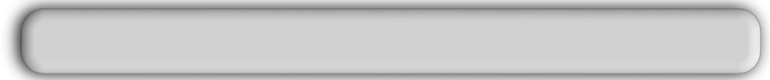




IWAC
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Using Disciplinary Difference to Support WAC Faculty



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**College of
Humanities &
Social
Sciences**

**Writing
Across the
Curriculum**

AT A GLANCE

FALL

- one-day WAC workshop led by recognized WAC scholar
- 10 faculty “WAC Fellows” commit to developing/revising a course using WAC

SPRING

- Fellows teach WAC courses for the first time
- Fellows meet monthly as a group with WAC director

ASSESSMENT

- Fellows survey students in WAC classes
- Fellows write reflective reports



**CHSS
WAC
2009-2015**

*BY THE
NUMBERS*

70 faculty WAC Fellows

- 38 from Humanities
- 32 from Social Science

1659 students enrolled in WAC Fellows' initial [surveyed] WAC classes


75% of students indicate that writing

- helped them engage with course material
- helped them better learn course material



***In contrast
to humanities
faculty,
social science
faculty
tend to . . .***

- more readily identify ineffective current teaching practices
- implement and assess WAC strategies in more measured ways
- attempt more significant, transformative pedagogical changes
- use strategies more identifiable as WAC than WID
- write systematic and evidence-based rather than discursive reports



***A social
science
approach
can support
WAC
faculty by
encouraging
them
to . . .***

think in terms of an experiment or trial or testable thesis

consider their fields' threshold concepts

implement significant changes – selectively

use freewriting to engage with their WAC “experiment” throughout the semester