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ABSTRACT

Intended for elementary and secondary school teachers and curriculum planners, the more than 200 titles annotated in this bibliography discuss the theory and practice of teaching writing in the content areas. The citations are organized into seven sections: (1) writing theory and instruction, (2) writing-across-the-curriculum theory, (3) institution-wide programs, (4) writing in the content areas, (5) faculty development, (6) textbooks, and (7) newsletters. The articles were drawn primarily from professional journals and the ERIC database. (HTH)

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Writing Across the Curriculum:

An Annotated Bibliography

Prepared for the National Conference

for Writing in the Humanities

Philadelphia, June 17-19, 1983

Directed by Elaine P. Maimon

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The Bibliography is organized into seven sections:

- I. Writing Theory and Instruction
- II. Writing-Across-the-Curriculum Theory
- III. Institution-wide Programs
- IV. Writing in the Content Areas
- V. Faculty Development
- VI. Textbooks
- VII. Newsletters

WRITING ACROSS THE CURRICULUM:

An Annotated Bibliography

Unpublished Work

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Writing Across the Curriculum:

An Annotated Bibliography

Robert M. McIlvaine

Joan C. Condravy

I. Writing Theory and Instruction

1. Appleby, Arthur N., Fran Lehr and Anne Auten. "Learning to Write in the Secondary School: How and Where." English Journal, 70 (September 1981), 78-82.  
A 1979-80 study by direct classroom observation and through questionnaires to teachers identified as "good." Recommends that the first step toward improvement would be for teachers to see writing as a mode of learning, not merely as a tool for testing acquired knowledge.
2. Appleby, Arthur N., and others. A Study of Writing in the Secondary School: Final Report. Urbana: NCTE, 1980 (ERIC ED 197 347)  
Discusses instructional situations in which students are learning to write, including types of writing, teachers' purposes, and interaction of purposes with given instruction. Includes practical bibliography of teaching suggestions.
3. Bay Area Writing Project/ California Writing Project/ National Writing Project: An Overview. Berkeley: California University, 1979. (ERIC ED 184 123)  
Reviews the initiation and development of BAWP, proliferation of other such programs, and establishment of NWP.
4. Bazerman, Charles. "A Relationship Between Reading and Writing: The Conversational Model." College English, 41 (February 1980), 656-661.  
Stresses the importance of actively engaging students in their assignments, through establishing writing contexts.
5. Beyer, Barry K. "Pre-Writing and Rewriting to Learn." Social Education, 43 (March 1979), 187-89.  
Describes activities that force students to see that effective writing goes through several drafts.
6. Blake, Robert W., and Frederick B. Tuttle, Jr. Rationale; Composing as the Curriculum: A Guide for Instruction in Written Composition, Grades K-12. New York: Albion Central School Districts, 1978. (ERIC ED 162 319)  
Describes curriculum guide based on assumptions that writing can be taught and everyone can learn it as its basis, assumptions which can be realized across the curriculum.
7. Brent, Douglas. Audience in Introductory Composition: Reducing the Pretending. Paper presented at CCCC, San Fransisco, 1982. (ERIC ED 216 375)  
Recommends that students be given writing assignments likely to be encountered in other disciplines to develop and/or increase sensitivity to audience.

8. Britton, James, Tony Burgess, Nancy Martin, Alex McLeod, and Harold Rosen. The Development of Writing Abilities (11-18). London: Macmillan Education, 1975.  
Addressed to teachers about writing in the secondary school. Identifies and describes the dynamics in the writing process, and emphasizes writing across the curriculum.
9. Britton, James, and others. Keeping Options Open -- Writing in the Humanities. London: London University and Schools Council, 1974. (ERIC ED 177 550)  
Focusses on writing across the curriculum project work with 14-16 year old students to demonstrate range of function and audience in writing of self-chosen form and pace.
10. Brown, Rollo Walter. How the French Boy Learns to Write. 1915: reprint Cambridge, Mass: Harvard University Press for NCTE, 1963.  
Seeks to explain why educated Frenchmen are such good writers. The author actually observed French classrooms, noting the importance of writing for learning.
11. Brunetti, Gerald J. The Bullock Report: Some Implications for American Teachers and Parents. Paper presented at Annual Meeting of NCTE, New York, 1977. (ERIC ED 146 614)  
Examines background of England's 1975 Bullock Report on English teaching practices and focusses on setting and monitoring reading and writing standards, early language development, and classroom practices in teaching writing.
12. Cannon, Walter W. Terrors and Affections: Students' Perceptions of the Writing Process. Paper presented at CCCC, Dallas, TX, 1981. (ERIC ED 199 720)  
Surveys what college freshmen do when they write outside the classroom and reports findings as related to: invention, audience, voice, intention, style, arrangement, and revision.
13. Claypool, Sharon H. Teacher Writing Apprehension: Does it Affect Writing Assignments Across the Curriculum? (ERIC ED 216 387)  
Reports that teachers across disciplines in secondary school with high writing apprehension assigned fewer writing assignments than those less apprehensive.
14. Davis, Frances R. A., and Robert P. Parker, Jr., eds. Teaching for Literacy: Reflections on the Bullock Report. New York: Agathon Press, Inc., 1978. (ERIC ED 166 653)  
Focusses on major literacy issues raised by Bullock Committee in England, offering reflections by American and British educators.

15. DeBlois, Peter. Inventional Theory and Writing in the Content Areas in Freshman English. Paper presented at CCCC, Washington, D.C., 1980. (ERIC ED 185 570)  
Focuses on the use of invention techniques as a primary basis for teaching writing in the content areas. The focus on invention will reveal to students options and limitations on writing peculiar to the specific discipline.
16. Draper, Virginia. Formative Writing: Writing to Assist Learning In All Subject Areas. Curriculum Publication No. 3. Berkeley: California University, 1979. (ERIC ED 184 115)  
Explains techniques that can be used by teachers in all subject areas to help students use writing as a means of testing and gaining knowledge.
17. Ede, Lisa S. "On Audience and Composition." College Composition and Communication, 30 (October 1979), 291-95.  
Emphasizes the importance of audience awareness for student writers.
18. Emig, Janet. The Composing Process of Twelfth Graders. Urbana, Ill.: NCTE, 1971.  
Seeks to actually discover how students go about fulfilling a writing task. Designates ten dimensions in the composing processes of the eight twelfth graders studied.
19. Emig, Janet. "Writing as a Mode of Learning." College Composition and Communication, 28 (May 1977), 122-128.  
Argues that writing is a uniquely valuable way of learning in all areas. States that writing involves both the left and right hemispheres of the brain, and this largely accounts for its value as a mode of learning.
20. Fillion, Bryant. "Language Across the Curriculum: Examining the Place of Language in Our Schools." McGill Journal of Education, 14 (1979), 47-60.  
Examines actual amount and kinds of writing done in three high schools, with disappointing results. Stresses importance of more intensive use of writing as a way of learning.
21. Flower, Linda, and John R. Hayes. "Problem-Solving Strategies and the Writing Process." College English, 39 (December 1977), 449-461.  
States that writing is "a complex cognitive skill." Describes the heuristics learned through protocol analysis. These heuristics can be used by the writer to think through writing problems

