

THE
WAC
CASEBOOK

Scenes for Faculty
Reflection and Program
Development

CHRIS M. ANSON

Wac Casebook

Christopher M. Anson



Wac Casebook:

The WAC Casebook Christopher M. Anson, 2002 Writing Across the Curriculum WAC invites instructors from other departments to teach writing courses in their discipline in the composition program This text contains descriptions of writing situations from instructors experienced in WAC courses

Hadija's Story Harmony O'Rourke, 2017-02-13 In 1952 a woman named Hadija was brought to trial in an Islamic courtroom in the Cameroon Grassfields on a charge of bigamy Quickly however the court proceedings turned to the question of whether she had been the wife or the slave concubine of her deceased husband In tandem with other court cases of the day Harmony O Rourke illuminates a set of contestations in which marriage slavery morality memory inheritance status and identity were at stake for Muslim Hausa migrants especially women As she tells Hadija s story O Rourke disrupts dominant patriarchal and colonial narratives that have emphasized male activities and projects to assert cultural distinctiveness and she brings forward a new set of women s issues involving concerns for personal prosperity the continuation of generations and Islamic religious expectations in communities separated by long distances

Academic Writing Consulting and WAC Jeffrey Jablonski, 2006 This book provides theoretical models and practical methods for helping writing teachers and writing program administrators within postsecondary institutions conduct the interdisciplinary collaborative consulting activities that are common with formal and information writing across the curriculum WAC programs It specifically discusses how to conduct the day to day work of negotiating close working partnerships with faculty in other disciplines and is the first book length treatment to do so The book deepens current understandings of how writing specialist collaborate with non writing specialists in academic contexts and provides a map for structuring successful collaborations in the future

Mentorship/Methodology Leigh Gruwell, Charles Lesh, 2024-04-22 Mentorship Methodology brings together emerging and established scholars to consider the relationship between mentoring practices and research methodologies in writing studies and related fields Each essay in this edited collection produces a new intellectual space from which to theorize the dynamics of combining mentoring and research in institutions and communities of higher education The contributors consider how methodology informs mentorship how mentorship activates methodology and how to locate the future of the field in these moments of intersection Mentorship through the research and relationships it nourishes creates the future of writing studies or conversely reproduces the past At the juncture where this happens the contributors inquire Where have current arrangements of mentorship methodology taken writing studies Where do these points of intersection exist in performance and practice in theory in research What images of the field do they produce How can scholars better articulate and write about these moments or spaces in which mentorship and methodology collide in productive disciplinary work By making the slash more visible Mentorship Methodology provides significant opportunities to support and cultivate diverse ways of knowing and being in rhetoric and composition both locally and globally The volume will appeal to students and scholars of rhetoric composition and technical and professional

communication as well as readers interested in conversations about mentorship and methodology

Moot Court Casebook, 1981

Keywords in Writing Studies Paul Heilker, John Vandenberg, 2015-02-15 *Keywords in Writing Studies* is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary. A sequel to the 1996 work *Keywords in Composition Studies*, this new volume traces the evolution of the field's lexicon, taking into account the wide variety of theoretical, educational, professional, and institutional developments that have redefined it over the past two decades. Contributors address the development, transformation, and interconnections among thirty-six of the most critical terms that make up writing studies. Looking beyond basic definitions or explanations, they explore the multiple layers of meaning within the terms that writing scholars currently use, exchange, and question. Each term featured is a part of the general disciplinary parlance, and each is a highly contested focal point of significant debates about matters of power, identity, and values. Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex. *Keywords in Writing Studies* reveals how the key concepts in the field are used and even challenged, rather than advocating particular usages and the particular vision of the field that they imply. The volume will be of great interest to both graduate students and established scholars.

Teaching L2 Composition Dana R. Ferris, John Hedgcock, 2014 This popular, comprehensive theory-to-practice text is designed to help teachers understand the task of writing L2 writers. The different pedagogical models used in current composition teaching and reading-writing connections. Moving from general themes to specific pedagogical concerns, it includes practice-oriented chapters on the role of genre, task construction, course and lesson design, writing assessment, feedback, error treatment, and classroom language grammar vocabulary style instruction. Although all topics are firmly grounded in relevant research, a distinguishing feature of the text is the array of hands-on practical examples, materials, and tasks that pre- and in-service teachers can use to develop the complex skills involved in teaching second language writing. Each chapter includes Questions for Reflection, Further Reading, and Resources, Reflection, and Review, and Application Activities. An ideal text for L2 teacher preparation courses, courses that include both L1 and L2 students, and workshops for instructors of L2 writers in academic secondary and postsecondary settings, the accessible synthesis of theory and research enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers.

