

## **Rethinking First Year English as First Year Writing Across the Curriculum**

**Nancy Benson**, University of Massachusetts Dartmouth

**Steven J. Corbett**, George Mason University

**Anicca Cox**, University of Massachusetts Dartmouth

**Will Higgins**, University of Massachusetts Dartmouth

**Robin Kish**, University of Massachusetts Dartmouth

**Michelle LaFrance**, George Mason University

**Katy Whittingham**, University of Massachusetts Dartmouth

This essay discusses the concerns that have guided curricular changes in the University of Massachusetts Dartmouth First Year English program toward WAC-based philosophies. Following an exploration of the new framework for courses (particularly, development of the *Writing about Writing* model), instructors in the program present example writing assignments that take up the ideals of the WAC-based first year writing classroom. Authors highlight the ways that adopting WAC-based pedagogical methods in their first-year writing classrooms has encouraged them to rethink assignments and goals for students. A respondent offers concluding remarks on the connections between this discussion, originally presented at Quinnipiac University's fourth biennial critical thinking and writing conference, "New Vistas: WAC/WID Intersections in the 21st Century," and the conference's keynote address, as presented by Barbara E. Walvoord.

DOI: [10.37514/DBH-J.2013.1.1.06](https://doi.org/10.37514/DBH-J.2013.1.1.06)