

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.

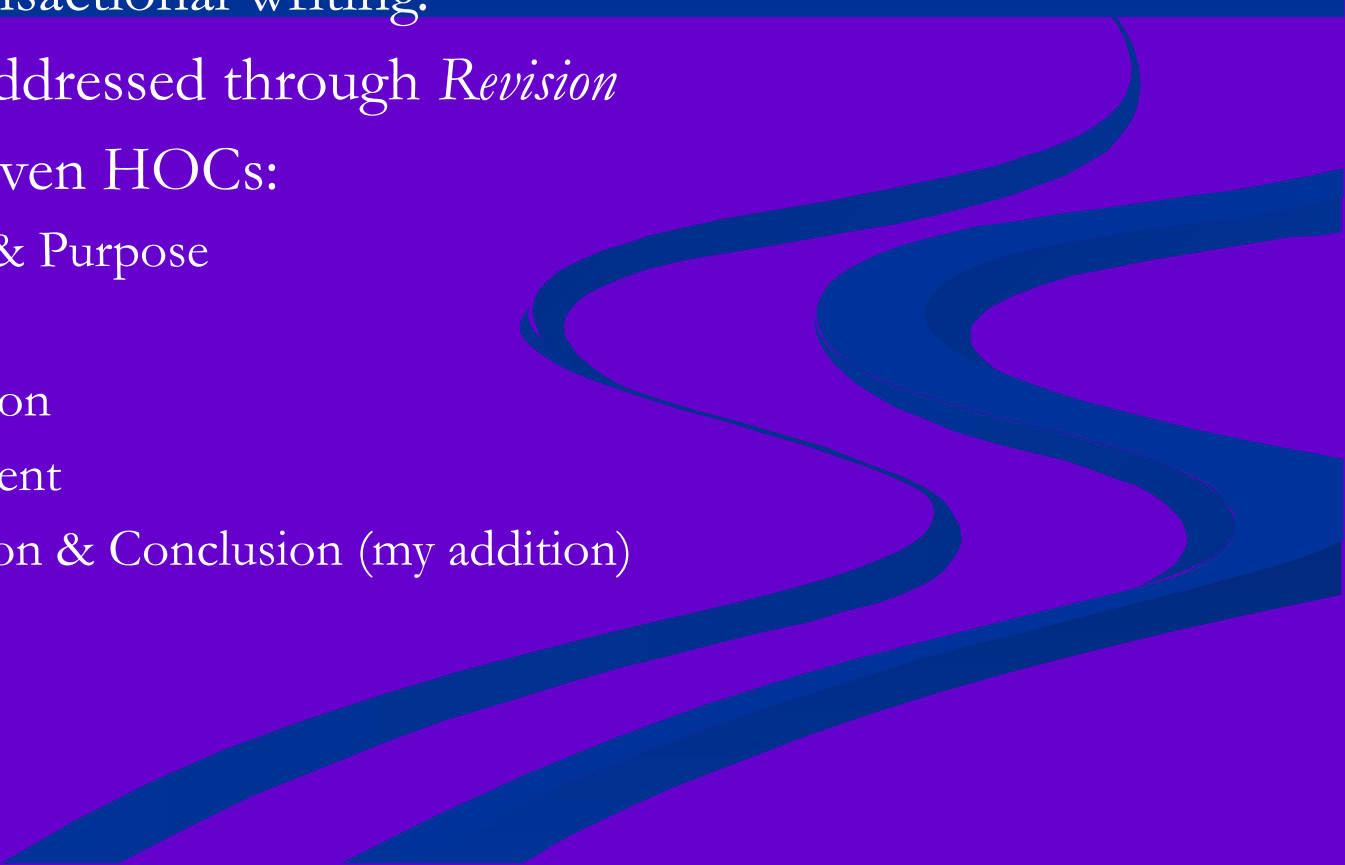
The Basics of Composition

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

As Presented in the University Writing Center


- 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

