Writing About Literature Writing Across The Curriculum

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Reference Guide to Writing Across the Curriculum Charles Bazerman 2005 This reference guide traces the "Writing Across the Curriculum" movement from its origins in British secondary education through its flourishing in American higher education and extension to American primary and secondary education. Writing in the Academic Disciplines David R. Russell 2002 ?To understand
the ways students learn to write, we must go beyond the small and all too often marginalized component of the curriculum that treats writing explicitly and look at the broader, though largely tacit traditions students encounter in the whole curriculum,” explains David R. Russell, in the introduction to this singular study. The updated edition provides a comprehensive history of writing instruction outside general composition courses in American secondary and higher education, from the founding public secondary schools and research universities in the 1870s, through the spread of the writing-across-the-curriculum movement in the 1980s, through the WAC efforts in contemporary curriculums.

**WAC for the New Millennium** Susan H. McLeod 2001-01-01 Celebrating the achievements of Writing Across the Curriculum (WAC) by highlighting the promise of its future, this book presents 12 essays that describe how WAC programs have adapted and continue to adapt to meet new challenges. Essays in the book explain strategies for continuing WAC programs in an atmosphere of change; explore new avenues of collaboration, such as service learning and the linked-course curricula of learning communities, and predict areas into which WAC programs need to move; and suggest new directions for research on writing across the curriculum. After a foreword by Elaine P. Maimon, essays in the book are: (1) "Writing Across the Curriculum in a Time of Change" (Susan H. McLeod and Eric Miraglia); (2) "Accommodating Complexity: WAC Program Evaluation in the Age of Accountability" (William Condon); (3) "WAC Wired: Electronic Communication Across the Curriculum" (Donna Reiss and Art Young); (4) "Writing Across the Curriculum and Service Learning: Kairos, Genre, and Collaboration" (David A. Jolliffe);
(5) "Is It Still WAC? Writing within Interdisciplinary Learning Communities" (Terry Myers Zawacki and Ashley Taliaferro Williams); (6) "ESL Students and WAC Programs: Varied Populations and Diverse Needs" (Ann M. Johns); (7) "The Politics of Literacy Across the Curriculum" (Victor Villanueva); (8) "Writing Centers and WAC" (Joan A. Mullin); (9) "Curriculum-Based Peer Tutors and WAC" (Margot Soven); (10) "Writing Intensive Courses and WAC" (Martha A. Townsend); (11) "Where Do the Naturalistic Studies of WAC/WID Point? A Research Review" (David R. Russell); and (12) "Theory in WAC: Where Have We Been, Where Are We Going?" (Christopher Thaiss). (RS)

Excellence in Literature Handbook for Writers Ian Johnston 2012-03 This two-part writer's handbook will take your student from high school into college. Part 1 is a course in essays and arguments (helpful for debate, too) with topic-sentence outline models and much more. Part 2 is a traditional reference guide to grammar, style, and usage. You will find yourself using the Handbook almost daily for instruction, reference, and evaluation.

The College Writer: A Guide to Thinking, Writing, and Researching, Brief Randall VanderMey 2014-01-01 Combining streamlined instruction in the writing process with outstanding accessibility, THE COLLEGE WRITER, BRIEF, is a fully updated three-in-one book—with a rhetoric, a reader, and a research guide—for users at any skill level. Throughout the book, numerous student and professional writing samples highlight important features of academic writing—from voice to documentation—and offer models for users’ own papers. The fifth edition features a greater focus on writing across the curriculum, further supported within the research chapters by additional coverage of report writing, primary
research, and avoiding plagiarism. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Writing Across the Curriculum Chris M. Anson 1993 This annotated bibliography is the first to trace the history of the Writing Across the Curriculum Movement and to assess the scholarship and pedagogy on the subject for researchers in diverse fields.

Diverse Approaches to Teaching, Learning, and Writing Across the Curriculum Lesley Bartlett 2020 this collection documents a key moment in the history of Writing Across the Curriculum, foregrounding connection and diversity as keys to the sustainability of the WAC movement in the face of new and long-standing challenges.

Teaching the Novel Across the Curriculum Colin C. Irvine 2008 Provides a collection of essays on ways to teach novels in a variety of courses.

