

# O&R/O&R NEWSLETTER

A Canadian newsletter devoted to writing and reading theory and practice. Vol. 2, no. 3. April 1983.

This newsletter is offered to all educators in Canada interested in processes and pedagogies relating to language, language use, and language acquisition. As a forum whose primary objective is to intensify the relationship between theory and practice, it serves both informative and polemical functions.

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## NEWS FROM THE PROVINCES

Alberta: Writing courses and research in the reading/language arts division, Faculty of Education, University of Calgary.

Writing Courses: EDC1 545: Teaching Writing in the Schools. EDC1 545 is a half-year, senior course applicable to master's and diploma programs. It covers: analysis of student writing, the writing process, techniques for teaching writing, devising and maintaining a writing program, responding to student writing, evaluation, the designing of writing topics, linguistics-based practices that improve writing skills, editing processes, writing across the curriculum, integration of writing with other language arts strands, and the planning of writing lessons. Other courses at undergraduate and graduate levels also have a writing component.

Faculty Research:

*Allen Nielson, Arlene Connell, Barbara Rennie*

"Time Devoted to Reading Comprehension and Study Skills Instruction in Fourth-Grade Social Studies." This is one of a series of studies designed to answer questions like: what proportion of instructional time is devoted to reading and comprehension skills in social studies classes, and how appropriate is that proportion? what are the metacognitive perceptions of teachers and students regarding reading demands in such classes? what are the text-based questioning strategies of fourth grade social studies teachers, and how do they relate to motivation, rhetorical structure of the texts used, and teacher training?

*Emma Plattor and others*

"An Integrated Telidon-Teleconference System for the Delivery of In-service Courses." A study to test the effectiveness of a new delivery system for two courses: Improving Writing through the Teaching of Grammar and Classroom Management in Integrated Language Arts Programs.

*Margaret Hunsberger*

"The Encounter Between Reader and Text." A phenomenological examination of the dialogue between reader and text.

Student Research:

*Jean Edmonson, "The Effect of Story Grammar Instruction on the Composing Process" (Master's thesis in progress).*

*Anne S. Crawford, "The Effect of Mode of Presentation on Recall*

of Expository Prose" (Master's thesis, Sept. 1981). Concluded that students have few metacognitive strategies at their command to help them comprehend and remember passages of expository prose.

*Nancy Adams*, "The Relationship of Topic Choice and Writing Performance of Grade Nine Students" (Master's thesis in progress).

*Delores Jensen*, "A Comparison of Two Techniques for Increasing Sentence Maturity in Elementary School Writers" (Master's thesis, Nov. 1982). Compared the effectiveness of techniques for sentence expanding.

*Kathryn Thomson*, "A Survey of Teacher-Oral Reading: Grades Two, Four, and Six" (Master's thesis, Nov. 1981).

*Kathy Chang* is completing an M.A. thesis on the extent to which adults in trade school programs are adequately prepared to cope with the reading demands of their course work and of their jobs.

My thanks to everyone who contributed the above information, and especially to **Margaret Hunsberger**, Coordinator of Language Arts, for collecting and collating it. For further information, please contact individual researchers c/o Faculty of Education, University of Calgary, Calgary, Alta T2N 1N4.

Chris Bullock  
University of Alberta

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#### Manitoba:

Professor Michael Blamar (English, Brandon University) has recently informed me that Brandon University regards writing as the responsibility of the whole university, not of the English Department alone; courses in writing therefore fall under the category, "Non-Departmental," and are supervised by *Mrs. Darcy Bower*, Director of the Mature Student Centre. Members of various departments, including English, teach the following pertinent courses: Communications or basic composition workshop (one-term option: the expository essay; two-term option includes a preliminary "remedial" unit); and Written Expression ("discussion of essays and excerpts from the works of distinguished writers").

Subsequent reports will focus on the universities of Winnipeg and Manitoba, with a view to the larger provincial picture.

Murray J. Evans  
University of Winnipeg

REPORT ON THE "CANADIAN CAUCUS" SESSION AT FOUR C'S  
(DETROIT, MARCH 1983)

This was a good and worthwhile session. One simple but cherished benefit was that many of us were finally able to put faces to names of colleagues interested in the field. But some business got done, too. First, the group unanimously supported the continuation of the *W&R/T&P Newsletter* as a way of keeping its readers mutually informed. Second, an informal "subcommittee" (made up of Andrea Lunsford, Nan Johnson, and Bill Monday--among others) agreed to begin investigating the feasibility of establishing a Canadian journal on writing and reading for researchers and teachers. Third, Ian Pringle accepted nomination as a one-person "committee" to check into the possibility that those of us with strong post-secondary interests could enter into some kind of affiliate relationship with CCTE. Fourth, the group agreed that we should continue to meet as a Canadian Caucus at 4 C's. And, finally, those who participated in the session asked that a list of their names be included in this report for later reference--this decision being taken just before people began leaving (the session having run half an hour overtime) in pairs and groups, many to the fleshpots of Greektown. The peace be upon these:

