

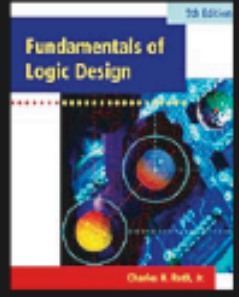
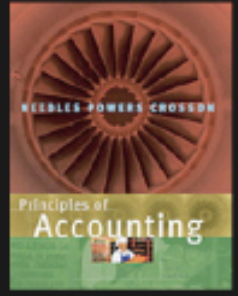
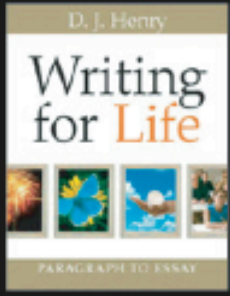
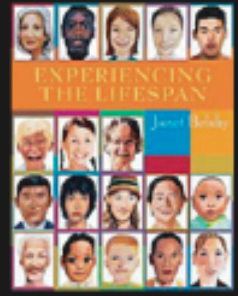
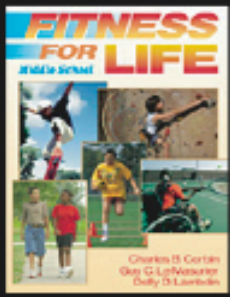
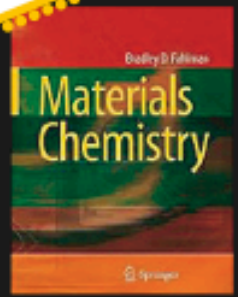


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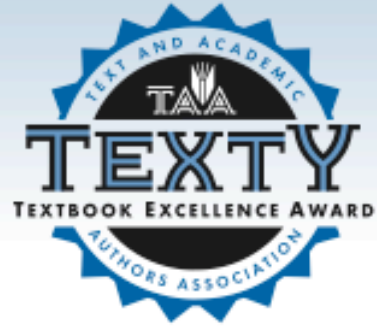
TAA CONFERENCE

ON TEXT AND ACADEMIC
AUTHORING



2008 Text and Academic Authors Association Awards Ceremony

Harrah's, Las Vegas
Saturday, June 21, 2008



2008 TAA AWARDS CEREMONY

Saturday, June 20, 11:00 a.m to 12 p.m., Las Vegas Room

Honoring the Text and Academic Authors Association's 2008 Textbook Excellence Award and McGuffey Longevity Award winners as well as staff and volunteers who have shown outstanding commitment to the organization.

ABOUT TAA'S TEXTY AND MCGUFFEY AWARDS

The Text and Academic Authors Association (TAA) created the **Textbook Excellence Award ("Texty")** in 1992 to recognize current textbooks and learning Materials To be nominated, a work must carry a copyright date for the previous or current year. TAA designed the award, called the Texty, because text materials did not have awards of their own. Entries are not limited to books but may include learning materials in all mediums.

TAA created the **William Holmes McGuffey Longevity Award ("McGuffey")** in 1993 to recognize textbooks and learning materials whose excellence has been demonstrated over time. To be nominated, a work must have been in print 15 years and still be selling.

The award bears the name of William Holmes McGuffey, whose influential primers, which first appeared in 1836, helped bring the United States out of frontier illiteracy. *McGuffey's Eclectic Readers*, usually called simply *McGuffey's Readers*, were in print until 1921. Today they remain available in commemorative editions.

TAA designed the Texty and McGuffey Awards because text materials did not have awards of their own.

There are eight academic subject categories for Textys and McGuffeys:

- Accounting, business and economics.
- Communication, education and performing and visual arts.
- Computer science and engineering.
- Humanities and social sciences.
- Languages and literature.
- Life sciences.
- Math and stats.
- Physical sciences.

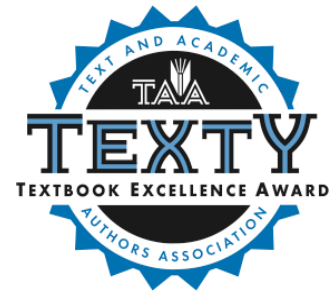
Judges consider making one award per category per year. College and K-12 books are judged separately. If there are college and K-12 entries in all eight categories, there is the potential for 16 Textys and 16 McGuffeys to be awarded each year -- eight in the college division and eight in the el-hi division. If there are no entries in a category, there are fewer awards.

Judges may decide no entries in a category deserve an award. The awards are open to TAA members and nonmembers.

Textys and McGuffeys are presented at the annual TAA Awards Ceremony, held at the association's annual conference in June. Each author, including co-authors, receives a plaque, as does the editor or publisher. Publishers may purchase silver Texty and McGuffey seals at a nominal fee to use in promotional materials. Also, the McGuffey logo can be reproduced by the publisher for use in marketing materials.

The publishers of the works, not the authors, nominate Texty or McGuffey entries. An author can make the initial inquiry and "get the ball rolling," but it must be the publisher who does the nomination. The publisher submits six copies of the work and any ancillary and supplemental materials to TAA headquarters for judging. The publisher pays a \$300 nomination fee to help offset TAA's costs.

Judges are veteran authors in appropriate subject areas. No fewer than three judges judge entries. Members of their panel of judges who have a directly competing work are asked to sit out.



TAA issues news releases on the awards to journals and publications and to other media outlets designated by each winner. The deadline for the nomination form and fee is October 15th. The deadline for TAA to receive the books and any ancillaries and supplements for judging purposes is December 1. *These deadlines are somewhat flexible when dates fall on weekends.*

Single Books. The publisher submits six copies of the work and any ancillary and supplemental materials to TAA headquarters for judging. Exceptions:

Series. The publisher submits two copies of a sample of the series, including two student editions and two teacher editions. If the work spans two or more grade levels, the sample should include two copies at a lower level and two copies at a higher level. Nominations may include a promotional brochure or package for the entire series to help judges under the scope of the program and components. Nominations are limited to three ancillaries that coincide with the grade levels that are submitted.

