. This conversation has created an opportunity for broader, discipline-based writing instruction informed by assessment schemes that prioritize writing-to-learn strategies.

The panelists will explore this question from four perspectives. Associate Provost Jeanne Gunner will consider how the apparent pedagogical pact between faculty in composition and other disciplines disguises the epistemological divide between writing-to-learn and writing as testing device. This disparity is replicated in conventional assumptions about assessment, as Brian Huot has described in his discussions of testing, assessing, and evaluating.

Next, former English department chair Matthew Schneider will describe the institutional history of the JWP, and show how data on pass-fail rates and performance discrepancies between transfer and four-year students line up with recent writing instruction research and disciplinary best practices. High failure rates for transfer students suggest that these students struggled to identify the discourse conventions valued by readers of the JWP and taught to four-year students.

Third, Gerri McNenny, writing program director, will outline how the JWP was impacted by a recently-completed university accreditation process. This process has led to institutional commitments to promoting a more active learning environment, to conceptualizing developmental progressions for writing proficiency across the disciplines and in the majors, and to building a culture of assessment and learning through writing.

Last, WAC coordinator William Carpenter will present the alternative models currently under consideration as Chapman replaces the JWP with more reliable and programmatically integrated methods of assessing writing proficiency. The challenge is to create a method that attracts and maintains grassroots support among the faculty, who in turn can help their departments implement their own writing curricula.

1.6 MULTIMEDIA, ONLINE CASES TO IMPROVE STUDENTS' COMMUNICATION AND LEARNING IN THE DISCIPLINES: RECENT FINDINGS

David R. Russell
—Iowa State University
Tom Bowers
—Northern Kentucky University
David Fisher
—Iowa State University

Case studies in which students role-play in a goal-based scenario have been used for many years in many disciplines to teach course content through active, problem-based learning. Cases also have been shown to improve motivation and performance in writing by creating a learning environment that provides resources and (fictional) exigencies for rhetorical action (Troyka 1975). We have been exploring the potential of interactive "Multimedia, Online Cases as Environments for Writing to Learn," which that represent a communicative system of disciplinary activity much fully than 'paper' cases can. We present the results of our research on interactive, multimedia online decision cases that we created with faculty and students in philosophy, genetics, business administration, and environmental engineering, and meteorology.

Online Learning Environments Bridging Genres

Our preliminary findings (first presentation) describe the ways students used (and did not use) these on-line learning environments to bridge school and 'real-world' genres through role playing and reflection.

Mere PR or Actual Practice? Teaching Ethical Principles and the Genre of the Corporate Report

The second presentation explores how an online multimedia case was used to engage business students in the practice of composing and critiquing the genre of the corporate report. Students assumed the role of a communications consultant and constructed a corporate report for Omega, a fictional biotechnology company, using the triple bottom line approach. Our findings describe the ways students used (and did not use) the on-line learning environment to deepen their understanding of ethical principles in relation to communication in business administration.

Students Building Online Cases to Construct Disciplinary Knowledge in Meteorology

The third presentation describes how a group of meteorology students used their work with the Omega case as preparation for creating a new multimedia case in their discipline. Using the students' multimedia case, the ancillary teaching materials they produced, and a focus-group interview with the students, this presenter argues that student construction of their "NexWx" site (http://mycase.engl.iastate.edu/public/trident/index.html) not only gave students practice in producing genres related to their meteorology, but provided them with the opportunity to reflect on the disciplinary activity.

1.7 IMPROVING THE TECHNICAL WRITING SKILLS OF ENGINEERING MAJORS THROUGH AN ENGINEERING DEPARTMENT-WRITING CENTER COLLABORATION

Kathleen Jernquist
David Godfrey
Todd Taylor
—United States Coast Guard Academy

This session presents strategies to guide engineering majors to become effective writers through collaboration between the Writing Center and Engineering Department at the United States Coast Guard Academy. Linking the Center with Engineering addresses problems in teaching technical writing: a resistance to writing among technical majors, the transition from expository to technical writing, and adapting writers' forms and styles to the expectations of engineers.

A Language for Writing Across the Curriculum

Speaker one, informed by the work of James Britton and James Kinneavy, proposes a common language for communication that can help students both name concepts that often remain unarticulated in their development as writers and understand the criteria by which their readers judge effective writing. The speaker proposes that same language can help instructors develop effective assignments and respond to students as they develop technical writing skills.

Improving Technical Writing in the Electrical & Computer Engineering Senior Design Course

Speaker two presents refinements in his pedagogy, practice, and student performance when he amended writing requirements in the two-semester senior design course Projects in Electrical and Computer Engineering (PECE). A major requirement in PECE is an end-of-semester paper, describing project work and results. During recent years, the instructors noticed poor quality submissions. Working with the Center, several methods were developed to improve student writing: more classroom instruction and focused writing assignments; requirements to submit draft sub-sections; greater emphasis on outlines; and the creation of formalized grading metrics, informed by the Center's language for communications, for greater grading consistency.

A Multi-Year Developmental Approach to Engineering Writing

Speaker three traces the application of format, language, and process in the Naval Architecture and Marine Engineering Major. Culminating in a yearlong ship design experience, the major is focused on technical communication. Emphasis on technical writing spans 6 courses (sophomore to senior). A developmental approach to technical writing ranges from document format in the sophomore year to details of sentence structure, grammar, style, and presentation in the senior year. In the senior year, 25 shortened journal-type articles are required within three courses. Improved technical writing is apparent, and efforts are underway to improve this process by more fully engaging the Center.

1.8 A TUNE-UP FOR CACP: CAN DEPARTMENT-LEVEL WORKSHOPS REVIVE A STRUGGLING PROGRAM IN MID-LIFE CRISIS?

Deaver Traywick
Melissa Johnson
Dale Brown
—Newberry College

In Susan McLeod's Strengthening Programs for Writing Across the Curriculum, Toby Fulwiler cautions that "it becomes progressively more and more difficult to monitor what goes on in the name of Writing Across the Curriculum as faculty leave workshops and seminars and return to their classes to try things out." Newberry College established its Communication Across the Curriculum Program in 1989 under the tutelage of Art Young. But this voluntary program for faculty was founded and continues to operate with almost no funding, and faculty development workshops have never been consistently offered since the program began. The presentations in this panel will describe the significant problems with this program and propose an innovative approach to implementing, sixteen years late, first-stage faculty development workshops.

Back to the Factory: A History of the Program

This presentation will trace the history of Newberry's CACP program and describe its current problems. Some of these problems are common to other "mid-life" programs, such as lack of funding, training, and faculty participation. Others are particular to this program, such as faculty members who ignore program expectations of revision or who allow students to fulfill program requirements outside the context of academic courses.

The PT Cruiser or the Porsche?: Can Marketing First-Stage Workshops to Small Departments Revive the Mid-Life Program?

Given the general constraints of very small schools and the particular history of Newberry's CAC program, first-stage workshops will be more effective if held at the departmental level. Departments (usually 3-6 members) are more accessible to workshop leaders because they already meet on a regular schedule, are more focused on common departmental goals, and share a common disciplinary knowledge that facilitates collaboration in workshops. Because we focus on a specific disciplinary setting, we have chosen particular workshop topics from Magnotto and Stout's outline for first-stage workshops, including 1) writing to learn through informal assignments, 2) learning to write through sequenced assignments, 3) the rhetoric of specific disciplines, and 4) responding to student writing.

Sweet Ride? Outcomes and Assessments

In this session, the presenters will discuss the results of their spring 2006 consultations with two disciplinary communities, the Department of Biology, Chemistry, and Veterinary Technology and the Department of Religion and Philosophy. We will summarize the format and content of these consultations, report the results of pre-and post-workshop faculty surveys, and suggest a method of assessing the effectiveness of future consultations.

1.9 CURRICULAR CONVERSATIONS WITH COLLEAGUES IN HISTORY: IMPETUS TO DESIGNING AND IMPLEMENTING A GATEWAY RESEARCH METHODS COURSE IN ENGLISH

Janine Utell
Rachel Batch
Patricia Dyer
—Widener University

At Widener University, two years of assessment conversations across campus have given us the opportunity to take a global as well as a local look at the role of research in the life of the English major. Over the last ten years, faculty from across the disciplines who teach writing-enriched courses have been part of a movement on campus to make writing and its assessment an integral part of student learning.

Having completed a review of our WID program, we have turned our attention to writing and assessment within the English major. We seek to examine how the student as thinker, writer, and researcher fits into the English major. Further, we seek to understand how this conception of the student results in sustained intellectual development across the curriculum.

Reworking the History Major: Critical Thinking, Writing, Research Methods, Assessment

This speaker will outline the development and revision of a Research Methods course in the History major. She will focus on the connections between research and writing in the course and in the major, and the ways they work to further discipline-specific knowledge as well as the goals and objectives of general education.

Connecting General Education and the English Major through a Gateway Research Methods Course

This speaker will describe the cross-curricular conversations between English and History that resulted in the proposed design for a gateway Research Methods course in the English major. Using the History major as a model and writing in the disciplines as a framework, this speaker will address the benefits of such conversations and the questions that remain to be answered in the implementation of the course.

Assessing the English Major and Advancing its Role in the Writing Culture of the University

This speaker will present the assessment practices and processes of English faculty and the resulting move to design a gateway Research Methods course. She will also consider the connections between discipline-specific inquiry, the flourishing of the writing culture across the curriculum, and how assessment might reveal and sustain these connections.

1.10 WHAT WAC HAS WROUGHT: WAC AS A PRECURSOR TO INSTITUTIONAL CHANGE

Kelly A. Shea
Cherubim A. Quizon
Mary McAleer Balkun
—Seton Hall University

WAC at Seton Hall: Whence It Came

At the 2004 conference, we presented the results of an initiative designed to help instructors across the disciplines infuse writing into their teaching. While funded institutionally through our Teaching, Learning, and Technology Center, the project was a grass-roots effort designed to foster institutional change where earlier WAC initiatives had failed. That project is now the model for the university's new core curriculum faculty development program, which is teaching instructors how to infuse five academic proficiencies – writing, critical thinking, oral communication, information literacy, and numeracy – into courses across the disciplines.

At the end of the WAC program, we had worked with 65 faculty across the university. This panelist will describe what we learned: that, as Kai and Miller pointed out, "professional development takes effort, and this effort must be the product of both administrative caring and individual interest. … both parties need to find a way to get something out of the developmental activity…" (2001).

We're Not in WAC-land Anymore: The Infusion Model for Academic Proficiencies

At our program's end, we were asked to advise the Core Curriculum Committee as it launched its initiative for training faculty in infusing core proficiencies into their teaching. This model of instruction, funded by the provost, is based on the WAC training described above. Fifty-five faculty are participating in workshops that focus on identifying the proficiencies appropriate to a course, their best method of infusion, and how the proficiencies influence the way students think. This panelist will use the critical thinking group as a example for describing the new program. As part of our analysis, we will discuss the extent to which the groups are following the original model, as well as how much writing is used as the vehicle for infusion.

What Dreams May Come: Institutional Change at the Core

Our third panelist will discuss Phase II of the model, which involves creating a plan for ongoing development, implementation, and assessment of writing intensive courses. A group of former WAC participants will develop course guidelines and assessment instruments so that other instructors can design writing-intensive courses; those courses considered writing intensive will help students satisfy one of the requirements of the new core. These materials will be used in 2006 as part of another series of faculty workshops and will provide the model for guidelines and assessment plans for the other proficiencies. These plans will be used by departments that have identified large-enrollment courses that will become writing-intensive.

1.11 READING, THINKING, AND WAC: A CASE FOR QUESTIONING

Gail Wood Miller
—Berkeley College
Peter Miller
—College of Staten Island, City University of New York

What is often ignored in WAC/WID projects is the necessity of addressing metacognition, particularly guiding students to create their own questions. It is through questioning we understand each other—whether we're listening to a friend speak or to a lecturer, whether we're reading a train timetable or a book chapter. It is through questioning we make a text ours. Whether we find answers—or, considering personal construct theory, find further questions (Kelly), we're making meaning. Questioning allows us to think. Language allows us to enter the realm of the abstract from the land of the concrete (Solms & Turnbull). Questioning in writing further develops the thinking process as it becomes an experience, a more relevant activity to learning (Dewey).

Questioning is something experienced writers do automatically. It separates the experienced learners from the inexperienced. Guiding students to question enhances their awareness of themselves as writers (Bernhardt & Miller). Unfortunately, the use of questioning as an editing tool is often omitted from teaching writing. Writing clarity considers answering a reader's questions before they're asked. A writer looking for what questions come to mind in their own writing is being self-reflective, encouraging, as Bruner says, "thinking about one's thinking." When we use metacognition, we are monitoring our own learning. The synergy between language and metacognition offers us a two-for-the-price-of-one approach to teaching—inculcating awareness of awareness, and fostering growth in reading, writing, and critical thinking.

True to the spirit of engagement, this workshop involves participants in a series of questioning exercises, followed by discussions to more fully understand and address metacognition. True to the spirit of reflection, the workshop concludes with participants writing and discussing their experiences and ways to implement questioning in their classrooms.

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1.12 WAC: THEORY AND POLITICS

The Illocutionary Acts of WAC
Lynn Epnett
—Ouachita Technical College

Now that WAC has settled into its role on many campuses, it is time to re-radicalize Writing Across the Curriculum. I suggest that WAC be reframed as a "speech act," and that we re-energize WAC out of stagnation and back to "movement" by changing our "speech" from descriptions of what WAC is (or isn't) to new promises of how WAC creates change.

Conflicting Visions: Determining the goals of a WAC Program
Adriane Ivey
—Oxford College of Emory University

This is an idea for a roundtable dealing with the question of how to determine the goals of a Writing Across the Curriculum program at a small Liberal Arts College in an atmosphere where many disagree on what the program should accomplish and how it should go about accomplishing it.

The issues involved include the conflict between those who favor a "writing to learn" approach and those who favor a "learning to write" approach. Because Composition has become its own discipline, and because many faculty in disciplines beyond English are not familiar with Composition theory, the distinction between these two approaches may not be readily recognizeable, and even those faculty who agree with one approach in particular end up designing their courses to favor the other approach without realizing it. Another conflict that arises is between differing definitions of "good writing." This conflict is both generational and disciplinary and seriously affects how strong the program can be.

I present these issues with the hope of creating a productive round table discussion aimed at exploring ways to bring faculty into agreement with current Composition theory.

Out of WAC: Democratizing Higher Education
Michelle Hall Kells
—University of New Mexico

This paper argues that traditional models of WAC too narrowly privilege academic discourse over other discourses shaping students' lives. Writing Across Communities represents a paradigm shift informed by New Literacy Studies and sociolinguistics which foregrounds dimensions of cultural diversity and community engagement to enhance students' ability to write and communicate.

2.1 THE UNIVERSITY OF MISSOURI'S "ECB MOMENT"

Martha A. Townsend
Jo Ann Vogt
Ian Montgomery
Martha D. Patton
—University of Missouri

McLeod and Miraglia's *Whither WAC? Interpreting the Stories/Histories of Mature WAC Programs* (*Writing Program Administration: Journal of the Council of Writing Program Administrators*, 1997) reports on a survey of factors that account for the "staying power" of long-term WAC programs as well as factors that contributed to the demise of others. Their article is uncannily prescient insofar as the University of Missouri's twenty-year-old WAC program is concerned. Within the past two years, our well-established "second-stage" program has experienced virtually all of the factors *on both sides* of the "enduring/discontinued" continuum that their research discovered.

Our panel of four Campus Writing Program (CWP) professionals describes the unusual range of factors we experienced, but goes beyond that to tell the story of the currently ongoing demise of the Campus Writing Program at the University of Missouri. We provide an overview of its twenty-year history, what conditions helped it to thrive (including an introduction to some of our faculty through a digital portfolio), and what conditions contributed to its end. We also speculate about its after-life. We believe that our lessons-born (as most are) of political and fiscal circumstances beyond our control-and our strategies for dealing with them will be valuable to other WAC programs, both new and "mature."

Our title makes reference to the University of Michigan's well-known English Composition Board, which many years earlier was the country's leading WAC program at a large, public, research institution. Like Missouri's CWP, the ECB served as a role model for writing instruction beyond first-year composition, but met its end quickly and firmly at the hands of administration who decided to move on. We present our story "organically" without separate titles for each panelist, acknowledging that even as we submit this revised abstract, our program's future is still unknown and shifting. What does seem clear to us, as four of our five full-time personnel prepare to move into positions outside the program, is that our well respected program will be forever altered.

2.2 COLLABORATIVE WAC: PROJECTS AND INTERACTIONS

Academics as Tailors: Collaborative Design of a Discipline Specific Writing Workshop
Deena Mandell
Enny Misser
—Wilfrid Laurier University

This presentation describes a collaborative project between a faculty member in a specific discipline and a writing centre co-ordinator to develop a writing workshop for the graduate students in the discipline. The process has been an iterative one of joint development, presentation, evaluation and revision. The presenters will give an overview of the developmental process, the approach to and results of evaluation, and examples of how the materials and exercises have been tailored to the discipline.

Moving Forward Together: WAC and FYC Collaboration
Kimberley Donovan
Helen Packey
—Southern New Hampshire University

We discuss how our roles as WAC coordinator and FYC coordinator at Southern New Hampshire University intersect and support each other through deliberate, collaborative efforts that increase each other's working capital in the university.

Using Collaborative Writing Across the Disciplines to Create a Campus Field Guide
Jerry A. Waldvogel
Mary Taylor Haque
Victor Shelburne
Lisa Wagner
Umit Yilmaz
—Clemson University

Faculty from five disciplines used collaborative writing to create a field guide to the natural history of Clemson University. The goal of the project is to encourage conscious and reasoned inquiry in outdoor campus classrooms and to engage students in the larger dialog concerning teaching and learning within and across the disciplines. Campus field guides highlight the role of writing and reading in creating and maintaining a sense of place within educational communities.

2.3 USING RESEARCH TO ASSESS STUDENT LEARNING FOR CURRICULAR DESIGN: A STUDY OF STUDENT WRITING SUCCESS IN A GRADUATE PROGRAM IN PROFESSIONAL WRITING

Margaret B. Walters
Elizabeth Giddens
—Kennesaw State University

This multimedia presentation will present preliminary findings from a study of the knowledge domains and habits of mind that foster student success in writing. The presentation will draw on findings from document-based video interviews with 15 graduates and advanced students, who, though they have widely varying goals and plans for "using" their degrees, share attitudes, skills, and behaviors that enable them to find individual paths as active, working writers. The study addresses the question of why some students adapt readily to writing challenges and others have difficulty.

These findings are relevant to teachers in WAC programs, because the habits of mind that the researchers identified arise from all kinds of disciplines, not just writing. Further, WAC teachers can use these habits of mind to draw connections between subject matter fields and writing practice. The research findings relate to curricular design in that WAC teachers need to teach the knowledge domains and then encourage the habits of mind that students may have learned elsewhere.

The study collected data by means of videotaped guided, conversational interviews with second-career, high-achiever adults in order to understand the habits of mind and cognitive abilities that led to their success. Analysis of these interviews demonstrated that successful writers: (1) define success as gaining a response from readers; (2) master six knowledge domains, including rhetorical, subject matter, genre, writing process, discourse community, and metacognitive knowledge; (3) put their knowledge into action through eight similar habits of mind, including persevering, attempting challenges, embracing learning, exhibiting keen interest in subject, enjoying collaborating, understanding how to write in complicated contexts, responding positively to critique, and engaging in self-reflection; and (4) acquire these abilities from a range of personal, professional, and academic experiences. The researchers' current understanding of the critical factor leading to success is the notion of interplay between knowledge domains and habits of mind.

The participants of this research are advanced students and graduates of the Master of Arts in Professional Writing (MAPW), an innovative program focused on preparing students for careers as writers. Now in its eleventh year, the MAPW program attracts a range of students who wish to prepare for careers in professional practice: those who have undergraduate English or communication degrees and seek advanced training that will lead to employment; career changers (often with previous educational and work experience outside the humanities); working professional writers who want advanced training and the M.A. credential for promotion and advancement; and highly successful professionals such as lawyers, accountants, and doctors, who have decided that they want to make writing, publishing, and/or teaching a part of their personal, and in some cases, their professional lives.

2.4 Collaborating Across the Curriculum: Creating, Teaching, Evaluating, and Refining Collaborative Courses

Elizabeth J. Rowse
Jarilyn K. Gess
—Minnesota State University, Moorhead

Collaborative projects involving the combining of two courses from two disciplines come with a variety of practical problems, and when one of those courses is a writing course, there are special problems. Even when the class that is not the traditional writing course already has writing integrated into it, there are particular issues that must be addressed across the planning and implementation process. The recursive nature of writing and writing instruction is not a natural fit with more content-based courses. In order to ensure that students are learning more through their writing and about their writing, faculty members must work together at all phases of the project and must be willing to work within the structure of the collaborative effort; one course must not be subsumed by the other. Faculty must also be able to integrate their individual course objectives with the overall objectives of the project. This workshop is based on the experience of the presenters who developed and taught two sets of such collaborative projects that paired a social science based Human Sexuality course with an expository writing course, and it will help participants plan, implement, evaluate, and refine such a collaborative project. The presenters will facilitate by sharing their experiences and will invite participants to share their experiences and concerns as well. Beginning with small group discussion, the presenters will offer the participants the opportunity to do hands-on course or assignment planning, to work on individual questions of planning and teaching such courses, to address challenges in maintaining each course's integrity, and to discuss concerns of evaluation and work on evaluation criteria.

2.5 A GRASS-ROOTS MODEL FOR WAC INFUSION AND FACULTY DEVELOPMENT

Mary McAleer Balkun
Kelly A. Shea
Cherubim A. Quizon
Angela Weisl
—Seton Hall University

The purpose of this workshop is twofold: 1) to provide a WAC model that relies on existing institutional resources, such as technology, assessment, a core curriculum, and faculty development; and 2) to have participants consider ways such a grass-roots initiative can become institutionalized.

