

Contributors

Judith Fishman teaches at Queens College (CUNY); she has written on other administrative matters, out of her work as director of a writing center and as co-director of a FIPSE articulation program. Co-author, with Sandra Schor, of the *Random House Guide to Basic Writing*; author/editor of *Responding to Prose* (Bobbs-Merrill), she has just completed, with her husband, Geoffrey Summerfield, a composition text, *Frames of Mind*, and a theory book for the profession, *Forms of Life, Acts of Mind, Varieties of Text*—both to be published by Random House. She has conducted workshops for teachers throughout the country, particularly on her interests in narrative and narratology; she is a current member of the CCC Executive Committee. The following article grew out of a presentation at the CAWS Conference, March, 1983.

Bob Gremore is the director of the writing program at Metropolitan State University, a school serving about 3,500 returning adult students in the Minneapolis/St. Paul area. He is currently implementing a grant funded program allowing the establishment of "writing emphasis" and "speech emphasis" courses in all departments of the university. His research interests are in the fields of work-sponsored writing and teaching writing to adults; he has recently begun a research project to study cognitive demands made by certain kinds of work-sponsored writing.

Carol P. Hartzog, Director of UCLA Writing Programs, has helped design and establish a comprehensive series of writing programs for the UCLA campus. These include not only undergraduate, graduate, and outreach programs, but also an administrative writing program which she teaches for UCLA administrators. In addition, Dr. Hartzog has been active in statewide projects: last fall she planned and chaired a University of California Conference on Remediation in Writing, and she currently chairs the new UC Council of Writing Programs. Dr. Hartzog serves on the WPA Board of Consultant Evaluators, and she is concerned broadly with the problems of administrative and curricular change. She has extensive consulting experience in both the public and private sectors.

Linda Polin is Assistant Professor of Educational Computing at Pepperdine University. Her U.C.L.A. dissertation (1984) focuses on the assessment of tenth grade writing skills. She has been associate director of the Research in the Effective Teaching of Writing project since 1981, and is responsible for all data analysis for the project and this article.

John W. Presley, Professor of English and Chairman in the Developmental Studies Department at Augusta College, has published several developmental reading and writing textbooks, as well as freshman English texts and a book on the manuscripts and letters of Robert Graves. His publications—which number over 100—include articles on stylistics, modern literature, composition pedagogy, program evaluation, and a number of poems, which he claims to write more

slowly than his other work. Active in all the major professional organizations, he has delivered talks on *Finnegans Wake* at the American Joyce Symposium and at the Joyce Centenary in Dublin.

Lynn Quitman Troyka, a professor of writing for 15 years at Queensborough Community College of the City University of New York (CUNY), chose in 1983 to become a full-time academic writer and researcher. While teaching at CUNY, she served on the Task Force on Writing and was a Research Associate in the Office of Academic Affairs. She was Chair of CCCC (1981) and on the NCTE Executive Committee (1980-81). She now serves on the Executive Committee of MLA's Teaching of Writing Division and the NCTE College Section Committee. She is Editor-Designate (1986-89) of the *Journal of Basic Writing*, published by CUNY. Her books include *Steps in Composition*, with Jerrold Nudelman (3rd ed., 1982, Prentice-Hall). She has published research monographs, and her articles have appeared in many journals, including CCC, and books, including *Classical Rhetoric and Modern Discourse*, eds. Connors, Ede, Lunsford (Southern Illinois University Press, 1984).

Edward M. White is professor and former chair of the English Department at California State College, San Bernardino, and Director of Research in Effective Teaching of Writing, a project funded by the National Institute of Education through the California State University Foundation. He has been Coordinator of the CSU Writing Skills Improvement Program, and for over a decade was Director of the English Equivalency Examination program. In addition, he is author of numerous articles on literature and the teaching of writing; he has written two English Composition textbooks. Dr. White is a frequent speaker at conferences, and a consultant to various educational institutions in the area of writing and evaluation. His book *Teaching and Assessing Writing* will be published by Jossey-Bass in 1985.

Announcements

The Writing Lab Newsletter

The *Writing Lab Newsletter* is intended as an informal means of exchanging information among those who work in writing labs and language skills centers. Brief articles (four to six typed pages) describing labs, their instructional methods and materials, goals, programs, budgets, staffing, services, etc. are invited. For those who wish to join the newsletter group, a donation of \$5 to help defray duplicating and mailing costs (with checks made payable to Purdue University, but sent to the editor) would be appreciated. Please send material for the newsletter and requests to join to:

Professor Muriel Harris, editor
Writing Lab Newsletter
Department of English
Purdue University
West Lafayette, Indiana 47907

The Writing Instructor

The Writing Instructor is a quarterly publication committed to the field of writing/composition instruction in secondary and higher education. The Editorial Board invites articles of 8-10 double-spaced pages which blend theory and pedagogy to the practical ends of classroom experience. Exercises, brief notes on resources, and announcements are also welcomed. Subscription to the journal is \$12.00 annually for individuals and \$16.00 annually for institutions. We do not bill. Please send material and subscription requests to: *The Writing Instructor*, c/o Freshman Writing Program; University of Southern California, Los Angeles, CA 90089-0062.

The Journal of Teaching Writing

The *Journal of Teaching Writing* encourages you to submit articles for publication. Elementary, middle, and secondary school teachers as well as junior college, college, and university professors who want to share ideas are welcome to send manuscripts.

