

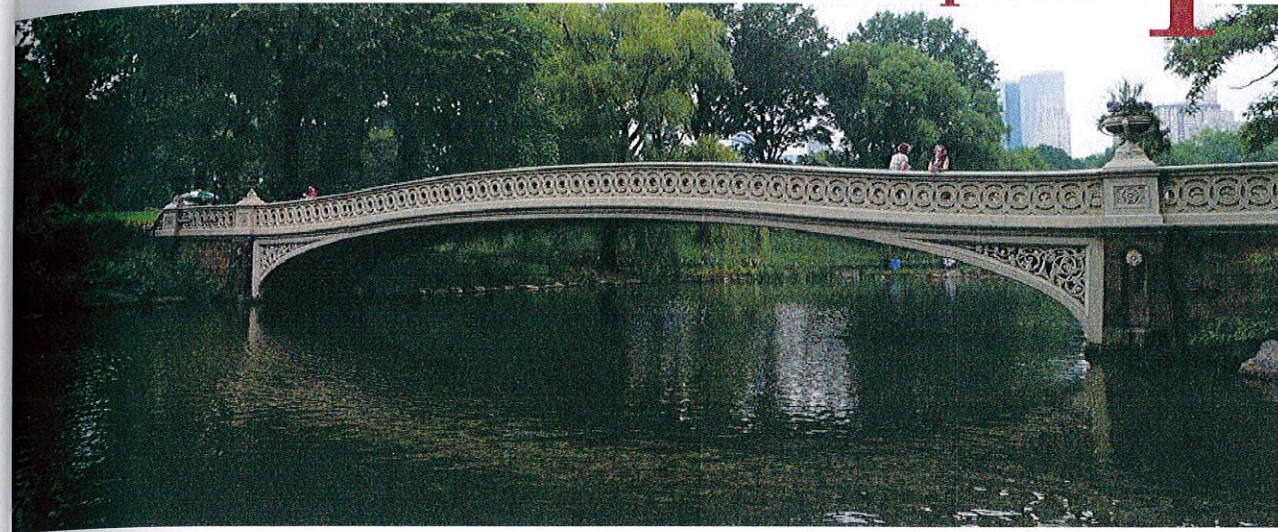
college classrooms, your instructors are already thinking about how you will be able to transfer your writing knowledge and skills to other contexts. My portion of this book is dedicated to Zack and Molly and all those other new college students writing to learn and learning to write.

—Allison

I am especially thankful to my co-authors and mentors, Allison and Trixie, for inviting me to work on this project with them. A special thank you also goes to my Fisk University colleagues, and to my composition students with whom I first tried several of the activities in this book. Many thanks also go to my in-laws, Jim and Joyce Hamby, who spent countless weekends caring for my son, Arley, so that I could focus on writing this book. Of course, I also thank my husband, Jim Hamby III, for his constant support and feedback.

—Holly

chapter 1



Writing Across the Curriculum

Writing represents a unique mode of learning—not merely valuable, not merely special, but unique.

—Janet Emig

This handbook takes a Writing Across the Curriculum (WAC) approach to help you improve all your writing, including the writing you do in every one of your higher education courses, from your first freshman composition or general education course, to the senior-level courses in your major, to the writing you do postgraduation. WAC is a method of teaching and learning writing. At its center are the notions that writing and writing instruction should occur throughout your entire undergraduate education and that all types of reading and writing enrich you as a person and better your overall writing skills. Any program that uses the WAC approach asks you to write often, think critically, and engage deeply in your own learning. This handbook supports you as you do all three. However, your involvement in improving your writing is essential. You need to understand the importance of being an effective writer, and commit yourself to expanding your writing abilities and securing your future.

A focus on WAC supports the writing you do in your general education courses and develops your written communication and critical thinking skills. In addition, a focus on writing in the disciplines further expands the writing and thinking skills associated with the major you choose to pursue. Overall, what these types of writing classes and their assignments do is help you work on writing and thinking skills that are easily transferred to your life after college.

In addition, learning to write effectively for all occasions and especially for the specialized

writing of your discipline and future career, is one of the keys to getting and keeping a job. In a recent survey by the Partnership for 21st Century Skills, when employers were asked what makes recent college graduates ready to hire, more than 90 percent of the employers said that writing and critical thinking are “very important” for success. In the same survey, however, these same employers described only 16 percent of their new hires as having excellent written communication skills and 28 percent as

Did you know?

