

# Announcements

## John Dorroh Wins Miriam Ylvisaker Award

Each year *The Quarterly* gives an award to the best article written by a classroom teacher. This year the award has been renamed the Miriam Ylvisaker award in honor of the contributions this thoughtful, articulate teacher and writer made to the Writing Project and *The Quarterly* for more than twenty years (see story, p. 1).

The first recipient of the Miriam Ylvisaker award goes to John Dorroh, a science teacher at West Point High School in West Point, Mississippi. Dorroh's article, "Reflections on Expressive Writing in Science Class," was cited for a number of reasons. The use of student writing taken from their EM (expressive mode) notebooks demonstrated the importance Dorroh places on student language and response in his biology classroom. In addition, the committee found refreshing Dorroh's ongoing commitment to being reflective about his teaching; the questions that Dorroh asks throughout the piece indicate how he uses something resembling the scientific method to examine his own teaching. He demonstrates for all of us the importance of students writing for a variety of audiences and a variety of purposes in a variety of classes. The writing his students do in his biology class leaves no doubt that they are becoming "... responsible, curious producers," and that writing can become a critically important part of all of our classrooms, not just for students, but for teachers as well.

## New NCSWL Publications

An annotated publications list is available from the National Center for the Study of Writing and Literacy. For more information, write to: NCSWL, 5513 Tolman Hall, University of California, Berkeley, CA 94720-1670, or phone (510) 643-7022. The Center's most recent publications include:

Technical Report #70. *The Ninjas, the X-Men, and the Ladies: Playing with Power and Identity in an Urban Primary School*, by Anne Haas Dyson.

Occasional Paper #39. *Ahead to the Past: Assessing Student Achievement in Writing*, by Robert C. Calfee.

## Center Activities at NCTE

The National Council of Teachers of English will hold its annual meeting in Orlando, Florida, on November 16-21, 1994. The following sessions involving Center researchers are scheduled:

Friday, 10:15 a.m. – 11:30 a.m.

A.20. *A Case of Literacy in an Inner City Classroom: The Role of Roles in Learning to Write*  
Melanie Sperling, speaker

Saturday, 12:15 p.m. – 1:30 p.m.

F.12. *Company in the Classroom: Teacher Collaboration in Traditional and Alternative School Settings*  
Anne DiPardo, speaker

Sunday, 8:30 a.m. – 9:45 a.m.

I.3. *Young Children Rewriting the World: Redefining 'Meaning-Making' for a Pluralistic Society*  
Anne Haas Dyson, speaker

## Preconvention Workshop Addresses Classroom Research in Writing

The NCTE Assembly on Research and the NCTE Standing Committee on Research are cosponsoring a workshop preceding the annual convention entitled, *Classroom Research in Writing and Literacy: Teachers and Researchers Approaching Issues, Methods and Results*. Cochaired by the Center's Melanie Sperling on Thursday, November 17, from 9:00 a.m. – 4:30 p.m., the workshop will take up topics central to the task of becoming reflective teachers and researchers. Invited speakers will address different ways of approaching classroom research, including different approaches to similar classroom events; small-group roundtable and workshop sessions will provide opportunities for all participants to discuss different ways of examining and interpreting teachers, students, and classrooms. The goal of the workshop is to help participants learn and think critically about new possibilities that writing and literacy research holds for the betterment of K-12 and university classrooms.