

DIVERSE APPROACHES TO TEACHING, LEARNING, AND WRITING ACROSS THE CURRICULUM

IWAC AT 25



Perspectives
on Writing

Edited by
Lesley Erin Bartlett
Sandra L. Tarabochia
Andrea R. Olinger
and Margaret J. Marshall

**DIVERSE APPROACHES TO
TEACHING, LEARNING,
AND WRITING ACROSS THE
CURRICULUM: IWAC AT 25**

PERSPECTIVES ON WRITING

Series Editors, Rich Rice, Heather MacNeill Falconer, and J. Michael Rifenburg

The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

The WAC Clearinghouse, Colorado State University Open Press, and University Press of Colorado are collaborating so that these books will be widely available through free digital distribution and low-cost print editions. The publishers and the Series editors are committed to the principle that knowledge should freely circulate. We see the opportunities that new technologies have for further democratizing knowledge. And we see that to share the power of writing is to share the means for all to articulate their needs, interest, and learning into the great experiment of literacy.

Recent Books in the Series

Hannah J. Rule, *Situating Writing Processes* (2019)

Asao B. Inoue, *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom* (2019)

Mark Sutton and Sally Chandler (Eds.), *The Writing Studio Sampler: Stories About Change* (2018)

Kristine L. Blair and Lee Nickoson (Eds.), *Composing Feminist Interventions: Activism, Engagement, Praxis* (2018)

Mya Poe, Asao B. Inoue, and Norbert Elliot (Eds.), *Writing Assessment, Social Justice, and the Advancement of Opportunity* (2018)

Patricia Portanova, J. Michael Rifenburg, and Duane Roen (Eds.), *Contemporary Perspectives on Cognition and Writing* (2017)

Douglas M. Walls and Stephanie Vie (Eds.), *Social Writing/Social Media: Publics, Presentations, and Pedagogies* (2017)

Laura R. Micciche, *Acknowledging Writing Partners* (2017)

Susan H. McLeod, Dave Stock, and Bradley T. Hughes (Eds.), *Two WPA Pioneers: Ednah Shepherd Thomas and Joyce Steward* (2017)

Seth Kahn, William B. Lalicker, and Amy Lynch-Binieck (Eds.), *Contingency, Exploitation, and Solidarity: Labor and Action in English Composition* (2017)

Barbara J. D'Angelo, Sandra Jamieson, Barry Maid, and Janice R. Walker (Eds.), *Information Literacy: Research and Collaboration across Disciplines* (2017)

DIVERSE APPROACHES TO TEACHING, LEARNING, AND WRITING ACROSS THE CURRICULUM: IWAC AT 25

Edited by Lesley Erin Bartlett, Sandra L. Tarabochia,
Andrea R. Olinger, and Margaret J. Marshall

The WAC Clearinghouse
wac.colostate.edu
Fort Collins, Colorado

University Press of Colorado
upcolorado.com
Boulder, Colorado

The WAC Clearinghouse, Fort Collins, Colorado 80523

University Press of Colorado, Louisville, Colorado 80027

© 2020 by Lesley Erin Bartlett, Sandra L. Tarabochia, Andrea R. Olinger, and Margaret J. Marshall and the authors of individual chapters. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.

ISBN 978-1-64215-036-0 (PDF) | 978-1-64215-037-7 (ePub) | 978-1-64642-023-0 (pbk.)

DOI: 10.37514/PER-B.2020.0360

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Names: International Writing Across the Curriculum Conference (2018 : Auburn, Alabama) author. | Bartlett, Lesley, editor. | Tarabochia, Sandra, editor. | Olinger, Andrea R., 1983- editor. | Marshall, Margaret J., editor.

Title: Diverse approaches to teaching, learning, and writing across the curriculum : IWAC at 25 / edited by Lesley Erin Bartlett, Sandra L. Tarabochia, Andrea R. Olinger, Margaret J. Marshall.

Description: Fort Collins : The WAC Clearinghouse, 2020. | Includes bibliographical references. Identifiers: LCCN 2020014423 (print) | LCCN 2020014424 (ebook) | ISBN 9781646420230 (paperback) | ISBN 9781642150360 (pdf) | ISBN 9781642150377 (epub)

Subjects: LCSH: English language--Rhetoric--Study and teaching (Higher)--Congresses. | Interdisciplinary approach in education--Congresses.

Classification: LCC PE1404 .I5285 2018 (print) | LCC PE1404 (ebook) | DDC 808/.0420711--dc23

LC record available at <https://lcn.loc.gov/2020014423>

LC ebook record available at <https://lcn.loc.gov/2020014424>

Copyeditor: Don Donahue

Designer: Mike Palmquist

Series Editors: Rich Rice, Heather MacNeill Falconer, and J. Michael Rifenburg

Consulting Editor: Susan H. McLeod

Associate Editor: Jonathan P. Hunt

Cover Photo: "Huángshān Vista" by Mike Palmquist

The WAC Clearinghouse supports teachers of writing across the disciplines. Hosted by Colorado State University, and supported by the Colorado State University Open Press, it brings together scholarly journals and book series as well as resources for teachers who use writing in their courses. This book is available in digital formats for free download at wac.colostate.edu.

