

Campus Resources for Writing Support

Writing Support Network. The Writing Support Network is a web page that lists support services for students in writing classes. All writing centers home pages are listed. See:

<http://www.writinghelp.umn.edu/>

Center for the Interdisciplinary Studies of Writing. CISW offers workshops for TAs and faculty teaching writing-intensive courses. You can also find on their website sources for sample courses, syllabi, and assignments that are writing-intensive. See:

<http://CISW.cla.umn.edu/>

Writing-Intensive Resources for Scientific and Technical Disciplines. This web site provides information for faculty and students in scientific and technical disciplines. Faculty information includes suggestions for evaluating written reports, integrating writing in assignments, and incorporating revision and peer review. Student information provides a number of online handouts on writing topics such as writing and revising, editing, oral presentations, and student collaboration. Students can also find helpful links to other resources about writing such as other writing centers and sources for documentation. See:

<http://www.agricola.umn.edu/writingintensive>



Writing Support Network

Welcome to the Writing Support Network! Do you need help with your writing? The Centers listed below are rich sources of information for you. You can take your assignment to a walk-in center, submit a question to an online center, or explore handouts on everything from how to organize a paper to how to document sources.

Writing Centers provide help for all students: writers at *all* levels of ability and experience, those who would like help with English as a second language, and those who want assistance because of learning or physical disabilities.

Student Writing Center

This center provides walk-in assistance with all aspects of writing. Consultants can help students with writing assignments and writing process skills. Located in the English Department, 306B Lind Hall, hours are generally Monday through Thursday 9:00 a.m. to 4:00 p.m. and Friday 9:00 a.m. to 2:00 p.m. Check the Web site or call 612-625-1893 for updated hours of operation. Students can either make appointments or just walk in and can request help once or twice or request an ongoing weekly appointment. Instructor referrals are also accepted.

Online Writing Center

This online resource provides personalized online writing service for both undergraduate and graduate students, including consulting, interactive skills exercises, and specialized help for students in the sciences or technology. Since this service is online, students can submit their questions at any time and receive answers within several days. It is especially useful for students who cannot be on campus for face-to-face tutoring. This service is provided by the Rhetoric Department.

Center for Interdisciplinary Studies of Writing

The Center primarily encourages faculty research into writing across the curriculum. Though it does not have tutors for undergraduates, it does have a variety of useful writing handouts and resources. The Web site is especially designed to help students, faculty, and researchers enhance their writing. The site contains hundreds of useful links to other writing resources around the country and information on the University's writing-intensive courses. Click on "[Resources for Undergraduates](#)" for this information.

Composition Program

Composition is a program of the Department of English. Through its various courses, Composition teaches students to use language effectively and creatively, to construct compelling arguments, and to recognize that writing is empowering. Most Composition courses satisfy the Freshman Writing Requirement. Composition also gives students an introduction to life at the university, good study skills, the library and its resources, and the ways knowledge is created. The Composition Web has information, resources, and links for students, instructors, and visitors.

General College Writing Center

This is a walk-in center with undergraduate consultants who can work with students at any stage of the writing process. The center also accepts writing questions through email. Instructors may also refer students to the Center for one or two visits or for ongoing help. Located in the Academic Resource Center in 11 Appleby Hall, hours are 9:00 a.m. to 4:00 p.m. Monday through Thursday and 9:00 a.m. to 3:00 p.m. on Friday.

Minnesota English Center

The Minnesota English Center (MEC) provides noncredit composition and reading/composition classes for nonnative speakers of English who want to improve their English for academic, business, or personal reasons. The MEC also offers classes in other skills and provides referrals to qualified tutors who charge by the hour for short-term or long-term tutoring. For information on course offerings and fees, call 612-624-1503, e-mail mec@tc.umn.edu, or visit the MEC website, <http://www1.umn.edu/mec>

This site is currently under construction. Please direct questions to [Ann Browning](#). Last updated: 1/24/02

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CISW Home

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Graduate Minor in Literacy & Rhetorical Studies

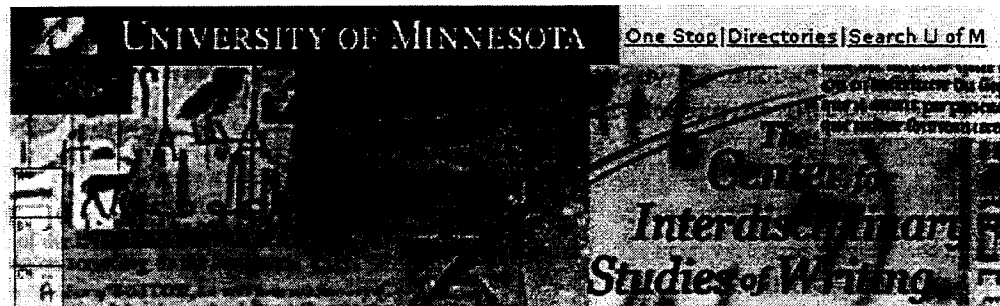
Research opportunities & archives

Minnesota Writing Project

CISW people

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The Center for Interdisciplinary Studies of Writing

The Center was founded in 1989 with support from the University of Minnesota's Foundation and a gift from the Deluxe Corporation. Its mission is to improve the writing of undergraduates at the University of Minnesota.

