

Inkshed

A Canadian newsletter devoted to writing and reading theory and practice.
Volume 4, number 2. March 1985.

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The greatest part of a writer's time is spent in reading, in order to write; a [writer] will turn over half a library to make one good book.

Samuel Johnson

Inkshed

4.2. March 1985

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20 January, for 1 February
5 March, for 15 March
20 April, for 1 May

5 September, for 15 September
20 October, for 1 November
5 December, for 15 December

A primary objective of this newsletter is to intensify relationships among research, theory, and practice relating to language, language acquisition, and language use—mainly (but by no means exclusively) at post-secondary levels. Striving to serve both informative and polemical functions, *Inkshed* publishes news, announcements, notices, reports and reviews (of articles, journals, books, textbooks, conferences, workshops); commentaries, discussions of events, issues, problems, and questions of concern to academics in Canada interested in writing and reading theory and practice.

Send materials, inquiries, and subscription requests to

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NB: DEADLINE FOR MATERIALS FOR THE MAY ISSUE: APRIL 5.

Fourth International Conference on the Teaching of English

In our planning for the Fourth International Conference on the Teaching of English, we want to provide for focussed and intensive examination of a number of issues that are divisive within the English teaching profession, or which divide English teachers from the larger community. We have identified these issues in 16 strands. In relation to each of these strands, we plan to offer keynote addresses to elaborate and defend opposing positions. In order to allow for response and reaction to the keynote addresses, each will be followed by periods in which interested participants can meet with the keynote speakers and talk through the issues in smaller groups. In addition, we want to provide for three other kinds of activities: study groups of commissions, in which interested participants can devote the whole of their time at the conference to talking through divisive issues in small groups with interested colleagues; twenty-minute academic papers, delivered in half-hour slots in groups of three and organized to focus discussions; and workshops elaborating the practical implications of ongoing work in each strand.

A later issue of *Inkshed* will publish information about the study groups and commissions, as well as registration information. What follows is a call for papers and workshop proposals. Please note the deadlines--October 15, 1985, and September 15, 1986, respectively. And please plan to come.

Ian Pringle

CALL FOR PAPERS AND WORKSHOP PROPOSALS

Fourth International Conference on the Teaching of English

"THE ISSUES THAT DIVIDE US"

May 11-16, 1986 Ottawa, Canada

Under the sponsorship of
The International Federation for the Teaching of English
(uniting A.A.T.E., C.C.T.E., N.A.T.E., N.C.T.E., and N.Z.A.T.E.)

Twenty years after the Dartmouth Seminar, the Fourth International Conference is to define and explore issues in theory, research, politics, and pedagogy which are divisive within the English teaching profession, or which divide English teachers from the larger community. In this context, the organizing committee solicits papers and workshop proposals relating to the following areas:

- (1) The philosophy of English education, especially in relation to the current debate about the relative importance of personal development versus the imparting and mastery of particular skills deemed useful or societally necessary.
- (2) The politics of English education, especially in relation to the debate about professional independence versus external legal or political authority over the work of English and English Language Arts teachers.

- (3) The implementation of curricular change in English and English Language Arts, especially in relation to the debate about externally imposed versus internally initiated curricular change.
- (4) The nature and role of preservice and inservice education for English and Language Arts teachers.
- (5) The censorship debate, especially with reference to advocating restricted accessibility on principled grounds of works of undoubted literary merit.
- (6) The acquisition of reading ability.
- (7) Reading instruction, as it is carried out in elementary schools, in relation to English literary criticism.
- (8) The relationship of English as a school subject to university English studies, and especially to university level literary studies.
- (9) The definition of the canon of English literature, and in particular the place in the canon of national English-language literatures other than U.K., Canadian, and U.S. literature.
- (10) The relationship between English as a subject in countries where English is the dominant national language and in countries where, though still a major language of education, it is not the dominant national language; in particular, implications of research on immersion teaching and multicultural education for teaching in the latter circumstances, and commonalities between mother tongue and ESL English teaching.
- (11) English education in the face of multiculturalism; in particular, the responsibilities of the English-teaching profession to students from cultural minorities who are currently typically at a disadvantage in English classes.
- (12) The place of the computer in English education and English language arts.
- (13) English language development during the school and college or university years, and in particular:
 - a. Writing, including theoretical discussions, pure and applied research studies, reviews of research, studies of classroom applications;
 - b. Talking, including theoretical discussion, pure and applied research studies, reviews of research, studies of classroom applications, and especially research dealing with the educational consequences of fostering certain kinds of classroom discourse;
 - c. Language structure, especially in relation to grammatical performance;
 - d. Examinations of any of the above in relation to each other and to reading abilities;
 - e. Examinations of the commonalities and differences between first-language (English mother tongue) and second language (ESL) performance and development in the above areas.
- (14) The definition of standard English, in relation both to the growing acceptance of emerging national varieties of English as valid national standards, and also in relation to the debate over the responsibilities of the school in relation to the student's home language.
- (15) Approaches to research in English education, especially the justification and consequences of different models of educational research as these are applied to English and the English Language Arts.
- (16) Evaluation and Assessment in English, especially in relation to the topics outlined above.

