Reframing the Relational
A PEDAGOGICAL ETHIC
FOR CROSS-CURRICULAR LITERACY WORK

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Reframing the Relational examines how writing specialists and faculty in other disciplines communicate with each other in face-to-face conversations about teaching writing. Sandra L. Tarabochia argues that a pedagogical approach to faculty interactions in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) contexts can enhance cross-disciplinary communication and collaboration and ultimately lead to more productive, sustainable initiatives. Theorizing pedagogy as an epistemic, reflexive, relational activity among teacher-learners, she uses a pedagogical framework to analyze conversations between writing specialists and faculty in other disciplines, drawing on transcripts from interviews and recorded conversations. The author identifies the discursive moves faculty used to navigate three communicative challenges or opportunities: negotiating expertise, orienting to change, and embracing play. Based on this analysis, she constructs a pedagogical ethic for WAC/WID work and shows how it can help faculty embrace the potential of cross-disciplinary communication.