22. Flower, Linda, and John R. Hayes. "The Cognition of Discovery: Defining a Rhetorical Problem." College Composition and Communication, 31 (February 1980), 21-32.  
Studied the differences in how expert and novice writers solve a rhetorical problem. Concluded that if instructors can teach students to explore and define their own problems, they can help students to create inspiration instead of waiting for it.
23. Flower, Linda. "Writer-Based Prose: A Cognitive Basis for Problems in Writing." College English, 41 (September 1979), 19-37.  
Defines writer-based prose and posits it as an important stage of writing before the transformation to reader-based prose. Explains the cognitive structures involved in any individual's attempt to communicate through writing, an explanation that increases instructors' understanding of the problems student writers face.
24. Fulwiler, Toby. "Journals across the Curriculum." English Journal, 69 (1980), 14-19.  
Promotes journals as a highly adaptable means of involving both students and teachers in the learning and writing process.
25. Fulwiler, Toby. "Journal Writing Across the Curriculum" in How to Handle the Paper Load. Urbana, Il: NCTE (1980), 15-22.  
Argues that using expressive writing in all classes will facilitate learning as well as improve student writing. Gives some practical suggestions for journal topics.
26. Giordano, Gerard. A Modular Lesson For Writing Research Papers in Content Area Classes. Paper presented at the Annual Meeting of the College Reading Association, Washington, D.C., October 1978. (ERIC ED 176 219)  
This modular lesson is designed for high school students and college freshmen.
27. Giroux, Henry A. "Teaching Content and Thinking Through Writing." Social Education, 43 (March 1979), 190-193.  
Gives sample lessons for so doing.
28. Glatthorn, Allan A. A Guide for Developing an English Curriculum for the Eighties. Urbana, Ill: NCTE, 1980.  
A practical guide for developing a language arts curriculum based on what has been learned in recent years about the cognitive development of children.



29. Grattan, Mary C., and Susan P. Robbins. The Writing Center After One Year: Some Myths and Recommendations. Paper presented at Annual Meeting of Virginia Association of Teachers of English, Richmond, VA, 1979. (ERIC ED 188 203)
- Describes discoveries about and responses to faculty concerns about the instruction of writing in the content areas as revealed through use of a community college writing center. They explain several approaches taken and suggestions made to work with campus-wide concerns.
30. Graves, Richard L. "Using Writing Models From Across the Curriculum." English Quarterly, 14 (1981), 31-40.
- Using scientific discourse and popular folk music as examples, explores use of literary models in composition program.
31. Haviland Junior High School Writing Curriculum. New York: Hyde Park Central School District, 1980. (ERIC ED 197 359)
- Describes framework for teaching writing at junior high school level correlating principles of individualized Language Arts Projects with specific instructional objectives in content areas.
32. Hipple, Theodore W. Readings for Teaching English in Secondary Schools. New York: The Macmillan Company, 1975. (ERIC ED 074 494)
- Includes articles about theories and practices of teaching English for high school teachers on a variety of contemporary issues.
33. Humes, Ann, ed. and Others. Moving between Practice and Research in Writing. Proceedings of the National Institute of Education -- The Fund for the Improvement of Postsecondary Education Grantee Workshop, Los Alamitos, CA, 1980. (ERIC ED 198 569)
- Presents papers about writing process, assessment, instruction, instructor, writing outside of school, and language variation, many reflecting paradigm shift to process-centered approach.
34. Jewell, R. E., and others. Team Teaching English Across Grade Lines Using Selected Ability Groups and a Theme-Oriented Curriculum. Oregon: Bend Senior High School, 1965. (ERIC ED 003 842)
- Evaluates high ability seniors' writing and reading progress as well as other items after participation in honors team teaching program.
35. King, Barbara. Establishing a Writing Center on the Secondary Level. Paper presented at Annual meeting of Canadian Council of Teachers of English, Halifax, Canada, 1980. (ERIC ED 191 082)
- Describes how to establish writing center, focussing on location, staffing, and outfitting. Emphasizes individualized attention students should receive as key.

36. Kinneavy, James L. A Theory of Discourse. Englewood Cliffs, N. J.: Prentice-Hall, 1971.  
Defines various modes of discourse, and shows how appropriateness of response varies depending on the mode. A major part of the theoretical base for writing across the curriculum.
37. Krug, Clara. An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students. Paper presented at Meeting of the National Endowment for the Humanities, Glenside, PA: Beaver College Summer Institute for Writing in the Humanities, 1981. (ERIC ED 216 345)  
Describes computer assisted system of error prediction and analysis to improve college students' writing in both English and French; could be applied to writing in other content areas.
38. Kuhn, Thomas. The Structure of Scientific Revolutions. 2nd ed. Chicago: University of Chicago Press, 1970.  
Presents background for the emergence of new theories of teaching writing, such as the WAC movement.
39. Gally, Tim D. P., ed. Journal of Advanced Composition, Volume I, Number 1. Association of Teachers of Advanced Composition, 1980. (ERIC ED 199 743)  
Focuses on writing beyond required freshman composition course in seven articles ranging from classroom techniques to survey of advanced composition courses in higher education.
40. Maimon, Elaine P. "Talking to Strangers." College Composition and Communication, 30 (December 1979), 364-369.  
Advocates that freshman students be taught how to write academic discourse through multiple drafts of assignments and collaborative learning.
41. Martin, Nancy, and others. Why Write? London: London University and Schools Council, 1975. (ERIC ED 177 555)  
Discusses how purpose and audience effects changes in writing, evolving from writing across the curriculum project.
42. McIlvaine, Robert, and Frank Treccase. "English 101Z at Slippery Rock State College." Notes on Teaching English, 9 (May 1982), 14-16.  
Describes a team-taught special section of English 101 in which writing-to-learn techniques were used extensively.



43. McTeague, Frank, and Others. An Investigation of Secondary Student Writing Across the Curriculum and Some Suggestions for School Language Policies. Toronto: York Borough of Education, 1980. (ERIC ED 182 770)  
Surveys student writing in Canadian Secondary school and suggests ways to view and implement writing as a multi-stage process to developing literate intelligence and scholarly cognitive abilities requiring teacher response.
44. Medway, Peter, and Others. From Talking to Writing. London: London University and Schools Council, 1973. (ERIC ED 177 554)  
Examines differences between students' talk and writing in school, evolving from Writing Across the Curriculum Project.
45. Mueller, Roger. Come On Out -- The War's Over or Making Peace with English IA. Curriculum Publication No. 4. Berkeley: California University, 1971. (ERIC ED 184 116)  
Describes experiences in Bay Area Writing Project summer institute and their application to freshman composition class.
46. Odell, Lee. "The Process of Writing and the Process of Learning." College Composition and Communication, 31 (February 1980), 42-50.  
Offers suggestions that English faculty can give to instructors in other departments who want to improve student writing. The article especially concerns how writing assignments can be improved.
47. Parker, Robert P., Jr. Poetic Writing and Thinking. New Jersey: Rutgers State University, 1977. (ERIC ED 136 258)  
Suggests that poetic writing involves thinking processes useful in learning across entire range of organized knowledge, including typical subjects in school curriculum.
48. Pfister, Fred R., and Joanne F. Petrick. "A Heuristic Model for Creating a Writer's Audience." College Composition and Communication, 31 (May 1980), 213-220.  
Stresses how important an understanding of audience is if a student is to learn to be an effective writer both in and beyond freshman English.
49. Redish, Janice C., and Kathryn Rocette. Teaching College Students How to Write: Training Opportunities for Document Designers. Washington, D.C.: American Institutes for Research; Pittsburgh: Carnegie-Mellon Univ; New York: Siegel & Gale, Inc., 1979. (ERIC ED 192 333)  
Surveys writing programs, the degree to which process is emphasized in expository, business, professional, and technical writing and its effect.

