

Foreword

In the early 1980s, the issues facing writing across the curriculum were those that face any fledgling pedagogical movement: What are its theoretical foundations, how can its techniques be applied in particular disciplines and classes, and what will its future be? These issues were addressed in an earlier sourcebook on writing across the curriculum, *Teaching Writing in All Disciplines* (Griffin, 1982).

The writing across the curriculum movement has now matured. Its programs are organized into a national network, it is discussed in a rapidly expanding literature, and it is even, to the dismay of some, represented by acronyms such as WAC. Thus, the issues its faces are different from those of ten years ago. It is these issues—how to bring about curricular change, how to sustain faculty interest and enthusiasm, how to evaluate established programs, how to collaborate on research with colleagues in other disciplines, and how to continue funding programs—with which this sourcebook deals. Its chapters are written by recognized authorities in the field (three of whom wrote for the earlier collection), people who have earned their credentials by teaching students, training colleagues, and contributing significant research.

This book offers important support for the continued work of writing across the curriculum. Perhaps in six more years, we will see a third sourcebook on this subject. If so, it will surely build on the fine work represented here.

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Reference

Griffin, C. W. (ed.). *Teaching Writing in All Disciplines*. New Directions for Teaching and Learning, no. 12. San Francisco: Jossey-Bass, 1982.

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