

Inkshed

A Canadian newsletter devoted to writing and reading theory and practice.
Vol. 3, no. 2. March 1984.

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This newsletter is offered to all educators in Canada interested in processes and pedagogies relating to language, language acquisition, and language use. 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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Inkshed

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5 September, deadline for publication 15 September
 20 October, for 1 November
 5 December, for 15 December
 20 January, for 1 February
 5 March, for 15 March
 20 April, for 1 May

Inkshed is distributed without cost to its subscribers. As far as possible, subscribers have free access to its pages. *Inkshed* publishes notices, announcements, reviews, cohort reports, commentaries, discussions of events, issues, problems, and questions of interest to academics in Canada interested in writing and reading theory and practice.

More Higher Order Reasoning in Chicago

In the last issue of *Inkshed*, Jean Sanborn gave us an enthusiastic review of the University of Chicago's Institute on Writing, Meaning, and Higher Order Reasoning. Combining theoretical, practical, and personal learning, the three-day event apparently left none of the participants disappointed, and many there were able to form a network within and beyond the workshop groups which should prove valuable for years. Jean concluded her review by warning others to sign up quickly for the next one, so as to avoid the waiting list for this popular conference.

We now know that the next institute, entitled "Writing, Meaning, and Higher Order Reasoning: The Third National Institute on the Relationships among Intellectual Development, Critical Thinking and Effective Writing across the Curriculum," will be held May 13-16, 1984, with a tuition fee of \$225.00 (U.S. funds).

Although some of the speakers are changed from the previous institute, the programme looks equally exciting. Information and registration forms can be obtained by writing to:

The University of Chicago
 Continuing Education Programs
 5835 South Kimbark Avenue
 Chicago, IL U.S.A. 60637

Or, call: Stephanie Medlock, Program Administrator, (312) 962-1725.

Bill Davey
 University of New Brunswick

Composition and Literature: The Troubled Connection

As you will see from the following program schedule, we are trying to make "Composition and Literature: The troubled Connection" a different kind of conference. You will notice, for one thing, that we are not scheduling concurrent sessions: as far as possible, all participants will share the same experience. More important, you will notice we have scheduled six events we are calling "Inksheddings"--one after each session but the last. These are times set aside for exploratory writing. A series of *ad hoc* editorial committees (of registrants) will select from and edit, conference staff will print and publish, and one session will be based upon, the texts produced. The inksheddings will thus form part of the continuing verbal exchange at the conference, supplementing and deepening the oral discussions. We are, in other words, putting our money where our mouths have been, betting that exploratory writing truly is a special and uniquely valuable tool for learning and knowing. These regularly-scheduled times for putting words on paper will allow us to give writing far greater prominence at our meeting than it has had at any conference we have attended.

The Program

Friday, 17 August 1984

10:00PM. *Session #1. Welcomes, Introductions, and Conference Preview.*

10:45PM. *Inkshedding #1: Setting goals.*

11:00PM. *Gathering. "Midnight Chowder".*

Saturday, 18 August

9:00AM. *Session #2: Speculations on the Origins of the Troubled Connection.*

Nan Johnson, "The Relationship of Rhetoric and Literature: An Overview"

Nan will review the history of the relationship between rhetoric and literary studies, focusing not only on the trends that eventually split rhetoric and literary studies in the late nineteenth century but also on the theoretical and pedagogical concerns that united them in earlier periods.

9:45AM. *Inkshedding #2.*

10:00AM. *Break.*

10:30AM. *Session #3: Perspectives on the Troubled Connection--Three Views.*

Neil Besner, Chair.

Judy Segal, "Education or Training? Putting Humanities into the Technical Writing Curriculum"

Judy will argue that a rhetorical perspective on writing begs the teaching of literature in the writing class.

Murray Evans, 'Discovery Journals and Collaborative Learning Groups in the Literature Class'

Murray will suggest some ways to bring writing into introductory and Children's literature courses, and even into an Honours Chaucer seminar.

Michael Moore, 'Fish and Fowl in the English Department: One Case against Combining Literary Study with Composition'

Mike will argue that we should preserve a practical, if not theoretical, separation of literature and composition in the English curriculum.

12:00PM. *Inkshedding #3.*

12:15PM. *Lunch.*

1:45PM. *Session #4: Processes--Writing and Reading.*

Patrick Dias, Anthony Paré, and Carolyn Pittenger, 'Making Meaning in Writing and Reading'

This session will utilize think-aloud protocols to involve registrants in an exploration of similarities between the processes of reading and writing.

3:00PM. *Inkshedding #4.*

3:15PM. *Break.*

3:30PM. *Session #5: Untroubling the Connection.*

Judith Newman, 'Points of Departure: A Workshop'

Judith will use reading experiences to stimulate and shape registrants' writing, and guide an investigation of the patterns which emerge as writing and reading interact.

