

Writing Program Administration

Journal of the Council of Writing Program Administrators
Volume 8, Number 3, Spring, 1985

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The Council of Writing Program Administrators is a national association of college and university faculty who serve or have served as directors of freshman composition, coordinators of writing labs and workshops, chairpersons and members of writing program-related committees, or in similar administrative capacities. The Council of Writing Program Administrators is an affiliate of the Association of American Colleges.

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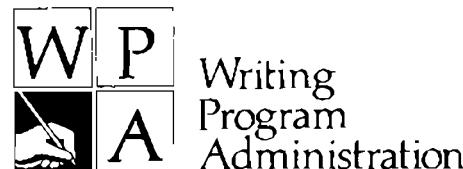
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The Editors of WPA invite contributions that are appropriate to the interests and concerns of those who administer writing programs in American and Canadian colleges and universities. Articles on teaching writing or research in composition are acceptable only if they deal with the relationship of these activities to program administration.

Article length (flexible), 2,400 words. Authors should submit two copies and retain a copy for their own files. Material should be suitably documented using the *MLA Handbook, 2nd Edition* although as much reference as possible should be included within the text. Annotated bibliographies accompanying articles are encouraged, as well as any other apparatus which might make material more conceptually and practically valuable to working writing program administrators. The editors reserve the right to edit manuscripts accepted for publication to conform with the style of the journal. Article deadlines: fall-winter issue, January 15; spring issue, September 15. Relevant announcements are also acceptable. Announcement deadlines: fall-winter issue, October 1; spring issue, January 5. Address contributions and editorial correspondence to William E. Smith, Editor, WPA, English Department, UMC 32, Utah State University, Logan, Utah 84322.

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President's Message

The National Council of Writing Program Administrators is continuing its tradition of supporting its members in the development and administration of writing programs. Institutions can best be measured by their writing programs, and those programs depend on the energy, experience, wisdom, and vision of their administrators. The WPA was formed to serve those persons and through them to improve and develop writing programs nationwide.

In order to serve its membership, the WPA sponsors regular programs at both the MLA and the 4 C's, which address particular concerns of program administrators. These are customarily coordinated by our vice president. This year our topic is "The Changing Role of the Writing Program Administrator." Next year the subject will be "Assessment: Students, Teachers, Programs in Writing." If you are interested in participating, please send an abstract to Linda Peterson.

The Consultant Evaluator Program continues to thrive under the leadership of Harvey Wiener with Anne Gere assuming the role of Associate Director. This program is beginning to have a significant impact on higher education. We continue to add new evaluators to our Board. Anne Gere will coordinate the annual training session at the 4 C's in Minneapolis. Through the efforts of Harvey Wiener, Exxon has awarded a grant to WPA to expand the consultant program. A group of consultant-evaluators presented a workshop at the annual conference of the Association of American Colleges in February. That meeting was attended by sixty administrators, and a number of colleges signed up for a special series of consultant-evaluator visits to their campus and a follow-up workshop at the AAC meeting in 1986, sponsored, in part, by the Exxon grant.

This summer WPA will hold its annual summer workshop at the University of New Hampshire in Durham—just one hour from the seacoast and the mountains. Accommodations will be at the University of New Hampshire guest center, and participants will have the use of library and recreational facilities. The workshop will be led by Linda Peterson and guest speakers will include Arthur Eastman, Robert Connors, Lynn Bloom and others. Lynn Bloom has coordinated the workshop this year. We are looking for a midwest or western location for 1986. We welcome any suggestions.

We continue to be proud of our fine journal edited by Bill Smith, which, last issue carried our new logo on its bright red cover. After a few problems connected with relocating the journal, it is appearing regularly with two excellent issues each year. Bill reports that submissions are up

and the quality of submissions continues high. We are grateful to our editor and to the Managing Editor, Barbara Weaver, and to Utah State for its support.

Any organization like the WPA owes its existence and continuing health to the efforts of a number of people. In looking over the records as I have been doing this month, I find there are many people who deserve our gratitude. I should like to express our appreciation to our two retiring Board Members—Ben McClelland and Linda Peterson—and to our outgoing treasurer Joe Comprone. I welcome to the Board our new members, Joe Trimmer from Ball State University and Tori Haring-Smith from Brown University, our new Vice President, Linda Peterson from Yale University, and our treasurer, Carol Hartzog from UCLA. Arthur Dixon was reelected secretary, and we are grateful for his continuing contribution.

Finally, I wish to express our deep appreciation for the work of Harvey Wiener since the founding of the Council. The consultant evaluator program, the Exxon grants that have supported that program, the summer workshops, and the initiation of the Journal are all Harvey's work. He has spent countless hours and his boundless energy getting this organization on its feet. Under his inspired leadership the WPA has moved from a fledgling organization to one of the important professional societies in our field. For his service, his inspiration, his countless hours of work, we are and will continue to be profoundly grateful. The National Council of Writing Program Administrators owes him a deep debt of gratitude, and we will repay that debt by continuing the good work that he has begun.

We will carry on these projects, and we plan to develop new ones as the need and opportunity arise. This organization was formed to serve writing program administrators, and it is our intention to continue in that role. But it is imperative for the success of all of our programs that each of you continues to be involved. So we reach out to directors of writing programs across the country. We need your help; we need your support; we need your good faith.

*Winifred Bryan Horner
President*

Using a Survey of Writing Assignments to Make Informed Curricular Decisions

Jeanette Harris and Christine Hult

Because almost every member of an English department teaches freshman composition, all too often the course is shaped by the diverse theories and inclinations of those who teach it. Many English faculty, especially those trained in literature, still believe that freshman composition should teach students how to read and write about literature. Others see its purpose as teaching students to write about themselves. Still others insist that freshman composition should give students traditional instruction in the rhetorical modes. But increasing numbers are convinced that freshman composition, if it is to survive as part of a college's or university's core curriculum, must prepare students for majors in other disciplines. In fact, the academic community accepts the usual composition requirement because it assumes we are providing students with generally useful writing skills—not only those that students need in their academic lives but also those they will later need in their professional lives.

In order to discover the writing skills needed by students, we must move beyond the confines of our own discipline and into the academic community at large. Although much has been written about our obligation to extend writing instruction across the curriculum, very little attention has been given to an equally important obligation: our responsibility to incorporate the writing assignments of other disciplines into our own curricula. As Arthur M. Eastman suggested in a paper presented at the 1981 annual meeting of the Modern Language Association, our mission to teach literacy is two-fold. In addition to encouraging other teachers and administrators to include writing instruction in their courses, we must be willing to modify our own curricula to reflect the writing tasks required of students in these other disciplines.

English departments in general and composition programs in particular are increasingly aware of this dual nature of writing across the curriculum programs. As a result, many composition programs are now predicated on the assumption that freshman English should provide students with the writing and reading skills required of them in other disciplines. In 1982, we resolved to restructure our freshman composition program so that its goals conformed to this broadened perspective.

In addition to promoting "critical reading and thinking" and producing "flexible, capable writers," the freshman courses were now seen as an introduction to "university work in general." This decision necessitated a reevaluation of our existing curriculum.

Freshmen at Texas Tech are required to take a two-course sequence, Essentials of College Rhetoric and Advanced College Rhetoric. For several years, the first course had been an introductory course in composition based primarily on a rhetorical modes approach that emphasized narrative, descriptive, and expository writing. Although the second course was originally an introduction to literature, it was changed in the late seventies to a composition course that emphasized logic, persuasive writing, and research. In order to collect the data needed to broaden the concepts of these two courses, we conducted a survey during the spring term of 1983 to determine the types of writing tasks assigned by our colleagues in the university community.¹

Selecting at random three faculty members from each of the academic departments at Texas Tech, we sent each a questionnaire that listed thirteen different writing assignments. We asked our respondents to indicate which of these assignments they usually included in courses they taught and to list additional writing assignments typically made by them that we had not included on the questionnaire.² Of the approximately two hundred questionnaires that we distributed, one hundred and twelve were returned, many with sample assignments attached.

The table below indicates the results of our survey.

TABLE 1. Results of Faculty Survey.

Writing Assignment	Number of Respondents Who Indicated Assignment	Percentage of Respondents Who Indicated Assignment
Short Research Paper	75	67%
Essay Exam	69	62%
Report	63	56%
Review or Critique	39	35%
Abstract	37	33%
Long Research Paper	34	30%
Proposal	30	27%
Summary	24	21%
Annotated Bibliography	22	20%
Essay or Theme	19	17%
Journal	17	15%
Research Notebook	17	15%
Correspondence	14	12%
Other	11	10%

Survey consisted of 112 completed questionnaires representing six colleges and fifty departments at Texas Tech University.

You will notice that the three assignments most frequently cited were short research papers (fewer than fifteen pages), essay exams, and reports. We were especially interested in the fact that these three assignments were mentioned much more frequently than were any of the others listed. The fourth most frequently mentioned assignment was the review, or critique, which was mentioned by only 35% of the faculty surveyed as opposed to the 67, 62, and 56 percentages of the top three assignments.

As a supplement to our study, we also surveyed 85 students who visited the Writing Center, asking them to indicate on a similar questionnaire the types of writing tasks they had been assigned during the semester. Since all of these students were enrolled in English courses, we were not surprised that the writing assignment mentioned most frequently (by 76 out of the 85 students) was the essay, or theme. But essay exams and short research papers ranked second and third respectively, corroborating the results we had obtained on the faculty questionnaire.

TABLE 2. Results of Student Survey.

Writing Assignment	Number of Respondents Who Indicated Assignment	Percentage of Respondents Who Indicated Assignment
Essay or Theme	76	89%
Essay Exam	68	80%
Short Research Paper	63	74%
Review or Critique	53	62%
Journal	48	56%
Summary	36	42%
Report	35	41%
Correspondence	30	35%
Proposal or prospectus	23	27%
Annotated Bibliography	20	23%
Research Notebook	14	16%
Abstract	12	14%
Long Research Paper	10	12%

There was no discernible difference between assignments made by instructors in the College of Arts and Sciences and those in other colleges. However, considerable diversity was evident within colleges and even departments. For example, of the three chemistry professors who responded, one indicated that he made none of the assignments listed; another checked four different writing assignments but made no comment; and the third checked seven assignments and wrote a note saying that all seven were "important to chemists and must be faced by the students at various times."

This survey accomplished two goals. First, it brought to the attention of faculty members from other departments our willingness to cooperate

with them in teaching students to write and our interest in the type of writing demanded in their disciplines. Second, and even more important, the survey provided us with the information we needed to modify our existing curriculum to include the writing tasks students face in other courses.

Having acquired the information we needed, we turned our attention to the curricular implications suggested by our data.

Research Paper

The short research paper, the most common writing task reported in our survey, is assigned in many disciplines, yet few instructors take the time to teach research processes and library skills. Increasingly, English teachers are expected to provide research paper instruction as a service to other departments. In fact, a recent survey conducted by James Ford and Dennis Perry at the University of Nebraska indicated that research paper instruction is offered in 84.09% of freshman composition programs and required in 78.11%.³ Yet, it is not always clear that the instruction students receive is the kind they need. As a Writing Program Administration team commented in their review of the writing program at Texas Tech, "It may be that the research paper, as now taught, does not address the appropriate skills of academic writing that Texas Tech students need to know."

Our survey indicated, however, that research papers are perceived to be important by others in our university community; consequently, we decided that a research project should continue to be a major component of our second semester freshman course. However, the WPA report raised an important question. Was the research paper, as traditionally taught, really providing students with appropriate skills for academic research writing, especially the research writing in disciplines other than English?

Research paper instruction at Texas Tech in the past has been quite traditional. Teachers used a guidebook that emphasized almost exclusively library resources and the format and documentation of research papers in the humanities. Many teachers assigned only literary research topics and insisted on MLA documentation and format rather than allowing students to research subjects in their major disciplines and to employ the documentation and format of their specific field of study. To make the research paper component of freshman English more relevant to the needs of our students as they research and write in other disciplines we made the following decisions:

- We need to teach research processes representative of various disciplines—the social sciences and sciences as well as the humanities. As part of interdisciplinary research, we need to assign

projects and exercises that include primarily research methods, for example, interviews, case studies, and surveys. Students need to be introduced to certain discipline-specific library tools such as the citation indexes, which are important to research in the social sciences and sciences but rarely used in the humanities. Furthermore, students should be introduced to the format and documentation used in various disciplines, including both the MLA and the APA style manuals.

- We need to teach research as a process as well as a product. Like teaching writing in general, teaching research writing needs to be refocused to begin at the beginning rather than at the end of a very complicated process. For example, students need to begin a research project by discovering and defining for themselves a real question to investigate, as opposed to beginning with a "pre-packaged" research topic. A student who is taking a psychology course might be interested in finding out the effects of prolonged stress on health, or a history student might be interested in discovering what the Great Depression was really like for those who lived through it. Once a real question has been posed, a student needs to outline a research strategy which may include both primary and secondary research tools. The student investigating the Depression may want to interview his grandfather who lived through it, and the student interested in stress might want to survey others in her dorm. Secondary research will include library sources relevant to the question posed. In order to answer a real question, a student must learn to use library tools to gain access to sources. Such a research project moves the focus away from the mechanics of note-taking, documentation, and format and puts the emphasis on the actual research process.
- We need to teach general reading and writing skills which are crucial for effective researching. Such skills include summarizing and paraphrasing information from books and articles, synthesizing data from a variety of sources, and reading critically in order to evaluate the usefulness and relevance of sources to the research question posed.

