



Letter from the Editors

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This issue of *Language and Learning across the Disciplines* has a distinct focus on writing instruction in disciplinary sites. "Inquiry as a Non-Invasive Approach to Cross Curricular Writing Consultancy" uses the Freirian approach usually associated with cultural studies to critique a too-easy application of composition theory to other contexts. Its author, Mark Waldo (University of Nevada, Reno), sees a danger of faculty from the English department imposing their own values on faculty from other departments. Ann Dobie and Gail Poirrier (University of Southwestern Louisiana), however, report on trying one of composition's favorite concepts, writing-to-learn, in a disciplinary context, and liking it. "When Nursing Students Write: Changing Attitudes," supports traditional WAC claims that writing-to-learn humanizes the disciplinary classroom. Students who wrote journals appear less likely to give up the class altogether.

Deep in the disciplines now, "What's Love Got to Do with It? Scholarly Citation Practices as Courtship Rituals," by Shirley Rose (Purdue) focuses on the language of the disciplines, interpreting scholarly citation practice in opposition to current economic readings—which her theory requires her not to name. Courtship, rather than competition, is, she argues, the driving metaphor.

The penultimate essay, "Beyond Mainstream: An Interdisciplinary Study of Music and the Written Word," written by Thomas Strychacz from the English department and David Bernstein from the music department of Mills College, elegantly models an interdisciplinary undergraduate course in music and poetry that is based on Leonard Bernstein's reading of Noam Chomsky. And the final essay, "The Role of Written and Verbal Expression in Improving Communication Skills for Students in an Undergraduate Chemistry Program" by Brian P.

Coppola and Douglas S. Daniels (University of Michigan, Ann Arbor) offers an account of the techniques they introduced into one of their courses to enhance student learning.

With this issue of *Language and Learning Across the Disciplines* we signal our thinking about what we would like to do differently, now that we have actually produced all of Volume 1. We will not settle into any one new format, as you can see by checking the inside back cover of this issue, where we provide a preview of the issues projected for next year. But in addition to research on language and learning across the disciplines, which has been the focus of the first two issues, we will include descriptions of practice -- the practice of language, the practice of teaching -- essays on that experience, and bibliographies and reviews.

To that end, we are providing you, our readers, with a list that simply notes books of interest to us in the context of this journal. In due time we expect to review them. If you would like to be the person who writes one of these reviews for us, please get in touch with Sharon Quiroz.

We will continue to experiment with structures that will allow us to address the fact that, as Joan Mullin at the University of Toledo has noted, people involved in writing across the university come to it from different places, and have progressed to different places. With this issue, *Language and Learning across the Disciplines* makes an even greater commitment to meeting those different needs.

We thank those of you who have supported us with your patience (and your subscription dollars) and given us encouragement as we worked to make this a journal that is both of the highest quality and truly interdisciplinary. We will be working especially hard in the coming year to ensure that the journal is produced and published in a more timely fashion now that many of the struggles of the first year(s) are behind us. Thank you all, once again, for your good wishes. We feel strongly that the best is yet to come.

Books of Interest

- Bazerman, Charles and David Russell. *Landmark Essays on Writing Across the Curriculum*. Davis, CA: Hermogoras Press; 1994.
- Berkenkotter, Carol and Thomas N. Huckin. *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power*. Hillsdale, NJ: Erlbaum; 1995.
- Geisler, Cheryl. *Academic Literacy and the Nature of Expertise: Reading Writing and Knowing in Academic Philosophy*. Hillsdale, NJ: Erlbaum; 1994.
- Charles A. Perfetti, M. Anne Britt, Maa C. Georgi. *Text-Based Learning and Reasoning: Studies in History*. Hillsdale, NJ: Erlbaum; 1995.
- Petraglia-Bahri, Joseph. *Reconceiving Writing, Rethinking Writing Instruction*. Hillsdale, NJ: Erlbaum; 1995
- Vipond, Douglas. *Writing and Psychology: Understanding Writing and Its Teaching from the Perspective of Composition Studies*. Westport, CT: Praeger Publishers; 1993.
- Winsor, Dorothy. *Writing Like an Engineer: A Rhetorical Education. Rhetoric, Knowledge, and Society Series*. Hillsdale, NJ: Erlbaum; 1996.