**WAC/WID Annotated Bibliography**

**Textbook Review**

Behrens, Laurence, and Leonard J. Rosen. *A Sequence for Academic Writing*. 5th ed. Boston: Pearson, 2012. 362 pages.

The authors adapted the rhetoric portion of their *Writing and Reading Across the Curriculum* texts into this text, *A Sequence for Academic Writing*, which focuses on research writing. While this text focuses on research writing elements and strategies, it emphasizes to the student that writing assignments in their other courses across the curriculum and in the professional world require the same rhetorical abilities of summarizing, critical reading, synthesizing sources, analyzing perspectives/theories, and discovering sources and ideas, and presenting important information in appropriate disciplinary formats. Each chapter focuses on one of these rhetorical skills and uses concepts, ideas, and examples from academic and professional writing. For instance, the first chapter on summarizing lists types of writing that involve summaries in academic and workplace writing (the following chapters follow the same structure). The text includes exercises, writing assignments, and readings that are frequently related to professional and disciplinary writing. The text also includes a brief overview of the MLA and APA styles. This is primarily an (accessible, streamlined, and clear) academic writing textbook for students that is infused with the spirit of writing in the disciplines and in the profession.

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading Across the Curriculum*. 12th ed. Boston: Pearson, 2013. 690 pages.

This full edition of *Writing and Reading Across the Curriculum* is a very comprehensive textbook on research writing across the curriculum—or as the authors call it, a rhetoric and an anthology of readings. The textbook emphasizes to students that the research writing skills they learn in college writing courses (the first part of the book) are needed in all college writing assignments across the curriculum (the second and third parts of the book).

Part One of the textbook (How to Write Summaries, Critiques, Syntheses, and Analyses) is 200 pages long and covers rhetorical writing, critical, and analytical skills. The first part is thorough, but quite heavy on the words and not visually engaging; as a result, information is not easy to find or process. The second part of the textbook is a transition between the first part of the textbook and the readings in the third part (the anthology of readings). Each chapter in Part Two provides brief readings on a shared topic, then asks students to summarize, critique, synthesize, analyze, and write an argument on the readings. These chapters help students practice the steps of rhetorical analysis and research writing. The bulk of the textbook (Part Three, 380 pages) is an anthology of readings in the disciplines of economics, sociology, philosophy, environment/public policy, business, and psychology. Each reading is followed by review questions and discussion and writing suggestions. At the end of each chapter, students are asked to synthesize the readings and further explore the topics.

*Writing and Reading Across the Curriculum* is physically heavy and filled with text in small font, which might not appeal to students. But as a textbook for research writing and an anthology of readings in the disciplines, it is beneficial.

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading Across the Curriculum: Brief Edition*. 5th ed. Boston: Pearson, 2013. 410 pages.

The brief edition of *Writing and Reading Across the Curriculum* is smaller and lighter than the full edition; although it is in black font, it seems more accessible and less overwhelming for students than the full edition. The structure and layout of the brief edition mirrors that of the full edition, which is described in the preceding annotation. This edition abridges Part One (How to Write Summaries, Critiques, Syntheses, and Analyses) into four chapters over 136 pages, instead of the full edition's six chapters. Part Two (30 pages) includes only one chapter instead of the full edition's three chapters. Part Three of the brief edition includes the chapters on economics, sociology, environment/public policy, and business—and eliminates the chapters on philosophy and psychology. Since there is not a 2201 course version specifically on the latter two subjects, and since this brief edition streamlines the content of the full edition, this brief edition might be more accessible and applicable for 2201 students.

Glenn, Cheryl, and Loretta Gray. *Harbrace Essentials with Resources for Writing in the Disciplines*. 2nd ed. Stamford, CT: Cengage Learning, 2015. 568 pages. Spiral-bound and small size.

This spiral-bound handbook is an extensive resource for research writing with 300 pages devoted to MLA, APA, CMS, and CSE documentation guidelines and grammar, punctuation, and other sentence mechanics. The 100 pages discuss writing and reading rhetorically (understanding the rhetorical situation and genres of academic writing); the writing process of planning, developing and revising/editing essays; critical reading and textual analysis; writing arguments; and designing documents. The graphic colors and visual appeal/design of this handbook makes different concepts easy for students to flip through, find, and understand clearly. The documentation guidelines are handy and there is even a glossary of usage (how words are used) and a glossary of frequently used grammatical terms. 80 pages are devoted to Writing in the Disciplines, with chapters on writing in the social sciences, in the humanities, in the natural sciences, and in business. Each brief chapter provides an overview of the rhetorical situations, genres/examples, and conventions of writing in each discipline as well as a sample of a piece of writing in the discipline (for instance, a sample laboratory report in the social and a sample field report in the natural sciences). The writing in business section is especially helpful with explanations of the elements of business letters, memos, e-mails, résumés, cover letters, and oral presentations with PowerPoint. *Harbrace Essentials* is a thorough resource for research writing in general, but the sections on specific disciplines are quite short.