A 2006 survey of employers and recent college graduates—sponsored by The Association of American Colleges and Universities—cites the following as the most important intellectual and practical skills a college-educated job applicant can have.

- Teamwork skills and the ability to collaborate with others in diverse group settings (76%)
- The ability to effectively communicate orally and in writing (73%)
- Critical thinking and analytical reasoning skills (73%)
- The ability to locate, organize, and evaluate information from multiple sources (70%)
- The ability to be innovative and think creatively (70%)
- The ability to solve complex problems (64%)
- The ability to work with numbers and understand statistics (60%)

having excellent critical thinking skills. The 2004 College Board’s National Commission on Writing confirmed that writing is an entry-level skill that new employees are expected to have but that a third of workers fail to meet the writing requirements of their jobs, whatever that position or career is. Moreover, because these skills are now considered so essential, you should be prepared to have them tested at job interviews with problem-set writing questions, case-based interviews, mini-project assignments, and role-playing exercises, all of which require mastery of writing and critical thinking skills.

Thus, what the writing in a WAC-focused course does is prepare you for your future, including general education courses and your discipline-specific courses. To help you with this, your writing program may include one or both of these WAC fundamental concepts: writing to learn and writing in the disciplines.

WRITING TO LEARN

I never know what I think about something until I read what I’ve written about it.

—William Faulkner

The writing-to-learn (WTL) approach underscores the importance of writing as a way for you to comprehend and retain information more effectively. One of the key tenets of writing-to-learn is to use writing to make your thoughts more visible to yourself, so you can organize and analyze them. Your freshman composition instructor may use this approach to get you writing as often as possible, or you can use writing-to-learn to help you prepare for written exams, essays, or research papers in other courses. Typical writing-to-learn class activities are short and informal, such as journals, summaries, or reading responses, and can be done in or out of class. These types of assignments are usually considered low risk and are commonly evaluated on a global level, where you or your instructor concentrate on content. The main objective behind any of these assignments is for you to become more comfortable with critically thinking about key concepts or principles and sharing those thoughts with yourself, your instructor, or your classmates. A list of common writing-to-learn activities and assignments is provided in Box 1.1, and fuller descriptions of these and other types of assignments are also included in each discipline-specific chapter in this handbook. You will complete these activities either on paper or using technology, depending on the assignment.

Common Writing-to-Learn Activities

Annotations: Summarize and evaluate readings using the style of the documentation system used in your class.

Dialogue Journals or Discussion Board Entries:

Share your thoughts and questions with another writer or your instructor and receive a response.

Discourse Analyses: Analyze conventions and formats for assignments and projects.

Discussion Blogs or Logs: Summarize key discussion points from class.

Discussion Starters: Respond briefly to a short reading, quotation, or remark at the beginning of a class discussion.

Freewrites: Choose a topic, put pen to paper or fingers to keyboard for a short time, and do not stop writing. Use the freewriting to brainstorm ideas or narrow topics.

Graphic Organizers: Brainstorm supporting ideas by using a visual organizer.

Group Response Sheets: Evaluate presentations or readings with classmates.

Learning Logs: Record key terms and observations.

Letters: Use the letter format to share key ideas with a classmate or someone else.

Micro-Themes: Write short one-page arguments or explanations about a concept or issue being covered in class.

Oral Drafts: Present a short (two minutes to five minutes) talk to a small group about your paper, giving information about an essay in progress. Sometimes, you will be required to ask your listeners to answer questions, and sometimes your listeners will be required to ask you questions that you must be able to answer extemporaneously.

Outlines: Organize your thoughts or responses to cases, problems, or prompts.

Peer Review Forms: Use these comment or evaluation forms to review the writing of your classmates. Use their comments on your papers to help you revise and edit.

Pre-Test Warm-Ups: Stretch your writing skills by responding to questions similar to those found on a test.

Problem Analyses: Evaluate problems or cases that are provided by the instructor or classmates.

Problem Statements: Pose problems based on readings or class discussions where the answers may lead to an essay topic.

Progress Reports: Give a brief description of where you are in your project and what your next steps will be.

Project Notebooks: Track the progress of your project by including brainstorming and planning activities in one place.

Project Warm-Ups: Practice conventions and formats for assignments and projects.

