

Writing Across the Curriculum Overview

The philosophies underlying these programs generally agree on certain basic principles:

- that writing **is the responsibility of the entire academic** community.
- that writing must be integrated across departmental boundaries.
- that writing instruction must be continuous during all years of post-secondary education.
- that writing **promotes learning**
- that only by practicing the conventions of an academic discipline will students begin to communicate effectively within that discipline

(WAC Clearinghouse, "Basic Principles of WAC", 1992).



Students Writing Across The Curriculum

Charles Bazerman, Joseph Little



Students Writing Across The Curriculum:

Reference Guide to Writing Across the Curriculum Charles Bazerman, Joseph Little, 2005-07-04 This reference guide traces the writing across the curriculum movement from its origins in British secondary education through its flourishing in American higher education and extension to American primary and secondary education *Students Writing Across the Curriculum* Clegg, 1991-01-01 How to Teach Writing Across the Curriculum: Ages 8-14 Sue Palmer, 2010-09-13 Now in an updated second edition *How to Teach Writing Across the Curriculum Ages 8-14* provides a range of practical suggestions for teaching non fiction writing skills and linking them to children's learning across the curriculum Emphasising creative approaches to teaching children's writing in diverse and innovative ways it provides information on the organisation and language features of the six main non fiction text types recount report instruction explanation persuasion and discussion suggestions for the use of cross curricular learning as a basis for writing planning frameworks for children to promote thinking skills advice on developing children's writing to help with organisational issues paragraphing and layout and the key language features examples of non fiction writing suggestions for talk for learning and talk for writing including links to Speaking Frames also published by Routledge information on the transition from primary to secondary school With new hints and tips for teachers and suggestions for reflective practice as well as a wealth of photocopiable materials *How to Teach Writing Across the Curriculum Ages 8-14* will equip teachers with all the skills needed to create enthusiastic non fiction writers in their classroom *Writing Across the Curriculum* Shelley Peterson, 2005 As the amount of curriculum in today's classrooms expands and teaching time seems to shrink teachers are finding that it makes sense to integrate content area and writing instruction The author provides practical and helpful ideas for classroom teachers and content area specialists to easily incorporate *Writing Across the Curriculum* in their classrooms This comprehensive resource includes student examples showing how writing regularly stimulates critical thinking and creativity in students activities that help students learn more content area information and improve their writing skills ideas to help teachers plan and organize content classes to include writing graphic organizers templates and mini lessons that engage students in learning Reconstructing Response to Student Writing Dan Melzer, 2023-08-07 In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response

focusing on growth and transfer rather than products and grades Reconstructing Response to Student Writing especially when taken together with Melzer's previous book Assignments across the Curriculum provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States **Writing Across the Curriculum**

Shelley S. Peterson, 2008-08-08 As the amount of curriculum in today's classrooms expands and teaching time seems to shrink teachers are looking for ways to integrate content area and writing instruction In this revised and expanded edition of Writing Across the Curriculum Shelley Peterson shows teachers how to weave writing and content area instruction together in their classrooms The author provides practical and helpful ideas for classroom teachers and content area specialists to easily incorporate writer's workshop while teaching in their subject area New features in this second edition include internet websites that can be used to teach writing e.g. wiki's weblogs and digital storytelling examples from grades 4-8 classrooms that show how science social studies health and mathematics teachers can also be teachers of poetry narrative and non narrative writing new assessment scoring guides information on working with struggling writers and supporting English Language Learners graphic organizers templates and mini lessons that engage students in learning Programs that Work

Toby Fulwiler, Art Young, 1990 This book describes in detail successful writing across the curriculum programs at fourteen colleges and universities in the United States Each chapter is written by a team of participating instructors many representing disciplines other than English **Defining the New Rhetorics** Theresa Enos, Stuart C. Brown, 1992-10-22 The evolutionary nature of what is called the New Rhetorics both sustains and hinders rhetoric as a discipline This original collection aims to locate and extend the various perceptions of the New Rhetorics in order to fully apply their richness and utility to composition studies and related disciplines The contributors have provided a wide ranging overview of contemporary rhetoric including perceptions of rhetoric as they pertain to argument metaphor ethics philosophy science technology linguistics gender cognitive studies culture and literary theory **Writing and Reading Across the Curriculum**