Big Books. Big books may be entered only if they are stand-alone works that aren't derived from a core work. The publisher submits two copies. Big books are the oversize reproductions of pages from the core text, usually spiral bound and 24 by 36 inches for mounting on a classroom easel.

For a series, the award is for the entire series. Judges are veteran authors in appropriate subject areas. No fewer than three judges judge entries. Members of their panel of judges who have a directly competing work are asked to sit out. TAA issues news releases on the awards to journals and publications and to other media outlets designated by each winner. Publishers and authors may cite the Texty in promoting winning works.

The deadline for the nomination form and fee is October 15. The deadline for TAA to receive the books and any ancillaries and supplements for judging purposes is December 1. These deadlines are somewhat flexible when dates fall on weekends. There is no limit to the number of entries a publisher can submit.

2008 TEXBOOK EXCELLENCE AWARD WINNERS

Materials Chemistry, 1st ed., by Bradley D. Fahlman, published by Springer (College Physical Sciences category)

Judges' comments:

"Excellent, up-to-date discussion of many classes of materials. Concisely written; understandable with integration of real-world and historical references. Well-illustrated with judicious use of color. Extensive research sections for further study. As a biochemist/chemical educator, I found the text very instructive. A material science engineer at Intel (a friend) gave the book a 'thumbs-up' review."

"Bradley Fahlman is to be commended for undertaking the challenge of producing what is probably the first true chemistry text in Materials Chemistry. This is a rapidly growing field, along with its spin-off of Nanoscience. For producing the first true Chemistry text in a new field, Materials Chemistry, and for its high quality, it is most appropriate that Bradley D. Fahlman be honored with a 2008 Texty Award for Excellence."

Fitness for Life: Middle School, 1st ed., Charles B. Corbin, Guy C. Le Masurier, and Dolly D. Lambdin, published by Human Kinetics Publishers (El-Hi Communication/Education/Performing Arts/Visual Arts category)

Judges' comments:

"Excellent! Well organized. Each chapter starts with an overview and photo illustrating the topic. Web site offers further information...includes helpful teacher's guide with worksheets and special resource information. Includes vocabulary and glossary. Opening questions set objectives. Chapters include fitness facts and tips. A very thorough and useful text."

"Several features suggest that this textbook and Teachers Guide are extremely well-constructed and thoughtful. First, the applications are imaginative in both the textbook and Teacher's Guide. I found the textbook readily adaptable to various fitness levels and student needs. In addition to the imaginative approach, adaptability, and flexibility of the textbook and Teacher's Guide, the layout is engaging...the illustrations and photos reinforce concepts...the inclusion of racial diversity and students who use wheelchairs, etc., reminds us that fitness includes everyone...the activity grams looked fun...the chapters and sections are short and highly readable."

Computer Security: Principles and Practice, 1st ed., by William Stallings and Lawrie Brown, published by Prentice Hall (College Computer Science/Engineering category)

Judges' comments:

"This book has two strengths that distinguish it among a growing crowd of computer security books: First, it is thorough and compendious; second, it is not *just* about cryptography. This text is very thorough in its scope...it belongs at the elbow of every serious practitioner. It provides lucid explanations of the basics and how those things interplay to provide security for – or expose – computer systems to malicious activity. The authors are to be commended for the expansiveness of this work. The content is current, relevant, and clearly explained. A highly commendable work."

"A well written book which is remarkable in that it covers both theory as well as practical aspects of computer security. The authors provide very good coverage of security algorithms and the theoretical aspects of cryptography. Even though my department does not currently offer a course in this area, this text inspires me to offer a course in security."

Governing States & Localities, 2nd ed., by Kevin B. Smith, Alan Greenblatt, and Michele Mariani, published by CQ Press (College Humanities/Social Sciences category – TIE)

Judges' comments:

"A challenging undertaking. The Internet access was a great resource. Extensive bibliography great for research sources. Updates can be handled effectively through the Web site. 'Key Concept' listing very helpful to student. Explanations of differing state philosophies interesting."

"Rarely have I read a text that captured my interest more than this one. I typically was eager to move on to the next chapter as soon as I finished the previous one. The material is presented in an easily understood style with an occasional humorous insertion and the information is remarkably up-to-date with compelling concrete examples of the principles that are being discussed. The figures and tables are easy to read and their content summarizes a wealth of fascinating data. From my perspective this text and its package of supporting materials is outstanding and very much deserving of a Texty Award for Excellence!"

"This text is clear, up to the moment, and very teachable in a College semester. In today's market, it is attractive, well written, and its ancillaries are user-friendly for the instructor. In addition, online study questions, games, a crossword puzzle and additional websites are supplied per chapter for student learning. Bravo! A splendid tool for teacher and student!"

Experiencing the Lifespan, 1st ed., by Janet Belsky, published by Worth Publishers (College Humanities/Social Sciences category – TIE)

Judges' comments:

"Very 'readable.' A good 'read'. The 'Instructor's Media Tool Kit', the CD set and the video segments for each chapter are enhancing and effective. This book does read like a personal conversation with the reader. The chapter vignettes are thought provoking and informative. Excellent! The 'Instructor Resources' are effective and enriching. Wonderful array for learning!"

"This text has virtually every aspect of its subject matter explored. The multi-national, multicultural inclusion is most insightful. The ancillary materials for both professor and student are complete, interesting and exciting. It is quite evident that this project was a lifetime's labor of love."

Writing for Life, 1st ed., by D. J. Henry, published by Pearson Education/Longman (College Language/Literature category)

Judges' comments:

"D.J. Henry has authored a wonderfully visual and well developed process for writing which will appeal to students. Together with the 'My Writing Lab' program, this Writing Package will supply students with a well-designed program to improve a necessary 'lifetime' skill."

"Many practice exercises are scattered throughout each chapter, making this a very hands-on, interactive, engaging textbook. I especially like the 'Academic Learning Log' at the end of each chapter. The inclusion of many examples will help students develop their writing skills. The reading selections included in the text exhibit a wide diversity in writers – gender, background, age, style, etc. Not only might this inspire future readers, but they can learn from these selections also. I'm very impressed with the book and feel it

would result in dynamic classroom teaching and, ultimately, better student writers. I would definitely consider using this text in a development classroom. The retail price is quite low, especially when compared to similar textbooks/workbooks. Both students and instructors will greatly appreciate this.”

