

A Place to Start: Department Chair meets with Dr. Erika Scheurer, WAC director. **Goal:** To discuss the WAC initiative and how student writing is currently addressed in the discipline.

UST WAC:

Learn to Write

Write to Learn

1

Departmental Discussions: *Using Writing to Learn (WTL)*

After looking at the guidelines for Writing to Learn courses, in which courses might informal writing be used to support and enhance student learning?

Perhaps short, minimally-graded assignments might replace currently-used quizzes, tests, or lectures.

A General Process for Implementing Writing Across the Curriculum in an Academic Department or School at the University of Saint Thomas

Ongoing

Faculty members who are interested in making their courses WAC attend a WAC seminar and begin teaching these courses.

Faculty and departments consult with Erika Scheurer (and, if desired, other WAC faculty).

2

Departmental Discussions: *Writing Intensive (WI)*

If the department has courses in the core, which courses already include essays or other formal writing assignments?

Looking at the guidelines for Writing Intensive Courses, which core courses might have sections revised to become Writing Intensive?

Would the department be interested in making ALL sections of a course Writing Intensive?

3

Departmental Discussions: *Writing in the Discipline (WID)*

Under the WAC initiative, each department is committed to providing majors with at least one Writing in the Disciplines course. Here is a discussion sequence to help you arrive at this course:

1. What characterizes academic and professional communication in your discipline? What writing concepts, skills, and practices are most important for students to learn in the major?
2. Where are these concepts, skills, and practices currently being taught in the major curriculum? Is this adequate? Which concepts, skills, and practices are not currently being taught to majors?
3. For the disciplinary writing concepts, skills, and practices not currently taught or inadequately taught, where might they be addressed in the major curriculum?

The main course (or set of two courses) where writing in the major is taught will be the Writing in the Disciplines course.

4. Presuming that all of the concepts, skills, and practices listed in #1 will not be taught in one course, in which courses will students begin learning them? Departments may develop a scaffolded plan based on course levels (200, 300, 400), course types (lectures, seminars, labs, practica), and/or specific courses.

4

Assessment: Does the department's assessment plan already include writing? Where? How might the plan be adjusted to assess the department's WI, WTL, and WID courses?