5:15-5:30PM. *Inkshedding #5*

7:00PM. *Keynote Dinner.*

8:30PM. *Event.*

Sunday, 19 August

9:00AM. *Session #6: The Troubled Connection--A Roundtable.*

This session will develop out of and draw conclusions from the inksheddings that have been produced, excerpted, and distributed during our meetings.

10:15AM. *Inkshedding #6.*

10:30AM. *Break.*

10:45AM. *Session #7: Directions.*

Andrea Lunsford and Kay Stewart

Andrea and Kay will draw some threads together and suggest what we might do next--as scholars, researchers, and teachers.

Noon. *Good-byes, and All That.*

Notes:

1. Bill Davey, of the University of New Brunswick, has joined the 'organizing committee' (now that there are *three* of us we can actually call it a committee) for The Troubled Connection.
2. We will be able to offer housing in a St. Thomas University residence for the nights of 17 and 18 August (and perhaps for the 16th; but not, unfortunately, for the duration of the CCTE Annual Meeting). Cost? In the neighbourhood of \$20.00 per night. Information will be sent to conference registrants within the next few weeks.
3. If you are planning to attend, please register soon. We really have no choice but to limit registrations to forty, and we expect to be filled before our registration deadline of April 15th.

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Writing to learn is different. We write to ourselves as well as talk with others to objectify our perceptions of reality; the primary function of this 'expressive' language is not to communicate, but to order and represent experience to our own understanding. In this sense language provides us with a unique way of knowing and becomes a tool for discovering, for shaping meaning, and for reaching understanding.

Toby Fulwiler and Art Young, Introduction, *Language Connections: Writing and Reading across the Curriculum* (Urbana, IL: NCTE, 1982), x.

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Canadian Caucus at 4 Cs

If you'd like to get acquainted with fellow Inksheddors attending the Thirty-fifth Annual Conference on College Composition and Communication in New York City, March 29-31, meet them at the Canadian Caucus session. It's scheduled for Thursday, March 29, 5:30-6:30pm. Last year's Caucus was great: after hatching a couple of dastardly plots, we went into Detroit's Greektown for a wonderfully lively time over dinner. It was good to get to know people.

+++ Who is this that darkeneth counsel by words without knowledge? *Job 38:2* +++

The Troubled Connection (Type II)

I received two nice letters the other day, from people whose opinions I value. 'Keep up the good work,' one said. 'My 'officemate' . . . has just begun to receive *Inkshed*, and she commented to me that she read the last issue cover to cover.' The other letter began:

If you ever feel down and curse the responsibilities you undertook with *Inkshed*, please call me and I'll say to you what I say to everyone else about you: You're performing a tremendous service for the English profession in Canada. You have not only provided a forum for the exchange of ideas and concerns but you have given legitimacy to these concerns and consequently have encouraged many of us to continue thinking along these lines.

I mention these letters not because I want you to know that I get the occasional pat on the back for editing *Inkshed*. I mention them rather because of a couple of ironies they brought into focus.

One of these ironies has to do with the way I have conceived my role in the matter of this newsletter. Generally, I have tried to function more as a compiler than as an editor: people send me stuff; I print it. Although I have exercised the occasional editorial duty and prerogative, to condense a piece that seemed overlong or to tighten an argument or to change a phrasing that I thought could be clearer, I've never rejected an item sent to me and I've never revised someone else's piece to bring it into line with my own ideology. Of course I've gone after items, with a phone call or a letter; and of course my interests and priorities, tastes and quirks have determined the shape and feel of *Inkshed*. But I have not made it regular practice to solicit pieces expressing views sympathetic to my own. What I have tried to do is give Inkshedders (that's what people have started calling those of us who subscribe to and write for *Inkshed*) free access to these pages, so that this newsletter would reflect the priorities and views of the community it serves, and not merely those of its editor.

The sharper irony has to do with the fact that I slid the blade of my letter opener under the flaps of those two envelopes on the morning of March 5th, the date I had set as deadline for submissions for this issue of the newsletter: anything coming after March 5th would have to be delayed to run in the next issue. But I had almost nothing to print in the newsletter. I had the program for our conference on the troubled connection between composition and literature, and I had the announcement about University of Chicago's "Third National Institute". The compiler had nothing to compile.

Inkshed's primary functions are those of the bulletin board and the podium. It's a place to exchange information and views, a place to follow, develop, and extend our interests, a place to get to know one another and ourselves. It cannot thrive without notices, announcements, reviews, exchanges of information and ideas, commentary, disagreement, criticism, back talk. Keeping it going and keeping it vital require that we tell each other about our disciplines and ourselves--what we do, what we think, what we value.

Inkshed is not something I do. It's something you do. Would you--to quote Andrew Marvell (1672)--"spare [your] own pains, and prevent inkshed . . ."?

Jim Reither