Environment: The Science Behind the Stories, 3rd ed., by Jay Withgott and Scott Brennan, published by Pearson Education, Benjamin Cummings (College Life Science category)

Judges’ comments:

“The authors have produced an attractive and very readable text for undergraduate and Advanced Placement environmental science classes. The book features an unusual design with an initial review of the important issues and concepts of the subject supplemented with a series of case studies giving students interesting examples of environmental issues and the science pertinent to the issues. Although some commonly covered topics are omitted, overall it is an excellent book.”

“I found the special features to be especially appealing. The integrated case studies did show, as the authors noted in the preface, how environmental issues currently are ‘affecting real people around the world.’ The authors integrated this feature well and I think that it helps students see environmental issues as ‘real; as opposed to ‘hypothetical’. The photos and visuals are attractive and relevant. Overall the book is thorough, instructive, and has the potential for stimulating critical thinking. Were I to teach a class on this topic, I would be happy to have a resource such as this attractive and stimulating text....”

“Perhaps the greatest strength of this book is how it has successfully placed environmental science within a framework of everyday stories...the diagrams are clear, interesting and mostly self-explanatory. Finally, the text is superb, capturing many of the scientific details while avoiding the numbing jargon that many similar books suffer from. All in all this book is a fascinating scientific atlas that bears a clear and compelling message: that to understand environmental science is to understand the fate of the earth and many of the species that inhabit it.”

2008 MCGUFFEY LONGEVITY AWARD WINNERS

Principles of Accounting, 10th ed., by Belverd E. Needles, Jr., Marian Powers, and Susan V. Crosson, published by Houghton Mifflin Company College Edition (College Accounting/Business/ Economics/ Management category)

Judges’ comments:

“This is a strong and excellent book with many important and well-developed features. The organization of topics, overall writing style, vocabulary clarity, numerous examples, exercises, and topic coverage are all nicely integrated. The book is well written. Excellent writing results in good communications, which is apparent in every learning mode used in the book. This is a solid, elegant, and thorough book that has met the test of time. I strongly recommend this book for the 2008 McGuffey Award.”

“This is an impressive text. It’s an incredibly comprehensive text that does an excellent job of connecting essential accounting topics to broader decision-making issues. The text is also chock full of rich learning aids. Particularly impressive are the use of numerous managerial decision point boxes and the annotated accounting statements that walk the reader through the linkages within and across statements.”

“Brief Contents’ pages and the full Table of Contents present an easily digestible outline of the book’s structure and substance. Very useful. The volume is extremely well illustrated with superb examples of transactions and formats discussed in the text. I believe it is deserving of the McGuffey Award.”

Quantitative Chemical Analysis, 7th ed., by Daniel C. Harris, published by W.H. Freeman & Co. (College Physical Sciences category)

Judges’ comments:

“Professors who use this text call it the Bible for completeness. It is the standard textbook everybody uses. Excellent overall text!!!”

“Readable, comprehensive, up-to-date coverage of fundamental analytical chemistry. Chapter openers and boxes cover a wide range of interesting topics. Excellent worked examples and use of spreadsheets in problem solving. Effective color plate photos. Much student support: solutions and answers in the text, detailed solutions manual, and website.”

“This excellent Analytical Chemistry text has matured significantly since the appearance of the first edition in 1982. This reviewer used the fourth and fifth editions in his teaching career. The author is unique among college chemistry textbook writers in that his major

affiliation is with a private commercial laboratory rather than an academic institution. This application-rich background is the major key to his successes. It is a pleasure to give *Quantitative Chemical Analysis* by Daniel C. Harris a recommendation for a 2008 McGuffey Award for Excellence."

Fundamentals of Logic Design, 5th ed., by Charles H. Roth, published by Cengage Learning-Engineering (College Computer Science/Engineering category)

Judges' comments:

"This text is exceptionally written. It describes itself as a text for self-study and it delivers in spades! The outstanding 'learnability' of this work is enhanced by the software CD included as part of the text. This digital design and simulation software provides tactile reinforcement of the material taught in the main part of the text. And with the author's clear, conversational style, an interested reader will find this book hard to put down."

"The text is excellent since it could be easily used for a self-study or distance learning course. The examples and problems are very good. This book is one in which I would encourage students to hold onto, since it could be used later as a review or to cover materials which were not covered in a course. The supplemental materials are also good and provide a good deal of material for both the instructor and students."

"This text impressed me as being very usable as a teacher. The illustrations seem to be very strong – and yet at a level that the average student should be able to understand. As a reader/student, I found it interesting to read through it – and even though I was browsing as a general review, I found myself working through examples and enjoying the material. Good job – well deserving of an award!!!"

Grassroots with Reading, 9th ed., by Susan Fawcett, published by Houghton Mifflin Company (College Language/Literature category)

Judges' comments:

"This book is well organized, clearly and efficiently written, and easy to read. Its explanations are concise, logical, easily understood, and free of jargon. I imagine students would find it engaging and stimulating. It has a cheerful and encouraging style. The discussions and assignments are well planned and interesting. I have never taught a writing class, but I imagine I would find it easy, rewarding, and enjoyable to use this text."

"*Grassroots* is a well-established program of learning to write. It is diverse, complete in ancillaries, and student-friendly. Instructors are supplied with notes, suggestions and techniques for presentation. What's best is that Professor Fawcett has revised this program with contemporary, diverse and respected writers whose works will interest the most reluctant learners. Bravo!"

"I like the enthusiasm and commitment of the author. These traits come out in the writing style. The practice exercises included throughout each chapter are extremely valuable and will help students practice their skills and assess their own abilities throughout. Photographs are included at strategic points, adding interest and variety. I really like the look and feel of this textbook and would absolutely consider using it in the classroom."

