Rethinking First Year English as First Year Writing Across the Curriculum

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This essay discusses the concerns that have guided curricular changes in the University of Massachusetts Dartmouth First Year English program toward WAC-based philosophies. Following an exploration of the new framework for courses (particularly, development of the Writing about Writing model), instructors in the program present example writing assignments that take up the ideals of the WAC-based first year writing classroom. Authors highlight the ways that adopting WAC-based pedagogical methods in their first-year writing classrooms has encouraged them to rethink assignments and goals for students. A respondent offers concluding remarks on the connections between this discussion, originally presented at Quinnipiac University’s fourth biennial critical thinking and writing conference, “New Vistas: WAC/WID Intersections in the 21s Century,” and the conference’s keynote address, as presented by Barbara E. Walvoord.