INTRODUCTION.

ON CONNECTION, DIVERSITY, AND RESILIENCE IN WRITING ACROSS THE CURRICULUM

Lesley Erin Bartlett
Iowa State University

Sandra L. Tarabochia
University of Oklahoma

Andrea R. Olinger
University of Louisville

Margaret J. Marshall
Auburn University

This volume emerged out of a desire to celebrate the twenty-fifth anniversary of the International Writing Across the Curriculum (IWAC) conference and mark this significant moment in time. When the call for proposals to host the 2018 conference came out, Margaret and Lesley were working together in the Office of University Writing (OUW) at Auburn University. IWAC had played a significant role in launching and sustaining the still-young WAC program at Auburn, and both OUW staff and other campus stakeholders agreed that it was time to give back to the community that had been so helpful to Auburn's writing initiative.

The OUW staff appreciated the wide range of work represented at IWAC that happens at all levels and in all disciplines, work that supports a broad understanding of literate practices, so they proposed the theme of "Making Connections" and sought to continue the tradition of bringing many people with different types of expertise out of their institutional silos to learn together. When Margaret realized that the 2018 conference would mark its twenty-fifth anniversary, she suggested that Lesley invite other early-career colleagues whose work focused on WAC to co-edit a volume to commemorate this important milestone. Sandra and Andrea accepted Lesley's invitation, and the results of their collaboration are in the pages that follow. Like the IWAC 2018 conference at Auburn University, this volume seeks to connect the diverse ideas, practices, teachers,

students, and other stakeholders that make up the rich WAC community. The conference call for papers captured this spirit:

> Our theme, "Making Connections," emphasizes how WAC fosters connections within and across institutions and programs, between people and positions, and among ideas and practices. In a historical moment when divisiveness, rancor, and disconnection are so pervasive on the national and international stage, our theme aims to underscore the power of collaboration, integration, inclusion, and the search for common ground. We invite participants to remember together why we chose—and continue choosing—our work, and then to envision more connected futures.

> To say that work in education too often happens in silos is to state the obvious. Recognizing that teaching and research are often isolated (and isolating), we aim to continue IWAC's long tradition of bringing many different kinds of people together and valuing the wide range of important work that happens at all levels, in all disciplines, and both inside and outside traditional classroom settings. Perhaps especially we want to foster curiosity about how the values of disciplinary faculty connect to the values of writing specialists and vice versa. For our students' sake as well as for our own, we aim to create a conference experience where people with differing expertise can connect, learn from each other, and carry that learning back to their classrooms, labs, faculty meetings, offices, and learning centers.

The diverse chapters collected here represent the spirit of connectedness that the IWAC 2018 conference emphasized. With the exception of Martha Townsend's invited essay, each chapter in this volume started as a session or keynote at IWAC 2018. While we invited submissions from all session types, the majority of submissions originated as panel presentations. We asked that each conference presentation be revised into a chapter submission. The co-editors reviewed all submissions and selected which ones to send to external reviewers. Because of the wide range of theoretical and methodological traditions our contributors explored under the umbrella of WAC—from translingualism to emotional labor to learning analytics—each selected submission was reviewed by no fewer than two external reviewers in addition to the co-editors (see acknowledgments page for a complete list of reviewers).

The emphasis on connection and common ground that felt so important to

highlight when the OUW staff wrote the IWAC 2018 call for papers in early 2017 begs for complication and nuance now in response to escalating divisiveness, rancor, and disconnection—and in response to the diverse chorus of our contributors' work. The chapters collected here remind us that there is strength in difference. And while connection and common ground are sometimes worthy goals, they are not inherently virtuous. Thus, the collection highlights *both* connection *and* diversity—of ideas, strategies, approaches, and values. We hope the chapters collected here illustrate that connection and diversity are mutually enriching, not mutually exclusive. In fact, we argue that connection and diversity are keys to sustainability in WAC at this moment in time.