Graff, Gerald, and Cathy Birkenstein. *They Say I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: Norton, 2014. 323 pages. Small size.

This pocket-sized slim volume thoroughly shows students ways in which they can engage in conversation with sources and distinguish others' statements from their own opinions. The short chapters and sections are clear, straightforward, and visually interesting with explanatory cartoons and templates that provide students with models for explaining and connecting ideas in their writing. The first 200 pages of the book focus on showing students how to summarize, quote, and incorporate sources and connecting them with students' own interpretations, metacommentary, and clarification of the significance of various views. This short but instructive text would be very beneficial in any writing course, but for the purposes of 2201, only two chapters are explicitly about writing in the disciplines: "The Data Suggest: Writing in the Sciences" and "Analyze This: Writing in the Social Sciences." PDFs of these chapters could be used in the subjects' respective course versions of 2201. *They Say I Say* includes five readings by well-known authors that serve as examples of entering in conversation, and some of these readings could be shared with students for in-class activities. In addition, there is a 17-page index of the templates in the book that might also become a helpful handout to distribute to students instead of requiring the entire text. In conclusion, this is a great primer for any research writing course, but is very specific in topic (incorporating ideas) and is not explicitly related to WAC/WID.

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *A Writer's Resource*. 4th ed. New York: McGraw-Hill, 2012. 618 pages. Spiral-bound.

This spiral-bound handbook, with Tabs separating each section, is clearly designed for today's digital and visually-oriented student. This handbook is very colorful, with a mix of images, pictures, captions, bolded and colored text, and boxed sections that encourage students to flip through and find sections. The very first page for students is an intriguing foldout that shows students different kinds of writing and sample writings that they could for each kind of writing (such as a persuasive web site or sample visual analysis). The first section of Tab 1 ("Writing Today") immediately emphasizes writing across the curriculum and beyond college, and the next section covers multimedia genres, visual images, and online writing within its discussion of the rhetorical situation of audience, purpose, and context.

Of particular interest for 2201 are two tabs titled "Common Assignments Across the Curriculum" and "Writing Beyond College." The former covers the rhetorical situation, writing process, and disciplinary conventions of informative reports, interpretive analyses, arguments, other assignments, oral presentations, and multimedia writing. "Common Assignments Across the Curriculum" would be of high value in any class with these assignments and oral presentation and multimedia assignments. For WAC/WID purposes, its coverage of discipline-specific assignments is relatively light.

Other tabs cover writing and designing texts (with special attention to visual design of documents and multimedia projects), researching, grammar and usage, and editing skills and conventions. 200 pages are devoted to MLA, APA, Chicago, and CSE documentation styles. There is also a list of selected terms from across the curriculum and discipline-specific resources. This very thorough and visually-oriented handbook comprehensively includes multimodal writing and electronic modes of communication.

Smith, Trixie G., and Allison D. Smith. *Building Bridges through Writing*. Southlake, TX: Fountainhead Press, 2014. 362 pages.

This explicitly WAC/WID textbook, as the authors write, teaches writing through contextualized and discipline-specific examples and assignments. From a visual design perspective, this textbook strikes the right balance between overpowering the student with colors and images, and overpowering the student with excessive black text and full paragraphs. *Building Bridges through Writing* is an accessible and clear textbook that introduces students to reading, writing, and research processes across the curriculum and that devotes specific chapters to specific disciplines. The first chapter explains to students the purposes and goals of writing across the curriculum and types and forms of disciplinary writing. The other chapters on writing, reading, and research provide rhetorical strategies, examples, and contexts from writing across the curriculum in an accessible and organized (and contextualized) manner.

There are chapters devoted to writing in the arts and humanities, in business, education, engineering, health sciences, sciences, and social sciences, respectively. Each chapter clearly explains the purposes of writing in each discipline, provides extensive examples of disciplinary-specific genres, and covers the rhetorical situation and conventions of writing effectively in each discipline. Each chapter ends with activities and stands sufficiently on its own as a thorough discussion of writing in a specific discipline. The final chapter provides an overview of the different documentation styles. As an whole, *Building Bridges through Writing* is a comprehensive and accessible WAC/WID textbook.

