



Letter from the Editors

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In this issue of *Language and Learning across the Disciplines* we hear much of students' voices, directly or indirectly. Lyn Kathlene, a political science teacher, writes of inviting students to speak electronically in "(Re)Learning Gender through Expressive Writing and Critical Reflection: Electronic Discussion groups as Idea Mediators among Students." In what she calls "Newsgroup Learning," Kathlene provides students with space to work through, in their own words, the gender issues that are often so new to them, and threatening. Judy Halden-Sullivan's article, "Writing to Learn, *Assessing* to Learn," critiques the standard checklist device so many of us use in WAC workshops. She argues that the checklist does nothing to help students find their own voices in the disciplinary context, while other kinds of assessment devices come closer to the writing-to-learn philosophy that informs much of WAC activities. In "Student Perceptions of the Value of WAC," Joan Hawthorne reports interviews with students who have taken WAC courses to give a sense of how they feel about them.

The last article focuses on voices from across the faculty: "Dealing with Resistance to WAC in the Natural and Applied Sciences." The article is multiply authored by faculty committed to the University of Missouri's Campus Writing Program, headed by Marty Townsend. In it, Townsend, Martha D. Patton, a consultant to natural and applied sciences faculty, Aaron Krawitz from mechanical engineering, Kay Libbus from nursing, and Mark Ryan from fisheries and wildlife, tell the stories of their involvement with WAC, and of faculty resistance from faculty's point of view. The article includes examples of assignments revised to make them writing intensive.

And we have another program description: Kristine Hansen has supplied us with a description of the Advanced Writing Program at Brigham Young University. Again, we invite contributions to this regular section of the journal.