Founded in 1965, the University Press of Colorado is a nonprofit cooperative publishing enterprise supported, in part, by Adams State University, Colorado State University, Fort Lewis College, Metropolitan State University of Denver, Regis University, University of Colorado, University of Northern Colorado, Utah State University, and Western Colorado University. For more information, visit upcolorado.com. The Press partners with the Clearinghouse to make its books available in print.

CONTENTS

Acknowledgments	ix
Foreword. WAC Today: Diversity and Resilience Mya Poe	xi
Introduction. On Connection, Diversity, and Resilience in Writing Across the Curriculum	3
Lesley Erin Bartlett, Sandra L. Tarabochia, Andrea R. Olinger, and Margaret J. Marshall	
PART 1. SUSTAINING MOMENTUM: HISTORIES AND FUTURES OF WAC	19
Chapter 1. A Personal History of WAC and IWAC Conferences, 1993–2020	21
Martha A. Townsend	
Chapter 2. The Formation of a Professional Organization for Writing Across the Curriculum	33
Christopher Basgier, Michelle Cox, Heather M. Falconer, Jeffrey Galin, Al Harahap, Brian Hendrickson, Dan Melzer, Mike Palmquist, and Stacey Sheriff	
Chapter 3. The Writing Across the Curriculum Graduate Organization: Where We’ve Been, Where We Are, and Where We’re Going	45
Alisa Russell, Jake Chase, Justin Nicholes, and Allie Sockwell Johnston	
Chapter 4. Learning Analytics in Writing Instruction: Implications for Writing Across the Curriculum	55
Mike Palmquist	
PART 2. TEACHING AND LEARNING IN THE DISCIPLINES: DIVERSITY AND PARTICULARITY OF DISCIPLINARY PRACTICES AND GENRES.	73
Chapter 5. Making Connections Between Theory and Practice: Pre-Service Educator Disciplinary Literacy Courses as Secondary WAC Initiation	75
Christy Goldsmith	
Chapter 6. What If It’s <i>All</i> Common Knowledge? Teaching Attribution Practices in an Undergraduate Mathematics Classroom	95

Malcah Effron

Chapter 7. Quantification of Disciplinary Discourse: An Approach to Teaching Engineering Résumé Writing. 113

Mary McCall, Gracemarie Mike Fillenwarth, and Catherine G. P. Berdanier

Chapter 8. Learning to Argue About the Literature: Discourse Choices and Students' Iterative Learning of Literature Reviews in Geography 135

Misty Anne Winzenried

Chapter 9. Using Genre to Teach the Publication-Based Thesis 153

Rachael Cayley

PART 3. APPROACHING DIFFERENCE TOGETHER: CREATIVE COLLABORATIONS ACROSS UNITS, DISCIPLINES, LANGUAGES, AND EXPERTISE 165

Chapter 10. "Something Invisible . . . Has Been Made Visible for Me": An Expertise-Based WAC Seminar Model Grounded in Theory and (Cross) Disciplinary Dialogue 167

Angela Glotfelter, Ann Updike, and Elizabeth Wardle

Chapter 11. Attempting to Connect Disciplinary Principles of "Effective Writing" With Students' Prior Writing Experiences in Four Disciplines . . . 193

James Croft, Phyllis Conn, Joseph Serafin, and Rebecca Wiseheart

Chapter 12. Embrace the Messiness: Libraries, Writing Centers, and Encouraging Research as Inquiry Across the Curriculum 209

Jaena Alabi, James C. W. Truman, Bridget Farrell, and Jennifer Price Mahoney

Chapter 13. English Across the Curriculum Collaborative Projects: A Flexible Community of Practice Model at The Chinese University of Hong Kong 225

Jose Lai, Elaine Ng, Laura Man, and Chris Rozendaal

Chapter 14. Becoming *Transfronterizo* Collaborators: A Transdisciplinary Framework for Developing Translingual Pedagogies in WAC/WID 251

Marcela Hebbard and Yanina Hernández

PART 4. ATTENDING TO THE HUMAN ELEMENT: ANTI-RACISM, EMOTIONAL LABOR, AND PERSONAL CONNECTION IN THE TEACHING OF WRITING 275

Chapter 15. Letters on Moving from Ally to Accomplice: Anti-Racism and the Teaching of Writing. 277
 Neisha-Anne S. Green and Frankie Condon

Chapter 16. Sustained Communities for Sustained Learning: Connecting Culturally Sustaining Pedagogy to WAC Learning Outcomes. 293
 Jamila M. Kareem

Chapter 17. Emotional Labor, Mentoring, and Equity for Doctoral Student and Faculty Writers 309
 Shannon Madden and Sandra L. Tarabochia

Chapter 18. Meaningful Writing and Personal Connection: Exploring Student and Faculty Perspectives 329
 Michele Eodice, Anne Ellen Geller, and Neal Lerner

Contributors 347