Bibliographic Research in Composition Studies Vicki Byard, 2009-10-02 *Bibliographic Research in Composition Studies* is a student-friendly guide to how knowledge is constructed and disseminated in composition studies, as well as a thorough handbook on how to conduct bibliographic research in the discipline. Student readers are taught Stephen North's taxonomy of scholarship: empirical research and practice, so that they can better contextualize the sources they read and they learn the unique ways that some genres of publication function in composition studies. The book also leads students through the entire process of completing a bibliographic assignment.

Sojourning in Disciplinary Cultures Maureen Mathison, 2019-04-15 *Sojourning in*

Disciplinary Cultures describes a multiyear project to develop a writing curriculum within the College of Engineering that satisfied the cultural needs of both compositionists and engineers at a large R1 university. Employing intercultural communication theory and an approach to interdisciplinary collaboration that involved all parties, cross-disciplinary colleagues were able to develop useful descriptions of the process of integrating writing with engineering, overcoming conflicts and misunderstandings about the nature of writing, gender bias, hard science versus soft science tensions, and many other challenges. This volume represents the collective experiences and insights of writing consultants involved in the large-scale curriculum reform of the entire College of Engineering; they collaborated closely with faculty members of the various departments and taught writing to engineering students in engineering classrooms. Collaborators developed syllabi that incorporated writing into their courses in meaningful ways, designed lessons to teach various aspects of writing, created assignments that integrated engineering and writing theory and concepts, and worked one-on-one with students to provide revision feedback. Though interactions were sometimes tense, the two groups, writing and engineering, developed a third culture that generally placed students at the center of learning. Sojourning in Disciplinary Cultures provides a guide to successful collaborations with STEM faculty that will be of interest to WPA instructors and a range of both composition scholars and practitioners seeking to understand more about the role of writing and communication in STEM disciplines.

Contributors: Linn K. Bekins, Sarah A. Bell, Mara K. Berkland, Doug Downs, April A. Kedrowicz, Sarah Read, Julie L. Taylor, Sundry Watanabe.

Student Writing in the Quantitative Disciplines Patrick Bahls, 2012-03-06. Designing interesting problems and writing assignments is one of the chief tasks of all teachers, but it can be especially challenging to translate and apply learning theory, good teaching techniques, and writing assignments into STEM and other quantitative disciplines. *Student Writing in the Quantitative Disciplines* offers instructors in math-based disciplines meaningful approaches to making their coursework richer and more relevant for their students, as well as satisfying institutional imperatives for writing curricula. This important resource provides instructors with the hands-on skills needed to guide their students in writing well in quantitative courses at all levels of the college curriculum and to promote students' general cognitive and intellectual growth. Comprehensive in scope, the book includes ideas for using writing as a means of learning mathematical concepts, illustrative examples of effective writing activities and assignments in a number of different genres, assessment criteria, and effective strategies for responding to students' writing. Examples of ways to help students engage in peer review, revision, and resubmission of their written work. Those of us who spend our lives urging faculty in all disciplines to integrate more writing into their courses have wished for the day when someone like Patrick Bahls would step forward with a book like this one.

Chris M. Anson, University Distinguished Professor and director, Campus Writing and Speaking Program, North Carolina State University. Written by a mathematician, this readable, theoretically sound book describes practical strategies for teachers in the quantitative sciences to assign and respond to students' writing. It also describes numerous approaches to writing that

engage students in disciplinary learning collaborative discovery and effective communication Art Young Campbell Professor of English emeritus Clemson University Loaded with practical advice this timely important and engaging book will be an invaluable resource for instructors wishing to bring the benefits of writing to learn to the quantitative disciplines As a mathematician thoroughly grounded in writing across the curriculum scholarship Bahls brings humor classroom experience and pedagogical savvy to a mission he clearly loves improving the quality of student learning in math and science John C Bean professor Seattle University and author Engaging Ideas

Classroom Spaces and Writing Instruction Ed Nagelhout, Carol Rutz, 2004 This work calls attention to the ways that teachers of writing must attend to the idea of the classroom must be conscious of the spaces in which they meet students and must be aware of the physical material conditions that constrain or affect the teaching of writing

