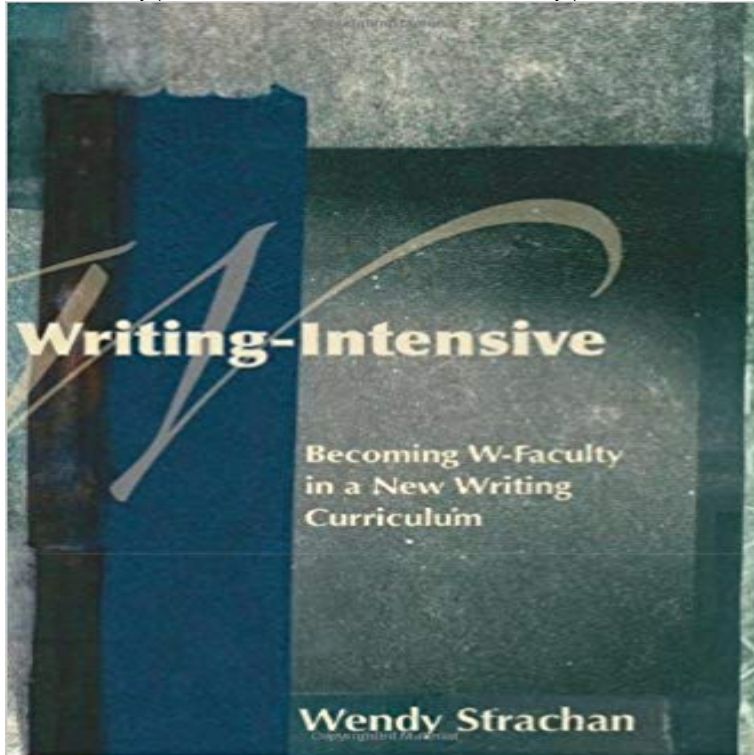


Writing-Intensive: Becoming W-Faculty in a New Writing Curriculum



In one of the few book-length studies of a major post-secondary writing-across-the-curriculum initiative from concept to implementation, Writing-Intensive traces the process of preparation for new writing requirements across the undergraduate curriculum at Simon Fraser University, a mid-sized Canadian research university. As faculty members across campus were selected to pilot writing-intensive courses, and as administrators and committees adjusted the process toward full implementation, planners grounded their pedagogy in genre theory a new approach for many non-composition faculty. So doing, the initiative aimed to establish a coherent yet rhetorically flexible framework through which students might improve their writing in all disciplines. Wendy Strachan documents this campus cultural transformation, exploring successes and impasses with equal interest. The study identifies factors to be considered to avoid isolating the teaching of writing in writing-intensive courses; to engender a university-wide culture that naturalizes writing as a vital part of learning across all disciplines; and to keep the teaching of writing organic and reflected upon in a scholarly manner across campus. A valuable case history for scholars in writing studies, WAC/WID, and curricular change studies.

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