Essay Exams

According to our survey, the second most common writing assignment was the essay exam. The essay exam can, of course, be related to traditional instruction in essay writing since essay exam skills can be developed through more general instruction. Our composition courses had traditionally included essay writing as a major curricular component. Instruction in taking essay exams, however, had not been specifically included in the curriculum. Since students are asked to write essay exams

repeatedly during their academic career, it seems that we should pay explicit attention to teaching the component skills necessary for success in writing essay exams. We identified two ways in which instruction in essay exam writing could be incorporated into our composition courses:

1. The instruction that students need to become skillful in taking essay exams is already included in most composition courses. However, students need to be reminded frequently that what they are learning about writing essays also applies to taking essay exams. For example, students who are learning how to analyze a writing task—how to narrow a topic and develop a thesis for an essay—can easily be led to see how these skills also apply to answering a question on an essay exam. Likewise, as students study paragraph structure, they can learn to structure answers to essay questions. Although teachers understand the close relationship between essays and essay exams, students often fail to perceive this relationship. We need to point out to them that the skills they are developing in the composition class can be used to advantage in any class in which they must write essay exams. Making this relationship explicit helps students to use the skills and concepts we teach them as they take essay exams in other courses.
2. Central to most writing programs is the idea of writing as process—the understanding that writing is a recursive but ultimately sequential series of steps that results in a finished product. Inherent in this concept is the assumption that this process, in order to work effectively, requires time—more time than is provided in the typical one-hour, or even one and one-half hour class period. Therefore, most composition teachers now make writing assignments that allow students sufficient time for discovering, planning, incubating, drafting, revising, editing, and proofreading. But there are situations in which students must write on demand, must write on a given topic in a given period of time. The essay exam is probably the most common example of this type of writing task. It is in the students' interest to require them on occasion to write in-class essays which will provide us with opportunities to teach students how to write efficiently and effectively under pressure—how, in effect, to abbreviate the process. At the beginning of a semester, for example, we ask our students to write an in-class diagnostic essay. This essay is not graded by the instructor, but it gives him or her valuable information about the students' skills. It can also provide an opportunity for instruction in how to write under pressure, in other words, how to take essay exams. Because the essay is not graded, students can learn in a non-threatening situation. Comments on the essay can suggest how the student might have focused more narrowly on the subject or have developed the ideas more clearly.

Class discussion before or after the essay can include suggestions for condensing the normal writing process and can also emphasize the importance of following the process even though it is abbreviated since many students omit any pre-writing strategies or planning when writing under pressure. In addition to the diagnostic essay, teachers may require students to write in-class essays for midterm and final examinations, thus providing students with valuable instruction in writing under pressure at the same time as they elicit from students essential assignments for evaluation and placement purposes.

Reports

The third most common writing assignment on our survey was the report. As a specific category, the report is hard to define. In general we made the distinction that reports are less comprehensive and more objective than research papers since report writing involves describing what you have learned or seen while research writing involves answering a real problem or question after formulating a hypothesis. Reports have not generally been included in freshman English courses; however, including several reporting assignments encourages students to use a format and presentation that is slightly but significantly different from that used in essays. We decided that instruction in report writing could be incorporated into the curriculum in the following ways:

1. Although reports seem more appropriate for the second semester course in which the research paper is taught, they can also be introduced as one of the writing tasks in the first semester course. A report can be used as an alternative to one or more of the typical essay assignments. A teacher can vary the usual thesis/support essay with at least one report, the purpose of which is to write an objective account rather than to defend a position. For example, students can be asked to report on a book, play, concert, or movie that they have seen. Or, in lieu of a descriptive essay, they can be required to observe a certain location or situation and then to describe it objectively in a report. Likewise, a process, definition or cause and effect paper could be a report rather than an essay.
2. In the second semester course, report writing is an important complement to research writing. As a rule, students find reporting much easier than researching. When researching they use their critical and evaluative skills whereas in reporting they draw mainly on their summarizing and synthesizing skills. Report writing can and should be incorporated into the early stages of a research paper project. For example, students can be asked to conduct a survey or interview and report on it. Also, a review of the literature and subsequent report are a necessary part of researching and thus should be included in each research project.

Conclusion

If we are to transform the phrase "writing across the curriculum" into a workable reality rather than a mere slogan, we must see our work in English departments as part of a larger context; we need to restructure our curricula to reflect the type of writing required of students in other disciplines. Although many English faculty fear that freshman composition will be relegated to a service course if its purpose is to prepare students for writing tasks in other departments, others are beginning to realize that this expanded view can be a healthy, even revitalizing, influence. As James Kinneavy observes, the "writing-across-the-curriculum movement could, if properly pursued, place the English department at the center of the entire university community."⁴ But in order to assume this position of centrality, we must be willing to communicate with our colleagues about the writing requirements of their courses and be prepared to restructure our curricula to accommodate those requirements.

Notes

¹A similar survey was conducted by the Test of English as a Foreign Language (TOEFL) program at Educational Testing Service. As reported in *Written Communication* (April 1984) by Brent Bridgeman and Sybil B. Carlson, this survey of 190 academic departments at 34 universities was used to determine the types of writing tasks typically required of beginning undergraduate and graduate students. This information was then used to design an appropriate writing assignment for the entrance test that is administered to non-native speakers of English. Bridgeman and Carlson also cited several less ambitious surveys of writing assignments related to ESL research or to research concerned with the types of academic writing required in specific programs, such as engineering.

²Additional assignments listed by respondents were not always clearly defined. No additional assignment was mentioned by more than two respondents. Those listed included the following: mini-project, radio script, case notes and write-ups, computer programs, and graphics.

³James E. Ford and Dennis R. Perry, "Research Paper Instruction in the Undergraduate Writing Program: A National Survey," *College English*, in press.

⁴James L. Kinneavy, "Writing Across the Curriculum," in *Profession 83*, edited by Phyllis Franklin and Richard Brod (N.Y.: Modern Language Association, 1983), p. 20.



An Alternative Approach to Writing Across the Curriculum: The Writing Assistance Program at North Carolina State University's School of Engineering

David H. Covington, Ann E. Brown, and
Gary B. Blank

A few months ago our writing program received a copy of a questionnaire from a doctoral student seeking information about writing laboratories in universities across the country. One of the items on the questionnaire asks respondents to "describe [their] location in terms of proximity to the English Department office." Another asks, "How would you describe your center's status in terms of your relationship with the English Department?" For those of us in the North Carolina State University School of Engineering's Writing Assistance Program, these are irrelevant questions. Our office is across the hall from the Dean of the School of Engineering; we *have* no official relationship with the English Department.

Obviously, we can't blame the writer of the questionnaire. Most university writing centers are run by, or are somehow offshoots of, the English Department. Indeed, matters pertaining to writing, even writing across the curriculum, remain for the most part firmly in the hands of English Departments.¹ But if English Departments control most campus writing centers, to what extent can they assert that these centers truly serve the writing-across-the-curriculum needs of the campus? Of course, some writing centers, like ours, are *not* under the control of English Departments, and others maintain a close and fruitful relationship with other departments in need of their services. But we suspect that in many cases writing centers, however well intentioned their staffs are, simply have no idea of the writing needs of engineering students as opposed to forestry students, etc.

Discussions *ad nauseum* about the necessity for students to achieve a universally definable kind of literacy in written communication ignore completely the fact that standards for written communication vary widely in different disciplines. In fact, by ignoring the contexts in which communication takes place in these different disciplines, teachers and

tutors hamper rather than enhance their students' attempts to communicate effectively. It isn't enough to know about grammar and paragraphs and 500 word themes. Students need to know *who* they're writing for, *why* they're writing, and what *form* their writing should take.

In short, writing centers should be more than instruments of remediation.² We agree with Knoblauch and Brannon's call for a writing-across-the-curriculum concept making "writing central to courses other than English, one that accommodates the expertise of the historian, the biologist, and the engineer...that finds justification for writing in the potential for new learning implicit in the act of writing itself" (466). If the concept of writing across the curriculum is to have any meaning, writing centers must provide specific help for students in a variety of disciplines. Professors in these disciplines can help by providing appropriate assignments in their own classes, but the impetus for this kind of activity must come from those most committed to writing as a profession.

An Alternative to the Traditional Writing Center

We'd like to offer an alternative to the traditional centralized campus writing center. We model it on our own decentralized writing program here at NCSU. Our model shares some features of other programs, but goes a bit further than most of those reported.³ In principle, we assert that *every* course in every discipline presents an occasion to instruct students in rhetoric and to evaluate students' writing (and speaking) skills. At NCSU the relatively small Department of Forestry has fully implemented this principle; the Writing Assistance Program in engineering, with more ground to cover, applies the principle to varying degrees in eight departments. In effect, our approach recognizes Emig's contention that "writing serves learning uniquely because writing possesses a cluster of attributes that correspond to certain powerful learning strategies" (122).

Our program takes the single-subject approach described by Kinneavy (14-15): It deals with students consistently and comprehensively as they advance through the various courses in their major fields of study, and it allows students to write as experts addressing other experts in their fields (the chief advantages of what Kinneavy calls "vertical" programs [14]). In addition, however, it overcomes the potential limitations of such programs by bringing professional writing teachers into subject-area classrooms to work in cooperation with professionals in technical disciplines and to build on other English Department courses aimed at getting students to write for general audiences (these courses are typical in what Kinneavy calls "horizontal" programs [13-14]). Furthermore, the model is highly adaptable, having been initiated in the Department of Forestry at North Carolina State and then modified to meet the larger and more diverse needs in the School of Engineering.

We understand that most already established programs will not try the method we suggest. But for those at the precipice, getting ready to take the plunge into a writing center, we suggest that our plan is worth considering. We'd also like to offer a few suggestions to directors of already established writing centers about how to increase their effectiveness by working with other departments on campus to extend the mission of these centers as widely and as efficiently as possible.

First, let us describe what we do in engineering at NCSU. The center occupies one office, where we maintain office hours, prepare guest lectures, and administer the program. But in general the action that occurs in the Writing Assistance Program develops outside the office—in engineering faculty offices, in engineering classrooms, and where students sit down to compose the engineering reports they have been asked to do. Working in eight engineering departments, we deal with a wide range of subjects and respond to varied reporting problems. We serve as consultants to teachers of technical courses, and so extend writing instruction into the technical class as part of engineering professors' syllabi. In many cases, we help design writing assignments and define acceptable standards of achievement.

During office hours, we discuss assignments with students who drop in for advice, a vote of confidence, or effective criticism. The program thus meets engineering students in the midst of their technical learning. It provides a support system, helping those students having difficulty reaching the defined standards of achievement, and it provides expertise on matters ranging from basic memo formats to senior projects including proposals, progress reports, and final reports.

In large part the program has defined itself through work with faculty and students. Few semesters are the same, but one consistent trait has been increasing contact throughout the School of Engineering. We do not have the temerity to suggest that our way is best, or that other programs are ineffective. We simply want to indicate that our program has a number of advantages: cost, efficiency, and effectiveness.

Cost

The program requires minimal financial and physical resources because it focuses on services outside the center. Individual engineering departments provide classroom space, overhead projectors, and most handouts. An office large enough for our three-person staff and typical office furnishings suffices for the rest of our activities.

The Dean of Academic Affairs for the School of Engineering provides salary support. Originally appointed from the English Department, each of us now has a different employment status, determined by the individual's choice. One Director has an appointment in the Department of Forestry, with half his salary paid by the School of Engineering. Another has a half-time appointment in the School of Engineering. The third has a position in the English Department, with a third of his time purchased by

Engineering. The administrative details of this arrangement require some negotiation between divisions of the university, but are easily manageable. The cumulative time commitment to the program equals one and a third faculty positions, which has so far proven adequate to handle the work defined by the program's objectives.

Efficiency

Our program has many advantages. We operate directly from a conveniently located office within the engineering complex, and do not need to clear our activities with a central authority. Since we are well acquainted with many engineering faculty members, we have ready access to any technological expertise we need. As a result, students eagerly receive our assistance because we approach their problems from the perspective of familiar engineering curricula, giving our instruction more specific direction.

Additionally, we present course-specific demonstrations of technical communication in the engineering classes to which we are invited. In turn, engineering faculty respond by including more written work in their assignments. They are also encouraged to model these assignments after the types of communication students will use later as professionals.