The Writing-Intensive Project at Seton Hall University, initiated in fall 2001, was designed to help instructors reformulate their undergraduate and graduate courses to incorporate writing in ways that are pedagogically sound and improve student learning. The unique structure of the project – a system of faculty participants who changed annually but who were "recycled" as mentors to the new group of participants – guaranteed a two-year commitment, thereby providing continuity. This interdisciplinary effort had participants from 17 different departments/programs, as well as all five undergraduate colleges and the School of Graduate Medical Education.

The project took advantage of existing university resources, including an advanced technology infrastructure, a university-wide commitment to assessment, as well as a growing interest in interdisciplinary teaching. The in-house grant that sustained this project ended in spring 2005, but the project has continued in another form: as the model for a new university core curriculum that includes the development of five so-called proficiencies, including writing, critical thinking, information literacy, oral communication, and numeracy.

This workshop will help participants assess the resources available on their campuses to determine how this model might be implemented. We will begin with an overview of the model, provide detailed information about the way the model was adjusted and improved over the course of four years, and then allow plenty of time for group work and open discussion. In the second part of the workshop, we will consider the potential for growth and expansion of this WAC model, especially as a way to link writing to other academic competencies. In the case of Seton Hall University, our model has become the basis for a university-wide initiative in conjunction with a new core curriculum. However, our model can also help those who want to use writing as a vehicle for improving other skills, such as critical thinking or oral communication.

2.6 HIP HOP CULTURE, DIGITAL TECHNOLOGIES, AND NEW VIEWS OF INFORMATION: NEW DIRECTIONS FOR WAC

Hip Hop Culture in the College Composition Classroom
James Peterson
—Pennsylvania State University, Abington College
Priya Parmar
—Brooklyn College, City University of New York

This presentation provides detailed experiences in and pedagogical strategies for implementing various aspects of Hip Hop Culture into the college compostion classroom. Parmar and Peterson employ educational and literary discourses in an innovative explication of how Hip Hop culture empowers students to be critical thinkers and writers.

Writing to learn activities in Cyberspace: Which are right for your classroom?
Teresa (Teddi) Fishman
—Clemson University

This session will discuss various “new media” and their potential as venues for WAC activities. Wikis, Weblogs, and related applications will be described and critiqued for their utility as WAC tools, then various WAC exercises will be described and discussed in relationship to the traditional WAC goals of writing to learn and writing to communicate. This session will conclude with a Q & A session to allow WAC practitioners and technology aficionados to exchange techniques, success stories, and cautions.

Specific topics to be address include setting up a blog or wiki, establishing ground rules, maintaining cordiality or “netiquette,” evaluating online work, integrating writing to learn activities into larger assignments, and managing workload. All levels of WAC and technology familiarity welcome!

The Evolution of Information and Its Role in Reconfiguring the Research
Donna J. Gunter
—University of North Carolina, Charlotte

As compositionists continue to re-think the research paper, it may seem surprising that they would get insight from such people as librarians—but that is exactly what is happening. Christine Bruce’s Seven Faces of Information Literacy and Walker Percy’s distinction between the sign and the symbol provide insight into the ways in which technology is changing our conception of information. That new conception is informing the way the research paper is configured.

2.7 WAC & WRITING CENTERS: TALKING, LISTENING, TUTORING

Writing Fellows Abroad: A Pilot Study
Lynne Ronesi
—American University of Sharjah
This individual presentation will describe the results of a Spring 2006 semester pilot project implementing a Writing Fellows program at an American university abroad. The American University of Sharjah in the United Arab Emirates is comprised of students representing 70+ nationalities. This project will ascertain student, Fellow, and professor response to the program, identify direction for a Writing Fellows training course, and evaluate the impact of the Writing Fellows program on the University Writing Center.

Convergent Inquiry: Writing and Transformative Listening Practices
Wendy Shilton
Andrew Zinck
—University of Prince Edward Island

Good listening skills are integral to the partnerships that transform a "knowledge economy" into a more sustainable "knowledge ecology." This session focusses on "convergent inquiry," a method of applying the write-to-learn strategies of WAC to the development of higher-order listening skills in the development of interdependent personal agency.

Tutors Constructing Knowledge: Handouts Revisited
Sue Dinitz
—University of Vermont

We have felt conflicted about the use of handouts in our writing center, as handouts seem to contradict the view of knowledge and disciplinary conventions as socially constructed. In our presentation, we describe a different possibility for handouts. Peer tutors from across the disciplines create notebooks on writing in their discipline, in the process teaching each other about WID and creating materials that, rather than being "handed out," are used to facilitate conversations in tutoring sessions.

2.8 ALTERED BOOKS AS LEARNING ENHANCEMENTS

Elisa Kay Sparks
Allison Kellar
Kimberley Simms
Stacey Sparks
—Clemson University

Altering Books/ Envisioning Bloomsbury

This panel will present some examples of "altered books," created by graduate students for a seminar in Modernist London. As teacher, I will present a brief history of altered books, explain my methods, intentions, and assessment of the assignment, and show slides and/or copies of some student works. The other three presenters will be graduate students explaining their books.
As a form of re-cycling, altered books go back to ancient palimpsests. The Victorians revived altered books with a craze for "Grangerism"—illustrating a particular book with engravings collected from other books. The altered book as a contemporary art form had its birth in 1970 with the publication of Tom Phillips Humament, an altered Victorian novel. Since the 1990s craft efflorescence of scrap-booking, altered books have emerged as a new form of "Book Arts."

My students altered a variety of old books with scanned and clipped images, my digital photographs, and bits of text from our readings and from each other's journals. The advantage of an altered book over a simple visual journal is the often ironic dialogue that emerges between the original text and the new collaged material. For, example one student interrogated the relationship between Edith Sitwell and T.S. Eliot by layering translucent inserts of Eliot poems over passages in Sitwell's novel I Live Under a Black Sun. (Kimberley Simms)

Altering a Naked Room

My altered book project took shape when I found a hardback book entitled What Do You Say to a Naked Room? for $2.50 at a used bookshop. This interior design book seemed to be the perfect text to alter, as the Bloomsbury Group said plenty to "naked rooms" not only through the Omega Workshop décor, but also through written works. Moreover, the Bloomsbury Group attempted to redecorate and/or renovate "rooms" or text of the traditional literary canon. By altering a book about interior design, I was able to employ the original text as a comment on some of the people as well as the modern period.

KEYNOTE ADDRESS: WRITING ACROSS THE CURRICULUM: THE POWER OF AN IDEA

Anne Herrington
Charles Moran
—University of Massachusetts, Amherst

Writing Across the Curriculum seems intuitively to be an idea that has had great staying power. But what is this idea? Why has it persisted? And what is its likely future? We'll begin by outlining what we see as the elements of the idea, ones that are central to its local variants. We'll then look at other ideas, alive and well in the national discourse, that, taking such forms as standardized testing and assumptions about a growing literacy crisis, threaten to constrain and subvert the implementation of the idea of WAC. We'll conclude with some strategies that we suggest we implement if we want to keep the idea alive and viable in the future.

P.1 TRANSLATING CURRICULAR GOALS INTO A WORKABLE WAC/WID PROGRAM

Jane Danielewicz
—University of North Carolina, Chapel Hill

This interactive poster (viewers will be asked to problem-solve) will evaluate the current, limited WID program at UNC Chapel Hill in contrast to the ambitious goals set out in a newly-adopted undergraduate curriculum. The new curriculum calls for courses that will help students "to refine and apply foundations in writing and speaking across the curriculum." Besides a two-semester writing requirement for FYS, the new plan calls for communication intensive upper-division courses, greater connections between courses generally, something called "experiential learning," and it requires students to take an "integrated cluster" of at least three courses "linked in some way" on a theme not in their majors. So far, these broad initiatives have yet to be articulated into any type of specific program or individual courses; some combination of a WAC and WID program that runs throughout the undergraduate years is obviously needed. Our existing first-year writing program contains within it a small WID option; in the second semester students can take a writing course linked to an academic course, such as biology or philosophy. This model can't be expanded easily, nor does it address (in its present form) the need for upper-division writing courses or virtually any of the mandates in the new curriculum. My goal for the poster session is to present the current program and lay out the major problems and impediments that stand in the way of creating a WID/WAC program that even comes close to the projected vision. In contrast, I'll show several new prototype designs and ask viewers to evaluate them and to suggest other possible options, sharing their expertise. Viewer's ideas and opinions will be added to the poster (or my laptop screen) on the spot. I'll create a running log of viewers' responses to the proposals, noting for instance which options are preferred or what problems are surmountable (or not) based on experience. These ideas will help me to develop and institute several programs in the upcoming year at UNC-CH.

P.2 USING WRITING TO ASSESS STUDENT LEARNING IN STATISTICS

Margot Small
—Queensborough Community College

At Queensborough Community College, Basic Statistics has been chosen as a course in which to introduce writing in the disciplines. Students have difficulty understanding what statistics mean and how to use them. Requiring students to write explanations of what the graphs and numerical calculations of statistics show, enables the teacher to assess each students' understanding and improve the teaching of statistics.

Ordinarily, teachers of statistics may entirely structure a problem for students, telling them how to organize the data, what calculations and tests to do. When students are required to explain their own choices, they are required to review more deeply their notes and texts.

The rubric for the statistics computer labs are used to assess their ability to implement graphs, implement calculations, infer conclusions about variables and relationships, and apply statistics to the real world. While correcting English and grammar is important, the weight given to it in the assessment of students' work is small. Corrections that are made are in the service of clarity of communication.

In the poster session, I will provide examples of the data and guidelines for individual labs, and a summary of the responses I received from students. These responses display their progress in the understanding of statistics and improving written communication.

P.3 THE CURRENT ISSUES OF TEACHING WRITTEN BUSINESS COMMUNICATION IN HUNGARIAN HIGHER EDUCATION

Éva Tóth
—Eszterházy Károly College, Hungary

At present, oral communication skills have priority over writing skills in Hungary. The development of academic writing skills is not emphasized in Hungarian higher education. Because of social and economic changes, there is a growing demand for teaching ESP in higher education. In ESP, teaching the importance of developing business writing skills is paramount.

A business language examination is a requirement for a Diploma in Business in Hungary. There are several ways of taking a business language exam. The students who are Business Administration (BA) and Business Education (BE) majors at Eszterhazy Karoly College (EKC) are provided for both by teaching Business English and taking a business English language examination, in Eger. At EKC there is an accredited business language exam facility. We offer our students the business language exam of the Budapest Business School.

The business language exam of BBS consists of three main parts: listening, writing, and oral tasks. The written tasks include a writing test which normally is a standard business letter. For the writing test, the maximum number score is 20 points, out of a total 160 points. The results of the writing tests on the business language exams of BBS have been rather poor, according to a survey on the test scores of 2754 people. It emerged that the results of writing tests are rather poor among the students of EKC, as well.

There was a survey, carried out by the author, among college students who are BA or BE majors at Eszterhazy Karoly College, investigating their business writing skills, with the aim to improve the poort results of the students in the writing test. The author strongly believes that the student's business writing skills can be and should be developed at the higher education level, too. As a result of special teaching methods, the efficiency of the student's achievement on writing tests can improve significantly. The questions to be answered are as follows:

1. What are the reasons for poor results on writing tests?
2. What are the student's needs in developing business writing skills?
3. What teaching methods are suitable and efficient for students in higher education?

Some results of the survey and a possible way to teach and learn business writing skills effectively are presented in the poster session.

P.4 WHY IS GRAMMAR A DIRTY WORD?

Linda Kay Shelton
—Utah Valley State College

Researchers at the University of Nebraska reported that for five consecutive years, employers and college professors remained significantly disappointed with the English language skills of young people entering jobs and higher education. Seventy-five percent of those surveyed said that today's high school graduates have just fair or poor skills in grammar, spelling, and the ability to write clearly. If students lack the ability to use Standard English to communicate successfully, how can Writing Across the Curriculum methods correct that deficiency? Sharing across the curriculum key linguistic facts about grammar frees us all to make educated rhetorical choices about language.

Linguistic studies over the past fifty years have shown that traditional grammar is deficient because many of the "rules" are based on Latin, and English is not a Latin-based language but Teutonic. Traditional grammar prescribes what is "correct," or what people "should" use, whereas descriptive grammar encourages us to describe to our students what is accepted as standard. Rhetorical grammar instruction considers the purpose and audience in choosing what is acceptable.

The teaching of grammar has remained controversial for the past fifty years as studies about grammar instruction and writing improvement showed no correlation between the two. The absence of grammar instruction has not produced better student writing either so some are calling for a "grammar revival." Amid the controversy, finding practical solutions for our students is a key to helping them communicate effectively.

There is no magic text to tell us what is "correct" in all situations. In fact, there's disagreement in language reference books about quite a few usages. In addition, what is considered standard is constantly changing. Instead of insisting on prescribing what language should be used, we can describe what is accepted as standard. Understanding the socioeconomic and linguistic realities behind grammar's power leads us to teach students how to use that power for their benefit, not their demise. Our goal as teachers can be to help students make language choices that are appropriate for a given audience and purpose.

P.5 CLASHES IN WRITING INSTRUCTION STYLES BETWEEN AN URBAN HIGH SCHOOL AND AN URBAN UNIVERSITY

Jennifer Pooler Courtney
—University of North Carolina, Charlotte

This poster session will share the experiences and results of a researched case study conducted in an urban high school and an urban university. Writing instruction was observed in both settings; the urban high school courses included a 10th grade Fundamentals of Composition course working on grammar and writing skills to pass an end-of-grade test, 10th grade advanced and AP English courses, 11th grade English courses involving all "levels" of students, and 12th grade English courses involving all "levels" of students. The university observations included writing intensive courses in several subjects, first-year writing courses, and writing center tutorial sessions. The case study also examined how the urban high school writing instruction environment varied from suburban and rural writing instruction environments. Observations at suburban and rural schools were conducted in order to view writing instruction in these environments for purposes of comparison. While more work will be completed by the time of the conference, preliminary results so far suggest that detailed knowledge of exactly how the urban high school student experiences writing instruction can lead to more successful writing intensive courses at the urban university. This success can also be achieved in first-year writing courses and in the writing center. The styles of writing instruction at the urban high school contrasted with writing instruction in the urban university. Knowledge of urban school writing instruction practice becomes helpful for the urban university professor and administrator.

P.6 A POSTER PRESENTATION OF LSU'S COMMUNICATION ACROSS THE CURRICULUM PROJECTS: MAJOR NEW PROJECTS

Lillian Bridwell-Bowles
Karen Powell
Warren Hull
Michelle Grass
—Louisiana State University

The Communication across the Curriculum (CxC) Program at LSU:

The Directors of CxC will discuss a poster that outlines the overall structure of the university-wide program at LSU, including Communication-Intensive courses, Communication Studios, High-Level Communicator certification for students, and digital portfolios.

The Communication-Intensive Curricula in the LSU College of Engineering:

Two communication faculty members will describe a poster illustrating three models developed by CxC and the College of Engineering for integrating Communication-Intensive courses into the College curricula. The instructors will describe their experiences helping Engineering faculty develop communication instruction materials for small Engineering classes, team-teaching in mid-size Engineering classes, and teaching break-out communication seminars for large Engineering classes. They will also describe their experiences working with students in those Communication-Intensive courses.

The Communication Studio in the LSU College of Engineering:

The Communication Coordinator of the Engineering Communication Studio will discuss the launching of the Studio and present a poster illustrating the services offered by the Studio. He will describe the characteristics of this first discipline-specific Communication Studio at LSU, including the Studio's accessibility, modularity, flexibility, technology, and staffing. The poster will feature a floor plan of the Studio and photographs of the Studio in use.

The Digital Portfolio Project in the LSU College of Art & Design:

CxC will present LSU student work from its Digital Portfolio Project, including a computer presentation of portfolios being built by students in the College of Art & Design from Spring 2005 through Spring 2006. Conference participants will view students' layout designs on computers; individually, as participants interact with us, CxC team members will show the different views that are available with each portfolio: for LSU assessment, the public-at-large, and potential employers or graduate programs. Participants will also see the process by which students integrate a variety of files (e.g., text, audio, video, graphic) that document their communication skills.

P. 7 WHAT WE TALK ABOUT WHEN WE TALK ABOUT WRITING PROGRAMS WITH ENGLISH SPECIALISTS

Frank Gaughan
—Hofstra University

Currently the English department at Hofstra University is engaged in the process of reimagining its writing requirement and indeed its entire writing curriculum, from a mandatory two-semester sequence in English to an interdisciplinary model organized around theme-based course clusters.

This change raises a series of questions that this presentation will identify and discuss: To what extent do English literature specialists *want* to think like interdisciplinary writing specialists? How can reforms to a university writing requirement effectively resist presenting writing instruction as a service offered to other disciplines? How might relatively recent shifts toward interdisciplinarity complement long-standing WAC/WID-based initiatives?

3.1 PART I: WAC: BRIDGING THE GAP BETWEEN SECONDARY SCHOOL AND HIGHER EDUCATION

Pamela Childers
—McCallie School
Gerd Brauer
—University of Education, Freiburg

Part I - The Search - Friday first session participants will brainstorm what kinds of writing currently occur in secondary school classes, then be given the questions to consider as they attend WAC sessions all day presented mainly by teachers in higher education.

Questions - What does college writing require of incoming students? How can I apply WAC activities in higher education to the teaching of secondary students? During the day as they attend sessions, they will discover and record answers.

A School-College Collaborative Program for Reading and Writing Across the Curriculum

Judy Fowler
Priscilla Manarino-Leggett
—Fayetteville State University

This session describes a school-college collaborative project resulting from a competitive grant from the State of North Carolina. Presenters will give lessons learned from this year-long partnership between the state's lowest performing school district and a state university. This outreach project concentrated on reading and writing across the curriculum. Two week-long summer sessions and ten monthly sessions provided teachers various techniques and theories. Presenters will identify strengths and pitfalls of the project.

3.2 SUSTAINING CAC, WAC, AND WID AT A TWO-YEAR COLLEGE: MONTGOMERY COLLEGE, CONROE, TX

Ronald Heckelman
Martina Kusi-Mensah
Christine Cain
—Montgomery College

The goal of our panel is three fold: 1) to convene a dialogue on how to implement and sustain CAC, WAC and WID initiatives in the two year college environment; 2) to share our experience at Montgomery College, Conroe, TX over the last five years, where we have CAC, WAC and WID initiatives in place; and 3) to discuss our new WAC/WID student journal.

CAC at Montgomery College

We will discuss how and why we began our CAC initiative and how we continue to get buy-in from both faculty and administration. CAC continues at the college as a fully faculty-driven initiative, and this accounts for its success. Several years ago a number of faculty wanted a venue to discuss ideas and research in their fields as well as the profession. CAC tapped into an unspoken desire community college faculty have to get together to discuss ideas in their fields, and not just college procedures and/or strictly pedagogical matters. Another goal of CAC has been to celebrate discipline-specific concerns and the fact that two-year college professors offer special fields of training and expertise even if most of their teaching is in general education. CAC set the stage for introducing WAC and WID at the college.

WAC/WID at Montgomery College

We will then discuss how we have spun our WAC/WID initiative from CAC, and how politically as well as pedagogically this is working for us. Most recently we organized a daylong workshop with a nationally recognized WAC expert and are offering local WAC/WID consulting to departments and individual faculty. One point we would emphasize is the value of establishing collaborations with other college organizations in the pursuit of our WAC/WID goals. This is especially important in the community college environment.

The WAC/WID Student Journal at Montgomery College

The student-editor of our new WAC/WID journal, a collaborative effort between CAC and the Honors Program, will speak about her experience designing and editing the publication. The journal is designed to serve the college as both a teaching device and a celebration of discipline-specific writing in both academic and certificate programs. Discipline or field as well as genre of writing within a specific area organize the journal. Each student piece is prefaced with a paragraph by the professor on how the writing represents the form and kind of expression important in a particular field. In this way a bond between the professor and student-writer is forged by means of the kind of writing conventionally “performed” in a specific academic or workplace arena.

3.3 WAC TRAINING AS DE-CENTERING:

Timothy Dansdill
Susan Dailey
Suzanne Hudd
—Quinnipiac University

We address several critical questions about the effects of WAC training on both faculty and ultimately on students. What causes faculty resistance? What strategies are most effective for faculty adoption of WAC principles? What are the most representative WAC modes of adoption by newly trained faculty? Does WAC adoption by non-English faculty really impact students' attitudes about the role of writing—particularly in their non-English classes? This panel raises important insights with practical applications for the administration and assessment of WAC outreach efforts. The data we present elaborates the conditions of resistance, epiphany, and re-vision through which faculty, and ultimately, students, respond to WAC initiatives.

I Can't Read/Write This!: Faculty Resistance to WAC Training

This presentation recounts dramatic acts of resistance by faculty members to required reading and writing assignments in our WAC Training Workshops. Parallels are drawn between the motivations for faculty resistance to WAC with more familiar anecdotal research on students' resistance to challenging pedagogical experiences. An argument—and recommendation—is offered for integrating readings and writing to learn sequences that aim, in part, to de-center faculty who either resist the role of "student," or whose personal—and perhaps professional—self-centeredness precludes the de-centered thinking implied in Writing Across any given Curriculum.

Talking Back: Faculty's Post-Workshop Epiphanies on WAC

Using data collected from surveys and interviews, this presentation focuses on faculty stories of the challenges and rewards of integrating WAC ideas into their courses. The journey from workshop epiphany to classroom re-vision is not always smooth. These follow-up stories reveal faculty frustrations and quandaries, as well as the creative adjustments and new ideas that have emerge. This type of continuing dialogue with our colleagues helps us to assess the work we've done so far, anticipate future support materials, and plan for the next stages of WAC development on campus.

