

**Linguistics 495:**  
 Honors Reading (independent study)

**Near Eastern Studies 445:**  
 Introduction to Islamic Literature

**Philosophy 388:**  
 History of Philosophy: Ancient

**Political Science 465:**  
 Political Development and Dependence

**Psychology 486:**  
 Attitudes and Behavior

**Residential College Core 300:**  
 Writing and Theory

**Residential College Humanities 210:**  
 Classical Sources of Modern Culture

**Residential College Humanities 410:**  
 20th Century Literature of the Absurd

**Residential College Social Science 360:**  
 Power in America

**Residential College Social Sci. 375/  
 Environmental Studies 407:**  
 Individual and Social Groups

**Russian 451:**  
 Survey of Russian Literature

**Women's Studies 430:**  
 Theories in Feminism

**Zoology 326:**  
 Animal Physiology Lab

**Zoology 421:**  
 Comparative Physiology

**Zoology 430:**  
 Endocrinology Lab

# Editorial

Because with this issue we begin a second year of **fforum** for teachers of writing in Michigan and interested readers anywhere, it seems appropriate to review its brief history and restate its policies. The newsletter is only one aspect of the outreach work of the English Composition Board (ECB) of the College of Literature, Science, and the Arts of The University of Michigan. In addition to **fforum**, the following activities are designed by the ECB to articulate the teaching of writing in secondary schools and community colleges with the writing program at The University: **writing conferences**, intended primarily to inform pre-university teachers of writing of the ECB's in-house program of instruction, and of its ability and willingness to engage in outreach projects; **one-day seminars** conducted in schools throughout the state, designed to familiarize pre-university faculties with the College's writing program and to discuss with teachers the current state of theory and practice in the art of teaching writing on all levels; **summer-term writing workshops**, held at The University of Michigan, designed to

provide teachers with three days of intensive work related to their teaching of writing; and extended **curriculum- and staff-development projects** undertaken with school districts which have requested such service.

This extensive outreach program is one of seven responsibilities with which the ECB has been charged by the College of Literature, Science, and the Arts at The University. The other six responsibilities, within the College, are the rating of an **Entrance Essay**, required of all incoming undergraduates; **Tutorial** instruction to students who need such assistance; **Introductory Composition**; **Writing Workshop** support available to every student who wishes it; **Junior/Senior Level Writing Courses**-- described in this issue in Daniel Fader's "Writing Across the Curriculum" (p. 37); and **Research** in the theory and practice of teaching writing.

Within this context, **fforum** is designed to provide teachers of writing in Michigan a

meeting place for mutual instruction and dialogue. By invoking the forum of ancient Rome and the agora of Greece before Rome, the name of our publication itself reminds us of our rich heritage of theory and practice as we teach writing in our time and look to the promising future of our work. The newsletter is an arena in which (1) experts present their views about the teaching of writing and related activities; (2) practicing teachers review the work of the experts and present a sampling of methods and materials they have based on the experts' theory; thus, making each issue a mini-course in the theory and practice of an approach to the teaching of writing; and (3) those of us interested in the teaching of writing share our own theories and practices with one another.

This issue of fforum is to be the first of two related ones. The excerpt from James Britton's Language and Learning and the essay "On Essaying" which James Moffett wrote for fforum are here to introduce our readers to the developmental writing theory that has influenced writing instruction in our time. As Toby Fulwiler notes in "Prime Movers: Britton and Moffett" (p. 17), James Britton provides one theoretical base for the common-sense principle that writing is not the sole province of English teachers. With this issue's attention to theoretical underpinnings in the work of Britton and Moffett, the next issue of fforum (Winter, 1981) will treat **Writing Throughout the Entire Curriculum.**

I would like to thank James Britton for permitting us to reproduce material from Language and Learning and James Moffett for "On Essaying." I am also indebted to Stephen Bernhardt, Edith Croake, Toby Fulwiler, Robert Root, and Mark Smith for their insightful evaluation of Britton's and Moffett's work.

So that fforum may be the vital vehicle for discussion that it was dreamed up to be, I urge you, its readers, to share your opinions and your practices by contributing articles to it. I would like to thank Paula Finkelstein, Susan Marwil, Dolores Montgomery, and Marv DeMilio for their contributions to this issue.

I would also like to remind readers that

the views expressed in all of fforum's articles are, of course, those of the individual writers. And, I invite your comments on any or all of the material in fforum, as well as reports on projects and essays on subjects of your individual interest.

Finally, I remind you that there are no restrictions at all on any use which you wish to make of anything that appears in fforum, which is published to be of use. And, you may receive fforum, without charge, by writing to the ECB at The University of Michigan and requesting that your name be placed on its mailing list.

Patti Stock

# Letters to the Editor

The Michigan Council of Teachers of English has a long history of service to language arts and English teachers in Michigan. As the state affiliate of NCTE we have kept our membership informed of and in touch with national trends in English education, both in theory and in classroom practice. We have also sponsored or co-sponsored regional and statewide conferences, like the annual **WMU/MCTE October Engfest**, the **MSU/MCTE Gull Lake English Festival**, this October's **Boyne Highlands Conference**, and next April's annual convention at the Southfield-Sheraton. We have worked with local affiliates and non-affiliated organizations, like the Livingston-Oakland County Group, **LOCTE**, the Flint area group, **FLARES**, and other groups throughout the state, from Detroit through the Upper Peninsula, providing resources and encouragement for continued professional activity.

As regular readers of fforum are aware, last year we lobbied for expanded concern for communication skills in regard to the reading certification bill; we have also attempted to influence the direction of the State assessment program. Yearly we