Re-directing the Winds of Change: Transformative Possibilities in Cross-Curricular Literacy Projects

Dr. Sandra Tarabochia
Questions at the Heart of WAC/WID Initiatives

- When is change needed?
- Who or what should change as a result of Cross-Curricular Literacy (CCL) efforts?
- How should change be initiated and worked toward?
- Who should decide the purpose(s) of change and evaluate the outcomes?
## Views of Change throughout Stages of the WAC Movement

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Stage 1: Missionary</th>
<th>Stage 2: Anthropological</th>
<th>Stage 3: Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>View of Change</td>
<td>Writing specialist</td>
<td>Writing specialist</td>
<td>Writing specialist</td>
</tr>
<tr>
<td></td>
<td>changes disciplinary</td>
<td>1) more persuasively</td>
<td>1) changes faculty</td>
</tr>
<tr>
<td></td>
<td>faculty, curriculum,</td>
<td>changes changes disciplinary</td>
<td>into critical pedagogues or</td>
</tr>
<tr>
<td></td>
<td>and pedagogy</td>
<td>2) changes goals/behaviors</td>
<td>2) works only with faculty who</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to accommodate disciplinary</td>
<td>already have critical aims</td>
</tr>
<tr>
<td></td>
<td></td>
<td>faculty needs</td>
<td></td>
</tr>
</tbody>
</table>
Hidden Assumptions about Change

- Change should be large-scale and revolutionary.
- Change is one-directional.
- Meaningful change is visible and measurable.
- Change results from the application of writing knowledge in disciplinary contexts.
- Change, vaguely defined as improved student writing, is inherently worth pursuing.
Hidden Assumptions about Change

- Change should be large-scale and revolutionary.
- Change is one-directional.
- Meaningful change is visible and measurable.
- Change results from the application of writing knowledge in disciplinary contexts.
- Change, vaguely defined as improved student writing, is inherently worth pursuing.

Pedagogical View of Change

- Change can be small-scale and incremental.
- Change is multi-directional.
- Meaningful change can be invisible, tenuous, and chaotic.
- Change results from collaboratively created knowledge.
- Change should be collaboratively defined and interrogated.
3. Reflection for Transfer (After Project)

2. Collaborative Inquiry (During Project)

1. Self Inventory (Before Project)

Heuristic for Pedagogical Relationships


