

## Contributors

**LynnDianne Beene** is Associate Professor of English and Director of Freshman English at the University of New Mexico. She is an editor of *Solving Problems in Technical Writing*, a collection of essays to be published in Spring 1988 by Oxford University Press. Her articles and reviews have appeared in several journals.

**Richard H. Bullock** is Associate Professor of English and Director of Writing Programs at Wright State University in Dayton, Ohio. Co-editor with Glenda Bissex of *Seeing for Ourselves: Case Study Research by Teachers of Writing*, he has also published articles on composition, teaching, and Nabokov. With John Trimbur, he is currently working on a volume of essays on the politics of writing instruction.

**Harvey Kail** is Associate Professor of English and Co-Director of Writing Across the Curriculum at the University of Maine, Orono. His past administrative experience includes a seven-year term as Director of the Writing Center at UM. He is currently a member of the WPA Board of Consultant/Evaluators and has published in *College English*, *Rhetoric Review*, and the *Writing Center Journal*. His current research focuses on collaborative learning.

**Janet Marting** is Director of Composition and Assistant Professor of English at the University of Akron. Professor Marting has published articles in *English Journal*, *the Journal of Research and Development in Education*, and *Teaching English in the Two-Year College*.

**Susan McLeod** is Director of Composition and directs a Writing-Across-the-Curriculum program at Washington State University. She has published in both literature and composition, in such journals as *College Composition and Communication*, *The Technical Writing Teacher*, *Freshman English News*, *Philological Quarterly*, and *Studies in English Literature*. She is currently working on a book entitled *Writing Across the Curriculum: The Second Stage*.

**Scott P. Sanders** is Assistant Professor of English and Director of Professional Writing at the University of New Mexico. He is Associate Editor for Communication Education and Training for the *IEEE Transactions on Professional Communication*, and his articles and reviews on technical writing have appeared in several journals.

**Ron Shook** is Associate Professor of English at Utah State University. He has published articles on composition and rhetorical theory in *College Composition and Communication*, *Teaching English in the Two-Year College*, *Journal of Advanced Composition*, and *TESOL Quarterly*. He also consults widely as a writing consultant for Shipley and Associates.

**John Trimbur** is Associate Professor of English in the Department of Humanities at Worcester Polytechnic Institute. He is currently on the WPA Editorial Board and WPA Executive Committee. Professor Trimbur has published widely on peer tutoring, collaborative learning, and writing theory. He is currently interested in the history of literacy, scholarship, and state formation.

## Announcements

### TELE-NADE

TELE-NADE is the National Association of Developmental Education's telephone placement network. Since January 1, 1987, NADE members have been able to dial a TELE-NADE number and listen to a tape of current job openings for developmental education professionals in higher education. The tapes are updated on the first and fifteenth of each month that TELE-NADE operates: January through August. The only expense to NADE job seekers is the cost of a phone call. Since the service operates twenty-four hours a day, callers are able to phone when rates are cheapest, if they choose. Tapes are up to thirty minutes in length, often shorter, and callers remain anonymous.

In the first nine months of TELE-NADE's operations, 349 positions for professionals in developmental education were circulated over the four lines.

- Line one: job openings in reading, writing, and study skills
- Line two: job openings in mathematics and science
- Line three: job openings in counseling
- Line four: job openings in administration

TELE-NADE is only one of the services offered to NADE members. Other benefits include: professional development, a national professional network, a national conference, a journal, a newsletter, regional or state chapters, research and resource publications, and liaisons with other organizations.

To join the National Association of Developmental Education, request an application form from:

NADE  
P.O. Box 60227  
Chicago, IL 60660  
Telephone: (312) 262-NADE

### *The Writing Instructor*

*The Writing Instructor* is an innovative quarterly publication for composition professionals at both the secondary and university levels. Committed to the field of writing and composition instruction, *TWI* publishes articles grounded in rhetorical and educational theory. Its editorial board is made up of professional writing instructors, many of whom are involved in graduate studies in composition and linguistics.

For information about manuscript submission and subscriptions, please write to:

*The Writing Instructor*  
c/o The Freshman Writing Program  
University of Southern California  
Los Angeles, CA 90089-0062

### The National Testing Network in Writing

The National Testing Network in Writing, The University of Minnesota, and The City University of New York announce the SIXTH ANNUAL NTNW

**CONFERENCE ON WRITING ASSESSMENT** on April 15, 16, and 17, 1988 in Minneapolis, Minnesota. This national conference is for educators, administrators, and assessment personnel and will be devoted to critical issues in assessing writing in secondary and postsecondary settings. Discussion topics will include new models of writing assessment, classroom evaluation measures, the assessment of writing across the curriculum, computer applications in writing assessment, the impact of testing on minority students and on ESL students, research on writing assessment, certification of professional writing proficiency, the legal implications of writing assessments, and writing program evaluation.

For information and registration materials, please write to Karen Greenberg, Director, NTNW, 142 Irma Drive, Oceanside, New York, 11572.