Reading Journals: Summarize and respond informally to assigned readings, sometimes as homework or briefly in class prior to a class discussion. Highlight areas of interest or concern.

Reading Responses: Focus on one reading or a group of related readings, and respond within given guidelines. Use first person, if instructed.

Summaries: Describe key elements of a reading, lecture, or other form of research.

Writing Journals: Keep track of your writing process, from brainstorming activities, to outlining, to ideas for revising or editing drafts.

WRITING IN THE DISCIPLINES

The writing-in-the-disciplines (WID) approach highlights how each discipline has its own writing conventions, including specific formats and forms. WID class activities ask you to participate in the academic discourse of your particular disciplinary community, and they stress discipline-specific conventions and forms. Typical WID activities are focused on practicing writing that is specific to a discipline, such as learning how to structure a literature review in the humanities or a lab report in the sciences. These types of assignments are usually considered high-stakes or high-risk writing since the grades these assignments receive have an immense impact on the writer, helping to determine placement in a program or a final grade for a course. Your instructor or some evaluator will usually use high standards to assess the writing not just for content, but also for other writing qualities, such as organization, word use, grammar, and formatting. Normally, your WID assignments will be written over a longer period of time than a low-risk or writing-to-learn activity. A list of common writing-in-the-disciplines activities and assignments is provided in Box 1.2, and fuller descriptions of these and other types of assignments are also included in each discipline-specific chapter in this book. In the discipline-specific chapters, you will also find examples of student writing that demonstrate various students' approaches to the types of writing discussed. They are not perfect templates, but real-world examples from students just like you.

Did you know?

A survey of 120 major American corporations, which was sponsored by the College Board Advocacy and Policy Center, found that remedying deficiencies in writing may cost American firms as much as \$3.1 billion annually.

- Annual cost of training new salaried employees in writing: \$104,860,000
- Annual cost of training new hourly employees in writing: \$98,670,000
- Annual cost of training current salaried employees in writing: \$1,362,104,758
- Annual cost of training current hourly employees in writing: \$1,525,308,436
- **Grand total: \$3,090,943,194 annually**

Common Writing-in-the-Disciplines Activities

Annotated Bibliographies: Prepare a citation list of articles, books, book chapters, essays, websites, and other documents. Depending on the document system for your discipline or the assignment for the course, add a brief paragraph after the citation that describes and evaluates the source.

Casebooks: Provide a review of cases (in law) or problems that support a response. Requires closely following the vocabulary, format, and layout conventions of the field.

Grant Proposals: Write a proposal or plan that explains a problem, suggests an answer, and requests funding to apply the answer. Requires closely following the vocabulary, format, and layout conventions of the field or grant agency.

Interpretative Essays: Write an essay using both fact and opinion as you attempt to understand something, usually a text.

Jargon Journals: Collect the common terminology of the discipline or field you will be joining.

Journal or Professional Articles: Write an article that follows the requirements of your discipline or the field you will be joining.

Lab or Field Reports: Present a description of an experiment or experience. Usually requires following the vocabulary, format, and layout conventions of the discipline or field.

Literature Reviews: Discuss previously published information (articles, books, essays, websites) on a particular subject. Summarize, synthesize, or do both, per the assignment guidelines.

Management Plans: Describe how a project will be managed. Include information about the goals and objectives, participants, timeline, funds, and whatever other information is required by the assignment or expected in the discipline.

Memos: Communicate your thoughts (informative memo) or requests (persuasive memo) in a brief and to-the-point format, following the format and conventions of your discipline or field.

Micro-themes: Write a short, one-page argument or explanation about a concept or issue being covered in class.

Oral Presentations: Present information, possibly with visual aids. Requires a knowledge of the audience, careful planning, and attention to delivery conventions of your discipline or field.

Popular Articles: Write an article about your discipline or field and present the information in a way that will be understandable to the common reader.

Position Papers: Discuss your topic and provide objective supporting evidence. Requires knowledge of the format and conventions of your discipline or field.

Project Proposals: Write a proposal or plan that explains how you plan to organize and manage your project. Requires closely following the vocabulary, format, and layout conventions of the field or grant agency.

Rhetorical Analyses: Use your critical reading skills to break down a text into its parts and purposes. Determine what objectives the writer has and what strategies the writer uses to achieve those objectives.

