

Ways of Collaborating

Frequently Writing Across the Curriculum programs develop from collaborative efforts. Teachers work together across or within disciplines to develop a new course or program of study or curriculum; instructors in different settings, such as high school and college, join forces to create new educational experiences; computers and writing centers offer new contexts for mutual projects. Whatever form it takes, collaboration brings disparate individuals and groups together and combines the strengths of several to produce more than a single person could. The chapters in this section demonstrate how various types of collaboration work to create effective WAC programs.

George Wilson opens this section by tracing the development and results of four collaborative projects, art-English, history-English, English-elementary, and an international project. Steve Pearse describes several collaborative projects aimed at integrating WAC into a student-centered thematic approach to learning. In chapter 8 Barry Gadlin, Linda Ashida, Barry Brown, Jack Elliott, Bernie Kelly, Chris Kelly, Sue Gates, Mary Beth Khoury, Robert Korahk, and Charles Widlowski explain how they worked as a team to increase student achievement by developing a WAC program. Rae Bruce and Rodney Mansfield show how English and science teachers can work together to develop an environmental science course. Mary Kollar details her collaboration with a college instructor to develop a literature program that gives prominence to WAC. In chapter 11 Eve Coleman and Jeanne Sink offer suggestions on how college and high school teachers can use computers to help students reach a wider audience with their writing. Another school-college collaboration appears in the final chapter, as Barbra Morris, George Cooper, Constance Childress, Mary Cox, and Patricia Williams describe how they moved from theory to implementation of a WAC program.