Classroom Discussion Dixie Lee Spiegel 2005 Provides information on using discussion in the classroom to promote learning and thinking skills.

Active Literacy Across the Curriculum
Heidi Hayes-Jacobs 2014-07-10 Highly acclaimed author Heidi Hayes Jacobs shows teachers – at very grade level and in every subject area -- how to integrate the teaching of literacy skills into their daily curriculum. With an emphasis on school wide collaborative planning, she shows how curriculum mapping sustains literacy between grade levels and subjects.

Writing to Learn William Zinsser 2013-04-30 This is an essential book for everyone who wants to write clearly about any subject and use writing as a means of learning.

The College Writer John Van Rys 2020-10-23 No matter where you are in the writing process or how confident you are in your writing, THE COLLEGE WRITER: A GUIDE TO THINKING, WRITING, AND RESEARCHING, 7E offers valuable guidance and support. This fully updated four-in-one resource provides a rhetoric, reader, research guide, and complete handbook for writers of any skill level. Updated professional and student writing samples highlight important features of academic writing -- from organization to documentation -- while modeling strategies and timely topics to use in your own papers. A reader-friendly organization leads you through the process of composing academic and research-based essays. Revisions emphasize how to craft strong paragraphs and thesis statements, analyze and respond to readings, and compose multimodal texts. With MindTap, you can even choose an online, multimedia learning experience with an eBook, audio and video files, weblinks, practice exercises, and bonus content on test-taking, workplace writing, and oral presentations.

The College Writer: A Guide to Thinking, Writing, and Researching Randall VanderMey 2014-01-01 Combining streamlined instruction in the writing process with outstanding accessibility, THE COLLEGE WRITER is
a fully updated four-in-one book—with a rhetoric, a reader, a research guide, and a handbook—for users at any skill level. Throughout the book, numerous student and professional writing samples highlight important features of academic writing—from voice to documentation—and offer models for users' own papers. The fifth edition features a greater focus on writing across the curriculum, further supported within the research chapters by additional coverage of report writing, primary research, and avoiding plagiarism. Each student text is packaged with a free Cengage Essential Reference Card to the MLA HANDBOOK, Eighth Edition. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

**Landmark Essays on Writing Across the Curriculum** Charles Bazerman
2020-11-25 Rhetoric, as a general teaching -- while preaching locality of action and guidelines for handling that locality -- has tended from the beginning to serve as a universality. It has offered a generalized techne with only limited categories, appropriate for all discursive situations, at least for those that were not excluded from the realm of rhetoric. Nonetheless, from its beginnings, rhetoric limited its interests to certain activity fields such as law, government, religion, and most important, the educators of leaders in these activity fields. This collection presents landmarks showing where the Writing-Across-the-Curriculum (WAC) and Writing in the Disciplines (WID) movements have gone. They have opened up a number of prospects that were impossible to see when rhetoric and composition confined their gaze to relatively few discursive activities. This suggests that the rhetorical landscape is becoming more complex and
interesting, as well as more responsive to life in the complex, differentiated societies that have emerged in the last few centuries. This volume will reveal to scholars and researchers a range of possibilities for the study of disciplinary discourse and its teaching, and suggest to them new prospects for the future -- and for the better.

Fusion Book 2, Enhanced Edition: Integrated Reading and Writing Dave Kemper 2014-01-01 FUSION: INTEGRATED READING AND WRITING: BOOK 2 is a developmental English book for reading and writing at the essay level. It connects the reading and writing processes so that they are fully reciprocal and reinforcing, using parallel strategies to analyze reading and to generate writing.

