Appendix A. 10 Successful Student-Led WAC Initiatives
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1. **Researching Writing in the Disciplines**
   - Interview content area teachers to draw upon (and reinforce) their discipline expertise
   - Identify, read and apply WAC theory and practice from useful web and print resources
   - Build knowledge base among writing center tutors by presenting and applying research in tutoring
   - Distribute research papers and presentation materials to content area teachers and students

2. **Mapping Writing Across the Curriculum**
   - Compile and sort a list of writing in the school
   - Share list with teachers, students and administrators to validate, support and encourage student writing
   - Evaluate overlaps for possible knowledge transfer between disciplines and interdisciplinary collaboration

3. **Evaluating of Sample Student Writing**
   - Collaborate with teacher to identify strong and weak student writing samples
   - Evaluate samples with teacher to clearly define/articulate the teacher’s expectations for quality writing

4. **Developing/Modifying Writing Assignment Guidelines**
   - Compare rubrics across disciplines to identify and streamline language and promote student knowledge transfer
   - Revise rubrics for clarity and accessibility
   - Address incongruity between teacher assumptions and expectations, assignment guidelines and rubrics
   - Where clear grading criteria do not exist, offer to develop a rubric for teacher’s use
   - Read teacher-written documents as a “practice audience” – what questions will students have?

5. **Developing/Modifying Writing Rubrics**
   - Revise assignment sheets for clarity and accessibility
   - Address incongruity between teacher assumptions and expectations, assignment guidelines and rubrics
   - Read teacher-written documents as a “practice audience” – what questions/misconceptions will students have?

6. **Creating and Presenting In-Class Writing Mini Lessons**
   - Identify writing concepts or strategies that would support student writing in the discipline or for a particular writing intensive assignment for the course
   - Consult with the teacher to prepare and present a mini-lesson to the students on the topic

7. **Conducting Out-of-class Writing Workshops**
   - Identify common concerns or weaknesses in student writing to prepare a workshop for students to work on these issues (may be hosted in the writing center or in the teacher’s classroom)
   - Student experience in the class usually offers a valued perspective on common mistakes

8. **Developing Supplemental Course Materials**
   - Prepare materials (e.g. PowerPoint presentations, handouts or worksheets on writing-related issues of concerns; “how to” videos; student samples to use as models) for teachers to use during instruction
   - Teachers use these student-produced materials in their own instruction
   - These materials endure beyond the individual consultant’s relationship with teacher

9. **“Tutoring” a Teacher’s Instructional Materials**
   - If a teacher is willing to share, provide a “practice audience” and work to clarify instructional materials
   - These materials exist beyond the individual consultant’s relationship with the teacher

10. **Finding and Promoting Authentic Writing Opportunities.** Encourage teachers and students to participate in scholarships, contests, publications, etc.