Sustainability has long been a concern for WAC. In their opening chapter to *WAC for the New Millennium*, Susan H. McLeod and Eric Miraglia (2001) wrote, "As an educational reform movement, [WAC] has had remarkable staying power, outlasting other institutional initiatives in higher education and enduring beyond the life expectancy that might have been predicted given the fate of similar movements in the past" (p. 1), and they noted reasons that WAC would likely endure, including "its institutionalization in many universities, its capacity to link up with and inform other initiatives in higher education, and the positive effect teachers say it has on their pedagogy" (p. 1). Of course, McLeod and Miraglia were right: WAC certainly had a future. At the same time, challenges continue to abound, making the search for sustainable practices a perennial pursuit for WAC. Recently, in *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs,* Michelle Cox, Jeffrey R. Galin, and Dan Melzer (2018) provided a framework for addressing WAC program sustainability. The work in this volume complements their approach by demonstrating WAC's sustainability at various other levels, from explorations of individual teachers' classroom practices—what Cox et al. identified as the traditional focus of WAC scholarship (pp. 8-9)—to discussions about the preparation of future WAC scholars, to descriptions of how WAC is implemented throughout a university. This volume, indeed, is a testament to the durability and persistence of WAC.

In the chapters collected here, we see another useful lens for understanding and pursuing sustainability in response to this moment in time: resilience. Resilience has become a buzzword in fields as diverse as environmental studies, computer science, and economics. In a basic sense, resilience refers to the ability of a system (a person, an economy, a habitat) to weather adversity or disturbance and maintain its fundamental function or structure (Walker & Salt, 2006, p. xiii). Although resilience might seem inherently positive, as Chris W. Gallagher, Deborah Minter, and Shari J. Stenberg (2019) pointed out in the introduction to their recent special issue of *Pedagogy*, in our neoliberal age, it is important to

remain "sharply critical of notions of resilience as a personal attribute or panacea" (p. 190). Nevertheless, they argue, and we agree, that a nuanced view of resilience can be valuable, even necessary, in this moment in time when higher education is faced with increasing austerity measures. In that vein, we suggest bringing the notion of resilience to complement a focus on sustainability in WAC.

In particular, we sense a deep resonance in the interplay of connection and diversity in WAC and in some definitions of resilience. From an environmental perspective, diversity is a necessary component of resilience because it determines "a system's capacity to respond to change and disturbance in different ways" (Walker & Salt, 2006, p. 145). A system with too much homogeneity may not respond well to disturbance; every component either responds well or succumbs to adversity. Diversity, however, increases the chances that some aspects of a system will respond or adapt to disturbance, sustaining the system in the long term. We invite readers of this volume to consider how diversity in approaches to WAC make it a resilient system, one able to weather the (in many ways) unprecedented adversity characterizing the climate of higher education at this moment in time. How might that resilience allow the connections, the foundational common ground that defines the WAC movement (values and commitments such as collaboration, for example) to sustain? At the same time, we might ask how diversity in WAC enacts critical definitions of resilience "that hold out promise not just for survival or riding out the status quo but for resistance, critique, and transformation" (Gallagher et al., 2019, p. 190). We invite readers to observe ways that WAC efforts captured in this volume not only adapt, bend, and compromise but also dig in, push back, and doggedly pursue systemic change.

The chapters that follow exemplify the keen capacity of WAC scholars and practitioners to embrace both connection and diversity as we work within the constraints of austerity and neoliberalism and simultaneously push on those constraints in pursuit of meaningful transformation. These contributions show WAC has met and continues meet that challenge by inspiring diverse agents and stakeholders to establish common ground on which to build momentum and resilience in response to an ever-changing educational landscape.

SUSTAINING MOMENTUM: HISTORIES AND FUTURES OF WAC

Chapters in the opening section describe and examine important developments in WAC, such as the evolution of the IWAC conference, the formation of professional organizations, and the exploration of learning analytics. In "A Personal History of WAC and IWAC Conferences, 1993–2020," Martha A. Townsend highlights a major feature of the grassroots WAC movement that has contribut-

ed to its staying power—the biennial conference, held for the first time in 1993. In the beginning, the conference was a way for a budding field to bring together early practitioners, build camaraderie, and share pedagogical and eventually programmatic practices. Today the conference represents "the key to WAC's overall ethos," what she calls a "capacious spirit for collaboration" as participants share "methods, data, teaching practices, and administrative acumen." Collaborative ethos and the drive to integrate diverse approaches, perspectives, and expertise remain the backbone of the WAC movement, our enduring point of connection.