We extend our role beyond the School of Engineering by integrating our efforts with those of other departments on campus. We regularly refer students to English Department courses such as technical communication, and we also counsel students about offerings in the Departments of Foreign Language and Speech Communication. In this way we insure that we don't usurp the functions of those other departments, while supplementing their offerings with specific, course-related help of immediate use to engineering students. But often we interest these students in writing and speaking enough that they take additional communication courses.

Our program has received positive student response because of our unique role: we are tutors, consultants, and teachers, but, very importantly, we don't give grades, so we never assume an adversarial role. This situation has increased students' confidence in our program and has greatly contributed to its effectiveness.

Effectiveness

The rapid growth of our program is demonstrated by a summary of class and office contacts with students for the six semesters succeeding our initial, organizational semester (see Table 1).

TABLE 1. Six-Semester Overview of Writing Assistance Program Activities

	F80	S81	F81	S82	F82	S83	F83	S84	F84
Courses involved	4	11	8	14	7	13	10	7	8
Class presentations	6	8	8	13	6	19	15	14	14
Students met in courses	310	531	567	1151	457	580	425	316	430
Students met in office	44	78	116	95	88	106	65	41	60
Visits to office	95	191	147	170	223	181	131	84	112

The cyclical fluctuations in the numbers reflect differences in course offerings between semesters. Despite these fluctuations, however, we have experienced a general increase in the number of courses involved and the total class presentations made. The totals for students met in these courses vary according to the size of the classes. When we speak to large introductory engineering sections, our student contact increases; conversely, when we speak primarily to senior design sections, our student contact decreases, but the quality of our contact is enhanced by the readiness of advanced students to listen to our advice.

Our tutorial services have also increased over the semesters, with our time being divided among international graduate students working on theses and dissertations, undergraduate students working on course-related reports, and graduating seniors working on resumes and letters of application. At first, most of our business came from teacher referrals, but now we see mostly students who have heard about the Writing Assistance Program from other students. This shift from referred to voluntary attendance has been most gratifying. We continue to seek more ways to provide our services to students, but we are pleased with the amount of contact we have achieved so far.

Although we provide class presentations and individual attention for hundreds of students every semester, we are not a labor-intensive enterprise. Student enrollment in the NCSU School of Engineering (undergraduate and graduate) averages about 6,000. We reach a relatively high percentage of the available students with only one and a third faculty positions. Furthermore, we accomplish our ends without having to rely on graduate-student help; instead, our students spend their time with the salaried consultants who run the program.

The increasing number of professors who call us back to make additional presentations in succeeding semesters encourages us to think that we are providing a valuable service. And as we have realized from the beginning, the more class presentations we make, and the more professors who make their support of our program known to their students, the more students will come to see us for individual help.

A sign of the way our role has been received can be seen in the response of the NCSU School of Engineering's Advisory Council, at whose request the program started. The Advisory Council, comprised of representatives from North Carolina companies hiring N.C. State engineering graduates, meets every semester to consider issues facing the school. When their Spring 1983 meeting focused particularly on communications issues, members of the Council applauded the WPA's development, noting that it represented a major step in addressing a crucial problem engineers must overcome to be successful. In their closing comments to the administration and faculty, every member of the Council advocated continuing the progress in communication instruction and seeking ways to expand the program. This impetus has propelled the School's Curriculum Committee and the WAP to develop an overall strategy for curriculum-wide instruction in technical writing and speaking. The emphasis will be on linking heretofore random efforts prompted by individual faculty requests and creating a comprehensive instructional program in all engineering departments.

Suggestions

Obviously, as writing centers proliferate and writing across the curriculum spreads, administrative and programmatic approaches vary widely. At North Carolina State, circumstances have fostered programs in the Schools of Engineering and Forest Resources independent of the English Department. However, each program has evolved from the same objective: to increase attention to writing when students most value the instruction—when they need to communicate their acquired technical knowledge. Our experience in the WAP since 1980 supports several recommendations applicable to either writing centers or writing-across-the-curriculum programs. Our insights may benefit both newly organized and already established programs designed to address technical-student and faculty needs in any discipline.

1. Writing teachers working in such programs ought to have an affinity for technical subjects, even going so far as to develop areas of expertise. Credibility remains a fundamental issue for scientists and engineers, and the writing teacher who knows little of the technical material students have to report will quickly lose credibility with both students and faculty. The writing teacher's assumed expertise with language has to be coupled with a knowledge of the circumstances in which the language is being used. Because technical writing is value-laden, it imposes style and vocabulary constraints that will differ appreciably from instance to instance. Guiding students and faculty members in choosing appropriate forms and styles of address requires some insight into the problems confronted, or if nothing else, knowledge of what questions need to be asked by technical authors. Some objective distance from the sub-

ject matter may be healthy for editorial reasons, but total ignorance breeds rejection of whatever help the writing teacher might be able to offer.

2. Gaining such insight and developing knowledge of how to be helpful takes initiative. In a program like ours, the writing teacher who sits waiting in the writing lab for students to come through the door, or for faculty members to come calling, will likely spend much time alone. Knocking on office doors and sitting in on technical classes, thereby making contact with the writing program's possible clients, is necessary. We initiated our program with a committee of engineering department representatives, each of whom then identified faculty members in whose classes we might make presentations. We also talked to administrators who suggested whom to contact and what approaches to use in stirring interest in the program. We learned the administrative ropes and the important places where our service would have immediate impact. By making these contacts, we made it possible to observe teaching methods, evaluate students' reports, and make suggestions to improve students' performance and the types of assignments being made. We habitually got out of the office and into the rest of the school where the teaching and learning were happening; this, in turn, prompted students and faculty members to seek us out. More importantly, though, we learned a great deal about how engineering education operates and how our services could best be applied to improve its operation.

3. Developing the program takes time, however, as well as patience and resolve. We intentionally started small, aiming for manageable goals and building on small successes. No one attempting such a program should do otherwise, for acceptance is unlikely to be immediate. Some professors are understandably defensive about methods they use and jealous of class time they already feel is inadequate to cover technical material. They frequently resist suggestions to sacrifice time for presentations on writing when they have not witnessed the benefits. Only testimony from professors who have seen positive results in their own classes can break down this resistance. Gradually, though, if the program's reputation spreads and the writing teachers establish a credible presence, momentum builds, other faculty members become involved, and the program's scope begins to encompass the entire curriculum.

4. Writing teachers and directors working in programs aimed at technical audiences must be diplomats to accomplish their objectives. The attitude they assume should derive from the question "how can we help?" and must alter preconceived notions about what ought to transpire in the technical classroom. Deference to professors' tastes and requirements for student writing may be difficult to swallow at times, but confrontations over matters of style will do little to solidify agreement over matters of substance.

Presuming to change teaching methods and perspectives developed over generations is bound to cause some disagreements. But approached with tact and credible support for a different point of view, most professors see the value of compromise to serve their students' interests better. In short, this means shedding the self-righteous demeanor common to writing teachers when they consider the literacy shortfall they perceive outside their habitual haunt, the English Department.

Conclusion

Applying the approach advocated here can lead any school, whether based in technology, business, or liberal arts, toward making rhetoric a central concern in its curriculum. As we have noted, impetus for such programs must evolve from those most committed to seeing rhetorical performance enhanced: composition and rhetoric specialists. These individuals need to recognize the methodology inherent in scientific and technological disciplines (problem, objectives, experimentation, solution) and use such an approach in advocating a decentralized WAC program. Moreover, directors of such programs need to look carefully at the characteristics that distinguish each discipline and fashion an instructional program that matches the needs of professionals engaged in that discipline. In so doing, writing program directors can simultaneously foster the generalized concerns for rhetoric and language development that connect us all.

Notes

¹Reviewing the WAC literature demonstrates this English department primacy in writing across the curriculum. Olson's *Writing Centers: Theory and Administration* (Urbana, Ill.: NCTE, 1984) assumes the English department orientation for such programs and generally concentrates on the English department/writing center relationship. Moreover, writing across the curriculum has been discussed primarily in composition and rhetoric periodicals subscribed to almost exclusively by English composition professionals. Notable exceptions include articles appearing over the last several years in *Engineering Education* and several forestry journals (*Journal of Forestry* and *Forestry Chronicle*). Kinneavy's review of WAC ("Writing Across the Curriculum," *Profession* 83, N.Y.:MLA, 1983, 13-20) emphasizes the centrality of English departments in program development even as it advocates dispersal of responsibility throughout the whole university curriculum.

²North suggests that the typical response of faculty to writing centers is that only the verbally lame and functionally illiterate need or use such facilities (*College English* 46[1984]: 433-466).

³For example, see E.P. Maimon, "Cinderella to Hercules: Demythologizing Composition Across the Curriculum," *Journal of Basic Writing* (1982): 3-11; Southern Regional Education Board, "Writing Across the Curriculum," *Regional Spotlight* 14 (1982): 1-8; and T. Fulwiler, "How Well Does Writing Across the Curriculum Work?" *College English* 46 (1984): 113-125.

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Patterns of Composition Instruction¹

Linda Polin and Edward White²

This article is the second in a series of articles based upon findings from our federally-funded research on effective college composition instruction. In our first article, and in this article, we describe results from a detailed questionnaire sent to all composition instructors on each of the nineteen campuses of the California State University. From 418 faculty responses we were able to construct thirteen "factors" describing attitudes, perceptions, and practices related to department composition programs and instructional practices of individual faculty. Our earlier article discusses the seven factors bearing on composition faculty attitudes toward teaching and students, with particular attention to differences between tenure-track or tenured faculty and part- and full-time contract instructors. In this article, we again draw upon findings from the questionnaire data, but focus upon the six factors describing preferences in instructional practices as reported by the 418 faculty respondents. We describe below some of the ways different groupings of faculty approach the teaching of remedial and regular composition classes.

The fact that our questionnaire generated six distinct instructional factors is testimony to the coherence and logic of our approach to the problem of describing common practices in writing instruction. Though these factors seem "obvious" to many, our data provide statistical evidence for confirming or disputing a number of widely accepted beliefs. Contrary to some approaches to this issue, we did not begin with presumed groupings or categories; the statistical operation of factor analysis provided patterns of responses on questionnaire items and we proceeded inductively to attempt to understand, name, and explain the meaning of the patterns so generated. This procedure provides not only a description but also a measure for assessing who holds which instructional beliefs in each of three instructional contexts: remedial, freshman composition, and other lower-division writing courses. Of the 418 respondents, 233 choose to report on their freshman composition course instruction; 74 reference their remedial coursework; and 64 describe instruction in other lower-division writing courses they teach. Forty-seven neglected to mark their course referent and are excluded from analyses reported here.

Of the 74 who reference their remedial coursework, the majority, 43, are contract (not tenure-track) instructors. Of the 233 describing their freshman composition course, more than half, 132, are tenured/tenure-track. Of those 64 teaching "other lower-division writing courses," the majority, 44, are tenured/tenure-track.

A Multi-faceted View of Writing Instruction

Most of the items on our questionnaire asked respondents to reflect on their instructional practices in teaching remedial writing, first-term freshman composition, or some other lower division writing course. After indicating course referent, all respondents answered the same set of items on their classroom instructional practices and goals.

In constructing the questionnaire items on instruction, we wanted to avoid relying upon one or two answers to a multiple choice item to make judgments about what was going on in composition classrooms. We decided upon a multi-faceted approach, partitioning instruction into six categories in which faculty make instructional decisions: (1) themes underlying the organization and sequence of writing class instruction, (2) materials used in writing class instruction, (3) classroom teaching arrangements in writing classes, (4) kind and number of writing assignments required of writing class students, (5) frequency of various kinds of response to student writing, and (6) proportion of in-class time spent in each of a variety of activities.

Themes. We provided eleven theme statements for respondents to rate in terms of importance to course instruction ("very important" to "not important at all"). These theme statements represented a variety of perspectives, from "expose students to good literature" and "allow for practice in writing activities necessary for success in other college courses," to "teach invention skills, such as planning, prewriting, clustering, heuristics" and "allow for in-class writing in a workshop setting." Many respondents rated more than one theme "very important."

Faculty also indicated the source or reason for their ratings: department policy, informal faculty agreement, course tradition, personal preference, experimenting with new ideas (and "not applicable"). Unexpectedly, items on the source or reason for instructional decisions did not show much variation of any sort (among faculty status, from campus to campus, or among course referents). For the most part, faculty consistently checked department policy and personal preference as the reasons behind their instructional practices, a curious combination in the light of the variety of practices normally used by so many faculty in the same department.

The most likely reason for this combination, in our judgment, is that many department policies may be general enough to be all things to all people; in such a case, there is a policy supporting every teacher's practices, whatever those practices may be. Some faculty may have checked "department policy" as an influence even when there is no policy at all, since no policy suggests general approval of whatever may occur. We suspect that the faculty and the department in most cases give so little attention to alternatives for classroom practice that most composition teachers simply imagine that what they do is department policy; it thus becomes possible to be an autonomous teacher who conforms to department rules no matter what one does.

Materials. We offered faculty a list of eleven kinds of materials that could be used in support of writing instruction. These varied from grammar handbooks to students' own writings. As with instructional themes, respondents rated importance of each item.