FUSION: INTEGRATED READING AND WRITING: BOOK 2 teaches specific reading strategies with each essay genre and teaches rhetorical modes of writing as modes of thought. Grammar instruction is integrated in authentic writing, using high-interest professional and student models. In this new enhanced edition, we have devoted 40 additional pages to reading strategies and a variety of readings to practice with. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Assessing Writing Across the Curriculum Kathleen Blake Yancey 1997 Noting that the term "assessment" sounds formal and institutional and frequently generates fear and anxiety, this book presents 14 essays that demonstrate that assessment can help students, teachers, and administrators in writing across the curriculum (WAC) programs learn about what they are doing well and about how they might do better. The first set of essays in the book focus on
informal, formative WAC assessments; the second set discuss more formal efforts to assess WAC; and a concluding essay provides a theoretical and historical look at WAC assessment. After a preface, "The WAC Archives Revisited" (Toby Fulwiler and Art Young), essays in the book are: (1) "Introduction--Assumptions about Assessing WAC Programs: Some Axioms, Some Observations, Some Context" (Kathleen Blake Yancey and Brian Huot); (2) "From Conduit to Customer: The Role of WAC Faculty in WAC Assessment" (Barbara Walvoord); (3) "Documenting Excellence in Teaching and Learning in WAC Programs" (Joyce Kinkead); (4) "Contextual Evaluation in WAC Programs: Theories, Issues, and Strategies for Teachers" (Cynthia L. Selfe); (5) "Beyond Accountability: Reading with Faculty as Partners across the Disciplines" (Brian Huot); (6) "How Portfolios for Proficiency Help Shape a WAC Program" (Christopher Thaiss and Terry Myers Zawicki); (7) "Listening as Assessment: How Students and Teachers Evaluate WAC" (Larry Beason and Laurel Darrow); (8) "Program Review, Program Renewal" (Charles Moran and Anne Herrington); (9) "The Crazy Quilt of Writing across the Curriculum: Achieving WAC Program Assessment" (Meg Morgan); (10) "Integrating WAC into General Education: An Assessment Case Study" (Martha A. Townsend); (11) "Adventures in the WAC Assessment Trade: Reconsidering the Link between Research and Consultation" (Raymond Smith and Christine Farris); (12) "Research and WAC Evaluation: An In-Progress Reflection" (Paul Prior, Gail E. Hawisher, Sibylle Gruber, and Nicole MacLaughlin); (13) "WAC Assessment and Internal Audiences: A Dialogue" (Richard Haswell and Susan McLeod); and (14) "Pragmatism, Positivism, and Program Evaluation" (Michael M. Williamson). (RS)
The College Writer's Handbook Randall VanderMey 2006 Continuing in the tradition of The College Writer, The College Writer's Handbook offers a proven at-a-glance page format, practical writing instruction, and an inviting design—everything today's students need for college and career writing. In addition, the authors' established use of humor as a pedagogical tool and their entertaining visuals, quotations, anecdotes, and models enhance learning and humanize the rich content, setting this handbook apart. The compact handbook balances clear and concise explanations with an abundance of useful hints and compelling examples. It also includes extended coverage of critical topics such as the writing process as well as critical-reading and critical-thinking skills. An easy-to-use CD and companion web site enrich the handbook's instruction, providing useful learning tools for the modern writer. Lively, user-friendly design elements such as bulleted lists, one- and two-page spreads, twelve tabs to organize topics, and color to highlight key information, facilitate reading and enable students to find information quickly. Exceptional coverage of writing across the curriculum and writing in other contexts includes chapters on writing personal, analytical, and persuasive essays, along with models of common writing forms such as literary analyses, lab reports, field reports, and research papers. A thorough introduction to critical thinking, reading, and viewing helps students analyze texts and images more closely and apply these principles to their own writing. Three full chapters on design include high-interest material on creating and using visuals and on writing and designing for the Web. Superior integrated ESL guidance—combined with an easy-to-follow format—make this handbook...
appropriate for classes with nonnative speakers of English. The comprehensive research section provides in-depth coverage of using sources appropriately, integrating sources, and avoiding plagiarism. Students can refer to detailed coverage of four documentation formats: MLA, APA, Chicago, and CSE (CBE).

Writing and Reading Across Curriculum
Laurence Behrens 1999-08

Fusion: Integrated Reading and Writing, Book 1 Dave Kemper
2015-01-15 FUSION: INTEGRATED READING AND WRITING, Book 1 is a developmental English book for reading and writing at the paragraph level. It connects the reading and writing processes so that they are fully reciprocal and reinforcing, using parallel strategies that guide students in analyzing reading to generate writing. FUSION teaches critical reading strategies in conjunction with the shared writing traits, such as main idea, details, and organization, and teaches the types of writing (including the basics of research) that students will encounter in their future courses. Grammar instruction is integrated in authentic writing, using high-interest professional and student models. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Writing Across the Curriculum Literature TM 1996c 1998-06
Teaching Writing Gail E. Tompkins
2012 CD-ROM contains ClickMe software plus four videos of classroom applications.