ON WINNING A 2008 TEXTY OR MCGUFFEY AWARD

Bradley D. Fahlman, author of *Materials Chemistry*, 1st ed.:

"I am truly honored and blessed that my textbook has been selected for a 2008 Texty and will be added to the impressive collection of works recognized by the TAA. It is always gratifying to be acknowledged by one's peers, especially on a work that consumed so much of my time! Indeed, writing this text would not have been possible without the support of my family and faculty/administrator colleagues at Central Michigan University, who created an environment where this type of activity is encouraged and highly regarded. There is no question that my interaction with Barb Finlayson-Pitts, Bill Evans, and John Hemminger at UC Irvine also made a lasting impression, letting me know that book authorship is a worthy endeavor that may not necessarily detract from one's research productivity. I must also thank the editorial office at Springer, especially Liesbeth Mol and Herma Drees, for their support throughout the writing/publication phase, and current marketing efforts."

Springer on winning a 2008 Texty for Bradley Fahlman's textbook, *Materials Chemistry*:

"Springer heartily congratulates Bradley Fahlman on winning the Textbook Excellence Award for his book *Materials Chemistry*. It is a pleasure working with such a dedicated and enthusiastic author. As a provider of authoritative research-level science, Springer also publishes effective textbooks for graduate- and senior-level courses. When these texts are as applications-rich and comprehensive as

Fahlman's *Materials Chemistry*, they also serve as excellent references and overviews for professionals entering a field or needing an update."

Charles Corbin (co-authors Guy Le Masurier, and Dolly Lambdin) author of *Fitness for Life: Middle School*, 1st ed.:

"My coauthors and I are honored to have been selected to be recipients of the 2008 Texty Award for our book *Fitness for Life: Middle School*. I have been a long time member of TAA and it is especially important to be recognized by peers from a variety of academic areas. No award can be more meaningful than one from other of successful authors. I do want to give credit to Ruth Lindsey, my first co-author, who helped me so much along the way. Thanks TAA."

Scott Wikgren, HPERD Director, Human Kinetics, on winning a Texty for Charles Corbin, Guy Le Masurier, and Dolly Lambdin's *Fitness for Life: Middle School*:

"On behalf of everyone involved with the creation of *Fitness for Life: Middle School*, we are deeply honored to receive the Texty Award. It is especially meaningful to us because it is based on peer evaluation. We hope this textbook will truly make a difference in the lives of middle schools students by preparing them to be physically active and healthy for a lifetime. Thank you for the opportunity to participate in the Text and Academic Authors Association Textbook Excellence Award program."

Tracy Dunkelberger, Executive Editor, Prentice Hall Higher Education, on winning a Texty for *Computer Security: Principles and Practice*:

"We are extremely excited and proud that Bill Stallings and Lawrie Brown received the Texty award for their new textbook, *Computer Security Principles and Practices*. This first edition is a powerful demonstration of Bill and Lawrie's collective command of the subject matter and superior writing style."

William Stallings, author of *Computer Security: Principles and Practice*, 1st ed.:

"I thank the judges for their consideration of our book. The quality of the book reflects the unusually large number of professional and academic reviewers who generously gave detailed feedback to improve the manuscript."

Kevin B. Smith, author of *Governing States & Localities*, 2nd ed.:

"I'm delighted and honored to receive this recognition, and would like to acknowledge the efforts of all the folks at CQ Press who nurtured this project from the beginning."

Michele Mariani Vaughn, co-author of *Governing States and Localities*, 2nd. ed.:

"I am honored to share the Texty with my co-authors, Kevin Smith and Alan Greenblatt, who wrote such a strong first edition to build upon, and with the staff at CQ Press, whose editing and design made *Governing States and Localities* such an engaging read. We're thrilled, too, that the TAA has recognized our journalist-academic collaboration — a somewhat different approach to textbook writing, but one that has connected with professors and their students."

Erin Snow, Associate Marketing Manager, College Division, CQ Press, on winning a Texty for *Governing States & Localities*:

"We are delighted that *Governing States and Localities* has won a 2008 Texty! This book is a unique collaboration between an academic and journalists which results in an engaging book that gives students an accessible entrée into the world of state and local government, and we are thrilled that TAA recognized it with their award."

Janet Belsky, author of *Experiencing the Lifespan*, 1st ed.:

"I was coming to terms with the idea that 'this isn't going to happen'; so when the e-mail message popped up, I thought: 'This must be the announcement of the winners.'.... Then, I realized: 'Oh, my god; it's me!'. Students and professors who currently use *Experiencing the Lifespan* — in all honesty — love my book. But getting potential adopters to look at a new textbook in a crowded, well established market is a real challenge. This honor will make all the difference. So I'm incredibly thankful to get the Texty and to have found TAA!"

Jessica Bayne, Executive Editor, Worth Publishers, on winning a Texty Award for Janet Belsky's *Experiencing the Lifespan*:

"We are honored and thrilled that Janet Belsky's *Experiencing the Lifespan* has won a Texty award. Janet's book is a remarkable blend of the best of current science in lifespan development with a riveting and student-oriented narrative. All of us at Worth are grateful to the Text and Academic Author's Association for this recognition."

D.J. Henry, author of *Writing for Life*, 1st. ed.:

"Honestly, my first reaction was to sit in the delicious silence of wonder and joy — savoring those feelings that defy expression yet satisfy the heart. I thank you for the affirmation and encouragement that can only come from the recognition of one's peers. I share this

honor with Pearson and Dorling Kindersley Publishers – the mission of our collaboration is to deliver best teaching and learning practices through an innovative visual design that engages a generation of learners brought up in a visual world."

Pearson/Longman, on winning a 2008 Texty for D.J. Henry's *Writing for Life*:

"Pearson/Longman and DJ Henry are extremely honored to have had the privilege to win this award. Everyone involved in the publication of *Writing for Life* are grateful and flattered by this honor. We would like to thank the members of the Text and Academic Authors Association for their continued support and recognition of quality educational materials that make a difference everyday in and out of class."