***The WAC* *Journal***

*The WAC Journal.* http://wac.colostate.edu/journal/index.cfm

 *The WAC Journal* is a peer-reviewed journal that is published for free digital download as a single PDF once a year. Each issue includes 5-7 articles on WAC/WID techniques and applications, program strategies, educators' WAC ideas and experiences, and WAC theories, as well as interviews and book reviews. Many of the articles are very specific in topic and content, or heavy on the theory, but several that are cited and annotated below should be beneficial for any instructor of WAC. These articles are all very brief and quick reads.

**Selected Articles from *The WAC Journal* (formerly known as *Writing Across the Curriculum*)**

Chanock, Kate. "A Framework for Analyzing Varieties of Writing in a Discipline." *Writing Across the Curriculum* 14 (2003): 49-65.

Chanock, an Australian professor and academic skills adviser, provides a distinct perspective on writing across the curriculum in her native country that can benefit American perspectives. She discusses how Australian undergraduate students write and research extensively in all their disciplines. However, although they write extensively within the contexts of the disciplines, they are not required to take composition courses and are not *taught how to write* in courses by instructors with theoretical knowledge of writing instruction. So, students are not taught rhetorical strategies for analyzing different kinds of writing and for revising their own writing to meet different professional needs. In response to this need, Chanock shares her experience as an academic skills adviser working with an archeology lecturer to help archeology students develop skills in analyzing writing in their professions and understanding how to write for different professional audiences.

Her framework serves as a model for teachers in the disciplines to help students understand writing in their professions. Students find texts in the field, analyze the texts' features, structure, purpose, and audience—specifically, how the writer interacts with the audience and accommodates the writing for the audience. Through these practices, students realize the choices they can make in their writing and how to control these choices.

Flaten, David. "Confessions of a Newcomer: WAC in HI 112 at PSC." *Writing Across the Curriculum* 11 (2000): 27-33.

 Flaten shares his experiences as an instructor at a new institution being introduced to the WAC program. He writes that "WACy" ideas compelled him to revise the syllabus he had already written for his introductory history course by emphasizing writing. Although he was originally resistant, he created weekly short journal assignments—and he discusses how these assignments allowed students to actively participate and engage in the ideas of the course and textbook (in contrast to passive participation in lectures). In addition, Flaten assigned two essays and reviewed rough drafts to provide feedback and help students improve. He concludes that newcomers and veterans of WAC need to be prepared for both frustrations and successes (in student work), but that writing in all disciplines helps students learn, think about, and apply the information they learn in their disciplines. His experience as an instructor new to WAC, his initial reticence, and his application of WAC principles to his syllabus and course can serve as encouragement for instructors new to WAC/WID.

Flesher, Tatyana. "Writing to Learn in Mathematics." *Writing Across the Curriculum* 14 (2003): 37-48.

 Flesher discusses how she applied her university's writing across the curriculum principles to a pre-calculus course as an experiment. She shares her approach: writing to learn in mathematics (and writing to learn across the curriculum) helps students learn the language of the new discipline. She compares learning mathematics with learning a foreign language: we need to write in order to learn the structure of the very specific language. Just as writers cannot use a foreign word in context without knowing its meaning, mathematicians need to be able to explain the concept in order to solve in. In her course, she asked students to write in their own words the meaning of the formulas/equations/functions in their exams and assignments (translate the formulas into English and vice versa to show understanding of the concepts). Those who understood the problems were able to write the concepts correctly while those who did not, could not. These written assignments had the additional benefit of showing Flesher each individual student's knowledge of a topic. This WAC-inspired experiment benefitted her and the students in the class. Her experiment shows that writing can be used to benefit students *and* instructors by helping them learn about the students through their writing.

Hall, Jonathan. "Toward a Unified Writing Curriculum: Integrating WAC/WID with Freshman Composition." *The WAC Journal* 17 (2006): 5-22.

 Hall provides a "unified writing curriculum" in which students segue through a sequence of writing instruction from freshman composition to discipline-specific writing courses. He provides a model curriculum of how departments can vertically connect writing courses throughout a student's college years to better prepare and transition students into disciplinary writing. While this unified ideal is not the reality, the principles that Hall discusses are beneficial for those who teach WI courses. Hall emphasizes that instructors in introductory composition courses and instructors in introductory disciplinary courses need to ascertain and share the levels and types of writing expected of the students transitioning through these courses. Hall emphasizes that WAC and freshman writing programs are connected since they assert the principle that all instructors—not just those in the English department—are responsible for teaching writing. The ideas and arguments proposed in this article serve as interesting prompts for considering the value of connecting the writings students accomplish in composition courses with those they accomplish in disciplinary-specific courses.

Pobywajlo, Margaret. Changing Attitudes about General Education: Making Connections through Writing Across the Curriculum." *Writing Across the Curriculum* 12 (2001): 9-19.

