ENGL 593 TOPIC: Writing Across the Curriculum, or Writing: To Learn & In the Disciplines
TR/2:00-3:15 (McClure)

REQUIRED TEXTS (MUST HAVES):

RECOMMENDED TEXTS (HISTORICAL CONTEXTS/BACKGROUND READING—USEFUL SOURCES):
Strachan. Writing W-Faculty in a New Writing Curriculum. Utah SUP, 2008.

INDIVIDUAL PROJECT TEXTS (BOOK REVIEW AND/OR FOCUSED AREA ANNOTATED BIBLIOGRAPHY)—ONLY ONE/INDIVIDUAL PROJECTS:

COURSE DESCRIPTION:
Writing to Learn owes its conception to Janet Emig and James Britton. Emig’s “Writing as a Mode to Learning” (1977) and Britton et al.’s The Development of Writing Abilities (1975) urged educators to recognize the value writing has as a thinking and learning tool. In its simplest iteration, Writing to Learn places writing at the center of learning; its deploys “all three ways of dealing with actuality...almost simultaneously...the symbolic transformation of experience through the specific symbol system of verbal language is shaped into an icon (the graphic product) by the enactive hand...writing through its inherent re-inforcing (sic) cycle involving hand, eye, and brain marks a uniquely powerful multi-representational mode for learning” (Emig, 124-125).

Writing in the Disciplines is a by-product of Writing to Learn; simply put, the more students write to learn about various disciplines, the more their writing in and for that discipline improves.
Writing in the Disciplines promotes activities to help students learn the conventions of the discipline which they are entering.

This course will focus on the two major iterations of WAC--Writing to Learn and Writing in the Disciplines. First, we will review the theoretical and practical underpinnings of WAC as well as its historical background. We will then explore its various manifestations. Individuals interested in understanding more about how writing influences learning as well as those who may direct such programs will find this course a solid grounding; individuals interested in understanding how writing influences their own writing and scholarship will find the course enlightening.

MAJOR ASSIGNMENTS:
• Participation (Readings, In-class Activities, Written Reflections)
• Major Project 1 (Annotated Bibliography on a Focused Area of Research/Book Review)
• Major Project 2 (Seminar Paper or Prelude to Article)
• Exams (midterm and final)