From WAC Faculties to Students' Views of WAC

This session presents an overview of student evaluation data which elaborate their acts of resistance, states of epiphany, and re-visionary attitudes toward the effect of WAC instruction on their approach to learning in non-English courses. Students often begin such courses that incorporate WAC principles from a place of resistance ("I'm not a good writer; I won't do well in this course"). Similar to faculty trained in WAC, however, students taught by such faculty experience their own epiphanies in relation to WAC's value which enable them to re-vision writing's role in their learning experiences.

3.4 COLLABORATIVE LITERACY ACROSS THE CURRICULUM

Karen M. Kuralt
—University of Arkansas, Little Rock
Lynn Epnett
—Ouachita Technical College
Michael Kleine
Earnest Cox
—University of Arkansas, Little Rock

Composition and education specialists have long promoted the value of collaborative learning and writing. Kenneth Bruffee argues that students should work in groups so that they can serve as model discourse communities this will help them understand how to function in the academic communities of their majors later on. Robert Slavin describes how students can work together to divide a learning task and then take responsibility for teaching each other, improving their mastery and retention. Meg Morgan and Mary Murray have studied collaboration's effects on creativity, noting that many writers perform better when they have the support of a collaborative environment.

Yet student collaborations while they look valuable in theory can be notoriously difficult to manage in practice. Students may not enjoy working in groups, and they may be reluctant to have part of their grades rely on anyone else. Teachers worry that groups do not always use class time productively, time that could have been spent covering writing, history, or math rather than the outcome of last weekend's football game. Teachers and students alike dread coping with problem group members.

Collaboration in the classroom is a complex activity, one that requires both subject matter skills and social skills, neither of which are fully developed in our students. They enter the classroom as collaborative novices in many cases and receive little direct instruction on good collaborative practices. Yet their success in future workplaces will depend on their ability to communicate with people from a wide range of disciplines and to work effectively with those people. For that reason, the leaders of this roundtable believe that colleges and universities should work consciously to foster collaborative literacy in students, from their first year all the way through their senior year. This roundtable focuses on where we might start in such an effort.

After brief presentations, the group will invite discussion on what collaborative literacy might look like and how to encourage its development across the curriculum.

3.5 "Show Me the Data!": Assessment, Curricular Change, and Institutional Reform—Our Journey Toward a University-Wide Culture of Writing

Melinda Kreth
Mary Ann Crawford
Marcy Taylor
—Central Michigan University

This roundtable consists of Central Michigan University's current Director of its new WAC/WID Program (who is also the Director of the Writing Center), a former General Education Coordinator, and both the current and former Director of the Composition Program.

The roundtable will focus on its members' experiences administering a two-phase writing assessment and using the results to promote institutional change. Phase I of the assessment consisted of a faculty survey administered in 2002 (n = 144), followed by faculty focus groups (n = 14). Phase II was a pre- and post-test of a 30% sample of all composition students during spring 2005 (n = 635 and 636 respectively). The pre-test essays were scored using two different rubrics: one for writing and one for quantitative literacy.

The roundtable will begin with a brief review of the results of Phase I and Phase II of the assessment project. Focus will then turn to how the assessment project has been received by the CMU community and how it has helped initiate and promote curricular and political change. For example, the results of the Phase I survey have helped in a number of ways:

- to revise CMU's two writing competency courses;
- to further justify reform of the General Education Program; and
- to garner institutional support for faculty development, for creation of a new WAC/WID program, and for expansion of the Writing Center.

Phase II results will be also discussed in terms of the curricular and institutional changes already underway. As a final piece, the roundtable will also justify the need for ongoing assessment and speculate on how it might be used in the future to further promote a "culture of writing" at CMU.

Session attendees will be given plenty of time to ask questions, make comments, and/or offer suggestions. They will also receive copies of the Phase I survey instrument and a summary of the survey results; master syllabi for CMU's writing competency courses; CMU's guidelines for faculty teaching writing-intensive courses; and the Phase II assessment materials (including the pre- and post-test prompts and procedures, scoring rubrics, and summary of results).

3.6 Research on the Academic Writing Life: Engaged Writers and Dynamic Disciplines

Chris Thaiss
Terry Myers Zawacki
Jeanne Sorrell
—George Mason University

This ongoing research has been reported at several conferences over the past three years, including the 2004 WAC conference. The book based on this research is now complete; therefore, this presentation will cover portions of the research not presented earlier. The panel will also be enhanced by the presence of one of the faculty informants engaged in innovative and alternative teaching and writing.

The first two presenters will summarize the cumulative data, discuss their conclusions, and then suggest teaching and program development practices. The presentation of data will be organized into three areas: 1) what teachers say about themselves as writers in their fields; 2) the kinds of assignments these teachers typically give to undergraduates and their goals for those assignments; and 3) what students in focus groups, on surveys, and in proficiency essays say about themselves as academic writers, including how they read teachers' assignments and expectations and come to understand, if they do, the discourses of their disciplines.

The third presenter will describe the alternative assignments she gives to both undergraduate and graduate nursing students based on her sense of the changes that have occurred in research paradigms within the discipline, as well as the current critical shortage of nurses. The presentation will feature how academic writing in nursing has affected both faculty and students. Academic aspects of writing that will be addressed are 3 books of essays written by nursing students that describe memorable experiences in the nursing workplace, a children's book, The Magic Stethoscope, that was written to recruit nurses, and a play, All Our Yesterdays, that integrates the presenter's findings from research related to Ethical Concerns in Alzheimer' Disease.

3.7 Dealing with Digital Academic Dishonesty Workshop

Priscilla Berry
Russell Baker
—Jacksonville University

For some time, universities have been concerned about digital academic dishonesty, particularly with respect to plagiarized term papers and reports. Recently, many universities have adopted classroom management software, such as Blackboard™ or WebCT™. These classroom management applications afford faculty and students many additional electronic capabilities, including easy posting of class notes or presentation files for downloading, collection of student assignments in digital drop boxes, online testing, chat rooms, and so forth. The inventive student intent on earning an acceptable course grade may use classroom management software, e-mail, IM, and the Web in ways that violate academic integrity standards. Now, in addition to the problem of electronically plagiarized term papers and reports, students are discovering ways to cheat in online and computer-based testing.

The workshop explores the ways students are cheating during online, other computer-based testing, and computer-facilitated plagiarism. The workshop suggests practical ways to deal with each type of testing problem, and presents LanSchool™ Classroom Management Software.

Research and anecdotal experiences involving digital cheating in testing and plagiarism are discussed. The following general methods of online test cheating are covered:

- Accessing other websites during online testing
- Using instant messenger/winpopup.exe to communicate during online testing
- Seeding test computers with test answers, formulae, or crib sheets
- Bringing in floppy/zip disks containing test answers, formulae, or crib sheets.

The following general methods of digital plagiarism are covered:

- Cut and Paste
- Web-based term paper websites
- Copying a friend's spreadsheet, PowerPoint, database or other computerized assignment

Digital safeguards for testing, interception methods to provide evidence of dishonesty, and computer lab classroom software that can be used to inhibit cheating will be covered.

The LanSchool software, recently installed in JU classroom computer labs, will be presented through relevant screen captures in a PowerPoint presentation. The workshop will be held in an open-forum format. Participating faculty are encouraged to share their experiences with digital cheating and any pedagogical methods used to prevent its occurrence.

3.8 Consensus across the Curriculum: Using WAC to Develop Interdisciplinary Communication within Groupwork

Kristi Apostel
—Finlandia University
Shawn Apostel
Moe Folk
—Michigan Technological University

This panel explores the use of writing in groups to build consensus across the curriculum. By focusing on collaborative writing assignments in three different classrooms, we will show how beneficial WAC is in bringing students to express and receive each other's discourse language when creating interdisciplinary projects for themselves, their group members, and their audience(s).

What Happens When Future Elementary Teachers Collaborate: Teachers Teach Each Other WAC

This presentation discusses the consensus that occurs when teacher education students work together to discover how WAC might be used in their own future classrooms. Using aspects of foundational WAC premises, each project and discussion is directed beyond the immediate context, toward the audience of future learners and thinkers in our public school classrooms. Knowing that they will teach all disciplines, the students collaborate to create assignments applicable to science, mathematics, and social studies, employing specific WAC principles. Together they agree on assignments' details and goals, afterwards combining their ideas for material to include in their individual teaching portfolios.

From I-Search to a Community of Learners: Students across the Disciplines Engage in Problem-Solving Groupwork in a Composition Centered Course

This presentation discusses the journey from a personal interest research narrative and proposal to a collaborative research presentation for the class. When students from different disciplines combine into a single community of learners, the class becomes a place where ideas are shared, communication flourishes, and their personal and disciplinary expertise is developed and exchanged, resulting in a community that transcends discourse boundaries.

Beg, Borrow, Cajole, Create: Building Consensus through Multimodal Collaborative Assignments

This presentation discusses the use of zines and non-traditional research topics as a means of bringing together students with diverse personal and academic interests. By letting students write to further personal and social goals, while having them bend their ideas and designs within the context of the group, students learn how to negotiate among, from, and across disciplines.

We also examine the different roles between our projects, classrooms, and students to see how the impact of an actual audience contributes to a more productive learning community.

3.9 Constructing Engagement: Initiating Communication Across the Disciplines at a Large Urban University

Martha Marinara
Dawn Oetjen
Karla Saari Kitalong
—University of Central Florida

Our university's CxD planning is situated within a campus-wide effort to enhance students' information fluency in key areas such as communication, numerical ability, and community engagement. These areas link to state-mandated "learning compacts" (outcomes) associated with communication and critical thinking. Because these outcomes are broadly defined, assessment is readily customizable to each academic program. This climate is tailor-made for instituting CxD. In addition, our vision for CxD both supports and is supported by mature campus-wide achievements in distance learning, faculty development, and service learning.

Our working definition, borrowed from the Associated Colleges of the South ("Information"), states that the information fluent student can

- Frame a problem or issue by means of critical thinking and the use of appropriate technologies;
- Collect all the information resources that are necessary to thoroughly consider identified problems or issues;
- Analyze the collected information and evaluate the quality and credibility of its sources;
- Formulate and evaluate the resulting conclusions and arguments; and
- Communicate the problem and its solutions appropriately and effectively.

Although this definition apparently relegates communication to the end of a sequential process, in practice we agree that communication is obviously recursive and is infused throughout the process.

In this panel, three speakers will discuss the university's co-evolving CxD and Information Fluency programs from three perspectives: administration, health sciences faculty member, and English faculty member.

Works Cited

"Information Fluency Working Definition." Associated Colleges of the South. 23 May 2003. 26 September 2005.

3.10 WRITING AS A CATALYST: USING WRITING AND WRITING ASSESSMENT IN ORGANIC CHEMISTRY COURSES AND A NSF-FUNDED PROJECT

Richard Taylor
Michael Novak
David Marado
—Miami University

Using Writing and Writing Technology to Give Students a Three-Dimensional Education in Organic Chemistry

While redesigning our two-semester introduction to organic chemistry, we have incorporated resources developed through two writing-focused NSF projects. Both are available to faculty in all the sciences. The first is LabWrite (http://www.ncsu.edu/labwrite/), a robust, online guide to writing lab reports. The second is the Chemistry is in the News Project (http://ciitn.missouri.edu/), which helps students achieve a sophisticated knowledge of chemistry by studying its relation to issues in everyday life; the project's strategies can be adapted by other sciences.

In our redesigned course, we use writing to give students a three-dimensional view of organic chemistry, a field that relies on understanding the three-dimensional construction of organic molecules.

Using Writing to Enhance and Evaluate Student Learning in an NSF Project to Involve First- and Second-Year Undergraduates in Substantial Research

This speaker will describe ways we are disseminating WAC/WID practices through this project, which involves 15 institutions and will garner nationwide visibility. I will also discuss our use of student writing to help assess the program's effectiveness.

Collaborating with Chemists: Insights for WAC/WID Programs Working with Faculty in Science and Technology Fields

The Center for Writing Excellence's collaboration with the Chemistry and Biochemistry Department illustrates ways that WAC/WID practices can be fully integrated into educational projects in the sciences. I will describe features of this alliance that suggest directions in which WAC/WID programs can advance their efforts to achieve widespread, sustained impact on their institutions and higher education nationwide. I will also compare the CWE's Chemistry/Biochemistry experience with other extensive projects to begin generating a possible taxonomy.

3.11 VOICE AND IDENTITY IN DISCIPLINE-SPECIFIC WRITING

Dealing Discipline, Identity, and Writing
Rebecca O'Rourke
—University of Leeds

Writing occupies an interesting disciplinary space in higher education, being both transdisciplinary and an emergent subject discipline. The Writing Across the Curriculum initiative, in arguing that all teachers need to be or become teachers of writing in their home disciplines adds a new dimension to the polarity of debates about whether teachers or writers should teach writing within education. This presentation explores these issues and debates from the standpoint of the pedagogic identity of people teaching writing and draws on a 3 year action-research project carried out in a UK university.

Can You Hear Me Now: Personal Voice in Discipline Specific Writing
Angela Pettit
—Texas Woman's University

Research and development of discipline specific writing assignments help to create a community of discourse with first-year composition students and their chosen fields of study. A close look at how the on-going concern about voice either helps or hinders the "scholarly" aspect of this discourse and the implications this holds for us as instructors and our students in the ever-changing composition classroom.

Writing and Identity in two Secondary Classes
Birgitta Svensson
—Halmstad University

The purpose of this study was to examine how one Swedish study teacher used writing assignments differently in two secondary classes: one vocational class and one study oriented class, and how these approaches led to different textual available positions for selfhood. The theoretical background for the analysis was Bahktins discussions of externally authoratative and internally persuasive discourse. For purposes of understanding the writing assignments in relation to identity the anthropological distinction between self and person was employed. Result: In the vocational class the writing pedagogy employed was writing to learn about the vocational subject. In the study oriented class the writing pedagogy was response-based and dialogical in a Bahktinian way. The identity that was constructed in the writings of the vocational class almost entirely had to do with the students´ role as future care mechanics, while the writings in the study oriented class involved both a self and a person.

3.12 SUCCESSFULLY INTEGRATING ORAL AND WRITTEN COMMUNICATION ASSIGNMENTS INTO INTERDISCIPLINARY CORE COURSES: BRINGING BOTH STUDENTS AND FACULTY ON BOARD

Vivial Fowler
Kyle Love
Nancy Tuten
—Columbia College

In 1999 Columbia College implemented a new general education core curriculum designed to help students develop an appreciation for the liberal arts; higher order thinking and communication skills; an understanding of both the commonality and diversity of the human experience; increased understanding of themselves as women; an understanding of the nature and application of moral, ethical, and religious values; and skills and habits for lifelong learning. At the heart of the core are two required interdisciplinary seminars: Liberal Arts 101: The Power of Ideas, and Liberal Arts 102, Women: Images, Realities, and Choices. The courses were designed to emphasize the development of critical thinking, writing, and speaking skills.

LA 101 and 102 were designed and are taught by a team of faculty representing every department on campus. While the courses are interdisciplinary, each section is taught by one instructor who benefits from extensive faculty development associated with the program. The directors of the Pearce Communication Center and librarians help faculty design research assignments that result in written and oral presentations; from inception to assessment, campus experts help the instructors maximize their students' experiences, thus reinforcing the writing and speaking skills they hone in English 101 and Communication 100.

The first speaker will lay the foundation for this presentation by outlining the inception and evolution of LA 101 & 102 as well as the Center for Engaged Learning. Then they explain the integration of writing of oral assignments into the mission of these courses and how they fit within the framework of the liberal arts sequence. The second and third speakers will describe the network of support—both in and out of class—that the Center makes available to students completing these assignments as well as to the faculty assigning these projects.

Next, the panelists will explain how the liberal arts courses work to strengthen the WAC and CAC initiatives: as faculty from across the disciplines come together to design assignments and to discuss and assess student writing and speaking, they return to their own disciplines with confidence about assigning and evaluating student writing and oral presentations. The result is twofold: not only are students being required to write and speak more often in courses across the disciplines, but they are hearing a more consistent message from faculty throughout the curriculum about what constitutes effective writing and speaking.

The session will conclude with suggestions for integrating a similar program of study at other colleges and universities.

4.1 WRITING TO MAKE A DIFFERENCE ACROSS THE DISCIPLINES

Janet Atkins
—Greenville Country School/BLSE
Dixie Goswami
—Clemson University/BLSE
Roger Dixon
—Charleston County School/BLSE
Carolyn Benson
—Clemson University/BLSE

What most writing students are assigned to do in classrooms today is still formulaic with no clear sense of audience. This presentation proposes to show how writing can impact the social structure of a school, a community, and the lives of students and the adults who work with them. In Bread Loaf classrooms like the one where Janet Atkins and Roger Dixon teach, students regularly write about the environment or other issues that incorporate real-world situations. Additionally, they use a state-of-the-art telecommunications system, BreadNet, which they learned to use as graduate students at The Bread Loaf School of English. Conducting electronic exchanges with other students in locales close by or far away allows students the opportunity to be read by an atypical audience and to communicate with peers about issues beyond a mundane “pen pal” exchange. Students conduct research in science classes, go on field trips and take notes, write descriptions of local ecosystems, or deal with political issues such as trash recycling or cleaner air. Teachers join with each other during their summers at Bread Loaf to work out exchange plans which allow students to hone their reading and writing skills and use these skills to make a difference. The presentation will give a brief description of several outstanding Writing to Make a Difference projects (many of which originated in Dixie Goswami’s class at Bread Loaf), a short overview of BreadNet, and then put participants to work in a hands-on session. Handouts and other publications of the Bread Loaf School will be available to participants.

4.2 MULTIMODAL LITERACIES ACROSS THE CURRICULUM

D. Alexis Hart
—Virginia Military Institute
Angela Miss
—Belmont Abbey College
Teggin Summers
—University of Georgia

In Literate Lives in the Information Age: Narratives of Literacy From the United States, Hawisher and Selfe discuss the current state of educational literacy and its direct connection to recent technological developments. Within the academy, WAC particularly draws attention to the need for multimodal literacies in writing classrooms. This session's three papers discuss multimodal literacies in terms of the individual writing classroom, the writing curriculum, and the Writing Program.

Embracing Technology across the Curriculum: Multimodal Literacy, Technology in the Humanities, and e-Portfolios

The first presentation argues that e-portfolios represent the next logical step in writing pedagogy for students' acquisition of multimodal literacy, both in composition programs and across the curriculum. Using the concept of a "poetics of computers," this paper discusses the importance of e-portfolios across disciplines—both to assess writing and as a way to embrace and learn about the influence of electronic media in our lives.

XML: A Technology Shaped by the Goals of Instruction

The second presentation analyzes how XML can help to coordinate and clarify instructional goals across the curriculum. McAllister and Selfe advise WPAs to "to make sure that pedagogical and intellectual goals remain the primary driving forces of curricula in writing programs, and that technology remains a secondary consideration, one that continues to be shaped by—and motivated by—the primary goals of instruction." This paper suggests that XML is a technology that is uniquely suited to accomplish this advice. Using the multimodal XML-based writing application as a representative example, the paper demonstrates how XML readily makes writing practices and teaching philosophies accessible and exchangeable across academic departments and educational institutions, helps student writers to achieve already established goals of writing instruction, and also allows students to become active participants in reexamining writing program practices and goals. Finally, "

An Upward Spiral: and Writing Across the Curriculum

The third presentation observes that WAC programs are often caught between creating opportunities to learn by writing and responding to the necessity to create products for assessment in specific disciplines. WPAs who enact Jerome Bruner's "spiral curriculum" can promote discipline-specific pedagogies that address the multimodal aspects of composing. <emma>'s unique ability to illustrate the cognitive aspects of writing and to structure portfolio assessment provides a user-friendly vehicle for implementing a spiral curriculum.

4.3 Can you write what you hear?—How music faculty use writing in studio courses to enhance students' performance skills

Andrea Ridilla
Harvey Thurmer
Mary E.M. Harris
Sandra Seefeld
Benjamin Smolder
—Miami University of Ohio

For generations, musical training in the United States has relied primarily on an aural tradition within the context of an apprenticeship system passed down to us from the European conservatory. This focus on the aural is reasonable because musical training requires extensive development of listening skills. For instance, to achieve correct tone, students are often required to copy, or mimic, the playing of their professors and more advanced peers. However, professional formation in music addresses the total person in the physical, intellectual and emotional aspects of being. Each student evolves through years of one-on-one instruction from his or her professor and through years of interactive exchanges with the small number of peers in a studio, which simultaneously includes students from all levels (first-year to graduate students).

In the students' development as performers, the daunting task of acquiring the physical skills needed to perform at an advanced level is no more important than the intellectually rigorous process of becoming expressive artists. As opposed to the sciences, which strongly emphasize empirical and cognitive processes that can be logically and statistically measured, musical training stresses intuitive processes of knowing. However, as musicians and certain psychologists argue, development of musical knowledge is no less rigorous than the acquisition of scientific knowledge. Furthermore, it is cultivated through the same creative and intellectual processes.

To foster our students' creative and intellectual development, we performance faculty won a competitively awarded grant from Miami University's Center for Writing Excellence to work collaboratively at developing individual plans for using writing in our studio courses. In addition to meeting regularly as a group with CWE staff to share ideas, hone assignments and celebrate results, we also conferred individually with the staff as we developed our individual assignments.

In both its goals and implementation, our use of writing looks different from the uses made in other disciplines. Our brief presentation will highlight these differences and demonstrate how our various implementations of writing assignments achieved the following objectives, among others:

- Tapping into new avenues of intelligence
- Encouraging the students to gain ownership of their own musical progress
- Developing the students' ability to listen objectively and think critically
- Analyzing elements of performance and organizing thoughts to further comprehend material that is artistic in nature.