 This brief article provides a light overview of the theoretical foundations behind WAC programs and WI courses. Pobywajlo lists and explains the following points: writing facilitates and improves learning; writing provides a way of assessing learning; writing assignments add rigor and depth to a course. The remainder of her article recounts a survey she conducted of WI instructors at her university. Instructors felt that students were more engaged in and learned more from WI courses. Pobywajlo's article focuses on student engagement in general education courses, and she concludes that the WAC principles of writing to learn/writing and learning allows students to engage with content knowledge and gives them positive attitudes towards general education courses. She suggests that faculty should design writing activities that help students see and make connections across their courses. Her comments become valuable suggestions for instructors who are considering designing writing activities that might connect to other courses in the disciplines.

**Articles on WAC/WID**

Cargill, Kima, and Beth Kalikoff. "Linked Psychology and Writing Courses across the Curriculum." *JGE: The Journal of General Education* 56.2 (2007): 83-92.

 Cargill and Kalikoff discuss how they linked a upper-division composition course with an upper-division clinical psychology course—and required students to enroll in both courses—to see if working on their psychology papers in the composition course would help students perform better academically in both courses. While linked courses are distinct from WAC, linked courses share the interdisciplinary principles of WAC. Cargill and Kalikoff's findings can help instructors of a second-year writing across the disciplines course appreciate the ways in which composition students can link their writing skills with the disciplinary skills they will need in other courses within their disciplines. Cargill and Kalikoff describe how linking the psychology and composition course helped students deepen their knowledge of both course subjects and helped them retain their knowledge. In the composition course, students read, wrote, and discussed psychology articles, papers, and topics. Students commented in the end-of-year evaluations that peer reviewing their papers helped them and that the composition course provided them with a deeper knowledge of psychology. This article demonstrates how instructors can link composition and the disciplines to improve students' skills—and interest—in composition and in their majors.

Defazio, Joseph, et al. "Academic Literacy: The Importance and Impact of Writing across the Curriculum--A Case Study." *Journal of the Scholarship of Teaching And Learning* 10.2 (2010): 34-47.

 This wide-ranging article provides a variety of ways in which instructors can implement writing assignments in courses across the curriculum to improve students' writing and disciplinary skills. Four instructors—the four authors—detail in individual case studies their experiences promoting students' writing skills in various courses. Each case study describes the writing assignments they created, the objectives of the assignments in improving students' writing skills, the instructors' pedagogical approach, and the results. As a starter, the first case study comes from a course in health information administration. The instructor developed three writing assignments to build on and improve students writing and disciplinary skills and knowledge (an APA bibliography, a literature review, and a full research paper). The other case studies discuss weekly online discussion forums that helped students think and write every week with feedback, draft-to-draft submissions with student peer reviews and instructor feedback, and research reading-writing groups that improved critical thinking skills. The variety of approaches, perspectives, and assignments could help WAC instructors develop their own approach to creating writing assignments in their courses.

Hanstedt, Paul. "Reforming General Education: Three Reasons to Make Writing across the Curriculum Part of the Conversation." *Liberal Education* 98.4 (2012): 48-51.

 In this four-page essay from the Perspectives section of *Liberal Education*, English professor Hanstedt argues for three reasons why writing across the curriculum should be part of the larger debate on general education models and scaffolding. One: writing is a complex skill. Commenting that a single course of first-year composition is not enough writing instruction for students, Hanstedt argues that students need to work on composition skills throughout the curriculum and that instructors of all courses need to provide them with that opportunity. Two: different fields define "good writing" differently. The writing across the curriculum approach recognizes that each discipline has its own discourse expectations and students are exposed to a variety of expectations throughout the college years; WAC faculty learn to recognize that students may not be aware of the conventions of their disciplines. This interdisciplinary nature is valuable since students *and* faculty learn to communicate across disciplines. Three: writing is critical thinking. He describes how writing allows writers to visibly communicate and test their ideas, to make sense of what they are thinking. Hanstedt uses these reasons to argue for incorporating critical thinking and writing assignments throughout the general education curriculum in order to prepare students for the real world. His essay is a clear-cut primer on the value of writing across the curriculum.

Horton, E. Gail, and Naelys Diaz. "Learning to Write and Writing to Learn Social Work Concepts: Application of Writing across the Curriculum Strategies and Techniques to a Course for Undergraduate Social Work Students." *Journal of Teaching in Social Work* 31.1 (2011): 53-64.

