Engaging Conversation(s): What Faculty and Students Say about “Good” Writing across Texts and Contexts—Disciplinary, Linguistic, Local, and Global

Drawing on her research with faculty and English first (L1)- and second-language (L2) students across the disciplines, Dr. Zawacki describes some of the tensions faculty and students experience as they negotiate the meaning of and expectations for “good” writing across texts and rhetorical contexts—disciplinary, linguistic, local, and global. We have much to learn, she suggests, about how students, both English L1 and L2, are taking up, translating, and transferring (if they are) the writing lessons we’re teaching as we prepare them for the global workplaces they will enter.

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