Jay Withgott, co-author of *Environment: The Science Behind the Stories*, 3rd ed.:

"I feel tremendously honored to receive this award, and along with my co-author Scott Brennan, I thank the judges and TAA. After all the long hours, hard work, and attention to detail, positive feedback is refreshing and recognition from peers is gratifying. Foremost among the many people at Pearson (both Benjamin Cummings and Prentice Hall) who have helped make this book a success is our acquisitions editor, Chalon Bridges, without whom this book would not have been possible."

Pearson / Benjamin Cummings on winning a Texty for *Environment: The Science Behind the Stories*, 3rd ed.:

"Pearson / Benjamin Cummings is thrilled to see *Environment: The Science Behind the Stories*, Third Edition, recognized with this 2008 Textbook Excellence Award, and would like to congratulate author Jay Withgott as well as acknowledge the superior work of its editorial, design, and production teams."

Lawrie Brown, co-author of *Computer Security: Principles and Practice*, 1st ed.:

"I am honored and very pleased to receive this award, and its recognition of my work by my peers. It is a wonderful and unexpected reward for the many hours of work that went into writing my part of the book. I also wish to acknowledge and thank my co-author William Stallings, without whose advice and experience this result would not have been possible."

Belverd E. Needles, Jr., and Marian Powers, authors of *Principles of Accounting*, 10th ed.:

"We are honored and pleased to receive this award from the Text and Academic Authors Association, an organization at least one of us has been a member of since it was founded. We want to recognize the contributions over a period that is now approaching forty years made by our former and current coauthors and by our publisher Houghton Mifflin Company. Needles/ Andersen/Caldwell was the original author team for *Principles of Accounting*. We worked together as a team under Bel Needles' general direction for six editions. Hank Anderson, now retired and a successful vintner in California, brought a deep knowledge of the rapidly changing field of managerial accounting to our book. Jim Caldwell, now deceased, was an exceptional educator and partner with Andersen Consulting who kept us focused on the pedagogical strengths of our books. The current author team of Needles/Powers/Crosson has been together for the last four editions. Marian Powers worked in the background for many editions on all aspects of the book before becoming a valued coauthor when Jim Caldwell could no longer contribute. Thanks also to Susan Crosson, who replaced Hank Andersen on the managerial accounting portions of our books and who brings a strong background in educational technology to *Principles of Accounting*. We also want to thank Edward Julius, who has provided exceptional support on the study guide and other ancillaries since the beginning. Finally, our thanks go to Houghton Mifflin and the numerous individuals with whom we have worked for supporting our books."

Susan V. Crosson, author of *Principles of Accounting*, 10th ed.:

"Thank you for honoring my co-authors and myself with the McGuffey longevity award. It has been an honor to work with our publisher Houghton Mifflin and their wonderful editors and staff who enhance our authoring efforts with sound advice and technology innovations as we strive together to provide faculty and students with relevant teaching and learning resources."

Houghton Mifflin Harcourt on winning a McGuffey for *Principles of Accounting*:

"On behalf of Houghton Mifflin Harcourt, we are honored to receive such a distinguished award. As publishers of a long standing franchise that has achieved great success over multiple editions, it gives us pleasure to win an award that recognizes the long term commitment, and hard work that went into making this program a market leader. We are proud to be a part of this program and privileged to work with such a dynamic author team that is so dedicated to accounting education, the future of the profession, and the success of today's and tomorrow's students."

Susan Fawcett, author, *Grassroots: The Writer's Workbook*, 9th ed.:

"I let out a whoop when I won this award. That the judges are my peers, who know what it takes to write an excellent text and keep it fresh through multiple editions, deepens the honor."

Joann Kozyrev, Senior Acquisitions Editor, and Tom Ziolkowski, Senior Marketing Manager, Houghton Mifflin, on winning a McGuffey Award for the 9th edition of *Grassroots with Reading*:

"It has been an absolute pleasure working with Susan Fawcett on her books with Houghton Mifflin, *Grassroots* and *Evergreen*. Susan's passion for helping Developmental Writing students is an inspiration for all of us. While Susan's books have made her a very successful author, she remains focused on the challenges and needs in the Developmental Writing classroom. Susan's attention to detail, passion for keeping the content of her books current, and knowledge of solid pedagogy motivates and engages students and helps them become successful writers. We thank Susan Fawcett for her tremendous contributions to the college writing market."

Charles H. "Chuck" Roth, author of *Fundamentals of Logic Design*, 5th ed.:

"Winning the McGuffey award for my textbook is a special honor for me. The textbook has been widely used, not only in this country, but in several foreign countries including China, India, and Korea. Writing and then revising the book many times to provide a better educational experience for my engineering students has been one of my most important life works. I greatly appreciate all of the students, teaching assistants, and reviewers who have helped to make this book a success. The TAA awards help to emphasize textbook writing as an important scholarly activity."

Lauren Betsos, Marketing Services Coordinator, Cengage Learning, on winning a McGuffey Award for the 5th edition of Charles H. Roth's *Fundamentals of Logic Design*:

"Cengage Learning is very grateful to the Text and Academic Authors Association for recognizing one of our most highly esteemed authors, Charles H. Roth, for his ongoing contributions to Engineering Education. *Fundamentals of Logic Design*, now in its 5th edition, has demonstrated itself to be an influential resource to the academic community and we are proud to be involved in its publication and the publication of future editions. On behalf of Cengage Learning, congratulations Charles on this wonderful achievement."

Daniel C. Harris, author of *Quantitative Chemical Analysis*, 7th ed.:

I share the honor of receiving this award with my wife, Sally, who works on most aspects of our books, and who contributes mightily to the accuracy of the printed text. I also share this honor with the talented and inspired staff at W. H. Freeman & Co. I've been blessed with a series of extremely capable editors in acquisition, development, and production, as well as an enthusiastic marketing and support staff. Among these wonderful people, I would like to single out my long-time copy editor, Jodi Simpson – now retired – whose insight and probing questions improved the clarity and accuracy of my books.

