



# Letter from the Editors

**Sharon Quiroz**  
**Michael Pemberton**

Dear Subscribers,

Things have changed a bit at *LLAD* this summer. Most important, Michael and Sharon will be joined by Rebecca Stephens, our new managing editor from Washington State University. Susan McLeod has kindly provided funding for this new position, and Becky, a new Ph.D. with lots of computer expertise and general abilities that Michael and Sharon are thrilled about!! This means you will be seeing *LLAD* all over the place now. Becky will be hunting you down for manuscripts, and subscriptions. You'll like her.

So, the lineup looks like this: Sharon is mostly responsible for the manuscript process, Michael for production, and Rebecca for soliciting manuscripts and subscriptions. But we all do some of everything.

Also, Sharon has moved to the Illinois Institute of Technology, taking the journal with her. Maybe that means we'll see more from engineering and technical writing as time goes on. Send your manuscripts to Chicago, not Ann Arbor.

And Michael and J. Marie and little Elizabeth have a new baby, Kara. Keep sending your subscriptions to Urbana.

We hope your summer brought about exciting new changes. Or perhaps held in a steady state you like.

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This special issue of *Language and Learning across the Disciplines* celebrates 27 years of Writing Across the Curriculum by focusing on the WAC Retrospective, the Third National Writing Across the Curriculum Conference which took place in Charleston in February of 1997. NWAC is intended, as is this journal, to bring together professionals trained in writing instruction and professionals primarily concerned with other kinds of instruction. It seeks to foster conversations among the

members of these two groups, and others. We like to seek out a variety of venues where writing is experienced and practiced: in addition to classrooms of diverse sorts, *LLAD* and *NWAC* are sensitive to the presence beyond our ivy-clad walls to the demands business and industry increasingly make on colleges and universities. The issue opens with David Russell's plenary address on "Writing to Learn to Do," which takes writing out into the workplace, and beyond that, into the world: Writing Across the Workplace and Writing Across the World. WAW!!

*LLAD* and *NWAC* differ a little in that *LLAD* is often more interested in rhetoric and discourse analysis, in the differences in interpretive communities, while *NWAC* places more emphasis on pedagogy and administration, on the values interpretive communities share. Thus, this special issue celebrating *NWAC* gives us the opportunity to focus on classroom practices of instructors in other fields—here, most noticeably, professors who teach physics (Roland Stout), astronomy (Tom English), geology (Jack Drake), and economics (Shirley Gedeon). (The geologist and the economist appear in "The Odd Couples," on team teaching.) Judith Hunter and Jean Ketter write about tensions between writing specialists and a general faculty that takes responsibility for writing instruction in a small liberal arts college, and Yvonne Merrill suggests innovative structures for a community advisory board. We include Tom Angelo's plenary address—all of it. In the full form, it is an argument for allying *WAC* with the movement to learning communities. And finally, you will find Anne Herrington's review essay, in which she interprets the conference as she did in her plenary presentation.