Teaching Writing in All Disciplines C. Williams Griffin 1982

English Across the Curriculum Bruce Morrison 2021 Inspired by papers presented at the second international English Across the Curriculum (EAC) conference, this book provides a
platform for those involved in the EAC movement to exchange insights, explore new strategies and directions, and share experiences. It speaks not only to EAC practitioners but also to scholars in a range of related fields, whether they are considering starting an EAC-like initiative or are already involved in an established EAC, Content and Language Integrated Learning (CLIL), or Writing Across the Curriculum (WAC) program. The chapters in the book testify to challenges faced, opportunities presented, and a passion displayed for embedding academic English literacy in courses in a range of disciplines at institutions around the world. They also highlight the persistence and determination of teachers in creating and shaping valuable learning experiences and ongoing support for their students.

**Composing a Community**  
Susan H. McLeod  
2006-03-28 Composing a Community is not only a history of early WAC programs but also of how the people developing those programs were in touch with one another, exchanging ideas and information, forming first a network and then a community. Composing a Community captures the stories of pioneers like Elaine Maimon, Toby Fulwiler, and others, giving readers first-hand accounts from those who were present at the creation of this new movement. David Russell’s introduction sets this emergent narrative into relief. Susan H. McLeod and Margot Iris Soven, themselves pioneers in WAC history, have assembled some of its most eloquent voices in this collection: Charles Bazerman, John C. Bean, Toby Fulwiler, Anne Herrington, Carol Holder, Peshe C. Kuriloff, Linda Peterson, David R. Russell, Christopher Thaiss, Barbara E. Walvoord, and Sam Watson. Their style is personal, lively, and informal as the authors succeed in putting their
personal memories in the larger context of WAC studies.

**Electronic Communication Across the Curriculum** Donna Reiss 1998 This collection of 24 essays explores what happens when proponents of writing across the curriculum (WAC) use the latest computer-mediated tools and techniques—including e-mail, asynchronous learning networks, MOOs, and the World Wide Web—to expand and enrich their teaching practices, especially the teaching of writing. Essays and their authors are: (1) "Using Computers to Expand the Role of Writing Centers" (Muriel Harris); (2) "Writing across the Curriculum Encounters Asynchronous Learning Networks" (Gail E. Hawisher and Michael A. Pemberton); (3) "Building a Writing-Intensive Multimedia Curriculum" (Mary E. Hocks and Daniele Bascelli); (4) "Communication across the Curriculum and Institutional Culture" (Mike Palmquist; Kate Kiefer; Donald E. Zimmerman); (5) "Creating a Community of Teachers and Tutors" (Joe Essid and Dona J. Hickey); (6) "From Case to Virtual Case: A Journey in Experiential Learning" (Peter M. Saunders); (7) "Composing Human-Computer Interfaces across the Curriculum in Engineering Schools" (Stuart A. Selber and Bill Karis); (8) "InterQuest: Designing a Communication-Intensive Web-Based Course" (Scott A. Chadwick and Jon Dorbolo); (9) "Teacher Training: A Blueprint for Action Using the World Wide Web" (Todd Taylor); (10) "Accommodation and Resistance on (the Color) Line: Black Writers Meet White Artists on the Internet" (Teresa M. Redd); (11) "International E-mail Debate" (Linda K. Shamoon); (12) "E-mail in an Interdisciplinary Context" (Dennis A. Lynch); (13) "Creativity, Collaboration, and Computers" (Margaret Portillo and Gail Summerskill Cummins); (14) "COLlaboratory: MOOs, Museums, and
Mentors" (Margit Misangyi Watts and Michael Bertsch); (15) "Weaving Guilford's Web" (Michael B. Strickland and Robert M. Whitnell); (16) "Pig Tales: Literature inside the Pen of Electronic Writing" (Katherine M. Fischer); (17) "E-Journals: Writing to Learn in the Literature Classroom" (Paula Gillespie); (18) "E-mailing Biology: Facing the Biochallenge" (Deborah M. Langsam and Kathleen Blake Yancey); (19) "Computer-Supported Collaboration in an Accounting Class" (Carol F. Venable and Gretchen N. Vik); (20) "Electronic Tools to Redesign a Marketing Course" (Randall S. Hansen); (21) Network Discussions for Teaching Western Civilization" (Maryanne Felter and Daniel F. Schultz); (22) "Math Learning through Electronic Journaling" (Robert Wolfe); (23) "Electronic Communities in Philosophy Classrooms" (Gary L. Hardcastle and Valerie Gray Hardcastle); and (24) "Electronic Conferencing in an Interdisciplinary Humanities Course" (Mary Ann Krajnik Crawford; Kathleen Geissler; M. Rini Hughes; Jeffrey Miller). A glossary and an index are included. (NKA)