50. Rose, Mike. Teaching University Discourse: A Theoretical Framework and a Curriculum. Paper presented at the Annual Meeting of the Canadian Council of Teachers of English, Ottawa, Canada, 1979. (ERIC ED 173 784)
- Breaks expository discourse into five components suitable for almost all writing required in a university. Freshman English should prepare students for all the types of writing assignments they will face while in the university.
51. Rosen, Lois. "An Interview with James Britton, Tony Burgess, and Harold Rosen: Closeup: The Teaching of Writing in Great Britain." English Journal, 67 (1978), 50-58.
- Reports discussion concerning the British Writing Project and the nature and teaching of writing.
52. Schlawin, Sheila A., ed. Writing Right Across the Curriculum, K-12. Poughkeepsie: Dutchess Co. Board of Cooperative Educational Services, 1980. (ERIC ED 199 700)
- Describes a teacher-created guide for improving writing skills at all grade levels, including 17 lesson plans.
53. Schwab, Gweneth. Measuring Density of Details in Composition and Content Courses. Paper presented at CCC. San Francisco, CA, 1982. (ERIC ED 214 171)
- Reveals that students write better papers, determined by density of detail, in content areas than in actual writing classes.
54. Shaughnessy, Mina P. Errors and Expectations: A Guide for the Teacher of Basic Writing. New York: Oxford University Press, 1977.
- Emphasizes the importance of writing for student success in all college courses. The basic writer is an academic beginner, and must do a great deal of writing and be allowed to make errors in order to finally master academic discourse.
55. Sinatra, Richard, and Sherry M. Howie. Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas. Paper presented at Annual meeting of the Plains Regional Conference of the International Reading Association, Bismarck, ND, 1980. (ERIC ED 207 003)
- Describes how visual presentations can achieve four stages of communication as defined in paper in any content area.
56. Smelstor, Majorie, ed. A Guide to Teaching the Writing Process from Pre-Writing to Editing. Madison: Wisconsin University, 1978. (ERIC ED 176 274)
- Suggests activities to use in three stages of composing process in addition to writing activities designed for particular content areas, at the elementary and secondary levels.

57. Smelstor, Marjorie, ed. A Guide to Using Models to Teach Writing. Madison: Wisconsin University, 1978. (ERIC ED 176 272)  
Focusses on teaching writing at elementary and secondary levels through models introducing ideas, patterns, and styles using specific examples.
58. Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." College Composition and Communication, 31 (December 1980), 378-388.  
Argues that student writers are not aware of the importance of revision, and that they should be taught to extensively revise their first drafts of assignments.
59. Tedlock, David. "The Case Approach to Composition." College Composition and Communication, 32 (October 1981), 253-261.  
Argues the benefits of this approach to writing, a traditional approach in such areas as law, psychology, and business, but not in English. States that cases are a more realistic type of composition that attempt to move the student out of English class.
60. Tighe, Mary Ann. A Survey of the Teaching of Composition in the English Classroom and in the Content Areas of Social Studies and Science. DAI Nov. 1979, 40A 2584A. University of Pittsburgh.  
Reports a survey of classroom practices in the teaching of writing in grades 7 through 12 in Western Pa. Survey confirms findings of James Britton about the writing of children ages 11-18.
61. Walpole, Jane R. "Content Writing." Teaching English in the Two-Year College, 46 (Fall 1981), 81-96.  
Suggests techniques to help freshman composition students write better in their non-English courses and in their careers.
62. Weiss, Robert H. Research on Writing and Learning: Some Effects of Learning-Centered Writing in Five Subject Areas. Paper presented at Annual Meeting of National Council of Teachers of English, San Fransisco, CA, 1979. (ERIC ED 191 073)  
Reports that frequency of writing in a subject will increase learning of a subject and that concepts written about are better learned in a study of college freshmen. Finds that more subject-area writing does not produce better writing or reduce writing apprehension.
63. Weiss, Robert H., and S. A. Walters. Writing Apprehension: Implications for Teaching, Writing, and Concept Clarity. Paper presented at College Composition and Communication Conference, Washington, D.C., 1980. (ERIC ED 189 619)  
Presents results of study of relationship between quantity of writing and writing apprehension, noting that increased amounts of learning-centered writing led to decreases in writing apprehension rather than increases as expected.

64. Woodman, Leonora. Using In-Service Workshops to Explore Common Concerns. Paper presented at College Composition and Communication Conference, Minneapolis, Minnesota, 1979. (ERIC ED 175 012)

States importance of universities' lead in providing in-service on the composing process for secondary teachers many of whom have had no formal training in the teaching of writing.

65. Young, Richard E., Alton L. Becker, and Kenneth L. Pike. Rhetoric: Discovery and Change. New York: Harcourt Brace Jovanovich, 1970. Applies linguistic concepts to the teaching of composition. One of the first books to view writing as a process.

## II. Writing-Across-the-Curriculum Theory

66. Aprleby, Arthur N. "Writing Across the Curriculum: The London Projects: ERIC/RCS Report." English Journal, 66 (1977), 81-85.

Summarizes and discusses the writing research out of the University of London Institute of Education.

67. Barnes, Douglas. "Language Across the Curriculum: The Teacher as Reflective Professional." English Quarterly, 13 (1980), 9-20. Focusses on language as both goal of and means of learning, presenting several strategies for developing language across curriculum program in schools.

68. Barnes, Douglas. Language, the Learner and the School. Penguin Papers in Education. Champaign, Ill: NCTE, 1969. (ERIC ED 030 643)

Explores how language is used by teacher, how it affects the student, and how it can integrate curriculum, including guidelines to help teachers encourage children to become confident readers, writers, speakers in all content areas.

69. Barnes, Douglas. "Problems in Putting Language Across the Curriculum into Effect." English Quarterly, 13 (1980), 21-25. Discusses impact of language across the curriculum programs on structure of schools.

70. Basile, Donald D. "Education as Literacy." Reading World, 20 (1980), 71-75.

Explores ways writing and reading can be integrated into content area courses to reverse the national decline in literacy.

71. Baum, Joan. "Interdisciplinary Studies, The Latest Experimental Rage." College Composition and Communication, 26 (February 1975), 30-33.  
Takes a less than enthusiastic position about such programs.
72. Beck, James P. "Theory and Practice of Interdisciplinary English." English Journal, 69 (February 1980), 28-32.  
Recommends that the English teacher should strive to cooperate with instructors in other disciplines when giving writing assignments.
73. Behrens, Laurence. "Memo From the Faculty Senate to the English Department." Freshman English News, 8 (Fall, 1979), 13-15.  
The Faculty Senate of American University states that the English Department does not adequately prepare freshmen for writing in the content areas.
74. Behrens, Laurence. "Writing, Reading, and the Rest of the Faculty: A Survey." English Journal, 67 (September 1978), 54-60.  
Reports a survey of American University faculty concerning their perceptions of student literacy. The survey was also designed to determine how much writing and what kind is being assigned by non-English instructors. The survey demonstrates strong interest in student writing by faculty from all disciplines.
75. Collins, Terrence. Necessity, Invention, and Other Mothers -- Going Interdepartmental. Paper presented at Minnesota Conference on Composition, 1977. (ERIC ED 149 354)  
Offers the rationale that for students to learn to write well in varied courses, the responsibility for teaching writing must be redefined as an institution-wide responsibility.
76. Greager, Joan G. "Teaching Writing is Every Teacher's Job." American Biology Teacher, 42 (May 1980), 273.  
Emphasizes that to retain and further develop writing skills learned in English class, students must continue throughout the curriculum to write regularly and frequently. Notes that evaluation of students' understanding of science is reflected through not only accumulation of facts, but also ability to communicate results of experimentation. Offers suggestions as to how writing and the sciences may be better integrated.
77. Diamond, Irene M., ed., and Others. Interdisciplinary Writing: A Guide to Writing Across the Curriculum. Madison: Wisconsin University, 1980. (ERIC ED 193 655)  
Provides rationale and activities for all subject area public school teachers, some recommending team teaching, others simple integration of teaching in content areas.



