

# Writing Across the Curriculum & Writing in the Disciplines at UNA

An Opening Conversation about Writing  
Practices and Needs

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# Today's Goals

- Develop an understanding of Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID)
- Develop an understanding of how composition is presented in the University Writing Center (and how it can help you!)
- Begin to identify where our classroom writing practices fit in the context of these ideas
- Begin to identify areas of interest and need

# What is Writing Across the Curriculum?

- Expressive – described as “writing to learn” (process more than product)
- Emphasis on the development of ideas – of engaging in a conversation about knowledge
- Examples include journals, short in-class writing, outlines, other non-graded or informal, low-investment/high-yield writing

# What is Writing in the Disciplines?

- Transactional – Also described as “writing to measure learning” (process and product)
- Emphasis on the accurate production of texts that reflect the requirements of the discipline – both in content and in form.
- Examples include research papers, annotated bibliographies, formal essays and reports, etc.

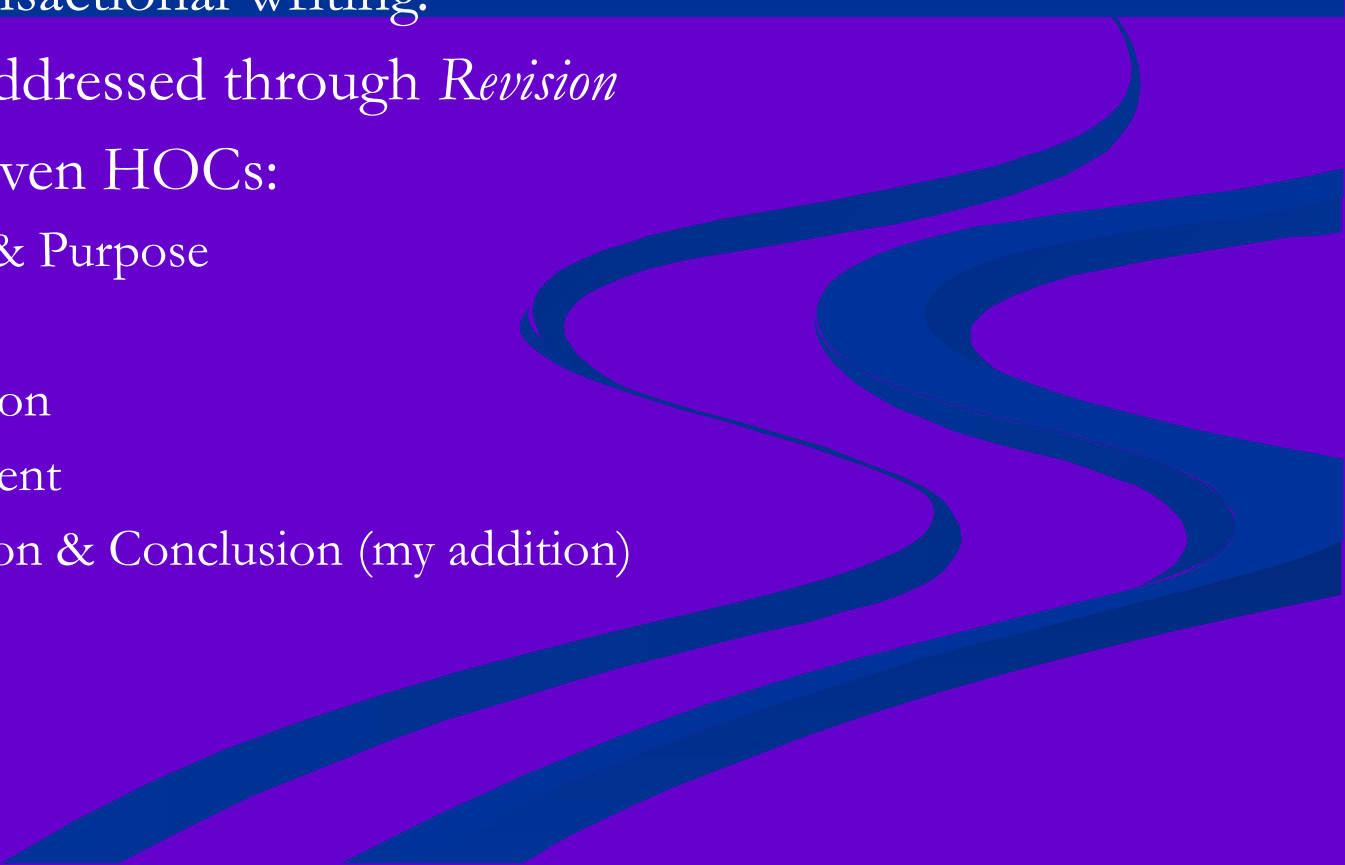
# The Basics of Composition

As Presented in the University Writing Center

- Writing/Composing Process
  - Prewriting
    - Often used interchangeably with the term *Invention*
    - Encompasses activities such as Brainstorming, Freewriting, Clustering, etc.
  - Writing
    - Used interchangeably with the term *Drafting* or *Composing*, though it is most often used to refer to the entire composing process
  - Rewriting
    - Encompasses Revision and Editing, which are two distinct activities that often happen simultaneously