The authors immediately emphasize the importance of writing for effective social work practice and describe professors of schools of social work as gatekeepers to the social work practice community who have the responsibility to help students develop their critical thinking and writing skills as they learn about the field of social work. Horton and Diaz developed a required introductory social work course as a writing-intensive WAC course. Their article discusses how they integrated WAC techniques and pedagogical methods in their introductory social work course. They explain the design of the tests, reading assignments, classroom writing instruction, writing consultations with the instructor, and full-length writing assignments with revision processes. They explain the rubrics used and the peer review process. They also mention improved student writing and critical thinking skills and positive faculty feedback. The details Horton and Diaz provide about their successful new course could help instructors with social work students implement these principles in their own courses.

Linton, Patricia, Robert Madigan, and Susan Johnson. “Introducing Students to Disciplinary Genres: The Role of the General Composition Course.” Language and Learning Across the Disciplines 1.2 (1994):  63-78.

 In an important article that makes a strong contention for connecting how writing is taught in composition courses and across the disciplines, Linton, Madigan, and Johnson argue for the benefit of explicitly teaching undergraduate students the linguistic features and contextual information of disciplinary genres. The authors suggest that faculty in composition and faculty in the disciplines complement each other: English faculty can prepare students for acquiring disciplinary knowledge and style, while faculty in the disciplines continue the process with genre-specific work. The authors emphasize that general composition courses are designed to introduce students to differences in form in writing genres and disciplinary genres; this practice helps students acquire disciplinary style. For the majority of the article, they show ways in which the curriculum of the general composition course can help students develop knowledge about various disciplinary-specific genres and writing conventions. They discuss how composition students learn to observe, identify, and expect variations in conventions of structure, references, and language across genres and disciplines. This rhetorical knowledge prepares students for further study and practice with disciplinary genres in their major courses. Faculty in the disciplines can then continue helping students master their discipline's writing style.

Luthy, Karlen E., et al. "Successfully Incorporating Writing across the Curriculum with Advanced Writing in Nursing." *Journal of Nursing Education* 48.1 (2009): 54-59.

 This succinct article by four nursing practitioners and nursing professors provides an excellent explanation of the concepts/principles of WAC as applied to nursing programs and curricula. They explicate the importance of assisting nursing students to think, write, and communicate critically in the profession through literature searches, research reports, evidence-based clinical practice, and other writing assignments that would help them be more successful in communicating as nurses. They emphasize the value of WAC principles, such as the importance of interdisciplinary writing occurring throughout the entire academic community through all four years of undergraduate education to help students communicate effectively within their discipline. The authors discuss how their university hosts seminars and workshops to increase faculty confidence with teaching and incorporating WAC into their courses. They describe how they incorporated WID into the nursing curriculum through various assignments, and they include helpful grading rubrics for various assignments (literature review, résumé, ethical case study assignments). The authors discuss how the nursing faculty carefully designed assignments to help nursing students recognize, identify, analyze, and strengthen their disciplinary and writing skills. They conclude with a recognition of the challenges for faculty to incorporate writing assignments in nursing courses, and they emphasize the importance of feedback and the helpfulness of rubrics. This article is an excellent source for instructors of nursing courses and students.

McLaren, Ingrid A. M., and Dale Webber. "Writing Right: Enhancing Student Engagement And Performance In An Ecology Course." *International Journal Of Environmental And Science Education* 4.4 (2009): 365-380.

 McLaren and Webber share the findings of an intriguing interdisciplinary project at their Caribbean university. Instructors of Pure and Applied Sciences and instructors of Humanities and Education were concerned that students were not applying the writing skills they learned in their first-year writing courses to their later science courses in their major. To help students learn disciplinary discourse conventions and effectively communicate scientific information, faculty members collaborated on implementing WAC strategies in an ecology course. Through workshops, interested faculty members learned WAC theory and practice, and incorporated these writing strategies (such as dialogue journals) in their courses. In McLaren and Webber's study, they incorporated WAC strategies into a second year ecology course (through writing and rewriting drafts of essays and lab reports based on feedback). They compared two sections (one using WAC strategies and the other not) and found improvement in students in the WAC section who wrote and rewrote papers based on feedback. The researchers recommend interdisciplinary collaboration and that science teachers utilize writing strategies such as the ones they used to help students improve their disciplinary discourse skills and ability to engage with course content. This intriguing project could serve as inspiration for helping instructors incorporate writing strategies in non-humanities courses.

Plutsky, Susan, and Barbara A. Wilson. "Writing Across the Curriculum in a College of Business and Economics." *Business Communication Quarterly* 64.4 (2001): 26-41.

