

FROM THE EDITOR'S DESK

The *Journal of Teaching Writing* offers a range of topics and perspectives that its editors hope speak to the issues you deal with daily as teachers. As you read this issue, think about topics that you would like to address in the future: let us know at bcambridge@aahe.org or the address on our inside cover. Better yet, choose a topic to write about yourself: what have you been experiencing, questioning, or researching that would interest other teachers of writing?

In a past issue, I called for articles about collaborative inquiry into teaching, a topic that I see as crucial to advancing the scholarship of teaching. Charles Moran and his coauthors offer in this issue a humane response to that call in their description of reciprocal classroom visits of writing teachers. Notice both how firmly the practice is based in theory and how carefully it is developed through experience.

Other authors in this issue take up the issues with which many teachers struggle. For example, who hasn't wondered about the efficacy of teaching grammar and style as separate subjects? How can we know if teaching grammar helps students with their writing? Nancy Burkhalter suggests that placing different methods of teaching grammar into a metacognitive framework can help us decide which methods are appropriate for which students. How do we help students develop their own style? Lynee Gaillet advocates the use of commonplace books that support analyzing and reflecting on the style of others on the way to achieving one's own.

Another issue with which we all grapple is that of making writing assignments. Annette Wyandotte describes a series of assignments designed to teach argument through participatory action research. Connie Young claims that assignments must acknowledge the multiple intelligences of students, and John Paul Tassoni warns us about appropriating the ways in which students choose to fulfill writing tasks.

With this issue, five Editorial Board members end their term as reviewers. I wish to thank Leslie Ballard, Sally Ebest, Kathryn Flannery, Jan Guffin, and Hepzibah Roskelly for faithful service to authors and readers. In the next issue, I will introduce a number of new Editorial Board members who will join other continuing members in guiding authors toward revision and in helping to select the articles that you read in each issue.

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