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Reports: Writing-Across-the Curriculum and the Promise of Something Big

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major identifies a capstone project that requires “expert insider prose” in the discipline. Disciplinary faculty, using the process of backward design, develop instructional modules and assignment sequences needed earlier in the major to prepare students for capstone work. (For a bibliography of peer-reviewed articles on Seattle University’s use of assessment to sustain WAC, email jbean@seattleu.edu)

Reflection across the Curriculum: Whereas “reflection” in writing instruction has typically focused on metacognition, Jesuit universities are increasingly using reflection in the Ignatian tradition of discernment, asking students to wrestle with questions about meaning and value. **Fairfield’s** new core has a pathway entitled “Rhetoric and Reflection.” Seattle University’s new Core also requires reflection in a number of courses, including social justice.

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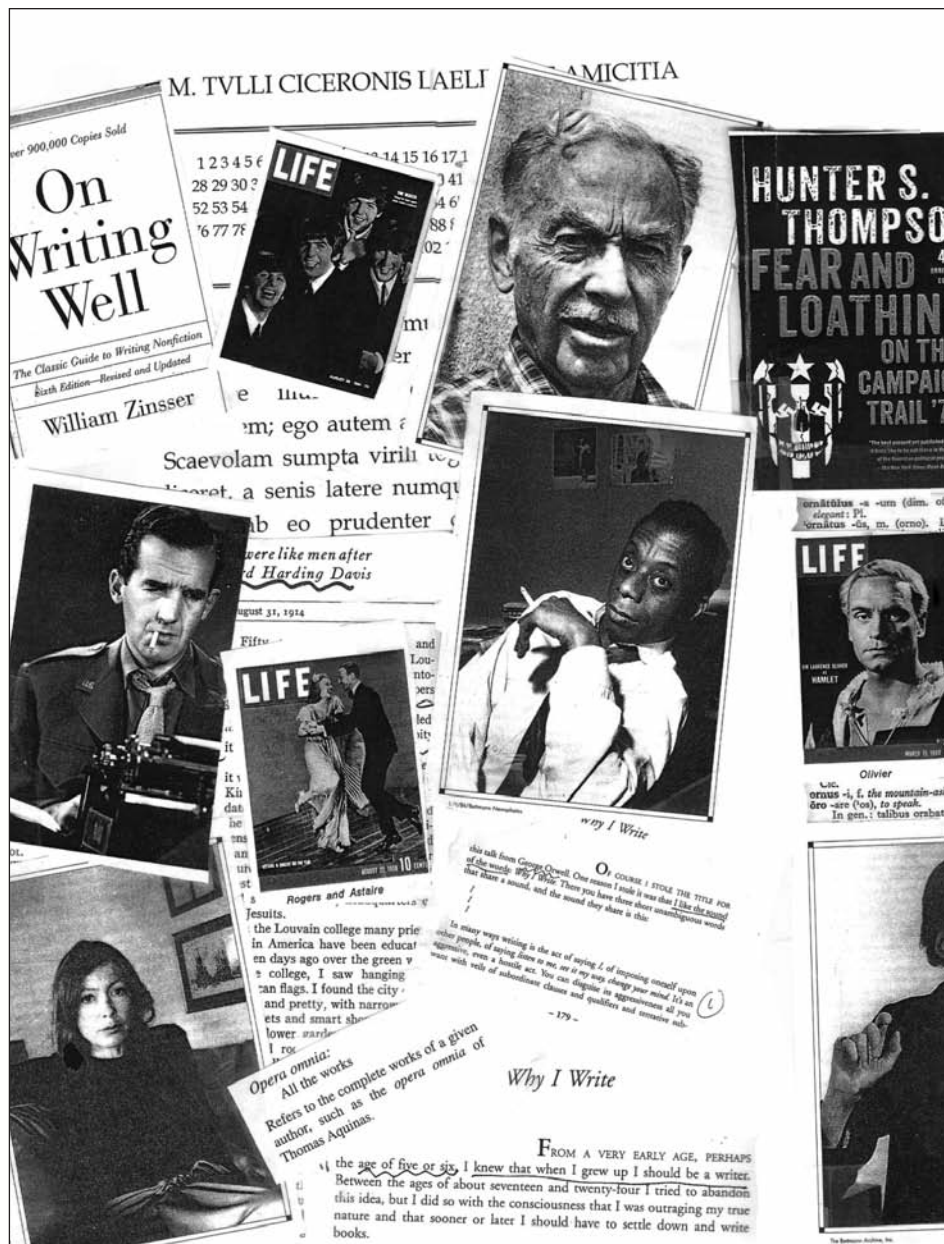
Writing-Across-the Curriculum and the Promise of Something More

Joseph Janangelo

Writing-across-the-curriculum (WAC) courses represent a nexus of what is new and renewed for students at Jesuit colleges and universities. Three recent developments illustrate this combination.

1. Students compose digital texts across the curriculum.

For years, students and teachers have used web sites and databases to further their research. Contemporary WAC instructors are moving from simply using existing online texts to helping students create new ones in contemporary professional genres. Students receive mentored practice in



composing texts designed for online presentation and circulation. These projects prepare students for careers designing company web sites, maintaining their social media presence, and creating online databases and reports. This helps students create texts of encapsulated eloquence with a few well-chosen words and a menu that is clear and inviting. Instructors also help students incorporate visuals (e.g. still and moving images) and sounds (e.g. music).

2. Students write in scholarly and professional genres.

Genres include lab reports, case studies, brochures, and teaching portfolios.

3. Undergraduates publish their research.

Numerous journals sponsor undergraduate research. For example *Young Scholars in Writing* publishes work in rhetorical theory and practice. The concept of audience is writ large when undergraduates write for hundreds of readers.

More and More

The more students write and revise their work in carefully mentored WAC courses, the more attentive, rigorous, and capable they become as readers and writers. Learning to write well is a life-long project. First-year composition courses lay a strong foundation.

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