4.4 WAC: Connecting to Composition and Information Technology

Creating Subject-Composition Courses
Amy Beaudry
—Quinsigamond Community College

During the past year I have worked closely with the Early Childhood Education (ECE) department at Quinsigamond Community College (QCC), where I am an Assistant Professor in English, to develop composition courses geared towards ECE majors. My research has consisted of observing for 45 hours at a local children's center; conducting traditional library research on Writing Across the Curriculum and issues in early childhood education training; meeting, surveying and talking with early childhood education professors and students at QCC; and applying what I have learned in two composition classes specifically for ECE students. Initially these projects began because students in ECE classes were un- or under-prepared for the writing required of them academically and professionally. In my individual presentation, I would like to show how understanding students' academic and professional goals, as well as what other instructors and employers require of them, can profoundly affect lessons and learning in a composition class. First, I would like to share how writing assignments can be written to incorporate material from students' majors and stress writing skills needed for their profession. Secondly, I would like to demonstrate how I have tailored a freshman-level composition course to be specifically for ECE majors.

Don't Complain, Do Something: Improving Campus IT Services Using Technical Writing Classes
John Stenzel
—University of California, Davis

Teachers of technical and business writing can and should use local IT problems as the topics for documentation and report writing tasks. Students benefit from real-world tasks with actual users and readers, and the university community benefits from better documentation and more informed decision-making. Localizing and personalizing a writing task in this way helps avoid the pitfalls of "pseudotransactional" class environments that create fictional audiences while unwittingly keeping traditional student-teacher relations unchanged.

Beyond the Bells and Whistles: Teaching Communication and Technology Students to Write Critically About Media Presentations
Tracey Bowen
—University of Toronto, Mississauga

Communication technology students have developed strong skills to create slick multimedia presentations. Academic courses also require them to analyze media forms with a critical mind. Writing to express their ideas on how they receive information through media sources, however, is a challenge for many computer savvy students. This presentation discusses the results of using the principles of Writing Across the Curriculum to redesign the written assignments for a Mass Communications and Popular Culture course.

4.5 MISTER SCIENCE AND WAC: HOW SCIENTISTS CONTRIBUTE TO WAC EFFORTS

Carol Rutz
Carleton College
Neal Lerner
—Massachusetts Institute of Technology
Kathleen Blake Yancey
—Florida State University
Jeff Appling
—Clemson University

Revitalizing the Lab Report: Writing Across the Science Curriculum

Students often find in the traditional Introduction-Methods-Results-Discussion (IMRD) format for laboratory reports a particularly drab version of key rhetorical elements, an approach that in its templating seems to resemble fill-in-the-blank grammar exercises. However, the IMRD report is steeped in a fascinating history of students and scientists writing about science, and it can be reconceived in livelier, more dynamic ways. My work with students in biology laboratory courses and my archival research into the lab report as a genre speaks to ways to make the academic lab report specifically—and genre more generally—what Carolyn Miller claimed about it twenty years ago: a means of making and sharing knowledge.

Writing and Mapping as Twenty-first Century WAC Activities

Increasingly, writing is taking a turn to the visual, a point not lost on scientists, for whom the poster has been a major means of sharing findings. Another vehicle that intermingles the visual and the verbal is the electronic concept map; such maps express students' understanding of key terms, processes, and constructs, while at the same time permitting them to create a knowledge located in their own associations Such associations tend to be creative, insightful and often humorous Moreover, as students—in teams and as individuals—explain the relationships among key terms, they often make connections they had not seen before, and the branching possible within electronic maps, permits a multi-faceted layering of such connections These maps, then, enable students to learn together and to teach each other. Not least, because these maps permit faculty to see where false or inaccurate relationships obtain, they provide a useful tool for analysis and feedback.

Leading the Way: WAC as a Catalyst for Communication in Physics

One vehicle assumed to help students prepare for postgraduate work is the illustrated talk accompanying a seminar paper. Such a project is required of seniors in our Department of Physics and Astronomy, which has long valued scientific communication. In recent years, however, the department has recognized that seniors were not provided with good opportunities to practice the kind of writing and speaking expected in the senior project. This department's engagement with WAC and writing assessment—and their modeling a communication-rich major for the entire college—has addressed this need while it points the way toward new ways of thinking about WAC.

4.6 DESIGNING NEW CURRICULAR MODELS FOR COMMUNICATION IN ENGINEERING

Lillian Bridwell-Bowles
Warren Waggenspack
Kelly Rusch
—Louisiana State University

Establishing a University-Wide Communication across the Curriculum Program at LSU

Communication Across the Curriculum (CxC) was established at LSU in 2004 to promote effective communication. While improvement of student writing is a central goal, the program also seeks to improve students' speaking, uses of visual rhetoric, and facility with communication technologies through Communication-Intensive courses, Communication Studios, a High-Level Communicator Certification Program, and support for students and faculty.

A New Curricular Vision: Integrating Communication-Intensive Classes and Communication Studios into the LSU College of Engineering

Prior to the establishment of CxC, the university administration significantly reduced the number of Department of English writing instructors who were delivering a Technical Writing course to College of Engineering students, making the need for integration with CxC programs even more timely in Engineering. In the light of the changing contexts for writing instruction, CxC, in collaboration with the Deans of the College of Engineering, developed a new curricular model for communication instruction in the College. In this new model students take multiple Communication-Intensive courses over several years and work with communication instructors and peer tutors in a Communication Studio in their College. In both settings the students engage in a greater number of communication tasks and communicate in more authentic settings for the genres and rhetorical practices of their specific disciplines and professions. The Associate Dean of the College will explain this curricular model and report observations from the first-year of the Communication-Intensive courses and the Communication Studio.

LSU Faculty Perspectives on a New Instructional Model

In June of 2005 thirteen members of the College of Engineering faculty participated in the first CxC Summer Institute. Over the course of that Institute each faculty member developed a course (or courses) to meet Communication-Intensive requirements and submitted those courses for CxC Certification. A College of Engineering faculty member from the Department of Civil & Environmental Engineering will describe how she and the other faculty members have integrated the communication-intensive requirements into their courses and how they have assessed the improvement of the students' communication skills over the length of the courses. The faculty member will also describe how these courses have been integrated with the Communication Studio established by CxC and the College so that faculty in Engineering can balance the need to foster students' development in communication with their own teaching, service, and research agendas.

4.7 WAC: RESEARCH INFORMED INSTRUCTION

Using RAD Scholarship Across the Curriculum
Glen Blalock
—Texas A&M University, Corpus Christi

This presentation addresses the following questions: What can we learn from a review of the 175 or more data-supported studies on peer writing critique identified by Rich Haswell in his recent article "NCTE/CCCC's Recent War on Scholarship"? How can we use what we learn? How does this particular review serve as a model for gathering and reviewing other RAD (replicable, aggregable, data supported) scholarship investigating other relevant WAC topics?

Andragogy (Theory of How Adults Learn): Implications for the Future of WAC in Higher Education
Vicki Martineau
—National University

Over eighty percent of today's adult learners are over the age of 25. This presentation examines the implications of andragogy (theory of how adults learn) for WAC programs in higher education. Data will come from a dissertation study on a WAC program at National University, whose average student age is 33. The presenter will provide handouts to participants with concrete applications of adult learning principles in Writing Across the Curriculum.

Writing Across: Culture, Curriculum, and Articulation
Ildiko Melis
—Lake Superior State University

Through examples taken from such different writing contexts, as an English department in Hungary, a graduate program in Arizona, and a developmental writing class in the Upper Peninsula of Michigan, the presenter will argue that the articulation of concealed standards, expectations and assumptions about writing is crucial in both cross cultural and cross curricular writing pedagogy. Instead of the negation of these differences in the hope of a universal theory of writing or unity, the negotiation of articulated genre descriptions is a better alternative to address differences and to allow learners to make effective rhetorical choices in their process of writing.

4.8 VISUAL REPRESENTATIONS OF WAC: ENGAGING STAKEHOLDERS THROUGH FILM

Marian Arkin
Samuel Shanks
Mary Soliday
Judith Summerfield
Jim Wilson
—LaGuardia Community College, City University of New York

WAC programs have a responsibility for representing their work to key stakeholders at their colleges and universities. Campus-wide events, presentations at faculty and student orientations, WAC newsletters, handbooks and brochures, publications featuring student texts, websites, and assessment reports are important vehicles for representing the work of WAC. This roundtable session explores ways that film representations of WAC can be effective responses to specific program challenges.

A university-level perspective on the value of film as a medium for representing the work of WAC

In an enormous university system, with 18 separate colleges, it is often difficult for the university as a whole to identify innovations occurring on individual campuses. In such a context, film can be an important way to share learning and document WAC successes. Following the film screenings a CUNY Dean with overall responsibility for WAC, will assume the role of discussant and moderate a conversation among the participants and members of the audience.

Access to Learning: Writing in the Disciplines at CCNY

The film advertises City's Writing Fellows program to the immediate college community by featuring students discussing the challenges of learning within the urban context; how faculty and students value writing; and how, when they think of reading and writing as connected processes, participants in WAC believe that more learning occurs.

Staging Change: WID at LaGuardia

The film gives a dynamic overview of the experience of participating in writing intensive classes—for students, for teachers, and for WID leaders. The filmmakers, Writing Fellows at LaGuardia Community College, both interview faculty and students about the experience of being in writing intensive classes and enter classes to film their experiences.

Three Writing Fellow Tales, or How I Learned to Stop Worrying and Love Process Pedagogy

Writing intensive courses, and process pedagogy in particular, can produce anxiety for some faculty participants. Through humor and parody, this film allows faculty spectators to address and release some of their anxiety. The film helps create a sense of community and serves as an excellent starting point for discussions of the ideologies, practices, and emotions involved in WAC.

4.9 ESL and WAC: The Development of Bilingual and Multilingual Writers in WAC Contexts

Introduction of WAC as a Language Development Tool for ESL Students in Foundation Courses
Marvin M. Williams
—Kingsborough Community College

Writing within the traditional classroom is often a single-sided student assessment tool. For ESL students in core, or non-ESL, curriculum courses, lack of immediate feedback can effect soft-skills development and subsequently result in poor academic performance. The introduction of WAC to these same curricula give a more visibly assessable forum for ESL students communication skills as well as aid the overcoming of cultural barriers that may challenge academic development.

One Second Language Writing Learning the Disciplinary Discourses of his Field
Scott J. Baxter
—Purdue University

In order to better understand how writing functions in different academic contexts, this paper, located at the intersection of ESL writing, WAC, and WID, reports on some of the results of an ongoing ethnographic study of writing in a computer science research laboratory. More specifically, I focus on the question of how one Japanese English as a second language (ESL) student moves from being a graduate student to being a more established researcher.

Interdisciplinary Education for Multilingual and Bilingual Adults
Elaine Fredericksen
—University of Texas, El Paso

This individual presentation will address the growing multilingual populations, businesses, and markets in the United States and around the world and the ensuing need to educate bilingual and multilingual adults to enter the professional workplace. Colleges and universities should be leaders in this educational initiative, yet few programs exist that help students move beyond the stigma of a foreign accent to an appreciation of their special bilingual or multilingual talents.

I will offer suggestions for innovative multidisciplinary pedagogy that can help such students and will offer as a model the Bilingual Professional Writing Certificate program at the University of Texas at El Paso.

Departments of English and of Languages & Linguistics can spearhead these pedagogies and can work in conjunction with a wide variety of other departments like International Business, Engineering, Health Sciences and Nursing, to name just a few. Students who learn to communicate orally and in writing as they come to know their chosen fields will leave their institutions of higher learning prepared to serve successfully the needs of an increasingly global community.

4.10 PLANNING AND ASSESSING A GENERAL EDUCATION WRITING LINKS PROGRAM

Stephen G. Brown
Jeffrey Jablonski
Ruby Fowler
—University of Nevada, Las Vegas

This panel discusses the planning, implementation, and assessment of a pilot writing links program located in the University of Nevada Las Vegas general education program. Participants will learn about the history of writing link programs, some typical models, and the planning, implementation, and assessment of a writing links program situated in UNLV's general education program.

The Design of UNLV's Writing Links Program

The University of Nevada Las Vegas (UNLV) writing links program grew out of a desire to help traditional and nontraditional UNLV students transition to the university, experience a more coherent general education core curriculum, and improve their communication skills. This presentation will review the background of writing links programs and then move into a discussion of the history and design of UNLV's program, focusing on the situational factors that make UNLV's links program unique, including its location in the general education program, grant-based funding model, and its collaborative approach to program design that cuts across multiple campus units, including academic, academic support, and student services.

Practical Issues with Implementing Writing Links

The second speaker discusses the practical concerns of setting up writing links including the "mechanics" of setting up links, including coordinating scheduling with multiple academic departments and the registrar, registering students, ensuring concurrent enrollment, and addressing issues of differing course sizes. The speaker will also discuss efforts to publicize and promote the program, target the right audiences, and choose appropriate marketing techniques, including a program Web site. The speaker closes by discussing common student, staffing, and scheduling issues.

Faculty Development and Assessment

The final speaker discusses issues of faculty development and program assessment including the efforts made to prepare the initial pool of linked-course instructors, which included graduate students, part-time instructors, and tenure-track professors. The speaker outlines the assessment plan, discusses the role of assessment in facilitating faculty development and collecting formative feedback, and reviews assessment data related to student and instructor attitudes, and student performance. The speaker concludes by discussing short- and long-term plans for the program, including the evolution of the links program into one component of a more comprehensive, multifaceted Writing Across the Curriculum program.

4.11 WAC IN THE CLASSROOM: MANAGEMENT, PHILOSOPHY, AND SHAKESPEARE

What Students Say About Writing Poetry in Management Courses
Cheryl C. Patterson
—Furman University
J. Wayne Patterson
—Clemson University

The purpose of this study is to listen to what students have to say about the usefulness of writing poetry exercises in management classes and find out whether they are excited about the poems simply because they are a change of pace or if they perceive the same potential benefits we do in incorporating poetry writing into our courses

Enhancing Philosophical Learning through Online Socratic Inquiry
Christine Sorrell Dinkins
—Wofford College

To help my philosophy students appreciate the complexity and purpose of Plato's Socratic dialogue form, I engaged them in an interactive Socratic dialogue online via a discussion board. This writing-to-learn exercise challenged students to think philosophically through their writing and enhanced their understanding of the Socratic form. During the presentation I will describe the exercise, including the technology options available for any similar exercise, and I will share archived dialogues from my courses.

Finding Debate in Drama
Martha L. Reiner
—Miami-Dade College

"Finding Debate in Drama" describes a drama analysis writing assignment for a second-semester Freshman Composition class. Students find and analyze a debate in the play text, in the play performed, in filmed performance of the play, or in published criticism. Introduction to Hamlet and Antigone included contexts from Greenblatt's Shakespearean Negotiations, Aristotle's Poetics (knowledge or not, action or nonaction), and Austin and Searle on speech acts. One section worked first with Hamlet; another worked first with Antigone.

4.12 From the Ground Up: A Model for Building a Faculty-Centered WAC Program

Dan Melzer
Amy Heckathorn
Fiona Glade
—California State University, Sacramento

The presenters will discuss the evolution of a faculty-centered WAC program at California State University, Sacramento and provide advice for building WAC programs from the ground up. The presenters will discuss both university-wide faculty-centered WAC initiatives and efforts in the departments of Communication Studies and Criminal Justice to improve the teaching of writing.

5.1 Effective Dialogues and Encouragement for WIC/WAC Issues and Centers for Excellence at High Schools

Dilek Tokay
—Sabanci University

To equip youngsters with effective skills development, particularly better writing skills in a world that demands better analytical and critical thinkers and communicators, curriculum designers in higher education have a mission to make high school, even primary school educators realize that they need to focus on WID/ WAC issues through effective dialogues. This would not only add to the quality of students they graduate, as the overall curriculum would be more geared towards writing in an interdisciplinary context, but also increase the marketing value of their institutions in case of private schools due to student success rate in university entrance exams.

Since it is not that easy for university writing center academicians to go to high schools and suggest they open Writing Centers, any opportunity for accreditation or advisory service, Higher-Secondary education link as Board of Trustees membership, administrative specialist or academic consultant position, or alumni consultancy should serve to the purpose of renewing writing programs to the degree of excellence. This presentation focuses on a need-based approach in establishing links with high school educators to make them realize their own necessities to welcome a new entity like a Center for Excellence/Writing Center with no reluctance due to administrative or financial concerns, arising from difficulty of applicability.

A suggested action plan includes the proposal of a Needs Analysis at Stage I where conferences with students, teachers, administrators, and parents together with questionnaires, which are discussed, collected, evaluated, and the results shared with all the parties in separate or collective meetings starts the dialogue to aim for excellence. Setting of Objectives and Priorities at Stage II with the teachers and administrators leads to the introduction of a Pilot Project at Stage III, concerning a Center for Excellence with other alternatives either as extensions or separate centers: Center for Professional Development, and Center for Materials Development & Curriculum Design. With a consensus among teachers after a discussion of the advantages of each within the units, but a separate one, Center for Excellence for the whole school, mainly for Reading and Writing, the foundations of a Writing Center are laid. Encouragement from the writing program designer as an advisor/consultant from the university with a liaison role is of supreme importance here to bring in the similarities between what is done at universities and what can be done at high schools. If mutual trust is established between the teachers and the advisor, who is no more an outsider, Center for Excellence/ Writing Center as a new baby stars to function with maybe three volunteer experienced teachers and two good student writers. Their contribution evaluated by the users of the center may be put on a SWOT Checklist and shared by all the teachers for the possibility of Feedback-Modifications-Growth Strategies at Stage IV. This action plan has been in trial stage at two high schools in Istanbul where acceptance was not that easy due to financial concerns to spare resources.

5.2 LASTING WAC: CREATING MULTIPLE ACCESS POINTS

Mary McMullen-Light
Matthew Westra
Janet Wyatt
—Longview Community College

20 Years of WAC at Longview: What Difference Does it Make?

This session describes the expected and unexpected lessons learned through the processes of gathering historical perspectives and points up the value of such a vehicle for inviting new faculty voices into WAC. More importantly, it elucidates the myriad ways faculty can access the WAC Program—from individual consultation, workshops, and a Writing Fellows Program to writing assessment activities and more novel approaches like Creative Responses to Learning.

Writing Assessment Embedded in Writing Intensive Courses

General Education Writing Assessment at Longview has been directly connected to the WAC Program for over ten years during which Longview WAC faculty have designed and implemented locally developed instruments for writing assessment. The most recent of these is an electronic portfolio tool embedded in Writing Intensive courses in which students select artifacts according to an established criteria and write a reflective piece explaining their selection as well as their rhetorical choices. Faculty engagement in this latest wave of writing assessment typifies what has historically been the case: faculty in all disciplines are intensely interested in learning about how to assess student writing meaningfully and in contributing to the ensuing discussions and decisions regarding values connected to writing.

What marks these writing assessment efforts is that they are entirely voluntary, are driven exclusively by faculty, and offer various levels of participation for the full and part-time instructors who seek to be involved, drawing yet another generation of instructors into WAC.

New Directions for WAC: Creative Responses to Learning

A successful project emanating from Clemson University involves an idea that broadens the scope of WAC to include creative responses to course concepts rather than only traditional academic discourse. The assignments that elicit creative responses from students are designed by faculty with an eye for integrating various media with the writing: visual images, poetry, digital graphics and manipulations, art, music, etc. These projects do not supplant traditional writing projects, but rather enhance student learning in a course by "broadening their repertoire of language tools for thinking and communicating" (Young, 2003).

This session explains how the Creative Response Project has been married to technology and integrated into the WAC Program. Some specific student projects in Psychology, Art, and Math courses will be shared as examples of how the Creative Response Project plays out in the classroom.

5.3 NEW TECHNOLOGIES FOR A TWENTY-FIRST CENTURY WAC

WAC for Tourism Technology
Laurel Marshall
—Kingsborough Community College

This individual presentation examines the creation and implementation of a variety of writing exercises that integrate cognition with technical formats for various technology centered Tourism areas. We will look at the goals of this empirical study; first, to explore the benefits of designing writing exercises that help improve student cognition; and second, to aid student study habits.

Initiating the Conversation: Using (some) Tech Expertise as a Way to Talk Writing on Campus
Scott Warnock
—Drexel University

By developing expertise in technologies for teaching, compositionists provide themselves with an effective means of initiating conversations about writing on campus. Focusing on two examples of how my experience with technology—my work developing a software assessment tool and my experience teaching writing online—helped include me in conversations about writing on my campus, I will explore the role technological knowledge may serve in facilitating conversations about writing.

Writing Software Demonstration: Scribo-Guide to Problem Formulation and Literature Search as a Tool for Teaching Genre
Lotte Rienecker
—Copenhagen University, Denmark

The session offers a presentation of a demo in English of the program Scribo ("I write"), 2004, a piece of software designed to aid the writer (from first-year to Master's thesis) in research question formulation and literature search. The program was designed as a cooperation between the writing centre and the university library at the University of Copenhagen. The content represents an integration of writing courses/tutorials on writing the basis for a research paper (research question, theories/methods, empirical matter), and library courses/tutorials on information/literature search.

5.4 DISCIPLINARY PERSPECTIVES FROM DESIGN, FILM, AND ENGLISH

"Seeing the Trees in the Forest": Using Writing Trees as a New Technique for Improving the Quality Writing of Students in the Design Disciplines
Susan J. Mulley
—Mississippi State University
Lee-Anne S. Milburn
—North Carolina State University
G. Wayne Wilkerson
—Mississippi State University

Faculty in design disciplines face challenges in improving student writing. Writing is undervalued as a skill during design education, however, graduated students quickly understand the importance of writing as part of their professional practice. New techniques for learning writing, geared specifically for design students, are crucial for design faculty. This new technique uses an image visualization of 'trees' to examine how authors construct their writing, how students should marshal evidence for their writing, and how reports, papers and theses can be constructed. The image of branching limbs seems particularly effective for students in design programs, and illustrates both the need for complexity of evidentiary support and the relative ease of planning such a structure.