### Literacy Conference

The Right to Literacy, a conference sponsored by the MLA, Ohio State University, and the Federation of State Humanities Councils, will take place in Columbus, Ohio, on 16-18 September 1988. Members of the teaching profession at all levels, as well as others interested in the Literacy movement, are encouraged to attend, or to propose individual papers or entire sessions devoted to one or more of the following areas of concern:

*The Users of Literacy*—explorations of the relations between literacy and thinking, literacy and citizenship, and literacy and culture.

*Literacy and Its Enemies, Illiteracy and Its Friends*—explorations of the ways that social forces and institutions affect literacy, with particular attention to the resistance that obstructs, or the "support" that trivializes, the pursuit of full literacy.

*Becoming Literate Today*—exploration of how children and adults learn to read and write in their native tongues or in second languages.

*Struggles for Literacy Today*—explorations of attempts to achieve literacy in different historical periods and different cultures.

The deadline for submitting proposals is 15 January 1988. Anyone interested should request a proposal form from Robert D. Denham, MLA, 10 Astor Place, New York, NY 10003.

### Call For Papers

The Council of Writing Program Administrators will hold its WPA Annual Summer Workshop/Conference at Salve Regina College in Newport, Rhode Island, on August 3-5, 1988. This year's theme will be "Creating the Curriculum: Theory and Practice in Writing Program Administration." The keynote speakers will be:

James Berlin (Purdue University)

Patricia Bizzell (College of the Holy Cross)

Robert J. Connors (University of New Hampshire)

The conference welcomes proposals for panels or for individual presentations devoted to the problem of the curriculum in writing program administration. Each proposal should include:

- a title and brief description suitable for publishing in the conference program
- an abstract of no more than 500 words for each presentation
- your name, address, institutional affiliation, and phone numbers

Please send proposals to:

John Trimbur  
Department of Humanities  
Worcester Polytechnic Institute  
Worcester, MA 01609

The deadline for proposals is April 1, 1988.

## Reading Critically, Writing Well

### A READER AND GUIDE

RISE B. AXELROD, California State University, San Bernardino  
CHARLES R. COOPER, University of California, San Diego

A composition reader and text that teaches critical thinking skills and then provides strategies to help students apply these skills to their reading and writing. This book offers 69 examples of classic, professional, and academic writing suitable for the college-level student.

Paperbound. 656 pages. 1987  
*Instructor's Resource Manual* available

*"The strategies for critical reading do an excellent job of showing the student how to read the text. If one follows those steps and asks those questions—comprehension will occur. The readings are interesting and challenging and serve as good models for student writings."*

—Don Swanson, Sangamon State University

## Outlooks and Insights

### A READER FOR COLLEGE WRITERS

*Second Edition*

Edited by PAUL ESCHHOLZ and ALFRED ROSA,  
both of the University of Vermont

A thematically arranged reader containing 85 essays, 6 short stories, and 11 poems. The text first considers themes relating to personal experience and relationships and then moves on to examine such broader concerns as education, work, society, and technology, with each thematic section containing focused subsections that highlight contemporary issues.

Paperbound. 801 pages. 1987  
*Instructor's Manual* available

*"Superb selections for a 'pure reader.' A fine text for the instructor who uses the book for a teaching tool."*

—Eugene W. James, Highland Community College

## Fields of Writing

### READINGS ACROSS THE DISCIPLINES

*Second Edition*

Edited by NANCY R. COMLEY, Queens College, CUNY  
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CARL H. KLAUS, University of Iowa  
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NANCY SOMMERS, Harvard University

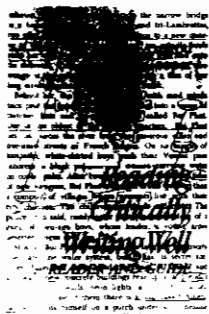
A cross-curricular composition reader containing 90 selections drawn equally from the arts and humanities, the social sciences and public affairs, and the sciences and technologies. The readings provide clear and effective models of important writing techniques, and topical clusters of readings enable students to read a variety of essays on the same topic written in different disciplines.

Paperbound. 786 pages. 1987  
*Instructor's Manual* available

*"The new selections are in keeping with the already outstanding choices preserved from the first edition."*

—Sharon Beehler, Montana State University

Thinking,  
Reading,  
Writing...



## Writing Essays

### A PROCESS APPROACH

QUENTIN L. GEHLE and DUNCAN J. ROLLO

A clear and concise guide to writing essays, organized according to the stages of the writing process. Providing thorough coverage of all the stages of writing, the text teaches students how to plan, draft, and revise their college essays and discusses in detail how to construct effective paragraphs.

Paperbound. 352 pages. 1987  
*Instructor's Manual* available

*"Writing Essays: A Process Approach is more than just a rhetoric book. It is informative. It is descriptive. It gives examples. It is developed in a precise, clearly written form that takes students from the basics of thesis formulation to the complexity of argumentation."*

—Ray Ostrander, Union College

## The Writer's Circle

### READING, THINKING, WRITING

SARAH MORGAN, Rockhurst College  
MICHAEL VIVION, University of Missouri—Kansas City

Based on the most current theory and practice of teaching composition, this book takes students through all the recursive stages of the writing process and also includes a substantial chapter on usage and grammar. In addition to chapters on argumentative and persuasive essay writing, this book includes a unique process-oriented presentation of writing about literature.