PAPERS

Papers are delivered in 20-minute time slots. They may present new pure or applied research (experimental or descriptive), reviews of research, evaluations of the applications or implementation of research, or theoretical and philosophical discussion. COMPLETE PAPERS must be received for review by October 15, 1985. No paper can be considered that has been submitted elsewhere for publication, or that will be delivered elsewhere before the date of the conference. Selected papers will be published in book form.

WORKSHOPS

Workshops expound or demonstrate classroom activities. Their aim is to help teachers to improve or enrich their teaching by suggesting new materials, new approaches, etc. They may be one and one-half, three, or six hours long. WORKSHOP PROPOSALS must be received for review by September 1, 1985. Proposals should be no longer than 2 pages. They should identify all workshop leaders, state the length of the proposed workshop and the intended audience, and describe the rationale or research basis for the proposed activity, the kind of activity to be undertaken in the workshop, and the intended outcome.

Please send two copies of papers or proposals. Do not include the name(s) of the presenter(s) on the paper or the proposal, but include a 3x5 index card with name(s) and mailing address. Send papers and proposals to:

Aviva Freedman, Ian Pringle, and Nazru Deen, Co-Chairs
Fourth International Conference on the Teaching of English
Carleton University
Ottawa, Canada K1S 5B6

Reminders: CCTE 1985 and Inkshed II

The 1985 CCTE Annual Conference in Edmonton will feature pre-conference workshops on Tuesday and Wednesday, May 7-8, led by such people as Mike Torbe, Donald Murray, and Peter Evans. The full conference, Thursday through Saturday, May 9-11, will give us the chance to hear, among others, Stephen Tchudi, Roy Bentley, Anthony Adams, David Dillon, and Marion Crowhurst. For further information, write Joyce Edwards, Department of Elementary Education, 534 Education South, University of Alberta, Edmonton, AB T6G 2G5.

Then, Chris Bullock and Kay Stewart will cart us out of town for the 1985 Inkshed Working Conference, scheduled for Sunday through Tuesday, May 12-14. This year's theme: "The Process Approach to Teaching Writing and Reading." Presenters will include Andrea Lunsford, Nan Johnson, Neil Besner, Susan Drain, and Russ Hunt. Bullock and Stewart promise to refine and extend some of the best features of last year's gathering in Fredericton—e.g., full participation of all registrants (through inkshedding, workshoping, and roundtabling), no concurrent sessions, and a healthy mix of working sessions and social occasions. If you intend to register, but haven't, hurry up: the conference is limited to 50 participants and the deadline for registering is March 20.

A Survey of Business Writing Practices: Defining Community Needs

In recent months, business leaders have called for increased cooperation among universities, business, government, and labour in developing skills to meet the needs of a society characterized by rapid changes (see Valerie Shore, "Business Speaks Out," *University Affairs* [December 1984]). A common theme is the need for effective communication skills. Despite the growing presence of computers and telecommunications, effective writing remains an essential tool. In fact, this new environment produces a rapidly increasing volume of information which must be selected, synthesized, analyzed, and communicated. Consequently, our managers and professionals require even greater skills in writing effectively and efficiently. How can we help them? Before this question can be answered, we must know the environments, the genres, and the current practices of business writing.

For the most part, writing research has been conducted in academic settings. We are learning how children learn to write for their teachers, how they develop writing assignments for school. Some are beginning to look at writing done by adults engaged in careers (see, e.g., Lee Odell and Dixie Goswami, "Writing in a Non-Academic Setting," *RTE* [October 1982]; Jack Seltzer, "The Composing Process of an Engineer," *CCC* [May 1983]; and Lee Odell, "Business Writing: Observations and Implications for Teaching Composition," *Theory into Practice* [Summer 1980]). Efforts are being directed toward discovering how writers use their skills to sell products and services, to support decision making, and to interpret complex procedures for non-technical users.

Progress has been made as a result of current writing research. Rather than teaching students what good writing looks like, we are beginning to teach students how to produce effective writing. At McGill's Centre for the Study and Teaching of Writing, we are teaching students how to improve their writing processes to make their writing more effective (see Anthony Paré's "Cohort Report" in *Inkshed* 4.1:8).

The real world of market competition, profits, and accountability demands a high standard of efficiency. We know real world writers do not have time for extended audience analyses, multiple generating strategies, multiple drafts, peer evaluations, and extended revision strategies. And yet we know these are important strategies for effective writing. What is the gap between the real situation and our practices in teaching writing? And knowing this, how can we reconcile the real situation with the requirements for effective writing?

