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 in-coming 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 an-
cient 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 theo-
retical base for the common-sense prin-
cept 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 contrib-
uting 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 spon-
sored or co-sponsored regional and
statewide conferences, like the annual
WMU/NCTE October Engfest, the MSU/NCTE
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 through-
out 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