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Sojourning in Disciplinary Cultures describes a multiyear project to develop a writing curriculum within the College of Engineering that satisfied the cultural needs of both compositionists and engineers at a large R1 university. Employing intercultural communication theory and an approach to interdisciplinary collaboration that involved all parties, cross-disciplinary colleagues were able to develop useful descriptions of the process of integrating writing with engineering; overcoming conflicts and misunderstandings about the nature of writing, gender bias, hard science versus soft science tensions; and many other challenges. This volume represents the collective experiences and insights of writing consultants involved in the large-scale curriculum reform of the entire College of Engineering; they collaborated closely with faculty members of the various departments and taught writing to engineering students in engineering classrooms. Collaborators developed syllabi that incorporated writing into their courses in meaningful ways, designed lessons to teach various aspects of writing, created assignments that integrated engineering and writing theory and concepts, and worked one-on-one with students to provide revision feedback. Though interactions were sometimes tense, the two groups—writing and engineering—developed a “third culture” that generally placed students at the center of learning. Sojourning in Disciplinary Cultures provides a guide to successful collaborations with STEM faculty that will be of interest to WPAs, instructors, and a range of both composition scholars and practitioners seeking to understand more about the role of writing and communication in STEM disciplines. Contributors: Linn K. Bekins, Sarah A. Bell, Mara K. Berkland, Doug Downs, April A. Kedrowicz, Sarah Read, Julie L. Taylor, Sundy Watanabe