



# Letter from the Editors

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This issue of *LLAD* is focused on materials and resources for instructors teaching writing intensive courses. The first article, “Students’ Reasoning and Rhetorical Knowledge in First-Year Chemistry” by Driskill, Lewis, Stearns and Volz is co-authored by a writing specialist and three chemists. It combines research methods from composition/rhetoric with the very specific demands of the chemistry course. This article is followed by a useful companion piece, a bibliography for chemistry teachers, compiled by Bill Klein and Betsy Aller.

Lee Ann Kastman and Susan L. Booker offer a bibliographical review of WAC articles that should prove very useful to anyone teaching in an agriculture program, and they go beyond a mere listing of references to consider more broadly the dominant approaches and guiding interests of those who publish in that area.

Pascal de Capraris, a geologist, gives us the benefit of the years he has spent improving lectures so that students can follow them. This would be a fine article to use in a WAC seminar, especially in a new program.

In a forum we’ve called “Controversy Across the Curriculum,” four writers take up once again the tensions between WAC and composition as they are played out in the ongoing debate between first-year seminars and introductory composition courses. Lex Runciman’s essay “Ending Composition as we Knew It,” makes the argument for first-year seminars, while David Chapman in “WAC and the First-Year Writing Course” makes the argument for introductory composition. Nadine Weidman’s “Gender Issues in Biology: An Approach to Teaching Writing,” is a description of an excellent first-year seminar, not originally intended to be polemic as the other two were, while Beth Daniell confronts the issues on both sides, in “F-Y Comp, F-Y Seminars, and WAC: A Response.” The trouble is that there are good reasons for the disagreements and Daniel readily admits she has no easier answers than anyone else. The authors were invited to reply to Daniel’s reading of their three essays. Only Weidman, under-

standably, felt the need to supplement her descriptive piece with an argument.

The debate is followed by a related piece: Linda Bergmann's review of Joseph Petraglia's fine collection, *Reconceiving Writing, Rethinking Writing Instruction*.

There are a few things we would like to call your attention to as you read. For one, please note the call for papers on page 95 regarding our special issue on "Communicating Across the Engineering Curriculum," guest edited by Steven Youra at Cornell University. Please consider submitting a proposal for this upcoming issue or passing the call on to a colleague who is working on a piece that might be appropriate. Also, we are constantly on the lookout for program descriptions of ongoing (or developing) WAC programs, so if you have such a description on hand—or are willing to write one—please send it to us.