WTL + WID

Even though writing-to-learn and writing-in-the-disciplines (WID) activities differ, your teacher may ask you to use them together as you move through the writing process. When you break down assignments into smaller components, you use what is called a **scaffolding approach**, allowing you to be initiated into the discourse of your discipline step by step and ultimately become an insider who uses expert insider prose. For instance, writing-to-learn activities can help you think through key ideas, and then WID assignments can help you learn the academic language of your major or the writing conventions of your discipline and future field of employment. This handbook introduces and promotes the use of both WTL and WID activities in the writing classroom or on your own as you become a sophisticated writer who uses both the vocabulary and structure of an expert insider. This growth process does not occur overnight. The sequenced processes of both WTL and WID class assignments will allow you to evaluate the writing of your field and begin your quest to become an effective and successful member of your discipline's writing community.

Did you know?

Employers in all fields care about your writing ability. Some reasons given by employers in the 2004 National Commission on Writing report included the following:

- "In most cases, writing ability could be your ticket in . . . or it could be your ticket out."
- "All employees must have writing ability. Everything is tracked. All instructions are written out. Manufacturing documentation, operating procedures, reporting problems, lab safety, waste-disposal operations—all have to be crystal clear. Hourly and professional staff go through serious training. They must be able to communicate clearly, relay information, do postings, and the like. As a government contractor, *everything* must be documented."
- "Writing skills are fundamental in business. It's increasingly important to be able to convey content in a tight, logical, direct manner, particularly in a fast-paced technological environment."
- "My view is that good writing is a sign of good thinking. Writing that is persuasive, logical, and orderly is impressive. Writing that's not careful can be a signal of unclear thinking."
- "Scientific precision is required almost always for scientists and engineers responsible for preparing formal papers and technical reports."
- "Writing is integral in nearly every job. It's really not a promotion issue since you'd never get to the point of promotion without good communications skills. You can't move up without writing skills."
- "Business writing generally calls for clarity, brevity, accuracy, and an appropriate level of detail for documenting."

TRANSFER AND TWENTY-FIRST CENTURY LITERACIES

Students need to be prepared to make a living, to make a life, and . . . to make a difference.

—Carol Jago

Real writing is read—by customers, colleagues, officials, community members, and those we would win over with our words.

—James Burke

The way that writing is taught and learned has undergone a shift recently with the concept of **transfer** coming to the forefront of the many theories that underpin what happens in the everyday composition class. In its most basic sense, transfer is the application of skills or knowledge learned in one course to another course or from your academic reading and writing to the reading and writing that you do in the workplace after graduating. This transfer or application of skills or knowledge can be near or far. Near transfer includes the transfer of skills or knowledge from one context or class to another context or class, with both situations having many concrete overlapping features. For instance, if you learn how to write argumentative essays in one English class and then use the same skills you learned to write another argumentative essay in a different English class, the skills you use in both classes probably have many similarities. Far transfer includes the transfer of skills or knowledge from one context or class to another context or class with both situations having only some abstract or general overlapping features. For example, if you learn how to consider both sides of an argument in an English class and then use this same skill in a history class or in the first memo you write in a new job, that one intellectual maneuver shows a far transfer.

Near transfer and far transfer are called by various names in writing scholarship. **Near transfer** is sometimes referred to as *low-road transfer* or *hugging*, and **far transfer** is sometimes called *high-road transfer* or *bridging*. Both types of transfer are essential if you are to be a successful writer in school and after school. However, bridging—or how students make connections between different contexts—is at the center of writing—across the curriculum programs and this text. It also influenced us to choose *Building Bridges through Writing* as the book's title.

When you write, both near and far transfers are usually part of your writing or writing process. Rebecca Nowacek, a composition scholar who researches writing transfer, describes transfer as both a cognitive (mental) and rhetorical (stylistic) act. She recommends that you learn to recontextualize what you have learned through previous writing experiences each time you attempt to write something new. When you learn writing strategies in your freshman composition class, use those strategies to focus on how to think about your topic and also how to choose the appropriate genre or language to present the topic. It is important that you make connections across disciplines, taking what you have learned and applying general knowledge or specific skills that may help you with any new writing task.

For many years, the assumption was always that transfer just happened through regular instruction and that students automatically remembered to shift what they learned in a writing class to different classes (or even the workplace). Now, though, most instructors will present strategies that will help you transfer the skills and knowledge from your freshman writing classes to other general education courses, courses in your major, or your future workplace. It is crucial that you, as a thinker and writer, learn how to extend what you have learned in one context to other new contexts. This will not only make you a better writer, it will help you succeed as a writer in the academic environment and the workplace.

