

# Contributors

**Stephen Arkle** has taught English for eleven years. He is presently teaching in the Lake Washington School District. Stephen is department chairman and teaches both regular and intensive or honors classes. The class referred to in his chapter is called "senior English studies" which is designed to take students to self-directed study. The chapter explains how writing-to-learn strategies have affected his students' ability to not only write better but to think better.

**Bruce Beaman** has taught for fifteen years at Mountlake Terrace High School, one of five high schools in the Edmonds School District about ten miles north of Seattle. Bruce teaches psychology, sociology, contemporary problems, and psychology of self-esteem. In his chapter he explains how he uses writing to help his students become involved and learn more effectively in these classes.

**Barbara Bronson** has been part-time reader/instructor in the English and Slavic Departments at the University of Washington for the past ten years. Because she was not directly involved in the Writing-in-the-Humanities program, she was assigned the project of interviewing teachers and students in the program and observing classroom techniques. The interviews and observations covered a three-month period in the spring of 1982.

**Linda J. Clifton** is the Assistant Director of the Puget Sound Writing Program at the University of Washington, and an English teacher at the Woodinville High School in Woodinville, Washington. She is the editor of the *Crab Creek Review* and has written and presented workshops on a variety of English education issues.

**Syrene Forsman** has taught sophomore English, humanities, and junior creative writing for ten years at Roosevelt High School in Seattle. The study body numbers 1600 students of every ethnic background from Asian to Scandinavian. In her chapter Syrene explains that writing to learn in her classroom means learning to think and discusses strategies for and results of using writing to develop thinking.

**Anne Ruggles Gere** teaches English at the University of Washington and directs the Puget Sound Writing Program. In addition, she directed the Writing-to-Learn project sponsored by the National Endowment for the Humanities. In the introduction, she traces the principles that underlie writing to learn.

**Patricia Johnston** has taught science in grades seven through twelve for over twenty years. She is currently teaching general chemistry, honors chemistry, and physics at Shorecrest High School in the Shoreline School District, a suburban area immediately north of the Seattle city limits. In her chapter she explains how she uses writing to help her students learn more about life science, biology, zoology, chemistry, and physics.

**Pat Juell** has taught for over twenty years in California and Washington public high schools. Currently she teaches at Mountain View High School (Evergreen School District) in Vancouver, Washington, where her classes include basic composition, creative writing, humanities, college prep writing, and accelerated senior English. In her chapter Pat discusses the basic function of the course journal in the writing-to-learn process. She covers methods to get the teacher started, ways to solve problems that might occur, and provides sample lessons using a sequence of journal-writing strategies.

**Ray Marik** has taught special education and regular classes in the Seattle School District for twenty years. He teaches special education classes in language arts, math, U.S. history, and world history. His students have learning and language disabilities, behavioral disabilities, mental handicaps, and neurological impairments. They are all educated in the same class, but are grouped according to class standings, e.g. sophomores for world history; juniors for U.S. history; other classes are nongraded. Class size averages ten students. In his chapter, Ray describes writing-to-learn strategies that have been successfully used with certain special-education students.

**Steve Pearse** has taught English at Shorewood High School in the Shoreline District, a suburban community just north of Seattle, for nine years. He teaches both regular and honors freshmen as well as regular and advanced sophomores, juniors, and seniors. Courses are one semester in length, and the average class size is twenty-eight. In his chapter, Steve discusses the many advantages a writing-to-learn program offers, from student-teacher relationships to evaluation and student creativity.

**Deborah Peterson** has taught German for two years in the Bethel School District, a semi-rural area south of Tacoma. She teaches first- and second-year students. Her classes have been relatively large: forty in her first-year classes and thirty in her second-year class. In her chapter she explains how writing-to-learn techniques have helped her monitor student progress in these large classes and how these techniques have improved students' organizational skills as well as knowledge of grammar, spoken forms, and cultural concepts.

**Don Schmidt** teaches math at Woodbrook Junior High in the Clover Park School District. Ninety-two percent of the students are from families stationed on nearby military bases, McCord or Fort Lewis. Because of their frequent military-related moving, many Woodbrook students have not kept pace with their less transient peers. Forty percent of the students read below grade level, and a majority are two or more years deficient on math skills

measured by standardized tests. In his chapter Don describes his strategies for using writing to help students deal with both affective and cognitive problems in learning math.

**Ralph Stevens** served as Assistant Director of the Puget Sound Writing Program from 1978 to 1983. He was Assistant Director of the NEH-sponsored project on writing to learn. He is currently living in Baltimore, Maryland, where he teaches in an English program for foreign students at Coppin State College.

**Tom Watson** teaches U.S. history to juniors and seniors and Pacific Northwest studies (Washington state history) to freshmen and seniors at Shorecrest High School, located in a suburb north of Seattle. Tom's classes contain students of all ability levels. In his chapter he describes how writing to learn helps his students learn more about history.

**Janet West** has taught elective courses for grades nine through twelve in English literature, mythology, college preparatory expository writing, general composition, journalism, and mass media on Bainbridge Island for fourteen years. In her chapter she explains her conviction that peer evaluation, a natural corollary to writing-to-learn techniques, is an essential dimension of every student's education.

**Jessie Yoshida** has taught English at Inglemoor High School in Bothell, a north Seattle suburb, since 1968. She teaches literature and composition to sophomores and juniors as well as philosophy and personal communications electives to juniors and seniors. While students are grouped into honors, regulars, and alternative English classes, electives draw from all three groups. In her chapter, Jessie describes how writing to learn helped students understand difficult texts and concepts in a philosophy elective.

**Priscilla Zimmerman** has taught art electives at the high school level for eight years. Her courses aim at increasing students' appreciation of art as well as developing skills in art production. In her chapter she discusses how the language of art is the vehicle through which students learn to make knowledgeable and sensitive responses to art, and she explains how she uses writing-to-learn strategies to increase students' appreciation of art.