

JOURNAL OF TEACHING WRITING

VOL. 15, NO. 2



Published by the
Indiana Teachers of Writing

Sponsored by
Indiana University-Purdue University Indianapolis

EDITORIAL POLICY

The *Journal of Teaching Writing* publishes articles of interest to teachers at all grade levels, from preschool through university—articles which address the practices and theories which bear on our knowledge of how people learn and communicate through writing. Whether the focus of such articles is on language development, the composing process, discourse theory, or writing pedagogy, the content should clearly reflect the spirit of inquiry which characterizes the revelation we sometimes experience when we reflect on our teaching; the stimulating conversation we have had with colleagues; the insight we have gained through an effective presentation at a professional conference; or the proposition we have entertained from a professional journal or book—in short, they should enable the reader to make a connection between what happens or could happen in class and what he or she has heard, read, or wondered about in the profession. We especially welcome articles written by classroom teachers, whether they are first-time writers or well established authors. In any case, we encourage peer review of manuscripts before they are submitted to confirm for the writer that the content is not repetitive of knowledge which is already well-known or outdated, but is sufficiently fresh to be considered.

Articles may range in length from short descriptions (10–15 pages) of principles or practices which offer helpful insights to longer pieces (15–20 pages) which explore topics in greater detail. All articles should have a clear philosophical or theoretical basis.

Submit **three copies** of the manuscript, and include a **separate sheet** with the author's name, address, telephone, and fax numbers, and a **short biographical paragraph**. Manuscripts must conform to the *MLA Handbook for Writers of Research Papers*, 1995. In addition, please include a **self-addressed, stamped manila envelope** for the return of one manuscript. Upon acceptance of a piece for publication, authors must submit the final draft on a 3½-inch **MS DOS or Macintosh disk** in either MS Word, WordPerfect, or ASCII format. Please copy all endnotes into a separate document from the main text. Mail manuscripts to The *Journal of Teaching Writing*, IUPUI, CA 505, 425 University Boulevard, Indianapolis, Indiana 46202.

All manuscripts are reviewed anonymously by the Editorial Board; the Editor makes the final selections for each issue. The journal—its editors and editorial board, sponsor, and publisher—disclaim responsibility for statements of fact or opinion appearing in the pages of the journal.

Journal of Teaching Writing

Editorial Staff

Editor

Barbara L. Cambridge



Managing Editor

Kim Brian Lovejoy



Reviews Editor

Gail Stygall



Editorial Assistants

Kelly K. Jones



Kay L. Prater

Editorial Board

Leslie Ballard



Sally Barr Ebest



Kathryn Flannery



Patricia Shelley Fox



Diana George



Michelle Gibson



Jan Guffin



Rebecca Moore Howard

Harvey Kail



Nedra Reynolds



Shirley K. Rose



Hephzibah Roskelly



Byron L. Stay



John Trimbur



Mildred M. Waterfall



Robert Yagelski

©

1996

Indiana Teachers of Writing

ISSN 0735-1259

JOURNAL OF TEACHING WRITING

CONTENTS

From The Editor's Desk _____ 173
Barbara Cambridge

Helping One Another Improve

Opening the Classroom Door: The Value of Peer-Teacher Class Visits _____ 175
Charles Moran, et al.

Should I Write About My Grandparents or America? Writing Center Tutors, Secrets, and Democratic Change _____ 195
John Paul Tassoni

Making Learning Relevant

Participatory Action Research: Bringing Student Arguments Up to PAR _____ 211
Annette Wyandotte

Uncovering Multiple Intelligences: A Spatial Perspective in the Writing Classroom _____ 235
Connie S. Young

Teaching Grammar and Style

*Assessing Grammar Teaching Methods Using a
Metacognitive Framework* _____ 259
Nancy Burkhalter

Commonplace Books and the Teaching of Style ____ 285
Lynee Lewis Gaillet

Reviewing the Relationship of Zen and Writing

*Zen and Writing: Anglo-American Interpretations,
Revolutionary Possibilities: A Review Article* ____ 295
Sue Hum

About the Authors _____ 311