

WRITING ACROSS THE CURRICULUM (WAC JOURNAL) SUBMISSION FORM (2011-12)

This form must be emailed by the submitting instructor, along with his/her introductory paragraph to the student submission. Also needed is the student release form, in order for the submission to be considered.

There are 4 documents we need:

Please send **(1)** the submission, **(2)** the submission form and **(3)** the faculty member's introductory paragraph electronically **in WORD** to the email address provided in the annual CALL for Submissions in the front of the journal. Submission deadline can also be found there. **Please send the faculty introduction to the submission as a separate document apart from the submission form itself.** Send **(4)** the release form signed by the student scanned, faxed or via campus mail. The journal editors are pleased to assist if questions arise with this process.

Print or Type

1. Instructor's Name: _____

2. Instructor's Academic Department or Workplace Field: _____

3. Course Name and Number, and Semester from which this writing comes:

• Course Name and Number: _____

• Semester Taught: _____

Submissions do not have to come from the current semester or academic year.

4. If the writing is not linked to a course, e.g., a conference paper, what is the specific occasion for the writing?

5. Student Writer(s) Name(s):

6. Complete title of the writing:

7. What genre, discipline-specific or non-discipline-specific, is this writing? *E.g.*, essay, research paper, report, memo, journal entry, business letter, summary, in-class writing, book or film review, feasibility study, lab report, clinical notes, research or other blog entries, etc.

8. **Documentation:** All writing relying on outside sources of any kind must be fully documented in a recognizable professional style depending on the relevant discipline and/or preference of the instructor, e.g., MLA, APA, CBE etc.

• Which style is being used in the submission? _____

If you need assistance with documentation issues, please contact The Write Place (G103), any of the college reference librarians in the LSC-Montgomery library, or go to Purdue OWL on line. See also the **Journal Submission Style Guide** available at <http://montgomerycac.wordpress.com/>.

9. **Instructor's Introductory Paragraph:** This needs to be submitted with the student writing or very shortly thereafter. **Please do not write the paragraph until you have examined the sample paragraphs attached to this document.** Please follow the format of the models provided, *e.g.*, placement of the course name and number, and the focus on the writing *qua* writing. Your paragraph is not intended as an introduction to the course or the assignment *per se*, but to the writing. How does this writing demonstrate the attributes of excellent writing in your field and in general? Or what particular skills, *e.g.*, clarity, use of examples, argumentation, *etc.*, is the student-writer showing that are important in your field and also in writing in general? Please keep in mind that the audience of the journal are those first and foremost looking for excellent examples of various kinds of writing. **Please send your paragraph as a separate document apart from the submission form itself.**

Sample Introductory Paragraphs to Use as Models. Three Examples:

A Traditional Academic Writing/Document:

English 1302: Writing about Fairy Tales and Folklore. In her research paper, Lisa relies on Jung's concepts of the shadow, animus and anima to explore the archetype of witches in selected fairy tales. In so doing, as any professional literary critic would, she applies critical ideas to texts in the process of interpreting them. Following her introduction in which she explains what she is going to do, and why, she proceeds to discriminate between types of witches we typically encounter in selected German and Russian fairy tales. Lisa's strong sense of organization—a definite beginning, middle and end—and her attention to detail as she discusses her examples in light of her critical sources (Jung, Von Franz, Luthi et al), makes this an excellent example of a kind of writing that is common in the humanities in general and in English and literature in particular.

A Genre-Specific Academic or a Workplace Writing:

(Add number and name of course): Technicians need to know how to write and often rely on clearly written sets of instructions in order to do their jobs. What makes the following set of instructions written by Brandi Lopez so effective are the following: (1) she is precise and uses verbs in the imperative mood, *e.g.*, mix three liters of alcohol with one liter of water; (2) she clearly presents the order of the steps to be followed; (3) she includes a useful and fully labeled graphic to assist the reader and help him "see." (4) she makes the document reader-friendly by appropriately formatting it with subheadings, indentations and bullets; and (5) she includes an introduction to the instructions in which she explains the purpose of the instructions and some important safety procedures to be kept in mind.

A Non-Discipline-Specific or Non-Workplace-Specific Writing:

(Add number and name of course): The first skill Carl demonstrates so impressively in his essay is anticipate possible objections to his thesis and then respond to them. This shows the reader that he has critically examined his ideas from different points of view and that he is willing and able to engage contrary arguments in the process of making his own very clear case for his way of seeing the issue. This makes Carl all the more persuasive in the long run. The second skill Carl illustrates is his use of examples throughout his writing to bolster his views. For example, when presenting the causes of the problem he provides two concrete examples from the news so that his reader can better connect with what he is arguing in the abstract.

If you have any questions or concerns about any aspect of the journal, the submission and editorial process, please contact any of the following:

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