Thematic Writing and Lessons Learned from Across the Curriculum: 12 Years of Nonfiction Writing and the History of the Motion Picture Industry
Allison Denman Holland
—University of Arkansas, Little Rock

Independent composition programs offering thematic courses have broad cross curricular impact. This presentation illustrates how a nonfiction writing course on the History of Hollywood and the Motion Picture Industry has broad appeal to students from across the curriculum. In addition to working with writers pursuing professional nonfiction writing, the course draws writers from graduate and undergraduate studies in history, sociology, film, anthropology, general business, liberal arts, literature, popular culture, and women's studies.

A Prophet in One's Own Country: WID in the English Department
Doug Downs
—Utah Valley State College

The English department, which in the public imagination is among the most concerned with the teaching and study of written communication, is often among the most resistant to the notion of a disciplinary writing course. This presentation focuses on ways of successfully positioning English Studies WID courses in English departments that do not recognize the need for them.

5.5 REVITALIZING WAC IN CHANGING CURRICULUMS

Assessing an Integrated, Technology-Supported Approach to WAC: 14 Years and Counting
Mike Palmquist
—Colorado State University

In this presentation, I reflect on efforts to develop a WAC program at a major research university based on a model that departs in significant ways from typical WAC programs. The "integrated approach" that has shaped our program borrows heavily from the more common, faculty-centered model used in the majority of WAC programs in the United States, in which faculty, to borrow Richard Young's terminology, serve as "agents of change." Our approach also borrows heavily from what Tori Haring-Smith has termed a "bottom-up" approach to WAC, which views students as the primary audience for WAC efforts. We have successfully integrated these approaches by positioning our campus writing center as the visible focus of writing efforts on campus and by making available a rich set of instructional resources through our writing center Web site.

Staying Afloat: Beginning a WAC Program Admist a Sea of General Education Reform
Carey Smitherman
—Worcester State College

In this individual presentation, I will outline the Writing Across the Curriculum efforts at a small state college over the past two years. At an institution where it has been tried and failed, Writing Across the Curriculum is struggling to make a place for itself, especially in the wake of a General Education Reform. To date, no formal Writing Across the Curriculum program has been implemented at Worcester State College.

As Elaine Maimon suggests, a WAC program must be resilient through change. But what happens when there is no established WAC program to speak of? Can a solid program be established amidst all of this change? And finally, if the WAC program rides on the shoulders of gen ed reform, what happens to WAC if the reform fails?

Achieving Critical Literacies: Using WAC and WID to Ease a College-Wide Curricular Transformation
Barbara Roswell
Pamela Sheff
—Goucher College

WAC literature is filled with warnings about the political complexities of implementing Writing Across the Curriculum. Paradoxically, at a moment of institutional transformation, we have found that inquiry into WAC can help navigate a path to consensus. By engaging in conversation about the role of writing within and across the disciplines, faculty can translate the overarching goals of preparing students for global citizenship in the 21st century into effective pedagogy.

5.6 TOWARD A NEW CONVERSATION: INTEGRATING THE SCHOLARSHIP OF TEACHING AND LEARNING INTO CAC PROGRAMS

Chris Anson
Deanna Dannels
—North Carolina State University

Translating SoTL into CAC: Principles and Challenges

Increased national attention to communication across the curriculum has led to a diversifying of curricular design and programmatic methods for implementation. One of the newer conversations emerging in CAC activities focuses on the role of scholarship in classroom instructors' attention to the principles of CAC. Although this conversation often arises in the context of campus assessment or disciplinary accreditation activities, it is an important one for CAC leaders to engage in outside of the assessment driven venues. In this presentation, I will discuss the ways in which one model of scholarship—the scholarship of teaching and learning—translates into CAC initiatives. Specifically, I will explore principles of SoTL, their translation into CAC, and the challenges emerging when attempting a SoTL/CAC partnership that is faithful to the needs and constraints of both endeavors. This presentation will offer a protocol for exploring the appropriateness of integrating SoTL into existing CAC programs.

Shifting the Terms: The Potential and Problematics of Inquiry-Based Faculty

The dominant model of faculty development in CAC assumes a strong focus on the principles of implementation with a relatively shallow but persuasive emphasis on underlying theory and research. Teachers are often enjoined to adopt peer-group revision strategies, design grading rubrics with clear criteria, or integrate low-stakes writing- or speaking-to-learn activities into their courses, but rarely are they encouraged to study, reflect on, or formally investigate the role of these strategies in their students' learning. Put simply, the "scholarship of teaching and learning" has remained largely absent from the implementation of CAC on a programmatic and faculty-development level. In this presentation, I will describe a matrix of classroom-based research activities that programs and faculty can, given their resources, needs, and interests, locate themselves within, ranging from simple reflection to informal classroom investigations to more formal research studies. I will describe several campus-wide initiatives at different institutions that provide examples of positions in the matrix (including NC State's use of an "Assisted Inquiry" program to help faculty formally investigate writing and/or speaking questions in their classrooms). Finally, I will raise some questions about the goals of encouraging such research in CAC programs, including those of agency, benefits, and ownership.

5.7 WAC and the Rhetoric and Politics of Science Communication

Seducing the Scientists
Susan Griffin
—University of California, Los Angeles

In a WAC/WID program at UCLA, the Freshman Cluster courses, most faculty are resistant to pedagogy as reflexive praxis, especially in the sciences. But teaching these teachers to teach writing has improved their pedagogy. Introducing science professors and graduate student instructors to scholarship on scientific rhetoric has helped me, as their writing consultant, to gain their trust and move them toward needed pedagogical reforms.

Academic Discourse for the Polis: Intersections of WAC, Composition, and Scientific Literacy
Michelle Sidler
—Auburn University

My presentation theorizes a WAC pedagogy inspired by recent research in scientific literacy. This approach concentrates on the student as a member of the polis, an active citizen making personal and civic decisions about law, commerce, and social issues and offer a curricular example that asks students to negotiate academic and public discourse, using genres and research from both areas to promote civic, as well as academic, writing and action.

The Rhetorical Dimensions of Language in Science Publications
Beth Nardella
—West Virginia University

Students in the field of human science are trained in language sensitivity. The journals these students must use in their research, however, have very few guidelines concerning political correctness. This presentation will address bringing issues of sensitivity into the writing classroom when the models students must use don't have a set of standards.

5.8 Administrative Rotations: Supporting Innovation and Collaboration in Teaching, Research, and Professional Development

Michael Strickland
Tim Peeples
Jessie Kapper
Paula Rosinski
—Elon University

Examining Innovative Structures for Program Administration

Speaker one will review a variety of possible WAC and writing program administrative structures, highlighting more innovative organizational schemes like administrative rotations and collaborative administration. He will assess the potential pros and cons of these innovations, as they are discussed in WAC and WPA literature, as they relate to his specific university context, and specifically in terms of institutional space. Finally, he will provide a brief overview of WAC and writing program administration we have developed at our own small private university.

Improving Administrative Transitions and Teaching Rotations

Speaker two will examine how a group of writing program administrators has handled both interim and ongoing administrative transitions among WAC, Writing Center, and College Writing Programs. Since many of these administrative responsibilities are closely linked to course offerings, the group has initiated several efforts to improve transitions in both administrative and teaching rotations. The speaker will explore how these initiatives—including collaborative curriculum design, clearly articulated descriptions of administrative responsibilities, and program sites on a content management system—could be implemented by other WAC administrators.

Facilitating Communication and Collaboration across Programs/Supporting Administrative Rotations through Collaborative Research and Professional Development

Speakers three and four will discuss the means we have developed to support our administrative rotations. Despite tentative structural connections among the programs in the university's reporting lines, we have developed several initiatives that allow collaborative research and professional development. We have formed our own Writing Program Administrators committee to support communication across programs, define position rotations, and to demonstrate a unified identity for writing across campus. We also have developed an online presence for the programs that showcases each writing program, highlights faculty research in writing, supports interdisciplinary discussions about writing on campus, and connects faculty to student resources provided by these programs.

We suggest that many of the methods discussed here, as well as the processes used to develop them, are transportable to diverse settings.

5.9 REVISITING REVISION: A KEY WAC STRATEGY

What to do Monday Morning: Teaching Revision Across the Disciplines
Alice Horning
—Oakland University

Research with professional writers in different disciplines shows clearly that effective revising is crucial to successful writing. The goal of this session is to provide a brief overview of nine case studies on revising done with professional writers and then to present a set of "Monday morning" exercises derived from the findings, useful for teaching revision across the disciplines. Specific examples will be presented to illustrate the successful use of these exercises across disciplines.

Creative Writers at Work: What the Revision Process Teaches Us About Writing and Learning
David Calonne
—Oakland University

"Creative Writers at Work: What the Revision Process Teaches Us About Writing and Learning" explores what poets, novelists, playwrights and short story writers can tell us about thinking, writing and learning. Specifically, my paper discusses the revision practices of a number of writers including Vladimir Nabokov, Robert Graves, Gloria Anzaldua, Henry Miller, William Burroughs and Samuel Beckett to demonstrate the ways imaginative writers transform initial ideas and intuitions into a finished work of art. I will then draw parallels to current debates in Writing Across the Curriculum research concerning the link between writing, knowledge and learning.

Using Learning Portfolios to Enhance Writing in the Disciplines
Andre Oberle
—University of Scranton

Writing in the disciplines can be significantly improved through making the writing process transparent to the writer within the framework of a learning portfolio. Collecting all materials that flow into the final text and providing opportunities for students to reflect on the process that leads to the final product increases learning, nurtures constructive self-criticism, increases student satisfaction and produces superior writing. This presentation deals with the successful use of learning portfolios in advanced foreign language classes.

5.10 WRITING FELLOWS, SOTL, AND GRADUATE SCHOOL

A Different Longitudinal Perspective on WAC: Research with Writing Fellows Alumni
Bradley Hughes
—University of Wisconsin, Madison

Drawing from extensive surveys of Writing Fellows alumni (former curricular-based writing tutors), this presentation documents the long-term benefits of having been a WAC peer tutor and suggests new approaches for assessing changes in the culture of undergraduate writing.

What are Faculty Reading in Teaching and Learning Centers? An Analysis of the Scholarship of Teaching and Learning (SoTL)'s "Greatest Hits"
Patrice Gray
—Fitchburg State College

Once the province of WAC programs, faculty discussions now often take place in newer teaching and learning centers whose directors span the disciplines. Often, the books they recommend to faculty range from "teaching tips" books to motivational texts to training manuals. In this session, I will examine several of the most frequently used books for the ways in which writing, students, and teaching are constructed and offer some implications for WAC programs.

Visible Writing, Visible Pedagogy in Graduate School: Cross-Curricular Case Studies
Angela Gonzalez
—Texas Christian University

What role does writing play in graduate education?

Using case studies of graduate students across disciplines, I contend that studying graduate student writing in situ offers insight into how graduate pedagogy can respond more effectively to the needs of graduate student writers. I offer a descriptive-analytical study of how one university's graduate students and programs envision writing and propose a more visible role for writing and writing pedagogy in graduate education across the curriculum.

5.11 CHANGING THE PROGRAM, CHANGING THE PERSPECTIVES

Mary Wright
—Christopher Newport University
Heather Rust
—Longwood University
Jessica Clark
—Christopher Newport University

The papers in our panel all address the topic, Program Design, Implementation, Administration, Outreach, and Assessment, and describe several ways two universities have moved standard "freshman writing" out of the first-year program to expose students to writing in all levels of their academic experience. While Heather Rust, in her paper, "Writing through the Academy and into Community: What is the 'Common Good'?" emphasizes notions of civic engagement and how to research on a rhetorical basis of issues of on-going importance to a specified community, her goal is to assist senior-level students in their efforts to influence, support, reject, raise awareness of an audience located within highly contestable, very temporal, but very tangible, public sphere. As Rust contrasts the contentious issues surrounding motivating seniors to function effectively in a variety of communities by engaging in reading and writing acts of responsible citizenship, in her paper, "Spreading the Cheer: Writing Courses in the University."

Mary Wright discusses how the sophomore level course in her university stresses the need for immersion into a variety of discourse fields is necessary to that end, and both problematize Ann Gere's notions that student writing questions and supports genre. Like Rust, she is interested in making the students' relationship with texts the key point of the discursive conversation, instead of concentrating on just abilities to comprehend and replicate scholarly forms of discourse. As the director of a university writing center staffed by peer consultants from across the disciplines, Jessica Clark discusses the collaborative techniques and strategies necessary for the writing center to be able to work with professors like Wright and her sophomore writing students and Rust and her senior writing students as they explore new discourse communities. "If the Program Changes, Shouldn't the Writing Center Change?" will include interviews with professors and consultants that convey the role of the writing center and its director in helping professors and students navigate the waters of writing in the disciplines.

5.12 COLLABORATIVE LEARNING TECHNIQUES FOR ANY CLASSROOM

Karen M. Kuralt
—University of Arkansas, Little Rock
Lynn Epnett
—Ouachita Technical College
Michael Kleine
Earnest Cox
—University of Arkansas, Little Rock

The ability to collaborate is one of the most important skills our students can develop, regardless of their area of specialty. Recent workplace studies suggest that as much as 50% of today's workers' time is spent in meetings. Some of those meetings take place within a single department within the company, but just as many involve people from multiple departments, other companies, and even workers in other states and countries. Our students' success in these workplaces will depend on how well they can work with others to resolve conflicts and produce innovative ideas. We believe that colleges and universities should work consciously to foster collaborative literacy in students from their first year all the way through their senior year.

This workshop demonstrates how teachers in any discipline can develop key collaborative skills in their students. Each activity will take approximately 45 minutes, with time provided for questions and discussions afterward.

Encouraging Participation and Effective Brainstorming

Meetings can be unproductive when some group members "clam up" while others monopolize the group's time. This activity is adapted from psychologist Edward deBono's "six thinking hats" method for focusing discussions in meetings. Participants will learn how to play different roles in a group using deBono's colored hats metaphor with all participants working in the same role at the same time. Participants will conduct small group meetings using the six hats technique and report on their results.

Distinguishing Productive and Unproductive Conflict

Tech writing theorist Rebecca Burnett points out that students tend to avoid conflict, even though a group that has no disagreeing viewpoints isn't very productive. Students should encourage what Burnett calls "substantive" conflict while avoiding "procedural" and "affective" conflict. In this activity, workshop participants will act out a role playing exercise that helps students see the difference. This exercise also provokes discussion about how the characters in the play might have handled their conflicts more productively.

Achieving Consensus

Finally, students need a way to reach a decision that the members of the group genuinely support. In this activity, participants will learn mediation techniques and then have a chance to practice them on groups who have two opposing viewpoints. The goal of the activity will be to arrive at a negotiated consensus that the group could act on in good conscience.

6.1 DIFFERENT PERSPECTIVES FOR INTEGRATING WRITING INTO MIDDLE AND SECONDARY SCHOOL SCIENCE

Pamela B. Childers
—The McCallie School
Donna Miller
—Simpson Middle School

Panelists describe how they have experimented with writing to improve student learning in science classes. A middle school teacher who recently took a graduate course in the teaching of writing describes how she integrated writing into the teaching of a unit on volcanoes and reflects on how it impacted the learning of her students and her teaching. Another presenter describes using her own team teaching experiences with a high school science course to help graduate students discover ways to integrate writing into the teaching of multiple disciplines.

6.2 WAC IN DIVERSE CONTEXTS

Student Culture and Cultural Change
Pamela Nichols
—Stellenbosch University, South Africa

Why and how is the development of student culture related to the cultural transformation of a post-Apartheid University? I explore this question in relation to the work of Wits Writing Centre (WWC) and Writing Across the Curriculum initiatives at the University of the Witwatersrand, Johannesburg, South Africa. I am using the term culture to mean the elusive weaving of identity described by Daniel Yon (Elusive Identity 2000), an understanding that is specifically positioned against the use of culture to indicate the categorisation of peoples. I am also linking the development of student culture to pedagogic interests in role-play and writing and in the development of initiative and responsibility.

The WWC works towards the development of student culture through several key processes. These include the creating of safe spaces, one-to-one consultation, peer tutoring, the encouragement of student initiative, the showcasing of creative writing, the creation of public networks and publication. What happens in these various spaces? What tensions are created between categories of culture and the unpredictable commingling of culture and identity? Can this dialogic tension be creative and assist the birth of the new? In what ways does the development of student culture link the work of the University to the national work of democratisation?

WAC at Historically Black Colleges and Universities (HBCU)
Michelle Dacus
—Alabama State University

Three momentous initiatives are converging, offering much promise for strengthening educational and professional opportunities for students at one HBCU, Alabama State University (ASU). Moreover, these initiatives have the potential to impact students at each of the nation's 105 HBCUs. This session will examine the far-reaching impact of these initiatives as well as present some of the empirical data collected at ASU on the program design, implementation, administration, outreach, and assessment of a writing-enhanced curriculum.

6.3 Research on Reading Pedagogy in a First-Year Writing Program

Lynne Austin Rhodes
Karl Fornes
Ilona I. Law
—University of South Carolina, Aiken

Most research in reading is rooted in K-12 practices; however, at USCA, we have begun to tackle the challenge of developing a reading pedagogy to complement our First-Year Writing Program. In "Critical Thinking, Reading, and Writing" Linda Adler-Kassner and Heidi Estrem (2005) acknowledge that most composition teachers and WPA's tend to focus naturally on writing, but questions about "good writing" in freshman composition lead us naturally to attend to reading because college students often "grapple" with texts in order to write academic papers. Adler-Kassner and Estrem describe the "handful of resources" on reading pedagogies in college classrooms to "a grain of sand in a vast desert" even though Walvoord and McCarthy's "Thinking and Writing in College" (1990) identified the following questions about college students' skills with reading over a decade ago as the "next" research agenda:

- What are our students' notions about texts and how do they change?
- What factors can change a student's view of texts?
- What factors can we identify that influence students' approaches to text?

At the University of South Carolina Aiken, the English Department has initiated a reading diagnostic assessment across all freshman composition classrooms which promises to contribute to the larger discussions about transferability and cultivation of academic reading and writing skills. We have recently added a standard pre / post reading assessment in which we ask a sample of students to respond to specific questions about two selected texts at four specific points of the freshman year. This additional assessment accompanies a Freshman Folder "portfolio" which has yielded useful data for improving the freshman composition sequence for over ten years. We have developed and piloted use of several textual excerpts and have begun to test a preliminary rubric, so as to tease out "the multiple meanings" that are naturally associated with the larger concept of "reading comprehension" to further the general education learning goals and objectives for the University; more specifically, we are examining students' abilities (pre and post freshman composition) with summary, interpretation of texts, analysis, and evaluation.

We first describe college freshmen skills with summary, interpretation, analysis, and evaluation; then, we discuss curricular scaffolding which reinforces student awareness of purposes and patterns in diverse texts. We share strategies that reinforce analysis of rhetorical and thematic features of expository, argumentative, and creative prose. We explore use of a reading diagnostic assessment for assessment of student reading abilities across the general education program to supplement learning goals and objectives associated with reading across the curriculum as well as writing across the curriculum.

6.4 WAC and Media: New Spaces for Learning, New Faculty Development, and New Criteria for Assessment of Student Work

Planning a Collaborative Student Media Center to Support Communication Skills
Stephen A. Bernhardt
—University of Delaware

The presentation describes a new collaborative media center being built at University of Delaware to open Fall 2006. The Center will support various forms of mediated communication, with an emphasis on support and feedback during development, rehearsal, and delivery or publication. The presentation discusses the design of collaborative communication-rich workspaces.

Exercising Skepticism and Granting Belief: Web Evaluation Revisited
Kathleen Keating
—Greensboro College

In this paper, I describe the creation and testing of a game designed to measure first-year students' success on web evaluation tasks. After reporting findings for the different game versions, I argue that we need a new vocabulary—one that conveys levels of exercising skepticism and granting belief—that will reflect with more subtlety the degrees of uncertainty and shifting intertextuality encountered by both students and instructors in the informational and fictional spaces of the web.

Techniques for Assessing Multimedia and Multimodal Compositions in WAC Programs
Carl Whithaus
—Old Dominion University

Using techniques from descriptive and situated writing assessment and portfolio assessment enables faculty in WAC programs to evaluate multimedia and multimodal compositions in fair and valid ways. Examples of multimedia and multimodal compositions and faculty assessment of them will be discussed. These assessment techniques not only have implications for WAC programs but also suggest ways in which large-scale writing assessment systems may be refined.

6.5 Beyond the WAC Workshop: The Use of Long-Term Collaborations with Academic Departments to Transform Their Curriculum

Paul Anderson
Melissa Faulkner
Karen Mitchell
Alison Pryweller
—Miami University

The Center for Writing Excellence at Miami University (Ohio) is exploring ways to achieve broader, deeper, and more sustainable results through its traditional WAC offerings, which target individual faculty and departments. We will describe three projects that show how WAC programs can create significant, long-lasting benefits for entire curricula.

A Comparative Religion Department Stretches the Boundaries of WAC

The Comparative Religion Department desired to develop a comprehensive writing plan for its undergraduate major. Working with the CWE, the department took a "reverse-engineering" approach. First, it defined the student learning outcomes to be achieved by the end of a student's four-years of study. Next, it developed a comprehensive plan that defined how each of its courses would help students develop their writing abilities, research skills, critical thinking skills, and disciplinary expertise. Finally, the department devised an ongoing assessment plan aimed at continuous improvement of instruction.

Evolution of a WAC Project: Offering Tips from Writing Assignments to Helping an Engineering Department Meet ABET Accreditation Criteria

The Mechanical and Manufacturing Engineering Department asked the CWE to help it develop a detailed, comprehensive strategy for addressing Criterion G (Communication) of the Accreditation Board for Engineering and Technology (ABET). The department soon realized that integrating writing fully into its three undergraduate programs would require it to use writing in pursuit of other ABET criteria. It asked the CWE to help it examine and improve not only its writing instruction but also its technical instruction. Through participation in issues not ordinarily considered to be within WAC's domain, the Center was able to tie writing inextricably to the technical dimensions of the program.

