

WACommunities at UNM
Mission, Background and Accomplishments: 2004-2014
WAC Program Chair: Michelle Hall Kells
www.unm.edu/~wac/

WAC mission statement

Writing Across Communities (WAC) at UNM supports, connects, and enhances the intellectual life of students and faculty engaged in the academic mission of creating and circulating knowledge. WAC asserts that literacy education is both a civil right and civic responsibility. WAC promotes student-faculty engagement through writing for the benefit of diverse disciplinary, cultural, civic, and professional communities across the university.

About Writing Across Communities at UNM

The goal of the WAC Alliance is to engage and help University faculty, graduate teaching instructors, administrators, and staff understand the many contexts in which students need to read and write effectively, and to provide instruction to meet those needs. We provide opportunities for dialogue regarding writing-to-learn and writing-to-communicate while addressing the changing needs of the student body to ensure academic as well as professional and civic success at all levels.

In January 2005, the Department of English at the University of New Mexico began the Writing Across Communities (WAC) Alliance. Although other universities refer to programs that encourage the development of writing and literacy as Writing Across the Curriculum (also referred to as WAC) or Writing in the Disciplines (WID), the University of New Mexico named its program Writing Across Communities to signal the importance of the culturally diverse UNM student body.

UNM students come from many backgrounds with communication practices that express differences of language, ethnicity, culture, class, and generation. As a federally-designated Hispanic-serving institution with a diverse student body, the presence of diverse communities represents a source of strength in our classrooms as we educate students for global lives in the new century, lives in which the ability to communicate fluently across boundaries is essential. Through conversations with stakeholders within the English department, across the university system, and among New Mexico communities, we continue to build our knowledge about the language and communication backgrounds students bring to UNM so we can make decisions about how best to provide writing instruction that will increase student success in negotiating academic and professional literacy.

WAC Accomplishments

WAC has helped define the current first-year writing core curriculum (English 101 and 102) and hosted cross-disciplinary writing workshops for undergraduate students, graduate students, and faculty members. The purpose of these activities is to learn more about our students' communication needs, help our students develop stronger writing skills, and provide faculty with information on how to incorporate writing in the classroom.

WAC has also held three Civil Rights Symposia (CRS)—multi-day events attracting hundreds of students and community members, and featuring celebrated scholars and writers from other universities, including Juan Guerra, Keith Gilyard, and Sarah Cortez. The purpose of CRS is to discuss how literacy is the principal practice of what we do in our every day lives at the university and is also a deeply held core value of American citizenship and belonging. The Civil Rights Symposia Series promotes productive deliberative rhetorical practice within the public sphere of the university.

“Knowing Our Students”

As we began the WAC Alliance, we first asked: “What are the characteristics of the discourse communities—personal, civic, and academic—that our students bring to the university? How diverse are these practices, and how does that diversity affect curriculum and teaching?”

January 31, 2005: A group of UNM faculty, administrators, and Teaching Assistants met to discuss methods to foster greater understanding of the needs of freshmen English students at the University. Students were asked to *describe in detail the different groups where they feel most comfortable expressing their ideas*. Student ethnographers captured the conversations of the groups. In addition, each group prepared a report. An overarching theme of the group reports was that students are comfortable in discourse communities in which they feel safe, accepted, respected, and not judged.

February 28, 2005: A group of UNM faculty from across the University met to share what they know about their student and community literacies. Professor Ann Nihlen and student ethnographers captured the conversations and each group created a report of their most important points. For many groups, the conversation focused on ways to enable students to have more ownership of their writing. Another key point was ensuring students understand the professor’s expectations, which is often achieved through the use of writing prompts and rubrics. Although many faculty agreed that grammar matters, they felt that it should not necessarily be the main focus of writing in the classroom. Several groups expressed concern about students’ ability to shift from basic writing skills to professional skills needed within a discipline. The need for writing within and across disciplines was seen as vital to student success: students learn abstract concepts more thoroughly when they have to explain the ideas in writing.