Phyllis Artiss (Memorial University of Newfoundland)  
Judith Bill (The Collegiate University of Winnipeg)  
Peter Browd (Grey County Board of Education, Markham, Ont)  
Chris Bullock (University of Alberta)  
Richard Coe (Simon Fraser University)  
Marion Crowhurst (University of British Columbia)  
Murray J. Evans (University of Winnipeg)  
Dan Foster (University of British Columbia)  
Aviva Freedman (Carleton University) - chaired the session  
Carolyn Gardner (York University)  
Nan Johnson (University of British Columbia)  
Stan Jones (Carleton University)  
Betty Luetkehoelter (University of Manitoba)  
Bruce Lundgren (University of Western Ontario)  
Andrea Lundsford (University of British Columbia)  
Barbara McDaniel (Burnaby, B.C.)  
William Monday (Mount Royal College)  
Ian Pringle (Carleton University).  
James A Reither (St. Thomas University)  
Barbara Warne (York University)

Murray Evans (University of Winnipeg)  
Jim Reither (St. Thomas University)

THE CREATING WORD

An International Conference on the Learning and Teaching of English in the 1980's

at

THE UNIVERSITY OF ALBERTA

27-29 October 1993

Jacques Barzen   M H Abrams   Robin Skelton   Louise Rosenblatt   Martha King

An opportunity for elementary, secondary, and university teachers of English to hear papers and panels, and participate in seminars, on such topics as Rhetoric; Contemporary Critical Theory; Teaching the Novel, Poetry, and Drama; Elementary Language Arts; Special Education in English; The Computer and English; and Issues in Learning and Teaching.

For information concerning the complete program, fees, accommodation, local activities, and places of interest, write

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*(Sponsored by the Continuing English Program,  
representing the Faculties of Arts, Education, and Extension.)*

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**CORRECTION (and more):**

One of W&R/T&P's subscribers, Pat Campbell (College of Cape Breton), tried to subscribe to *The Writing Instructor* (reviewed, with several other journals and a couple of annual conferences, in the January issue of this newsletter). What she (and I) learned was that the subscription rate for *TWI* is not \$5.00 but, instead, \$10.00 (\$8.00 + \$2.00 postage for countries outside the US). Although \$10.00 is just double what Andrea Lunsford indicated in her review, it's still an attractive rate for a

useful little journal. (*The Writing Instructor*, C/O The Freshman Writing Program, University of Southern California, Los Angeles, CA 90089-1291.)

I learned of the rate correction through a letter I received from Charlotte Preston, a *TWI* editorial board member. Ms. Preston's letter also contained this paragraph:

We are very interested in receiving submissions from Canadian teachers. If you have room, do encourage your readers to submit manuscripts. All submissions are reviewed by three reviewers and responses from the reviewers are passed along to authors. We do frequently have themes for issues, but we welcome manuscripts on other topics as well.

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#### POST-SECONDARY OFFERINGS AT CCTE 1983, MONTREAL

The SPRINGBOARDS 1983 program offers the following sessions in its "post-secondary stream":

WEDNESDAY, MAY 11th:

10:00-11:45<sub>AM</sub>

JAMES A REITHER, "A Model for Teaching Composing." Workshop.  
JANICE YALDEN, "Acculturation and Teaching English for Science and Technology." Paper.

10:00-11:45<sub>AM</sub> & 1:45-5:15<sub>PM</sub>

ANNE FORESTER, "Super Learning in the Study Skills Centre." Extended Workshop.

11:00-11:45<sub>AM</sub>

HARRY WAGSCHAL, "Redefining Literacy for the 21st Century." Lecture.  
JEFFREY SOMMERS, "A Student Teacher Memo: A Collaborative Means to Student Development." Paper.

1:45-3:15<sub>PM</sub>

RON SMITH, "Choices in the Teaching of Mythology."  
KAY STEWART, "Making Sense of Experience: A Workshop on Writing Personal Essays."

1:45-4:15<sub>PM</sub>

MARTIN O'HARA, ANTHONY PARÉ, CAROLYN PITTENGER, & BARBARA NEWBORN, "Effective Written Communication: A Post-Secondary Approach Across the Curriculum." Workshop.