# The Basics of Composition

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- Higher Order Concerns (HOCs)
    - These are the primary issues that must be addressed in any piece of transactional writing.
    - HOCs are addressed through *Revision*
    - There are seven HOCs:
      - Audience & Purpose
      - Thesis
      - Organization
      - Development
      - Introduction & Conclusion (my addition)
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# The Basics of Composition

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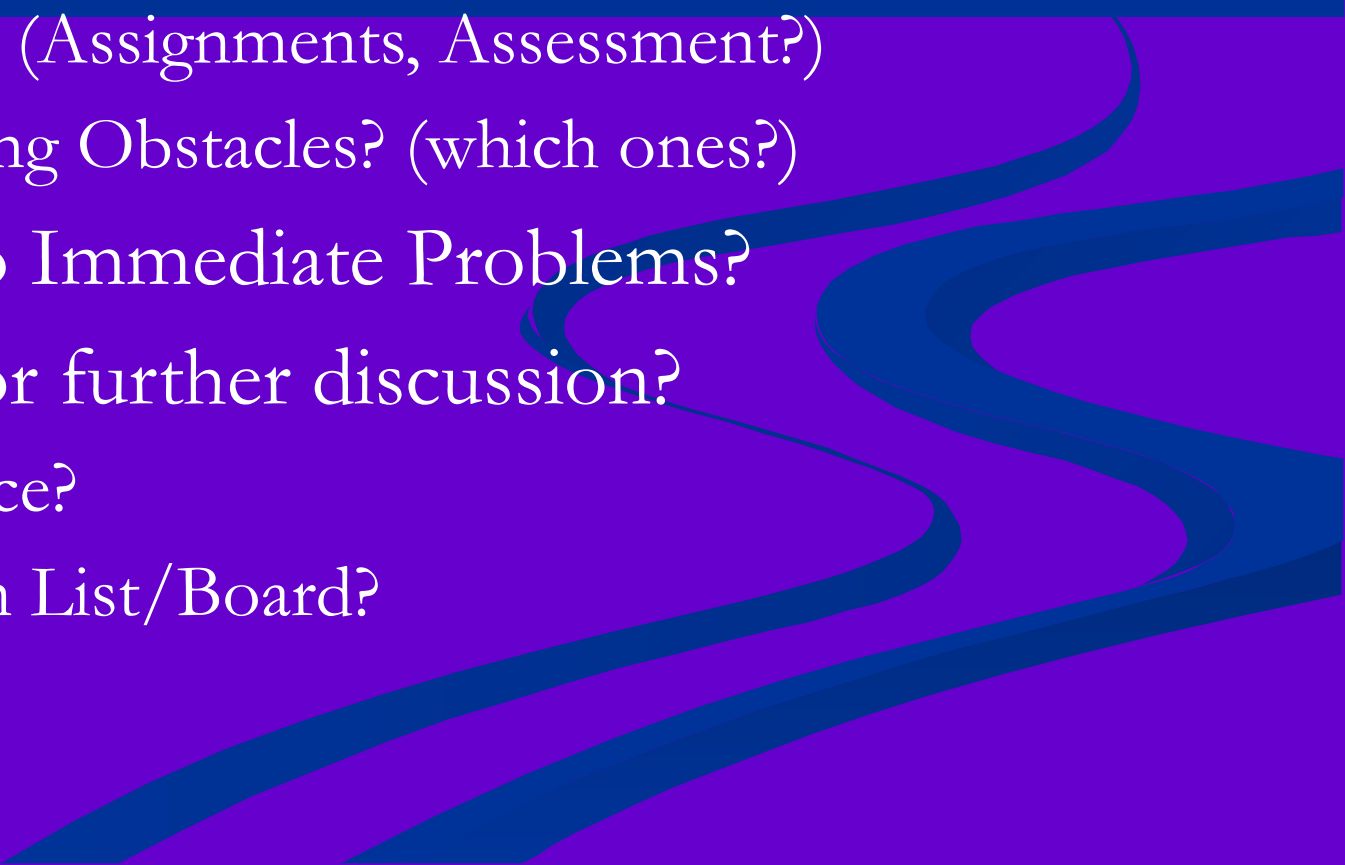
- Lower/Later Order Concerns (LOCs)
  - Named for required thinking processes, they are sometimes considered “Later” concerns because they need to happen *after* HOCs have been addressed.
  - LOCs are addressed through *Editing*
  - There are four LOC categories (my arrangement):
    - Grammar
    - Mechanics
    - Punctuation
    - Spelling

# Where Do Our Practices Fit?

- Expressive / Transactional ?
  - Process / Product / Both ?
  - Do we emphasize:
    - Higher Order Issues?
    - Lower/Later Order Issues?
    - Neither?
    - Both ?
  - For all of these, WHY?
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# What Do We Need?

- What would we like to learn more about?
    - Theories?
    - Practices? (Assignments, Assessment?)
    - Overcoming Obstacles? (which ones?)
  - Solutions to Immediate Problems?
  - A Forum for further discussion?
    - Face-to-face?
    - Discussion List/Board?
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