



Note from the Editor

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This issue of Language and Learning Across the Disciplines offers very practical articles on assessment and course design, and a survey of our genre practice in WAC programs.

Michael Carter's article, "A Process for Establishing Outcomes-Based Assessment Plans for Writing and Speaking in the Disciplines," describes the involvement of North Carolina State University's Campus Writing and Speaking Program in preparing for an accreditation visit. Anyone faced with such an accreditation visit will want to look at this report.

Addressing a completely different assessment issue, J. Stanton Carson, Patricia G. Wojahn, John R. Hayes, and Thomas A. Marshall report on the continuing development of the Communications Skills Program at Robert Morris University. In "Design, Results, and Analysis of Assessment Components in a nine-course CAC Program," the authors report on the development of a multiple-choice writing test they feel compliments their portfolio assessment, captures real information, and addresses the demands of administration and business sponsors.

Natasha Artemeva and Susan Logie's article "Introducing Engineering Students to Intellectual Teamwork," describes and evaluates the use of peer feedback large sections of engineering courses. Seeking to provide evidence of the intellectual growth outcome of peer feedback.

Finally, Dan Melzer surveys the genres assigned in writing intensive courses that are offered on-line. His method makes it possible to sample widely, giving us a nice overall view of what is happening with "Assignments Across the Curriculum: A Survey of College Writing."