

JOURNAL OF TEACHING WRITING

FALL 1986

VOL. 5, NO. 2



Published by the
Indiana Teachers of Writing

Sponsored by
Indiana University-Purdue University at Indianapolis

JOURNAL OF TEACHING WRITING

a magazine devoted to the teaching of composition and language arts

Editor:

Ron Strahl
California State University, Long Beach

Assistant Editors:

Barbara Cambridge
Indiana University-Purdue University at Indianapolis
Pam Zale, PALLM Company

Book Review Editor:

Richard Ramsey
Indiana University-Purdue University at Indianapolis

Editorial Board

Maxine Bridges Adkins Anderson High School	Cathy Sherman Carroll High School
Mary Clawson Lafayette Jefferson High School	Vernon Smith Indiana University
Susan Smithburn Speedway Junior High School	Joseph Trimmer Ball State University
Jan Guffin North Central High School	Jan Strahl Santiago Hills Elementary, Irvine, CA
Helen Hollingsworth Batchelor Middle School	Barbara Weaver Ball State University
Dorothy Lewis Clarksville High School	Irwin Weiser Purdue University
Beverly Pitts Ball State University	Mary Lynn Woods Orchard Park School

Editorial Office
Writing Program IUPUI
425 Agnes Street
Indianapolis, IN 46202

©

1986
Indiana Teachers of Writing
ISSN 0735-1259

INDIANA TEACHERS OF WRITING

Membership/Subscription

The JOURNAL OF TEACHING WRITING is published twice a year by the Indiana Teachers of Writing. Membership in the ITW, described on the back cover, includes a journal subscription. Nonmember subscriptions are \$8.00 a year; institutional subscriptions are \$15.00 a year. Address inquiries concerning memberships, subscriptions, and reprint permissions to the Assistant Editor, JOURNAL OF TEACHING WRITING, Indiana University-Purdue University at Indianapolis, 425 Agnes, Indianapolis, IN 46202.

Editorial Policy

The JOURNAL OF TEACHING WRITING is devoted to writing pedagogy throughout the curriculum — from kindergarten to college, from the science class to the literature class. It is committed to the teaching of composition and language skills and the relationship of writing to reading, speaking, and learning. The Editor is interested in considering manuscripts that relate to ways writing is taught or understood: for instance, composition theory, cognitive development, evaluation of skills, revision, literature and composition, business writing, creative writing, curriculum development, and innovative teaching techniques. Articles from language arts teachers, middle and secondary school teachers, and college instructors are welcome. Typewritten papers, doublespaced, with notes and citations on separate pages, also doublespaced, should be submitted in duplicate, accompanied by a stamped return envelope. Manuscripts should follow MLA form, incorporating footnotes in the text whenever possible. Author's name and address should appear only on a separate title page. These steps facilitate our policy of anonymous manuscript review and the prompt return of unused materials. Correspondence regarding editorial matters should be addressed to the Assistant Editor, JOURNAL OF TEACHING WRITING, Indiana University-Purdue University at Indianapolis, 425 Agnes Street, Indianapolis, IN 46202.

THE JOURNAL — its editor and editorial board, sponsor, and publisher — disclaim responsibility for statements of fact or opinion appearing in the pages of the magazine.

CONTENTS

- 177 Teaching Reading in the Writing Classroom**
Sally Barr Reagan
- 187 “Readiness Is All”: The Importance of Speaking and Writing Connections**
John A. Hagaman
- 193 Computer Writing and the Dynamics of Drafting**
Richard C. Gebhardt
- 203 Writing Conferences Using the Micro Computer**
John Pufahl
- 211 Insights Into The Research Process From Student Logs**
Diane D. Quantic
- 227 Extending Our Awareness of the Writing Process**
Gary A. Olson
- 237 Motivating Through Responding**
Jill Burkland and Nancy Grimm
- 249 Five Writers’ Perceptions of Writing Functions**
Joseph M. Moxley
- 267 The Uses of Impersonation**
Peter A. Scholl
- 281 What Happens When Students Have A Real Audience?**
Joyce Kever Stoneham

287 Discovering Audience and Voice: James Agee Reviews for Highbrow and Middlebrow

Robert M. Davis and Jeanette Harris

297 Moffett and Point of View: A Creative Writing Assignment Sequence

Stephen Wilhoit

307 Three Syns

Richard B. Larsen

315 Implementing Cooperative Learning Groups In The Writing Curriculum

Ann Hill Duin

325 The Myth of Future Tense

Sam Dragga

333 A Focus on the Assignment: The La Salle Interdisciplinary Writing Program

Margot Soven

343 Teaching Writing About Work: A Humanistic Pedagogy

James M. Cahalan

351 The Art of Teaching Writing: A Description of Four Approaches

Mark Allister

363 Donald Graves' Writing: Teachers and Children at Work: A Review Essay

H. Eric Branscomb