April 25, 2005: Colloquium: "Creating Pathways to Academic Literacy and Beyond: Situating the Personal, Professional, and Political." Keynote Speaker Dr. Juan Guerra. Dr. Guerra addressed the values of academic literacy and how these relate to access and success in higher education as well as professional and community settings. His key note address centered on effective approaches to teaching writing that help students move between their different communities of belonging with authority. Dr. Guerra examined how an understanding of cultural diversity enhances students' ability to write: *appropriately* (with an awareness of discourse conventions), *productively* (achieve desired aims), *ethically* (attune to the cultural ecology around them), *critically* (engage inquiry and discovery), and *responsively* (responsibly negotiate the tensions of exercising authority).

“Inviting Our Students to Academic Literacies”

Next we examined how disciplinary discourses at the university build on what students learn in writing courses and how can we bridge academic and community discourses, to help our students enter the disciplinary communities they seek to join in order to help students with their writing.

November 7-11, 2005: WAC Week & Write On! Workshop:

Co-Chairs: Michelle Hall Kells & Hector Torres

Featured Speaker Barbara Johnstone (Professor Rhetoric & Linguistics, Carnegie Mellon)

Friday Nov. 11, "Our Life in Language."

The day-long Symposium session included a morning workshop focusing on “Discourse Analysis for Rhetorical Studies” and an afternoon address, “The Linguistic Individual: A Sociolinguistic Approach to Voice,” with featured speaker Barbara Johnstone a roundtable discussion with invited faculty & graduate student panelists.

During the first annual Write On! Workshop (WOW!), we worked with over 200 undergraduate students who came to receive writing guidance on a project they were working on at the time. We had a team of

15-20 writing tutors on hand to work with each student individually for as long as necessary. We also asked these students to participate in roundtable discussions or focus groups in order to assess their particular needs in a writing classroom. Approximately 65 students participated in the focus groups, nearly 35% of the undergraduates who attended WOW.

October 24-25, 2006: WAC Week: Writing Matters and WOW Workshops

Featured Speaker: Susan McLeod (University of California, Santa Barbara)

During this two-day workshop included key note address by national-expert in WAC, Susan McLeod) and panel sessions including. Cheo Torres, Jim Belshaw, Reed Dasenbrock, Karen Olson, Chuck Paine, Jane Selverstone, & Amy Wohlert. Invited speakers lead participants in a discussion of ways to make writing matter. We also offered the Write On! Workshop (WOW!), working with undergraduate students who came to receive writing guidance from writing tutors on a project they were working on at the time.

September 27-28, 2007: Fall 2007 Civil Rights Symposium

“An Interdepartmental and Interdisciplinary Conversation on Civil Rights Reform”

Featured Speakers: Hector Galán, Jacqueline Jones Royster, Kehaulani Kauanui, and Vicente Ximenes.

October 22-23, 26, 2007: WAC Week: Writing Matters and WOW Workshops

During the first two days, Jerry Shea, Lindsey Ives, Leah Sneider, Janet Yagoda Shagam, Penny Pence, Katie Denton, Chuck Paine, Jim Burbank, and Tom Pierce provided presentations on how to help faculty use writing in their classroom and how to help students improve their writing and. On the final day, in collaboration with Peer Mentoring Graduate Students of Color (PMGC) and Black Graduate and Professional Student Association (BGPSA), WAC provided a walk-in workshop for students writing letters and personal statements for graduate school applications.

September 25-26, 2008: Fall 2008 Civil Rights Symposium

“Civic Literacy Across Communities: A Public Forum”

Featured Speaker: Keith Gilyard (Distinguished Professor, Pennsylvania State).

October 15, 2008: Fall 2008 Civic Literacy Colloquium

“Writing Across Communities and Place-Based Learning”

Featured Speaker: Kent Ryden (Professor American Studies, Univ of Southern Maine).

March 25-27, 2009: Spring 2009 Civil Rights Symposium

"Significant Voices: Women on Equal Rights and Sexual Justice."

Featured Speaker: Sarah Cortez (Poet and Arte Público Editor). Other presenters: Elizabeth Archuleta, Sonia Gipson Rankin, Deborah Weagal, Marisa Clark, Feroza Jussawalla.