Working with Student Writers Leonard A. Podis, JoAnne M. Podis, 2010 This revised expanded collection provides practical and theoretical knowledge for undergraduate writing associates and graduate teaching assistants Unlike similar collections this volume is comprised largely of pieces authored by tutors themselves offering hands on advice for current classmates and future tutors thus the volume highlights specific issues that arise when writing associates and novice teachers actually attempt to practice their craft When used in pedagogy courses the essays can serve both as sources of instruction about tutoring and teaching and as models for students own course papers This edition incorporates fifteen new essays to complement the best selections from the first edition

Composition(s) in the New Liberal Arts Joanna Castner Post, James A. Inman, 2009 This book brings a diverse group of scholars together to discuss how composition studies should evolve in the context of ongoing changes related to higher education These changes include new shifts in student demographics increasing demands for accountability in educational outcomes continuing expectations that a university education will lead to a good job questions about the utility of composition and more Such commonly cited changes have been occurring for quite some time creating the necessity for compositionists to continually re evaluate their approaches to writing instruction The editors believe that composition studies has entered an exciting period of change with opportunities to consider new places and purposes for writing instruction

Writing on the Edge, 2010 To Improve the Academy Catherine M. Wehlburg, Sandra Chadwick-Blossey, 2003-09-15 An annual publication of the Professional and Organizational Development POD Network in Higher Education volume 22 of To Improve the Academy is a collection of articles that focus on the role of faculty instructional and organizational development in ensuring excellence in education Recognizing the urgency caused by a recent rash of budget and staff cuts and falling course enrollment the authors provide new perspectives on how to address the growing need for providing quality effective higher education The book is divided into six sections Section I Past Present and Future of SoTL provides an overview of the scholarship of teaching and learning Section II Assessment and Faculty Development presents tested methods for assessing both student learning and the impact of faculty development Section III Curriculum Design and Evaluation describes

different tools for redesigning curriculum and improving student learning Section IV Faculty Development Tools presents models for enhancing current methods of faculty development Section V Student Learning and Faculty Development focuses on helping faculty work with students to enhance and improve their learning Section VI Faculty Development with Part Time Instructors includes ideas for integrating adjunct faculty and graduate students into the life of an institution This book makes sense of how the changing climate in higher education is affecting how when and in what circumstances American students are learning It offers an essential resource for improvement in higher education to faculty and instructional development staff department chairs deans student services staff chief academic officers and educational consultants **Teaching**

Writing Online Scott Warnock,2009 How can you migrate your tried and true face to face teaching practices into an online environment This is the core question that Scott Warnock seeks to answer in *Teaching Writing Online How and Why* Warnock explores how to teach an online or hybrid writing course by emphasizing the importance of using and managing students written communications Grounded in Warnock s years of experience in teaching teacher preparation online learning and composition scholarship this book is designed with usability in mind Features include how to manage online conversations responding to students organizing course material core guidelines for teaching online and resource chapter and appendix with sample teaching materials More than just the latest trend online writing instruction offers a way to teach writing that brings together theoretical approaches and practical applications Whether you are new to teaching writing online or are looking for a more comprehensive approach this book will provide the ideas and structure you need *Going the Distance*

Susan J. Clayton,2007 *Going the distance* looks at the best ways to design deliver collaborate and assess distance instruction pref *A Case Book in Speech Therapy* Charles Van Riper,1953 [Writing-Across-the-Curriculum and the Academic](#)

[Library](#) Jean Sheridan,1995-12-11 *Writing Across the Curriculum* is a popular and effective means of teaching writing to undergraduates and preparing them to write in specific academic disciplines It assumes that the ultimate responsibility for teaching this writing resides with faculty in the disciplines This professional reference provides practical information to librarians who wish to know more about *Writing Across the Curriculum* and to instructors in writing intensive courses who wish to know more about using library resources The first part of the book defines *Writing Across the Curriculum* and places the movement within the larger context of composition theory In the second part the research process and process writing are described and compared and specific assignments are suggested Included is a chapter presenting a model for a writing intensive course taught by a librarian The third part advises instructors on how to use the library effectively in teaching and advises librarians on how to reform library instruction The fourth part contains case studies of effective collaborations between librarians instructors and writing programs [The Angry Young Men](#) Humphrey Carpenter,2002 There may be

more important literary movements than the *Angry Young Men* but there can be few as consciously or unconsciously entertaining The *Angry Young Men* were an absurdly diverse group often wildly at odds and indeed often wholly

unacquainted with each other This cavalcade of misunderstandings wild statements mediocrity and genuine achievement can now be seen as the first and most perfect example of how the media both helps and ruins literature Humphrey Carpenter s extremely funny new book celebrates the strange group of varying talents who at different times were believed to be Angry Young Men

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