Classroom Arrangements. In this section we offered four items describing interaction between the instructor and the students, and asked respondents to rate the frequency with which they engaged in each. Types of interaction included small group and individualized work, formal lectures and guided discussions (for example, "simultaneous small group activities, during which I circulate among the working groups.") Choices of frequency ranged along a four point scale from "almost always" to "rarely or never." Again, we queried faculty on the underlying reason for these choices, and again we found most faculty selecting both department policy and personal preference.

In-class Activities. We provided a list of fourteen in-class activities that might reasonably occur in support of writing instruction: writing "on a given topic" or "topics of their own choosing," or "free writing or journal writing;" discussing "upcoming assignments," or "mechanics and standard usage," or "linguistics"; and others.

This section required us to combine measures of emphasis and frequency. We recognized that particular class activities might be concentrated at the beginning of a term or dispersed across the term, recurring on and off as part of a class session. We managed to devise a rating system that took these differences into account and yet provided some sense of range from "not done in class" or "not done at all" to "a major activity in every class."

Assignments. Oddly enough, we found very little variation among faculty in their reports of their writing assignments and of their responses to student writing. This lack of variation in answers made it impossible for us to find distinguishing "patterns" of responses, and, thus, impossible for these items to be strongly linked with one or another of the patterns of instructional themes, materials, arrangements, or activities.

Six Patterns of Instruction

Responses to themes, materials, teaching arrangements, and in-class activities combined to form six instructional factors. We refer to each factor as an instructional "approach" to teaching writing. We selected specific factor names to represent the broad instructional theme characterized by the items the factor encompasses. The six patterns of instruction represented by our factors are listed on tables 1 through 6. They describe the following approaches to writing instruction: (1) Literature, (2) Peer Workshop, (3) Rhetorical Modes, (4) Basic Skills, (5) Writing Lab, and, (6) Service Course.

Interpreting Factors. The numbers in the Item Weight column of each chart represent the relative strength of each questionnaire item as a member of that factor group. The higher the weight, the more confidence we have in it as a characteristic of that trait. Items with lower weights are relatively less reliable indicators of the trait. We have included in our factors all items whose weights indicate at least a moderate influence (weights at and above .35). For example, of the six questionnaire items comprising the Literature Approach (Table 1), "analyzing literature" has the highest item weight (.82) which indicates it is the most stable and, therefore, most characteristic element of the trait.

Factor Scores. We have generated scores for individual faculty respondents on each of the six factors. These scores describe the degree to which an instructor's teaching is characterized by the trait embodied in each factor. Individual scores were accumulated into group averages which we used to describe (1) status groups made up of tenured and contract instructors, and (2) course groups made up of remedial composition, regular freshman composition, and other lower-division writing courses. (We cannot contrast the nineteen campus groups because they each contain a different ratio of contract to tenured instructors. The average of one campus might represent largely the responses of tenured faculty, while the average score of another campus might reflect its greater number of contract lecturers. Thus, we would end up comparing tenured instructors with contract instructors instead of campus with campus.)

The Literature Approach. The main thrust of this approach is classroom analysis of literature (weight = .82). Class activities and instructional materials also emphasize the use of literature in writing instruction.

The Peer Workshop Approach. Small group activities and arrangements are the critical elements of this factor: students working with other students, in small groups, discussing or scoring their own writing. Instructors committed to this approach provide prewriting activities, allow for writing on a topic of one's own choosing, and use student writings as instructional material in such activities as peer criticism and scoring.

Individualized Workshop Approach. At first glance, this factor seems to describe the same instructional environment as the "Peer Workshop" factor, though only one questionnaire item is shared between them: "to provide regular in-class writing in a workshop setting." In the context of items comprising the "Peer Workshop" factor, the notion of "workshop" describes a variety of small group activities. On the other hand, the items comprising the "Writing Lab" approach reflect an emphasis upon the individual, providing a setting in which the course instructor or a tutor works with student writers by themselves. This factor does not include questionnaire items describing in-class discussion or instructional materials. Instead, most items emphasize "doing" writing in class.

The Text-Based Modes Approach. This approach to instruction relies heavily upon rhetoric textbooks and what publishers call "rhetoric readers," that is, anthologies arranged according to rhetorical categories. These provide models of writing and style guidelines, and they are used to generate class discussion, generally in the form of analysis of prose models. This factor does not include items which mention writing in class. Instead, students spend a good deal of class time reading and analyzing other peoples' writing, learning from increasingly sophisticated examples.

The Basic Skills Approach. This factor describes a perspective on writing as "correct" expression and a desire to establish in students the fundamentals of sentence and paragraph construction.

The Service Course Approach. This factor describes a perspective on college composition as a general education requirement which prepares students for writing in their other college courses. Writing assignments and in-class activities revolve around the term or research paper.

Differences in Instructional Practices

We used group scores in statistical analyses to discover whether instructor status and course referent groups differ in their instructional behaviors and preferences.

We expected instructional approach to differ according to the goals of the class. That is, freshman composition and remedial composition courses would seem to require different instructional strategies, regardless of the rank of the instructor or the campus on which the course is taught. For example, we expected the Basic Skills perspective to be generally repudiated by freshman composition writing instructors, though perhaps not by remedial writing instructors.

In fact, our sample yields no such course-related differences in practices, methods, and goals. At first startling, this lack of distinction between skill levels can be interpreted in terms of an individual instructor's general approach to writing instruction. Perhaps an instructor embraces a general set of methods and goals in regard to writing instruction generally and varies the level of difficulty or sophistication of specific class tasks and content to suit the student group. That is, the instructor perceives the change in level to be no more radical than the customary variation in ability among different class sections of the same course.

This interpretation suggests that particular theories we hold about teaching writing operate as stable guidelines affecting changeable classroom practices. Thus, differences in any one instructor's remedial and regular composition instruction may not be as accurately measured by

questions about theories of writing as by pace, content, grading criteria, and other day-to-day elements of teaching that express instructional theory.

Results of data analyses show more instructional variety within the ranks of freshman composition than between freshman composition and remedial or other lower-division composition courses. We also find variation within the ranks of contract lecturers according to the campus on which they teach, regardless of whether the course they teach is remedial or regular freshman composition.

Tenured versus Contract. We used the analysis of variance statistical test to examine the six instructional factors for differences between contract and tenured/tenure-track faculty in their preference for or dislike of each of the six instructional factors. We found differences for only one factor, the Text-Based Modes approach. Our analyses indicate that contract people, as a group, respond more favorably to this approach than do their tenured and tenure-track colleagues ($p = .05$).

Further analyses reveal that this difference is particularly strong between contract and tenured/tenure-track faculty teaching first term, freshman composition. Contract lecturers show greater enthusiasm for this approach than do their tenured and tenure-track colleagues who generally reject this approach to freshman composition ($p = .001$).

This may reflect greater inexperience or anxiety among contract lecturers, resulting in a preference for what they believe are widely accepted instructional materials and methods. Or, it may be the inevitable result of the late hiring practices often associated with the use of contract lecturers; in such cases, text book choices often need to be made by the composition chair in advance of the actual hiring of the instructor.

Variations among Contract Instructors. The tenured and tenure-track faculty are a statistically homogeneous lot; however much any one tenured member may disagree with another, the patterns of responses of that group are much more similar than dissimilar. The contract faculty, however, display greater variety within their ranks. Oddly enough, this variation does not correspond to the level of writing course instruction they offer. Rather, these lecturers prefer different instructional approaches according to the campus on which they teach.

Three of our instructional factors show this inter-campus variation among contract lecturers: the Text-Based Modes Approach ($p = .02$), the Individualized Workshop Approach ($p = .05$), and the Service Course Approach ($p = .01$). Preference for or dislike of these approaches appears to be a function of the campus on which the instructors teach, not the course they teach.

At first glance, this too seems an odd finding. However, when we look at which factors yield this finding and if we consider the world of the "contract" instructors, we find clues to help us unravel this mystery. Inter-campus differences might include such matters as enrollment size, institutional emphasis, department policy, student characteristics, all of which would be expected to affect all faculty. However, we do not find inter-campus differences for the tenure-track and tenured faculty, so we must look further to uncover inter-campus differences that affect contract but not tenured/tenure-track faculty.

Composition coordinators interviewed for this study reported they have far more influence in every way upon contract faculty than upon their tenured and tenure-track colleagues. This often includes a central role in hiring, training, evaluating, and retaining of composition instructors. At the same time, they report little or no influence over or knowledge of what tenured composition instructors do.

Our findings confirm the potential influence of the composition coordinator over the kind of composition instruction received by students. It is natural and inevitable that the coordinator will suggest or order materials and propose classroom practices that reflect his or her own sense of the best way to teach composition. The contract lecturer is in no position to treat those ideas with the kind of skepticism typical of those more secure in their position. Or, put more positively, the coordinator's superior knowledge of composition instruction is more readily accepted by those of lower status than by peers or those higher in rank.

So why do contract instructors differ along these three instructional perspectives according to campus? We suspect the major reason is in the hiring and training of contract lecturers. Where some campuses hire the same contract lecturers over and over again, there may be few differences in instructional practice between tenured and contract instructors. On those campuses where lecturers are hired late and where there is a fair amount of turn-over in the lecturer population (as lecturers find tenure-track employment or more lucrative professions), the lack of preparation time may dictate reliance upon one of the three instructional approaches listed above. Together these approaches (Text-Based Modes, Individualized Workshop, and Service Course) are the most appropriate for late hiring. The Text-Based Mode makes selection of a text fairly easy; non-fiction anthologies and rhetoric texts are ubiquitous and allow instructors to make individual selections from a wide variety of reading material. The Individualized Workshop and Service Course perspective do not rely upon textbooks, but upon the interpersonal skills and common knowledge of library research which contract lecturers typically possess.

While there are many possible explanations for our findings, all tend to suggest the composition coordinator's severely limited influence on

the tenured staff and opportunity to influence the contract staff. Should the composition coordinator desire to exert influence over the composition faculty, the six basic approaches to composition described here may provide an opportunity to survey those tenured faculty and develop a departmental policy. Of course, some departments may be perfectly happy to maintain their present variety of approaches since there is as yet no clear evidence that one approach is necessarily better than the other. We will be addressing the relative effectiveness of these approaches in later articles that report on student performance.

Notes

¹The writing of this paper and the research described herein were supported by grants from the National Institute of Education (NIE-G-82-0024). Opinions expressed in this article are those of the authors and do not necessarily reflect the opinions or policies of the NIE. A two-volume report on the first phase of the research (including the questionnaire data described here) is available from the ERIC system (ED 239-292 and ED 239-293).

²Other members of the research team are Ron Basich, The California State University Chancellor's Office, Office of Analytical Studies, and four English department faculty from four different campuses of The California State University: Kim Flachmann (Bakersfield), Charles Moore (Sacramento), David Rankin (Dominguez Hills), and William Stryker (Northridge).

TABLE 1. The Literature Approach

Questionnaire Item	Item Weight
Instructional Theme: to expose students to good literature	.70
Instructional Materials: poetry & fiction anthologies	.68
poetry, fiction, & non-fiction anthologies	.64
individual works of literature	.71
Class Activities: analyzing literature	.82
analyzing prose models of composition	.35

TABLE 2. Peer Workshop Approach.

Questionnaire Item	Item Weight
Instructional Theme: to teach invention skills, such as planning, prewriting, clustering, heuristics	.42
to provide regular in-class writing in a workshop setting	.37
Instructional Materials: students' own writing	.42
Classroom Arrangements: simultaneous small group activities, during which I circulate among the working groups	.66
Class Activities: free writing or journal writing	.52
students discussing or scoring their own writing	.72
students working with other students	.82

TABLE 3. Writing Lab Approach.

Questionnaire Item	Item Weight
Instructional Theme: to allow for frequent in-class writing	.79
to provide regular in-class writing in a workshop setting	.59
Classroom Arrangements: individual work, permitting me to circulate among working students	.47
Class Activities: writing essays on a given topic	.50
working with tutors during class	.41

TABLE 4. The Rhetoric Approach.

Questionnaire Item	Item Weight
Instructional Theme: to proceed developmentally through discourse modes from, e.g., description to persuasion	.51
Instructional Materials: non-fiction anthology	.63
rhetoric text or style book, without handbook	.49
rhetoric text or style book, handbook included	.56
Class Activities: working on or discussing material in texts on composition	.61
analyzing prose models of composition	.56

TABLE 5. The Basic Skills Approach.

Questionnaire Item	Item Weight
Instructional Theme: to teach for competence with basic units of prose, e.g., phrase, sentence, paragraph	.51
to teach correct grammar and usage	.69
Instructional Materials: grammar and usage handbook	.46
Class Activities: discussing mechanics and standard usage	.65

TABLE 6. The Service Course Approach.

