

Ways of Implementing Programs

Collaborations among teachers frequently lead to the sustained relationships that underlie Writing Across the Curriculum programs. The move from individual classroom WAC activities to a school or district WAC program involves a complex array of support systems, teacher initiative, and administrative advocacy. While much of this development operates by local rules, there is still a great deal to be learned from the ways groups of teachers have worked together to develop WAC programs that extend across schools or districts. The chapters in this section describe how particular programs took shape and in so doing suggest how others might do likewise.

In the opening chapter Betty Beck delineates the role of the school writing center in fostering WAC in many classrooms. Gloria Caldwell, Melissa Delosche, Lyn Zalusky Mueller, and Edwin Epps consider the roles played by many individuals in developing a school WAC program. In chapter 15 Pamela Farrell-Childers, Peter LaRochelle, Cissy May, Catherine Neuhardt-Minor, Lance Nickel, and David B. Perkinson outline a three-year plan for developing a school WAC program and describe strategies being used in art, chemistry, mathematics, and biology. The development of another school WAC program is detailed by Elizabeth Clifford, Dean Ellerton, Heather Prescott, Anna Romano, and Hilary Russell. Judy Buchanan and Andrew Gelber underline the importance of partnerships as they explain the development of a district-wide WAC program initiated in 1984. In chapter 18 Nana Hilsenbeck explains how a district-wide WAC program began, developed, survived, and changed during the last decade. Finally, James Upton's letter to colleagues offers definitions, questions, and imperatives for individuals beginning a WAC program.