78. Donlan, Dan. "Teaching Writing in the Content Areas: Eleven Hypotheses for a Teacher Survey." Research in the Teaching of English, 8 (Summer 1974), 250-262.  
Argues that just as each content area teacher should be a reading teacher, so should he or she also be a writing teacher. An early survey of writing assignments in the content areas.
79. Eastman, Arthur M. The Foreign Mission of the University English Department. Paper presented at Annual Meeting of the Modern Language Association of America. New York, 1981. (ERIC ED 215 349)  
Emphasizes the need for English Departments to increase the involvement and training of high school English teachers and content area college faculty in the teaching of writing.
80. Fader, Daniel. The New Hooked on Books. New York: Berkley Publishing Co., 1976.  
Emphasizes the importance of writing in the content areas, as did Hooked on Books (1966).
81. Fulwiler, Toby, and Art Young, eds. Language Connections: Writing and Reading Across the Curriculum. Urbana, IL: NCTE, 1982.  
This book contains 12 essays and a select, annotated bibliography, including some items not listed in this bibliography. Essays generally are about types of writing and assignments that can be used in various subject areas.
82. Glatthorn, Allan A. Writing in the Schools: Improvement through Effective Leadership. National Association of Secondary School Principals. Reston, VA, 1981. (ERIC ED 208 416)  
Provides suggestions to secondary school administrators for implementing school-wide writing improvement effort.
83. Hairston, Maxine C., and Cynthia L. Selfe, eds. Selected Papers from the 1981 Texas Writing Research Conference. Austin, TX: Texas University, 1981. (ERIC ED 208 417)  
Presents several papers about paradigmatic issues, some relevant to writing across the curriculum.
84. Hirsch, E. D. Reading, Writing Cultural Literacy. Paper presented at the Annual Meeting of the Modern Language Association of America. New York, 1981. (ERIC ED 215 346)  
Explains how reading, writing and cultural knowledge are related, noting that the task of developing and increasing cultural literary is not the task of English teachers alone.



85. An Inservice Model for an Urban/Suburban System, Arlington Public Schools, Virginia, Parts I, II, and III. Teacher Corps Reports: Inservice Development Processes. VA: Arlington County Public Schools, 1977. (ERIC ED 143 662)  
Suggests that ways to teach four basic skills of reading, writing, computation, and study across discipline lines be used as basis for secondary in-service model.
86. Irmscher, William F. "Writing as a Way of Learning and Developing." College Composition and Communication, 30 (October 1979), 240-44.  
Argues that writing is a method of learning in all disciplines.
87. Jacobs, Suzanne E. "Writing Across the Curriculum: An Update: Closeup: The Teaching of Writing in Great Britain." English Journal, 67 (1978), 64-67.  
Describes three books generated by University of London's Writing Across the Curriculum Project.
88. Judy, Stephen N. The ABCs of Literacy: A Guide for Parents and Educators. New York: Oxford University Press, 1979. (ERIC ED 178 950)  
Suggests that elementary reading and writing ability is not sufficient preparation for today's world, and that to improve literacy instruction schools must effect drastic alterations in their methods.
89. Language Policies in Schools -- Some Aspects and Approaches. London: London University and Schools Council, 1977.  
Discusses aspects of Bullock Committee Report recommending the creation of a common language policy in the schools. Evolving from WAC Project, it focusses on relationship of language to thinking and learning and problems of assessment.
90. "A Language Policy Across the Curriculum." Curriculum and Research Bulletin, 7 (1972), 151-154.  
Discusses concern with teaching content which often fails to provide adequate opportunities for students to write from own experiences.
91. LeFevre, Karen Burke, and Mary Jane Dickerson. Until I See What I Say: Teaching Writing in All Disciplines. Burlington, VT: Univeristy of Vermont, IDC Publications, 1981.  
This book emphasizes the value of writing to learn exercises and assignments in all subject areas, and includes actual samples of some of these. This is a practical book.

92. Lehr, Fran. "ERIC?RCS Report: Writing as Learning in the Content Areas." English Journal, 69 (1980), 23-25.  
Offers strategies to content area teachers to integrate writing instruction into their classes to both improve writing and increase learning.
93. Maimon, Elaine P. "Cinderella to Hercules: Demythologizing Writing Across the Curriculum." Journal of Basic Writing, 2 (Spring/Summer 1980), 3-11.  
Suggests specific ways in which English faculty can convince other instructors of the value of WAC.
94. Martin, Nancy. "Getting It Across." Times Educational Supplement (London), 26 March 1976, 19-20.  
Discusses impact of writing across the curriculum project on school's general aims and existing ideas about language and learning.
95. Martin, Nancy. "Language Across the Curriculum: A Paradox and its Potential for Change." Educational Review, 28 (1976), 206-219.  
Discusses primarily theoretical problems of relationships among language teaching, research, and development.
96. Martin Nancy, Pat D'Arcy, Bryan Newton, and Robert Parker. Writing and Learning across the Curriculum 11-16. London: Ward Lock Educational, 1976.  
Emphasizes the importance of writing as a way of learning in all subject areas.
97. Martin, Nancy, and Others. From Information to Understanding: What Children Do With New Ideas. London: London University and Schools Council, 1974. (ERIC ED 177 552)  
Examines role of language in learning new ideas, evolving from Writing Across the Curriculum Project.
98. Meagher, E.M. The Development of a Writing Program: Obstacles and Possibilities. Paper presented at Annual Meeting of the College English Association. Houston, TX, 1982. (ERIC ED 215 365)  
Discusses the many responsibilities of a writing program director, including the development of faculty support for a writing across the curriculum program.
99. Pedersen, Elray L. Prospects for Sentence-Combining. Utah: Weber State College, 1978. (ERIC ED 168 014)  
Claims sentence-combining language experience as most beneficial tool currently available to improve student writing and speculates about value and effects of language-experience approach across the English curriculum.

100. Peroni, Patricia A. The Second Kind of Knowledge: The Role of Library Instruction in Writing Across the Curriculum. Paper presented at Meeting of National Endowment for the Humanities. Glenside, PA: Beaver College Summer Institute for Writing in the Humanities, 1981. (ERIC ED 217 487)  
Examines and suggests ways in which library search strategies contribute to student understanding of topics in variety of disciplines.
101. Press, Harriet Baylor. "Basic Motivation for Basic Skills: The Interdependent Approach to Interdisciplinary Writing." College English, 41 (November 1979), 310-313.  
Stresses the importance of relating writing to content in other courses through assigned readings and writing topics. Also notes the importance of other departments insisting that students write essays and papers in course work.
102. Roehler, Laura, and Others. How Do Teachers Spend Their Language Arts Time? Research Series No. 66. East Lansing: Michigan State University, 1979. (ERIC ED 189 620)  
Reveals through study of six elementary classrooms that time spent in language arts instruction, especially writing and integration of language arts with other subject matter varies considerably.
103. Schools Council Project: Writing Across the Curriculum 11-16, 2nd ed. London: Ward Lock Educational, 1976.  
Gives practical suggestions for establishing a WAC program in a series of 6 pamphlets.
104. Shafer, Robert. "A British Proposal for Improving Literacy." Educational Forum, 46 (1981), 81-96.  
Outlines major concepts in British effort to improve literacy, including the connection of writing to learning.
105. Smith, Christine C., and Thomas W. Bean. "The Guided Writing Procedure: Integrating Content Reading and Writing Improvement." Reading World, 19 (1980), 290-294.  
Describes technique to integrate content teaching and writing improvement, providing a series of sequential steps to implement.
106. Stewart, Murray F., and Hayden L. Leaman. Teachers' Writing Assessments Across the High School Curriculum. (ERIC ED 204 751)  
A study of the differences in quality rating that high school business, English/social studies, and mathematics/science teachers gave to samples of written argument by college freshmen.

