

Writing Across the Curriculum
Sociology Bibliography
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In this bibliography, 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 with a double asterisk came from the WAC subject bibliographies published by the Georgia State University WAC program at:

<http://WWW.GSU.EDU/~wwwwac/>.

Bidwell, L. D. (1995). Helping students develop a sociological imagination through innovative writing. *Teaching Sociology*, 23 (4), 401-06. ERIC EJ523692.

Abstract: Summarizes a class project that attempts to make students more aware of the pervasiveness of women's images in culture and how gender norms shape women's status in society. Class consists of innovative writing assignments, discussions, informal presentations, and collection of cultural artifacts. Includes descriptions of these activities and students' responses.*

Cadwallader, M. L., & Scarboro, C. A. (1982). Teaching writing within a sociology course: a case study in writing across the curriculum. *Teaching Sociology*, 9 (4), 359-82. ERIC EJ266330.

Abstract: Describes a program for teaching writing as an integral part of college sociology classes. Students do frequent free-writing exercises, participate in small weekly writing groups, and compose final papers. Suggestions for implementation are offered.*

Coker, F. H., & Scarboro, A. (1990). Writing to learn in upper-division sociology courses: two case studies. *Teaching Sociology*, 18 (2), 218-22. ERIC EJ414025.

Abstract: Discusses two upper division writing-intensive courses, Sociological Theory and Sociology of Religion, offered at Millsaps College (Mississippi). Argues that greater emphasis on writing in the upper-division sociology courses allows students to become better learners and better sociologists. Anderson, L., & Holt, M. (1990). Teaching writing in sociology: a social constructionist approach. *Teaching Sociology*, 18 (2), 179-84. ERIC EJ414019. Abstract: Provides an overview of the "social constructionist" approach to teaching composition in sociology courses. Describes a course that is team taught by the authors and is based on the social constructionist paradigm. Stresses that sociological writing is a special type of discourse that can be taught most effectively by sociologists who understand pedagogical theory.*

Day, S. (1994). Learning in large sociology classes: journals and attendance. *Teaching Sociology*, 22 (2), 151-65. ERIC EJ490148.

Abstract: Reports on a study of two introductory sociology courses to determine whether informal writing assignments can aid learning. Finds that requiring students to keep journals did not significantly improve performance on essay tests. Asserts that teachers may be justified in requiring attendance as a strategy for increased learning.*

Day, S. (1989). Producing better writers in sociology classes: a test of the writing-across-the-curriculum approach. *Teaching Sociology*, 17 (4), 458-64. ERIC EJ399659.

Abstract: Examines the writing-across-the-curriculum approach to teaching writing skills. Reports the results of a study involving classes at Southwest Texas State University (San Marcos). The papers in 10 sociology, 2 English, and 1 general studies classes were assigned with varying frequency and graded more or less rigorously. Results do not support this approach.*

Faigley, L. & Hansen, K. (1985). Learning to write in the social sciences. *College Composition and Communication*, 36 (2), 140- 149.

Presents two case studies of students writing papers for upper-division social science courses. Concludes that an English professor could not evaluate student papers in the same way as a person in the discipline. People in the discipline can spot disciplinary problems in papers that are mechanically perfect and follow the appropriate format; they can also see beyond mechanical problems to detect how much a student has learned about a discipline and how well a student can think like someone in the discipline. Concludes that upper-level writing in disciplines needs to be taught by professors in those disciplines.**

Hylton, J., & Allen, J. (1993). Setting specific purposes for writing-to-learn assignments: adapting the dialogue notebook for a human services course. *Teaching Sociology*, 21 (1), 68-78. ERIC EJ469709.

Abstract: Reviews the rationale and evolution of the Writing across the Curriculum (WAC) movement and applies it to college level sociology courses. Suggests criteria for selecting writing assignments to meet specific objectives. Recommends the use of "dialogue notebooks," a modified form of student journals.*

Karcher, B. (1988). Sociology and writing across the curriculum: an adaptation of the sociological journal. *Teaching Sociology*, 16 (2), 168-72. ERIC EJ371245.

