The UWR and Disciplinary Writing

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UWR

Lower Division

Produce at least 3000 words; 1000 words in work polished through feedback & criticism

Intro to course's disciplinary discourse forms

Integrate and document **at least one source** in one paper using discipline's documentation style

Draft, revise, and edit formal written work

Seek assistance from Writing Center as needed/referred

Upper Division

Produce at least 5000 words; 2000 words in work polished through feedback & criticism

Practice and reflect upon discourse forms used by graduates and professionals in the discipline.

Integrate and document information from **more than one source** in at least one paper using discipline's documentation style.

Draft, revise, and edit formal written work

Seek assistance from Writing Center as needed/referred

UWR Course Requirments

- Students must **complete** all UWR writing-intensive courses **with a C- or better**.

- UWR writing-intensive **courses must allocate at least 30% of the overall grade to formal writing assignments**.

- **At least 25% of the overall grade** must be **based on evaluation of individually written papers** that have been **revised after feedback**.

- Primarily intended to be **discipline courses** which **use writing tasks to help students learn the material** and **learn how to write effectively in the discipline.**

- Course writing will address **punctuation, grammar, and disciplinary documentation style**.

Philosophies supporting WAC programs generally agree that:

- writing is the **responsibility of the entire academic community**

- writing must be **integrated across departmental boundaries**

- writing **instruction must be continuous** during all four years of undergraduate education

- writing **promotes learning**

- only **by practicing the conventions of an academic discipline** will students begin to communicate effectively within that discipline

Writing Across the Curriculum

from Kiefer's "*An Introduction to Writing Across the Curriculum*

Emerged in the 1980s as a response to the lack of student practice in writing throughout the university curriculum

Writing assignments of this kind are designed to:

- **introduce or give students practice** with a discipline's language conventions
- **introduce** students to specific **discipline formats** or **genres**
- **provide a stretch of time** over which formal documents are written
- **promote adherence to** the genre's professional **format and style guidelines**
- **provide context for teacher comments on disciplinary content**
- **provide context for teacher comments on professional expectations of format and mechanical correctness**

Writing in the Disciplines

from Kiefer's "*An Introduction to Writing Across the Curriculum*"

Proposed by Bazerman in early 1990s as a "second stage of WAC," characterized by specialized disciplinary writing (Bamberg 6)).

Works Cited

- Bamberg, Betty. "WAC in the 90's: Changing Contexts and Challenges." *Language and Learning Across the Disciplines 4.2*. Web. 8 May 2012.

- "University Writing Requirement." Department of English/Writing. Eastern Oregon University, 2004. Web. 7 Apr. 2012.

- Kiefer, Kate. "An Introduction to Writing Across the Curriculum." *WAC Clearinghouse*.