107. Stock, Patricia L., ed. Forum: Essays on Theory and Practice in the Teaching of Writing. Upper Montclair, New Jersey: Boynton/Cook, 1983.  
A collection of essays, some expanded, from the newsletter Forum. Many of the essays deal with WAC. There is a section of 10 essays "On Writing as a Way of Learning."
108. Styles, Ken, and Gray Cavanaugh, "Language Across the Curriculum: The Art of Questioning and Responding." English Journal, 69 (February 1980), 24-27.  
Describes and analyzes the use of language to improve thinking in content areas.
109. Tighe, M.A. and S. M. Koziol, Jr. "Practices in the Teaching of Writing by Teachers of English, Social Studies, and Science." English Education, 14 (1982), 76-85.  
Summarizes results of survey of content area teachers' theory and actual use of writing in classroom.
110. Tschumy, Ruth D. "Writing Across the Curriculum -- What's in a Name?" NASSP Bulletin, 66 (1982), 63-70.  
Emphasizes importance of all teachers' participation in using writing as a tool, reviews writing across curriculum movement, and suggests ways to implement.
111. Vacca, Linnea, and Others. Papers from Saint Mary's College Writing Seminar. Paper presented at College Composition and Communication Conference, Minneapolis, Minnesota, 1979. (ERIC ED 176 311)  
Presents English and content areas teachers' rationale that writing may be taught throughout various disciplines, along with course descriptions and objectives.
112. Walvoord, Barbara E. Fassler. Helping Students Write Well: A Guide for Teachers in All Disciplines. New York: The Modern Language Association of America, 1982.  
Based on the concept that writing is an important mode of learning in all disciplines. Advises instructors in economics, physical education, literature, biology, history, or any other discipline how to make and respond to writing assignments.
113. Weiss, Robert H. "Writing in the Total Curriculum: A Program for Cross-Disciplinary Cooperation." In Eight Approaches to Teaching Composition, edited by Timothy R. Donovan and Ben W. McClelland, Urbana, IL: NCTE, 1980, 133-149.  
States that the English Department should take the lead in tactfully suggesting that instructors in other departments use writing in their classes in order to create a cross-disciplinary writing environment. He suggests that freshman English be in part a service course to teach all sorts of academic writing, through a case approach.

114. Weiss, Robert H., and S. A. Walters. Research on Writing and Learning: Some Effects of Learning-Centered Writing in Five Subject Areas. Paper presented at Annual Meeting of National Council of Teachers of English, San Francisco, CA, 1979. (ERIC ED 191 073)
- Reveals through study that frequency and amount of learner-centered writing about subject will increase learning about subject and understanding concepts.
115. Weiss, Robert H., and S. A. Walters. Writing to Learn. Paper presented at Annual Meeting of American Educational Research Association, Boston, MA, 1980. (ERIC ED 191 056)
- Present results of a study on the effects of subject-related writing on learning, writing performance, and writing apprehension for college freshmen. The study found increased writing in a subject area led to increased understanding of the subject.
116. Williams, Jeanette T. "Learning to Write, or Writing to Learn?" : A Critical Analysis and Evaluation of the Schools Council Project of Written Language of 11 to 18 year olds and its development project, "Writing Across the Curriculum." (ERIC ED 168 028)
- Analyzes critically Writing/Language Across the Curriculum Project, concluding its prime value is its position on language as a powerful heuristic for teachers and research.
117. Writing Competently Across the Curriculum: A Handbook for Teachers in the Content Areas. Experimental Curriculum Bulletin. Brooklyn: New York City Board of Education, 1980. (ERIC ED 191 090)
- Offers help to content area teachers to extend development of writing skills beyond English classroom and to help students pass New York State Regents Competency Test in Writing.
- III. Institution-Wide Programs
118. Association of American Colleges. The Forum for Liberal Education: Comprehensive Writing Programs. Washington, D.C.: AAC, 3,6, April 1981.
- Issue contains detailed descriptions of 24 comprehensive writing programs at colleges across the country.
119. Burnham, Christopher G. Tapping Non-English Faculty Resources in the Literacy Crusade. Paper presented at College Composition and Communication Conference, Dallas, TX, 1981. (ERIC ED 202 002)
- Describes a program at Stockton State College in which faculty receive information and instruction in the teaching of writing. On a rotating basis, volunteer non-English faculty staff basic writing courses.
120. D'Arcy, Pat. "Going Back Inside." Times Educational Supplement (London), 28 Jan. 1977.
- Examines from classroom perspective writing across the curriculum project.



121. Defeaver, Susanna Mason. A College Takes a Community Approach to Writing. Paper presented at Michigan Council of Teachers of English Boyne Highlands Conference. (ERIC ED 217 921)  
Describes activities instituted by a community college to increase the importance of writing, involving a survey, dissemination of materials about writing to faculty, communication with secondary schools, and institution of a refresher course without remedial label.
122. Ferlazzo, Paul J. Writing Across the Curriculum from the Point of View of a Department Chair. Paper presented at Annual Meeting of the College English Association, Houston, TX, 1982 (ERIC ED 215 368)  
Describes the success of a university and state funded WAC project consisting of training sessions for non-English faculty, a discussion series on solving the writing crisis, and the establishment of a writing center.
123. Fincke, Gary. "Writing Across the Curriculum in High School." Clearing House, 56 (October 1982), pp. 71-73.  
Describes such a program, and states how content area teachers should be involved.
124. Fletcher, David. "Interdisciplinary Perspectives in Teaching High School English." English Journal, 69 (February 1980), 81-84.  
Describes interdisciplinary English programs in five areas, and includes a bibliography.
125. Forman, Janis. "Notes Toward Writing Across the Curriculum: Some Collaborative Efforts." Journal of Basic Writing, 2 (Spring/Summer 1980), 12-21.  
Describes the WAC program at Goucher College. In this program English majors tutor students in other disciplines.
126. Gordon, Joseph W., and Linda H. Peterson. "Writing At Yale: Past and Present." ADE Bulletin, 71 (1982), 10-14.  
Describes development of a writing program that works from a writing-across-the-curriculum basis, drawing on sources beyond the English Department.
127. Griffin, C.W. "Being There." Freshman English News, 9 (1980), 20-21.  
Describes team teaching approach to teaching WAC.
128. Herrington, Anne J. "Writing to Learn: Writing Across the Disciplines." College English, 43 (April 1981), 379-387.  
Describes the WAC program at Johnson State College. Points out that the primary purpose of all writing assignments should be to discover and to learn.



129. Holzman, Michael. "Articulating Composition." College English, 45 (March 1983), 288-295.  
Describes the evolution of the WAC program at the University of Southern California. In this program sections of freshman composition are paired with general studies sections through co-registration.
130. Maimon, Elaine P. Administering a Cross-Disciplinary Writing Program. Paper presented at the Annual Meeting of the CCCJ Minneapolis, Minnesota, April 1979. (ERIC ED 172 253)  
Emphasizes the importance of the English Department in establishing a program such as the one at Beaver College.
131. Maimon, Elaine P. Writing, Learning, and Thinking at Beaver College. Paper presented at Annual Meeting of College English Association, Savannah, GA, 1979. (ERIC ED 175 054)  
Describes the semester long teaming effort of cross-curriculum faculty to improve student writing. Reports that the program gave students more practice in writing and helped faculty become more attuned to their similarities and differences as thinkers and writers.
132. Marland, Michael. Language Across the Curriculum: The Implementation of the Bullock Report in the Secondary School. London: Heinemann Educational, 1977.  
Various authors advise secondary teachers about how to implement a WAC program in secondary school.
133. Martin, Nancy. "Language Across the Curriculum: A Paradox and its Potential for Change." English in Australia, 38 (1976), 7-18.  
Reviews one secondary WAC project and recommends that school districts mandate language development as every teacher's responsibility regardless of content area.
134. Martin, Nancy. "Writing Across the Curriculum: The Project -- History and Findings." English in Australia, 30 (1975), 19-27, 37-42.  
Discusses development and results of WAC Project.
135. Matlak, Richard E., and others. Components of a Successful Interdisciplinary Composition Program. Paper presented at the Annual Meeting of the MLA, New York, 1978. (ERIC ED 170 750)  
Describes the general education program in Boston University's College of Basic Studies. In this program the rhetoric and content area instructors work together to improve student writing in all subject areas.