Abstract: Argues that sociology, as a discipline, has much to offer and much to gain from participation in the writing-across-the-curriculum (WAC) movement. Suggests a modified version

of WAC principles which minimizes the amount of grading required and allows students to discover the sociological perspective as they apply writing to their course experiences.*

King, K. (1994). Leading classroom discussions: using computers for a new approach. *Teaching Sociology*, 22 (2), 174-82. ERIC EJ490150.

Abstract: Asserts that students learn more rapidly and retain knowledge longer when they take an active role in the learning process. Describes a college sociology course in which students regularly contribute to a "class journal" using electronic mail. Discusses problems and pitfalls of using computers for classroom discussion.*

Lackey, C. (1994). Social science fiction: writing sociological short stories to learn about social issues. *Teaching Sociology*, 22 (2), 166-73. ERIC EJ490149.

Abstract: Recommends the use of student-written sociological short stories as an alternative to traditional term papers. Describes how students choose a topic and use sociological theories and research to outline a plot, characters, dialogue, and settings. Includes excerpts from student stories and recommendations on student evaluation.*

Moynihan, M. M. (1989). Writing in sociology classes: informal assignments. *Teaching Sociology*, 17 (3), 346-50. ERIC EJ395908.

Abstract: Describes writing exercises that stimulate learning while not burdening the instructor. Discusses simulations in which students are asked to write a diary entry about the daily experiences of a 75-year-old, to formulate a marriage contract, and to write a letter to a friend describing the student's worst job experience.*

Reinertsen, P., & DaCruz, G. (1996). Using the daily newspaper and journal writing to teach large introductory sociology classes. *Teaching Sociology*, 24 (1), 102-07. ERIC EJ541928.

Abstract: Reports on a teaching method that combined assigned daily newspaper readings with weekly informal journal writing to teach basic sociological concepts. Assigned journal topics acted as a link between class material, the newspaper stories, and other texts. Student response was overwhelmingly enthusiastic. Provides several examples of the journal assignments.*

Reinertsen, P. S., & Wells, M. C. (1993). Dialogue journals and critical thinking. *Teaching Sociology*, 21 (2), 182-86. ERIC EJ473696.

Abstract: Discusses the use of individual and group journals as a way to develop students' abilities to critically analyze reading materials in a college level sociology course. Describes the process by

which the journals are written and evaluated. Contends that the learning strategy improved students' analytical abilities and writing skills.*

Shamoon, L. K., & Schwegler, R. A. (1988). Sociologists reading student texts: expectations and perceptions. *The Writing Instructor*, 71-81.

An instructor's discipline-specific expectations for student writing might influence their perceptions of student writing. To examine this, authors took student papers written for an introductory sociology course and altered them to make them sound less sociological (less jargon, fewer cues to sociological line of reasoning) but still coherent, grammatically correct and logically clear. Then had sociology professors read the papers and talk as they read about their expectations for student papers and whether the original or alter version fulfilled those expectations. Found that when you delete or change the sentences that mark the sociological structure of the argument, the professors think the writing is poor.**

Stoecker, R. (1993). Integrating writing and the teaching assistant to enhance critical pedagogy. *Teaching Sociology*, 21 (4), 332-40. ERIC EJ478445.

Abstract: Proposes a learning model that includes components of critical thinking and social critique in writing assignments. Reports on results of an experimental course designed to use graduate student teaching assistants to improve students' critical thinking and writing skills. Describes the positive results of the course.*

Takata, S. (1994). The guided essay examination for sociology and other courses. *Teaching Sociology*, 22 (2), 189-94. ERIC EJ490151.

Abstract: Compares the use of multiple choice and essay tests for student evaluation and asserts that essay tests are superior but have disadvantages. Presents a rationale and suggestions for implementing the guided essay approach to student evaluation. Includes an appendix with a guided essay format accompanied by a sample essay.*