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| Nota di contenuto       | Book Cover; Title; Copyright; Contents; Preface; Introduction: How Universities Are Towers of Babel and How They Are Not; 1 First-Year English, Graduate Programs in Composition Studies, and Writing Across the Curriculum: In the Tower Wobbling; 2 Saving Wordsworth's Poet; 3 Wordsworth's Poet Conducts WAC Workshops, or the Influence of Writing to Learn on the Cross-Curricular Writing Enterprise; 4 WAC Administration Reduced to English-Only, Writing-Intensive, or Discipline-Based Models; 5 Still the Last Best Place for Writing Across the Curriculum: The Writing Center<br>6 Workshops for Designing Assignments and Grading Writing Across the Curriculum: A Difference-Based Approach<br>7 Assessing Student Writing Within the Disciplines; 8 Specialization, Stewardship, and WAC: An Essential Partnership; Appendix A; Appendix B: Why Is It Important to Advance Critical Thinking Skills?; Appendix C: Toward Identifying Critical Thinking; Appendix D; Appendix E: Sample Assignments; Appendix F: Samples of Student Physics Papers; Appendix G: Writing Center Phone Survey; Appendix H: Visitor Response Sheet UNR Writing Center; References; Author Index; Subject Index |

## Sommario/riassunto

In this volume, Mark Waldo argues that writing across the curriculum (WAC) programs should be housed in writing centers and explains an innovative approach to enhancing their effectiveness: focus WAC on the writing agendas of the disciplines. He asserts that WAC operation should reflect an academy characterized by multiple language communities--each with contextualized values, purposes, and forms for writing, and no single community's values superior to another's. Starting off with an examination of the core issue, that WAC should be promoting learning to write in the disciplines inste

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