Paperbound. 384 pages. 1987  
*Instructor's Manual* available

*"This text is readable for students; it gives a thorough explanation... of clustering along with clear examples for narrowing a topic, deciding on a thesis, audience, and forum."*

—Joan Karbach, Indiana University—Purdue University, Fort Wayne

## Passages

### A WRITER'S GUIDE

RICHARD NORDQUIST, Armstrong State College

A rhetoric that combines an emphasis on prewriting, drafting, revising, and proofreading with the kind of step-by-step structured progression basic writers need. Part I is a detailed guide to writing the paragraph and the essay, and Part II is a complete grammar section. Appendices cover essay examinations, the research paper, the résumé, and diagnostic tests.

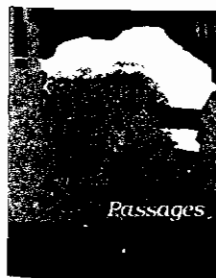
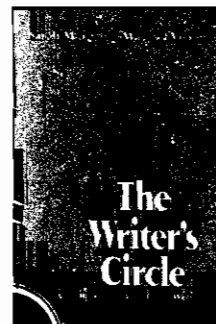
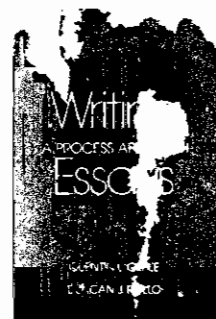
Paperbound. 457 pages. 1987  
*Instructor's Manual* available

*"An intriguing and promising use of student papers to encourage the student to become more personally and actively involved in the writing process."*

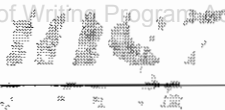
—Frank Weir, Orange Coast College

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## New for 1988

### **Evergreen: A Guide to Writing Third Edition**

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About 430 pages • spiralbound • Instructor's Annotated Edition • Instructor's Manual • Instructor's Support Package • Instructor's Support Package for Business English • Diagnostic/Mastery Tests on Disk • GPA: Grade Performance Analyzer • Works-in-Progress: Houghton Mifflin College Word Processing • Transparency Package • Just published

Praised for clear, step-by-step instruction, *Evergreen* covers the essentials needed for composing effective, well-organized paragraphs. The Third Edition features new coverage of prewriting and revising and an additional chapter on writing essays.

### **A Guide to the Whole Writing Process Second Edition**

**Jack Blum, Long Beach City College  
Carolyn Brinkman**

**Long Beach City College  
Elizabeth Hoffman**

**University of Southern California  
David Peck**

**California State University, Long Beach**  
About 262 pages • paperback  
Instructor's Edition • December 1987

A refreshing alternative to traditional writing texts, Blum/Brinkman/Hoffman/Peck remains the only guide that reflects a true process approach to basic writing. This edition includes more on finding and working with a thesis and arranging material.

### **Writing Skills Handbook Second Edition**

**Charles Bazerman, Baruch College,  
City University of New York**

**Harvey S. Wiener  
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About 144 pages • paperback • Instructor's Support Package • Just published  
Ideal for independent study, Bazerman and Wiener's inexpensive, concise handbook features nontechnical explanations and a simple coding system. The Second Edition is even clearer and offers fresh examples.

### **Patterns: A Short Prose Reader Second Edition**

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Conlin's popular anthology includes a rich variety of paragraphs and short essays—40% new to the Second Edition—that represent common rhetorical strategies.

### **Thinking Critically Second Edition**

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About 480 pages • paperback  
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*Thinking Critically* addresses fundamental abilities needed for academic success: problem solving, perceiving, forming concepts, relating and organizing, constructing arguments, and reasoning.

## Also Available

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**Susan C. Fawcett  
Alvin Sandberg**

### **The Beacon Handbook**

**Robert Perrin  
Indiana State University**

### **Practical English Handbook Seventh Edition**

**Floyd C. Watkins and  
William B. Dillingham**  
Both of Emory University

### **Practical English Workbook**

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## Writing Program Administrators

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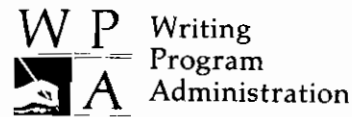
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## Membership in the Council of Writing Program Administrators

Membership in the Council of Writing Program Administrators includes a subscription to *WPA*. The membership fee is \$15 a year in the United States and \$16.50 a year in other countries.\* Institutional membership fee is \$25.

To apply for membership, please fill out this form and return it with a check or money order payable to the Council of Writing Program Administrators. Send the form and fee to Donald A. Daiker, Secretary/Treasurer, *WPA*, Department of English, Miami University, Oxford, OH 45056.

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

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