

Report from the Field

In Their Own Words: How Peer Tutors Can Foster Critical Thinking, Dialogue, and Connection in a WAC Program

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A major challenge for Writing Across the Curriculum (WAC) programs is finding effective ways to build community across spatial and disciplinary boundaries. This report discusses ways to foster communication between faculty and the WAC program by sharing peer writing tutors' descriptions of individual tutoring sessions. Originally conceived as a visit verification form to notify faculty when students fulfilled their mandatory visit for their writing intensive class, the reports have evolved into detailed, descriptive pieces, for all faculty, that communicate the WAC program's process-oriented approach to writing. These Writing Process/Visit Verification forms are an effort to forge connections between faculty and the writing center through student writing and the language of writing center pedagogy.

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