Indeed, each chapter in this textbook, used as part of a course that focuses on writing across the university curriculum, shares strategies that will help you transfer the skills and knowledge that you gain from your writing class to other contexts, including courses in your major. Since strategies that are disciplinary specific are included in chapters throughout the book, this chapter focuses on the general strategies that you as a writer can follow to facilitate transfer, thus expanding both your academic and workplace literacies.

Strategies to Transfer Your Knowledge to New Situations:

1. **Become smart about texts (develop textual intelligence)**
 - b. Learn how texts are structured, how different grammatical structures affect readers, what text format is needed, and how text can be in print, visual, or audio formats.
 - c. Be knowledgeable about point of view, the verb tenses that are expected in different disciplines, and the influence of the text's organization on the reader.
2. **Look for contextual clues in your writing assignments**
 - c. Contextualize: When you encounter a new writing assignment, reflect on how some of the tools or knowledge you used in past assignments can be applied to the current assignment.
 - d. Decontextualize: After you complete a writing assignment, reflect on the tools you used and knowledge about writing you gained. Be prepared to access this information for future writing assignments.
5. **Think about thinking (develop metacognitive awareness)**
 - a. After you complete a piece of writing, think about how you thought as you did your prewriting, writing, and postwriting.
 - b. Keep a writer's log or workbook and jot down your reflections about how you discovered your thesis or found your research materials.

4. Investigate all sides
 - e. Look at topics and arguments from multiple sides.
 - f. Practice developing differing or conflicting interpretations and arguments, and then support these divergent ideas with well-structured support.
5. Learn to identify genres (type of writing and format of writing)
 - f. Consider the type of writing that you are doing. Is it persuasive or argumentative? Informative or narrative?
 - g. Also consider the form or shape your writing takes. Is there a particular format involved, such as memo form or research paper form, that is used in the discipline or in the work environment?
6. Consider target audiences
 - g. As you write, identify the target audience. Investigate and keep track of the people who make up the discourse community (in-group) of your audience. Look at other writings that have been written for that audience. Are there particular terms or phrases that are used for them? Is writing aimed at them written in active (*The pilot flew the plane.*) or passive voice (*The plane was flown by the pilot.*)?
 - h. When you write something new, look back at your previous writing projects and reflect on what you learned about the audience. Apply what you learned to the new writing, or if the audience is different, use similar strategies to reflect on who the new audience is.
 - i. Keep track of what type of research or documentation is needed in each piece of writing you do. Return to earlier pieces to refresh your memory about the particular research or documentation necessary.
7. Create writing goals that fit you and your future courses or workplaces
 - h. Figure out the big questions you want to explore through your education, and focus on these questions as you choose writing topics.
 - i. Connect each assignment to where you are going next. Reflect on what you can carry with you from the current writing to the next step in your education.
8. Revise, redo, repeat
 - i. Learn from everything you write. Reflect on the comments given to you about your writing, and use your new knowledge to revise, even if you will not turn in the revision for a grade.
 - j. Collect your papers at the end of the semester. Keep them in a folder or binder, and return to them when you have a new writing assignment that is similar.

9. Be an independent learner
 - j. Whenever you complete a writing assignment or activity, reflect on what you learned and how that may relate to your future educational or work goals.
 - k. Write to learn. Whenever you read or think about something new, write about it as well.
 - l. Learn to write. Writing courses will never cover everything you need to know. Read your textbooks, and then independently study what was not covered.
 - m. Take notes, ask questions, and read a range of texts outside of your courses.
10. Know your discipline
 - k. How do members in your discipline find information? Where is the information available online? What research strategies are common?
 - l. Is collaboration common in your area of study? If so, how is that collaboration done, and how is writing credit usually shared?

ACADEMIC LITERACY

The writing that you learn about and do before you come to college and in your general education writing courses helps shape your academic literacy, and academic literacy is essential in order to achieve academic success. Academic literacy includes traditional educational elements such as reading, writing, listening, speaking, and critical thinking. It also includes habits of mind that will advance your academic success, such as curiosity and skepticism about new ideas, courage to embrace changing ideas, and participation in intellectual discussions. Being able to convey your ideas clearly and to listen and respond to the diverse views of others is also part of being academically literate.

