

Contributors

Kenneth A. Bruffee is Professor of English at Brooklyn College, a member of the editorial board of *Liberal Education*, and founding editor of *WPA: Writing Program Administration*. He has published numerous articles on collaborative learning and composition in *College English*, *Liberal Education*, and *College Composition and Communication*. He is the author of *A Short Course in Writing* (Little Brown, 1980) and *Elegiac Romance: Cultural Change and Loss of the Hero in Modern Fiction* (Cornell University Press, 1983).

Laurel Corona developed the *Access* program while EOP Academic Services Coordinator at San Diego State University. She is currently Director of the Office of Academic Support and Instructional Services at the University of California at San Diego. She received her M.A. in Comparative Literature from the University of Chicago and her Ph.D. from the University of California at Davis. She is a university fellow in the San Diego Area Writing Project. Her major professional interest is undergraduate retention, in particular, the development of transitional programs between high schools and the university to improve recruitment and retention of non-traditional students.

Karen L. Greenberg is Assistant Professor of English at Hunter College of The City University of New York, where she teaches courses in writing and linguistics. She also directs the college's Writing Center. She is currently the Chair of the CUNY Task Force on Writing, and Chair of the CCCC Committee on Assessment. Her Ph.D. in linguistics is from New York University. Her essay on "Research on Basic Writing" is included in Random House's forthcoming *Sourcebook on Basic Writing*, and her composition text will be published next year by St. Martin's Press.

Thomas Hemmeter is Associate Professor of English and Director of the Writing Center at St. Lawrence University. He has read papers on composition and writing centers at the Northeast Modern Language Association and the Penn State Conference on Rhetoric and Composition. He contributed to manuals of composition materials written for the Thirteen College Program for the development of higher education at predominantly Black institutions. His article on Scorsese's *Raging Bull* will appear in a 1986 issue of *Literature/Film Quarterly*. Currently on leave, he is completing two projects: an article on collaborative teaching of writing and economics, and a monograph on a pre-service training program for peer tutors in writing centers at small institutions.

Bruce Keitel is currently the EOP Academic Services Coordinator at San Diego State University. He received his M.A. and Ph.D. from the University of California, Berkeley. He has worked in and directed a variety of special programs for minority students, including San Diego City School's Demonstration Writing Program. He also has authored a reading development program for underprepared high school students, and he is working on a series of materials using the Language Experience approach to develop content-area reading skills. He devotes his extra time to writing and illustrating children's books.

Linda Polin is Assistant Professor of Educational Computing at Pepperdine University. Her UCLA 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. She is responsible for all data analysis for the project and for the series of articles appearing in *WPA*.

John Trimbur is the writing program administrator of the College of Basic Studies at Boston University. He is a Fellow of the Brooklyn College Institute in Training Peer Tutors, a member of the WPA Board of Consultant/Evaluators, and chairs the NCTE Committee on the Underemployment of College Teachers of English. He has published articles and reviews on John Gardner, Charles Olson, and Jack Spicer and has contributed a chapter to *Perspectives on Research and Scholarship in Composition* (MLA, 1985).

Joseph F. Trimmer is Professor of English and Director of Doctoral Programs in Composition at Ball State University. The author of articles and books on American life and literature, he has served as the Director of the American Studies Curriculum Project (an international scholars project hosted by the Smithsonian Institute) and Director of Research for *Middletown* (a six-part film series that aired on PBS). His publications in composition include *The Riverside Reader* and *Writing With a Purpose, 8th Edition*.

Edward M. White is Professor and former chair of the English Department at California State College, San Bernadino, 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 Program. In addition, he is the author of numerous articles on literature and the teaching of writing; he has also written several textbooks, including *Teaching and Assessing Writing* (Jossey-Bass, 1985).

Announcements

The National Testing Network in Writing, 4th Annual Conference

The National Testing Network in Writing, The City University of New York, and Cuyahoga Community College announce the FOURTH ANNUAL CONFERENCE ON WRITING ASSESSMENT on April 16, 17, and 18, 1986, in Cleveland, Ohio. This national conference is for educators, administrators, and assessment personnel and will be devoted to critical issues in assessing writing in elementary, secondary, and postsecondary settings. Discussion topics will include theories and models of writing assessment, assessing writing across the curriculum, the politics of testing, computer applications in writing assessment, the impact of testing on minority students and on ESL students, and research on writing assessment. The Keynote Speaker is Rexford Brown, the Education Commission of the States, and the Closing Speaker is Elaine Maimon, Beaver College.

For information and registration materials, please write Professor Mary Lou Conlin, Cuyahoga Community College, 2900 Community College Avenue, Cleveland, Ohio 44115.

The National Project for College Assessment Program Evaluation (CAPE)

The National Project for College Assessment Program Evaluation (CAPE), an ongoing program supported by the Fund for the Improvement of Post Secondary Education and the City University of New York, provides specially trained consultants who will evaluate an institution's placement, competency, or proficiency tests in reading, writing, mathematics, and English as a Second Language. A consultant team will initiate a self study of the campus testing program; will make a site visit to interview administrators, faculty, and students and will provide a detailed written report of their findings. CAPE can defray partial expenses for up to ten institutions (two and four-year) during the 1985-86 academic year. Applications for the cost sharing program and for the ongoing program are available from: Barbara Schaijer-Peleg, Project Coordinator, CAPE, The City University of New York, 535 East 80th Street, New York, N.Y. 10021.

Ninth Annual Symposium on Developmental/Remedial Education

The New York College Learning Skills Association and Rochester Institute of Technology will host the Ninth Annual Symposium on Developmental/Remedial Education on April 13-15, 1986, at Grossinger's Resort Hotel, in Liberty, New York. Dr. Claire Weinstein, University of Texas at Austin, will be the keynote speaker. Pre-Symposium Institutes will include: "Critical Thinking" conducted by Dr. Curtis Miles, Director of the Center for Reasoning Studies, Piedmont Technical College, South Carolina and "Retention" conducted by Dr. Paul Kazmierski, Assistant Vice President, Learning Development Center, Rochester Institute of Technology, New York.

For registration information contact: Marcia Birken, Chair, Ninth Annual Symposium, Learning Development Center, Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, New York 14623.

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HM UPDATE

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