

# Assessing Writing Across the Curriculum

Diverse Approaches and Practices

edited by  
Kathleen Blake Yancey  
& Brian Huot



Volume 1  
in the series  
Perspectives on Writing: Theory,  
Research, Practice

# Assessing Writing Across The Curriculum Diverse Approaches And Practices Perspectives On Writing

**Jackie Tuck**



## **Assessing Writing Across The Curriculum Diverse Approaches And Practices Perspectives On Writing:**

*Assessing Writing Across the Curriculum* Kathleen Blake Yancey, Brian Huot, 1997-10-20 Noting that the term assessment sounds formal and institutional and frequently generates fear and anxiety this book presents 14 essays that demonstrate that assessment can help students teachers and administrators in writing across the curriculum WAC programs learn about what they are doing well and about how they might do better The first set of essays in the book focus on informal formative WAC assessments the second set discuss more formal efforts to assess WAC and a concluding essay provides a theoretical and historical look at WAC assessment After a preface The WAC Archives Revisited Toby Fulwiler and Art Young essays in the book are 1 Introduction Assumptions about Assessing WAC Programs Some Axioms Some Observations Some Context Kathleen Blake Yancey and Brian Huot 2 From Conduit to Customer The Role of WAC Faculty in WAC Assessment Barbara Walvoord 3 Documenting Excellence in Teaching and Learning in WAC Programs Joyce Kinkead 4 Contextual Evaluation in WAC Programs Theories Issues and Strategies for Teachers Cynthia L Selfe 5 Beyond Accountability Reading with Faculty as Partners across the Disciplines Brian Huot 6 How Portfolios for Proficiency Help Shape a WAC Program Christopher Thaiss and Terry Myers Zawicki 7 Listening as Assessment How Students and Teachers Evaluate WAC Larry Beason and Laurel Darrow 8 Program Review Program Renewal Charles Moran and Anne Herrington 9 The Crazy Quilt of Writing across the Curriculum Achieving WAC Program Assessment Meg Morgan 10 Integrating WAC into General Education An Assessment Case Study Martha A Townsend 11 Adventures in the WAC Assessment Trade Reconsidering the Link between Research and Consultation Raymond Smith and Christine Farris 12 Research and WAC Evaluation An In Progress Reflection Paul Prior Gail E Hawisher Sibylle Gruber and Nicole MacLaughlin 13 WAC Assessment and Internal Audiences A Dialogue Richard Haswell and Susan McLeod and 14 Pragmatism Positivism and Program Evaluation Michael M Williamson RS     Reference Guide to Writing Across the Curriculum Charles Bazerman, 2005 This reference guide traces the Writing Across the Curriculum movement from its origins in British secondary education through its flourishing in American higher education and extension to American primary and secondary education     *Assessing Writing Across the Curriculum* Kathleen Blake Yancey, Brian Huot, 1997-10-20 Noting that the term assessment sounds formal and institutional and frequently generates fear and anxiety this book presents 14 essays that demonstrate that assessment can help students teachers and administrators in writing across the curriculum WAC programs learn about what they are doing well and about how they might do better The first set of essays in the book focus on informal formative WAC assessments the second set discuss more formal efforts to assess WAC and a concluding essay provides a theoretical and historical look at WAC assessment After a preface The WAC Archives Revisited Toby Fulwiler and Art Young essays in the book are 1 Introduction Assumptions about Assessing WAC Programs Some Axioms Some Observations Some Context Kathleen Blake Yancey and Brian Huot 2 From Conduit to Customer The Role of WAC Faculty in WAC Assessment Barbara Walvoord 3 Documenting Excellence in Teaching and Learning in WAC