However, the core requirements in the educational system of the United States have recently changed, and these changes have also added to what constitutes academic literacy. To be academically literate, you must be responsible for your own learning and engage in self-advocacy when what you have learned, or have not learned, does not meet the educational and workplace goals you have set for yourself. And, finally, academic literacy also includes basic and some advanced technological skills such as word processing, e-mail use, and the fundamentals of Web-based-research. Successful students know that their engagement with complex ideas underpins their membership in the academic community, and they also practice the twenty-first-century literacies that make up academic literacy as a whole.

Academic literacy includes your ability to engage in the following activities:

- Read and think critically
- Comprehend information presented in various modes, including print, visual, and audio
- Find, evaluate, incorporate, and acknowledge sources
- Identify, evaluate, and present arguments
- Paraphrase and summarize
- Write expository prose (e.g., argument, comparison, classification)
- Present information visually
- Develop and signal your own voice
- Work collaboratively with others
- Use a range of tools and strategies to solve the problems you encounter
- Self-advocate
- Participate in the ongoing intellectual dialogue that characterizes higher education
- Use basic (such as word processing software, e-mail, search engines) and any advanced technology used in your discipline (such as statistical or website design software)

It is you who determines how academically literate you are or will become, and this resolve determines your academic (and future workplace) success since a focus on the above core literacies is increasingly found not only in your freshman composition or general education courses, but also in courses across all disciplines. In addition to the core literacies, each discipline has its own customs and conventions. As a member of your chosen major or discipline, not only are you expected to acquire bodies of knowledge (facts, theories, and concepts), but you are also expected to learn and participate in your discipline's way of seeing, thinking, and communicating. When you decide on your major, you become an apprentice to that discipline, and as such, you need to become knowledgeable about all aspects of it.

In a way, then, you are responsible for acquiring multiple academic literacies—the core literacies and those literacies particular to your field. Judith Langer, an internationally known scholar of literacy education, summed up the current thinking of multiple academic literacies in a speech at the International Reading Association conference in 2004, when she stated students need to develop a literate mind, which she defined as involving “the kinds of thinking needed not only to do well in school, but outside as well. It’s the kind of mind [students] need to get on in life and adults need to keep up with life. It involves the ability to use language and thought to gain knowledge, share

it and reason with it. We do this when we read, write, and use the symbols and signs that permeate our society,” including the society of your field.

Writing as a competency can range from writing-to-learn activities, such as journals or blogs, to learning to write in your discipline activities, such as creating treatment plans in health education courses or sketchbooks in art courses. Most writing that you do in your general education courses, courses in your major, or even in your future workplace can be divided into four major types: persuasive, explanatory, imaginative, and expressive. When you write to persuade, you try to convince your reader to believe something or take action. Explanatory writing allows you to share knowledge or ideas with your reader. Imaginative writing is creative in nature, and expressive writing allows you to share your personal opinion without necessarily requiring you to support that opinion with evidence. In the following table, you can see some common forms of these types of writing; these forms are discussed in detail in the disciplinary chapters that follow in this text.

TABLE 1.1

Common Types and Forms of Writing Across the Disciplines

Persuasive	Explanatory	Imaginative	Expressive
advertisements	annotated	biographical	blogs/vlogs
analyses	bibliographies	narratives	e-mail
debates	articles	creative nonfiction	journals
editorials	business plans	designs	personal
essays	casebooks/case	digital stories	statements
letters	studies	fiction	reader responses
position papers	charts	graphic fiction	reflections
presentations	diagnoses	mixed media	reviews
proposals	essays	monologues	social network
research papers	essay exams	personal narratives	posts
reviews	field or lab	plays	text messages
speeches	instructions	poems	
	histories	scripts	
	literature reviews	sketchbooks	
	manuals		
	posters		
	presentations		
	reports		
	resumes		
	summaries		
	treatment plans		
	websites		
	wikis		

WORKPLACE LITERACY

In the workplace, the common core of literacies that make up academic literacy is also essential. How effectively you are able to transfer the skills and knowledge that you acquire in college to your workplace is key to your success in the workplace. As Deborah Brandt, a widely recognized literacy scholar, shares in her 2001 book, *Literacy in American Lives*, “Literacy is a valued commodity in the U.S. economy, a key resource in gaining profit and edge” (Brandt 21). So, to get a job and keep that job, literacy skills, general knowledge, and specific disciplinary knowledge all are necessary. The 2007 report, “Tough Choices or Tough Times,” published by the National Center of Education and the Economy (NCEE), confirms that “this is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be indispensable . . . in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the keys to a good life.”