Questionnaire Item	Item Weight
Instructional Theme: to practice writing activities necessary for success in other college courses, e.g., term papers	.65
Kinds of Writing Assignments: writing a term paper or research paper	.74
Class Activities: discussing techniques for writing research papers	.76

NOTE: Of all the variables in the factor analysis run, only those with item weights equal to or greater than .35 are included on these tables.



The English Examiner: A Helpful Solution

Richard R. Wright

It is generally acknowledged that many students in graduate schools today are poor writers. Their presence raises the question of whether there are ways of identifying them and getting assistance to them without turning to solutions such as setting writing course requirements for graduate students, solutions that are expensive and impractical, especially for larger graduate programs.

In 1970, the Graduate College at Iowa State University, concerned about evidence of poor writing ability among graduate students, instituted a program that should be of interest to directors of writing programs. It represents a relatively inexpensive, fairly easily implemented, and reasonably effective method of dealing with the problem. The program applies only to students whose native language is English.

One member of the English department is given the title of Graduate English Examiner. The person selected receives a one course reduction to handle the responsibilities of the program. One function of the examiner is to work with incoming graduate students who are screened for writing ability. The students' undergraduate records are checked to determine whether they achieved a "B" average in a sequence of two undergraduate freshman English courses. Those who did not earn a "B" average are required to take a writing proficiency test, consisting of a one-hour examination in which the student writes a paper of at least 250 words on a provided topic. Members of the English graduate faculty rate the papers as "pass," "weak pass," or "not pass." One faculty member other than the English examiner gives a second rating to all papers marked "weak pass" or "not pass." He will let the rating stand or revise it as he sees fit.

To be marked as "pass," a paper must be at a C- level or higher by Iowa State freshman English standards. Normally the "fail" rate runs from 20% to 25%. Students cannot schedule their oral examinations unless their records show that they have passed the test and are certified as proficient in written exposition.

Students whose papers are rated as "weak pass" are cautioned and given the suggestion that they discuss their paper with the examiner and perhaps bring other samples of their written work for assessment. Students who do not pass are assisted in different ways, depending on the nature and the seriousness of the problem. A very few whose problems

are relatively minimal are simply cautioned and advised to return at a later date for assessment of material they are writing. Students with somewhat more serious problems are given the option of doing another timed writing sample or of bringing in current manuscripts they are working on as part of their class work. To achieve certification of writing proficiency in this latter way, they must demonstrate more than minimal competency. The C- standard no longer pertains. Students with still more serious problems must demonstrate at least minimal competency in additional timed writing sessions.

An important aspect of the program is that once students achieve certification of competency, they are encouraged to make appointments later with the examiner for assessments of the writing aspects of their papers, especially if their passing mark was not high. They will realize that the attainment of a C- in a timed writing is not a strong basis for the kind of confidence in writing that they should carry into their professional lives. A number of students do in fact return for additional suggestions and help.

This screening and testing now represents about one half of the examiner program. When I assumed the position several years ago, I took advantage of opportunities to expand it. In addition to working with the students who fail the proficiency test, I have done general consulting. Graduate students who want assessments of their writing, who want editorial suggestions on theses, dissertations, or on work they plan to submit for publication are encouraged to make appointments with me. I also arrange for a few students each term to take an intensive, individualized 3-hour professional writing course that carries minor graduate credit.

The desire among students to take advantage of the consulting help is fairly strong. During one quarter, after I raised my "profile" on campus, I had 160 meetings with students with various problems, some seriously deficient in writing skills, some admirable perfectionists who were not satisfied with producing merely passable prose. At Iowa State the motive for seeking help is sharpened by the fact that the Graduate College will reject theses and dissertations passed by committees if the writing is haphazard. That point needs emphasis because it has general application, by the way. Writing problems in educational institutions cannot be solved by simply dumping them on an English Department and hoping for the best. To be effective, the efforts of English departments need more than just pat-on-the-back support from other university divisions.

The routine aspects of administration for a program such as this one could be worked out in many ways. At Iowa State, the Graduate College pays the one-third salary of the examiner and handles most of the paperwork: letters, announcements, record keeping and dissemination of results. The graduate office is responsible for hiring the examiner and working with him/her to maintain the program.

The less-routine aspects of administration are, obviously, more complicated. Some students who receive a "not pass" notice are upset and embarrassed, and patience and sensitivity are necessary in dealing with them. For the most part, however, they are highly motivated graduate students, most of whom realize that their writing abilities are weak. They will respond in productive ways once they discover that no students have ever failed to pass, that the program is not a major "threat," and that it has many positive aspects. Some have told me that they were glad they failed and received the help.

The examiner program has some limitations, several of which are probably already apparent. A major limitation is time. One faculty member devoting one-third of his or her time could never be entirely effective in resolving all of the problems, but expansion of any academic programs during economic times such as these is out of the question. The most serious limitation is the screening system used to determine which students must take the writing test. I have dealt with numerous graduate students who had "B" averages in their undergraduate writing courses and who therefore were not required to take the proficiency test, but whose writing was appallingly bad. The grading standards for freshman English vary so widely across the country that the "B" average becomes a very uncertain criterion to determine who must write the proficiency test. One of the larger departments on campus requires all of its graduate students to take the proficiency test. Roughly 10% of the students from this department, who would not normally have had to take the test because they had the "B" average, fail the examination.

We are now attempting to validate a machine scored test which may make it possible to screen a larger number of students. The test is modeled on various other objective tests described in the literature and used as aids for general screening and placement purposes. These are summarized in an Iowa State dissertation (Carol S. David, *Evaluating an Instrument for Testout in a Business Communication Course*, Iowa State University, Ames, Iowa, 1981). Such a test might make it possible to identify and get assistance to more of the weak writers before they reach the thesis or dissertation stage. Also, if we do eventually screen more students we will be able to report with more accuracy the dimensions of the problem of poor writing among graduate students. I for one do not believe we will find the problem to be epidemic—some admirable technical and professional prose has crossed my desk—but I am equally certain we will discover the problem is too serious to disregard. In fact, our present figures, though incomplete, support this conclusion.

The system requires a small amount of more or less "gratuitous" input into a service area from English faculty members who give the ratings to the writing samples, but the burden is slight and support in the English department for the program is strong. The examiner, in dealing with the students, carries the weight of the program as a paid colleague.

The advantages of having the English Examiner on campus are sufficiently obvious as to require no extensive elaboration here. The program is not expensive: it requires minimal paper work and one-third of the salary of one professor. Graduate faculty members from the various departments have a person to whom they can refer students who are weak writers. One advantage is simply in the fact that the program exists, and in saying that I do not wish to appear facetious. The existence of the consulting program and the writing test serves as a tangible reminder to graduate students that writing ability is a valuable and necessary attribute in all disciplines at Iowa State.



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Bibliography of Writing Textbooks (Spring 1985)

Barbara Weaver

Once again WPA offers this guide to new writing textbooks. The bibliography is cumulative; texts are included in the year of publication. This year's list includes texts published during the 1984-85 academic year. Publishers have provided all information and have selected the category in which each text is listed; although textbooks, like writing programs, are hard to classify, each text is listed only once. Annotations have been edited to maintain objectivity. Prices and publication dates are tentative. A directory of participating publishers appears at the end of the bibliography.

Classification Outline

1. Developmental Writing Texts

- A. Handbooks
- B. Rhetorics
- C. Readers
- D. Workbooks
- E. Special Texts

2. Freshman Writing Texts

- A. Handbooks
- B. Rhetorics
- C. Readers
- D. Workbooks
- E. Special Texts

3. Advanced Writing Texts

- A. Rhetorics
- B. Readers
- C. Composition and Literature Texts
- D. Business and Technical Writing Texts
- E. Special Texts

4. Professional Texts

Bibliography of Writing Textbooks

1. Developmental Writing Texts

A. Handbooks

Helpbook for Student Writers, by Sally Sullivan (Random House; 272 pages; \$12.95; December 1984). Uses inductive approach to help students correct usage, punctuation, and diction errors. Includes at least two free-writing assignments per section and three chapters on improving style.

B. Rhetorics

The Basic Writer's Book, Second Edition, by Anne Agee and Gary Kline (Prentice-Hall; 448 pages; \$14.95; January 1985). Presents basic sentence and paragraph strategies in rhetorical context, stressing the composing process rather than identification of elements. Includes a special study of verbs.

Beginning College Writing, by Charles Guilford (Little, Brown; 300 pages; \$12.95; December 1984). Concise process-oriented rhetoric that takes students through a series of sequenced stages. Grammatical and mechanical errors are analyzed in the writing process. Coverage of writing/thinking relationships.

Composition Five: Skills for Writing, Second Edition, by J. Kenneth Sieben and Lillian Small Anthony (Scott, Foresman; 464 pages; \$14.95; November 1984). Revised text presents five skills in each chapter—reading, writing, grammar, mechanics, and spelling/vocabulary—through the reading and analysis of essays from popular magazines. Reading levels: grades six through twelve.

The Random House Writing Course for ESL Students, by Amy Tucker and Jacqueline Costello (Random House; 452 pages; \$13.95; December 1984). Designed to prepare ESL students for freshman composition. Uses a process approach to rhetorical strategies, reading skills, and grammar.

A Writer's Plan, by Suzanne S. Webb and William E. Tanner (Harcourt Brace Jovanovich; 256 pages; 1985). Structured composition text emphasizing writing instruction rather than mechanical corrections. Common organizational format through all eight chapters includes instruction and practice in reading and writing.

Writing: Basics and Beyond, by Robert G. Bander (Scott, Foresman; 320 pages; \$12.95; November 1984). Four-part writing text uses a skills-building approach to grammar, sentence writing, and paragraph construction. Concept-and-practice format provides controlled and free-writing practice.

Writing Voyage: An Integrated, Process Approach to Basic Composition, by Thomas E. Tyner (Wadsworth; 380 pages; \$12.95 net; January 1985). Five unit structure moves students through stages of writing using progressive assignments with four-part structure in each unit, including "Beginnings," "Revisions," "Final Corrections" and summary section with readings.

Writing Your Way, by Peter Stillman (Boynton/Cook; 176 pages; \$8.25; March 1984). 26 short chapters emphasizing self-initiated writing rather than skills, drills, steps or stages.

C. Readers

Bridges, by Donna Gorrell (Little, Brown; 300 pages; \$10.95; December 1984). Each model exhibits an easily observable structure and is at an appropriate reading level. Patterning and copying exercises form a "bridge" between readings and writing assignments.

Bridging the Gap: College Reading, Second Edition, by Brenda D. Smith (Scott, Foresman; 352 pages; \$13.95; November 1984). Reading and study skills presented through actual textbook selections arranged according to three levels of readability. New chapters on study skills and reading flexibility. Readings at grade levels seven to fourteen.

Patterns and Themes: A Basic English Reader, by Glenn C. Rogers and Judy R. Rogers (Wadsworth; 240 pages; \$10.50 net; January 1985). Brief, readable selections organized around nine basic theme topics to reinforce simple writing patterns. Examples range from short stories to popular journalism to student essays.

Patterns Plus: A Short Prose Reader with Argumentation, by Mary Lou Conlin (Houghton Mifflin; 412 pages; December 1984). A rhetorically organized reader. Covers traditional rhetorical modes including argumentation and persuasion. Contains professional and student paragraph and short essay selections. Low reading level.

A Reader's Handbook, by Rose Wassman and Anne Payne (Scott, Foresman; 416 pages; \$13.95; January 1985). Mastery approach emphasizes continual reinforcement and integration of specific reading skills. Selections drawn from magazines, newspapers, textbooks, and literature are graded in complexity. Grade levels eight through eleven.

Reflections: A Thematic Reader, by William H. Barnwell and Julie Price (Houghton Mifflin; 512 pages; December 1984). Thematic reader offering 33 selections with questions, vocabulary, writing assignments. Writing Notes on such topics as rhetorical modes, audience, writing summaries. Appendixes cover using the library, grammar and mechanics.

D. Workbooks

All In One: Basic Writing Skills Workbook and Reader, Second Edition, by Marie-Louise Matthew and Laraine Fergenson (Prentice-Hall; 448 pages; \$15.95; March 1985). Comprehensive approach to basic writing skills includes reading selections with exercises and vocabulary instruction; coverage of sentence structure, grammar, and mechanics; new material on paragraph and essay writing.

Basic Grammar and Usage, Alternate Second Edition, by Penelope Choy and James R. McCormick (Harcourt Brace Jovanovich; 256 pages; 1985). An in-depth grammar text for remedial or developmental courses. Emphasizes basic problems in grammar usage, such as subject-verb agreement, pronoun usage, fragments, run-on sentences, and incorrect punctuation of clauses.

Building Sentences, by Benita Mackie and Shirley Rompf (Prentice-Hall; 342 pages; \$14.95; January 1985). A workbook designed to train students to write clear and correct simple, compound, and complex sentences. Emphasizes sentence construction, not analysis.

The Complete Sentence Workout Book, by Carolyn H. Fitzpatrick and Marybeth B. Ruscica (D.C. Heath; 336 pages; \$14.95; January 1985). Covers basic sentence elements before moving to more complex writing tasks. Each chapter contains objectives, grammar rules, and practical application with sentence exercises and paragraphs for proofreading.