Music to Our Ears: Implementing Student Writing in the Music Performance Studio

Faculty who teach music studio courses successfully won a CWE grant to devise ways of using writing in the unique instructional context of studio performance classes. When a professor's students meet as a group, the group includes students at all levels, first-year undergraduate through advanced graduate. We discovered that some customary WAC strategies do not match this instructional situation and the temperaments of students in this highly creative field. I will describe this project, including ways it helped us to identify some unexamined assumptions of WAC specialists.

6.6 "Thinking Writing" in Cross-National Perspective: What Research on the First UK WID Program Suggests about Essential Elements of WID

Alan Evison
Sally Mitchell
—Queen Mary University of London
David R. Russell
—Iowa State University

Queen Mary University of London (QMUL) is the first UK university to have a WiD initiative, called "Thinking Writing" (TW). Begun in 2000 with the help of the Cornell University WiD Consortium, it incorporates many features of US WAC/WiD approaches. However, Thinking Writing works in a very different educational context than US programs.

Thinking Writing at QMUL

This presentation describes the initiative, highlighting the similarities and differences between US and UK WiD. As in US WiD programs, TW places the teaching of writing squarely inside the curriculum, not just as an end in itself but as an effective way of learning disciplinary knowledge. It also sees it as the responsibility of the content teacher to develop her/his students' writing, rather than the role of a specialist to relieve them of a difficult 'chore'. But the particular ways it is organized realize these goals differently than from US WiD.

A US Researcher in Grassroots London WiD

This presentation summarizes results of a qualitative study of three departments: engineering, history, and modern languages. Data from observations and teacher/student interviews is used to theorize essential elements of WiD programs, contrasting the ways these elements are realized in classroom interactions in US and UK WiD contexts. Elements such as the ways writing is used to introduce theory in a field, the relation between informal WTL tasks and formally assessed writing, and students' development of an understanding of relation between writing and learing in a discipline are considered in relation to UK and US higher education systems.

Administering WiD in London

This presentation suggests Monroe's (2003) notion of a 'decentralised center' for a writing programme appears helpful for the development of the "Thinking Writing" initiative. Building on a WiD approach, TW, still a grass-roots endeavour of uncertain status, is becoming more embedded in the institution. The questions for TW are: How do we manage our growth and changing status so that we retain grass-roots dynamism? What should a 'decentralised center' look like for us? How do we complement and usefully exploit management-led initiatives around teaching and learning without losing our distinctive character? How do we maintain a sense of devolved ownership that accommodates diversity of practice while at the same time being able to show that TW is contributing to improving learning and developing student writing? We will use the story of TW's recent development to explore these questions.

6.7 TEACHING WITH WAC IN SCIENCE

Illness Narratives: Writing Skills and Clinical Knowledge for Accelerated Nursing Students
Pamela R. Cangelosi
—George Mason University

Nurse educators are frequently challenged to convey complex clinical information and essential career skills in an accelerated mode. Students often struggle with the need to quickly assimilate this information for application in their clinical experiences. This presentation will describe how students' writing of illness narratives helped them to learn the content of an accelerated pathophysiology course and to understand the unique illness experiences of their patients.

Pragmatism and Politics: Integrating Science Writing into the Scientific Writing Classroom
Jacqueline Cason
—University of Alaska, Anchorage

This presentation proposes a book review assignment as a pragmatic method for socializing writers into discourse communities. It requires students to review the biography of a significant person, idea, or discovery within their discipline, thereby witnessing science in the making. More than a pragmatic introduction to a genre, the assignment encourages students to reflect on the role of scientific expertise in public policy debates and to consider their own engagement in public discourse.

Answering the Question, "What and How Do I Study for the Exam?" Structuring Learning Through Writing in the Disciplines
Stanley M. Zoltek
—George Mason University

Many students in my upper division Numerical Analysis course don't know how to adequately prepare for the course exams. Overwhelmed by the diversity of concepts presented, they find it difficult to select the key concept required to solve a given problem. Prior to each exam, working in groups of three, students create and post study guides which associate each concept to a specific problem for which they present a solution outline.

6.8 Introducing Multimodal Communication into a University's Discourse: The Challenge of Curricular Change

Don Payne
Quinn Warnick
Barb Blakely Duffelmeyer
—Iowa State University

Recently Iowa State University made that curricular leap by approving a comprehensive CAC program designated ISUComm. This panel will share three major challenges posed by this initiative: defining multimodal communication within the academy, building a new discourse community to support curricular change, and implementing a multimodal pedagogy.

Written, Oral, Visual, and Electronic Communication: How the Academy Views the Modes

ISUComm grew out of five years of intensive study, consultation, research, and debate. ISUComm advocates multimodal communication (written, oral, visual, and electronic), coherent curricular attention to communication throughout a student's undergraduate career, and shared responsibility among all disciplines for communication instruction. In developing its curriculum plan, ISUComm generated lively debates: Won't writing be de-emphasized to make room for the other modes? Isn't electronic communication more about delivery than communication? How can we integrate the four modes when most specialists know only one mode well? ISUComm responded with formal assessment, pilot studies, teacher workshops, theory-building, and interinstitutional dialogue.

Building a New Discourse Community: Challenges in Implementing a Campus-Wide Curriculum

Although ISUComm originated in Iowa State's English Department, the program aims to increase multimodal communication in all academic disciplines. This ambitious goal poses a host of practical challenges, among them, training faculty in other departments, educating the campus community, and ensuring curricular consistency across disciplines. How can we build a discourse community around a new idea in the quickest possible fashion? This presentation discusses the challenges of developing a new website, creating discipline-specific instructor guides, publicizing training initiatives, and reshaping the way the campus community thinks about communication.

Multimodal Pedagogy: Teacher Development in a New Curriculum

While experienced instructors of first-year composition need some assistance in re-thinking their courses to include the multimodal curriculum, new graduate teaching assistants (TAs) face the greatest pedagogical challenge. These newest instructors carry out a major portion of the teaching of FYC at large universities like ISU, and their role is critical in achieving institutional and programmatic goals like ISUComm. This panelist will share some of the changes to the TA development program at ISU that help new TAs (and others) bring ISUComm into their classrooms.

6.9 Negotiating Pedagogical Change in a WAC-Based Engineering Curriculum Revision

Chris Burnham
A. Michele Auzenne
Ricardo Jaquez
—New Mexico State University

This panel reports a collaboration between the English and Civil Engineering departments at New Mexico State University funded by the Hewlett Foundation as part of its Engineering Schools of the West Initiative (ESWI). Our project uses Writing Across the Curriculum (WAC) strategies to augment student learning in existing courses and to guide a revision of the environmental engineering design sequence. Our Integrated Learning Community (ILC) students are generally under-prepared, non-traditional students who have declared a strong interest in engineering. One of the goals of the ESWI project is to improve recruiting, retaining, and graduating non-traditional engineering students, especially minorities (in NMSU's case, mainly Hispanic, and females).

The first presentation from an English professor and campus WAC Director will report on the difficulties gathering "hard" data to document improved critical thinking and writing abilities (CT-W) that result from the ILC experience. He will also address implications from recent research suggesting that general CT-W skills do not articulate with the specialized CT-W skills needed by engineers. A local instrument, Engineering Design Process (EDP) Overlay, measures EDP understanding and specialized engineering critical thinking skills resulting from the ILC experience. We are developing a writing-based CT instrument to document pre/post changes in general CT-W skills. We plan to compare and correlate changes in general CT-W with the changes in EDP understanding documented on the Overlays.

The second presentation from a communications specialist will discuss changes in the use of writing in her SMET 101 course. SMET 101 was developed as a writing-intensive course developing critical thinking and problem-solving skills while researching academic majors and professional careers. Our experiences pairing SMET 101 with first-year writing have led us to reconsider the use of writing in SMET 101. Specifically, students have difficulty transferring the general writing skills they learn in first-year writing to the writing-to-learn applications in SMET 101, where quantity is sometimes valued over quality and "thinking through the pencil" is valued over conciseness and craft.

The third presentation from an Engineering professor will report on the progress of revising the environmental engineering design sequence in light of WAC and CT principles. In collaboration with other team members, he has implemented WAC-based approaches, especially rubric-based assessment, in his junior-level design course. In addition, another senior engineer has revised the capstone-level design course using the rubric template. Both engineers represent the powerful impact of WAC on even very experienced and successful teachers. He will also talk about the problem of getting faculty to cooperate in the curriculum revision. Faculty resistance is rationalized as a concern with overworked and minimally English competent engineering GAs who would be charged with implementing revised teaching practice.

6.10 Engaging the Majors: Refocusing Writing Program Resources at the Department Level

Mike Garcia
Jeff Ringer
Joleen Hanson
—University of New Hampshire

Writing programs often use the terms "Writing Across the Curriculum" and "Writing in the Disciplines" interchangeably, but the two approaches are philosophically distinct. Whereas the former promotes writing as a university-wide concern centralized within a writing program or English department, the latter focuses on individual disciplines, departments and programs, and the writing program's facilitative role in helping them define what they could—or should—teach in regard to writing. Whether intentionally or not, writing programs inevitably position themselves somewhere between these two philosophies. Ideally, a writing program should define its position in response to local needs.

From WAC to WID: One Writing Program's Story

What happens when a university's writing program attempts to transfer its resources from a WAC to a WID model? What's at stake? What have we learned during this transition? Jeff Ringer, Assistant Director of the UNH Writing Program, will focus on the challenges and opportunities we've faced. Specifically, he will highlight the discussions he has had with various faculty members, chairs and administrators, centering on how our Writing Program could help departments and programs better articulate what they mean by "good writing." His discussion will take cues from Waldo's Demythologizing Language Difference Across the Academy (2003).

Why Feed One Course When You Can Teach a Department to Fish?

Joleen Hanson, UNH's first department-level Writing Fellow, will report on her experiences helping Zoology Department faculty develop, implement, and assess discipline-specific writing outcomes for their students. UNH assigned a department-level Writing Fellow for the first time in Fall 2005, in response to needs revealed by a Department Chair Survey. Prior to this pilot project, Writing Fellows typically worked with individual professors to support particular Writing Intensive courses. Most WI professors were on their own—they did not interact with a writing specialist to bridge the perceived gap between their department's values and the Writing Program's values. This presentation will demonstrate the ways in which Writing Fellows are now bridging that gap.

Looking Inward, Looking Forward

Mike Garcia, a Writing Fellow specializing in writing assessment, will detail the UNH Writing Program's evolving WID-based approach to assessment projects. In addition, he'll discuss an upcoming interdepartmental longitudinal study, Four Years of Writing, which will trace 100 UNH undergraduates' writing development, both inside and outside the classroom, throughout their years at UNH.

6.11 ENLIVENING WAC AND WID PROGRAMS

Enlivening WAC Programs Old and New
Joan Mullin
Susan Schorn
—University of Texas, Austin

Some WAC programs are like the walking dead: there, but not quite "there." Once the usual WAC workshops, course development and assessment, newsletters, and all other successful program elements are in place, WAC directors and faculty need to create other strategies to reinvigorate participation, interest, and engagement. Stagnation may result from new programs hitting a brick wall in their development. Or in mature programs, directors and faculty can get so used to WAC programs, or so sure that everyone else is doing their job, that the program stagnates. The writing program at UT-Austin had been around for so long that the real purpose of WAC was lost; it had become an imitation of the real thing. While this called for a self-examination of the program and its fault lines, new strategies were also needed to create a buzz about WAC and begin a renewal of the institution's writing culture.

Reclaiming WAC—A Community College Story
Rita Kranidis
—Montgomery College

This paper focuses on bringing WAC to a new generation of faculty and students. It details the process of re-introducing the principles and practices of WAC at a community college that had embraced WAC but "outgrown" it years ago. Having completed an institutional history research project, I am now in charge of bringing WAC back to the faculty and staff of my college in a form that best meets their current needs. Next semester, I will facilitate a faculty development group on all three of our campuses, creating a WAC community that will meet primarily online, with two face-to-face meetings.

In this paper I also consider WAC's relevance to institutional objectives (especially those pertaining to the "learning college") and the relationships between programs such as Learning Communities and Service Learning, and consider the opportunities for collaboration with these programs in a way that gives WAC new currency.

Reforming a WID Program from Within an English Department
David Kellogg
—Northeastern University

This presentation describes an ongoing reform agenda for the Advanced Writing in the Disciplines (AWD) program at Northeastern University. Northeastern's AWD program has an institutional history and structural constraints which should be of broad interest, and the reform program (which involves writing and dissemination of a common outcomes statement, diversification of courses, rethinking of assignments, and a radical revision of the student portfolio) is showing early signs of success.

6.12 Getting Technical with Client-Based Writing Project Classes

Ann Connelly
Morgan Gresham
Janice Comfort
—Clemson University

The connection between technology and linguistic activities is especially relevant to technical communication because of its inclusion of oral, written, and visual communication. Technologies that address these linguistic activities appear regularly in workplace contexts (Breuch, 2002). Breuch continues to reinforce the idea that "pedagogy must drive technology."

This presentation will explore how teachers can challenge writing students to use advanced technology in client-based classes. The panel will explain the advantages and disadvantages of working on this type of class project from the perspective of students, instructors, and the client. We will further the discussion about the tools necessary to create multimedia projects for clients of writing classes.

We have a classroom filled with innovative technology, audio and video editing equipment, state-of-the-art workstations with all the latest software, scanners, and printers, plus space for whole-class and small group collaboration. But most importantly, we have creative students divided into teams led by student managers. Did our pedagogy drive students to produce a simple document with plain text in our Technical Writing class? No. Instead students provided the client with a website, brochures, a radio ad, hyperlinked documents, web-based portfolios, PowerPoint presentations, creative posters, banners, flyers, newspaper ads, and even imovie footage for a commercial. Since we have the resources and students have the abilities, we should produce multimedia projects for clients of our Technical Writing classes.

To assess the success of this project, it is necessary to take a closer look at the pedagogy that drives multimedia projects in client-based projects. As Breuch observes, technologies that address linguistic activities are part of the workplace today. It is our goal as college writing teachers to prepare students to communicate in the workplace. Encouraging the use of multimedia technology to enhance client-based projects in writing classes will aid us in this endeavor. However, questions still remain regarding what we can expect from students and how educational tools play a role in these expectations. Our presentation will open up dialogue regarding what constitutes a successful client-based project. As instructors and clients, we will explain our own definition of success in client-based writing projects, and discuss how instructors and clients can encourage students to meet their expectations.

Finally, our panel will inform others about tools that we found helpful in client-based project classes, such as daily agendas and student team managers. We will explain how we structured the class in order to produce the deliverables that we presented to the client at the end of the semester.

7.1 Film Premiere of "Writing Across Borders"

Vicki Tolar Burton
—Oregon State University

In the film "Writing Across Borders," international students provide an engaging and thought-provoking analysis of the cultural and rhetorical differences they must negotiate as they write across borders in an American university.

In Part I, "Cultural Differences," students from Japan, Turkey, Columbia, Ecuador, Jordan, China, and Malawi discuss their experiences writing in U.S. classrooms, relating how they were taught to write in their home countries to the kinds of cultural adjustments they have had to make as writers in the U.S.

Part II, "Assessing International Student Writing," addresses the question of how teachers can fairly deal with grammar and issues of correctness for international students, outlining the choices teachers have to make and pointing to things we should pay attention to and identifying features of writing that could be called "writing with an accent."

Part III, "Developing Strategies that Work," includes students and faculty addressing testing and teaching practices that most disadvantage international students, including time issues, cultural knowledge, politics, and teachers' ways of responding to essays. This 40-minute film, directed by Wayne Robertson, is a collaborative project of the Oregon State University Writing Intensive Curriculum (Vicki Tolar Burton, Director) and the Center for Writing and Learning (Lisa Ede, Director).

This showing premieres "Writing Across Borders" to the international WAC community and includes distribution of 300 free dvd's of the film to attendees for such uses as faculty, graduate student, and writing tutor training.

7.2 "Packaging" Writing: ePortfolios, Digital Anthologies, and the Problem of Audience

Christy Desmet
Beth Beggs
Anita DeRouen
—University of Georgia

This panel is concerned with the use of ePortfolios and digital anthologies for undergraduate classes in a range of pedagogical settings, examining the relation between technology and subject matter as a problem of audience.

M*aking Marks: Writing for the "Absent Reade"*

In this presentation I reconsider the notion of reader response in relation to the First-year college writer. Like the students studied by Lucille McCarthy, first-years are "strangers in a strange land." Specifically, they do not know and have not had training in identifying audiences for their writing; they lack a notion of the "Absent Reader." No assignment makes this concept more concrete, however, than does the ePortfolio. All elements of the FYC Program Portfolio emphasize that the portfolio exists for other individuals to consume, not merely for the writer's pleasure.

The Literary Marketplace: Envisioning Literature Education for Technological Change

In this presentation I bring the "absent reader" into the literature classroom. Like most specialized, disciplinary coursework, the literature class tends to privilege the experience of only one reader, the professor who assigns the final grade. In this case, introductory poetry students confront the idea of the "absent reader" as the 21st century consumer: the listener of the podcast, the purchaser of the paper or electronic anthology. Students are asked to consider entities other than the teacher as audience, be they fellow classmates, disembodied cyber listeners, or potential consumers of mp3 files and themed anthologies. The recitation, a traditional mainstay of the literature classroom, becomes the prelude to a class-constructed sound 'zine, an electronic collection of student audio performances co-mingled with textual commentary. Students are thus required to consider themselves as creators, critics, and consumers of poetic texts and to factor the needs of their non-grading audience into the production of their written texts.

Transitions: ePortfolios between English and English Education

I will apply the concept of the "absent reader" to university students making the move between Colleges and between academic identities. In the Shakespeare in the Classroom course, which is designed for students about to move into the pedagogical portion of their coursework, the split identity of student-teacher is exacerbated by the fact that the students are moving toward, but have not yet achieved, a teacherly identity. In this class, the ePortfolio becomes a venue for defining the students' current identities as literary students and for imagining a future professional self.

7.3 FRAMEWORKS FOR LEARNING AND PROGRAM DESIGN

Enhancing Disciplinary Learning Through Writing and Student Engagement
Sarah Nichter
—Sullivan University

Writing is a tool to engage non-major undergraduate students in disciplinary knowledge and learning. Simple writing assignments are useful to enhance the students' disciplinary learning by involving them in the process of reflection and active learning. Writing activities engage the student in disciplinary content and invite the student to reflect about the disciplinary material and/or how that material can be useful in the student's future.

Language Acquistion Theory as a Framework for WAC Faculty Development
Mary Bodwell
—Massachusetts College of Pharmacy and Health Sciences

Non-writing faculty, frustrated by the limited vocabulary, awkward phrasing, and lack of fluency in student papers, often wonder why the writing center can't fix these problems (and students). Gee's notions of literacies as social practices that not only comprise ways of using language but that also reside within thought, belief, and value systems, provide both an argument for WAC and a useful framework for discussion of the roles of non-writing faculty in supporting students' disciplinary writing.

Writing and Praxis: Using WAC to Teach a Practice Course
Richard Holody
—Lehman College, City University of New York

This presentation explores the usefulness and challenges of using WAC to teach a social work practice course. Practice courses are usually considered "hands-on," action-oriented experiences where students have considerable opportunity to develop interpersonal skills through role-plays and similar activities. WAC can be used to supplement and support such skill development. Examples will be given of successful WAC activities that support praxis; challenges to using WAC in this context will be identified.

7.4 INNOVATIONS IN THE SCIENCES THROUGH WAC

Peer Review of Scientific Articles: Continued Collaboration between Chemistry and Composition
Debra Courtright-Nash
—Ferris State University
Bozena Barbara Widanski
—University of Cincinnati, Clermont College

This presentation will discuss an ongoing collaboration in which Organic Chemistry laboratory students experience the entire process of writing journal articles, including conducting a review of literature, testing their own hypothesis, and receiving peer review from students in a composition course. We will discuss the improvements to the process based on our assessment each year, the benefits to both groups of students, and the use of computers for online instruction and exchange of documents.

Humanizing Heisenberg: A WAC Approach for Physical Chemistry
John Reilly
Michael Strickland
—Elon University

We introduced a WAC component into a physical chemistry course including introducing ethical issues that the students might face in their careers. This incorporated multiple writing assignments on outside readings about some of the major scientists involved with atomic bomb research in Europe. While students in physical chemistry usually spend hours deriving equations by Heisenberg and Bohr, in this course they were also asked to perceive them as real people facing deep ethical dilemmas.

Writing and Learning in the Health Sciences: An Integrative Model
Irene Clark
—California State University, Northridge

This presentation will discuss a collaborative model that integrates course content from a course in Public Health with a writing course that uses issues in Public Health as a content area for writing assignments. The goals of this project are to improve student writing skills by integrating writing instruction into the content of a Health Sciences course and to enhance student learning of course material by utilizing a “write-to-learn” model.

7.5 WAC: FACULTY ATTITUDES AND FACULTY RESISTANCE

Making It Your Own: Writing Fellows Reevaluate Faculty Resistance
Judith R. Halasz
Maria Brincker
Deborah Gambs
Sophie Solovyova
—City University of New York

The questioning of WAC is often dismissed as resistance. From our position as doctoral Writing Fellows at CUNY, we analyze interviews and year-long collaborations with WAC-based Writing Intensive course instructors to argue that so-called "resistances" are often justified concerns and criticisms. We re-assert the premise that WAC practices and programs must be flexible (a) to accommodate the conditions under which faculty teach and (b) to encourage ownership of WAC, which together promote deep-rooted pedagogical change.

"How Can I Tell What I Think Till I See What I Say?": Presenting Writing as a Process to a Product-Oriented Faculty
Holly L. Norton
—University of Northwest Ohio

Since writing as a process, not just a product, can be an unfamiliar concept to faculty who don't teach writing-centered courses, presenting the four stages of the writing process to them, asking them to complete those stages step-by-step, and then asking them to discuss what they noticed as their writing and ideas evolved helps them realize the WAC mission of writing to learn.

