

JOURNAL OF TEACHING WRITING

FALL 1984

VOL. 3, NO. 2



Published by the
Indiana Teachers of Writing

Sponsored by
Indiana University-Purdue University at Indianapolis

JOURNAL OF TEACHING WRITING

a magazine devoted to the teaching of composition and language arts

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Indiana University-Purdue University at Indianapolis

Published by the
Indiana Teachers of Writing

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1982
Indiana Teachers of Writing
ISSN 0735-1259

INDIANA TEACHERS OF WRITING

Membership/Subscription

The JOURNAL OF TEACHING WRITING is published twice a year by the Indiana Teachers of Writing. Membership in the ITW, described on the back cover, includes a journal subscription. Nonmember subscriptions are \$8.00 a year; institutional subscriptions are \$15.00 a year. Address inquiries concerning memberships, subscriptions, and reprint permissions to the Editor, JOURNAL OF TEACHING WRITING, Indiana University-Purdue University at Indianapolis, 425 Agnes, Indianapolis, IN 46202.

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The JOURNAL OF TEACHING WRITING is devoted to writing pedagogy throughout the curriculum — from kindergarten to college, from the science class to the literature class. It is committed to the teaching of composition and language skills and the relationship of writing to reading, speaking, and learning. The Editor is interested in considering manuscripts that relate to ways writing is taught or understood: for instance, composition theory, cognitive development, evaluation of skills, revision, literature and composition, business writing, creative writing, curriculum development, and innovative teaching techniques. Articles from language arts teachers, middle and secondary school teachers, and college instructors are welcome. Typewritten papers, double-spaced, with notes and citations on separate pages, also double-spaced, should be submitted in duplicate, accompanied by a stamped return envelope. Manuscripts should follow MLA form, incorporating footnotes in the text whenever possible. Author's name and address should appear only on a separate title page. These steps facilitate our policy of anonymous manuscript review and the prompt return of unused materials. Correspondence regarding editorial matters should be addressed to the Editor, JOURNAL OF TEACHING WRITING, Indiana University-Purdue University at Indianapolis, 425 Agnes Street, Indianapolis, IN 46202.

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