136. "Other Departments . . . Other Ways." ADE Bulletin, 69 (1981), 30-40.  
Describes several approaches to developing writing programs including WAC program at Pennsylvania's Beaver College.
137. Parker, Robert P. and Vera Goodkin. "Writing Across the Curriculum Programs in New Jersey's Public Colleges." Community/Junior College Research Quarterly, 5 (1981), 323-330.  
Compares English and American programs and surveys cross-disciplinary programs in two and four year colleges throughout New Jersey.
138. Pfister, Fred R. Your Best Defense is a Good Offense: Involving Other Disciplines in Teaching Writing Skills. Paper presented at the Annual Meeting of the CCCC, Denver, 1978. (ERIC ED 159 701)  
Describes methods planned by the School of the Ozarks to develop a WAC program.
139. Reynolds, William. "The Language Game: Policy #6146." English Journal, 69 (1980), 83-85.  
Describes WAC program developed in response to a directive to include writing in all subject areas at all grade levels.
140. Rose, Mike. "Remedial Writing Courses: A Critique and a Proposal." College English, 45 (February 1983), 109-128.  
Describes how the remedial writing program at UCLA requires students to write on academic topics rather than to write only expressive essays.
141. Scheffler, Judith A. "Composition with Content: An Interdisciplinary Approach." College Composition and Communication, 31 (February 1980), 51-57.  
Describes such a program at Temple University.
142. Sheckels, Theodore F. "The Importance of Freshman Composition in a 'Writing-Across-The-Curriculum' Program." Arizona English Bulletin, 22 (May 1980), 148-151.  
Describes the role of the freshman composition course in the WAC program at Beaver College, giving specific advice on instructional strategies.
143. Sparber, Ilona. "Putting Language Across the Curriculum into Practice." English in Australia, 58 (1981), 62-66.  
Relates language across the curriculum strategies that teachers of Northern Territory of Australia use.

144. Trivisonna, Ann M. A Humanities Sequence for Adults at Ursuline College. Paper presented at CCCC, San Francisco, CA, 1982. (ERIC ED 216 386)  
Describes interdisciplinary program incorporating writing throughout in the humanities for returning adult students.
145. Weiss, Robert H. "The Humanity of Writing: A Cross-Disciplinary Program." Improving College and University Teaching, 27 (Fall 1979), 144-147.  
Reviews West Chester State College's evolving cross-disciplinary writing program. He describes stages and strategies of development, emphasizing a writing consultancy as one major successful component of the program.
146. Young, Art. Teaching Writing Across the University: The Michigan Tech Experience. Paper presented at Annual Meeting of College English Association, Savannah, Georgia, 1979. (ERIC ED 176 298)  
Describes "teacher centered" WAC program whose primary aims are to educate teachers of all disciplines in functions and processes of language, to provide pedagogical assistance, and follow-up experience to create a community of aware teachers.
- IV. Writing in the Content Areas
147. Bennett, Susan G. "Reading and Writing at a Snail's Pace." English Journal, 69 (February 1980), 42-43.  
Describes how the observation of garden snails can be used in writing assignments.
148. Beyer, Barry. Back-To-Basics in Social Studies. Boulder, Colorado: Social Science Education Consortium, 1977.  
Stresses the importance of teaching reading, writing, and learning in social studies. Specifies how writing assignments should be given for the best learning results.
149. Beyer, Barry K., and Anita Brostoff. "The Time It Takes: Managing/Evaluating Writing and Social Studies." Social Education, 43 (March 1979), 194-97.  
Emphasizes the importance of writing-to-learn as well as oral classroom activities.
150. Brostoff, Anita, and Barry K. Beyer. "An Approach to Integrating Writing Into A History Course." Journal of Basic Writing, 2 (Spring/Summer 1980), 36-52.  
Describes such a writing history course at Carnegie Mellon University.
151. Brostoff, Anita. Thinking Through Writing: A Report on the Project, Its Evaluation, and its Uses. 1981 (ERIC ED 214 173)  
Reviews favorably results of a Thinking Through Writing Project designed to improve thinking and writing skills of students enrolled in a secondary school English and social studies class which functioned as a team.

152. Brown, Michael R. Writing and Science: A Freshman Writing Course for Science Majors. Paper presented at the Annual Meeting of the CCCC, St. Louis, 1975. (ERIC ED 103 901)  
Describes a course entitled "Writing and Science" at Western Michigan University which has an emphasis on linguistics and includes writings in a variety of modes besides the scientific.
153. Cadwallader, Mervyn, and Allen C. Scarborough. "Teaching Writing Within a Sociology Course: A Case Study in Writing Across the Curriculum." Teaching Sociology, 9 (1982), 359-82.  
Describes the integration of writing within a sociology course. Students free-write, write weekly within groups, and compose final papers.
154. Carlisle, E. Fred. "Teaching Scientific Writing Humanistically: From Theory to Action." English Journal, (April 1978), 35-39.  
Gives rationale and methods for so doing.
155. Carlisle, E. Fred, and Jack B. Kinsinger. "Scientific Writing: A Humanistic and Scientific Course for Science Undergraduates." Journal of Chemical Education, 54 (October 1977), 632-634.  
Describes such a course at Michigan State taught by the English and science departments.
156. Castaldi, Theresa M. Strategies for Exploring the Concept of Culture through the Writing Process. Paper presented at Beaver College Summer Institute for Writing in the Humanities, Glenside, PA, 1981. (ERIC ED 215 343)
157. D'Arcy Pat. The Examination Years: Writing in Geography, History and Social Studies. London: London University and Schools Council, 1978. (ERIC ED 177 567)  
Discusses changing state of art of writing in these three areas due to WAC Project.
158. DiYanni, Robert. "Sound and Sense: Writing About Music." Journal of Basic Writing, 2 (Spring/Summer 1980), 62-71.  
Describes a course entitled "Writing About Music" at Queens College, CUNY. In this course students write about music imitating "the sounds, texture, and forms of music."
159. Especially for Teachers: ERIC Documents on the Teaching of Writing 1966-1981. Urbana, ILL: ERIC Clearinghouse on Reading and Communication Skills, 1982.  
The section "Writing in the Content Areas," pp. 75-79, contains additional related items not included in this bibliography.
160. Parkas, David. A Course and Curriculum in Advanced Technical Communication. Paper presented at CCCC, San Francisco, CA, 1982. (ERIC ED 215 360)  
Describes upper-level technical communication course in which students actively engage in writing to explore this area and develop increased writing skills.