April 24 and April 27, 2009: “Using Writing for Assessment: Practices, Challenges, and Benefits”

Linda Adler-Kassner, Ph.D., a professor of English at Eastern Michigan University and a prolific scholar in program assessment, writing across the curriculum, writing pedagogy and basic writing presented on critical thinking and basic writing skills that are crucial for student success in every discipline. These workshops focused on improving writing development across the curriculum, and will offer guidance on how to use writing to assess student learning. Participants in these events gained useful skills in:

- Developing authentic student learning outcomes
- Using writing to assess student learning
- Assessing writing across the curriculum
- Developing a scholarship of teaching

March 5, and April 9 2010: UNM Core Curriculum Task Force Open Meetings,

Chair: Michelle Hall Kells This inter-departmental committee consists of faculty, staff, students, and administrators engaged in research and discussion to consider changes to the UNM core curriculum. The task force is currently examining approaches to reconfiguring the core curriculum toward improving the quality of higher education, increasing graduation and retention rates of undergraduates, and enhancing student satisfaction. The Spring 2010 Open Meetings included over two hundred participants (undergraduate students, faculty, staff, administrators, and graduate students) in discussion about the findings and recommendations of the task force. The final report of the CCTF includes a three-phase implementation plan for a university-wide WAC program available at: www.unm.edu/~wac/

**Planned Events/Initiatives: 2010/2011 Academic Year
WAC Program Chair: Michelle Hall Kells
Events Coordinator: Erin Penner**

Celebration of Student Writing (Chair: Genesee Carter)—October 21, 2010

With support from CAPS, the Dean of Students Office, the English Department, and the WAC Alliance, this event is going to be bigger and better than the already successful pilot from last year. Over 750 writers in English 101 and 102 will participate. With invitations to the entire freshman class, as well as to campus administrators, faculty, and staff, as well as area high schools, we expect to draw an impressive crowd. We also have long term plans for the Celebration, including opening it up to participants in other writing intensive courses across the campus.

“Farewell, My Normal Life”: Misadventures in Sustainable Living with Doug Fine, Author of *Farewell, My Subaru*—November 10, 2010

Kells ENGL 640 Environmental Rhetoric Seminar Course has invited Doug Fine, author of *Farewell My Subaru* to speak about his continuing carbon-neutral misadventures, his literature and print and radio journalism from five continents, and his hopes for a petroleum-free future. After growing up in the New York suburbs and living for years in Alaska as an NPR contributor, author and fisherman, Doug began his Hypocrisy Reduction Project on his Funky Butte Ranch here in New Mexico in 2006 to see if a regular Digital Age Citizen could largely expunge fossil fuels from his life without giving up modern comforts. *Farewell, My Subaru* is a bestseller in its fifth printing in three languages, and Doug's Web site at www.dougfine.com features his continuing blog, film and television work.

“Environmental Rhetoric and the Question of Climate Change.” Guest Lecture by Dr. Michael Coffey—November 17, 2010. Department of English, Humanities Lounge. Kells ENGL 640 Environmental Rhetoric Seminar Course has invited global climate scientist Dr. Michael Coffey to discuss the discourses and scientific evidence complicating the question of global climate change.

Write On! Workshops (Chair: Rick Raab-Faber)—Fall 2010 and Spring 2011 Semesters

The Write On! Workshops this year will bring together volunteer TAs and CAPS tutors to provide support to writers in English 101 and 102 who are finishing their portfolios. Each year, the workshops have proved successful—with students overflowing into the halls. We expect no less from these events this year.

Civil Rights Symposium: Mental Health and the Community—March 4, 2011 (Chairs: Erin Penner & Brian Hendrickson)

1st Annual UNM Mental Health Week (February 28-March 4, 2011) (Chair: Emerson Epstein)

The next in the CRS series, this symposium will be a one day, intense event focusing on issues of Mental Illness and Social Justice. We will draw on the expertise of community members and experts across the university, from law, social work, nursing and medicine, education and educational psychology, as well as the Student Health and Counseling center, and Agora.