Contexts: Writing and Reading, by Jeanette Harris and Ann Moseley (Houghton Mifflin; 400 pages; January 1985). Emphasizes integration of writing and reading, including paragraph and sentence writing. Exercises throughout. Reading/writing assignments include essays and apparatus. Appendix covers capitalization, spelling, vocabulary. Workbook.

English Skills, Third Edition, by John Langan (McGraw-Hill; 448 pages; \$15.95; November 1984). Combined composition and grammar text with new chapter on study skills. Increased emphasis on clear thinking as the key to clear writing. Balance between personal experience and objective writing.

Programmed Spelling Demons, Second Edition, by George W. Feinstein (Prentice-Hall; 240 pages; \$13.95; December 1984). Workbook for overcoming common spelling problems uses a phonics approach and stresses drill over theory to make basic spelling largely automatic. Programmed format allows for individualized study.

Shaping Sentences: Grammar and Context, by Stephen K. Tollefson (Harcourt Brace Jovanovich; 256 pages; 1985). A guidebook on grammar, usage, and sentence construction for beginning writers. Explains rules and reasons for them, showing how failure to follow rules can weaken a sentence's effectiveness. Exercises comprise about 30% of the book.

Signals: A Grammar and Guide for Writers, by Evelyn Farbman (Houghton Mifflin; 397 pages; January 1985). A grammar and writing workbook. Covers descriptive grammar, error analysis and correction, and writing process. Emphasizes student writing as basis for studying grammar and usage.

Stepping Stones: Skills for Basic Writers, by Nora Eisenberg and Harvey S. Wiener (Random House; 256 pages; \$13.95; December 1984). Guides students from writing sentences to drafting and revising short essays. Extensive exercises, especially on verb forms and tenses. Answer Key and Diagnostic Tests.

The Techniques of Writing, Fourth Edition, by Paul Kinsella (Harcourt Brace Jovanovich; 479 pages; 1985). A text-workbook covering grammar, organization, usage, and style. Fourth edition includes new discussions, revised content, new material, glossary of grammatical terms, 10 sets of exercises on the parts of speech.

E. Special Texts

Thinking Critically, by John Chaffee (Houghton Mifflin; 400 pages; February 1985). Engages students in examining and developing how they think critically. Covers problem-solving, perceiving, conceptualizing, composing, constructing arguments. Exercises involve reading, writing, speaking, and listening.

2. Freshman Writing Textbooks

A. Handbooks

The Borzoi Handbook for Writers, by Frederick Crews and Sandra Schor (Alfred A. Knopf; 584 pages; \$11.95; December 1984). Focuses on common problems students have in writing clear, correct prose. Features flexible organization, accessible approach to punctuation, and presentation of writing the research paper. Instructor's Manual and Diagnostic Test Package.

Concise English Handbook, by James W. Kirkland and Collett B. Dilworth (D.C. Heath; 400 pages; \$10.95; December 1985). Rhetorically based handbook includes strategies for composing, revising, and editing. Reader-centered approach to paragraph development. Covers writing about literature, essay tests, business letters, the research paper. Annotated Teacher's Edition and Student Workbook.

Handbook of Current English, Seventh Edition, by Jim W. Corder and John J. Ruszkiewicz (Scott, Foresman; 640 pages; \$12.95; November 1984). Presents grammar, mechanics, and rhetoric from a contemporary theo-

retical base. Composition program includes workbook, two test packages, portfolio of teaching ideas, and handbook for essay examinations.

The McGraw-Hill College Handbook, by Richard Marius and Harvey S. Wiener (McGraw-Hill; 600 pages; \$8.95; December 1984). Process-oriented handbook with options in prewriting, organizing essays, developing theses, and drafting. Covers both old and new MLA notation systems.

New English Handbook, Second Edition, by Hans P. Guth (Wadsworth; 608 pages; \$10.50 net; January 1985). Covers essentials in an easy-to-use format; encourages effective writing rather than focusing on errors and provides a reference tool in step with modern usage.

Prentice-Hall Handbook for Writers, Ninth Edition, by Glenn Leggett, C. David Mead, and Melinda Kramer (Prentice-Hall; 576 pages; \$12.95; January 1985). Student and professional examples; mostly new exercises. Presents writing as a decision-oriented process and problem-solving strategies for satisfying audience needs while accomplishing writer's goals. Research treated across the curriculum; new MLA style.

Rules for Writers: A Brief Handbook, by Diana Hacker (Bedford Books of St. Martin's Press; 464 pages; \$11.95; January 1985). A compact guide to the conventions of grammar and usage and to the writing process. Hand-edited sentences illustrate revision. Answers to some exercises included. Instructor's Manual.

The Writer's Companion, by William Roberts (Little, Brown; 250 pages; \$9.95; December 1984). Short reference handbook. Alphabetical organization of persistent writing problems facilitates reference. Includes new MLA documentation guidelines.

Writing the Research Paper: A Handbook, Second Edition, by Anthony C. Winkler and Jo Ray McCuen (Harcourt Brace Jovanovich; 304 pages; 1985). A complete student handbook for research paper writing.

B. Rhetorics

College Writing Skills...with Readings, by John Langan (McGraw-Hill; 448 pages; \$16.95; October 1984). Rhetoric-reader emphasizing essential components of the traditional five paragraph essay and the principles of unity, support, coherence, and sentence skills.

The Common Sense: What to Write, How to Write It, and Why, by Marie Ponsot and Rosemary Deen (Boynton/Cook; 192 pages; \$9.50; March 1985). Concrete directions for four sequential ways into exposition and analysis. Based closely on the rationale presented in the authors' *Beat Not the Poor Desk*.

Composition: The Creative Response, by Vincent Ryan Ruggiero (Wadsworth; 480 pages; \$13.75 net; March 1985). Comprehensive rhetoric/handbook emphasizes a link between creativity and critical thinking in writing. Organized to reflect the writing process including coverage of prewriting, drafting, and revising.

Connections: Writing, Reading, and Thinking, by Robert DiYanni (Boynton/Cook; 320 pages; \$11.75; January 1985). Treats writing as the making of connections or relationships in a variety of ways; also emphasizes reading and writing about literature.

The Elements of Composition, by Joseph A. Alvarez (Harcourt Brace Jovanovich; 240 pages; 1985). Comprehensive rhetoric appropriate to students in all regular, not remedial, composition classes. Covers all aspects of the writing process. 200 examples from works of published writers.

Informative Writing, by Eugene R. Hammond (McGraw-Hill; 416 pages; \$12.95; December 1984). Takes practical approach of having students find the facts, draw inferences from those facts, and decide on a thesis which incorporates those inferences. Contains eleven student papers.

The Informed Writer: Using Sources in the Disciplines, Second Edition, by Charles Bazerman (Houghton Mifflin; 576 pages; December 1984). Emphasizes using one's reading intelligently in one's writing. Thorough treatment of the research paper. New five-chapter unit on writing in the disciplines. Over 40 full-length essays or excerpts.

The Practice of Writing, Second Edition, by Robert Scholes and Nancy R. Comley (St. Martin's Press; 350 pages; \$13.95; January 1985). Emphasizes learning by doing: discussion of forms of writing is brief, with space devoted instead to writing practice—63 exercises and assignments, all preceded by readings. Instructor's Manual.

Problem-Solving Strategies for Writing, Second Edition, by Linda Flower (Harcourt Brace Jovanovich; 224 pages; 1985). Process-oriented writing text suitable for any composition course. Applies a problem-solving approach to writing, breaking the process into component parts.

Process and Thought in Composition with Handbook, Third Edition, by Frank D'Angelo (Little, Brown; 560 pages; \$15.95; February 1985). Presents principles common to thinking and writing and emphasizes the process of putting thoughts into written form. New material on audience, sentence structure, word choice; revised research paper chapter; APA and new MLA styles.

Rhetorical Models for Effective Writing, by J. Karl Nicholas and James R. Nicholl (Little, Brown; 464 pages; \$12.95; January 1985). Treats writing skills and reading effectiveness through range of models. Features new essay on rhetoric and writing process. One-third of selections are new.

The St. Martin's Guide to Writing, by Rise B. Axelrod and Charles R. Cooper (St. Martin's Press; 700 pages; \$17.95; January 1985). Includes a comprehensive rhetoric, full-length readings, complete handbook. Nine writing guides lead students through the composing process, from invention to drafting to peer critiquing and revising. Instructor's Manual.

A Short Course in Writing, Third Edition, by Kenneth Bruffee (Little, Brown; 270 pages; \$12.95; January 1985). Designed to be used in a collaborative learning setting. Provides a sequence of argumentative-explanatory essay exercises focused on improving organization and coherence.

Telling Writing, Fourth Edition, by Ken Macrorie (Boynton/Cook; 312 pages; \$11.75; June 1985). The approach and format haven't been changed, but much of the author's commentary has been rephrased.

Twenty Questions for the Writer: A Rhetoric with Readings, Fourth Edition, by Jacqueline Berke (Harcourt Brace Jovanovich; 592 pages; 1985). Reader, rhetoric, and handbook. Includes principles of paragraph construction, revision and editing. Covers diction, sentence combining as well as grammar, punctuation, mechanics.

Writer to Writer, by Arthur W. Biddle (McGraw-Hill; 256 pages; \$11.95; October 1984). Process-oriented approach that emphasizes product-centered writing. Includes prewriting, drafting, and rewriting; writing assignments are sequenced in that order within each chapter.

The Writer's Choices, by Leonora Woodman, with Thomas P. Adler (Scott, Foresman; 512 pages; \$15.95; December 1984). Peer editing incorporated into every chapter plus a peer editing workshop in Part 3. Exercises, models, and revision work drawn from students' material. Includes "Handbook for Revising and Editing."

Writing for Colleges: A Practical Approach, by Robert E. Yarber (Scott, Foresman; 368 pages; \$12.95; November 1984). Process-oriented rhetoric covers expository modes, persuasion, research papers, essay examinations, business letters and resumes. Handbook of grammar, usage, and mechanics. Includes student examples and frequent checklists.

Writing for Many Roles, by Mimi Schwartz (Boynton/Cook; 240 pages; \$9.75; November 1984). A writing across the curriculum text that emphasizes roles appropriate to any course or field of study: journal writing, letter writing, essay writing, rewriting, newswriting, poetry, technical writing, and research writing.

Writing From Start to Finish: A Rhetoric With Readings, by Jeffrey L. Duncan (Harcourt Brace Jovanovich; 592 pages; 1985). Integrates process essays and finished pieces to show the relationship between a writer's conscious process and a writer's actual product. Discusses prewriting, writing, rewriting, and editing.

Writing: Strategies for All Disciplines, by Barbara Fassler Walvoord (Prentice-Hall; 480 pages; \$14.95; March 1985). Offers practical strategies for effective writing and illustrates their application in writing for various disciplines. Covers the writing process, modes for thinking and organizing, research and research writing.

Writing to Be Read, Third Edition, by Ken Macrorie (Boynton/Cook; 304 pages; \$11.75; August 1984). New to this edition are new student writing, a section on reading one's writing aloud, and a chapter on interviewing.

Writing Well, by Donald Hall (Little, Brown; 450 pages; \$12.95; February 1985). Presents the basics of writing through examples and quotations with a practical approach. Moving "The Whole Essay," to Part I accommodates new philosophy of teaching essay first. Expanded coverage of argument and revised research chapter.

Writing With a Voice: A Rhetoric/Handbook, by Diana Hacker and Betty Renshaw (Little, Brown; 432 pages; \$12.95; February 1985). Formerly *A Practical Guide for Writers*; illustrates writing principles with more than 30 student essays, many with multiple drafts. Revised handbook section treats grammar and usage; section on dialect interference.

C. Readers

The Bedford Reader, Second Edition, edited by X. J. Kennedy and Dorothy M. Kennedy (Bedford Books of St. Martin's Press; 594 pages; \$11.95; October 1984). 49 essays (26 new to this edition) in ten rhetorical sections. Each section features a "Postscript on Process" by a professional writer describing how he or she wrote the essay included. Instructor's Manual.

Contemporary College Reader, Third Edition, by Joyce S. Steward (Scott, Foresman; 512 pages; \$10.95; October 1984). 53 contemporary readings from a variety of disciplines; includes writing assignments. Three essays on one topic to illustrate that there is more than one way to argue or persuade.

The Contemporary Reader from Little, Brown, by Gary Goshgarian (Little, Brown; 500 pages; \$11.95; February 1984). A thematically organized anthology of essays representing a diversity of style and strategies by prominent American writers.

Eight Modern Essayists, Fourth Edition, by William Smart (St. Martin's Press; 350 pages; \$11.95; January 1985). Presents the work of Virginia Woolf, George Orwell, E. B. White, Lewis Thomas, James Baldwin, Edward Hoagland, Joan Didion, and Alice Walker. Each is represented by four to six essays. Instructor's Manual.

