Index

Ackerman, John, 3
“Action science,” 20
Adopters, 6, 26, 27, 35, 93
Anderson, Virginia Johnson, 15, 76, 125–29
Argyris, Chris, 20
Assignments, 82, 95–97, 146
research, 85, 113–18
structured, 108
ungraded, 101
Astin, Helen S., 28
Authority. See Power issues
Awe, 140

Baldwin, Roger G., 6
Baltimore Area Consortium for Writing Across the Curriculum, 2, 41, 61, 126, 130
Bass, Barbara Kaplan, 67, 72
Bean, Daniel J., 60
Belenky, Mary F., 74
Biology, 42–43, 103, 125–29
Braine, George, 3
Bratcher, Suzanne, 3, 6, 12, 13, 14
Bryan, John, 38
Business, 99–100
Butt, Richard, 12

Calkins, Lucy, 74
Carnes, John, 11
Carnes’s model, 11
Case studies, 7–10
of biology classroom, 42–43, 103, 125–29
of business classroom, 99–100
of criminal justice classroom, 107–12
of English classroom, 130–36
of history classroom, 112–18, 118–20
of math classroom, 122
of music classroom, 95–98
of physics classroom, 100–102
of political science classroom, 112–18
of sociology classroom, 104–7

Change issues, 56–58
case studies and, 7–10, 42–43
match-to-sample and, 5–6
open-ended questions and, 6–7, 36–37
Pilgrim’s Progress model, 13
questionnaires, 141–44
Chickering, Arthur, 3, 39
Classroom observation, 42
Cole, Arda L., 14
Community, 59, 62–66, 93, 98, 108
in-class writing and, 105
Conference on College Composition and Communication, 134
Conferences, 87, 113, 134
Confidence, 82
Consortium for the Advancement of Private Higher Education (CAPHE), 44
Constable, Hilary, 14, 56
Conversion stories, 8
CORE (core curriculum) courses, 46, 60, 71
Creators of meaning, 137
Criminal justice, 107–12
Crisis situations, 99
“Criticalist schools,” 20
Critical thinking, 44, 68–71, 109
Curriculum, 70

Data collection. See Research
Departments, 68–71
Dissidence and divergence issues, 29, 54, 65–66
Divergence. See Dissidence and divergence issues
Dowling, H. Fil, Jr., 2, 40–43, 61, 63, 75, 130–36

“Early adopters,” 6, 27, 35
Eble, Kenneth E., 7
Eblen, C., 3
“Educative research,” 20
Egalitarian philosophy, 5
E-mail, 103
English, 130–36
Erb, Marty, 45
Ethnic issues, 28, 91, 107–12
Evans, Richard, 71, 95–98
Extra credit projects, 103

Faculty, 21, 26, 34–35, 41, 42, 46, 48. See also Teaching
attitudes about teaching, 77–90
career patterns, 121–36, 138
change and, 56–58, 141–44
dissidence and, 29, 65–66, 154
expectations, 49–58
fears, 63
habits of mind, 81–82
meaning of WAC to, 59–76
motivations and, 54–56
part-time, 70–71
presentations, 46
profiles of, 29
renewal and, 52–54
theories of teaching, 78–81
University of Cincinnati, 34–35
writing groups, 118–19

Faculty accounts, 38–39
Faculty self-reports, 30, 56
Faculty vitality, 5–6
Faculty Writers' Response Group, 118
Fear, 63
Feedback, 110–12
Filo, Barbara, 67, 71
Finkelstein, Martin J., 5
Fishman, Stephen M., 14–15
Flower, Linda, 74
Frame of reference, 10
"Framing matrix," 11
Freewrite, 84, 110
Fullan, Michael G., 14
Fulwiler, Toby, 1, 8, 33, 60, 66

Garnson, Zelda F., 3, 39
Gender issues, 28
Gitlin, Andrew D., 20
Goetz, Donna, 3
Goetz, Judith Preissle, 21
Goodkin, Vera, 8

Gorman, Michael E., 3, 78
Grades, 87
Graham, Joan, 19
Grammar, 88
Graves, Donald, 74
Griffin, C. Williams, 8, 19
Guba, Egon G., 20, 21
Guidance, 80

Habits of mind, 81–82
Handouts, 87
Hargreaves, Andy, 11–12, 14, 26, 137
Haring-Smith, Tori, 19
Herrington, Anne, 10, 60
Hilgers, Thomas L., 10
History, 112–18, 118–20
Howells, William Dean, 133
Huether, Carl, 103
Hughes-Weiner, Gail, 3
Humility, 140
Hunt, Linda Lawrence, 2, 43–48, 61, 84
Hutchings, Pat, 14

"I" in writing, 110–11
Informal writing. See Writing process
Intention versus practice, 3
Interaction, 103
Interviewing. See Research, interviewing