Laurence Behrens, Leonard J. Rosen, 2016 Note You are purchasing a standalone product MyWritingLab™ does not come packaged with this content If you would like to purchase both the physical text and MyWritingLab search for 013410675X 9780134106755 Writing and Reading Across the Curriculum Plus MyWritingLab with Pearson eText Access Card Package Package consists of 0133944131 9780133944136 MyWritingLab with Pearson eText Access Card 013394414X 9780133944143 MyWritingLab with Pearson eText Inside Star Sticker 0133999017 9780133999013 Writing and Reading Across the Curriculum MyWritingLab is not a self-paced technology and should only be purchased when required by an instructor For courses in Writing across the Curriculum or Writing in the Disciplines Effective writing skills for students of all majors and interests One of the best-selling interdisciplinary composition texts for over twenty-five years Writing and Reading Across the Curriculum guides students through the essential college-level writing skills of summary critique synthesis and analysis The book is divided into three parts Part one Structures and Strategies takes students step by step

through the process of writing papers based on source material explaining and demonstrating how summaries critiques syntheses and analyses can be generated from the kinds of readings students will encounter later in the book and throughout their academic careers Part two Brief Takes bridges the gap between writing instruction and readings with a series of step by step exercises The anthology in part three provides a wide range of carefully selected cross disciplinary readings including two new chapters on rumor and advertising Topics are both engaging and teachable and students will appreciate how these topics correspond to their courses in the humanities sciences and social sciences Also available with MyWritingLab tm This title is also available with MyWritingLab an online homework tutorial and assessment program designed to engage students and improve results Within its structured environment students practice what they learn test their understanding and pursue a personalized study plan that helps them better absorb course material and understand difficult concepts

Assessing Writing Across the Curriculum Charles R. Duke, Rebecca Sanchez, 2001 Assessing Writing Across the Curriculum offers guidelines for effective assessment of student writing performance in various content areas such as English science mathematics and social studies at the junior or senior high school level The book suggests a change in teaching methodology in order to make writing a key part of the instructional process Written by teachers it offers examples of applications and tools for assessment concluding with a list of additional resources for further research Assessing Writing Across the Curriculum addresses issues such as assignment design communication of expectations scoring rubric design and student involvement in writing assessment It emphasizes writing to learn versus writing to test This change in emphasis allows the student to understand how writing can contribute to his or her thinking and learning about a subject The book utilizes the knowledge editors Duke and Sanchez have accumulated in directing National Writing Project sites and in their extensive in service work on writing assessment with teachers

Teaching Writing Across the Curriculum Art Young, Lynn Q. Troyka, 1998-09 Writing Centers and Writing Across the Curriculum Programs Robert W. Barnett, Jacob S. Blumner, 1999-02-28 Writing Centers have traditionally been viewed as marginalized facilities within their institutions At the same time faculty in all disciplines have come to stress the importance of good writing and institutions have created Writing Across the Curriculum WAC Programs to address this concern Often the interests of Writing Centers conflict with those of WAC programs and the theoretical foundations of the two may not necessarily be the same Nonetheless Writing Centers whether voluntarily or involuntarily have become more involved with efforts to promote Writing Across the Curriculum and have formed fruitful partnerships with WAC Programs While journal articles have begun to discuss these partnerships this book offers an extended treatment of the topic By examining the relationships between Writing Centers and WAC programs this volume challenges the view that Writing Centers are marginalized and demonstrates how they are aggressively moving toward the curricular center of education Each chapter examines the evolving theoretical practical and institutional relationships between Writing Centers and Writing Across the Curriculum programs By drawing from

institutionally specific experiences expert contributors present a variety of approaches for establishing and developing effective Writing Center WAC partnerships Included are perspectives from established and emerging theorists from all levels including high schools community colleges small four year colleges and universities and major research institutions The contributors accurately portray the true diversity of Writing Center WAC partnerships and assess the compatibility of these partnerships with larger institutional missions The volume touches on such topics as the use of computers in writing instruction the use of student writing tutors and the problems inherent in discipline specific language By deepening our knowledge of the merging of Writing Centers and WAC Programs this book sets the foundation for more advanced future research

How to Teach Writing Across the Curriculum: Ages 6-8 Sue Palmer,2010-09-13 Provides a range of practical suggestions for teaching non fiction writing skills and linking them to children s learning across the entire curriculum This title provides techniques for using speaking and listening drama and games to prepare for writing It also includes planning frameworks and skeletons to promote thinking skills

What Every Student Should Know about Writing Across the Curriculum Laura Vernon,2007-11 What Every Student Should Know About Writing Across the Curriculum offers students useful advice and a plethora of sample papers to serve as models for the most common writing assignments they will receive across the disciplines in their college courses summaries lab reports policy position papers analyses letters and memos and more This user friendly guide also includes practical tips and samples to help students incorporate visuals into their academic papers and effectively design their documents Includes 2009 MLA and APA updates