Despite a foundational common ground, the evolution of WAC has, of course, historically been diffuse. As Christopher Basgier, Michelle Cox, Heather M. Falconer, Jeffrey Galin, Al Harahap, Brian Hendrickson, Dan Melzer, Mike Palmquist, and Stacey Sheriff explain in their chapter, "The Formation of a Professional Organization for Writing Across the Curriculum," the lack of a central organization constrained what WAC was able to accomplish in terms of membership, leadership, social agenda, and funding. In response, the Association for Writing Across the Curriculum (AWAC) was founded in 2018 to provide the WAC community with more of a voice, with procedures and support for developing new leaders, and with mechanisms for increasing the diversity of WAC scholars and practitioners. Basgier et al. recount the emergence of AWAC and highlight its historical significance to the movement.

In a similar vein, Alisa Russell, Jake Chase, Justin Nicholes, and Allie Sockwell Johnston, in "The Writing Across the Curriculum Graduate Organization: Where We've Been, Where We Are, and Where We're Going," explain how graduate students are "turning these conversations about the sustainability of WAC as a movement toward WAC as a field" by asking who will carry forward the vision of WAC as our founding leaders move toward retirement. They describe the establishment of WAC-GO, a formal organization developed to ensure the sustainability and diversification of the movement and field by pursuing a three-part mission to *energize*, *demystify*, and *connect*. Together, the establishment of the first graduate student organization and professional association for WAC constitutes new ways to sustain momentum by building on common ground. These organizations mark a turning point in the history of the field and attest to the ability of WAC to address the myriad challenges characterizing this moment in time—some unique and others sadly familiar—and to endure.

Mike Palmquist's chapter, "Learning Analytics in Writing Instruction: Implications for Writing Across the Curriculum," also illustrates a key resilience strategy for WAC: the ability to critically assess emerging trends in higher education and creatively adapt them to align with our values and commitments. Palmquist outlines and reflects on the slow but growing adoption of learning analytics tools in the field of writing studies. He examines the potential of writing analytics

tools to process instructional data in order to predict, inform, and ideally enhance student learning. In addition to lauding the potential of these increasingly popular tools, Palmquist raises concerns about their use, opening the door for WAC scholars and practitioners to critically consider if, when, and how learning analytics might meaningfully support our work.

TEACHING AND LEARNING IN THE DISCIPLINES: DIVERSITY AND PARTICULARITY OF DISCIPLINARY PRACTICES AND GENRES

The chapters in this section model the key role of diversity in the context of WAC pedagogy. The contributors address one of WAC's primary concerns, the situated nature of writing practices in particular disciplinary cultures, and center on WAC's historical focus, how these practices are taught and learned in classrooms. In addition to simply being exemplars of pedagogical innovation, these chapters illustrate the epistemic, rhetorical nature of specific genres; the relationship between writing and the construction of one's scholarly or professional identity (what Kamler & Thomson, 2014, called "textwork/identitywork"); and the creative ways in which students come to learn about, adapt, and transform particular genres, not merely reproduce them.

Christy Goldsmith's teacher-research study, "Making Connections Between Theory and Practice: Pre-Service Educator Disciplinary Literacy Courses as Secondary WAC Initiation," examines a commonly ignored site of WAC teacher training: disciplinary literacy courses for secondary education majors that prepare them to teach writing-infused subjects, such as math and social studies, to high school students. The unique challenge of teaching disciplinary literacy pedagogy to preservice teachers, Goldsmith recounts, is that the preservice teachers themselves are not yet, and do not feel like, disciplinary experts. She quickly learned, through an introductory assignment called the "Reading and Writing in My Discipline Essay," that her students viewed reading and writing as generic academic practices. Yet because of Goldsmith's revisions to the curriculum, students eventually reconsidered what counted as knowing in their disciplines and began to see themselves as teachers of their disciplines. Goldsmith argues that "a campus culture which cultivates college students' disciplinary literacy identities from the moment they step into their math, science, literature, and history (and more) classrooms . . . produces stronger teachers which, in turn, produces stronger university students in the years to come." In this way, Goldsmith demonstrates, teacher education courses are important allies with the campus WAC community.

