
Editor's Introduction

As WAC-related manuscripts arrived via e-mail from around the country (and the world), *The WAC Journal* reviewers had no quotas to fill, no specific topics or approaches they were looking for. Rather, they sought articles that best communicated WAC concerns of our time, articles that would make a significant contribution to the already published body of WAC literature, and, most importantly, articles that would speak to you, a reader of *The WAC Journal*.

The first four articles in this volume explore WAC program concerns. Rutz, Hardy, and Condon's "WAC for the Long Haul: A Tale of Hope" tells of a private liberal arts college's longstanding WAC program, which recently reached its third stage of development—assessment. In the second article, Rose and Theilheimer share results of their study, which uses student and faculty interviews and student statements to assess a WAC initiative at an urban community college. Donahue's article, "Strange Resistances," explores a seemingly odd but, we suspect, common problem of declining faculty participation when a WAC program is declared a success. In the fourth article, Martin takes us through the trials and tribulations of developing a state university WAC program, and the instating of directed self-placement in lieu of standard proficiency testing.

In the second four articles, we expect you will find techniques and applications that you could use in your classes: Manahan and English on letter writing among students to increase student involvement and thinking, Gessell and Kokkala on collaborations between science students and students from English classes for editing experience and raising the quality of the writing involved, D'Alessio and Riley on the use of informal writing assignments to determine where additional scaffolding is needed for ESL students to grasp concepts, and Murray on how to apply principles of art critique to a writing intensive class.

In the final three articles, Reiff defends against an attack on WAC by applying post-process theory, Chanock gives an inside view of how a writing tutor working in unfamiliar content does more to help a student learn to write by addressing content concerns than if she restricts herself to surface errors, and Petrucci shares his merging of WAC and WID in a linguistics course.

Welcome to *The WAC Journal*, and enjoy the read.