The UWR and Disciplinary Writing

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### 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 Requirements

- 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

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**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


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