The rest of the chapters in this section respond to Goldsmith's call and illustrate—for the undergraduate mathematics proof, the engineering résumé,

the social science literature review, and a graduate-level genre called the publication-based thesis—how and why these genres are patterned the way they are, ways to teach them, and/or students' processes of learning to produce them. In "What If It's *All* Common Knowledge? Teaching Attribution Practices in an Undergraduate Mathematics Classroom," Malcah Effron explores the role of attribution in mathematics courses where undergraduates write proofs. As Effron describes it, students' proofs usually re-prove established facts in the field—i.e., common knowledge, which typically wouldn't be cited—and paraphrasing may distort the accuracy of the proof. Effron asks, in what ways, then, can professional attribution be taught? She describes a series of pedagogical interventions she and colleagues have made to model professional practice. Her chapter illustrates how the seemingly generic concept of attribution is enacted in mathematics scholarship and how these practices can be applied to what is arguably a "mutt genre" (Wardle, 2009) that does not resemble authentic scholarly or professional communication.

In "Quantification of Disciplinary Discourse: An Approach to Teaching Engineering Résumé Writing," Mary McCall, Gracemarie Mike Fillenwarth, and Catherine G. P. Berdanier offer a pedagogy for résumés that is counter to the typically adisciplinary advice that emphasizes form (e.g., parallel structure) over content. Based on their research into the discourse of engineering résumés (e.g., Fillenwarth et al., 2018), this chapter describes the classroom activities they have designed that emerged from this research. They ask undergraduate engineering students to code their résumés for "disciplinary discourse" using the American Association of Engineering Societies Engineering Competency Model, calculate a "density" score, revise their résumés accordingly, and reflect on their professional identity development. In addition to demonstrating how Technical and Professional Communication (TPC) courses are a valuable site of WID research (Russell, 2007), the authors share how these exercises can be adapted for students in other majors.

Also exploring the discourse-level choices that help professionals recognize a particular genre as valid in the field, Misty Anne Winzenried focuses on students in a junior-level geography course learning to produce a literature review. In "Learning to Argue about the Literature: Discourse Choices and Students' Iterative Learning of Literature Reviews in Geography," Winzenried observed classes, collected artifacts, and conducted multiple semi-structured interviews with focal students. These interviews, done at multiple points in the semester as students were preparing a mini-literature review and then a more extensive literature review on a topic of their choosing, uncovered students' learning processes over time, revealing when and how they discovered the discursive signposts their instructors expected to see in the genre of the social science literature review, which the instructor described as "an argument" that is "about the literature." Winzenried's

microanalysis of students' texts and talk—about their interactions with TA feed-back, the assignment rubric, and genre models—gives WAC/WID instructors and scholars a window into student learning and ways of valuing students' still-developing genre knowledge.

Whereas Effron, McCall et al., and Winzenried discuss long-standing genres common to academic and workplace writing, Rachael Cayley's chapter, "Using Genre to Teach the Publication-Based Thesis," describes a genre that has long been used in European and Scandinavian universities (Guerin, 2016) but is increasingly common in North America: the publication-based thesis or dissertation (PBT). The PBT, which, according to Cayley, is composed of a number of publishable articles along with linking texts that "articulate how the whole project coheres," responds to the fact that many fields publish articles, not books, and privilege speed in communicating results. It also responds to an increasingly competitive job market in which publications strengthen one's marketability and to audit culture, which encourages the production of "'countable' research" (Guerin, 2016, p. 32). As Cayley points out, the purpose of the PBT purpose is pedagogical, not solely professional, in asking writers to demonstrate "the ability to articulate a sustained research agenda and the formation of an identity as an academic writer to communicate that research." Cayley argues that since most North American writing specialists have been trained in the humanities, which does not require the PBT, specialists and their students need a deeper understanding of PBT as a genre. She fills this gap by providing a discussion of the challenges and patterns of the PBT genre.

APPROACHING DIFFERENCE TOGETHER: CREATIVE COLLABORATIONS ACROSS UNITS, DISCIPLINES, LANGUAGES, AND EXPERTISE

From the beginning, WAC has been a movement rooted in collaboration across disciplines and institutional units. Barbara Walvoord's (1996) prognostication, cited in the introduction to *WAC for the New Millennium*, remains true today: "in an atmosphere of changing institutional priorities and funding opportunities, those of us involved in WAC must learn to collaborate with those involved in new initiatives, to 'dive in or die'" (p. 70, as quoted in McLeod & Miraglia, 2001, p. 3). As the call for papers for IWAC 2018 makes clear, our historical moment resonates in many ways with the "general atmosphere of gloom" (McLeod & Miraglia, 2001, p. 2) WAC faced almost two decades ago. The chapters in this section attest that WAC continues to meet the challenge of sustainability and resilience in part through creative approaches to collaboration.

