

Annotated Bibliography

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Anson, C. (2010). The Intradisciplinary Influence of Composition and WAC, 1967-1986. *The WAC Journal*, 21(1), 5-19.

Dr. Chris Anson's article is centered around the ways that the field of composition effected the development of the Writing Across the Curriculum (WAC) movement. He describes several ways to be able to discover the effects of composition on WAC, such as looking through articles from 14 discipline-based teaching-oriented journals from 1967 to 1986. The articles that Anson used were primarily focused on academic writing of students and the improvement of their writing skills. Anson then details the ways that each article's author influenced the effects of composition on WAC. He also uses several charts and tables to show both the number of and which articles referenced composition and its effects.

This article is more focused on the history of WAC than the other articles in this annotated bibliography. It describes the different ways that WAC was affected by composition and references past articles from different scholars to show how. The development of WAC and the factors that influenced it are the themes of this article. McLeod, who wrote an article also in this annotated bibliography, is referenced in the beginning of this article where he uses her as an example of scholars that wrote about the WAC movement in its early days. This helps to show that she is one of the many scholars that who had an impact on the movement of WAC.

Danielson, C. (2010). Writing Papers in Math Class: A Tool for Encouraging Mathematical Exploration by Preservice Elementary Teachers. *School Science and Mathematics*, 110(8), 374-381.

This article, written by Dr. Christopher Danielson in 2010, is a summary of his experiences when asking his students, who are attempting to become elementary math teachers, write papers in the field of mathematics. Writing a paper in mathematics is different than writing in other curriculums because it contains mathematical examples and insights that help to explain your ideas. In the article Danielson explains what he expects of his students when he asks them to write a mathematical paper. For example, he provides a past assignment and explains its requirements, “This paper has three components: (1) learn to perform the algorithm; (2) work a variety of problems using the algorithm; and (3) analyze the algorithm using the themes of the course.” He also gives excerpts from past student’s papers to show mathematical writing the way he thinks it should be.

An article focused on writing in the field of mathematics is much more specific than the articles written by McLeod or Emig that were describing writing across the different curriculum in general. This article gives the reader a much more fixed understanding of the proper ways to write specifically in mathematics, which can be very helpful to someone who is attempting to improve their skills of expressing their mathematical ideas in words. Danielson’s article also provided more examples of the way papers in mathematics should be written. This allows the reader to see the writing without having to picture the way it should appear themselves.

Emig, J. (1977) Writing as a Mode of Learning. *College Composition and Communication*, 28(2), 122-128. <http://www.jstor.org/stable/356095>

Janet Emig wrote this article in 1977, when the concept of writing across the curriculum (WAC) was just beginning to take shape, to attempt to establish a common understanding of the idea. The article primarily consists of what Emig saw as the vital factors of writing. For example, she says, “An additional distinction, so simple it may have been previously overlooked, resides in two criteria: the matters of origination and of graphic recording.”, which is the equivalent of her saying that two important factors are where the information written comes from and being sure to give the same idea as what you read. There are many more factors of WAC that Emig explains including writing as a unique language process, the differences between writing and talking, and college composition and communication.

Janet Emig’s article is somewhat dissimilar to the article written by McLeod, written ten years later, in 1987. McLeod’s article was a more simplified explanation for the concept of WAC, because I believe it was meant more for an audience of students who may have had more trouble understanding the amount of information explained in Emig’s article. However, Emig’s article does provide a much more detailed definition for what WAC truly consists of and all the specific definitions for each aspect of WAC. Being able to read a distinct description for each factor does allow you to have a more complete understanding of WAC, which would allow someone to become much more skilled at writing, no matter the curriculum. Therefore, I believe Emig’s article is a better source for learning how to write in the different academics.

McLeod, S., & Maimon, E. (2000). Clearing the Air: WAC Myths and Realities. *College English*, 62(5), 573-583. <http://www.jstor.org/stable/378962>

In this article, McLeod and Maimon are describing both different misconceptions people commonly have and explaining true characteristics of “writing across the curriculum” (WAC). To do this, the two authors go through excerpts of other articles by different authors who were writing about their views of what represents WAC. McLeod and Maimon then explain the ways that these articles incorrectly explained or stated incorrect facts about WAC. They then go on to explain what they see as the realities of WAC. First, they explain it from a teacher’s point of view using both articles from other professors and their own to support their cases. Lastly, they describe WAC from the director’s point of view using books written colleagues who had a lot of experience as WAC directors.

McLeod and Maimon’s article gave me a good idea of what ideas to avoid when thinking about WAC, and what characteristics I need to make sure I understand. This will be very helpful when I am trying to write in different courses and for different professors. The article really built upon McLeod’s article that she wrote in 1987, “Defining Writing Across the Curriculum”, by giving a more detailed view of McLeod’s definition of WAC. However, it also helped by providing the input of Maimon who had a similar view, but also provided many of her own ideas. This helped to make the article a very good summary of what WAC really means and how to use it.

McLeod, S (1987). Defining Writing Across the Curriculum. *Writing Program Administration*, 11(1-2), 19-24.

This article consists of McLeod trying to establish a specific understanding of what writing across the curriculum (WAC) means. The phrase WAC was still in its early days during the 1980's and was beginning to be more widely used. Therefore, McLeod was attempting help people who did not have a decent grasp of what WAC meant understand it better. She does this by describing different programs that help to improve a person's knowledge of WAC that are meant for different types academics, including students and faculty. Also, she explains what WAC really means and says that it means "change" in the writing process based on the class or field you're working in.

This article helped provide me with a more basic foundational understanding of what WAC means. I will now be able to build on this foundation and develop a more detailed knowledge. The article had a similar definition of what WAC really meant compared to McLeod and Maimon's article "Clearing the Air: WAC Myths and Realities". They both described it as a breaking down writing and adjusting it to whatever is needed for the specific curriculum that you are writing for. Their article builds upon this one by providing a more detailed explanation for what WAC means, however it also has the input of Maimon to provide another professor's ideas.