

*the* **WAC** *Journal*

Volume 29 · 2018  
Writing Across the Curriculum

# The WAC Journal

Writing Across the Curriculum  
Volume 29  
2018



© 2018 Clemson University  
Printed on acid-free paper in the USA  
ISSN: 1544-4929

### **EDITOR**

Roy Andrews

### **MANAGING EDITOR**

David Blakesley, Clemson University

### **ASSOCIATE EDITOR**

Cameron Bushnell, Clemson University

### **EDITORIAL BOARD**

Art Young, Clemson University  
Neal Lerner, Northeastern University  
Carol Rutz, Carleton College  
Meg Petersen, Plymouth State University  
Terry Myers Zawacki, George Mason Univ.

### **COPYEDITOR**

Jared Jameson

### **REVIEW BOARD**

Jacob S. Blumner, Univ of Michigan, Flint  
Patricia Donahue, Lafayette College  
John Eliason, Gonzaga University  
Michael LeMahieu, Clemson University  
Neal Lerner, Northeastern University  
Meg Petersen, Plymouth State University  
Mya Poe, Northeastern University  
Carol Rutz, Carleton College  
Joanna Wolfe, University of Louisville  
Terry Myers Zawacki, George Mason Univ.  
David Zehr, Plymouth State University

### **SUBSCRIPTION INFORMATION**

*The WAC Journal*  
Parlor Press  
3015 Brackenberry Drive  
Anderson SC 29621  
wacjournal@parlorpress.com  
parlorpress.com/wacjournal  
**Rates:** 1 year: \$25; 3 years: \$65; 5 years: \$95.

### **SUBMISSIONS**

The editorial board of *The WAC Journal* seeks WAC-related articles from across the country. Our national review board welcomes inquiries, proposals, and 3,000 to 6,000 word articles on WAC-related topics, including the following: WAC Techniques and Applications; WAC Program Strategies; WAC and WID; WAC and Writing Centers; Interviews and Reviews. Proposals and articles outside these categories will also be considered. Any discipline-standard documentation style (MLA, APA, etc.) is acceptable, but please follow such guidelines carefully. Submissions are managed initially via Submittable (<https://parlorpress.submittable.com/submit>) and then via email. For general inquiries, contact Lea Anna Cardwell, the managing editor, via email ([wacjournal@parlorpress.com](mailto:wacjournal@parlorpress.com)). The WAC Journal is an open-access, blind, peer-viewed journal published annually by Clemson University, Parlor Press, and the WAC Clearinghouse. It is available in print through Parlor Press and online in open-access format at the WAC Clearinghouse. *The WAC Journal* is peer-reviewed. It is published annually by Clemson University, Parlor Press, and the WAC Clearinghouse.

### **SUBSCRIPTIONS**

*The WAC Journal* is published annually in print by Parlor Press and Clemson University. Digital copies of the journal are simultaneously published at The WAC Clearinghouse in PDF format for free download. Print subscriptions support the ongoing publication of the journal and make it possible to offer digital copies as open access. Subscription rates: One year: \$25; Three years: \$65; Five years: \$95. You can subscribe to The WAC Journal and pay securely by credit card or PayPal at the Parlor Press website: <http://www.parlorpress.com/wacjournal>. Or you can send your name, email address, and mailing address along with a check (payable to Parlor Press) to Parlor Press, 3015 Brackenberry Drive, Anderson SC 29621. Email: [sales@parlorpress.com](mailto:sales@parlorpress.com)

Reproduction of material from this publication, with acknowledgement of the source, is hereby authorized for educational use in non-profit organizations.



# *The WAC Journal*

Volume 29, 2018

## Contents

### ARTICLES

- WAC Seminar Participants as Surrogate WAC Consultants:  
Disciplinary Faculty Developing and Deploying WAC Expertise 7  
BRADLEY HUGHES AND ELISABETH L. MILLER
- Writing across College: Key Terms and Multiple Contexts as Factors  
Promoting Students' Transfer of Writing Knowledge and Practice 42  
KATHLEEN BLAKE YANCEY, MATTHEW DAVIS, LIANE ROBERTSON,  
Kara Taczak, and ERIN WORKMAN
- Building Sustainable WAC Programs: A Whole Systems Approach 64  
MICHELLE COX, JEFFREY GALIN, AND DAN MELZER
- Inclusion Takes Effort: What Writing Center Pedagogy Can Bring  
to Writing in the Disciplines 88  
SARAH PETERSON PITTOCK
- WAC Journal* Interview of Asao B. Inoue 112  
NEAL LERNER
- Getting Specific about Critical Thinking: Implications for  
Writing Across the Curriculum 119  
JUSTIN K. RADEMAEKERS
- A Tale of Two Prompts: New Perspectives on  
Writing-to-Learn Assignments 147  
ANNE RUGGLES GERE, ANNA V. KNUTSON, NAITNAPHIT LIMLAMAI,  
RYAN MCCARTY, AND EMILY WILSON

More Than a Useful Myth: A Case Study of Design Thinking for Writing Across the Curriculum Program Innovation JENNA PACK SHEFFIELD	168
How Exposure to and Evaluation of Writing-to-Learn Activities Impact STEM Students' Use of Those Activities JUSTIN NICHOLAS	189
Preparing Writing Studies Graduate Students within Authentic WAC-Contexts: A Research Methods Course and WAC Program Review Crossover Project as a Critical Site of Situated Learning MICHELLE LAFRANCE AND ALISA RUSSELL	207
"Stealth WAC": The Graduate Writing TA Program CAMERON BUSHNELL AND AUSTIN GORMAN	230
REVIEWS	
<i>Reframing the Relational: A Pedagogical Ethic for Cross-Curricular Literacy Work</i> by Sandra L. Tarabochia Reviewed by C.C. HENDRICKS	247
What We Mean When We Say "Meaningful" Writing: A Review of <i>The Meaningful Writing Project</i> MARY HEDENGREN	252
Contributors	257