161. Geeslin, William E. "Using Writing About Mathematics as a Teaching Technique." Mathematics Teacher, 70 (February 1977), 112-115.  
Demonstrates the effectiveness of writing-to-learn techniques.
162. Giroux, Henry A. "Writing and Critical Thinking in the Social Studies." Curriculum Inquiry, 8 (Winter 1978), 291-310.  
Examines value of writing-to-learn exercises in social studies.
163. Hamilton, David. "Interdisciplinary Writing." College English, 41 (March 1980), 780-796.  
States his belief that writing science is a primary way in which the scientist comes to really formulate and establish what he knows. Explores a continuum reflecting modes in which writing and science may be integrated. He describes the teacher of writing in science as 1) the editor, 2) the lay audience, and 3) the initiator of problems that can be worked through and written about in the form of science.
164. Hamilton, David. "Writing Science." College English, 40 (September 1978), 32-40.  
Stresses the importance of scientists' writing giving a better account of what they are learning by shifting from their reductive style to one that makes explicit the whole of the work rather than focussing just on parts. He states that scientists should write for science rather than from science to help them formulate knowledge more thoroughly and coherently.
165. Hamilton, David. "Writing Science II." Journal of Education, 162 (Spring 1980), 96-113.  
Written in the structure often used in scientific journals, author reviews what scientists say about their own writing. Concludes that student scientists need to become better readers and read to explore writing through the mode of the research paper.
166. Harley, Katherine Howland. "Theory and Practice of Writing Across the Curriculum: Humanities/Composition LINK at Saginaw Valley State College, 1977-1980." DAI, 42 (1981), 2543A (University of Michigan).  
Describes the LINK program at Saginaw Valley State College, which joins freshman composition courses with humanities courses in order to improve student writing and learning.
167. Hirsch, Kate Ferguson. "Writing About the Law: A Composition Course for Pre-Law Students." Journal of Basic Writing, 2 (Spring/Summer 1980), 82-94.  
Describes how the case study method has been adapted to the composition course "Writing About the Law" at Queens College, CUNY.
168. Hoffman, Eleanor M. "Writing for the Social Studies." College Composition and Communication, 28 (May 1977), 195-97.  
Description of a Freshman English class for social science majors.



169. Judy, Stephen N. "Science Writing and the English Teacher." English Journal, 67 (April 1978), 4-8.  
States that scientific writing can be taught by English instructors. He presents some studies and makes some suggestions.
170. Kirscht, Judith M. Perception and Evaluation: Writing to Develop Thinking Skills. Paper presented at National Endowment for the Humanities. Glenside, PA: Beaver College Summer Institute for Writing in the Humanities, 1981. (ERIC ED 215 345)  
Describes course in which students explore how they think, what they think, what they believe and the role of language through writing.
171. Language and Learning in the Humanities. Papers for a Seminar with Humanities Teachers (Essex, England, February, 1975). (ERIC ED 177 551)  
Concerns ways to make learning more accessible to more students more of the time through language activities developed by geography, history, and English teachers in a seminar; a response to the WAC Project.
172. Licata, Kenneth. "Writing Is Part of Literacy, Too!" The Science Teacher, 47 (February 1980), 24-26.  
Gives practical suggestions on ways to teach writing in middle school science courses.
173. Martin, Nancy, and others. Writing in Science Papers From a Seminar with Science Teachers (Essex, England, May 1974). London: London University and Schools Council, 1975. (ERIC ED 177 556)  
Discusses impact of writing as a learning activity in the field of science as result of WAC Project.
174. Maxwell, Rhoda, and Stephen Judy. "Science Writing in the English Classroom: EJ Workshop." English Journal, 67 (April 1978), 78-81.  
The April 1981 issue of English Journal contains many articles such as this one on teaching scientific and technical writing. Not all of these articles are included in this bibliography.
175. Miller, Carolyn R. "A Humanistic Rationale for Technical Writing." College English, 40 (February 1979), 610-617.  
Suggests that the teaching of technical writing can be improved by viewing it in a broader humanistic context.
176. Nold, Ellen W. Nuts and Normals: Helping Them Teach Writing Across the Curriculum. Paper presented at Annual Meeting of the Modern Language Association, San Francisco, CA, 1979. (ERIC ED 185 545)  
Describes a program to implement writing instruction in engineering classes. Focusses on training for engineering faculty who would teach and training for tutors used in classes in which faculty would not teach writing.



Leiff, John D. "The In-Course Writing Workshop in a Program of Writing Across the Curriculum." Journal of Basic Writing, 2 (Spring/Summer 1980), 53-61.

Describes the History Department's colloquium on the Indochina conflict taught as an upper level writing course at the University of Michigan.

Cross, Frederick C., and Mitchell N. Jarosz. "Integrating Science Writing: A Biology Instructor and an English Teacher Get Together." English Journal, 67 (April 1978), 51-55.

This course in science writing was taught at Delta College.

Wahler, Ruth. "Art and the Written Word." Journal of Basic Writing, 2 (1980), 72-81.

Describes an art history class which incorporates writing poetry to explore art as expression.

Wotrung, Anne Miller. Writing to Think about High School Chemistry. M.A. thesis from George Mason University, VA, 1980 (ERIC ED 197 352)

Describes effects of writing in chemistry class as a learning process. Positive effects suggest teacher consideration of this strategy.

Wenger, Robert J., and Christopher Clark. Reflective Journal Writing: Theory and Practice. Institute for Research on Teaching, Michigan State University, 1981. (ERIC ED 208 411)

Explores the use of the journal as an effective tool for learning in any discipline. Specifically notes its use in education courses. Also examines journal writing as an effective tool for professional development.

#### Wrtty Development

Andrews, Deborah C. Writing Workshops for Engineering and Business Faculty. Paper presented at College Composition and Communication Conference, Minneapolis, Minnesota, 1979. (ERIC ED 172 210)

Explains how to deal in workshops with faculty objections to implementing writing instruction in classroom on perceived work overload.

Blake, Robert W., and Frederick B. Tuttle, Jr. Composing as the Curriculum: The Albion Writing Project. Program prepared at State University of New York College at Brockport. (ERIC ED 146 590)

Describes a series of workshops on the teaching of writing for elementary and secondary teachers.

Biggs, James, and others. Survey: Writing in the Content Area. Paper presented at Annual Meeting of the Wisconsin Council of Teachers of English, LaCrosse, WI, 1981. (ERIC ED 207 062)

Reports results of survey administered to determine in-service needs of non-English faculty for a WAC program.

185. Canuteson, John A. A College-Wide Review of Writing Instruction and the Adoption of a New Program in Writing Instruction at a Four-Year Liberal Arts College. (ERIC ED 177 561)  
Describes faculty forums held at William Jewell College to determine what is effective writing, to explore multi-disciplinary instruction and to consider a proficiency exam. Includes a rationale for not teaching remedial courses and the advantages of a writing program.
186. Connelly, Peter J., and Donald C. Irving. "Composition in the Liberal Arts: A Shared Responsibility." College English, 37 (March 1976), 668-70.  
Describes faculty development seminars at Grinnell College.
187. Delmar, P. Jay. "Composition and the High School: Steps Toward Faculty-Wide Involvement." English Journal, (November, 1978), 36-38.  
Suggests that setting up a committee of faculty members in various disciplines is a good way to involve all faculty in the teaching of writing.
188. Dick, John A. R. Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop. Paper presented at Meeting of the National Endowment for the Humanities. Glenside, PA: Beaver College Summer Institute for Writing in the Humanities, 1981. (ERIC ED 216 346)  
Describes college faculty workshop on developing cross-disciplinary writing program focussing on understanding student writing problems, establishing writing guidelines, and sequencing the writing process in a syllabus.
189. Donlan, Dan. How to Involve Other Departments in Helping You Teach Writing. Paper presented at the Annual Meeting of the NCTE, Chicago, 1976. (ERIC ED 145 452)  
Gives practical suggestions for involvement of non-English faculty through preparing a rationale, giving a writing-attitude inventory, compiling a needs assessment for each department, and developing an in-service program.
190. Donlan, Dan. The English Teacher as a Writing Consultant to Other Departments -- A Beginning. Research study conducted at University of California, Riverside, 1976. (ERIC ED 122 302)  
A guide for a science teacher prepared by an English teacher. For other, related research by Donlan see ERIC ED 122 303, 122 305, 122 306, 123 635.
191. Freisinger, Randall. "Cross-Disciplinary Writing Workshops: Theory and Practice." College English, 42 (1980), 154-56, 161-66.  
Explains and emphasizes language for learning, noting need for increased writing in all disciplines preceded by staff preparation to implement.