Jensen-Chekalla, Susan K., 3
Johnstone, Anne C., 10
Journals, 60, 117, 120

Kalmbach, James R., 3, 78
Kincheloe, Joe L., 20
Kipling, Kim J., 7
Knowles, J. Gary, 14

Large classes, 103
Leadership, 133
Learning, passive versus active, 80
LeCompte, Margaret D., 21
Liberation, 62–63
Lincoln, Yvonna S., 20, 21
Loyola College, 131
Index

Magnotto, Joyce N., 2
Maher, Francis A., 15
Mahin, Linda, 135
Marsella, Joy, 10
Marshall, James D., 10
Maryland Writing Project, 2, 41, 61, 74, 76, 130
Match-to-sample studies, 3–6
McCarthy, Lucille, 14–15
McKeachie, Wilbert J., 7
McLaren, Clemence, 10
McLaren, Peter L., 20
McLeod, Susan H., 2, 19
McMahon, Joan D., 2, 28, 40–43, 50
Mentorship, 71
Michigan Technological University, 78
“Middle adopters,” 27, 35
Migliazzo, Arlin, 84
Murphy, Richard J., Jr., 7
Murray, Donald, 74
Music, 95–98

Naming, 63–64, 92
National (Bay Area) Writing Project (NWP), 5
National Writing Project, 41
Nelson, Jennie, 10
Norton, Jerry, 10
Nyquist, Jody D., 14

O’Meara, Don, 67, 68–71
Open-ended questions, 6–7, 36–37. See also Research, interviewing
Ownership, 88

Palmer, Parker, 66
Paradigm, 14, 20
Parker, Robert P., 8
Patterns of learning, 74
Peer collaboration, 60, 104–7, 112, 131
Physics, 100–102
Pilgrim’s Progress model, 13
Political science, 112–18
Power issues, 4–5, 84
Practice versus intention, 3
“Practitioner knowledge,” 14
Programs That Work (Fulwiler and Young), 1–2
Questionnaires, 39, 141–44, 145–47
student, 46–47, 151

Racial Awareness Pilot Project (RAPP), 108
Racial issues, 91, 107–12
Radford University, 7
Raymond, Danielle, 12
Reid, Tammy, 44
Research, 1–16
case studies and, 7–10, 42–43
data and effect and, 26–27
classroom, 74
data analysis, 28–31
data collection, 21–26, 28, 35–40, 41–43, 45–46
faculty and, 21, 26, 34–35, 41, 46, 48
frame of reference, 10
interviewing, 36–37, 39–40, 43, 45, 46–47, 153
match-to-sample studies, 3–6
open-ended questions and, 6–7, 36–37
paradigms, 14, 20
population issues, 27–28
projects for students, 85, 113–18
questions and, 26
Resistance issues, 8–10, 13, 26, 93
Resisters. See Resistance issues
Risk, 63, 73, 112
Rogers, Everett M., 6, 27
Ross, Douglas, 99–100
Russell, David R., 1

