“The assumptions behind writing outside the disciplines are deeply ingrained in the very concept of the university, based on a particular understanding of the disciplines that has its roots in the transition to the modern American university in the last quarter of the nineteenth century. Under the influence of the German system of higher education, which was founded on Wissenschaft or scholarly knowledge, American professors embraced "pure science" as the defining characteristic of the university, an emphasis on rigorous research, typically empirical, and publication in scholarly journals. Unlike the older U.S. college system, in which education was unified, with all students following the same course of study taught by generalists who could, and often did, shift from one course to another, the new university came to be divided into highly specialized do mains of knowledge, each with its own learned societies and journals.” (pg. 386)

#thegeneralizationofwriting

“Perhaps the most important aspect of the procedure for creating program outcomes is that it is faculty themselves who identify what they expect of their graduates. It is only after these ways of doing have been identified that they are linked to ways of writing, and then not for the sake of writing but for the sake of teaching and assessing the stated outcomes. The disciplinary ways of doing that faculty identify provide a direct link between ways of knowing and ways of writing in the disciplines. Doing enacts the knowing through students' writing, and the writing gives shape to the ways of knowing and doing in a discipline. So instead of focusing only on the conceptual knowledge that has traditionally defined the disciplines, faculty are encouraged to focus also on what their students should be able to do, represented largely in their writing.” (pg. 391)

#realteaching

“It is not just reading literature but learning to write about reading in a way that shapes the act of reading, a way of knowing that marks a literature major. Faculty in religious studies identified the agenda underlying research paper assignments in their field as enabling students to think about religion as a scholarly enterprise. Since most of their students become religious studies majors because they are religious people, the faculty engage them in research in order to guide them in understanding religion itself as more than a confessing experience, a subject of scholarly inquiry to be studied from critical, textual, and historical perspectives. Multidisciplinary studies uses research projects as a way of meeting its goal of encouraging majors to conceive of academic inquiry differently, shifting from seeing a question from the perspective of one discipline to seeing it from the perspective of more than one discipline.” (pg. 400)

#expandyourhorizon