In its 2006 “Are They Really Ready to Work?” report, The Conference Board—a distinguished business think tank—estimates that 85 percent of newly created jobs between 2006 and 2016 will require a college education. As a conclusion to its report, The Conference Board reveals that the future U.S. workforce is “woefully ill-prepared for the demands of today’s (and tomorrow’s) workplace,” particularly in the following four areas:

- ❑ Critical thinking and problem solving
- ❑ Oral and written communication
- ❑ Professionalism and work ethic
- ❑ Teamwork and collaboration

In her book *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future*, Linda Darling-Hammond, a Stanford professor of educational policy, lists the following competencies that represent the workplace literacy of the future.

Workplace literacy includes your ability to:

13. Design, evaluate, and manage one’s own work so that it continually improves
14. Frame, investigate, and solve problems using a wide range of tools and resources
15. Collaborate strategically with others
16. Communicate effectively in many forms
17. Find, analyze, and use information for many purposes
18. Develop new products and ideas

Note how similar the list of academic literacy competencies presented earlier in this chapter is to these workplace competencies. Transfer of skills and knowledge, then, is not only important

as you transition from your general education courses to courses in your major, it is also vitally significant as you transition into the workforce.

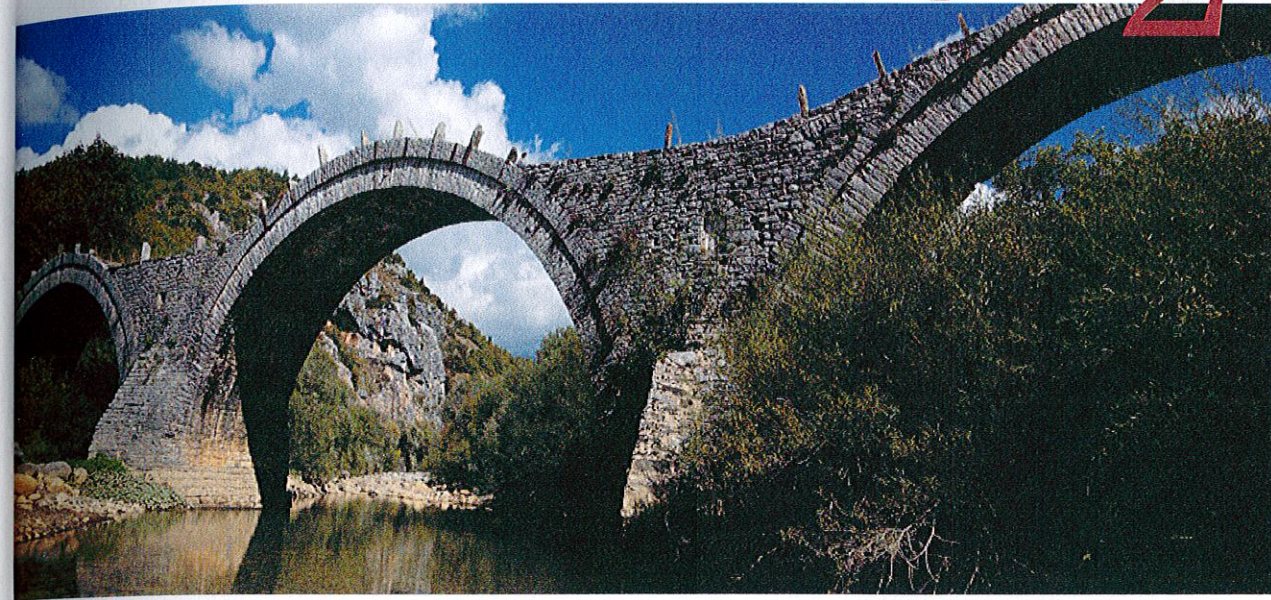
Being able to decontextualize what you learn in your classes and then recontextualize those skills and that knowledge into the new environment of your workplace will determine your future. Thus, you need to be constantly aware of what you are learning and how what you learn can be transferred as support for your life and work goals.



READ MORE ABOUT IT

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The Writing Process

When something can be read without effort, great effort has gone into its writing.

—Enrique Jardiel Poncela