 Plutsky and Wilson describe and analyze the results of their survey of faculty members in their university's College of Business and Economics to see how successful their writing across the curriculum program might be. This survey and article focus on the perspectives and experiences of the faculty members themselves and thus would be a very constructive read for WAC/WID instructors. After a two-page review of WAC programs in business programs, Plutsky and Wilson discuss their research method. They personally interviewed 31 full-time faculty members in the college who taught upper-division business courses that incorporated writing skills. They remark on differences in writing standards across upper-division core courses, a variety in writing assignments and approaches with teaching the writing processes, a variety in types and results of assessment of students' writing assignments, and mixed perceptions about the value and success of WAC. The researchers conclude that faculty members at their university do not incorporate the principles of WAC or teach the writing process as intensively as they could in their courses. They recommend training programs or assistance for faculty members who integrate writing in their courses to help them be able to teach writing. The findings and recommendations in this article reinforce the value of instructors understanding writing principles in order to help teach students to improve their writing skills.

Riley, Tracey J., and Kathleen A. Simons. "Writing in the Accounting Curriculum: A Review of the Literature with Conclusions for Implementation and Future Research." *Issues in Accounting Education* 28.4 (2013): 823-871.

 In this extensive, 50-page literature review of over 100 published articles, Riley and Simons summarize and provide an overview of surveys and other research on writing in accounting programs. This literature review is designed to help faculty members who might implement writing in their accounting curricula (including faculty members teaching writing across the curriculum), and is organized into clear and comprehensible sections. The first section reviews surveys of instructors, students, and other practitioners that show how important written communication skills are for CPAs and others in the accounting profession. This first section includes a nine pages of tables providing data and conclusions from various surveys that might be of interest to WAC/WID instructors. The second section focuses on writing as part of the accounting curriculum (WAC). They organize and divide published articles into twenty pages of tables and a summary/discussion that show how writing is implemented into accounting curricula or courses in various universities. The clear organization of information (columns for the courses involved, descriptions, writing assignments, grading criteria, and so forth) helps clarify the details of implementing writing into the accounting curriculum. Instructors of accounting might benefit from glancing at this article and seeing the ways in which writing has been incorporating into accounting courses.

Riordan, Diane A., Michael P. Riordan, and M. Cathy Sullivan. "Writing across the Accounting Curriculum: An Experiment." *Business Communication Quarterly* 63.3 (2000): 49-59.

 Riordan, Riordan, and Sullivan, three accounting professors, share the results of their experimental program developing a writing program across three junior level courses in the accounting major. In this relatively short and uncomplicated article (compared to Riley and Simons, above), they emphasize the value and importance of writing in accounting. In addition, they describe the benefits of writing across the curriculum programs (helping students think and write skillfully about the subject) as the guiding force behind them incorporating writing assignments into accounting courses. The authors summarize findings from previous programs that incorporated writing assignments into courses, then explain the details of their own program. They asked students to read and correct various technical documents in the accounting profession, such as a business letter, which tested students' fundamental and higher-order writing skills. This project focused on both students' fundamental writing skills (spelling, grammar, syntax, etc.) and their accounting knowledge—and as a result, becomes an helpful guide to understanding how instructors can help encourage writing and disciplinary skills concurrently. By asking students to apply writing and disciplinary skills/knowledge to professional documents, instructors can help students improve their ability to communicate effectively in their chosen professions.

**Articles on Metacognitive Awareness**

Amicucci, Ann N. "Using Reflection to Promote Students' Writing Process Awareness." *CEA Forum* 40.1 (2011): 34-56.

 This article is a complete and comprehensible discussion of the theoretical foundations of thinking about writing and the pedagogical use of reflection to teach the writing process. Amicucci writes that reflecting on one's writing process is a kind of metacognition, or thought about thought. She emphasizes that we instructors help students to better learn—to gain metaknowledge—when we ask them to reflect on how they write and think about their writing. They learn about and from their own writing processes and can then make decisions about their writing strategies. Amicucci discusses how she asks her first-year writing students to reflect about their writing process to help them become aware of their decisions about their writing process strategies. Through guided reflective writing assignments on their writing processes, her students began to closely examine their writing processes. Amicucci concludes her helpful article with five tips for assigning reflection in a writing course and an appendix with her own writing prompts. This article provides the theory, the praxis, and tips that would help any instructor to integrate reflection in the writing classroom and encourage students' metacognition about their own writing processes.

Fry, Sara Winstead, and Amanda Villagomez. "Writing To Learn: Benefits And Limitations." *College Teaching* 60.4 (2012): 170-175.

