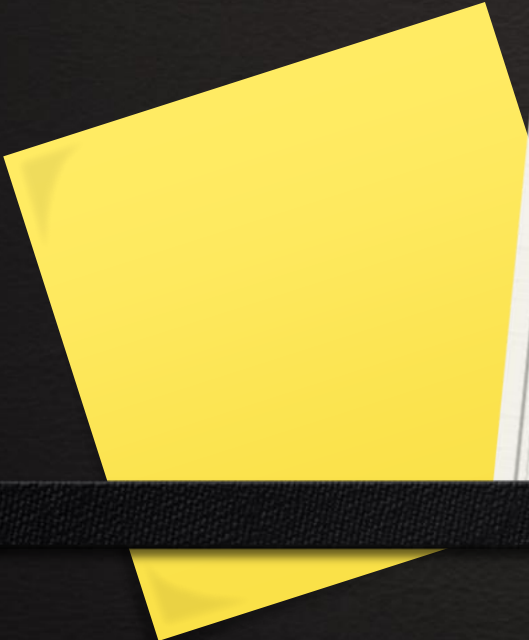


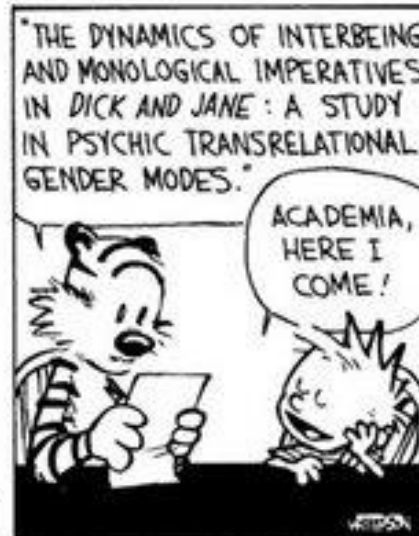
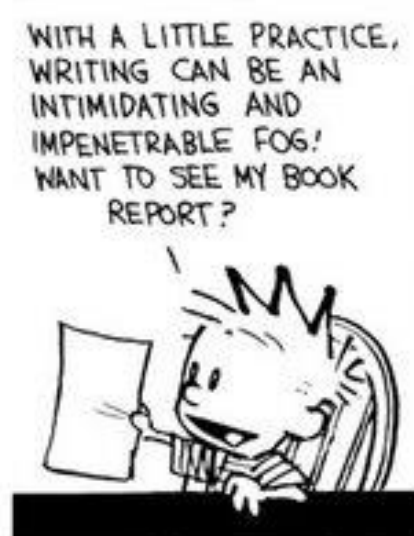
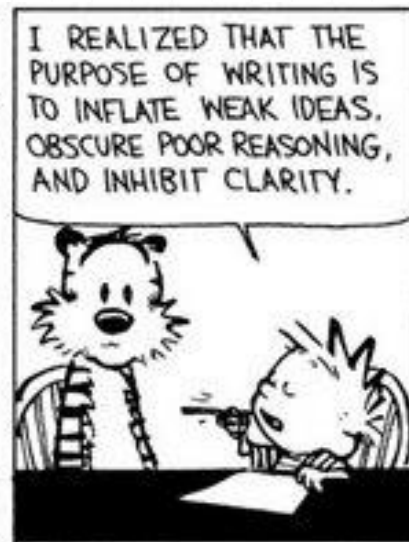
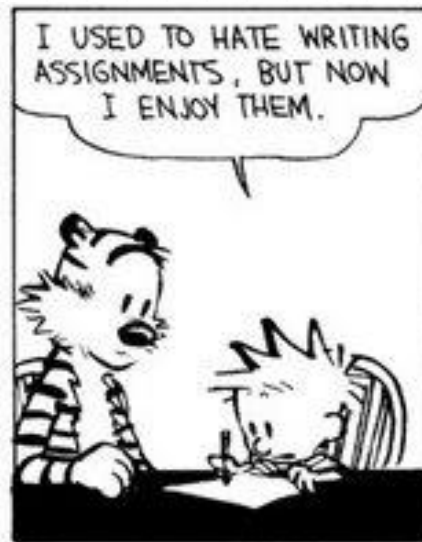


# Writing Across the Curriculum

Adventures in Academic Writing and Pedagogy



# Calvin and Hobbes on Academic Writing



# Writing Across the Curriculum

o What do we mean when we talk about WAC?