The Center sponsors research on writing across the curriculum and in specific disciplines, development programs for faculty, resources for undergraduates, support for writing-intensive courses, a graduate minor with emphases on literacy and rhetorical studies, special events featuring writers and experts on writing for the entire University community, outreach to Minnesota schools through the Minnesota Writing Project, and a range of other services described within this Web site.

The CISW appreciates acknowledgments for reproduced or adapted materials found on this site. Please send comments or queries to cisw@umn.edu. Contributors to the development and maintenance of this Web site include Mesut Akdere, Sara Berrey, Lillian Bridwell-Bowles, Ann Browning, Pamela Flash, Allison Hartfiel, Sandy Hayes, Erin Harley, Terri Klegin, Elizabeth Oliver, Muriel Thompson, and Tom Sebanc. ©2003 Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity educator and employer. [Trouble seeing the text?](#) | [Contact U of M](#) | [Privacy](#) Last modified on May 9, 2003.

UNIVERSITY OF MINNESOTA
**Writing-Intensive Resources for
Scientific and Technical Disciplines**



Courses

We provide support and resources for writing-intensive courses in COAFES.



Faculty

We assist and advise faculty of available pedagogical strategies for writing-intensive courses.



Students

We support student learning of written, oral, and visual communication in scientific and technical disciplines.



Contact

If you have questions about these resources, or the type of classroom support available, please feel free to contact us.

[[Department of Rhetoric](#)] [[University of Minnesota](#)]
[[College of Agricultural, Food, and Environmental Sciences](#)]

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URL=<http://www.agricola.umn.edu/WritingIntensive>
Last updated: March 22, 2000



Bibliography of Sources for Instructors of Writing-Intensive Courses

Technical Communication Textbooks

These sources provide helpful instruction on a number of communication topics such as memos, letters, proposals, reports, resume and cover letters, rhetorical principles, and research in writing.

- Lay, Mary, Billie J. Wahlstrom, Stephen Doheny-Farina, Ann Hill Duin, Sherry Burgus Little, Carolyn D. Rude, Cynthia L. Selfe, and Jack Selzer. *Technical Communication*. Irwin: Chicago, 1995.
- Burnett, Rebecca E. *Technical Communication*. 4th edition. Wadsworth Publishing Company: Boston, 1997.
- Pearsall, Thomas E. *Elements of Technical Writing*. Allyn and Bacon, 1996.
- Anderson, Paul V. *Technical Writing: A Reader-Centered Approach*. New York: Harcourt Brace Jovanovich College Publishers. 1991. 2nd edition.
- Barnum, Carol M., and Saul Carliner. Eds. *Techniques for Technical Communicators*. New York: Macmillan Publishing Company, 1993.

Articles about Writing in Various Disciplines

These articles address writing instruction in specific disciplines.

Chemistry

- Driskill, Linda, Karen Lewis, Jennie Stearns, and Tracy Volz. "Students' Reasoning and Rhetorical Knowledge in First-Year Chemistry." *Language and Learning Across the Disciplines* 2.3 (April 1998): 2-24.
- Klein, Bill, and Besty M. Aller. "Writing Across the Curriculum in College Chemistry: A Practical Bibliography." *Language and Learning Across the Disciplines* 2.3 (April 1998): 25-35.
- Beall, Herbert, and John Trimbur. *A Short Guide to Writing about Chemistry*. New York: HarperCollins College Publishers, 1996.

Agriculture

- Kastman, Lee-Ann M. and Susan L. Booker. "Writing Across the Disciplines in Agriculture." *Language and Learning Across the Disciplines* 2.3 (April 1998): 36-43.
- Feldman, Ann Merle. "Chapter Nine: Nutrition." In Feldman, Ann Merle. *Writing and Learning in the Disciplines*. New York: Harper Collins College Publishers, 1996.

