
Preface

Early this summer I received this letter from a young man who was house-sitting for one of my husband's colleagues:

I just pulled down a copy of the *Plymouth State College Journal on Writing Across the Curriculum*. I read the first chapter and would like to read more. Could you send me a copy and, if possible, a second one that I might pass on to the people in the SUNY Albany Biology Department.

This request for Volume I of our publication was one of many I received from as nearby as Plymouth and as far away as Texas. I was delighted that our "in-house" journal reached a wider audience than anticipated, but I was even more pleased that the journal was used in several courses on Plymouth's campus—in Bob Garlitz's rhetoric class, in Dennise Bartelo's graduate education courses, and in Terry Downs's art class. In fact, Robert Morton's article in this volume chronicles student responses to an article published in Volume I.

Volume II also contains excerpts of interviews with faculty who attended writing workshops between 1986 and 1988. Every department on campus is represented in these lively, anonymous "Voices."

The other articles give practical and theoretical responses to *Writing Across the Curriculum*, a continuation of the dialogue about writing, teaching, and thinking begun last year. We offer them to faculty, students—and house-sitters.

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Writing Task Force