I plan to survey writing practices and contexts in the complex linguistic community of Montreal managers and professionals. Two groups will be surveyed: managers and professionals in Montreal offices; and graduates of our writing course in the Management Certificate program where the students, already part of the working world, aim to upgrade their education and status through McGill's Centre for Continuing Education. Some of the questions I will ask are these: Who are the audiences and what are the purposes for writing in the business setting? Do managers and professionals write long reports, short memos, letters, or summaries most often? Is dictation the norm or are handwritten drafts a common practice? What impact has the wordprocessor made on revising? What is the linguistic profile of the business writing community? Are we teaching people how to write in English while they are for the most part writing in French? Has this helped their French writing? Do graduates of our writing course use strategies taught in the course? Although I do not expect to reach definitive conclusions about all managers and professionals in all writing situations, I hope to see enough of the broad picture to define some of the questions we, as

teachers of future managers and professionals, should be asking. In addition to providing grounds for further research, the results will contribute to the evolution of our writing theory and practice, especially as they affect students in the Management Certificate program.

If you are engaged in a similar task or if you share my interest in these issues, I would like to hear from you--either personally or through the pages of this newsletter. I would be especially interested to hear from anyone who has conducted research along similar lines or who knows of such research. Finally, I would appreciate any responses, ideas, or suggestions from *Inkshed* readers who have had experience both in business and academic settings.

Jane Ledwell Brown
Centre for the Study and Teaching of Writing
Faculty of Education
McGill University
3700 McTavish Street
Montreal, PQ H3A 1Y2

Request for Assistance

The Aboriginal/Torres Strait Islander Education Programme at James Cook University is developing courses in writing and communications for first year undergraduates. We would be most interested in hearing from writing teachers who have developed course materials, workshops, and lessons for university level ESL/D students. As well, descriptions of any first year composition courses would be appreciated. Contact:

Allan Luke
School of Education
James Cook University of North Queensland
Townsville, Q., AUSTRALIA 4811

Announcements: CCTE Journals

Item: According to Rudi Engbrecht, CCTE Publications Co-Ordinator, *'The English Quarterly* has had difficulty meeting its publication deadlines in part because too few articles have been submitted for publication. CCTE would like to reassure the membership that they will receive the Summer 1984, Fall 1984, Winter 1985, Spring 1985, Summer 1985 and Fall 1985 issues during the 1985 year.' (*CCTE Newsletter* 18.2 (Winter 1984-85.)

Item: University of Manitoba Professors Victor Froese, Stanley Straw, & Andrew Garrod have been appointed new editors of *EQ*. They will assume the editorship this fall 1985. At the same time, official CCTE editorial policy for both *EQ* and *Highway One* will also change in significant ways.

Because the new editorial policies are important, it is worthwhile quoting from an announcement that appeared in *Inkshed* 3.2.2:

The following motion was passed, unanimously, by the CCTE Executive at a meeting held during the Annual Conference, Fredericton, 23 August 1984:

That CCTE institute and maintain an editorial policy that results in *English Quarterly* focusing on the study and *Highway One* focusing on the teaching of English at all levels and in all of its aspects; that the emphasis in articles published in *English Quarterly* shall be upon scholarship, research, and theory, and the emphasis in articles in *Highway One* shall be upon the application of scholarship, research, and theory to classroom practice; that *English Quarterly* shall be a refereed journal; and that this policy shall take effect with the appointment of the next editors.

It was made clear that the province of both *English Quarterly* and *Highway One* will continue to be "English"—writing, reading, and oracy—but the primary aim of *EQ* will be to advance knowledge of writing, reading, and oracy, while the primary aim of *Hwy 1* will be to advance the teaching of writing, reading, and oracy. Articles in *EQ* should be similar in tone and stance to the kinds of articles currently published in such journals as *College English*, *College Composition and Communication*, and *Research in the Teaching of English*; articles in *Hwy 1* should be similar in tone and stance to those published in *English Journal*, *Language Arts*, and *English Education*.

We must support these journals. We can do so by joining CCTE (\$30.00 pays for membership and subscriptions to both journals and the *CCTE Newsletter*; write to CCTE Membership/Subscriptions, PO Box 3382, Postal Station B, Calgary, AB T2M 4M1). And we can do so by submitting. CCTE is trying to strengthen *Highway One* and *English Quarterly*; but, obviously, unless they receive quality submissions, they cannot publish quality articles. Do us all a favour by writing and sending them your best.

Jim Reither

Update: *Journal of Basic Writing*

The *Journal of Basic Writing* has announced that starting with its 1986 issues a 'Mina P. Shaughnessy Writing Award' will be given to the best article in *JBW* every four issues (two years). This \$500.00 prize has been funded by an anonymous donor to celebrate the journal's resuming publication. Authors can obtain editorial and style specifications by sending a stamped self-addressed envelope to the address below. Subscriptions are U.S. \$8.00 one year and \$15.00 two years; institutions \$12 and \$23 respectively.

The address given for *JBW* in *Inkshed* 3.6 was Lynn Quitman Troyka's home address and not that of the *JBW* editorial offices. Troyka, whose term as Editor will begin in 1986, has asked that future correspondence regarding subscriptions and submissions be sent to

Journal of Basic Writing
Instructional Resource Center
Office of Academic Affairs
City University of New York
535 East 80 Street
New York, NY U.S.A. 10021