

Writing Across the Curriculum
Mass Communication/Journalism Bibliography

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The journal *Journalism Educator* occasionally publishes articles on integrating WAC principles in journalism classes. However, most WAC textbooks or guidebooks do not address journalism, mass communications or professional writing, perhaps because of the prominence writing already enjoys in those disciplines. Indeed, some works from those disciplines, such as Roy Peter Clark and Don Fry's *Coaching writers: editors and reporters working together* (NY: St. Martin's, 1992), would be useful additions to teachers' bookshelves.

In this bibliography, all annotations appeared in the ERIC database, available online from the Golda Meir Library website at: <http://www.uwm.edu/Library/Info/db.html>.

Hurlow, M. (1989). Role for mass communication in "writing across curriculum": Writing to learn exercises enrich professional courses. *Journalism Educator*, 44 (2), 56-58. ERIC EJ394855.

Abstract: Discusses ways journalism faculty can contribute to the goals of Writing across the Curriculum (WAC) programs, including: speaking at WAC teacher training seminars and publishing student writing.

Olson, L. (1987). Recent composition research is relevant to newswriting. *Journalism Educator*, 42 (3), 14-18. ERIC EJ357902.

Abstract: Examines four topics in composition research that are pertinent to journalism instruction: writing as process, writing across the curriculum, modes of instruction, and dealing with errors.

Panici, D., & McKee, K. (1995). Writing-across-the-curriculum in mass communication courses. *Journalism and Mass Communication Educator*, 50 (2), 55-61. ERIC EJ508204.

Abstract: Advocates the application of writing-across-the-curriculum type assignments in mass communication and journalism courses. Offers an overview of transactional and expressive writing assignments used in such courses.

—. (1997). Writing-across-the-curriculum within mass communication. *Journalism and Mass Communication Educator*, 51 (4), 47-53. ERIC EJ550472.

Abstract: Surveys 2735 American and Canadian colleges/universities about whether they had a

writing-across-the-curriculum (WAC) program, asking for a list of WAC courses, what respondents thought about the influence of such courses on student learning and writing abilities, and about linking WAC and journalism/mass communication courses. Finds strong support for WAC among respondents.

Riley, S. (1996). Craft meets art as professors try writing across the curriculum. *Journalism and Mass Communication Educator*, 50 (4), 77-81. ERIC EJ530581.

Abstract: Argues against one facet of writing across the curriculum (WAC) "doctrine"--the apparent reluctance to correct students' mechanical errors. Asks WAC proponents to reflect on the vital consideration that one must master the craft before being capable of taking writing to the level at which it approaches or becomes art.

Tait, A. (1989). A pre-student teaching experience for secondary school journalism and publication advisors. ERIC Clearinghouse on Reading and Communications Skills ED311431.

Abstract: A study conducted at Central Michigan University examined the effective use of undergraduate teaching assistants as small group leaders by the Journalism Department for its writing across the curriculum program (WAC). The teaching assistants who participated--students with a minor in teaching high school journalism--emerged as an important component in fulfilling WAC objectives because of their intense teaching interests and desire for pre-student teaching experience. The study focused on the differences between teaching Journalism 101, a large lecture mass media and mass society course, using the traditional departmental approach with four objective examinations and teaching the course using the new approach consisting of smaller classes, student assistants, extra credit journal exercises, chapter summaries, small group exercises, and three essay examinations. A student opinion survey reporting students' project reactions was administered, and findings revealed that the 36 (out of 45) students who completed the survey reacted positively to the new writing assignments and to the use of undergraduate student teaching assistants.