# My Thoughts on Writing

- Writing is a skill that needs practice daily.
- Writing is something we have all been judged by in our lives.
- Writing and reading go hand in hand.
- Get It Down. Fix It Up.
- Details. Details. Details.
- Style is the last thing you should be worried about.

# Conference on College Composition and Communication

- o Annual convention on college composition.
- o CCCC sponsors a convention every spring where more than 3,000 higher education faculty from across the nation come to converse, share, network, and learn about issues that influence the scholarship and teaching of composition.
- o The program sessions cover such topics as the composing process; grading and assessment; issues of gender, race, and class; the use of contingent, adjunct, and part-time faculty; the tenure debate; intellectual property; and the way technologies are reshaping the teaching of rhetoric and composition - in other words, all aspects of the profession.

# Conference on College Composition and Communication

- o Sample of Topics in 2013:
  - o Climate Change
  - o Walking the Fine Line Between Insult and Injustice: Stories and Strategies for “At Risk” Faculty and Graduate Students
  - o Begged? Borrowed? Stolen? None of the Above? Plagiarism as Educational Opportunity
  - o Know-Speak-Listen-See: Breaching Literacy Boundaries in the Composition Classroom

# Conference on College Composition and Communication

- o Sample of Topics in 2013:
  - o Writing in the Sciences, Scientific Thought, and Mentoring Writers
  - o Writing in Science, Technologies, Mathematics, and Engineering: Frameworks for Success for all Students from High School to University and Beyond
  - o Using a Corpus of Student Writing to Introduce Disciplinary Practices in a First-Year Composition Course

# Conference on College Composition and Communication

- o Sample of Topics in 2013 by Indigenous Scholars:
  - o Teaching a New Ghost Dance: American Indian Texts in Composition Classrooms
  - o Our Relationships to Stories and Lands: Indigenous Knowledge in Basic Writing and Composition
  - o Making the Personal Public: Storytelling as Academic Discourse in College Composition



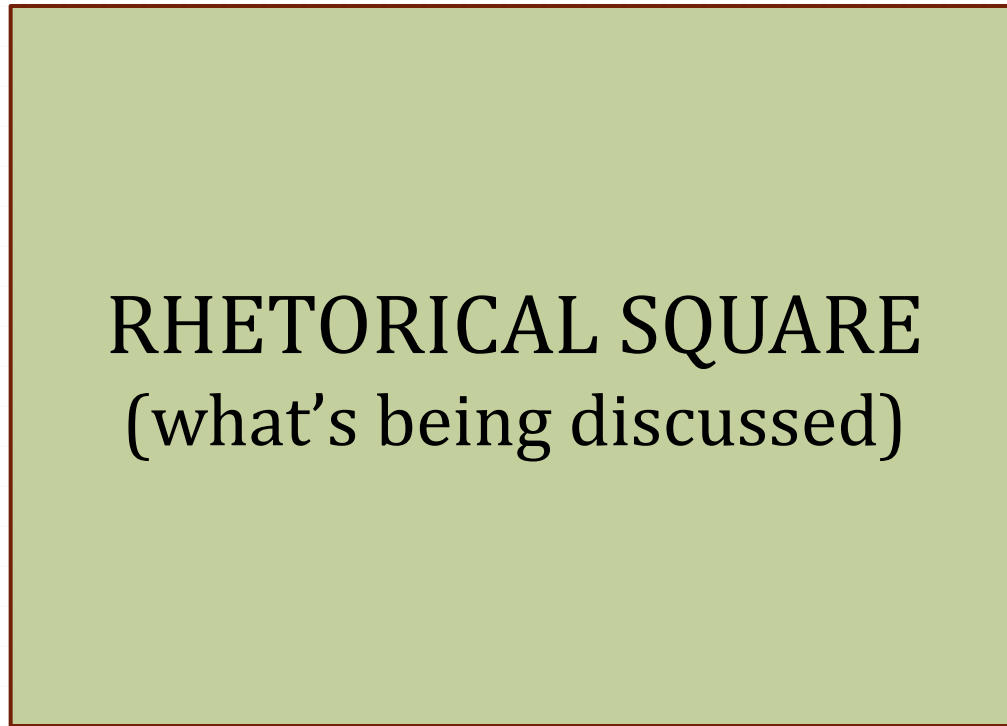
# Conference on College Composition and Communication