STUART GREENE & CHRISTINA HAAS, "Fostering Student Commitment to Revision."  
DIXIE GOSWAMI & ALICE TRILLIN, "Before the First Word: A Film on the Writing Process."  
MARIAN TYACKE & DAVID MENDELSON, "Judging the Ability of the Second Language Learner to Communicate."  
PHYLLIS VOGEL & HARRIET TYBERG, "Listening: Input for Creative Writing."

3:30-5:15<sub>PM</sub>

CATHERINE KEECH, "A Discourse Theory for Developing Writers"; ROBERT BRACEWELL & JOANNE GRAY, "Finding Out How Term Papers Are Written: The Writing Process Inventory"; and TILLY & JOHN WARNOCK, "Development and Liberation." Academic papers.

THURSDAY, MAY 12th:

10:00-11:45<sub>AM</sub>

DONALD MURRAY, "Signs to Progress: How Students Know They Are Writing Better," and DON BUTTERIDGE, "Cognitive Development Through Hierarchies of Questions." Papers.  
 JOHN STEVENS, "Reading Short Fiction: Reading Oneself." Lecture/workshop.  
 NATHALIE SORENSON & DEANNE BOSDAN, "'But Will I Get a Job?': English Studies and General Education at the Community College." Workshop.  
 ALISTER CUMMING, "Responding to the Writing of ESL Students." Workshop.

11:00-11:45<sub>AM</sub>

SAM ROBINSON, "The Planning Process of One English Intern." Paper.  
 ANN WEINSTEIN, "Saul Bellow's *THE DEAN'S DECEMBER*: A Plea for the Humanities and Humanity." Book review.

1:45-3:15<sub>PM</sub>

KAREN FOLEY, "Functional Literacy."

1:45-4:15<sub>PM</sub>

HELEN HANNA, MICHAEL GODFREY, MEL DAGG, GORDON PEPPER, & SUSAN POTEET, "Technical Writing in the English Department."  
 SUSAN PARKS & MARY-LEE BROSSARD, "Reading as Input for Communicative Activities."  
 ADRIANNE SKLAR & SANDRA THIBAudeau, "Teaching Foreign Students to Write English: Composition at the Advanced, Intermediate, and Beginners Levels."

1:45-5:15<sub>PM</sub>

GORDON MARTIN, "Five Faces of File."

3:15-4:45<sub>PM</sub>

JAMES A REITHER, "What is the M&R/T&P NEWSLETTER?" Talk/workshop.

3:30-5:15<sub>PM</sub>

CAROL BERKENKOTTER, "Writers and Their Audiences: Case Studies of the Revising Processes of Ten College Freshmen"; BROCK DEITHER, "Thinking in the Composition Class"; and JERRE PAQUETTE, "Sense of Audience: The Essential Dimension." Academic papers.  
 STEPHEN KUCER, "Controlling the Writing Process: Not a Monolithic Ability"; IAN PRINGLE, "Evaluating Grammatical Performance in Student Writing"; and STEVE WITTE, "Text Analysis and Evaluation of Student Writing." Academic papers.  
 ANTHONY ADAMS, "Teaching English in the Year 2000: Some Curriculum Considerations"; MARC GLASSMAN, "The Multi-Point Teleconference System: A New Rosetta Stone"; and DAVID CHANDLER, "Microcomputers in English Groups." Academic papers.

FRIDAY, MAY 13th:

10:00-11:45<sub>AM</sub>

MAX MORENBERG, "Does Increased Syntactic Maturity Mean Better Writing?" and SYD BUTLER, "New Bottles for New Wine: Evaluation in Your Writing Program." Papers.  
STEVE WITTE, "Evaluation of Writing Programmes." Workshop.  
CHRIS BULLOCK, NAN JOHNSON, & RICK COE, "The New Rhetoric and the Teaching of Composition" - a series of papers.  
DAVID SANDERS, "Self Assessment and the Language."  
MAY FRITH, "Gender."  
JACQUES REBUFFOT, "A Sociolinguistic Survey of Language Use."

10:00-11:45<sub>AM</sub> & 1:45-3:15<sub>PM</sub>

DON DAIKER, MARY HAYES, & JEFFREY SOMMERS, "From Responding to Revising: Guided Revision Activities." Extended workshop.

1:45-3:15<sub>PM</sub>

JOHN F PARKER, "Making Writing Real." Workshop.  
SHEILAH ALLEN, "Effective Format for Integrating Skills in English Directed Reading Lesson." Workshop.  
KEITH TANDY, "Leading Cross-Disciplinary Writing Workshops." Workshop.

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NOTE: Marian Kowler and Kay Stewart are planning a textbook on reading and writing for college-level upgrading students. They would like to meet others working in this field at CCTE, or to correspond.