Working with Writers: Diversity In and Beyond the Classroom Conference (Chairs: Lindsey Ives and Brittany Kelley)—March 22-23, 2011

Featuring workshops and panel presentations, this 2-day conference will highlight issues of working with writers of all abilities and backgrounds (linguistic and cultural) in classrooms across the university.

Earth Day Conference: Constructing Spaces: Making our Homes in the 21st Century (Chair: Erin Penner)—April 22, 2011

Building on the success of the first (impromptu) Earth Day Conference, this 1 day, multidisciplinary event focuses especially on the work of graduate students across academic disciplines within the Southwest region. Faculty are encouraged and welcomed to participate, but we highly value the voices of burgeoning researchers. The goal of such a conference is to encourage cross-pollination of ideas within and between variegated disciplines, and to promote discussion about issues related to earth and the environment through a variety of lenses. We hope to establish longevity for the Earth Day Conference by creating partnerships with entities across the university, in order that the cross-disciplinary discussions it fosters continue year after year on a number of salient themes. This event we would like to see as the flagship event of Writing Across Communities at UNM.

ABQ Community Writing Center—A Writing Center Without Walls. (Directors: Erin Penner and Brian Hendrickson). The ABQ Community Writing Center (ABQCWC), an outreach program of the UNM Writing Across Communities Initiative and the WAC Alliance, is a writing center without walls, a mobile drop-in service for all members of the Albuquerque community. A hybrid entity, ABQCWC combines the concept of the academically situated writing center with the tactical efficacy and organic fluidity of a community-centered non-profit organization. ABQCWC's mission is to provide self-motivated people of all abilities, educational backgrounds, socio-economic standing and professional affiliation with the tools, training and encouragement they require to fulfill their practical, civic, personal and social needs through writing.

Writing Across Communities Faculty Outreach Project (Fall 2010-Spring 2011). (Coordinator: Beth Leahy). In response to the recommendations of the 2009-2010 Core Curriculum Task Force Report available at: www.unm.edu/~wac/ the WAC Faculty Outreach project seeks to promote writing across the curriculum by researching and showcasing dedicated UNM teachers using writing class assignments to promote engagement in the university, in the disciplines, or in the community. Findings will be featured in the inaugural issue of the WAC Newsletter.

WAC Newsletter (Various editors)—online distribution in February, 2011

The WAC Newsletter has two purposes—to promote the upcoming events in the Spring, and to reflect on the successes of the WAC initiatives of the Fall. Committee chairs will be asked to submit articles on their work, and progress. We hope to draw an audience across the university and to add to the number of WAC Initiatives by publicizing our successes and our mission and goals more broadly. Eventually, a twice yearly newsletter might best serve our needs.

National Consortium of Writing Across Communities. (UNM Contact: Michelle Hall Kells) The National Consortium of Writing Across Communities represents a constellation of stakeholders locally and nationally centered around educational principles and cultural practices that promote the generative (creative and life-sustaining) ecological relationships of language and literacy to the maintenance and wellbeing of human communities. The NCWAC seeks to stimulate resource-sharing and promote research in language practices and literacy education throughout the nation to support local colleges and universities struggling to serve the vulnerable communities within their spheres of influence.

***In Progress* (Editors: Lindsey Ives and Leah Sneider)**

Lindsey Ives and Leah Sneider have an ambitious project in their planned online, interdisciplinary journal for graduate students.

Planned Events/Initiatives: 2011/2012 Academic Year
WAC Program Chair: Michelle Hall Kells
Events Coordinator: Brian Hendrickson

Albuquerque Community Writing Center—(Director: Brian Hendrickson)

This year, the Albuquerque Community Writing Center (ABQCWC), an outreach program of the UNM Writing Across Communities Initiative and the WAC Alliance, will continue to serve as a laboratory for literacy education and campus-community partnership development for both graduate and undergraduate students at UNM. As part of our ongoing partnership with the Albuquerque-Bernalillo County Libraries, ABQCWC will staff the Main Library in downtown Albuquerque on a weekly basis. In Fall 2011, we will host two writing craft talks/workshops as part of the Libraries' NEA-sponsored Big Read. These events, themed according to this year's Big Read selection, will each feature a local author and expert in his or her related genre. In Spring 2012, in addition to our continued staffing of the Main Library, we will pilot a partnership with Casa de las Comunidades, an immigrant resource center in Albuquerque's international district, providing writing coaching to clients of all ages.