In "'Something Invisible . . . Has Been Made Visible for Me': An Exper-

tise-Based WAC Seminar Model Grounded in Theory and (Cross) Disciplinary Dialogue," Angela Glotfelter, Ann Updike, and Elizabeth Wardle describe ways in which the Howe Writing Fellows program at Miami University of Ohio fosters collaborations both within and across departments. Departmental teams work on projects together, including identifying threshold concepts for their fields and developing writing resources for their students, but the seminars foster collaborations between individuals from different departments in a number of innovative ways. From their ongoing program evaluation, the authors found that these cross-disciplinary collaborations, along with exposure to theories about writing and learning, have expanded faculty's conceptions of writing, helped them see that disciplinary writing is inseparable from disciplinary threshold concepts, and shifted teaching practices.

Similarly, in "Attempting to Connect Disciplinary Principles of 'Effective Writing' with Students' Prior Writing Experiences in Four Disciplines," James Croft, Phyllis Conn, Joseph Serafin, and Rebecca Wiseheart illustrate the value of cross-disciplinary collaboration for revealing, problematizing, and changing students' and instructors' assumptions about good writing. The four authors, all faculty at St. John's University, share insights from their years-long collaboration which began in local WAC workshops and programs and expanded to joint presentations at IWAC conferences. Juxtaposing their separate efforts to teach disciplinary writing in a legal writing course, history seminar, chemistry lab and clinical research writing course, the authors reflect on similarities and differences in disciplinary conventions. Cross-disciplinary collaboration, they show, usefully troubles assumptions about universally "effective writing" for students and faculty alike.

In a related vein, "Embrace the Messiness: Libraries, Writing Centers, and Encouraging Research as Inquiry Across the Curriculum" demonstrates how a collaboration among writing center staff and librarians helped students learn to embrace the necessarily messy entanglement of research and writing in and across disciplines and course levels. Jaena Alabi, James C. W. Truman, Bridget Farrell, and Jennifer Price Mahoney argue that "proximity does not necessarily result in productive collaborations; simply having similar practices and goals does not guarantee that separate units coordinate their activities. Rather, an increased intentionality is necessary to connect and integrate the practices of writing center consultants and librarians." As these two chapters show, collaborations across disciplines and institutional units can meaningfully integrate various types of expertise in service of empowering students to navigate disciplinary and academic discourses in more sophisticated and agential ways.

Two additional chapters in this section, "English Across the Curriculum Collaborative Projects: A Flexible Community of Practice Model at The Chinese University of Hong Kong" and "Becoming *Transfronterizo* Collaborators: A

Transdisciplinary Framework for Developing Translingual Pedagogies in WAC/ WID," argue for the role of collaboration in sustaining WAC trends that have intensified in the new millennium. The first, by Jose Lai, Elaine Ng, Laura Man, and Chris Rozendaal, speaks to the internationalization of WAC by describing collaborative efforts at The Chinese University of Hong Kong. The authors explain a campus-wide English Across the Curriculum initiative that employs a Community of Practice approach to build teams of applied linguists, ESL specialists and disciplinary content experts to discover and address the unique needs of students in statistics, information engineering, music, and psychology, needs shaped in part by the diversity of students and a flexible university language policy. Their model offers a collaborative framework for U.S. WAC initiatives that don't always consciously include linguists and language specialists.

"Becoming *Transfronterizo* Collaborators: A Transdisciplinary Framework for Developing Translingual Pedagogies in WAC/WID" also emphasizes the role of language in WAC by modeling and advocating for a transdisciplinary framework for developing translingual pedagogies based on the notion of *transfronterizo* collaboration. Building on the growing demand for pedagogical approaches to WAC that challenge dominant language ideologies, Marcela Hebbard and Yanina Hernández argue that faculty must first come to terms with assumptions, experiences, and identities rooted in their linguistic and disciplinary histories. Drawing on their own experience, they elaborate a process of collaboration rooted in "border thinking" that has the potential to transform how faculty collaborators perceive their linguistic histories and abilities, challenge/enrich their instructional practices, and expand/complicate their scholarly knowledge. Along with Lai et al., Hebbard and Hernández show how issues introduced in *WAC for the New Millennium*, including Ann M. Johns' (2001) description of the "diverse needs" of "varied populations" of ESL learners and Victor Villanueva's (2001) discussion of the politics of literacy across the curriculum, have continued to evolve over time and how WAC faculty have responded by theorizing new means of collaboration.