Programs Joyce Kinkead 4 Contextual Evaluation in WAC Programs Theories Issues and Strategies for Teachers Cynthia L Selfe 5 Beyond Accountability Reading with Faculty as Partners across the Disciplines Brian Huot 6 How Portfolios for Proficiency Help Shape a WAC Program Christopher Thaiss and Terry Myers Zawicki 7 Listening as Assessment How Students and Teachers Evaluate WAC Larry Beason and Laurel Darrow 8 Program Review Program Renewal Charles Moran and Anne Herrington 9 The Crazy Quilt of Writing across the Curriculum Achieving WAC Program Assessment Meg Morgan 10 Integrating WAC into General Education An Assessment Case Study Martha A Townsend 11 Adventures in the WAC Assessment Trade Reconsidering the Link between Research and Consultation Raymond Smith and Christine Farris 12 Research and WAC Evaluation An In Progress Reflection Paul Prior Gail E Hawisher Sibylle Gruber and Nicole MacLaughlin 13 WAC Assessment and Internal Audiences A Dialogue Richard Haswell and Susan McLeod and 14 Pragmatism Positivism and Program Evaluation Michael M Williamson RS      **Writing Across Distances and Disciplines** Joyce Magnotto

Neff, Carl Whithaus, 2009-03-04 Writing Across Distances and Disciplines addresses questions that cross borders between onsite hybrid and distributed learning environments between higher education and the workplace and between distance education and composition pedagogy This groundbreaking volume raises critical issues clarifies key terms reviews history and theory analyzes current research reconsiders pedagogy explores specific applications of WAC and WID in distributed environments and considers what business and education might teach one another about writing and learning Exploring the intersection of writing across the curriculum composition studies and distance learning it provides an in depth look at issues of importance to students faculty and administrators regarding the technological future of writing and learning in higher education      *Resources in Education* ,2001      **Guide to College Writing Assessment** Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O'Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book

is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

*The New Work of Writing Across the Curriculum* Staci M. Perryman-Clark, 2023-08-21 *The New Work of Writing Across the Curriculum* is a descriptive analysis of how institutions can work to foster stronger intellectual activities around writing as connected to campus wide diversity and inclusion initiatives Author Staci M Perryman Clark blends theory and practice grounds disciplinary conversations with practical examples of campus work and provides realistic expectations for operations with budgetary constraints while enhancing diversity equity and inclusion work in higher education Many of these initiatives are created in isolation reinforcing institutional silos that are not used strategically to gain the attention of senior administrators particularly those working at state supported public institutions who must manage shrinking institutional budgets Yet teaching and learning centers and WAC programs gain tremendously from one another by building explicit partnerships on campus wide diversity initiatives that emphasize cultural competence In addition both cultural competence and written proficiency enhance the transferable skills necessary for completing undergraduate education requirements and this work can be leveraged to draw the attention of senior administrative leadership Faculty development and WAC need to make diversity and inclusion initiatives a priority for professional development *The New Work of Writing Across the Curriculum* reviews initiatives that point to increased understanding of diversity and inclusion that will be of significance to administrators WAC specialists faculty developers and diversity officers across the spectrum of institutions of higher learning

**A Design Orientation to Second Language Writing Instruction** Heather Willis Allen, 2025-08-29 *A Design Orientation to Second Language Writing Instruction* presents the principles of a Design orientation to second language writing and argues for new directions in second language writing instruction This book elaborates an approach to L2 writing instruction relevant for the diverse multilingual educational contexts and ever changing literacies of the 21st century A comprehensive introductory chapter which synthesizes recent history and current challenges in writing instruction for languages other than English is followed by chapters that link theory and practice articulate principles of Design writing and provide practical guidance for how instructors can implement Design writing instruction in ways that increase the relevance and value of writing for today's diverse learners As well as being a valuable resource for researchers of second language acquisition and second language instructors at all levels of instruction *A Design Orientation to Second Language Writing Instruction* will also appeal to teacher educators and graduate students

**Rehearsing New Roles** Lee Ann Carroll, 2002-10-25 *In Rehearsing New Roles How College Students Develop as Writers* Lee Ann Carroll argues for a developmental perspective to counter the fantasy held by many college faculty that students should or could be taught to write once so that ever after they can write effectively on any topic any place any time Carroll demonstrates in this volume why a one or two semester first year course in writing cannot meet all the needs of even more experienced writers