192. Freisinger, Randall R. "Cross-Disciplinary Writing Workshops: Theory and Practice." College English, 42 (October 1980), 154-166.  
Shows that faculty members can be interested in WAC by being informed about how writing aids learning. Specifies the knowledge that leaders of faculty development workshops must have, and says that workshops should cover both theory and practical application.
193. Fulwiler, Toby, and Robert Jones. "Faculty Workshops in Writing." Freshman English News, 8 (Fall 1979), 3-4.  
Describes WAC workshops at Michigan Technological University.
194. Fulwiler, Toby. "Showing, Not Telling, at a Writing Workshop." College English, 43 (January 1981), 55-63.  
Gives many helpful and practical suggestions about how faculty members from all disciplines can be encouraged to make greater use of writing in their classes.
195. Fulwiler, Toby, and Robert Jones. "Writing in Biology: A Seminar." College Composition and Communication, 30 (October 1979), 308-310.  
Reviews the structure and results of a seminar for biology teachers at Michigan Technological University. They discovered that biology teachers' identification of writing problems and offered solutions are consistent with current writing pedagogy.
196. Lamb, Catherine E. "Initiating Change as a Writing Consultant." College English, 45 (March 1983), 296-300.  
The author spent a year working on an individual basis with Albion College faculty members as a writing consultant.
197. Loux, Ann Kimble. Third Party Evaluation in a Cross Disciplinary Writing Program. Paper presented at the Annual Meeting of the CCCC, Minneapolis, Minnesota, April, 1979. (ERIC ED 172 208)  
Faculty members in a cross-disciplinary undergraduate writing program were trained to use agreed upon criteria for evaluating student writing.
198. Maimon, Elaine P., and Barbara F. Nodine. Measuring Behavior and Attitude in the Teaching of Writing among Faculties in Various Disciplines. Paper presented at Annual Meeting of the MLA, New York, 1978. (ERIC ED 167 999)  
Summarizes the results of a college-wide survey administered at an institution about to implement a WAC program. The survey revealed that most faculty agreed that writing needed to be taught college wide.

199. Maimon, Elaine P. "Writing in All the Arts and Sciences: Getting Started and Gaining Momentum." WPA: Writing Program Administration, 4 (Spring 1981), 9-12.  
Suggests how to stimulate interest in teaching the writing process among instructors in all disciplines. Details steps that can be taken to lead up to faculty development workshops.
200. McManus, Barbara F., and Katherine U. Henderson. Faculty Workshops in the Teaching of Writing at the College of New Rochelle: A Report to the Profession on an NEH-funded Program to teach the Entire Liberal Arts Faculty the Pedagogy of Writing. New Rochelle, NY, 1981.  
These workshops were designed to inform faculty about the importance of writing in all disciplines and to train faculty from disciplines other than English to teach writing courses. The workshops were not as successful as the originators hoped they would be.
201. Moore, Beatrice S. "Making Changes in Writing Programs." Notes on Teaching English, 9 (May 1982), 9-12.  
Suggests how writing workshops can be used to change teachers' attitudes so that they see writing as a way of learning.
202. Nochimson, Martha. "Writing Across the Curriculum: Two Programs." Journal of Basic Writing, 2 (Spring/Summer 1980), 22-35.  
Describes two WAC programs (at the College of New Rochelle and Drew University) in which faculty workshops dispelling misconceptions about writing and teaching evaluation are highlighted. Gives practical suggestions for obtaining funds for faculty development workshops.
203. Raimes, Ann. Writing Across the Curriculum: The Experience of a Faculty Seminar. Paper presented at the Annual Meeting of the CCCC, Minneapolis, Minnesota, 1979. (ERIC ED 176 327)  
Describes a semester long program for teachers in varied academic disciplines at Hunter College. The participants primarily worked on designing and critiquing student writing assignments, generating recommendations on WAC at the end of the semester.
204. Robertson, Linda R. Stranger in a Strange Land or Stimulating Faculty Interest in Writing Across the Curriculum. Paper presented an Annual Meeting of Wyoming Conference on Freshman and Sophomore English, Laramie, WY, 1981 (ERIC ED 211 996)  
Notes that all WAC programs involve enlisting faculty cooperation. Offers suggestions on how to accomplish this.
205. Rose, Mike. "When Faculty Talk About Writing." College English, 41 (November 1979), 272-279.  
Reviews the results of a series of meetings following a conference at UCLA attended by faculty across disciplines interested in student writing. Participants focussed on how student prose should be evaluated, how instruction should be organized, who should take responsibility, and how teaching WAC should be done.

206. Spanjer, Allan, and Carolyn Boiarsky. Improving the Teaching of Writing in Your Own School: A Staff Development Program. (ERIC ED 214 199)

Outlines plan to construct inservice programs in high school to improve writing instruction with a WAC approach.

207. Stanfill, Silver. Working with Content-Area Colleagues or What's a Teacher Like You Doing in a Course Like This? Paper presented at the Annual Meeting of the Western College Reading Association, Long Beach, CA, March, 1978. (ERIC ED 154 353)

Describes how a reading and writing instructor worked with content-area teachers to improve instructions. Offers practical suggestions for others who might want to try such missionary work.

208. Weiss, Robert, and Michael Peich. "Faculty Attitude Change in a Cross-Disciplinary Writing Workshop." College Composition and Communication, 31 (February 1980), 33-41.

Describes a successful faculty development workshop for 25 faculty at West Chester State College in June of 1978. West Chester's writing emphasis courses in a variety of disciplines developed from this workshop.

209. Withim, Philip. From Expression to Fact: The Role of Expressiveness in Referential Writing. Paper presented at the National Endowment for the Humanities. Glenside, PA: Beaver College Summer Institute for Writing in the Humanities, 1981. (ERIC ED 215 344)

Describes faculty development workshops for WAC in which expressiveness is offered as an effective pedagogy from which to integrate writing into content areas.

## VI..Textbooks

210. Behrens, Laurence, and Leonard J. Rosen, eds. Writing and Reading Across the Curriculum. Boston: Little, Brown 1982.

The first reader designed for a freshman composition with an interdisciplinary design.

211. Field, John, and Robert Weiss. Cases for Composition. Boston: Little, Brown, 1979.

The first textbook using the case approach to teaching composition. It includes 50 cases that ask students to place themselves in a specific context for writing. The cases involve various areas of campus life.

212. Maimon, Elaine; Gerald Belcher; Gail Hearn; Barbara Nodine; and Finbarr O'Connor. Writing in the Arts and Sciences. Boston: Little, Brown, 1981.

Textbook specifically designed to be used in the freshman composition course of a school that has an inter-disciplinary writing program.



213. Tedlock, David, and Paul Jarvie. Casebook Rhetoric: A Problem Solving Approach to Composition. New York: Holt, Rinehart and Winston, 1981.

Contains 50 cases that place student writers in a context other than freshman English class.

214. Woodson, Linda. From Cases to Composition. Glenview, IL.: Scott, Foresman and Company, 1982.

The most recent of the case rhetorics. Author includes 49 cases designed to appeal to student interests.

#### VII. Newsletters

215. Harris, Muriel, ed. The Writing Lab Newsletter. West Lafayette, Ind.: Purdue University, Department of English.

Newsletter concerns itself with innovative ideas in teaching writing, including ideas related to WAC.

216. Koon, Helene, ed. Crosscut: Writing Across the Disciplines. San Bernardino, CA: California State College, San Bernardino, Department of English.

Newsletter, which is published twice a year, devoted exclusively to WAC.

217. Stock Patricia, ed. forum. Ann Arbor, Michigan: University of Michigan, The English Composition Board.

Issued since the fall of 1979, this newsletter has published many articles dealing with WAC. See the new book edited by Stock listed as item 107.