Elements of Argument: A Text and Reader, by Annette T. Rottenberg (Bedford Books of St. Martin's Press; 474 pages; \$13.95; January 1985). Presents fundamental concepts of argument through an adaptation of the Toulmin Model, illustrated with both good and bad examples. 71 readings; appendix on writing an argumentative paper. Instructor's Manual.

Invention and Design: A Rhetorical Reader, Fourth Edition, by Forrest D. Burt and E. Cleve Want (Random House; 416 pages; \$10.95; December 1984). Fifty-six essays; text emphasizes inventing ideas and designing effective prose. Revised and new exercises and applications after each essay. Instructor's Manual.

The McGraw-Hill Introduction to Literature, by Gilbert H. Muller and John A. Williams (McGraw-Hill; 800 pages; \$15.95; November 1984). Introduces theme and technique for individual chapters, biographical and critical information for each author, key genres, and exercises for all sections.

The McGraw-Hill Reader, Second Edition, by Gilbert H. Muller (McGraw-Hill; 572 pages; \$13.95; December 1984). 120 thematically arranged essays including contemporary, early 20th century, and classical writers. Alternate rhetorical table of contents. Two new sections on education and business.

Patterns in Action, by Robert A. Schwengler (Little, Brown; 460 pages; \$10.95; February 1985). A rhetorically organized reader that presents rhetorical patterns as active techniques for effective writing. Each chapter covers one pattern and contains four to six essays varying in length, aim, and strategy.

A Reader for College Writers, Second Edition, by Ralph E. Loewe (Prentice-Hall; 368 pages; \$12.95; January 1985). Rhetorically organized with a thematic table of contents. Progresses from simple to more complex models in each chapter. Expanded treatment of reading and writing processes; new chapter on argumentation/persuasion.

Reading in the Arts and Sciences, by Elaine Maimon, Gerald L. Belcher, Gail W. Hearn, Barbara F. Nodine, and Finbarr W. O'Connor (Little, Brown; 550 pages; \$11.95; January 1984). Cross-disciplinary anthology offering strategies for reading and writing in the academic disciplines. Emphasizes developing skills in assessment of audience and purpose.

The Riverside Reader, Volume 1, Second Edition, by Joseph Trimmer and Maxine Hairston (Houghton Mifflin; 600 pages; December 1984). Rhetorically organized collection of 51 essays, 19 new to this edition. Includes introduction and guidelines for reading, alternate thematic table of contents, headnotes, study questions, and writing topics.

Short Model Essays: Patterns and Subjects for Writing, by Ann Taylor (Little, Brown; 340 pages; \$9.95; 1984). Collection of carefully organized, simply

structured student and professional essays, short enough to be read closely in one class period.

Subject and Strategy, Third Edition, by Paul Eschholz and Alfred Rosa (St. Martin's Press; 600 pages; \$10.95; February 1985). Rhetorically arranged collection of 64 essays; stresses relationship between reading and writing. Each of ten rhetorical sections includes introduction, apparatus, and a student essay accompanied by an interview with the writer.

Themes and Variations: A College Reader, by W. Ross Winterowd and Charlotte Preston (Harcourt Brace Jovanovich; 448 pages; 1985). Wide-ranging anthology of 56 essays and 18 poems. Broad assortment of writers and writing styles from the elevated formal style of Emerson to the serviceable prose of Eric Hoffer.

What Makes Writing Good, by William E. Coles, Jr. and James Vopat (D. C. Heath; 360 pages; \$11.95; November 1984). 48 student essays chosen by prominent writing teachers who comment on each selection. Study questions follow each assignment; each chapter builds sequentially on the others.

A Writer's Reader, by Donald Hall (Little, Brown; 530 pages; \$11.95; January 1985). A companion to *Writing Well*, this anthology includes selections chosen for brevity, quality, and wide variety of tone. Alphabetical arrangement.

The Writer's Roles: Readings with Rhetoric, by Elizabeth Penfield and Nancy Wicker (Scott, Foresman; 528 pages; \$11.95; November 1984). Process-oriented reader with step-by-step writing instruction. Readings from many disciplines emphasize different writer's roles; writing assignments suggest audience and purpose.

Writing and Reading Across the Curriculum, Second Edition, by Lawrence Behrens and Leonard Rosen (Little, Brown; 610 pages; \$12.95; February 1985). A thematically organized cross-curricular anthology that emphasizes synthesis, analysis, and critique. New chapter devoted to a casebook study of Orwell's *Animal Farm*.

D. Workbooks

The Borzoi Practice Book for Student Writers, by Michael Hennessey (Alfred A. Knopf; 225 pages; \$8.95; January 1985). Exercises for practice in writing, revising, and editing. Exercises in grammar and usage emphasize typical student problems in shaping clear prose.

Prentice-Hall Workbook for Writers, Fourth Edition, by Melinda G. Kramer, John W. Presley, and Donald C. Rigg (Prentice-Hall; 352 pages; March 1985). Workbook for students in regular and developmental writing

courses; treats both functions and applications of grammatical, sentence, and composition elements. New exercises on theme of immigrants' contributions to America.

Shaping College Writing, Fourth Edition, by Joseph D. Gallo and Henry W. Rink (Harcourt Brace Jovanovich; 166 pages; 1985). A text-workbook for the inexperienced writer. Covers elements of effective paragraph construction—topic sentence, unity, support, coherence, organization—and acceptable essays. Presents six methods of paragraph development.

Workbook of Current English, Third Edition, by William E. Mahaney (Scott, Foresman; 352 pages; \$8.95; November 1984). Companion to *Handbook of Current English*, 7th ed., or for independent use. Increased emphasis on student writing and sentence combining. Includes end-of-chapter review exercises.

Writing Step by Step: Easy Strategies for Writing and Revising, by Robert de Beaugrande (Harcourt Brace Jovanovich; 356 pages; 1985). Workbook for basic writing and freshman composition. Emphasizes self-reliance and critical judgment in relation to writing skills. Covers problem areas in grammar, usage, spelling, and punctuation for beginning writers.

E. Special Texts

Double Exposure: Composing Through Writing and Film, by William Costanzo (Boynton/Cook; 272 pages; \$10.50; November 1984). A writing text that draws on the relationship between composing through film techniques and composing through language; includes many film- and TV-making activities as well as writing activities.

The Power to Persuade, by Sally DeWitt-Spurgin (Prentice-Hall; 352 pages; \$13.95; January 1985). Covers reasoning and writing in constructing arguments and finding evidence to support them. Attends as much to writer-reader relationship and emotional appeals as to logical appeals. 45 readings; new MLA style.

Understanding Language, by Doris Myers (Boynton/Cook; 240 pages; \$10.50; June 1984). A text that can be used as a basis for teaching introduction to language through writing, or as a basis for teaching composition through introduction to language.

What Did You Say?, Third Edition, by Arthur E. Koch and Stanley B. Felber (Prentice-Hall; 384 pages; \$15.95; January 1985). Treats effective communication through practical skills for writing, speaking, reading, and listening. New material on writing, listening, and job interviews; new Handbook section.

3. Advanced Writing Texts

A. Rhetorics

Composing Choices for Writers by Barbey N. Dougherty (McGraw-Hill; 350 pages; \$12.95; January 1985). Addresses the need to organize ideas clearly and to map that organization for readers. Features prewriting, argument, and choosing a writing process.

Enter the Dialogue: A Dramatic Approach to Critical Thinking and Writing, by Vincent Ryan Ruggiero (Wadsworth; 171 pages; \$7.25 net; November 1984). Presents critical thinking in the context of composition through the use of dialogue. Each chapter contains a "Writing Tip," annotated essays, and a set of dialogues. Includes mini-handbook, glossary.

Readable Writing: Revising for Style, by H. Wendell Smith (Wadsworth; 307 pages; \$10.50 net; November 1984). Offers systematic techniques for improving style through revision. Breaks the elements of good writing into eight qualities: substance, order, economy, emphasis, variety, clarity, consistency, and appearance and custom.

A Writer's Companion, by Richard Marius (Alfred A. Knopf; 256 pages; \$8.95; December 1984). Brief guide to writing the essay emphasizes style and process; topics range from developing ideas to polishing prose. Extensive treatment of argument and figurative language.

B. Readers

Readings in Argument, by Jeanne Fahnestock and Marie Secor (Random House; \$11.95; Summer 1985). Composed entirely of arguments; substantial introductory sections. Illustrates basic types and techniques of argument (including definition, causal argument, proposal, and refutation) in different subject areas.

C. Composition and Literature Texts

Literature for Composition, by Sylvan Barnet, William Burto, and Morton Berman (Little, Brown; 832 pages; \$15.95; January 1984). A thematically arranged anthology of essays, fiction, poetry, and drama that approaches composition skills through analysis of literature.

D. Business and Technical Writing Texts

Basic Technical Writing, Fifth Edition, by Herman Weisman (Merrill; 600 pages; \$21.95; February 1985). Presents fundamental techniques of writing about science and technology plus background for understanding the process of technical communications. Appendix offers examples of technical writing.

Business Communications, by Raymond Dumont and John Lannon (Little, Brown; 700 pages; \$25.95; December 1984). Extensive attention to the writing process. Includes outlining, readability, summarizing, and persuasion. Information technology-related topics integrated throughout.

Business Writing: Process and Forms, by Richard P. Batteiger (Wadsworth; 496 pages; \$21.75 net; February 1985). Features chapters on persuasion, editing, and resume writing with a series of examples and exercises. Four appendices offer resources and references.

Cases for Technical and Professional Writing, by Barbara Couture and Jone Goldstein (Little, Brown; 448 pages; \$11.95; December 1984). Collection of 31 original cases describing on-the-job writing assignments. Each case provides information necessary for students to write documents typically faced by entry-level employees.

Fundamentals of Technical Writing, by Patricia A. Robinson (Houghton Mifflin; 320 pages; January 1985). Nine inductively developed chapters present realistic situations requiring students to plan or evaluate job-related writing. Emphasizes both process and traditional products. Handbook, Appendix, and separate Instructor's Manual included.

Models for Technical Writing, by Philip C. Kolin and Janeen L. Kolin (St. Martin's Press; 500 pages; \$13.95; February 1985). A collection of more than 65 model reports, memos, letters, proposals, feasibility studies, and other documents written for business, industry, and government. Chapters on audience analysis, techniques, and types of technical writing.

Professional and Technical Writing Strategies, by Judith VanAlstyne (Prentice-Hall; 384 pages; \$16.95; March 1985). Covers professional and technical writing strategies including prewriting considerations, correspondence, typical reports, manual preparation steps, research and documentation techniques, and oral communication skills.

Strategies for Technical Communication, by Nancy Roundy and David Mair (Little, Brown; 480 pages; \$21.95; December 1984). Focuses on the writing process. Each chapter structured around the steps necessary to produce the relevant document. Emphasizes method and decision-making in writing.

Style and Readability in Business Writing, by Gary A. Olson, James DeGeorge, and Richard E. Ray (Random House; 228 pages; \$8.95; September 1984). Brief text uses sentence combining techniques to improve clarity, economy, style, and readability of business writing. Exercises in each chapter. Instructor's Manual.

Technical Writing, by John Lannon (Little, Brown; 640 pages; \$19.95; December 1984). New edition emphasizes the writing process and persuasion, greater attention to working-world models, new paragraph chapter.

Technical Writing: Purpose, Process, and Form, by Thomas L. Warren (Wadsworth; 358 pages; \$13.00 net; January 1985). Features include strong emphasis on analysis, collection and organization of data; exercises to prepare for writing in careers; appendices; handbook of grammar, mechanics, and sentence style.

Working Writing, by Greg Larkin (Merrill; 480 pages; \$19.95; March 1985). Basic text for technical or business writing. Designed to help students not only learn about writing and technical formats, but also learn to write in business situations.

E. Special Texts

Language: Introductory Readings, Fourth Edition, by Virginia P. Clark, Paul A. Eschholz, and Alfred F. Rosa (St. Martin's Press; 736 pages; \$13.95; February 1985). 40 readings, more than half new to this edition, represent a balance between classic theoretical statements and research reports and important recent articles. Reflects current emphases in language study.

News Reporting and Writing, Second Edition, by The Missouri Group: Brian S. Brooks, George Kennedy, Daryl R. Moen, and Don Ranly (St. Martin's Press; 575 pages; \$18.95; January 1985). Covers basic journalistic skills, basic stories, elements and techniques of good writing, specialized reporting, rights and responsibilities of journalists. New chapter on using electronic data bases. Instructor's Manual, Workbook.

Style: Ten Lessons in Clarity and Grace, Second Edition, by Joseph M. Williams (Scott, Foresman; 272 pages; \$9.95; November 1984). Systematic presentation of style for mature writers that offers specific ways to revise unclear writing into clear, readable, prose. Exercises drawn from many disciplines.

