Using Disciplinary Difference to Support WAC Faculty

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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
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