Writing Across the Curriculum Chris M. Anson,John Schwiebert,Michael M. Williamson,1993-10-30 This annotated bibliography is the first to trace the history of the Writing Across the Curriculum Movement WAC and to assess the state of scholarship and pedagogy on the subject today Professors Anson Schwiebert and Williamson carefully describe 1067 important sources taken from bibliographies books monographs journals textbooks and other documents Their research guide reviews the history and implementation of WAC research and theoretical studies and the teaching of writing across the curriculum in general and in diverse fields Author and subject indexes provide easy access to the reference materials for the use of researchers in composition education arts and humanities physical social and behavioral sciences and business

Everyday Genres Mary Soliday,2011-02-07 Mary Soliday calls on genre theory which proposes that writing cannot be separated from social situation to analyze the common assignments given to writing students in the college classroom and to investigate how new writers and expert readers respond to a variety of types of coursework in different fields This in depth study of writing pedagogy looks at many challenges facing both instructors and students in college composition classes and offers a thorough and refreshing exploration of writing experience ability and rhetorical situation

Writing Across the Curriculum Stephen Brown,2005-03 Each essay in the Writing Across the Curriculum pocket reader has withstood the test of time and teaching making it the perfect companion for any writing course A Prentice Hall Pocket Reader is the perfect way to

bring additional readings to writing courses When packaged with any Prentice Hall English text this reader is free but it is also available to students as a stand alone reader

Exploring College Writing Dan Melzer, 2011 Exploring College Writing Reading Writing and Researching across the Curriculum is a rhetoric for first year and sophomore composition courses that uses a constructivist ethnographic approach to introducing students to academic reading writing and researching This text will be especially useful to composition instructors who wish to provide students with both a general overview of academic discourse and an introduction to the purposes audiences and genres of writing across disciplines This textbook works from the premise that the best way to initiate students to academic discourse is to have them explore academic literacies using an ethnographic fieldwork approach to their own institution Students are cast in the role of researchers exploring their own experiences as college writers and investigating writing in General Education and in their prospective majors The book provides instructors and students sequences of engaging and exploratory Writing to Learn and Learn by Doing activities and formal extended writing projects that ask students to interview professors analyze writing assignments and reflect on their own reading writing and researching processes and histories These writing projects connect to students interests experiences and goals and provide them with a sense of purpose and audience for writing The organization of Exploring College Writing moves students from reflection to investigation Part I of the book provides a broad introduction to academic reading writing and researching and introduces students to the rhetorical situation genres and common college thinking and writing strategies Part I presents students with prompts that ask them to explore the similarities and differences between high school and college literacy and reflect on their own literacy histories Part II asks students to think critically about their reading writing and researching processes and to explore strategies for college reading writing and researching processes Part II includes prompts that ask students to explore college reading writing and researching processes and practice academic research and making academic arguments Part III introduces students to writing across the curriculum and the idea of disciplines and discourse communities Part III asks students to investigate the reading writing and researching assigned in the General Education and major courses at their campus and to consider discipline specific ways of writing and thinking Unlike other textbooks Exploring College Writing uses authentic student and professional texts from across disciplines in a variety of genres such as lab reports scholarly book reviews ethnographies and case studies to guide and inspire the writing process

Writing to Learn Across the Curriculum John W. Myers, 1984 Intended for use by secondary school teachers in all subject areas this booklet provides research based information designed to make writing a learning process Following brief discussions of the writing to learn concept the importance of writing in all curricular areas and steps in developing a writing across the curriculum program the booklet provides writing ideas and suggestions for the following subject areas language arts social studies science mathematics industrial arts business and vocational studies art and music and home economics Among the activities discussed are 1 writing journals 2 writing in

response to films 3 preparing oral histories 4 writing limericks 5 creating logic problems 6 preparing written interviews 7
 setting up a research and development report 8 writing in response to music or art 9 career investigations and 10 writing
 business letters FL **Assessing Writing Across the Curriculum** Kathleen Blake Yancey, Brian Huot, 1997-10-20 Noting
 that the term assessment sounds formal and institutional and frequently generates fear and anxiety this book presents 14
 essays that demonstrate that assessment can help students teachers and administrators in writing across the curriculum
 WAC programs learn about what they are doing well and about how they might do better The first set of essays in the book
 focus on informal formative WAC assessments the second set discuss more formal efforts to assess WAC and a concluding
 essay provides a theoretical and historical look at WAC assessment After a preface The WAC Archives Revisited Toby
 Fulwiler and Art Young essays in the book are 1 Introduction Assumptions about Assessing WAC Programs Some Axioms
 Some Observations Some Context Kathleen Blake Yancey and Brian Huot 2 From Conduit to Customer The Role of WAC
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