**Reconnecting Reading and Writing**

Alice S. Horning 2013-09-06

Reconnecting Reading and Writing explores the ways in which reading can and should have a strong role in the teaching of writing in college. Reconnecting Reading and Writing draws on broad perspectives from history and international work to show how and why reading should be reunited with writing in college and high school classrooms. It presents an overview of relevant research on reading and how it can best be used to support and enhance writing instruction.

**The College Writer**

Randall VanderMey 2004-12-01

"The College Writer is a rhetoric, reader, research guide, and handbook that offers streamlined, nuts-and-bolts writing instruction"—
Writing Across the Curriculum Shelley S. Peterson 2008-06 As the amount of curriculum in today's classrooms expands and teaching time seems to shrink, teachers are looking for ways to integrate content area and writing instruction. In this revised and expanded edition of Writing Across the Curriculum, Shelley Peterson shows teachers how to weave writing and content area instruction together in their classrooms. The author provides practical and helpful ideas for classroom teachers and content-area specialists to easily incorporate writer's workshop while teaching in their subject area. New features in this second edition include: * internet websites that can be used to teach writing (e.g., wiki's, weblogs, and digital storytelling) * examples from grades 4-8 classrooms that show how science, social studies, health, and mathematics teachers can also be teachers of poetry, narrative, and non-narrative writing * new assessment scoring guides * information on working with struggling writers and supporting English Language Learners * graphic organizers, templates, and mini-lessons that engage students in learning

Writing-across-the-curriculum and the Academic Library Jean Sheridan 1995 Provides background information and practical suggestions to librarians and instructors involved with Writing-Across-the-Curriculum.

Sustainable WAC Michelle Cox 2018-03

Programs that Work Toby Fulwiler 1990 This book describes in detail successful writing-across-the-curriculum programs at fourteen colleges and universities in the United States. Each chapter is written by a team of participating instructors, many representing disciplines other than English.

Writing Programs Worldwide Chris
WRITING PROGRAMS WORLDWIDE offers an important global perspective to the growing research literature in the shaping of writing programs. The authors of its program profiles show how innovators at a diverse range of universities on six continents have dealt creatively over many years with day-to-day and long-range issues affecting how students across disciplines and languages grow as communicators and learners.

Writing Across the Curriculum: Writing about literature 1996 Through clear and concise introduction materials and lessons, this series develops student's writing skills so they can successfully meet the writing challenges in essay tests and research papers. Reading Level: 5-6 Interest Level: 6-12

Using Children's Literature to Teach Writing Across the Curriculum Leila M. Hosseinali 2006

Coaching Writing in Content Areas William Strong 2011-06 Coaching

Writing in Content Areas: Write-for-Insight Strategies, Grades 6-12, Second Edition, is packed with practical, motivating strategies for making writing a tool for learning, and for integrating it into content area instruction. Designed to help new and veteran teachers work smarter, not harder, the book is written by William Strong, one of America's most respected writing instructors. The clear, personal voice of the book and its illustrative examples drawn from the work of expert teachers made the first edition a “thumbs-up” favorite with National Writing Project sites across the nation. This new edition expands these features, covers new strategies, and includes new samples of assignments, rubrics, and student writing throughout.