Celebration of Student Writing (Chair: Genesee Carter)—October 31, 2011

With support from CAPS, the Dean of Students Office, the Graduate Resource Center, the English Department, and the WAC Alliance, this year's event will feature art installations from over forty English 101 and 102 classes, or over 800 participating freshmen. Held in conjunction with the Dean of Students' Freshman Week, and with invitations to the entire freshman class, as well as to campus administrators, faculty, and staff, we expect to draw an impressive crowd. We also have long-term plans for the Celebration, including opening it up to participants in other writing intensive courses across the campus.

***In Progress* (Editors: Lindsey Ives and Leah Sneider)—First Issue Published Fall 2011**

In Progress is a peer reviewed, online journal that aims to address issues affecting graduate students across the academic disciplines. Because there are few opportunities for graduate students to interact with and learn from each other outside of our own departments and universities, this journal was conceived as a place for graduate students and faculty to share information and insights regarding all aspects of the often-mystified process of graduate study and beyond into civic discourses and social activism.

You can find *In Progress* here: <http://www.inprogressjournal.net/inprogressjournal.net/Welcome.html>.

National Consortium of Writing Across Communities (Secretary: Brian Hendrickson)

UNM is the founding chapter of the newly established National Consortium of Writing Across Communities (NCWAC), representing twenty-seven affiliated institutions. The NCWAC stakeholders affirm educational principles and cultural practices that promote the maintenance and wellbeing of human communities through literacy and writing. The NCWAC seeks to guide curriculum development, stimulate resource-sharing, cultivate networking, and promote research in language practices and literacy education throughout the nation, and to support local colleges and universities working to serve vulnerable communities within their spheres of influence.

In advance of the Council of Writing Program Administrators 2012 Conference in Albuquerque this summer, UNM will host the first NCWAC Summer Summit from July 12-15 in Santa Fe.

WAC Newsletter (Editor-in-Chief: Brian Hendrickson)—online distribution in March, 2012

The WAC Newsletter promotes initiatives occurring each academic year that reflect the mission and values of the UNM Writing Across Communities Initiative and the WAC Alliance. Features include all initiatives mentioned here, as well as profiles of Core Writing's emerging W-course pilot project, the Division of Equity and Inclusion's Diversity Council and Imagine UNM Forum, the Graduate Resource Center, the Robert Wood Johnson Foundation Center for Health Policy's Junior Scholars Working Group, the Vicente Ximenes Scholarship in Public Rhetoric and Civic Literacy, the Writing and Language Center at CAPS, and the teaching accomplishments of individual faculty members at UNM.

Write On! Workshops (Chair: Anna Knutson)—Fall 2011 and Spring 2012 Semesters

The Write On! Workshops this year will bring together volunteer Core Writing TAs and CAPS tutors to provide support to writers in English 101 and 102 who are finishing their portfolios. Each year, the workshops have proved successful—with students overflowing into the halls and instructors and tutors discussing course outcomes and sharing teaching strategies in ways they wouldn't otherwise have the opportunity. We expect no less from these events this year.

Writing the World Symposium (Chair: Deb Paczynski)—April 18-20, 2012

The Writing the World Symposium is a regional, interdisciplinary, student-centered conversation on literacy, ecology, and social justice. This year's theme is "Ecotones: Productive Spaces, Converging Communities." An ecotone is a space wherein distinct ecological communities converge, resulting in rich diversity and unpredictable creative potential. In a broad sense, an ecotone might be a neighborhood, border town, cultural practice, artistic production, historical moment, or scientific observation. Ecotones emerge when one academic discipline informs another, academy meets community, civilization dialogues with nature, and theory enters into practice. Ecotones challenge us to deconstruct, consolidate and recreate our identities as neighbors, citizens, scholars, and environmental stewards. By serving as its own kind of ecotone—a productive space where communities converge—the Writing the World Symposium hopes to foster meaningful conversations that point the way to direct and influential action.