ATTENDING TO THE HUMAN ELEMENT: ANTI-RACISM, EMOTIONAL LABOR, AND PERSONAL CONNECTION IN THE TEACHING OF WRITING

While all of the collected chapters attend to students in various ways, the chapters in our final section prioritize the human element of WAC work and the potential of an activist stance. These chapters call attention to and question the status quo in curriculum, programmatic outcomes, mentoring practices, and writing assignments and instruction.

In their epistolary chapter based on their IWAC 2018 keynote address,

"Letters on Moving from Ally to Accomplice: Anti-Racism and the Teaching of Writing," Neisha-Anne S. Green and Frankie Condon name and challenge racism in academic spaces and curricula across disciplines. In naming linguistic supremacy's relationship to racism and white supremacy, they invite readers to move from the role of ally to the role of accomplice. Such a move entails learning about and teaching code-meshing, "the practice of braiding or blending languages, discourses, and rhetorical traditions within a single text—particularly those historically marginalized or excluded languages, discourses, and rhetorical traditions such as African American and Chicanx Englishes." Ultimately, Green and Condon argue that anti-racist work is WAC/WID work.

Like Green and Condon, Jamila M. Kareem's chapter, "Sustained Communities for Sustained Learning: Connecting Culturally Sustaining Pedagogy to WAC Learning Outcomes" invites readers to join the work of anti-racist writing pedagogies. In particular, Kareem argues for culturally sustaining pedagogies in the teaching of writing in the disciplines. Building on existing WAC scholarship, such as Writing Across Communities (Kells, 2018), Kareem argues that writing teachers across disciplines can go further in our work for students from raciolinguistically marginalized communities. Kareem offers concrete suggestions for revision of WAC outcomes to incorporate culturally sustaining pedagogies.

In "Emotional Labor, Mentoring, and Equity for Doctoral Student and Faculty Writers," Shannon Madden and Sandra L. Tarabochia focus on a population understudied by WAC scholars: emerging scholars, or writers who are late-stage doctoral students and early-career faculty. Their analysis of survey and interview data details how high-stakes mentoring situations can cause unwanted emotional labor that interferes with writers' development and productivity. The cause of this labor, they argue, is not solely poor individual mentors but also "structural issues that limit access to mentoring and that compel particular emotional performances as the cost of participation in institutional discourses." Their recommendations can help WAC leaders at colleges and universities improve the culture of writing for all writers on campus, not just undergraduates.

In their chapter based on their IWAC 2018 keynote address, "Meaningful Writing and Personal Connection: Exploring Student and Faculty Perspectives," Michelle Eodice, Anne Ellen Geller, and Neal Lerner returned to the data from their work on *The Meaningful Writing Project* (2017) to focus on the role of personal connection in writing. They invite readers to consider "pedagogies [that are] inclusive of students' identities and experiences—recognizing what students bring with them and where they are in their own development of academic literacies." Like the other chapters in this section, Eodice et al.'s work challenges conventional notions about what it means to teach writing well and makes visible the crucial role that identity plays in learning to write.

CONCLUSION AND ALTERNATIVE MAPS

This collection emphasizes making connections across diverse ideas, approaches, and people to build resilience in writers, teachers, and WAC programs and initiatives. We believe the lens of resilience complements and extends WAC's long-standing commitment to sustainability by highlighting the reciprocal relationship between connection and diversity, and we invite readers to view the chapters collected here with the following questions in mind: How does each chapter illustrate the importance of both connection and diversity as crucial elements of resilience? In what ways does each chapter work within and against conventional notions of resilience? How does a critical resilience lens open up possibilities for WAC scholars and practitioners and our students?