Writing Across the Curriculum Susan H. McLeod 1992-08-27 "Now there is another excellent resource for those academicians seeking to nurture
writing across the curriculum programs on their campuses: Susan H. McLeod and Margot Soven's detailed guide Writing Across the Curriculum. Indeed, even those directors whose programs are underway will find both interesting ways to expand their efforts and sound advice about pitfalls to avoid. . . . All readers will find user-friendly advice for program development in each chapter. . . . Deserves a place on the shelves of most writing across the curriculum program directors and college administrators." --The Modern Language Journal "In achieving its aims this book is very successful. . . . One reason for its success is that it is indeed a book, a sort of collaboratively written monograph, rather than a loose collection of separate essays. The editors have succeeded in inducing an impressive roster of knowledgeable authorities in the field to write chapters that together make up a coherent 'how to do it' volume, a volume that speaks with one clear, authoritative voice to the needs of university leaders. . . . The first three chapters offer very practical guidance for launching a WAC program successfully. . . . Everything that a school needs to develop a mature and successful WAC program is detailed in this relatively brief volume. . . . One reason the volume is so successful is that the chapters are so consistent." --Composition Chronicle "This book is . . . an indispensable tool for new WAC directors/creators; however, the collection delivers more than its title promises, providing not only a 'guide to developing programs' but also a wealth of information and some important reminders for seasoned WAC directors. . . . They have created a collection that includes a coherent philosophy of WAC, one based on respect for the expertise of faculty in disciplines other than English. . . . Barbara Walvoord's excellent
essay, 'Getting Started' (arguably the most important piece in the collection, certainly the most often cited by the editors and other writers), describes a conversation-based philosophy of WAC with which many other writers in the collection clearly agree. . . . This collection brims over with practical help on a wide range of problems confronting any WAC administrator. . . . This collection includes several pieces to refresh old news and more familiar pieces to remind us that the challenges WAC programs face often create the best possibilities for program innovation and educational reform." --WPA: Writing Program Administration How can institutions develop and sustain writing across the curriculum (WAC) programs? This volume, written for faculty and administrators alike, answers that question. Chapters written by some of the foremost WAC directors and consultants in the country discuss how to get started, how to run WAC workshops, what role administrators can play, and how WAC can be integrated into the university curriculum. Also, there are pertinent chapters on developing permanent institutional support for WAC. Writing Across the Curriculum gives details about resources successful WAC programs need--coordinators, faculty who participate in workshops and seminars, support systems such as peer tutoring or writing centers, and models of institution-specific curricular elements. The book assumes that WAC directors are learners, as well as facilitators of learning, as they expand the definition of "good" writing through discussion with others throughout the disciplines. Writing Across the Disciplines Art Young 1986 Young and Fulwiler bring together eighteen essays from writing-across-the-curriculum participants and program staff. Blooming with the Pouis Paulette
Ramsay 2009 "Influenced by the principles of writing across the curriculum, Blooming with the Pouis provides students with a range of readings selected to enhance the development of writing skills in all academic disciplines. Multidisciplinary in approach, the Reader presents selections from Caribbean literature, culture, geography, history, education, religion, economics, and the pure and applied sciences, which help students expand their vocabulary and improve their critical thinking skills. Concise, yet comprehensive, Blooming with the Pouis enforces the perception of reading as both an academic pursuit and means of engaging society. Using both classic and contemporary Caribbean writings, students are exposed to a full volume of expository and argumentative material. The Reader is divided into four sections: exposition, argument, mixed modes and additional readings.

It contains excellent examples of discourse types as well as several exercises to improve students analytical skills."

Programs and Practices Pamela B. Childers 1994 In Programs and Practices contributors describe and critique various ways that writing across the curriculum (WAC) has been incorporated into schoolwide, districtwide, and statewide programs. WAC efforts, which most often begin with small groups of teachers working in a limited number of classrooms, can and often do expand and become the catalyst for systemic change. In these pages readers will find the philosophical foundations for WAC programs and numerous specific classroom applications that provide the explanatory power of practical experience. In addition teachers and administrators will discover ways others are nurturing WAC by creating environments in which WAC becomes central to an institution's
educational mission. They will also discover how individual schools, school districts, and state agencies have begun to institutionalize WAC.