Dealing with Cross-Disciplinary Culture Shock: A Conflict-Management Model
Charlotte Brammer
—Samford University
Kim Sydow Campbell
—University of Alabama
Nicole Amare
—University of South Alabama

In this paper, we argue that cross-disciplinary culture shock can be preempted by a better understanding of academic cultures through a conflict-management model. Following general cultural models, we advocate (a) awareness: recognizing that the particular mental model of a discipline may differ from other disciplines; (b) knowledge: learning about others' values by learning about their symbols, heroes, and rituals; and (c) skills: altering communication strategies based on awareness and knowledge.

7.6 CRITICAL THINKING AND ARTISTIC PRACTICE: WRITING AS A BRIDGE

Julia Guichard
Jay Rozema
Steve Pauna
—Miami University

In this interactive panel, three theatre faculty will present writing-enriched creative projects designed for their courses in acting, lighting design and script analysis. Embedding writing assignments in creative projects can be an effective tool for teaching: critical thinking; self-awareness; specific skill sets. The three projects presented in this session will be helpful to anyone striving to help students bridge the gap between theory and practice.

The Animal Study Portfolio

In my past Principles of Acting classes, I have required students to keep a journal. This journal assignment was intended to help students develop self-awareness, spark creativity, and think critically about acting technique. Over several years, I discovered that the traditional acting journal was failing to produce these intended outcomes for a large number of my students. I replaced the journal with directed writing assignments, embedding them in existing performance projects. In this panel, I will present one such project, the Animal Study Portfolio. Using the writing portfolio as inspiration, this project uses both formal and informal writing assignments linked to the step-by-step physical creation of a character based on an animal. The student learns to use field notes, research, creative writing, self-assessment and analysis in the development and performance of a unique human character.

Lighting and the Human Spirit

This assignment is an observation and research project requiring the student to become self-aware of the lighting surrounding them and determining how and why the lighting affects them and others in a public space. The students' informal and formal writing provides them the chance to reflect on their observations, develop a strong bibliography of research sources, and create a research paper that defines why certain choices were made by the lighting designer of the public space they observed.

The Hamlet Project

This project is the standard research paper with a twist. After reading *Hamlet*, students generate a list of possible research topics, identify resources, take notes, create an abstract, draft and finally write the paper. Here the focus is not solely on the research topic but also on how the research informs or enhances artistic choices for a live production. The students are asked to integrate research with artistic practice by imagining and then articulating the application of their topics to an interpretation of a role, a design, or a directorial concept.

7.7 PART II: WAC: BRIDGING THE GAP BETWEEN SECONDARY SCHOOL AND HIGHER EDUCATION

Pamela B. Childers
—The McCallie School
Gerd Brauer
—University of Education, Freiburg
Dilek Tokay
—Sabanci University

Participants will share what they have discovered and answer the following questions: How can we prepare secondary students to meet those requirements? Are there any specific applications that can be adapted for secondary writing activities?

At the end of this session, we will have collected all the input from participants to apply to their own classrooms or the classrooms of the teachers they teach. We hope to develop specific forms of collaboration between secondary and university teachers. We also hope to stimulate transatlantic communication among educators in the US, Germany, and Turkey on how to better bridge the gap between high school and college writing instruction.

8.1 Discourse across the Curriculum in First-Year Learning Communities

Sharon McCoy
June Griffin
Matt Adkins
—University of Georgia

Theses papers, in Gregory Clark's phrase, attempt to "rescue the discourse of community" for an academic venue where the term "community" is too often taken for granted. Much of the energy in First-year Learning Communities goes into promoting interaction among group members, both inside and outside the classroom, and with the outside community, in this case in the form of service learning projects. WAC theory and practice, however, has shown us fissures in the concept of community that complicate the LC's foundational concept. No longer Richard Lanham's natural rhetor, negotiating with skill the various disciplinary languages of a broad curriculum, the first-year student moving across the curriculum has come to resemble more closely Lucille McCarthy's "stranger in a strange land."

Developing Learning Communities into Discourse Communities

This presentation analyzes the challenge of turning a learning community into a true discourse community. A learning community offers an ideal opportunity to create a model discourse community in the classroom: students know one another well, and they share a growing knowledge base in a specific discipline. But of course, students are still novices in the discipline, and in order to function well as a discourse community the classes the students take in common must complement one another. This paper describes the challenges composition instructors face and offers suggestions for successful collaboration among faculty.

Good Writing is also Good Science

This presentation explores common ground between the discourses of science and English as students of a learning community encounter them. Working with the Learning Community reveals that contrary to the common sense view, the process approach to essay writing and the scientific method rely on comparable paradigms, merely using different descriptors. And while science and literature studies have different paradigms in terms of what constitutes evidence, their paradigms for investigation and their standards for its conveyance to an audience are remarkably close. Exploring that common ground creates a synergy that enriches both disciplines.

Writing across the Arts

This presentation explores the influence of hypermedia on aesthetics across the curriculum. The advent of hypermedia has fundamentally changed how our students experience "the arts." We should be offering our students analytical skills and a critical vocabulary applicable to all aesthetic expression rather than limiting our classes to the study of any single art form in isolation.

8.2 Reports from the Disciplines: Engineering, Teacher Education, and Grammar vs. Content

After WAC: Moving Communication from a WAC Model to Integration in an Engineering Curriculum
Robert Irish
Phil Anderson
—University of Toronto

This presentation analyzes the possible gains and losses that occur as a WAC methodology becomes integrated in engineering. The potential lies in blurring disciplinary boundaries such that students learn both fields more deeply. The major pitfall is the lost opportunity for in-depth work with students on multiple drafts. This presentation aims to analyze this approach to generate a discussion of ways to teach writing with depth in integrated WID contexts.

Do ICT and Distance Learning Curricula Affect Students' Perception Regarding Teaching?
Merav Asaf
Anat Kainan
—Kaye College of Education

In this study we aim to find whether teacher education students, who engaged in ICT or distance learning courses, perceive ideal teaching in a manner which is in agreement with the practice of ICT teaching. 255 students answered a questionnaire in which they were asked to describe an ideal lesson and answer questions regarding ideal pupil-teacher interaction, time and pupil management, content management, and delivery and teacher expertise. Findings are that although the vast majority of students engaged in ICT and distance learning courses and extensively used the computer and the internet for their studies, ideal lessons and teacher practices were mostly portrayed in a conservative manner. Thus, their practices as students have not changed their perceptions of teaching. These findings are explained by the students' experiences as pupils and as teacher interns at schools—practices which did not include such innovative learning. In addition, the nature of knowledge studied at school and at college is rigidly framed so that the students are unaware of its transformative potential and are conditioned to use it within its context.

Articulating Articulation: A Theory to Reconcile "Grammar" and "Content"
Jennifer Lutman
—University of Michigan

This paper draws from interdisciplinary sources to propose "articulation" as an explicitly named and more fully theorized outcomes goal for writing instruction. As an intervention in the ongoing debate over whether writing instruction should emphasize "grammar" or "content," articulation supports practices consistent with the Association of American Colleges & Universities recent call for greater attention to integrative learning in higher education. The paper includes concrete descriptions of practices and suggests that WPAs are in a unique position to implement them.

8.3 Writing-to-Learn and Learning to Write: Is There Anything WAC Can't Do?

Elizabeth (Betsy) Sargent
—University of Alberta
Candace Stewart
—Ohio University

Our commitment to WAC has at times given the impression that we no longer need writing courses themselves (especially required first-year composition). But if FYC is reconceived as an introduction to a rich and complex field of study—it cannot be entirely replaced with required writing-intensive courses in other disciplines. If such FYC courses are not taught, students will be deprived of research, theory and practice that WAC courses do not have time to teach.

One Thing WAC Can't Do: Making Enough Time for Each Writer's Informed Reflective Practice

WAC thrives best if it builds on the foundation of solid first-year courses in which, as Wendy Bishop put it, the subject is writing. WAC has persuaded faculty that integrating writing into their courses need not take time away from course content; thus, no WAC course has time to introduce students to the discipline of composition and rhetoric as well. A Writing Skills Inventory (based on the WPA Outcomes Statement) measures what students know and/or are able to do before and after a course in which the subject is writing. When students write to learn about assigned readings in comp research, theory, and practice and when they engage in frequent reflective practice about their own writing processes, they develop consciously as writers in ways WAC courses alone cannot allow time for.

Teaching Histories of Rhetoric in FYC

FYC at our university incorporates writing-to-learn strategies and emphasizes how writing always necessitates representing a particular version of the writer's self. Thus, we stress the reflexive journey focusing on the rhetorical analysis of such self-constructions. Such a curriculum requires attention in class to histories of rhetoric, giving FY students an understanding of how rhetoric and writing intersect and challenge each other, regardless of a specific discipline's discourse. Our FYC thus lays effective groundwork for WAC work in our university.

Writing as Social Action: A Service Learning Course in Creative Nonfiction

Few WAC courses have class time to reflect at length on genre issues as Service Learning (SL) writing courses are ideally situated to do. In the course, Creative Nonfiction and the Public Sphere, students are required to perform 20 hours of volunteer service and to "throw themselves into [this unfamiliar activity system] through the reading/writing of its genres" (Russell 1997). They create what Jolliffe (2001) refers to as "working documents" to meet needs of a particular non-profit organization. They produce an extended piece linking research on a particular social issue, their journal notes, and their reflective writing on genre as social action.

8.4 WAC and Workplace Professionalism

Developing Professionalism Through Writing and Communication
Ann-Marie Ericsson
Linda Bradley
—Chalmers University of Technology, Sweden

This presentation addresses the question of how writing and communication across disciplines are integrated with development of professionalism. Several educational programs at Chalmers, Sweden, are geared toward distinct professional careers, where interdisciplinary writing is an active tool for knowledge formation and development of expertise. Why do some students gradually demonstrate awareness and ability to apply communicative strategies whereas others seem to lack an understanding of the role of writing in their field?

Insights into Teaching WID from Student Narratives of Engineering Work
Sean Clancey
—Michigan Technological University

Students at Michigan Technological University who accept co-operative education work assignments are required to describe their engineering activities in a written report submitted to our Career Center. These reports can contain rich and detailed narratives of engineering activities and the associated communication practices that accompany them. This presentation will discuss some of these narratives in terms of what insights they can give us into WID teaching practice.

Shifting Gears: From Doctoral Candidate and Lecturer to WAC Administrator
Kathleen L. MacArthur
— Massachusetts Institute of Technology

Like many PhD students in literature programs, my work experience was varied. I worked in my university's writing center as a writing tutor. The next year I worked in the same writing center as an Assistant Director. Then I began teaching composition courses until I was given permission to start teaching literature surveys. All the while I worked as a research specialist for a small magazine and wrote a dissertation.

Upon defending my dissertation, I realized I had a choice to make. I could start the race for the elusive tenure-track literature position or I could make use of the varied administrative skills I had acquired and seek something else. I chose option two and found a richly rewarding position in the Writing Across the Curriculum at the Massachusetts Institute of Technology. In this position I not only draw upon the skills I developed as a lecturer but also the research, administrative, management, and tutoring skills from other contexts. As someone who has developed syllabi, assignments, evaluation rubrics, and lectured, I can appreciate the perspective of the reluctant WAC instructor. On the administrative side, I can help shape policy, procedures, and outreach, and offer support.

8.5 WRITING WAC INTO GENERAL EDUCATION AT THE CITY UNIVERSITY

Michael J. Cripps
—York College, City University of New York
Judith Summerfield
— City University of New York
Jason Tougaw
—Queens College, City University of New York

Through the General Education Task Force, CUNY is working to revitalize students' experiences as they complete their general education courses; to create greater collaboration and coherence among those concerned with the General Education; to employ active learning techniques in the development of multiple literacies; and to foster students' ability to act in the world. Part of a larger restructuring of undergraduate education, the initiative has brought the WAC and General Education programs of the colleges under the same budgetary umbrella, forcing them to work together and creating opportunities for WAC programs to become more deeply involved in undergraduate education. This panel will explore these opportunities by looking at specific collaborative activities at several sites around The City University.

The City University Perspective on General Education

In this presentation the University Dean for Undergraduate Education at CUNY will frame the panel by describing the goals and origins of CUNY's new General Education initiative, and examining ways it is reconfiguring undergraduate education across CUNY. Additionally, this presentation explores the tensions between a centrally mandated (and funded) program and necessity of local implementation.

The Fragility of Invention: A New Gen Ed Program at Queens

This presentation outlines ways a new General Education proposal at Queens College, which emphasizes interconnections between areas of knowledge and intellectual practices, is modeled on the WAC program. While WAC has been successful at Queens, tension and fragility still define much of its work. With this in mind, the college is creating a new Center for Teaching and Learning, to foster reflective practice and encourage faculty to seize tensions as opportunities for debate and invention.

8.6 WAC and Digital Technology: Ecology, Biology, and the Nature of Cyborgs

Cynthia Selfe
—Ohio State University
Marilyn M. Cooper
—Michigan Technological University
Richard J. Selfe
—Ohio State University

The increasing presence of digital media, personal computers, and technology networks in homes, workplaces, communities, and schools has brought about dramatic changes in the ways students compose meaning and respond to information in a range of different disciplines, undertake their studies, and respond to others using multiple modalities of expression. Today, if U.S. students cannot compose in multiple modalities for the screen, they may well have difficulty succeeding within a WAC program, completing a collegiate education at a postsecondary institution, or functioning as literate citizens in a growing number of local and global spheres. Despite the growing importance of composing in digital media environments, our understanding of relationships between people and computer technologies remain less than nuanced, less than dimensional, less than robust—especially within the context of WAC programs. In this panel, we bring three perspectives to bear on these relationships.

Biology, Technology, and Writing

In this paper I argue (contra Kenneth Burke) that technology and writing are biologically based processes of structural coupling in which an enabling illusion of inner and outer arises. The transcendent mind does not direct the behavior of the body; tools and symbols are not independent objects that human subjects must control if they are not to be controlled by them; technology and writing are not a cultural means by which humans escape or surpass nature. We are not human by virtue of our use of tools and words as instruments to control objects in nature but through the biological processes in which tools and words mediate our engagement with them.

Complicating Access: Digital Literacies and WAC Programs.

This paper takes up the issue of access at a more specific level—with the goal of expanding the current understanding of this term—especially as it applies within the context of WAC programs. I examine the concept of technology gateways and explores the specific conditions of access that assume considerable importance for students. The goal of this paper is to formulate an increasingly useful and pragmatic understanding of access and its relationship to digital literacy in WAC programs.

Multiliteracy and WAC Programs

I argue that WAC teachers, scholars, and program administrators need to study the new literacy practices of young people and explore the implications of multimodal composing on WAC programs, classrooms, and institutional support systems.

8.7 Writing-in-the-Disciplines at Columbia College: In Classes, Within Departments, and on the Web

Nancy L. Tuten
Beth Droppleman
Hyman Rubin
—Columbia College

WID initiatives at Columbia College often begin with an individual faculty member's desire to strengthen writing assignments in his or her own classes. Many of these faculty members then turn to their departments to see how discipline-specific writing goals are being incorporated into course requirements for majors. Often the process leads departments to design new courses or to implement a sequence of assignments. Recently, some departments have gone a step further and created WID Web pages that help students understand the nature of writing in a particular discipline.

From the administrative aspects of establishing a WID program to the nuts and bolts of constructing discipline-specific WID Web pages, this panel is of interest to those with emerging WID programs as well as those seeking ideas for WID Web sites.

The first presenter, Nancy Tuten, director of the Columbia College Pearce Communication Center Writing Program, will discuss the challenges of inspiring departments to become more deliberate in their approach to WID and then guide them through the process of creating WID Web pages that outline discipline-specific writing conventions. The session will include an overview of the Columbia College WID program and WID Web site. We will also describe the Pearce Writing Fellows Program, a faculty development initiative that provides support for individual faculty members interested in strengthening WID in their own classes, within their departments, and on the Web.

The two other panelists, Professor Hyman Rubin (history) and Professor Beth Droppleman (French), were among the earliest Pearce Fellows who engaged their departments in the process of articulating student writing goals, incorporating them throughout the major curriculum, and designing a WID presence.

Professor Rubin will describe the changes his department made within the history curriculum in order to prepare students for a major writing assignment in the senior capstone course—changes that included the addition of a new sophomore-level course titled The Historian's Craft.

Professor Droppleman will discuss philosophical and practical shifts made by the Department of Modern Languages that have improved student writing. Involvement in WID led the department to create writing-centered goals and implement a senior capstone portfolio. These initiatives have better developed second language writing and have encouraged the department to track student progress over the course of several semesters. In addition, her department's WID Web site provides resources both students and instructors need to promote writing in foreign languages.

8.8 Supporting WAC: Lessons from the Academic Writing Center, Library, and Classroom

The Pentagon (not that Pentagon!) as a WAC Tool for Teaching Academic Writing
Peter Stray Jorgensen
—University of Copenhagen, Denmark

The presentation demonstrates how the Academic Writing Center at the University of Copenhagen uses a model (the "pentagon") to teach student writing in the research paper genre. The model can be used as an exercise to design the basic elements of your research paper.

Mapping Library Research: What Instructors of English Composition Can Learn from Academic Librarians
Angela Lowe Margetts
—Independent Researcher

Drawing upon research from academic librarians and upon comments from students, this paper addresses the question, "How can composition instructors improve library research instruction?" The paper asserts that if instructors understand the information that librarians have gathered on library research in our postmodern world, they can work with librarians to improve library instruction. Specifically, they can facilitate the information consulting process that many librarians are now implementing, and developing more effective research instruction.

The Myers-Briggs Indicator as a Classroom Tool to Facilitate Learning Outcomes
Priscilla Berry
Russell Baker
—Jacksonville University

Researchers have long understood the significance of how personality is tied to performance, and the various personality indicator tests are widely used in business and industry as well as education. However, educators have under-used the personality indicator tool, specifically, the Myers-Briggs, considering it outdated or of no value. In fact, our current research indicates that this instrument not only provides the obvious links to improved communication techniques and career direction for students but also shows links to student behavior for quick classroom management helping to avoid destructive behavior in the group dynamic and to promote creativity with the maximum use of time. The use of the Myer-Briggs in a classroom where writing and team interaction are required provides immediate insight for the classroom instructor and aids in high learning outcomes.

8.9 WAC for First-Year Students: New Approaches

What's WAC Got to Do with It?: The Role of Writing Across the Curriculum in First-Year Experience Programs
Patricia Malesh
—Randolph Macon College

I explore Writing Across the Curriculum initiatives in First-Year Experience (FYE) programs in a variety of institutional contexts. I examine how these programs affect the teaching and use of writing in higher education. I examine the potential of these programs for reframing Writing Across the Curriculum in fresh ways, including those initiatives housed in writing centers. I conclude by suggesting ways to avoid the potential pitfalls of aligning these two academic initiatives and to discover ways to strengthen Writing Across the Curriculum programs in FYE contexts.

What Types of First-Year Writing Assignments Facilitate Science Majors' Initiation into their Discipline?
Terri Trupiano Barry
—Michigan State University

As writing programs establish discipline-specific, first-year writing courses, assignments need to reflect that change. This presentation discusses findings from a survey of upper-division students (N=84) in the sciences at Michigan State University regarding the usefulness of reading, writing, and research assignments from their first-year composition courses for writing assignments in their disciplinary courses. Possible implications of the survey results for approaches to teaching first-year college writing courses for science majors will also be presented.

Breaking Ground: The Role of First-Year Composition in Writing Across the Curriculum
Marcia Kmetz
—University of Nevada, Reno

As Writing Across the Curriculum gains ground in educational policies and practices, and as increasing numbers of faculty in a range of fields agree to support this vital program, it has become necessary to re-examine the role of the first-year composition course. Traditionally, we have assumed that WAC serves the goals of the first-year composition course. I contend, however, that first-year composition should serve WAC by formally addressing the constituents common to all rhetorical situations.

8.10 USING EPORTFOLIOS TO ASSESS GENERAL EDUCATION

Michael Neal
—Clemson University

In the Fall 2005 and Spring 2006, two teams of faculty met to study the potential of using ePortfolios to assess General Education. The first group, comprised of composition teachers from the English Department, are currently using ePortfolios in first-year composition to assess student outcomes in that course. The second group consisted of six to eight faculty members from across the curriculum, including at least one representative from each college. Both groups studied a new university-wide requirement for students to complete a General Education ePortfolio to assess competencies as defined by the faculty for all students at the university. This roundtable will report the results of these team meetings, especially focusing on two deliverables: an ePortfolio scoring guide for general education, and ePortfolio recommendations to the dean of undergraduate students and the General Education ePortfolio Task Force at the university.

The following questions are guiding the group meetings:

- What ePortfolio models exist in the public domain from which we can learn? What are some strengths and weaknesses of these models?
- How do portfolio management systems and digital publishing software affect student creativity, access, and ability to successfully complete ePortfolios?
- What different values are communicated by faculty across the disciplines when developing materials for ePortfolios?
- In what ways can the interdisciplinary faculty groups studying ePortfolios make a difference for students who are developing portfolios for general education and/or their majors?
- In what ways do students internalize the values of ePortfolios for their own benefit?
- In what ways do external assessments (i.e. SACS, NCATE, ABET, etc.) drive the local planning and assessment of ePortfolios?
- What additional research needs to be conducted to better understand and realize the benefits of ePortfolios?

8.11 REVISITING THE CORRECTNESS CONVERSATION

Shareen Grogan
—National University
Denise Stephenson
—MiraCosta College

According to the National Commission on Writing's, *Writing: A Powerful Message from State Government*, "[W]riting still consists of an ancient trilogy of grammar, rhetoric, and logic. Reduced to its fundamentals, writing is an exercise in saying things correctly, saying them well, and saying them in a way that makes sense." For many, writing becomes confined to the first of this trilogy: grammar or correctness. This element too often dominates the dialogue between faculty (in disciplines beyond English for the most part) and Writing Center personnel. Frequently viewed as the grammar police, writing centers struggle to define their services in broader terms: working with students rather than papers, addressing higher order concerns before lower order concerns.