This short article on writing to learn (WTL) shows how this pedagogical approach helps students enhance their metacognitive and reflective thinking skills about their writing—and these enhanced skills are evident through deeper and richer writing. The authors define writing to learn as the act of making a subject or topic clear to oneself by reasoning through it in writing; this is often a goal or component of WAC/WID. The authors first explain the theoretical foundation of writing to learn: writing helps learning. They then share their own study embedding writing to learn in two required courses for education majors. Among other findings, they found that students who were required to write reflections in journals appreciated the time to focus on reflecting and learning, and valued the detailed feedback and responses from their instructor. The authors conclude that writing to learn improved students' metacognitive and reflective thinking skills. They end with three suggestions for faculty: ask the right question at the right time in the semester; be honest about the time commitment; there might be unexpected benefits such as the faculty member developing an especially positive rapport with students through reading and providing feedback on their journal entries over the course of the semester. The research in this article shows the double value of reflective assignments: they allow faculty members to learn about and connect with students through their writings, and students learn through their writings and improve their metacognitive skills.

Negretti, Raffaella. "Metacognition in Student Academic Writing: A Longitudinal Study of Metacognitive Awareness and Its Relation to Task Perception, Self-Regulation, and Evaluation of Performance." *Written Communication* 29.2 (2012): 142-179.

 This 40-page article contains extensive theoretical framework and research data, but several sections within this article would be of use for instructors wishing to encourage students' metacognitive awareness of their writing processes. The introduction and first section, Metacognition in Writing: Knowing What, When, and Why (pages 144-146) discuss learning to write and metacognition in writing. These sections discuss how metacognitive awareness helps writers adapt their writing process and transfer skills across contexts and situations. The bulk of the article is on their research study into how beginning academic writers develop metacognitive awareness of the strategies they use and how their performance develops over time as they monitor, self-regulate, and evaluate their writing. Negretti's discussion of the research design and excerpts from students' reflective writings could be of interest for instructors who want to understand the specific elements of metacognitive analysis of students' writings. For a general understanding, however, a skim of the article and a look at the assignments and prompts in the appendices (pages 174-175) would be adequate in helping instructors become familiar with metacognitive awareness and writing assignments.

**Articles on the Writing about Writing Approach**

Downs, Douglas, and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)envisioning 'First-Year Composition' as 'Introduction to Writing Studies.' *College Composition and Communication* 58.4 (2007): 552-84.

 This extensive article introduces Downs and Wardle's writing-about-writing approach to teaching first-year composition. This article begins with a complex discussion of their theoretical approach and continues on to case studies from the authors' own first-year composition courses that were reimagined as "Introduction to Writing Studies" courses. The authors argue against first-year composition courses that attempt to teach students "*how to write in college*" in only one or two composition courses—as if writing were a basic, universal skill. The authors state that courses should teach students *about* writing: about writing as a discipline with content knowledge. Instead of teaching students generalized "academic writing" and "academic discourse" in first-year courses, the courses should teach students how writing works within specific contexts with specific content; in other words, how does writing work in the world and how do people use writing? The authors then describe their reimagined course, which they argue better connects to WAC/WID programs that focus on disciplinary-specific discourses. The writing-about-writing approach seems to increase students' self-awareness about their own writing and about conversations in the disciplines, and connects well to WAC/WID approaches.

**Wardle, Elizabeth. "Intractable** **Writing** **Program** **Problems**, **Kairos**, and **Writing** **about** **Writing**: A Profile of the University of Central Florida’s First-Year Composition Program. *Composition Forum* 27 (2013): n.p.

 Wardle's sixteen-page article would be of great interest for writing program administrators preparing new curricula. She intensively discusses how her university worked to resolve the problems the school's composition program faced. An university initiative for improving student learning outcomes in composition coincided with Wardle's experiments with integrating the writing-about-writing approach at the university. In this article she describes developing and preparing the pilot curriculum for a first-year writing course that used the writing-about-writing approach and training new teachers. They discuss the pilot program, the revision committee process, the lessons they learned, and the current status of the program. While this article is written for administrators, Wardle's one-page summary of the writing-about-writing approach (on pages 3-4 of the PDF) provides a succinct overview of the objectives of the writing-about-writing approach to teaching composition.

Wardle, Elizabeth, and Doug Downs. "Reflecting Back and Looking Forward: Revisiting 'Teaching about Writing, Righting Misconceptions' Five Years On." *Composition Forum* 27 (2013): n.p.

In Wardle and Downs' seven-page follow-up to Downs and Wardle's 2007 article on the writing-about-writing approach, the authors clarify and expand their original theoretical and pedagogical approaches. They emphasize that the writing-about-writing approach is not meant to be a single, set curriculum teaching a fixed set of disciplinary knowledge or curricular approach. They advocate the underlying set of principles of helping students in the study of writing and developing knowledge about writing that students can then transfer to other disciplinary genres and fields. They emphasize that approaches will vary for different instructors, students, and courses. This brief article clarifies the writing-about-writing approach's goal of treating writing studies as a field.