This year's featured keynote speakers are Allen D Kanner (PhD, UC Berkeley), co-founder of the field of ecopsychology and practicing child, family and adult psychologist; and Paul Matsuda (ASU, Professor, English) internationally recognized expert in Second Language Writing and ESL Pedagogies. Other featured speakers include Michele Eodice, Executive Director of Learning, Teaching, & Writing at the University of Oklahoma; and Judith Hendry, a scholar of environmental rhetoric at the University of New Mexico.

In addition to our featured speakers, Symposium events include graduate panel presentations, undergraduate poster presentations, and a student film showcase featuring a discussion of the documentary film *Call of Life* led by Allen Kanner.

For more info, visit our event webpage at <http://www.unm.edu/~wac/2012WtW.html>.

2012-2013 (Prospective Events Coordinator: Genevieve Garcia de Mueller)

In preparation for the Fall 2012 Celebration of Student Writing, partnerships are being made at CNM and UNM's Valencia Campus to invite first-year writing classes to visit UNM and participate alongside our own students. In an effort to anchor the theme of the event to the mission and values of the UNM Writing Across Communities Initiative, we are proposing a focus on the celebration of those literacy practices that the students have already mastered, with an emphasis on how they inform students' literacy practices as they enter into the larger academic discourse community as well as those of their respective disciplines. We have also confirmed our keynote speaker for the 2013 Writing the World Symposium: community literacy scholar at University of Washington, Juan Guerra, and director of the writing program at University of Missouri, Marty Townsend. Next year's theme has been provisionally established around the issues of homelessness and hunger.

Planned Events/Initiatives: 2012/2013 Academic Year
WAC Program Chair: Michelle Hall Kells
Events Coordinators: Christine Garcia

Albuquerque Community Writing Center (director: Matthew Tougas)

ABQCWC stakeholders and tutors were provided an opportunity to re-envision what the writing center could be. The decision was made to approach the year as a sort of remodeling-but-still-open phase with the idea being that in Fall of 2013 director, tutors, and stakeholders would try to introduce a writing center addressing the needs of a 2013-2014 Albuquerque community.

A strong addition to the ABQCWC came by way of a partnership with a class titled “Writers in the Community,” taught by Levi Romero and Carlos Contreras. This pairing provided the ABQCWC with tutors and workshop leaders that assisted in tutoring patrons and leading weekly poetry workshops that were free and open to the public. Their participation was invaluable and consisted of new initiatives, such as weekly writing workshops. These students contributed collaborative designing and facilitation of poetry workshops, a Twitter account to reach the community, and a panel for the Writing the World Symposium with Akusua Akoto, a workshop leader and a “Writers in the Community” student, serving as a moderator for the Community Literacies panel.

Albuquerque Cultural Conference (liaison: Christine Garcia)

Past WAC members have been active participants as the Albuquerque Cultural Conference, most recently 2011- 2012 WAC Chair Brian Hendrickson and 2011-2012 WAC Assistant Chair Genevieve Garcia de Mueller as panelists. While this participation kept an active communication line open between the two entities, no formal connection existed. As Chair for spring 2013, Christine Garcia expressed the desire of WAC members to have a greater role in the ABQ Cultural Conference as both organizers and panelists. We believe that this conference mirrors the goals of the Writing the World Symposium but succeeds more in the capacity of reaching the Albuquerque community in discussion of issues more in tune with what the community cares about. ABQ Cultural Conference organizers Leslie Fishburn-Clark and John Crawford were enthusiastic about bringing the two events together and, in conversation with Christine Garcia, brainstormed various ways to get this connection built.

Spring 2013 saw the initial steps of this bridge with Fishburn-Clark and Crawford serving as committee members, organizers, and Crawford as panelist for the Writing the World Symposium. Following the success of the symposium, the invitation was extended to Christine Garcia to be a member of the ABQ Cultural Conference organizing committee as well as a panelist. After the ABQ Cultural Conference, Fishburn-Clark, Crawford, Garcia, Matthew Tougas, and Clare Russell will meet and discuss further plans for 2013-2014.

