
Editor's Introduction

This issue opens with an interview of a nationally-recognized WAC personality. Carol Rutz has written up a delightful and insightful interview of John Bean, the author of *Engaging Ideas*. Interviews of this type are a feature we plan to include on a regular basis in future issues of *The WAC Journal*.

WAC techniques generally involve writing to learn and are often easy to adapt to various disciplines. Lynne Ticke offers a WAC technique that could be used across the curriculum, a way for teachers to open a dialogue with their students about the comments they have made on student papers. These dialogues, as Ticke explains, result in opportunities for substantial learning for both the teacher and the students involved.

Writing in the disciplines is a component of WAC that sheds light on not only how language is used in different disciplines, but also how language is used differently within a particular discipline. Tatyana Flesher demonstrates how writing to learn can be applied to a mathematics course to facilitate a professor's knowledge of which concepts students understand and which concepts they do not yet grasp. Kate Chanock offers a framework for students to analyze varieties of writing in any discipline, an analysis that will help students make better language choices when they write.

One of the glories of a WAC approach is the stimulating faculty development that frequently accompanies it. Karen McComas and Charles Lloyd explain a teaching portfolio program that is used on their campus to certify professors who want to teach writing intensive courses. Creating these portfolios encourages reflection and professional growth.

Just as WAC is exceptionally diverse, so are the strategies used to sustain and improve WAC programs. John Pennington and Robert Boyer explain one strategy, a conceptual approach, and make the case for situating WAC as a moral and civic duty. Ellen M. Millsaps describes a very different strategy, one in which faculty come together and collaborate to create a college-wide writing guide.

Finally, Jacob S Blumner reviews two recently published books, *WAC for the New Millenium* and *The WAC Casebook*. These books, which are useful in sustaining WAC programs, both suggest and will likely influence where WAC is heading in the future.