**Resourceful WAC Websites**

The WAC Clearinghouse. *An Introduction to Writing Across the Curriculum.* http://wac.colostate.edu/intro/

 The WAC Clearinghouse is an extensive site that collects material and resources on WAC and might be overwhelming for someone searching for practical information. However, this particular page provides a clear introduction to writing across the curriculum by answering common questions asked by instructors who might be new to WAC/WID. The site provides teachers' comments on these questions, further resources, and guidelines for assignments and classroom activities.

George Mason University. *Writing Across the Curriculum Faculty Resources.* http://wac.gmu.edu/supporting/ and http://wac.gmu.edu/supporting/practices.php

This resourceful website for WAC faculty members provides guidelines for the following topics: creating clear assignments, evaluating and grading, providing feedback, creating productive peer responsive groups, designing collaborative writing activities and so forth. The guidelines are helpfully straightforward and many are accompanied by links to further reading on the particular topic.

University of Illinois at Urbana-Champaign. *Center Writing Across the Curriculum (WAC) Handouts*. http://www.cws.illinois.edu/initiatives/wac/resources/handouts/index.html

This webpage provides a list of links to PDF handouts used during the university writing center's WAC introductory seminars. These handouts for faculty members provide instructions on how and why to teach WAC techniques in their classrooms. They provide clear guidelines on how to create and provide assignments to students, create peer response/review groups and handouts, and strategies for responding to student writing. The handouts are very specific and quite helpful in a variety of classroom contexts.

**Books for Instructors**

Anson, Christopher M., ed. *The WAC Casebook: Scenes for Faculty Reflection and Program Development.* New York: Oxford University Press, 2001. 304 pages. $46.97. Paperback.

 To quote from the description on Amazon: "…an invaluable resource for instructors in any discipline who want to incorporate writing effectively into their courses and curriculums. Editor Chris M. Anson brings together forty-five actual or highly realistic scenarios that anticipate the range of situations instructors typically confront in writing across the curriculum programs. The cases are deliberately open-ended; they pose complex and engaging questions that encourage readers to become more reflective about their teaching. Each scene ends with provocative discussion questions and suggestions for further reading. The book covers such key topics as writing to learn; designing effective writing assignments; responding to and evaluating student writing; coaching writing; writing and new technologies; apprenticeship and the role of graduate students; and program development. Also addressed is the issue of working across disciplines with faculty who may share different views of writing and how it is best taught or learned. A list of Web-based resources is included in an appendix. Ideal for instructors involved in workshops, seminars, and other faculty-development efforts…"

Young, Art. Teaching Writing Across the Curriculum. 4th ed. Upper Saddle River, NJ: Pearson Education, 2006. 70 pages. http://wac.colostate.edu/books/young\_teaching/

 This 70-page guide for faculty members who teach writing across the curriculum (who teach writing in all disciplines) is available as a PDF on the website cited here (http://wac.colostate.edu/books/young\_teaching/). To quote from the site: "Teaching Writing Across the Curriculum…provides a comprehensive, accessible discussion of teaching writing across the curriculum. [It] offers a brief introduction to WAC and then discusses how writing can be used to help students learn and communicate."

The four major chapters are very brief and accessible: Introduction, Writing to Learn, Communication Across the Curriculum, and Writing to Communicate. The slim volume starts with a brief history and theory of writing across the curriculum in the introduction, but the following chapters focus on and emphasize practice and how teachers can help student learn their subject through writing. It is a quick read that applies WAC theory to praxis. Young discusses his own experiences, the experiences of other teachers, and those of students. He provides examples and guidelines that could really help WAC instructors.

Zawacki, Terry Myers, and Paul M. Rogers, eds. Writing across the Curriculum: A Critical Sourcebook. New York: Bedford/St. Martin's, 2011. 596 pages. $38.59. Paperback.

To quote from the description on Amazon: "*Writing Across the Curriculum* compiles important work on both the history of WAC and evolving questions in the field today. Ideal for both newcomers to and scholars of the movement, the text offers landmark readings, key empirical studies on students' experience of writing in and across the disciplines; and advice about building and sustaining WAC programs." While the text come in at 596 pages, individual parts or chapters would likely be of interest for certain instructors. The publisher's website provides the table of contents (http://www.bedfordstmartins.com/Catalog/product/writingacrossthecurriculum-firstedition-zawacki/tableofcontents#tab).

Parts Two and Three seem to be the most pertinent for WAC/WID instructors. Part Two focuses on the practice of WAC, with chapters on writing across the disciplines, introducing students to disciplinary genres, and interdisciplinary work as professional development, among other topics. Part Three theorizes and researches WAC, with chapters on teaching science and engineering communication, writing the freshman year, among others. These chapters and others could help instructors in particular disciplines or of particular interests.