Celebration of Student Writing (chair: Anna Knutson)

Previously a semi-autonomous WAC initiative, the UNM Celebration of Student Writing (CSW) became a full- fledged WAC initiative in Fall of 2011. With previous WAC Chair Erin Penner serving as co-organizer that year, WAC and CSW formed a strong partnership with the Dean of Students where we began to coordinate with Freshman Week activities. In Fall of 2012, with Brian Hendrickson as Chair of WAC and co-organizer of CSW, this partnership with Dean of Students (DOS) grew with a melding of themes (Keepin it Fre\$h) and activities at the CSW that corresponded to celebrating freshman writers and students in general at UNM. During this year’s CSW, Chaired by Anna Knutson, we coordinated with DOS to host the CSW during Freshman Week once again. We also announced the dropping of the banner, an annual Dean of Student’s Freshman Week event, at noon the day of the CSW so that our participants and audience could move into the SUB Atrium to watch the banner fall with a few hundred people from our event being able to enjoy this special moment for our freshman students. A partnership was also

established with University College, who looked towards promoting CSW as a possible venue to replace Research Quest.

Overall, the 2012 CSW was a great success, with over 1200 students from over 40 sections of English 101, 102, and 219 voluntarily participating. Attendees included instructors and students from UNM Valencia, from CNM, community members, and UNM administrators and faculty. In previous years it was a requirement for new Teaching Assistants in Core Writing to participate in the CSW, and this required participation always constituted the majority of participating sections in the CSW. This year, though, it was decided that all participation was voluntary, with no courses being required to sign up. As we surpassed previous year participation, with courses all electing to come on a completely voluntary basis, we knew that this new model, which encouraged students and teachers who found value in the event to come and participate, was the right decision.

Chicano Studies Partnership (facilitator: Christine Garcia)

Christine Garcia delivered our organization's vision for acknowledging and respecting community literacies at the Chicana Studies Retreat (Fall 2012) and established a partnership with the Chicana Studies course Writers in the Community. This partnership saw Chicana Studies writers tutoring and hosting poetry workshops at the Albuquerque Community Writing Center and serving as planners, organizers, and moderators of the Writing the World Symposium.

Writing the World Symposium (Chair: Christine Garcia)

Following on the heels of Spring 2012 Writing the World Symposium (WtW), which continued the themes of literacy, ecology, and social justice established in the 2011 WtW, the 2013 WtW, featuring a panel moderated by Juan C. Guerra and keynote speaker Martha Townsend, came together on the premise of writing as an act of Social Wellness. Social Wellness involves creating and sustaining meaningful relationships, respecting others, creating a support system among people and among communities, and developing communication networks. For writers in the university and in the community, social wellness emerges in initiatives such as Writing Across Communities, where theory enters into practice and the lines between differences are blurred in pursuit of respectful and educatory interactions. Through the theme of Social Wellness, we challenged each other to deconstruct, consolidate, and recreate our identities as neighbors, citizens, scholars, and community members.

W-Course Pilot Project (senior writing fellow: Dan Cryer)

Spring 2013 marks the end of the year-long Writing Intensive Learning Communities (WILC) pilot project, which included eight learning communities (LCs) over the course of the Fall and Spring semesters. The WILCs offered valuable lessons in several areas pertinent to the field of Rhetoric and Writing: writing program administration, first- year instruction, writing across the curriculum/communities, writing in the disciplines, and undergraduate curriculum.