While many academic writing professionals struggle to keep grammar from being the focus, we read that "writing is both a 'marker' and a 'gatekeeper' of professional employment in the private sector….The ability to write and express thoughts clearly on paper is a significant equity consideration for many low-income and minority students, particularly for English-language learners" (National Commission on Writing, Writing: A Powerful Message from State Government 27). Empassioned positions against focusing on grammar haven't worked. Avoiding grammar hasn't worked. So how can instructors and Writing Centers address the issue of correctness in ways that offer students equitable educational experiences as well as prepare them for the realities of the workplace?

This virtual roundtable (two of the presenters will be physically present and the rest via pre-recorded video) will consist of survey research conducted at two very different institutions: a community college and a non-traditional university, both of which serve many non-traditional students whose aspirations are better jobs. To enliven this data, we will also present a video discussion among faculty from both institutions representing several disciplines.

Beyond the quantitative and qualitative data, we'll pose questions to our audience. On this relatively tired topic in which many voices are as politically polarized as our nation, we will consider alternatives between "The Writing Center doesn't help with grammar" and "The Writing Center will fix your grammar for you." With such polarization, there is much ground in between.

8.12 Teaching Theory Without Them Knowing It: Using Freire to Develop a Faculty Workshop Sequence

William Burgos
Courtney Frederick
Kevin Reyes
—Long Island University, Brooklyn

One of WAC's greatest challenges has always been bolstering support from faculty from varied disciplines. Whether because of a fear of having to "teach" writing, disregard for writing as a viable method of teaching course content, or sheer lack of interest, many of our faculty from across the disciplines require "special handling" when it comes to WAC ideas and methods. By using a theoretical foundation to discuss more practical applications of WAC ideas, we can appeal to a greater spectrum of instructors.

For the 2004-2005 academic year, the Writing Across the Curriculum Program at Long Island University's Brooklyn Campus organized a series of interrelated workshops exploring the topic of assumptions teachers, tutors and students make about each other. Using Paulo Friere's essay "The 'Banking' Concept of Education" as a basis for discussion, we explored the impact of these assumptions on the teacher/student relationship, particularly on the teacher's role as reader and evaluator of student writing, and the student's role as apprentice writer.

In this roundtable session we will discuss the process of conducting sequential, faculty-focused workshops, and we will explore how such teacher/student dialogue can be applied to designing syllabi and assignments, assessing student writing, and using writing to teach course content across the disciplines. We will share our experiences, and, keeping Freire in mind, together we will discover who our students are, what our syllabi say about us, how to design "problem-posing" assignments, and what the most effective forms of feedback are.

9.1 Conservatism, College Republicans, Controversy, and "Liberal" Faculty: Cross-Disciplinary Approaches to Teaching Argument

Carol Peterson Haviland
Mary Boland
—California State University, San Bernardino

Our faculty members, like others around the country, have recently seen a great deal of right-wing political activity by student groups such as the College Republicans and Students for Academic Freedom. Under the banner of fairness and neutrality, these groups levy criticism at "liberal" faculty who they claim present "untruths," fail to present conservative theories and viewpoints about their subject matters, or otherwise attempt to politically indoctrinate students through such means as "lowering the grades of students who don't agree with them." Although this movement has put coercive curricular and pedagogical pressures on faculty in all disciplines, among the most vulnerable are those who are overtly charged with the teaching of writing, critical thinking, and argumentation.

For instance, IntellectualTakeout, a group that appeals to critics of university teaching, has announced that "[a] balanced education—one that teaches the student how to think, not what to think—requires [a diversity of ideas]." This ethic, they allege, is being wholly ignored as evidenced by the "startling 72 percent of professors [who] identify themselves as being liberal" and who offer "totally one-sided" presentations of political issues. A number of troubling features inhabit this construction, not the least of which is the notion that one's professional stances necessarily mirror one's civic politics.

What is most compelling, however, is the demand that professors teach how to argue or to think, apart from what is being argued or thought about. Notably, some faculty have tried to draw similar distinctions for their students as a means of reassuring them that they will not be downgraded for disagreeing with a teacher's privately or publicly held political position.

The issue, within this framework, that remains thinly discussed is the legitimacy of separating form from content, method from meaning when teaching writing—and this session explores that gap. Roundtable members from several disciplines will discuss their disciplines' understandings of writing and argumentation in order to examine the contested spaces and to work toward ways of more effectively engaging students in meaningful language study. They will attend to the intersections of pedagogy and disciplinarity that this current political environment offers as well as to the opportunities it opens for cross-disciplinary conversation.

9.2 REJUVENATING WAC LEADERS: REINVENTING OURSELVES PERSONALLY AND PROFESSIONALLY

Patricia Williams
—Sam Houston State University
Angela Williams
—Citadel
Nancy Casey
—Woodlands Christian Academy

Journey of a Mentor: No New Teacher Left Behind

How do you write an honest and open letter from an "end-of-the-first-year teacher" to a "newbie" teacher just beginning the journey? How do you share successes, challenges, and the emotional roller coaster that newbies will experience? Why write a weekly "teacher tip" to give guidance, to support, and to motivate novices to "keep their spark" during their first year? Gain insight as a mentor helps mentees use writing to reflect on the rewards. Discover how our Novice Teacher Induction Program helped 95.49% of the 377 beginning teachers remain in the profession for the past three years.

WAC and Beyond. . .Life Lessons from Two Decades of WAC

Currently a Professional Communications teacher in The Citadel's prestigious School of Business and the CEO of my own communication consulting and coaching business, I will share with colleagues several powerful WAC principles that apply to both personal and professional lives. I use specific examples from the classroom, the business world, and my personal life to illustrate my main points. Whether referring to student development, faculty development, or self development, I elaborates on the following WACy principles that prove profitable to professionals:

- WEAVE a plan. Wage a campaign; don't wait to get whacked!.
- ADJUST priorities. Anticipate the future. Articulate ideas. Agree to grow.
- CRYSTALLIZE ideas. Chase dreams. Communicate desires.
- Life beyond WAC is good. The joy is that life beyond WAC remains WACy!

Broadening My WACy World

After directing both the University's WAC program and the Academic Enrichment Center for years, I had the opportunity to shift gears, and I needed new challenges. Therefore, I have taught a graduate course for novice teachers and mentored them as part of a 4.7 million dollar grant. Along with participating in several effective writing-to-learn activities used to help retain these neophytes, I will explain the phenomenal results this Novice Teacher Induction Program has had, and the audience will receive handouts to use in their classes.

9.3 Appropriating Expectations: Implementing WAC Theories in Real Universities

Morgan Gresham
—Clemson University
Rebecca Jackson
Deborah Balzhiser Morton
—Texas State University

Extreme Makeover Writing Edition: Approaching WAC as a Discipline

At new hire orientation an overview of WAC and WAC certification was presented as a strategy that could be used to get "credit" for tenure, promotion and/or yearly evaluation. There was little discussion about how to view a course as a writing course—to really integrate writing into a course as a method of learning or thinking. Rather than investigating the ways WAC practices help students delve into critical thinking, WAC was presented as something beneficial to teachers to help them accomplish their career goals. Is WAC just the newest push to make composition/theory a service field to the university?

Using WAC Practices to Avoid Pet Teaching Theories

Since its professionalization in 1963, the discipline of composition has changed significantly. We have incorporated and codified theories, examined and abandoned practices and technologies, and initiated methodical studies of writing processes, writing products, and the teaching of writing. Yet Kathleen Yancey reminds us that while the arts and design of composing—what composition is—is changing, "the content of composition is composition" (CCCC address, 3/2004). She warns the discipline that if we are to be taken seriously as a discipline we must pay even greater attention to what we teach and how we teach. She recognizes, as do we, that multiple theoretical positions now influence our teaching of composition. Cultural Studies, Feminism, and Critical Inquiry now influence the daily management of many composition classrooms. Yet we run the danger of having those theories take on lives of their own, especially in an already overburdened curriculum and in time when budget crises are leading more institutions to pare down writing requirements to a single semester. So then how do we marry our known social, theoretical, and technological proclivities to the content of writing? How do we avoid falling into the trap of teaching to our own pet theories?

WAC on a Shoestring: Engaging the "Lip Service Paradox"

While some institutions struggle to incorporate change into their WAC programs others struggle to incorporate WAC at all, even when given top-down directives to do so. Top-down initiatives may indeed work to "preclude…programmatic integrity," but they do so within institutional frameworks that offer opportunities for resistance and change. The speakers argue that engaging the lip-service paradox (Holdstein then Martin)—rather than being defeated by it—means recognizing opportunities inherent in seemingly impossible situations—locating the gaps and fissures, within which we can work toward building comprehensive WAC programs (McLeod and Soven).

9.4 USING MEDIA TO LEARN: ONLINE JOURNALISM, ONLINE WRITING, AND NEW MEDIA

Stimulating WID and WAC Through Online Journalism
Gerd Brauer
—PH Freiburg, Germany
Ulf Abraham
—University of Bamberg, Germany

The multilingual online journal, www.internationalstudentjournal.com (ISJ), provides students a cross-curricular chance to publish their ideas, perspectives, and experience about cross-cultural learning, foreign language acquisition and language awareness for a vast international audience. They are facilitated by tutors from an international university in charge of the upcoming issue. So, students learn how to deal with feedback coming from a different cultural perspective and how to revise their writing based on the needs of multilingual online journalism.

Herding Cats and Teaching Them to Write
Christine M. Petto
—Southern Connecticut State University

I have suggested to colleagues that teaching online is like herding cats. Consequently, I try to deliver my feedback knowing the distance in time and space. While the conveniences of online courses are praised by my students semester after semester, the on-ground "perks" such as the fruitful dialogues created by student comments can fall on deaf ears online. If I continue, however, to endeavor to give feedback for the improvement of writing, some of the cats may actually learn to write.

Writing New Media Across the Curriculum: We Won't Get Fooled Again…or Will We?
Virginia Kuhn
—University of Southern California

This paper, written in new media, investigates the dangers of mapping writing program initiatives onto large-scale new-media writing programs. Examining the concerns of traditional writing programs, both in terms of their problematic material circumstances (resources and staffing), as well as the underlying assumptions that govern their existence, this presenter wonders about how to avoid these perils when establishing new-media writing programs.

9.5 Distilling Benchmarks of Strength: What Makes a WAC Program Viable?

William Condon
Diane Kelly-Riley
Karen Weathermon
Sharolon Carter
Jerry Brown
—Washington State University

Benchmarks are all the rage. State legislatures want them as part of the demand for accountability. Accrediting agencies want them as part of the drive to outcomes-based assessment. The literature on value-added assessments is rife with benchmarking. College and university administrators want to see benchmarks that can support decisions on funding, hiring, tenure and promotion, etc. This roundtable will engage the audience in distilling a list of benchmarks that strong, sustainable—and historically successful—WAC programs exhibit. Beginning with a list of the benchmarks that the presenters, all from Washington State University's writing programs, have identified as critical to the success of WSU's WAC Program, Assessment Program, and Writing Center, the roundtable leaders will engage the audience in expanding the list with benchmarks of strengths from their own programs and from programs they know about. This session will be generative and interactive, as opposed to the traditional lecture and question format of most conference presentations. Results of the discussion will be made available to conference attendees as quickly as possible after the session, and we hope they will become food for further thought and conversation in the future.

9.6 Bending University-Provided WWW Technology to the Needs of Writing-in-the-Disciplines

Laura Plummer
Ray Smith
Lisa Kurz
Kathy Overhulse Smith
—Indiana University

Creating Web-Based Research and Writing Resources for History Students

Staff from the IU Libraries, Campus Writing Program, and the Teaching and Learning Technologies Center (TLTC) identified one point at which our missions intersect: providing web-based support for students as they research and write papers. We realized that our audience would likely be students in upper division courses designed to teach them the rhetoric and discourse conventions of particular disciplines. A website designed to help these students should, therefore, acknowledge that disciplinary framework. A fortunate confluence of events led us to faculty in the History Department, who were in the process of reviewing the curriculum of two such upper-level intensive writing courses. Their unhappiness with the quality of their students' papers pointed to the need to provide more guidance to their students. This project demonstrates that the utility of instructional technology lies in our ability to use it in a specific disciplinary context.

Showing, not Telling: Using Technology to Communicate Grading Standards in WAC Courses

In our marginalia we are teaching not only our subjects, but also our standards, and many faculty in all disciplines have difficulty articulating the latter to their students. In a pilot class and through our campus' course management software, we are showing our students our standards, rather than telling them what we want through generic rubrics or sample papers. Students have access to graded and marked copies of every paper written early in the course. This approach has various benefits including 1) showing students the range of responses to a given assignment; 2) keeping grading equitable by making it public.

Academic Honesty and Institutional Integrity in a Turnitin.com Pilot Project

This presentation considers the legal, ethical, and pedagogical implications of Turnitin.com plagiarism detection software in one particular course. We chose ten first-year composition classes for the pilot, because plagiarism is a common concern among them and each class meeting devotes time to the writing process. We hoped the software might be used both to discourage plagiarism as well as to help students learn to legitimately incorporate sources into their own writing. The pilot established guidelines and practices for implementing Turnitin.com (in syllabi and classroom activities) to facilitate these objectives.

9.7 PROGRAM HISTORY AND DEVELOPMENT

Learning Benefits of a Long-Term Holistic Perspective on Integrated Language and Communication Components in Program Design
Magnus Gustafsson
—Chalmers University of Technology, Sweden

This presentation argues for a holistic and long-term perspective on communication components in program design. Drawing on examples from the Bachelor of Chemical Engineering Program at Chalmers University of Technology, Sweden, I will show how student learning is improved in the program through language- and communication-oriented learning activities distributed over three years. Activities used in the communication component for the purpose of improving learning involve writing-to-learn, critical reading, student-led seminars and peer assessment.

13 Lucky Years of WAC: A Dean and a Director Reflect
Dona J. Hickey
Joe Essid
—University of Richmond

In 1993, Writing Fellows began reading drafts in a handful of WAC classes on our campus. Today Fellows assist sixty sections annually, but a proposal would create WI courses with mandatory faculty-led writing conferences. Two competing models of WAC may soon need to coexist. Luckily, a look back at the history of our program provides advice about the way in which careful administration, from within and above, ensures WAC's longevity and growth.

Fostering Creative Engagement with Contemporary Issues in Mental Health
Patti Connor-Greene
—Clemson University

This presentation will address the assigning of creative projects in an Abnormal Psychology class to enhance student understanding of and engagement with contemporary issues in mental health. The creative projects combine visual and written information to communicate information about psychological disorders and treatment to selected target audiences. The presentation will address the guidelines for the projects, grading criteria, and examples of completed student projects.

9.8 WHERE ARE THE STUDENTS IN WAC?

Jacob Blumner
—University of Michigan, Flint
Francis Fritz
—Ursinus College
Sarah Wice
—University of Michigan, Flint

Much of the focus of the work in WAC is with faculty: helping faculty understand the relationships between writing, thought and disciplinarity; persuading faculty to employ writing in more of their classes; answering faculty resistant to the increased work of writing instruction; and providing faculty with more support for the teaching of writing. However, in some ways this model remains overly teacher-centered, one in which the community of teachers acts as the primary agents of education decision-making.

Presenters will discuss how students, particularly writing center tutors, might become agents of change by taking a more active role in the development of WAC via tutoring faculty.

To get a better understanding of the influence undergraduate tutors have on assignment design we are collecting qualitative data on the experience both faculty and tutors have from this interaction over the drafting of writing assignments. Presenters will share some of the more relevant observations as well as some of their most significant conclusions, including useful strategies for attendees to bring back to their own institutions.

The Writing Fellows Program: Creating Change Agents

This presentation will explore the writing fellows program, in which tutors, attached to specific class sections, work with the writing of all of the students in that section and the way that faculty share their writing assignments with the fellow in order to receive feedback for assignment revision prior to handing the assignment out to the class. There will also be discussion on the results of a study, including comments on the benefits to the writing center, tutors, and faculty.

Bridging the Gap: A Student Perspective on Faculty-Tutor Collaboration

I will describe my experiences as a writing fellow and working with students and a faculty member. I will provide a student's perspective on faculty writing assignments and the ways that students respond to them, paying particular attention to what students will say to each other, but not to a teacher.

Centripetal Force: Drawing Faculty to a Student Center for Feedback

I will detail the different programs his writing center developed to provide effective collaborative environments for tutors to give feedback to faculty on their writing assignments. I will present the results of his study, including comments on the benefits to the writing center, tutors, and faculty.

9.9 NEW CONCEPTIONS FOR DELIVERING WAC

Beyond the "WAC Seminar": Applying WAC in Senior Capstone Classes
Jay L. Gordon
—Youngstown State University

This presentation reports on the application of a student-centered approach to "doing WAC." It reflects briefly on some of the common problems WAC programs encounter in gaining a campus presence, then explains how a student-centered approach can address these problems. Specifically, this approach puts the WAC leader into direct communication with students and their professors through workshops in senior "capstone" classes.

Writing and Metaphors Across the Curriculum
Marlene L. Szymona
—North Carolina Wesleyan College

This presentation focuses on the role of metaphors in shaping knowledge in all disciplines. The session will provide details of a unit comprised of several scaffold activities designed to help students achieve a deep understanding of this theory of language and knowledge construction and its implications. Student papers demonstrate that writing about metaphors in various fields can help students better understand a range of creative alternatives in approaching their career areas and their challenges.

DNA for WAC/WID: Designing New Assignments in Biology and Health at Kingsborough Community College
Adriana C. Tomasino
— St. John's University

In this paper, I discuss my experiences with WAC in the sciences (*i.e.*, biology and health) as a Writing Fellow at Kingsborough Community College, as well as my current work as Coordinator of Academic Service-Learning (AS-L) with pharmacy students at St. John's University.

9.10 Disciplinary Writing and Boundaries in Engineering

CAC and the Cullen College of Engineering: Teaching Communications and Communicating Engineering Concepts
Chad Wilson
—University of Houston

This paper explains the development and structure of a comprehensive CAC program within the Cullen College of Engineering at the University of Houston. This program incorporates CAC activities into all levels of the engineering curriculum, including a required technical communications course and writing intensive engineering courses. It incorporates mandatory writing and presentation assignments as well as workshops on communications and individual meetings with Writing Center Writing Consultants.

Integrated Engineering Communications Programs: (Dis)Locating the Boundaries
Marie C. Paretti
Lisa DuPree McNair
Michael Alley
—Virginia Tech

This paper describes Virginia Tech's progress in building an Engineering Communications Center that reaches beyond the traditional boundaries of written and oral communication to address a range of professional skills central to student development, including teamwork, global awareness, and life-long learning. By embracing connections between communication and other professional skills central to engineering education, we are creating a program designed to work in full partnership with the College of Engineering to support student learning and development.

Novice and Insider Perspectives on Disciplinary Writing in Academic and Workplace Contexts: Towards a Continuum of Rhetorical Awareness
Jon A. Leydens
—Colorado School of Mines

Educators benefit from deeper understandings of the diverse rhetorical contexts into which students-cum-future professionals are headed. This presentation explores the findings and implications from a phenomenological analysis of novice and practicing engineers' perspectives on the role of writing in their discipline and profession. The study also provides a window into the types of rhetorical activities and exigencies in their workplace contexts and suggests that participant views are distributed across a continuum of rhetorical awareness.

9.11 INTEGRATING ARABIC AND ENGLISH INTO THE CURRICULUM AT ZAYED UNIVERSITY, UNITED ARAB EMIRATES

Chris Thaiss
—George Mason University
Melinda Knight
—George Washington University
Rahman Haleem
Kate O-Neill
Greg Skulmoski
—Zayed University

Founded in 1998 to prepare women for national leadership roles in one of the world's most dynamic countries, Zayed University takes as one of its primary educational objectives the graduating of students competent in both English and Arabic. The institution aspires to achieve this through three curricular phases: (1) a pre-baccalaureate English program in which 90% of its students enroll, (2) English and Arabic language development courses in its new, U.S.-style general education program, and (3) language development programs in both languages in the majors.

The University-wide discussion about language development programs in English and Arabic in the majors is relatively young. The purpose of this presentation is to present new programs that are currently in place in two of the University's Colleges, Business Sciences and Information Systems. Coupling dimensions of WAC and WID approaches to English-in-the-majors with a system of Arabic Labs attached to "content" courses, these emerging programs aspire to systematize the institution-wide commitment to assessable language development at the same time that they achieve disciplinary objectives.

9.12 Critical Referees, Student Engagement, and a "Middle" Language: Ways that Students Shape WAC

Helping Students Become "Referees": Supporting a Critical Analysis of Resources Used in the Research-Writing Process
Troy Place
Betsy M. Aller
—Western Michigan University

Students in communication courses may depend on peer-reviewed journals for credible resources. Yet materials found in discipline-specific contexts may include isolated graphics, data, or statistics that portray causal relationships which may be faulty. Our presentation focuses on real-world examples of misrepresentation and oversimplification of data in graphical communication and how in-class explorations can provide students the critical analysis skills to use credible resources, both in the communication classroom and in the disciplinary contexts in which they must work and write.

Informed Student Voice and the Forms of Disciplinary Discourse
Mark T. Williams
—California State University, Long Beach

This presentation offers preliminary research findings on how WAC faculty perceive the function of language and rhetoric in the courses and how students can perhaps discover more informed voices through the rhetorical topics.

English Ed Majors Do the Sciences
Mary Stanley
— Northeastern State University

Working toward the establishment of a writing in the disciplines program in English studies, faculty representatives from different disciplines collaborated in an advanced composition English course to teach English and English education students the methods of inquiry, research, and rhetorical presentation in disciplines such as the physical and social sciences. Tagmemics, which provides three perspectives in viewing an object or concept, was used as a basic model of inquiry and analysis.

Responses to WAC 2006 and Reflections on WAC 2008

Alan Evison
—Queen Mary University of London
Toby Fulwiler
—University of Vermont
Mary McMullen-Light
—Longview Community College