4. Professional Texts

The Computer in Composition Instruction, ed. by William Wresch (NCTE, No. 08156R; 250 pages; \$14.25; 1984). Treats development and use of state-of-the-art composition programs (many now available). Four sections: prewriting approaches, editing and grammar programs, word processing research and applications, and programs for the writing process.

A Guide to Writing Programs: Writing Centers, Peer Tutoring Programs, and Writing-Across-the-Curriculum, by Tori Haring-Smith, with Nathaniel Hawkins, Elizabeth Morrison, Lise Stern, and Robin Tatu (Scott, Foresman; 480 pages; \$14.95; November 1984). Formatted descriptions of the writing programs at more than 250 colleges, universities, and community colleges nationwide. Essays discuss the theory, development, organization, and present state of writing programs.

Reducing Writing Apprehension, by Michael W. Smith (ERIC/RCS and NCTE, No. 39671R; 40 pages; \$5.75; 1984). Presents a series of sample lessons that teachers can use to help students who fear writing. Designed for middle school through high school students, apprehensive or not.

Training Tutors for Writing Conferences, by Thomas J. Reigstad and Donald A. McAndrew (ERIC/RCS and NCTE, No. 55065R; 43 pages; \$5.50; 1984). Offers a procedure for training tutors to respond skillfully to another writer's work; applicable to tutors in a writing lab or students in a classroom.

A Writer Teaches Writing, Second Edition, by Donald M. Murray (Houghton Mifflin; 288 pages; November 1984). Totally rewritten. Introduces response theory of teaching; methods of conference and workshop teaching; activities and assignments; solutions to writing and teaching problems; bibliography for writing teachers.

Writing About Literature, by Elizabeth Kahn, Carolyn Calhoun Walter, and Larry R. Johannessen (ERIC/RCS and NCTE, No. 58773R; 54 pages; \$6.00; 1984). Premised on the belief that students must learn to interpret, analyze, and explain in order to compete in the world; writing about literature develops skills of analysis and persuasion together.

Writing Centers: Theory and Administration, ed. by Gary A. Olson (NCTE, No. 58781R; 248 pages; \$15.50; 1984). Once regarded as campus anomalies and confined to remedial education, writing centers and laboratories have grown in number, functions, and respectability. Collection of nineteen essays addresses a range of topics.

Writing Exercises from "Exercise Exchange" Volume II, ed. by Charles R. Duke (NCTE, No. 59087R; 335 pages; \$13.00; 1984). New edition includes more than seventy-five new practical and classroom-tested suggestions from the pages of *Exercise Exchange* over the past seven years.

Writing On Line: Using Computers in the Teaching of Writing, by James L. Collins and Elizabeth Sommers (Boynton/Cook; 176 pages; \$9.75; March 1984). A gathering of closely related chapters by fourteen author-teachers who believe that the heart of the matter is to teach composing, not computing.

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Contributors

Gary Blank has been developing a writing program in the Forestry Department at North Carolina State University since 1979 and working as Co-Director of the Writing Assistance Program since 1980. With B.S. and M.A. degrees in English, he is now studying for the Ph.D. in forestry, concentrating on communications issues in science and rhetorical development within technical education. He has done extensive editorial work on scientific and technical documents and has consulted with the North Carolina Division of Forest Resources on forest management plans for private landowners. He has published poetry, essays, and professional articles.

Ann E. Brown received the B.S. in Education and M.A. degrees (English) from Bowling Green State University. She has taught writing since 1963. In 1979, she was appointed from the English Department at North Carolina State University to co-direct the newly established Writing Assistance Program in the School of Engineering. She continues to serve that program. She has published articles in *Engineering Education* and *The Technical Writing Teacher*.

David H. Covington, former Co-Director of the North Carolina State University School of Engineering's Writing Assistance Program, is an Assistant Professor of English at North Carolina State University at Raleigh, where he teaches technical communication, writing-editing, and literature courses. He is also Assistant Director of the Freshman Composition Program and Interim Director of the Writing-Editing Program. He has published a number of articles in the area of technical communication, and he has worked as a writing consultant for business, industry, and government.

Jeanette Harris is an Assistant Professor in the Department of English and Director of the Writing Center at Texas Tech University. Currently serving as President of the National Writing Centers Association, she will become co-editor of the *Writing Center Journal* in the fall of 1985. In addition to publications and presentations related to writing center administration, Dr. Harris is co-author of a developmental text, *Contexts: Writing and Reading* (Houghton-Mifflin, 1985), and author of articles on the integration of reading and writing instruction, revision, and the effects of word processing on student writing. Her current research interest is a study of the nature and function of expressive discourse.

Christine Hult is the Director of Composition and Rhetoric at Texas Tech University. She was selected as a finalist in the 1983 NCTE Promising Researcher Competition for her work on rhetorical frames. The article describing that work will be published in *Functional Approaches to Writing: Research Perspectives*, ed., Barbara Couture (Ablex, 1985). Dr. Hult's papers and publications include studies on discourse frames, writer engagement with text, library research, writing in the disciplines, and writing with word processors. She has recently completed a textbook designed to teach interdisciplinary research skills and to provide students with experience in writing research papers for the physical and social sciences, humanities, and business. The textbook, entitled *Researching and Writing in College*, will be published in 1986 by Wadsworth Publishing Company.

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 Research in the Effective Teaching of Writing project since 1981, and is responsible for all data analysis for the project and her series of articles appearing in WPA.

Barbara Weaver is Director of the Writing Program at Anderson College in Indiana. She is presently Program Director of a Linkage Grant from the Lilly Endowment that involves secondary school teachers from four school corporations working together to improve the teaching of writing in English classes and across the curriculum in grades eight through twelve. She also serves as Managing Editor of WPA.

Edward M. White is professor and former chair f 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 new book *Teaching and Assessing Writing* will be released by Jossey-Bass in March 1985.

Richard Wright teaches at Iowa State University in Ames, Iowa. He has served as chair of freshman English, intermediate composition, and technical writing. In December of 1984, he presented a co-authored paper at the MLA conference describing a heuristic for use in technical writing classes.



Announcements

The Council of Writing Program Administrators

The Council of Writing Program Administrators will sponsor special sessions at the 1985 MLA and the 1986 CCCC on the following topic: "Assessment: Teachers, Students, and Programs in Writing." Interested participants should send papers or 2-page abstracts to Linda H. Peterson, Box 3813 Yale Station, New Haven CT 06520. Deadline for MLA: 30 March 1985; for CCCC: 30 May 1985.

WPA Editorial Board

The Council of Writing Program Administrators invites members of the Council to apply for positions on the WPA Editorial Board. Members of the board serve two-year terms as referrees for the WPA and read approximately 20 manuscripts annually. The WPA Executive Board appoints members to the Editorial Board during its annual meeting at the MLA Convention. Interested WPAs should send a letter of application and vita by December 1, 1985, to Winifred Horner, President of the Council of Writing Program Administrators, Department of English, University of Missouri, Columbia, Missouri 65211.

The Writing Center Journal

Beginning with the fall 1985 issue, *The Writing Center Journal* will be co-edited by Joyce Kinkead and Jeanette Harris. An official publication of the National Writing Centers Association, WCJ is issued twice yearly, in the fall and spring. The new editors welcome submissions of articles on all phases of writing center instruction and administration. They are especially interested in theoretical articles and reports of research related to or conducted in writing centers.

Typewritten, double-spaced manuscripts (approximately 10 to 20 pages) that follow the new MLA style sheet should be submitted in duplicate. Identifying information should appear only on the cover page. If a stamped, self-addressed envelope is included, manuscripts will be returned. Manuscripts and all correspondence regarding editorial matters should be addressed as follows:

Jeanette Harris, Editor
The Writing Center Journal
Department of English
Texas Tech University
Lubbock, TX 79409

Subscription to WCJ is \$5.00 per year; single issues are \$2.50. Checks should be made payable to *The Writing Center Journal*. Subscription requests and all correspondence regarding subscriptions should be addressed as follows:

Joyce Kinkead, Editor
The Writing Center Journal

Call for Program Proposals

The third annual conference of the Rocky Mountain Writing Centers Association will be hosted by Boise State University on June 15, 1985. The conference, though mainly for writing center directors and tutors, also attracts a general audience of educators interested in the teaching of writing, both in college and in high school. The principal speaker will be Donald M. Murray of the University of New Hampshire, author of *Write to Learn* and *A Writer Teaches Writing*.

The conference schedule will allow for both 20-minute and one-hour sessions. Informal talks and demonstrations are preferred, but proposals for papers are also welcome. Suggested topics include: tutoring methods; tutor training; ways to get a writing center started; ways to make a writing center survive (and thrive); and the role of the writing center in the English department, the school, and the community.

When submitting a proposal, please include: (1) name, position, and institution; (2) title of presentation; (3) a one-paragraph description, including purpose, method of presenting the material, and content. Send proposals and inquiries to Richard Leahy, RMWCA Conference Chair, English Department, Boise State University, Boise, Idaho 83725. Deadline for proposals is April 1, 1985.

WPA Summer Workshop

The Council of Writing Program Administrators with the University of New Hampshire English Department presents the 4th annual summer workshop on the administration of writing programs, August 3-10, 1985.

Activities: This workshop for directors and prospective directors of composition programs at 2- and 4-year colleges and universities has been designed by the Council of Writing Program Administrators. Colleagues from all over the country will meet to explore common concerns about critical issues for WPAs such as: establishing and sustaining a comprehensive writing program (including basic, freshman, and advanced composition courses, and writing across the curriculum), using support services (writing centers, tutorials, computers, video), staffing, and faculty development, working with other university administrators and faculty committees, planning and managing budgets, placement and testing, program evaluation, and career issues such as surviving as a WPA.

The Workshop Leader: Linda Peterson has been directing the Yale College Expository Writing Program since 1979, where she has also been Director of Freshman Composition. She is currently vice-president of WPA, serves on the WPA editorial board, and is a consultant-evaluator of writing programs. Professor Peterson's research on composition and rhetoric has appeared in the 3C's, the ADE Bulletin, and the WPA; she has addressed professional meetings recently on such subjects as "evaluating writing programs" and "the changing role of the WPA." Guest speakers include: Arthur Eastman, Winifred Horner, Robert Connors, Lynn Bloom, and others.

Location: The workshop will be held on the beautiful campus of the University of New Hampshire in Durham, an hour from Boston's Logan airport by car or limousine.

The schedule has been designed to accommodate a variety of leisure activities: the extensive UNH recreational facilities; the UNH library, the sparkling Atlantic coast and the White Mountains, each an hour away by car or special conference tour; excellent restaurants; clambake, deep sea fishing trip, tour of Portsmouth's historical houses, and Strawberry Banke to be arranged.

Accommodations: Lodging will be available in the brand new UNH residential apartments at \$200 per person double occupancy, \$285 per person single occupancy. Each apartment is a suite of two bedrooms, a living room, kitchen, and a bathroom. Linens and towels are included; you may bring cooking utensils if you wish. (Rooms must be reserved by June 15. Spouses and families are welcome.)

Cost: Workshop only: \$325 (WPA member), \$350 (non-member). Workshop fee includes Monday-Friday breakfast and lunch, and use of UNH's library and recreational facilities. Accommodation for seven nights: \$200 per person, shared bedrooms, two twin beds; \$285 per person, private single bedroom. Children 12 and over, \$200; children under 12, \$35.

For an application or additional information, please write to Dr. Lynn Z. Bloom, Conference Coordinator, Virginia Commonwealth University, 302 Mill Neck Road, Williamsburg, VA 23185. Telephone: (804) 257-1667.

Mina P. Shaughnessy Writing Award Announced

The *Journal of Basic Writing* announces that starting with its 1986 issues a "Mina P. Shaughnessy Writing Award" will be given to the best article in *JBW* every four issues (two years). This \$500.00 prize has been funded by an anonymous donor in celebration of the journal's resuming publication in 1984. Authors can obtain editorial and style specifications established by Lynn Quitman Troyka, incoming *JBW* editor, by sending a stamped, self-addressed envelope. Subscriptions: individuals \$8 per year and \$15 two years; institutions \$12 and \$23 respectively. Address: *The 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.

Annual Writing Centers Association: East Central Conference

The 7th Annual Writing Centers Association: East Central Conference will be held May 3 and 4, 1985, at Gannon University, Erie, PA. This year's theme is "Writing: Centers Coping with Crisis." Speakers and panels will address issues such as Writing Center administration, services, and budgeting. For more information, contact Sally LeVan, Department of English, Gannon University, Erie, PA 16541. Telephone: (814) 871-7748.

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 on Wednesday afternoon and evening at the CCCC in March, 1986. Complete application materials for nomination must be received by December 15, 1985. Selection will be by vote of the Executive Committee of WPA.

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

Call For Manuscripts

Short articles are being sought for a newsletter on the theory and use of syntax in teaching writing and thinking (K-college). Send inquiries or articles with a SASE to Edward Vavra, *Syntax in the Schools*, Shenandoah College, Winchester, VA 22601. Subscriptions (4 issues) are \$2.00.



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