A Writing Intensive Learning Community is a course pairing in which both courses are focused on teaching the habits of mind and writing conventions of a specific field. One course, an English 102, is taught by a graduate student writing fellow, and the other, usually a 100- or 200-level course that introduces a particular discipline, is taught by a faculty member interested in developing strong writing habits among his or her students. For example, a WILC consisting of an English 102 and a Linguistics course in Fall 2012 taught the habits of mind and writing conventions of Linguistics by having each student invent and describe her/his own unique language. To plan the WILC project and individual courses, all participating writing fellows were part of a 600-level "think tank" seminar on sociocultural language diversity taught by Dr. Michelle Hall Kells in spring 2012. The primary findings of the WILCs were presented at a meeting on April 19th to Dean Mark Peceny of the College of Arts & Sciences, Dean Kate Krause of University College, Special Assistant to the Dean Michelle Hall Kells, several WILC writing fellows, Assistant Director of Core Writing Cris Elder, and several other interested parties

including Juan Guerra of the University of Washington and Marty Townsend of the University of Missouri. Though the WILC pilot project presented many challenges, as any large-scale interdisciplinary pilot certainly must, the results have been overwhelmingly positive. Judging from our survey and their reflecting writing, many of them saw the benefits of all these things.

Planned Events/Initiatives: 2013/2014 Academic Year
WAC Program Chair: Michelle Hall Kells
Events Coordinators: Claire Russell and Matthew Tougas

Albuquerque Community Writing Center (directors: Claire Russell and Matthew Tougas)

A re-launch of the ABQCWC is in the works. It involves partnering with three organizations: Albuquerque Healthcare for Homeless' ArtStreet, the Metropolitan Homelessness Project's Albuquerque Opportunity Center (AOC), and Central New Mexico Community College's Assistance Centers for Education (ACE). At ArtStreet, WAC members may be asked to facilitate free writing activities, help generate prompts for creative writing exercises, work in collaboration with artists in other mediums, encourage community members to take on leadership roles in the development of writing. At the AOC, WAC members may be asked to help community members with professional writing, lead creative writing workshops, etc. Finally, at ACE, WAC members may lead workshops open to the community on specific topics (resume writing, cover letter writing, etc.).

Celebration of Student Writing (Chairs: Claire Russell and Matthew Tougas)—October 16, 2013

Writing Across Communities hosted the 5th annual Celebration of Student Writing (CSW), a gathering of writing students and resources from around Albuquerque to demonstrate the diverse approaches to writing used both in and outside the classroom, encouraging students to take pride in their abilities as writers and communicators within the Albuquerque community. This year's CSW theme, "Literacy and Community in Action," complimented our mission to promote writing as an instrument for social justice, activism, and social wellness. Classes participated by building an interactive exhibit inspired by the theme of "Literacy and Community in Action," or by simply attending the event. Sponsored by Student Support Services, Student Affairs, CAPS, the English Department, and Core Writing, CSW 2013 featured community zine and literary magazine editors and their publications, special guest speaker and Lobo Reading Experience author David Shipley, and performances by the Lobo Slam Team, Hakim Belamy, Wake Self, DJ Young Native, Dahmm Life, and Essex the Afreakin Ghetto Blast Precept.

Citizen Scholars: Cultivating Ecologies of Writing—March 14 and 28, April 4, 2014

A three-part workshop series led by Michelle Hall Kells in honor of the 10th anniversary of Writing Across Communities at UNM, Citizen Scholars was dedicated to the memory of grassroots civil rights activist and citizen scholar Dr. Vicente Ximenes. These workshops—"Knowing Our Students," "Inviting Our Students into Academic Discourses," and "Mentoring Our Students into Civic and Professional Discourses"—guided attendees in developing strategies for transforming our students into citizen scholars, and for connecting our classrooms to larger academic, professional, and civic ecologies of writing.

Writing the World Symposium (Chairs, Claire Russell and Matthew Tougas)—April 11, 2014

The third annual Writing the World Symposium, featuring keynote speaker Krista Ratcliffe, was themed "Rhetorical Listening: Navigating Disparities in Privilege," and accordingly took on topics ranging from preserving cultural wisdom and alternative literacies in academic spaces to negotiating gender, sexual orientation, and identity. With sponsors including the Center for Academic Support (CAPS), Office of Student Affairs, Office of Academic Affairs, Office of Student Academic Success, Feminist Research Institute, and Lobo Reading Experience, this Writing the World Symposium shined a spotlight on our students and how they can act as agents in carving out spaces for creating knowledge and practicing literacies that contradict in ideology and purpose those valued in traditional academic spaces.