This article builds from the premise that Writing Across the Curriculum (WAC) work is queer in its mission to make cultural, systemic changes that better respond to students’ lived experiences and better represent twenty-first century writing studies grounded in justice, inclusion, and equity. Framed in three guiding claims about relationships between Writing Across the Curriculum and queer theories, it offers Jasbir Puar's theory of “queer assemblage” as a model for rearticulating WAC administration in the service of social justice—as useful for listening for and perceiving queer bodies, orientations, and possibilities in the here and now.

Embracing the “Always-Already”:
Toward Queer Assemblages for Writing Across the Curriculum Administration

Jonathan Rylander
Assistant Professor,
Department of English

College Composition and Communication