She then shows how students complex literacy skills develop slowly often idiosyncratically over the course of their college years as they choose or are coerced to take on new roles as writers As evidence Carroll offers a longitudinal study of a group of students and the literacy environment they experienced in a midsize independent university Her study follows the experiences that altered their conception of writing in college and fostered their growing capacities as writers Carroll s analysis of the data collected supports a limited but still useful role for first year composition demonstrates how students do learn to write differently across the curriculum in ways that may or may not be recognized by faculty and evaluates the teaching and learning practices that promote or constrain students development

**Teaching and Assessing Writing in the Primary School** Eithne Kennedy, Gerry Shiel, 2025-02-10 The capacity to write well is fundamental to success in school and beyond Yet many children struggle to become proficient writers Teaching and Assessing Writing in the Primary School provides a comprehensive guide to the theory practice and pedagogical research behind teaching children to write Supported by case studies and real world examples of teaching and learning writing in the classroom this practical book proposes a whole school research informed writing framework that engages children while building their writing skills Readers will benefit from building their knowledge of the theory and research behind learning how to write successfully while discovering how they may apply this effectively to their classroom practice Firmly grounded in the theory of writing and with clear links to practical application chapters explore Effective pedagogies for teaching children aged 4 12 how to write The planned and received curriculum for writing including a whole school approach Formative and summative assessment of writing in the classroom Designing and organising a Writing Workshop for pupils Practical implementation of mini lessons to support writing Supporting the needs of diverse writers within our schools Filled with strategies for teaching this practical and engaging book will be an essential resource for anyone working within primary schools including classroom teachers both new and more experienced teaching assistants subject leaders literacy coordinators and senior leadership

**Changing Conceptions, Changing Practices** Angela Glotfelter, Caitlin Martin, Mandy Olejnik, Ann Updike, Elizabeth Wardle, 2022-12-28 Changing Conceptions Changing Practices demonstrates that it is possible for groups of faculty members to change teaching and learning in radical ways across their programs despite the current emphasis on efficiency and accountability Relating the experiences of faculty from disciplines as diverse as art history economics psychology and philosophy this book offers a theory and research based heuristic for helping faculty transform their courses and programs as well as practical examples of the heuristic in action The authors draw on the threshold concepts framework research in writing studies and theories of learning leadership and change to deftly explore why faculty are often stymied in their efforts to design meaningful curricula for deep learning and how carefully scaffolded professional development for faculty teams can help make such change possible This book is a powerful demonstration of how faculty members can be empowered when professional development leaders draw on a range of scholarship that is not typically connected In today s climate courses