W.H. Freeman on winning a 2008 McGuffey for Dan Harris' textbook, *Quantitative Chemical Analysis*:

"W.H. Freeman is thrilled that Dan Harris has been recognized by the TAA for the McGuffey Longevity Award. His *Quantitative Chemical Analysis* text has long been the best seller in this market, and has been responsible for educating well over 50 percent of the chemistry majors today. As his publisher, we have been privileged to work with Dan throughout seven editions (eleven, counting his equally influential text, *Exploring Chemical Analysis*) and look forward to extending that privilege for many years to come. Dan is an exemplary author both in his meticulous attention to detail and his dedication to learning from his colleagues. We would be remiss if we did not also congratulate his wife Sally, whose support, contributions and dedication to the projects are a large measure of their success. We join in celebrating Dan's achievement and are extremely gratified that his authorial colleagues have awarded him this distinguished honor."

2008 AWARD AUTHORS SHARE AWARD-WINNING ADVICE

Bradley D. Fahlman, author of *Materials Chemistry*, 1st ed.:

"The process of writing my first textbook was an incredible learning experience. Based on this limited experience, I offer the following words of advice to aspiring authors:

Choose your potential publisher wisely. From speaking with textbook authors from potential publishers, you can get a great deal of information regarding the competitiveness of your contract terms, as well as the level of support they received before publication (e.g., assistance with improving/re-drawing Figures, effective use of color for Figs, assistance with requesting copyright permissions from publishers, ensuring a timely process from final submission to final publication, etc.) and afterwards (e.g., arranging book signing events, contacting other publishers for foreign translations, degree of online/print marketing efforts, etc.). It means a lot to work with a publisher that will offer some degree of personalized service throughout the project - especially for unseasoned book authors like myself!

Find your most creative writing time slot and consider 'busy work' to get beyond writer's block. Against the advice of some(!), I wrote my textbook while still in my tenure-track phase. Hence, I still had a research group to direct while ensuring that a significant number of grants were being funded, and high quality peer-reviewed journal articles were being published. At the early stages of the project, I followed the advice of other authors who would be most creative in the early morning. However, the progress and quality of the writing drastically improved by shifting to my most desirable timeslot - in the evenings, often until 2-3 am. I would urge all writers

to think carefully about what time their most productive writing could be accomplished, so above all they can write something EVERY DAY. I definitely struggled with this, and now realize how important a daily writing schedule is; even a single day away from your book makes it harder to return. On days when I had a tough time putting down the first few words, I would begin by drawing Figures, looking up literature references and other 'busy work'. Shortly thereafter, I was in the proper mind frame to begin writing again.

Know your audience and market. Perhaps the most important part of the writing project is the initial peer-reviewed book proposal. Therein, you must identify who the target audience is, and what competitors your book will have. It is essential that the author always write with these initial responses in mind."

Charles B. Corbin, Guy C. Le Masurier, and Dolly D. Lambdin, co-authors of *Fitness for Life: Middle School, 1st ed.*:

Charles Corbin:

"My first text was published in 1968. My current co-authors (Greg Welk, Will Corbin, and Karen Welk) and I are now completing the 15th edition. The success of this book, and others that I have written with (Ruth Lindsey, Guy Le Masurier, and Dolly Lambdin), is due to a variety of factors. The AUTHOR acronym below is used to help others remember some of the things that I think have helped me to be successful as an author.

- **A** - Anticipate trends. Look to the future and help your readers know what is ahead. A unique book must lead the way--not follow.
- **U** - Write for understanding. Write to clarify--not to confuse. Make difficult ideas understandable.
- **T** - True passion. I believe in what I write. I want others to know the importance of my subject matter. Passion matters.
- **H** - Hard work. Many have told me that they could write a book, but only a few have done it. Hard work is a must for successful authors.
- **O** - Others. You can't do it by yourself. Choose good co-authors. Select a good company and find good editors.
- **R** - Research. Base your work on good science and theory. Good books are well documented and factually correct."

Guy Le Masurier:

"A friend of mine used to say, 'anything worth doing is worth doing poorly!' I use this quote to remind me that if something is worth doing I should go out and do it to the best of my abilities. It won't be perfect the first time, but I will learn how to improve from my errors and from others who I encounter in along the way. Conversely, if you try to make it perfect the first time you probably won't ever finish."

Dolly Lambdin:

"The best advice I can give about writing a quality textbook is to work with great co-authors like Chuck and Guy and a wonderful publishing house like Human Kinetics. We had a great team whose members had different strengths, respected each other's contributions, and were willing to challenge each other's thinking. Textbook writing experience and content expertise coupled with lots of practical schoolhouse experience helped us ensure that quality content was delivered in a form that would be useful to students and teachers."

William Stallings and Lawrie Brown, co-authors of *Computer Security: Principles and Practice, 1st ed.*:

William Stallings:

"Establish a Web presence for your book and be open to input from instructors and students. The feedback I get from this source has improved my books significantly."

Lawrie Brown:

"As any academic knows, preparing suitable material for presentation to students takes many many hours of, mostly unseen, work. This is even more true when it comes to translating this material into a text that has to stand on its own without last minute support and comment from its creator.

The author needs to be very familiar with the material, to have carefully researched and checked the details being presented. It must be presented in a logical sequence, guiding the students through the complexities of the subject content as the text evolves. For this it is very useful to have taught courses on the material, and hence have some awareness of where the traps and pitfalls are, and the learning blockages that students will likely encounter.

Before tackling writing a text, I found it very useful to be involved in the development of their support material, such as creating the slides to accompany a text. I am very grateful to William Stallings for the opportunity to do this for several of his texts.

Last, but certainly not least, having a deeply knowledgeable and experienced co-author in William Stallings was invaluable. Including from the perspective of guidance on how to structure and write the content, critique on the drafts, and more generally in providing advice on the publication process. The feedback from my co-author and the other reviewers was very useful. While you may not agree

with all issues raised, you do need to carefully consider them all, and decide what response and changes might be needed to improve the writing and presentation."

Kevin B. Smith, author of *Governing States & Localities*, 2nd ed.:

"My authoring advice:

- Writing is as much about organization and discipline as creativity. Schedule time for research and writing every single day.
- Deadlines are your friend. Honor them.
- Editing and writing are two different skills. Find a good editor and appreciate the heck out of them."