- o Common 'problems' with college writers:
  - o Can't write a sentence without spelling, grammar, or punctuation errors.
  - o Can't form a complete thought.
  - o Disorganization
  - o Can't arrive at an original conclusion based on evidence.
  - o Plagiarism – intentional and unintentional.
  - o Procrastination and Cramming.
  - o Poor style and formatting.

Good writing  
is clear  
thinking made  
visible.

Bill Wheeler

Purpose



Audience

Voice

Message

# Types of Essays - Narrative

- o Tells a Single Story
- o Prompt is a launching pad, but story may diverge quickly
- o Detail
- o Dialogue
- o Good for getting to know students and assessing initial skills.

# Types of Essays – Synthesis

- Combines concepts in a unique way
- Persuasive
- Thesis takes a stance based on provided resources
- Evidence comes from provided resources.
- Also referred to as “expository” writing.
- Good for assessing student’s understanding of course material.

# Types of Essays – Rhetorical Analysis

- o Analytical
- o Prompt queries author's use of rhetoric/argumentation (do they have a case?)
- o Provides evidence from credible sources, observations, experiences.
- o Refers to rhetorical devices and methods of persuasion.
- o Good for Humanities and Social Sciences to learn ways of knowing.

# Types of Essays - Argument

- Persuasive
- Thesis: defends/supports; challenges/refutes; qualifies situations
- Provides evidence from credible sources, observations, experiences.
- Good for final course projects where students must arrive at their own conclusions based on research.



**WRITING IS A  
STRUGGLE  
AGAINST SILENCE**

CARLOS FUENTES



# Best Practices

- o Assess students at the beginning of course
  - o What writing classes have you taken before?
  - o Why is good writing important?
  - o What styles have you used in previous classes?
  - o What do you feel is your writing strength?
  - o What do you feel is your writing challenge?

# Best Practices

- o Compose writing assignments with detailed instruction.
  - o What level of writing skill are you expecting?
  - o What concepts and terms should the essay include?
  - o What level of conceptual detail are you requiring?
  - o What length (word count)?
  - o What style?
  - o What due date?

