

*Writing enfranchises by giving people access to  
their own thoughts.*

—*Elaine Maimon, et al.,*  
Readings in the Arts and Sciences

## *Introduction*



In recent years, faculty have been exposed to a great deal of new information about the writing process and its connection to critical thinking, and to a variety of pedagogical techniques for using writing to promote learning. It is indeed a pleasure to present the first edition of *Occasional Papers*, ten contributions by Glassboro State College faculty. These papers describe our faculty members' special applications of this new information on writing as well as some of their reflections on more familiar writing techniques. In the following pages, our colleagues offer strategies for helping students master the language of academic discourse and for finding their own voices as writers and thinkers.

Denis Mercier and David Applebaum present some very interesting uses for journal writing; Diane Hamilton describes the integration of summary writing into a business course; and Martin Itzkowitz, Jo Cohen, and Terence McGuire provide helpful comments on outlines, rewrites, and peer editing.

Marge Tannenbaum shares her ongoing written dialogue with education students; Linda Packman reports on her use of worksheets to help reading students master course concepts; and Mark Hutter relates how his sociology students write a family history paper. Finally, Lynn Nelson details a variety of writing

assignments created by faculty in the Department of Philosophy and Religion.

Each article or note discusses the way a technique is employed within the context of a particular course, but these suggestions about writing may be transferred to other courses as well. Perhaps faculty may want to add some of these techniques to their own writing assignments or modify them to meet special course needs.

We hope that our readers enjoy *Occasional Papers* and that among the readership we find contributors to future editions. By continuing to share our ideas on course content and successful teaching techniques, we will continue to build an academic community in the true sense of that term.

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*Janice Poley*  
General Editor



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