programs and institutions are often assessed by and rewarded for proxy metrics that have little to do with learning with grave consequences for students The stakes have never been higher particularly for public higher education Faculty members need opportunities to work together using their own expertise and to enact meaningful learning opportunities for students Professional developers have an important role to play in such change efforts WAC scholars and practitioners leaders of professional development and centers for teaching excellence program administrators and curriculum committees from all disciplines and faculty innovators from many fields will find not only hope but also a blueprint for action in Changing Conceptions Changing Practices Contributors Juan Carlos Albarr n Jos Amador Annie Dell Aria Kate de Medeiros Keith Fennen Jordan A Fenton Carrie E Hall Elena Jackson Albarr n Erik N Jensen Vrinda Kalia Janice Kinghorn Jennifer Kinney Sheri Leafgren Elaine Maimon Elaine Miller Gaile Pohlhaus Jr Jennifer J Quinn Barbara J Rose Scott Sander Brian D Schultz Ling Shao L James Smart Pepper Stetler      Assessing and Improving Student Writing in College Barbara E. Walvoord, 2014-07-07 Step by step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum Guiding and assessing student writing in classrooms general education and departments takes knowledge planning and persistence but it can be done effectively and efficiently Written in the concise accessible style Barbara Walvoord is known for Assessing and Improving Student Writing in College A Guide for Institutions General Education Departments and Classrooms offers administrators program chairs general education leaders and classroom instructors the guidance they need The book provides concrete suggestions for how to Articulate goals for student writing Measure student writing Improve student writing Document that improvement The book begins by addressing four basic concepts what we mean by writing what we mean by good writing how students learn to write and the purposes of assessment Next Walvoord explains the various approaches and methods for assessing writing urging a combination of them adapted to the institution s purposes and political context After this introduction successive chapters offer realistic practical advice to institution wide and general education leaders department members and classroom instructors Walvoord addresses issues such as how to engage faculty how to use rubrics how to aggregate assessment information at the department and institutional levels and how to report assessment information to accreditors The chapter for classroom instructors offers practical suggestions how to add more writing to a course without substantially increasing the grading load how to construct writing assignments how to make grading and responding more effective and time efficient how to address grammar and punctuation and how to support students whose native language is not English The book also includes four helpful appendices a taxonomy of Writing Across the Curriculum WAC and Writing in the Disciplines WID programs sample outlines for faculty development workshops a student survey on teaching methods instructors can use to inform their choices in the classroom and a student self check cover sheet designed to help students

take ownership of their own learning and responsibility for turning in complete correct assignments Practical step by step guidance for each point in the assessment and improvement process creates a cohesive institution wide system that keeps students faculty and administrators on the same page

**Handbook of Writing Research, Second Edition** Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2016-10-31 The definitive reference in the field this volume synthesizes current knowledge on writing development and instruction at all grade levels Prominent scholars examine numerous facets of writing from sociocultural cognitive linguistic neuroscience and new literacy technological perspectives The volume reviews the evidence base for widely used instructional approaches including those targeting particular components of writing Issues in teaching specific populations including students with disabilities and English learners are addressed Innovative research methods and analytic tools are clearly explained and key directions for future investigation identified New to This Edition Chapters on genre instruction evaluation and revision argumentative writing computer based instruction and professional development Chapters on new literacies out of school writing translation and self regulation Many new topics and authors including more international perspectives Multiple chapters connect research findings to the Common Core writing standards See also the editors Best Practices in Writing Instruction Second Edition an accessible course text and practitioner s guide

Academics Engaging with Student Writing Jackie Tuck, 2017-07-14 Student writing has long been viewed as a problem in higher education in the UK Moreover the sector has consistently performed poorly in the National Student Survey with regard to assessment and feedback Academics Engaging with Student Writing tackles these major issues from a new and unique angle exploring the real life experiences of academic teachers from different institutions as they set support read respond to and assess assignments undertaken by undergraduate students Incorporating evidence from post 1992 universities Oxbridge members of the Russell Group and others this book examines working practices around student writing within the context of an increasingly market oriented mass higher education system Presenting a wealth of relevant examples from disciplines as diverse as History and Sports Science Tuck makes extensive use of interviews observations texts and audio recordings in order to explore the perspectives of academic teachers who work with student writers and their texts This book will be of interest to researchers academics and postgraduate students in the fields of academic literacies higher education language and literacy language in higher education English for academic purposes and assessment Furthermore academic teachers with experience of this crucial aspect of academic labour will welcome Tuck s pioneering work as an indispensable tool for making sense of their own engagement with student writers

*Making Writing Meaningful* Michele Eodice, Anne Ellen Geller, Neal Lerner, 2025-04-22 It seems obvious students will have more meaningful writing experiences if we offer more opportunities for their writing to be meaningful for them But what does that mean What makes writing meaningful for students What really makes students want to write The authors of this practical little book asked precisely that and the answers they gathered from students across disciplines majors and institutions over several years inform their