Janet Belsky, author of *Experiencing the Lifespan*, 1st ed.:

"Here are a few tips about writing the best possible book: Maybe it's my training as a clinical psychologist, but when I sit down to write, I automatically put myself into a reader's head. How can I present this concept or describe this research so it comes alive in the clearest, most captivating way? Captivating readers, as you all know, means telling a good story. So I structure my book to unfold like a conversation. When I define a term or explore a study in depth, I always use a creative analogy or real life example to concretely bring the material home. Rather than providing formal summary sections in the middle of each chapter (which can be boring), I *judiciously* garnish the narrative with photos and applied tables tailored to vividly illustrate the major points. I'm not afraid to get personal – talking about my feelings, asking readers to question the findings, encouraging them to think more deeply about their own lives. My topic, lifespan development, lends itself to this down-home, narrative approach. However, in writing about *any* subject, you can't go wrong if you keep this mindset: "I want to tell students about the exciting findings in my field". Finally, respect your audience. True, they know nothing about your topic, but assume your conversational partners are basically just as intelligent as you. Here is how I've approached my writing career:

Firstly, I make writing each book my *main* priority. Therefore, in my academic life, I try (albeit with limited success) to divest myself of almost all commitments but teaching. Family and this book come first (hopefully in that order, but, unfortunately, not always). It's frightening to look out over a blank expanse of nothing. So when I begin a chapter I don't dally excessively over the outline. I force myself to start writing, knowing that I'll be anxious, and keep telling myself: "Eventually you can do this thing". Understand that you will need to rewrite each line again and again and again. Be brave enough to cut large sections of your favorite prose when you find that a chapter is meandering. Expect negative reviews and – within reason – listen to every critique. Plan your book to take twice as long as you *initially* planned. *Experiencing the Lifespan*, was supposed to take three years. It actually took eight. Feel free to fantasize about the final product, but try to focus mainly on enjoying the process. Here is a final bit of advice: This is a wonderful way to spend your life!"

D.J. Henry, author of *Writing for Life*, 1st. ed.:

"Although *Writing for Life* is not my first textbook, advice about writing is something I still feel more comfortable seeking than giving. The following insights help me keep my writing life as a textbook author in perspective:

Have faith in your calling. An effective textbook is simply the extension of an effective teacher. That same passion that called you to teach will serve you well as a textbook author. To write, like to teach, is to serve. A textbook author must be open to the opinions of many others (such as editors, reviewers, and adopters) yet still maintain the veracity of his or her vision. I always find the balance when I ask 'Does this [input] help the greater good?' If it does, I let go of ego to take hold of the good advice. If not, I begin a dialogue to win consensus.

Serve both of your audiences. A textbook author really writes for two audiences: the teacher and the student. An effective textbook addresses the needs of both the expert and the novice in the field. Infuse your textbook with current content, best teaching practices, and engaging activities. My goal is to inspire both teacher and student!

Determine to persevere. Before I began writing, I held a romantic notion of the writer's life. Now, I know to expect long hours, countless revisions, stress-inducing deadlines, and unexpected glitches. When discouragement threatens, take heart: the moment will pass, and nothing is wasted. Every obstacle overcome, every moment on task, every stroke of your keyboard brings you wisdom."

Jay Withgott, co-author of *Environment: The Science Behind the Stories*, 3rd ed. :

"I consider myself still to be learning, but I will offer a few things (in no particular order) that have worked for me so far...

- Do it because you love it. As with anything in life, you can write a great textbook only if you relish the day-to-day work.
- Seek out top-notch people with whom to work. Successful books require dedicated teamwork among author(s), editors, publisher, marketing people, sales representatives, faculty contributors, and more.
- Write for the student, and solicit feedback from students and professors alike.
- Use metaphors from everyday life in your writing to clarify difficult concepts.
- Take the time to be meticulous; it does matter, and it DOES get noticed.
- Don't simply synthesize and present information. Our job is to find ways to do this that are both accessible and inspiring.

- Press your publisher to commission as many reviews (from both specialist researchers and generalist instructors) as you can handle. You can never have too much feedback. I am often amazed at how after 10 reviews of the same material, the 11th reviewer brings up something very important that everyone else had missed. And remember that reviews also boost awareness of your book among professors.
- Get to know your publisher's sales representatives and offer to help them anytime they need it. The book you help them sell may be your own!
- Think hard about how to make your supplements and website content useful, and work with your publisher as closely on these as your time will allow."

Belverd E. Needles, Jr., and Marian Powers, co-authors of *Principles of Accounting*, 10th ed.:

"We developed *Principles of Accounting* using what at the time was a unique pedagogical approach to beginning accounting. The most valuable action on the part of the author team for the long-run success of *Principles of Accounting* was to establish strong relationships with the teachers of the beginning accounting course both to educate them about our approach but also to help them become better teachers. We did this in many ways. For the first edition, Bel Needles personally traveled to more than 60 colleges and universities and wrote more than 5,000 letters to faculty over the next several years in support of the sales staff. Later, at a time when accounting education was undergoing significant change, we took six weeks and traveled to 45 schools to learn how instructors were reacting to the changes.

Over the years, we developed a database of instructors who taught from our book and started a journal, *Accounting Instructor's Report*, now in its 23rd year, to publish innovative pedagogical works devoted to the beginning accounting course. Perhaps most importantly, we established an annual, invitational *Conference on Accounting Education* devoted to developing faculty who teach beginning accounting. This two-day high-quality professional development course for accounting instructors is taught by our author team but with no sales pitches for our books. Each year, we invite the best teachers we can find without regard to what texts they currently use but with a limit of one person per school. Only about 25 percent of those attending use our books. Now in its 25th year thanks to the generous support of our publisher Houghton Mifflin Company, this conference has provided us with extensive face-to-face contact more than 2,500 accounting instructors who deal with the day-to-day challenges of teaching beginning accounting. These faculty contacts help us identify issues, trends, and technology useful in developing each new edition of our textbooks."