Scanio, Joseph, 100–102
Seekers, 26
Self creation, 12
Shakertown, Kentucky, 33–40, 60, 108
Shirley, Susan, 2
Sipple, JoAnn M., 7, 81
Slachman, Virginia, 2, 31, 33–40, 104–7
Small groups, 31, 38–39, 60
Smithson, Isaiah, 3
Sociology, 104–7
Sorrentino, Paul, 3
Soven, Margot, 2
Spradley, James P., 28
Steele, Mildred, 1
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steffens, Henry</td>
<td>33, 60</td>
</tr>
<tr>
<td>Stout, Barbara</td>
<td>2</td>
</tr>
<tr>
<td>Strategies</td>
<td>See WAC strategies</td>
</tr>
<tr>
<td>Stroble, Elizabeth J.</td>
<td>3, 6, 12, 13, 14</td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>communication and</td>
<td>79</td>
</tr>
<tr>
<td>internalization and</td>
<td>80</td>
</tr>
<tr>
<td>questionnaires</td>
<td>46–47, 151</td>
</tr>
<tr>
<td>responses to music assignment</td>
<td>97–98</td>
</tr>
<tr>
<td>teacher-student roles</td>
<td>83–90</td>
</tr>
<tr>
<td>Support groups</td>
<td>72–76</td>
</tr>
<tr>
<td>Swanson-Owens, Deborah</td>
<td>9, 13</td>
</tr>
<tr>
<td>Swilky, Jody</td>
<td>9, 13</td>
</tr>
<tr>
<td>Syllabus</td>
<td>84</td>
</tr>
<tr>
<td>Teacher presence</td>
<td>87, 89</td>
</tr>
<tr>
<td>Teacher-student roles</td>
<td>83–90</td>
</tr>
<tr>
<td>Teaching</td>
<td>See also Faculty</td>
</tr>
<tr>
<td>attitudes about</td>
<td>77–90</td>
</tr>
<tr>
<td>commitment for</td>
<td>83</td>
</tr>
<tr>
<td>confidence</td>
<td>82, 127</td>
</tr>
<tr>
<td>enthusiasm for</td>
<td>83, 123</td>
</tr>
<tr>
<td>importance of</td>
<td>64–65</td>
</tr>
<tr>
<td>philosophy of</td>
<td>77–90</td>
</tr>
<tr>
<td>productivity</td>
<td>112–13</td>
</tr>
<tr>
<td>resources</td>
<td>147</td>
</tr>
<tr>
<td>strategies</td>
<td>See WAC strategies</td>
</tr>
<tr>
<td>teacher-student roles</td>
<td>83–90</td>
</tr>
<tr>
<td>theories</td>
<td>78–81</td>
</tr>
<tr>
<td>Team teaching</td>
<td>71</td>
</tr>
<tr>
<td>Tenure</td>
<td>35</td>
</tr>
<tr>
<td>Testimonials</td>
<td>8, 13, 139</td>
</tr>
<tr>
<td>Tetreault, Mary Kay Thomson</td>
<td>15</td>
</tr>
<tr>
<td>Thaiss, Christopher</td>
<td>8</td>
</tr>
<tr>
<td>Theories of teaching</td>
<td>78–81</td>
</tr>
<tr>
<td>Thought process</td>
<td>102. See also Critical thinking</td>
</tr>
<tr>
<td>Townsend, David</td>
<td>12</td>
</tr>
<tr>
<td>&quot;Townson State Faculty News Letter&quot;</td>
<td>75</td>
</tr>
<tr>
<td>Towson State University (Maryland)</td>
<td>2</td>
</tr>
<tr>
<td>biology department</td>
<td>125–29</td>
</tr>
<tr>
<td>business department</td>
<td>99–100</td>
</tr>
<tr>
<td>English department</td>
<td>130–36</td>
</tr>
<tr>
<td>history department</td>
<td>118–20</td>
</tr>
<tr>
<td>type of institution</td>
<td>17–20, 40</td>
</tr>
<tr>
<td>WAC program at</td>
<td>17–20, 40–43, 61, 133</td>
</tr>
<tr>
<td>Walters, Raymond</td>
<td>68–71</td>
</tr>
<tr>
<td>Walvoord, Barbara E.</td>
<td>2, 14–15, 31, 33–45, 60–61, 84, 113, 126, 131</td>
</tr>
<tr>
<td>Whitworth College (Spokane)</td>
<td>2</td>
</tr>
<tr>
<td>history department</td>
<td>112–18</td>
</tr>
<tr>
<td>music department</td>
<td>95–98</td>
</tr>
<tr>
<td>political science department</td>
<td>112–18</td>
</tr>
<tr>
<td>questionnaires</td>
<td>145–47</td>
</tr>
<tr>
<td>type of institution</td>
<td>17–20, 43</td>
</tr>
<tr>
<td>WAC program at</td>
<td>17–20, 43–48, 59–61</td>
</tr>
</tbody>
</table>

**Udel, Lisa**, 2, 31, 33–40

University of Cincinnati, 2
- biology department, 103
- College of UC, 68–71
- criminal justice department, 107–12
- math department, 122
- physics department, 100–102
- questionnaire, 141–44, 149–50
- sociology department, 104–7
- type of institution, 17–20

WAC program at, 17–20, 33–40, 59–61

**Videos**
- *Making Large Classes Interactive*, 103
- Virginia Polytechnic Institute, 3

WAC strategies, 91–120
- community and, 93, 98, 105–7, 108
- definition of, 91–93, 139
- feasibility and, 93, 101, 107
- fit and, 93–94
- judging workability of, 93–120
- learning and, 93

Walters, Raymond, 68–71

**Writing-Across-the-Curriculum**
- booklets, 47
- *Writing Across the Curriculum* (McLeod and Soven), 2

**Writing across the curriculum (WAC)**
- See also specific topics; WAC strategies
- background research on, 1–16
- career development and, 121–36
- as community, 62–66
- description of, 59–61
- disciplinary viewpoints and, 129
diversity and, 129
fears about, 63
outcomes, 149–50
strategies. See WAC strategies
visibility of, 134
workload and, 123
workshops as models, 66–67
Writing-intensive courses, 145–48, 151
Writing process, 60, 79, 81, 82, 131. See also specific issues
draft response, 111, 113, 119
freewrite, 84, 110

in-class writing, 105, 116
informal writing, 91–93, 102
peer collaboration, 104–7, 112, 131
speed draft, 86

Yoder, John, 112–18
Young, Art, 1, 8
Youngs, Bill, 71
Zinsser, William, 44