# Best Practices

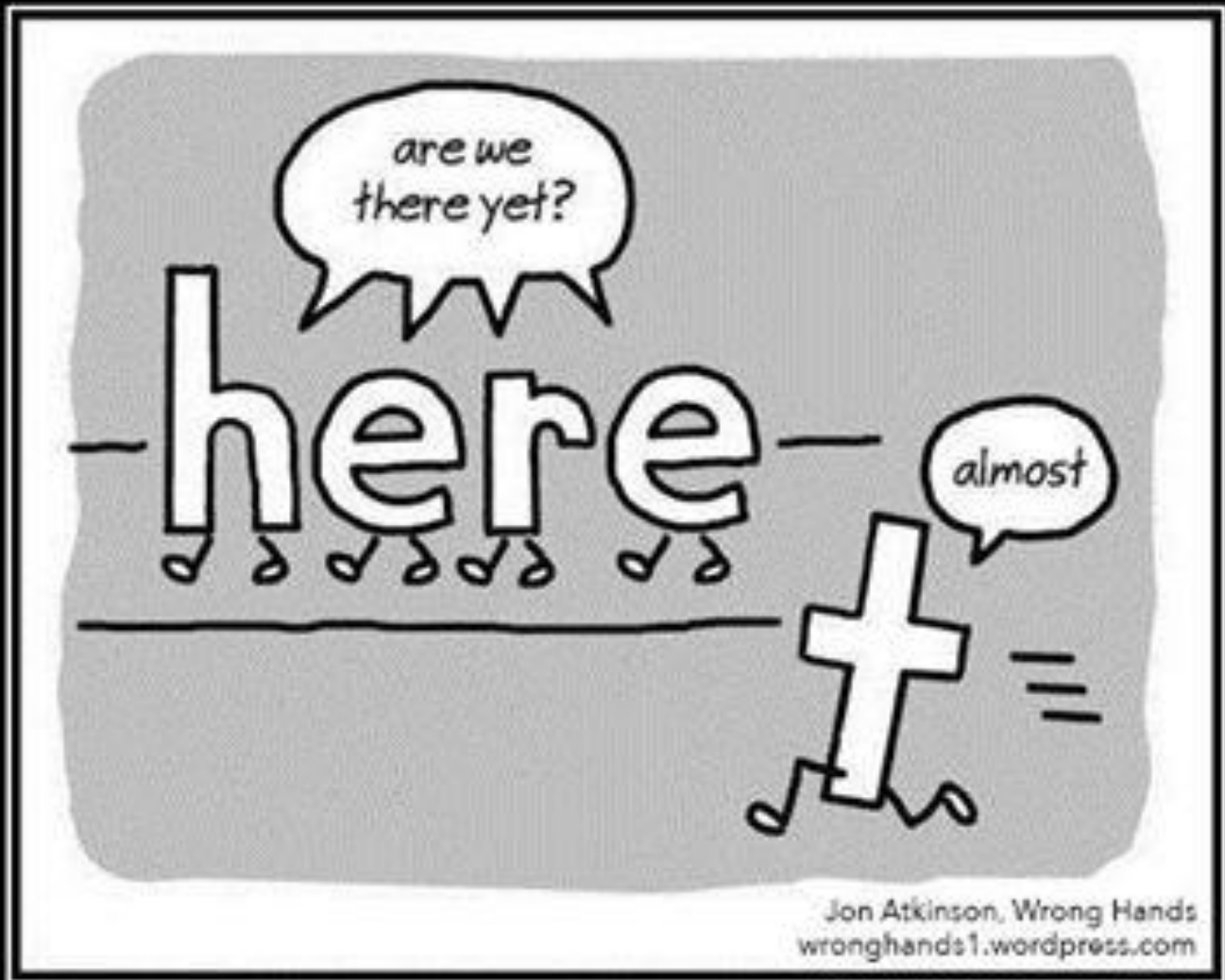
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  - o What length (word count)?
  - o What style?
  - o What due date?

# Best Practices

- Scaffold writing assignments
  - Break larger projects into smaller pieces to build skills
    - Exploratory Draft based on current events
    - Exploratory Draft based on peer-reviewed articles
    - Exploratory Draft based on course materials
    - Rough Draft
    - Final Draft
  - Leave time for revisions based on your feedback

# Best Practices

- o Bring in the Experts
- o Send students to the Writing Center for help with organization and researching (not editing).
- o Review style elements you are requiring.
- o Give feedback
  - o Where did the student show grasp of concepts?
  - o Where did student create a new understanding?
  - o Where did the student need to be more clear?



Jon Atkinson, Wrong Hands  
[wronghands1.wordpress.com](http://wronghands1.wordpress.com)