The chapters collected here offer an exciting picture of some of the important WAC work that is happening as the IWAC conference celebrates its twenty-fifth anniversary. Though we aim to mark this important moment in time, a collection like this cannot possibly offer a comprehensive picture. One important limit is that only presentations originally delivered at IWAC 2018 were considered for inclusion, and conference attendance requires resources that not everyone committed to WAC work has access to. Additionally, despite efforts to recruit diverse conference participants—from K–12, community colleges, museum studies, outreach and extension, international institutions, etc.—attendance still skewed toward writing specialists from four-year institutions in the United States. With these limitations notwithstanding, this collection offers a rich variety of ideas, approaches, methodologies, and programs for readers who are invested in the work of teaching writing across the curriculum in a wide range of institutional and disciplinary contexts. Indeed, there are many other points of connection between the essays that exceed our four sections: particular pedagogical, disciplinary, and geographical locations; specific empirical methodologies and methods or conceptual essays; chapters that focus on graduate or faculty writers, and teacher/mentor preparation. Readers who are interested in any of those areas can thus consult these alternative maps.

Pedagogical Locations

A number of chapters describe particular pedagogical practices that happen in common locations, from courses to WAC seminars to libraries.

- WID courses (Croft et al., Effron, Winzenried)
- Spanish as a Heritage Language courses (Hebbard and Hernández)
- English across the Curriculum courses (Lai et al.)
- First-year writing courses (Alabi et al., Hebbard and Hernández)
- Technical/professional communication courses (McCall et al.)

- Literacy methods courses for education majors (Goldsmith)
- Libraries (Alabi et al.)
- Writing centers (Alabi et al., Cayley)
- Partnerships between language/writing specialists and disciplinary faculty to teach and/or revise particular courses (Effron, Glotfelter et al., Lai et al.)
- WAC seminars (Glotfelter et al.)

DISCIPLINARY LOCATIONS

The following is a list of writing-intensive courses that are explored in various chapters. As it happens, all of these courses are at the undergraduate level. Note that the courses are listed as they are described, and the authors provide more or less detail about the courses depending on their focus.

- Applied Nonparametric Statistics (Lai et al.)
- Communication Sciences and Disorders (Croft et al.)
- Disciplinary Literacies (Goldsmith)
- Engineering Clinic (McCall et al.)
- Experimental Physical Chemistry (Croft et al.)
- First-Year Writing (Hebbard and Hernández)
- Geography (Winzenried)
- Gerontology (Glotfelter et al.)
- History (Croft et al.)
- History of Western Music (Lai et al.)
- Information Engineering (Lai et al.)
- Legal Research and Writing (Croft et al.)
- Philosophy (Glotfelter et al.)
- Psychology of Consciousness (Lai et al.)
- Real Analysis (Effron)
- Spanish as a Heritage Language (Hebbard and Hernández)
- Writing in the Technical Professions (McCall et al.)

GEOGRAPHICAL AND INSTITUTIONAL LOCATIONS

Although the majority of authors do not focus on institutional and geographical location and are based in four-year colleges and universities in North America, the work of the authors of two chapters are intricately tied to their geographical and institutional locations.

- The Chinese University of Hong Kong (Lai et al.)
- The University of Texas Rio Grande Valley (Hebbard and Hernández)

EMPIRICAL RESEARCH CHAPTERS

Seven chapters report on empirical studies of teaching and learning.

- Classroom-based ethnography (Winzenried)
- Qualitative and quantitative analysis of interviews and surveys (Eodice et al., Madden and Tarabochia)
- Teacher research (Croft et al., Goldsmith)
- Program evaluation (Glotfelter et al., Lai et al.)

CONCEPTUAL CHAPTERS

Eleven chapters focus on what Liggett, Jordan, and Price (2011) called "conceptual inquiry," which encompasses historical, critical, and theoretical inquiry.

- Histories (Basgier et al., Russell et al., Townsend)
- Pedagogical narrative and analysis (Alabi et al., Cayley, Effron, McCall et al.)
- Critical/theoretical discussions (Green and Condon, Hebbard and Hernández, Kareem, Palmquist)

FOCAL PARTICIPANTS

The majority of the chapters focus on teaching and learning with undergraduates. A few chapters, however, center on the learning and development of graduate students and faculty, whether as writers, teachers, or WAC scholars.

- Graduate students (Cayley, Russell et al., Madden and Tarabochia)
- Faculty (Eodice et al., Glotfelter et al., Hebbard and Hernández, Madden and Tarabochia)

PREPARING FACULTY AS TEACHERS AND MENTORS

A few chapters focus on, or discuss implications for, the preparation of faculty and faculty mentors.

- Glotfelter et al.
- Goldsmith
- Madden and Tarabochia

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