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Kay Stewart  
English Department  
Ditto

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## A CCTE SPRINGBOARDS 1983 SAMPLER

(1)

TITLE: "Effective Written Communication: A Post-Secondary Approach Across the Curriculum"

TIME: Wednesday, May 11th, 1:45-4:15pm

PRESENTERS: Martin O'Hara, Anthony Paré, Carolyn Pittenger, & Barbara Newborn

DESCRIPTION: A workshop concentrating on the day to day activities of an undergraduate writing course taught in a number of faculties at McGill University. The course's theoretical background and rationale will be presented, but the focus will be on the strategies taught in the course and their use by students in the classroom. Participants in the session will be asked to experiment with the strategies--all of which are designed to improve and expand the writer's process. The course draws on techniques devised by such people as Linda Flower, Donald Murray, and James Britten, as well as strategies developed during the evolution of the course.

(2)

TITLE: "Making Sense of Experience: A Workshop on Writing Personal Essays"

TIME: Wednesday, May 11th, 1:45-3:15pm

PRESENTER: Kay Stewart

DESCRIPTION: Most of us who teach writing agree that good writing has some basis in the writer's own experience. We would like students to discover the strengths that come from writing out of their own thoughts, feelings, and sensations. How to tap a level of experience more meaningful than "What I Did on My Summer Holidays" can present a problem, however. Although journal writing offers one possibility, it is usually a private activity, not intended for other readers.

In this workshop, I will demonstrate a technique for enabling students to recover experiences that have had an impact on their lives, and, in the tradition of writers such as George Orwell, E. B. White, and Edmund Wilson, to shape those experiences in essays to be shared with an audience.

(3)

TITLE: "What is the W&R/T&P NEWSLETTER?"

TIME: Thursday, May 12th, 3:15-4:45pm

PRESENTERS: Jim Reither and others

DESCRIPTION: The W&R/T&P Newsletter advertises itself as "A Canadian newsletter devoted to writing and reading theory and practice . . . offered to all educators in Canada interested in processes and pedagogies relating to language, language use, and language acquisition. As a forum whose primary objective is to intensify the relationship between theory and practice, it serves both informative and polemical functions." This session will begin by providing information to those who do not know about W&R/T&P, but it will soon move on to discussion and planning. The key question is, "What on earth does all that mean?"

(4)

TITLE: "The New Rhetoric and the Teaching of Composition" (New developments in rhetoric and writing pedagogy should be of crucial interest to post-secondary teachers of English. The purpose of the panel is to survey these developments and assess their value for methods of teaching writing.)

TIME: Friday, May 13th, 10:00-11:45am

PRESENTERS: Nan Johnson, Chris Bullock, & Rick Coe (Kay Stewart, chair)

DESCRIPTIONS: Nan Johnson, "Composition Theory and Classical Rhetoric." Many teachers of writing courses are unaware . . . [that] the majority of contemporary writing texts are wholly or partially indebted to the classical tradition which informed the rhetorical theories of such influential figures as Aristotle, Plato, Cicero, and Quintilian. My presentation will focus on an explanation of classical rhetoric and its relationship to the work of prominent composition theorists such as Edward P. J. Corbett, James Kinneavy, W. Ross Winterowd, and Mina Shaughnessy, as well as to more general trends in the teaching of writing.

Chris Bullock, "The View of Society in the New Rhetoric." New Rhetoric is an omnibus term, but what it very often means is a shift in emphasis from persuasion to cooperation (Ohmann) or identification (Burke) with the audience. This kind of rhetoric has been identified with the procedures of the client-centred therapist Carl Rogers (Young, Becker, Pike; Coe). Should teachers teach persuasive writing from this point of view? To answer this question, I will first focus on Young, Becker, and Pike's key text, *Rhetoric: Discovery and Change*, to show that this New or Rogerian Rhetoric comes from a view of the world we can identify as the *liberal* perspective. I will then show that because the New Rhetoric comes from this source, it shares both the epistemological strengths and the epistemological weaknesses of modern liberalism.

Richard M. Coe, "The Process Approach to Composition." One crux of the new rhetorical attitude toward composition is the "process approach". Although there is always a sense in which there is nothing new under the sun, this phrase represents a significant shift in focus in composition theory and a significant shift of method in composition teaching. Traditional pedagogies in Canada have, on the one hand, taught elementary rules and, on the other, analysed exemplary models that students were then asked to imitate while producing their own written products. The process approach focuses on writing as a cluster of communicative, creative, cognitive-affective language processes; in practice the process approach means guiding these processes more directly than teachers traditionally have done. This presentation will explain just what such guidance implies in the classroom and offer teachers a specific framework for planning composition assignments, units, and courses.