

In a very real sense, the writer writes in order to teach himself, to understand himself, and to satisfy himself.

—Alfred Kazin

Preface



Occasional Papers marks the first of a series of publications describing exciting educational activities at Glassboro State College. It is a collection of essays and notes by Glassboro faculty. This issue describes a variety of innovative writing activities taking place in classrooms across the campus. Future issues will explore other educational themes.

Several areas of the College are represented, including Business, Communications, Education, History, Philosophy and Religion, Psychology, Reading, and Sociology. This sharing of ideas on writing is an important part of our collegial academic enterprise.

Occasional Papers: On Writing also marks the culmination of several years of workshops, discussions, and faculty projects dedicated to the improvement of student writing. During the last three years, Glassboro faculty have become more knowledgeable about contemporary writing theory and practice, especially through the Faculty Development and Write to Learn workshops, all of which spurred interest in the use of writing to enhance student learning across the curriculum. A high point in the series was a panel at the May 1989 workshop, at which Glassboro faculty from various disciplines described their writing activities. The writing workshops and faculty interactions about writing provided the impetus for this publication.

Faculty tried out new ideas in their classes and realized that some of their "old" ideas were very interesting to their colleagues. They learned from one another and developed a new sense of collegiality and academic purpose.

Having participated in this dialogue about writing, our faculty are now prepared to reinvestigate and revise their ideas about the place of writing in their own courses and to expand the core of faculty on campus who are involved in improving student writing: They are anxious to continue the exciting interchange of ideas and conversations on writing.

These are some of our plans for the future: more Faculty Development Workshops, more activities sponsored by the Write to Learn Committee, more issues of its excellent newsletter, and the continuation of our campus dialogue about the form and content of education at Glassboro in future issues of *Occasional Papers*.

It is indeed a welcome sign that faculty from many disciplines have contributed to this issue of *Occasional Papers*. I invite our other colleagues at Glassboro to become involved, to contribute to future issues, and to join in the dialogue about education at our College.

Minna Doskow
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