The *Journal of Teaching Writing* is devoted to writing pedagogy throughout the curriculum from kindergarten to college, from the science class to the literature class. It is committed to the teaching of composition and language skills and the relationship of writing to reading, speaking, and learning. The Editor is interested in considering manuscripts that relate to ways writing is taught or understood; for instance, topics could include composition theory, cognitive development, evaluation of skills, revision, literature and composition, business writing, creative writings, curriculum development and innovative teaching techniques. Typewritten papers, doublespaced, with notes and citations on separate pages, also doublespaced, should be submitted in duplicate, accompanied by a stamped return envelope. Author's name and address should appear only on a separate title page. These steps facilitate our policy of anonymous manuscript review and the prompt return of unused materials. Correspondence regarding editorial matters should be addressed to the Editor, *Journal of Teaching Writing*, Indiana University-Purdue University at Indianapolis, 425 Agnes Street, Indianapolis, IN 46202.

The Journal of Basic Writing

The *Journal of Basic Writing* has resumed publication. One issue has been published for 1984, and two issues are in place for 1985, all edited by Sarah D'Eloia Fortune whose term as editor has ended.

Lynn Quitman Troyka has been appointed editor starting with the 1986 semiannual issues. Manuscripts of 10-20 pages on any topic related to basic writing will be welcome as of January 1985, in the new MLA style in the *MLA Handbook for Writers of Research Papers*, 1984 (also in the *MLA Handbook for Scholars*, 1985); and for the referee process, in quadruplicate with identifying information on a cover page only. Prospective authors can send a self-addressed, stamped envelope to request the new *JBW* "Editorial

Statement" and the *JBW* "Style Sheet." Subscriptions for one year (two issues) are \$8 for individuals and \$12 for institutions. Foreign postage is an additional \$2.50.

Address: *Journal of Basic Writing*, Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.

Call For Papers

The journal *Technical Communication* will publish a special section of a forthcoming issue on the subject of readability research in technical writing. We are particularly interested in articles that report research results, and also review articles that assess current research and discuss how such studies can help the technical writer or educator on a practical level.

In addition to the special section, we are interested in any articles concerned with technical writing and editing, especially when they relate the theoretical to the practical.

Articles should conform to the *Chicago Manual of Style* and should not exceed 16 double-spaced pages. Send submissions to Gary A. Olson/Associate Editor/Center for Writing/University of North Carolina/Wilmington, NC 28403.

The National Testing Network in Writing

The National Testing Network in Writing, The City University of New York, The University of California, and The California State University announce the THIRD ANNUAL CONFERENCE ON WRITING ASSESSMENT on March 6, 7, and 8, 1985, at the world-renowned Sheraton Palace Hotel in San Francisco, California. The conference is for educators, administrators, writers, and test developers and will be devoted to critical issues in assessing writing in elementary, secondary, and postsecondary settings. Discussion topics will include theories and models of writing assessment, the politics of testing, computer applications in writing assessment, the impact of testing on minorities, research on writing assessment, and the effects of testing on curriculum and teaching.

For information and registration materials, please write to Leo P. Ruth, NTNW Conference Co-Director, Language and Literacy Division, School of Education, Tolman Hall, University of California, Berkeley, California 94720.

Nominations for the WPA Board of Consultant-Evaluators

The WPA Executive Committee invites nominations for consultant-evaluators to take part in WPA's Exxon-funded project in writing program evaluation.

Nominees should have a doctorate, at least three years experience in writing program administration, and professional involvement at the regional or national

level. Prior experience as a consultant or evaluator is desirable but not necessary. Nominees must be members of WPA. WPA members may nominate themselves or others.

Nominees must submit the following materials: a nominating letter; two letters of recommendation (one from outside the nominee's own institution); the names of two additional people who have knowledge of the nominee's professional capacity and administrative experiences; and a curriculum vita. Letters of recommendation should address the nominee's academic background, administrative ability and experience, and ability to work with people. WPA consultant-evaluators must be able to interview and evaluate, recognize and acknowledge strengths and weaknesses of people and programs, and present findings in a well-organized, clearly written report. Tact, integrity, and intelligence are equally important in a well-qualified consultant-evaluator.

Nominees appointed to the WPA Board of Consultant-Evaluators must be able to attend a training workshop at CCCC in Minneapolis, on March 20, 1985. Complete application materials for nomination must be received by December 20, 1984. Selection will be by vote of the Executive Committee of WPA.

Address nominations to Winifred B. Horner, WPA Vice-President, Department of English, University of Missouri, Columbia, MO 65211.





Membership in the Council of Writing Program Administrators

Membership in the Council of Writing Program Administrators includes a subscription to *WPA*. The membership fee is \$15 a year in the United States and \$16.50 a year in other countries.*

To apply for membership, please fill out this form and return it with a check or money order payable to the Council of Writing Program Administrators. Send the form and fee to Joseph Comprone, Treasurer, WPA, English Department, University of Louisville, Louisville, Kentucky 40208.

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*Members who join during the period September 1 through January 15 will receive the fall, winter, and spring issues of the current year's volume. Members who join from January 15 through September 1 will receive the last issue of the current year (spring) and the first two issues of the next volume (fall and winter).

Change or revision of name and address. If the name or address printed on your *WPA* mailing label is incorrect or has changed, please print the complete, correct information below and send it to William E. Smith, Editor, *WPA*, English Department, UMC 32, Utah State University, Logan, Utah 84322.

**HM**

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