Engineering

- Haines, Roger W. *Roger Haines on Report Writing: A Guide for Engineers*. Blue Ridge Summit, PA: TAB Professional and Reference Books, 1990.
- Ellis, Richard. *Communication for Engineers: Bridge that Gap*. New York: Arnold; co-published by John Wiley & Sons, 1997.
- Selber, Stuart A., and Bill Karis. "Composing Human-Computer Interfaces Across the Curriculum in Engineering Schools." In *Electronic Communication Across the Curriculum*. Eds. Donna Reiss, Dickie Selfe, and Art Young. NCTE: Urbana, IL: 1998.

Biology

- Myers, Greg. *Writing Biology: Text in the Social Construction of Scientific Knowledge*. Madison, WI: University of Wisconsin Madison Press, 1990.
- Pechenik, Jan A. *A Short Guide to Writing about Biology*. 3rd Edition. New York: Longman, 1997.
- Langsam, Deborah M., and Kathleen Blake Yancey. "E-mailing Biology: Facing the Biochallenge." In *Electronic Communication Across the Curriculum*. Eds. Donna Reiss, Dickie Selfe, and Art Young. NCTE: Urbana, IL: 1998.

Other

- Venable, Carol F., and Gretchen N. Vik. "Computer-Supported Collaboration in an Accounting Class." In *Electronic Communication Across the Curriculum*. Eds. Donna Reiss, Dickie Selfe, and Art Young. NCTE: Urbana, IL, 1998.
- Chadwick, Scott A., and Jon Dorbolo. "InterQuest: Designing a Communication-Intensive Web-Based Course." In *Electronic Communication Across the Curriculum*. Eds. Donna Reiss, Dickie Selfe, and Art Young. NCTE: Urbana, IL: 1998.

General Texts about Writing in Scientific and Technical Disciplines

These books are helpful guides for undergraduate and graduate students. Many of these books include detailed suggestions for writing and examples of documents such as reports, lab reports, term papers, abstracts, references, titles, and figures.

- Porush, David. *A Short Guide to Writing About Science*. New York: HarperCollins College Publishers, 1995.
- Hult, Christine A. *Researching and Writing in the Sciences and Technology*. Boston: Allyn and Bacon, 1996.
- Hult, Christine A. *Researching and Writing Across the Curriculum*. Boston: Allyn and Bacon, 1996.

- Feldman, Ann Merle. *Writing and Learning in the Disciplines*. New York: Harper Collins College Publishers, 1996.
- MacKenzie, Nancy R. *Science and Technology Today: Readings for Writers*. New York: St. Martin's Press, 1995.

Sources for Writing Teachers in Composition and Rhetoric

Intended for instructors, these texts provide helpful background information about factors for writing instruction such as rhetorical principles (audience, purpose, context), creating writing assignments, evaluating writing assignments, and designing writing-intensive courses.

- Lindemann, Erika. *A Rhetoric for Writing Teachers*. 2nd edition. New York: Oxford University Press, 1987.
- Flower, Linda. *Problem-Solving Strategies for Writing*. New York: Harcourt Brace Jovanovich, Inc. 1981.
- Tate, Gary, and Edward P.J. Corbett. *The Writing Teacher's Sourcebook*. 2nd edition. New York: Oxford University Press, 1988.
- Burnett, Rebecca E., and Lee-Ann M. Kastman. "Teaching Composition: Current Theories and Practices." In *Handbook of Academic Learning*. Academic Press, 1997/

Sources on Writing in Discipline-Specific Contexts

For more theoretical reading, these books provide essential background for understanding the roots of the writing-across-the-curriculum movement.

- Bazerman, Charles. *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*. Madison, WI: University of Wisconsin Madison Press, 1988.
- Kuhn, Thomas S. *The Structure of Scientific Revolutions*. 3rd edition. Chicago: University of Chicago Press, 1996.
- Russell, David R. *Writing in the Academic Disciplines, 1870-1990: A Curricular History*. Carbondale, IL: Southern Illinois University Press, 1991.
- Bazerman, Charles, and David R. Russell. Eds. *Landmark Essays on Writing Across the Curriculum*. Davis, CA: Hermagoras Press, 1994.

Recommended Handbooks

These handbooks provide instruction on grammar, mechanics, and language usage. If students in your class need guidance with basic language skills, one of these handbooks will be helpful.

Aaron, Jane E. *The Little, Brown, Essential Handbook for Writers*. New York: HarperCollins College Publishers, 1994.

Brusau, Charles T., Gerald J. Alred, Walter E. Oliu. *Handbook of Technical Writing*. 5th edition. New York: St. Martin's Press, 1997.

Hacker, Diana. *A Writer's Reference*. 3rd edition. Boston: Bedford Books, 1998.