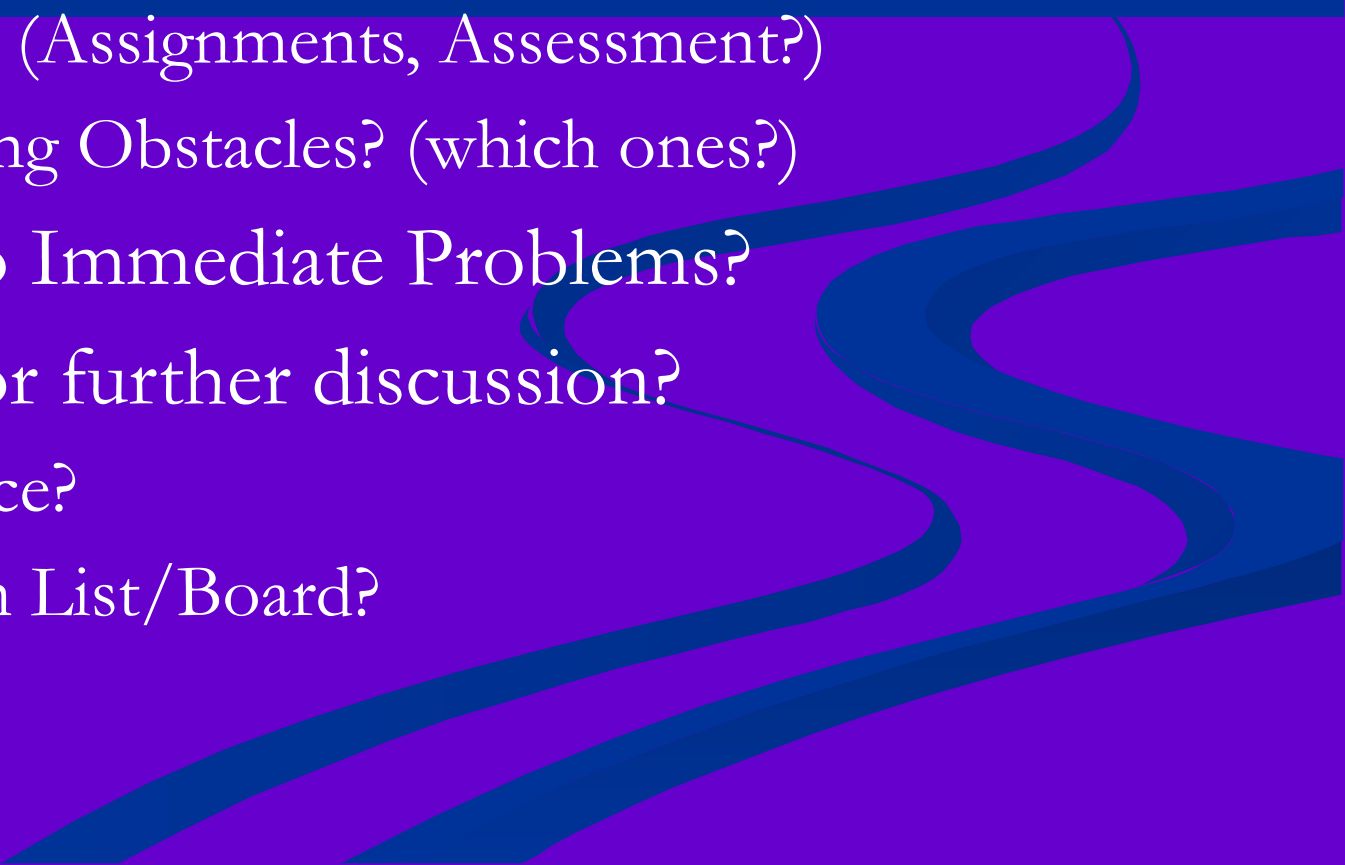
As Presented in the University Writing Center

- 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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References

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