advice in *Making Writing Meaningful A Guide for Higher Education* The critical lessons that Michele Eodice Anne Ellen Geller and Neal Lerner took from their survey research as well as from their own classrooms and workshops are these Students want their writing to be consequential to build on connections with their lives their world and their futures and to foster an inclusive learning experience The authors delved further into these findings by asking what role identities whether racial ethnic or cultural played in students approach to writing and by exploring what students found meaningful in writing during experiences such as disruption dislocation and loss personal economic and health challenges and political racial and societal conflict The resulting guide pairs a wealth of new data with pedagogical strategies and reflective exercises to help instructors of all kinds connect more effectively with their students and to help students connect their lives and their writing in meaningful and productive ways Meaningful writing makes for a richer more successful learning experience and this book invites students and teachers alike to take advantage of the guidance offered here to foster connections that will serve students and the world well beyond academia

*Antiracist Writing Assessment Ecologies* Asao B. Inoue, 2015-11-08 In *Antiracist Writing Assessment Ecologies* Asao B Inoue theorizes classroom writing assessment as a complex system that is more than its interconnected elements To explain how and why antiracist work in the writing classroom is vital to literacy learning Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts

**The Oxford Handbook of Interdisciplinarity** Robert Frodeman, Julie Thompson Klein, Roberto C. S. Pacheco, 2017 Interdisciplinarity has become as important outside academia as within Academics policy makers and the general public seek insights to help organize the vast amounts of knowledge being produced both within research and at all levels of education The second edition of *The Oxford Handbook of Interdisciplinarity* offers a thorough update of this major reference work summarizing the latest advances within the field of inter and transdisciplinarity The collection is distinguished by its breadth of coverage with chapters written by leading experts from multiple networks and organizations The volume is edited by respected interdisciplinary scholars and supported by a prestigious advisory board to ensure the highest quality and breadth of coverage *The Oxford Handbook of Interdisciplinarity* provides a synoptic overview of the current state of interdisciplinary research education administration and management and of problem solving knowledge that spans the disciplines and interdisciplinary fields The volume negotiates the space between the academic community and society at large Offering the most broad based account of inter and transdisciplinarity to date its 47 chapters provide a snapshot of the state of knowledge integration as interdisciplinarity approaches its century mark This second edition expands its coverage to discuss the emergence of new fields the increase of interdisciplinary approaches within traditional disciplines and professions new integrative approaches to education and training the widening international presence of interdisciplinarity its increased support in funding agencies and science policy bodies and the formation of several new international associations associated with interdisciplinarity This reference book will be a valuable addition to academic

libraries worldwide important reading for members of the sciences social sciences and humanities engaged in interdisciplinary research and education and helpful for administrators and policy makers seeking to improve the use of knowledge in society

**Standing in the Shadow of Giants** Rebecca Moore Howard, 1999-05-18 Who's cheating whom in college writing instruction This book argues that through binary privileging of the real author the inspired autonomous genius over the transgressive writer the collaborator or the plagiarist composition pedagogy deprives students of important opportunities to join in scholarly discourse and assume authorial roles From Plato's paradoxical dependence on and rejection of Homer to Jerome McGann's dismissal of copyright as the hand of the dead *Standing in the Shadow of Giants* surveys changes and conflicts in Western theories of authorship From this survey emerges an account of how and why plagiarism became important to academic culture how and why current pedagogical representations of plagiarism contradict contemporary theory of authorship why the natural necessary textual strategy of patchwriting is misclassified as academic dishonesty and how teachers might craft pedagogy that authorizes student writing instead of criminalizing it

*Working with Academic Literacies* Theresa Lillis, Kathy Harrington, 2015-11-04 The editors and contributors to this collection explore what it means to adopt an academic literacies approach in policy and pedagogy Transformative practice is illustrated through case studies and critical commentaries from teacher researchers working in a range of higher education contexts from undergraduate to postgraduate levels across disciplines and spanning geopolitical regions including Australia Brazil Canada Catalu a Finland France Ireland Portugal South Africa the United Kingdom and the United States

Creating and Evaluating an Interdisciplinary Writing Program Matthew William Segard, 2004

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### **Introduction**

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