

**Writing Across the Curriculum  
Communication Bibliography**  
Compiled by Peter Sands, PhD  
Department of English/Edison Initiative  
University of Wisconsin-Milwaukee  
sands@uwm.edu

Most journals that publish research on Writing Across the Curriculum, WAC textbooks, or guidebooks, do not specifically address the communication or communication studies, perhaps because of the prominence writing already enjoys there. Hence, finding articles or books that are specifically geared toward integrating WAC in communication courses, is difficult. In this bibliography I have included some materials from other science or social science areas that had some application to classes in communication.

In this bibliography, all annotations marked with a single asterisk appeared in the ERIC database, available online from the Golda Meir Library website at: <http://www.uwm.edu/Library/Info/db.html>; those marked with a double asterisk appeared in the Academic FullText database.

Coon, A., & Scanlon, P. (1997). Does the curriculum fit the career? Some conclusions from a survey of... *Journal of Technical Writing & Communication*, 27 (4), 391-400.

Abstract: Highlights a study in which graduates of a degree program in professional and technical communication were surveyed to identify their current employment, their attitudes toward academic preparation, and the professional courses they found most helpful. Description of the history and curriculum of Rochester Institute of Technology's 11-year-old program in Professional and Technical Communication.\*\*

Hurley, P. (1997). A critical select bibliography of literature on internationalizing the... *Journal of Technical Writing & Communication*, 27 (4), 425-440.

Abstract: states that several factors suggest the necessity of internationalizing the business and technical writing curriculum. Listing of these factors; How some teachers in the business and technical writing classrooms have reacted to the proposal of internationalizing their curriculum; Presentation of a critical bibliography which provides a practical resource for teachers of business and technical writing who wish to internationalize their curriculum.\*\*

Jones, E., & Nugent, M. (1996). Enhancing the teaching and learning process of undergraduate education at large universities. ERIC Clearinghouse on Higher Education ED394426.

Abstract: This study identified courses associated with improvements in the writing skills of 455 first semester, freshman undergraduates at a large research university. Secondarily, faculty who

taught these courses were interviewed to explore their teaching practices, course designs, and evaluation techniques. The same group of students was invited back for reassessment at the end of the freshman year (N=374) and at the end of the sophomore year (N=265). Students completed the writing assessment model from the Collegiate Assessment of Academic Proficiency each time. Student courses attended were linked with the results of the assessments to determine the change over time. Student result comparisons were made by class size and academic college. The most notable finding from the faculty interviews was that nearly one-half stated that writing was not a course goal, although most believed it should be an important part of the class and of the student's development; blame was placed on large class sizes. As for students, certain courses were found to be associated with gains in students' writing skills: foreign languages, music, philosophy, sociology, and communications. However, it was also found that, overall, students's writing skills declined during the freshmen year and never increased beyond their original level of writing skills. \*

Mason, G. & Hogg, M. (1991). Oral communication across the curriculum: a report of data. ERIC Clearinghouse on Reading and Communications Skills ED337841.

Abstract: The goal of the Speaking Across the Curriculum movement is to increase oral communication competencies at the college and university level. Much of what has been implemented within Writing Across the Curriculum can be applied to Speaking Across the Curriculum. A study examined students' opinions of a proposed Speaking Center at Eastern Illinois University. Subjects, 1,000 students representing a stratified sample, responded to a 36-item questionnaire designed to answer the following questions: Are students in favor of the Speaking Center concept? How should the Speaking Center be designed? Results indicated that: (1) students believed oral communication experiences were beneficial to their learning in the classroom and that more courses outside the speech communication discipline should have some oral presentation component; (2) students thought that having a Speaking Center available for students in all academic departments was a good idea; (3) students would use the Speaking Center on a voluntary basis; (4) staffing of the Speaking Center was not of concern to the students; (5) much of the Speaking Center's focus should be on speech anxiety and class presentations; and (6) students exhibited a strong preference for one-on-one help. Findings favor the continued pursuit of the proposed Speaking Center project. (Two appendixes of data are attached.)\*

Russell, N. (1991). Science and the media: a communication project for science students. *Journal of Biological Education*, 25 (4), 295-301. ERIC EJ469505.

Abstract: Outlines a program to develop general process skills in which students consider the level of public understanding of science, analyze the role of national daily newspapers in communicating news and information about science, and gain insight into the problems of popular scientific communication by writing pieces on scientific topics. \*

Sommers, J. (1992). Statistics in the classroom: written projects portraying real-world situations. *Mathematics Teacher*, 85 (4), 310-313. ERIC EJ446405.

Abstract: Proposes using student projects to show students how mathematics can be applied to their lives by using statistics. Students identify a topic of interest to them and their community, collect data, discuss the analyzed data in a written report, and present the reports at the local senior-citizen center.\*