Susan V. Crosson, co-author of *Principles of Accounting*, 10th ed.:

"Authoring is a logical application of my mission as a professor: To create a learning process as individual as each student requires to master course content and actively apply, with confidence what's learned. I want students to have the best possible resources to learn, no matter what their learning style. I want to support full-time and part-time faculty with the solid teaching materials, provide course innovation guidance, and facilitate the acceptance and thoughtful use of new learning platforms and ideas. Authoring allows this pursuit of excellence. And, the trust that faculty and students place in the textbook and its authors is a profound motivator for me to do my very best when writing print-based or technology-based resources."

Susan Fawcett, author, *Grassroots: The Writer's Workbook*, 9th ed.:

"When my developmental writing students in the South Bronx just weren't learning from existing textbooks, I started making up my own sheets. I'd run home, invent a lesson, and run back to class to test it. The students loved the material, and they were learning. One day a sales rep visited our writing lab, where tutors were using my stapled sheets to work with students, and colleagues stopped by to grab handfuls of the sheets. The rep said, 'You've got a textbook that could change English composition, and you're giving it away, you bananahead.' From this nearly accidental birth of *Grassroots* and its subsequent editions, I learned these principles I'd like to share.

Class test your material. A good textbook is all about what engages students and helps them learn. The way to find out what works is to try it in the classroom.

Trust your ideas. No one was more astounded than I when *Grassroots*, written for a handful of diverse students in the South Bronx, began selling all over the U.S.. From this, I learned a valuable lesson: Don't underestimate your own ideas. Don't think, "Gee, if I thought of this, somebody else must have thought of it already." Not true. Many important innovations seem obvious to the person who discovers them—and afterwards, to many people.

Stay current. Once your book is up and running, rethink it thoroughly with every revision. Your publisher just wants a new edition, so you must be the guardian of pedagogical integrity. Make changes that keep your book alive and fresh, that apply new trends and technologies in ways that serve your highest teaching goals."

Charles H. "Chuck" Roth, author of *Fundamentals of Logic Design*, 5th ed.:

"One of the reasons my textbook has been very successful is that I revised it many times based on the feedback I received from students. I originally wrote the text for a self-paced course that has no lectures and the students were tested on each chapter. I carefully analyzed the test results and used this feedback to revise the text. Based on the methods I used when writing and revising the textbook, I offer the following advice:

- Write behavioral objectives that specify what your students should be able to do after they study your textbook.
- Test your students to see if they have mastered these objectives.
- Analyze the test results to determine what types of problems they are having.

- Assume that if the students are not learning, the problem is with the textbook, not with the students.
- Revise the relevant sections of the book and add appropriate exercises.
- Repeat the test and revise cycle until you are satisfied that the students can meet the stated objectives by studying your text."

Daniel C. Harris, author of *Quantitative Chemical Analysis*, 7th ed.:

"A good textbook shares the attributes of a good teacher who has (i) deep understanding of the subject, (ii) unbounded enthusiasm, humor, and the ability to communicate excitement, (iii) clarity and precision of thought and word, (iv) the ability to place himself or herself in the mind of a student new to the subject, and (v) the desire to show the importance and application of the subject.* The last point addresses the question 'Why should I learn this subject?'"

My goals when I first wrote *Quantitative Chemical Analysis* were to be interesting and to cover a sufficient range of topics in sufficient depth and detail. The first goal was to be interesting.

I try to select a concrete example to introduce each new topic. I typically select or create an illustration before I can write about a subject. Writing is centered around the illustration. As much as possible, I select real experimental results for illustrations.

When I leaf through a book or a periodical, it is a picture that captures my attention and makes me stop to read. A picture or diagram tends to be what we recall best.

A critical attribute of good textbook writing is keeping the ratio of words to ideas within an optimum range. An author can neither afford to be verbose nor too terse. Textbook manuscripts that I have reviewed often err toward verbosity. Each time I resume writing, I tend to reread what I have written and ask myself 'Can I say this more clearly?' 'Can my words be misinterpreted?' 'Will my language be understood by a non-native English reader?' I deliberately try to delete every word that can be deleted from a sentence without losing the meaning of that sentence. Shorter is always better.

When I write, I try to:

- First, get their attention. Begin with some subject or example that captures the reader's interest.
- Get to the heart of a matter immediately.
- Explain everything and don't assume much prior knowledge on the part of the reader. Avoid superficial explanations. I would rather omit a topic than not explain it well enough. Discussion must be at a level that the student understands.
- Use one idea in each paragraph. To start a new idea, start a new paragraph.
- Break the writing into small sections. It is easier to digest a small section and there is a sense of accomplishment when we finish reading each section. In some books, it is appropriate to place a test of comprehension at the end of each section.

Students deserve immediate feedback after working to solve a problem. I include answers to almost all of the problems at the back of the book. Some teachers complain that only half of the answers should be in the book, but I have never heard this complaint from a student.

An author must decide how much to reflect current practices of other authors and how much to break new ground. Advances depend on bold authors breaking new ground, but a book that deviates too far from the beaten path is less likely to be commercially successful. We tend to teach as we were taught. This tendency inhibits teachers from adopting a book that is too far from the mainstream. In my field of analytical chemistry, no text is suitable for all audiences. A 'focused' text reflects mainly what the author covers in his or her own course. The more widely useful "menu" text treats far more topics than any one course can cover. Teachers select topics from the menu based on course syllabus and personal interest. The menu text has a significantly wider market and more reference value than the focused text.

When you listen to a good teacher, you sense his or her enthusiasm and excitement. An author's enthusiasm should come across in the writing. A little spontaneous humor in a textbook is appreciated and might wake up a reader at the least expected moment.

My wife is my best critic. I often listen to her."

Attributes (i) to (iv) of a good teacher were stated by C. Thyagaraja, *Caltech News*, 2000, 34[2], 11.

ABOUT THE 2008 TEXTY, MCGUFFEY AWARD WINNERS

Janet Belsky has been writing textbooks in developmental psychology for the past 25 years. For most of her writing career, Dr. Belsky's focus was adulthood and aging. She is the author of *The Psychology of Aging: theory, research, and interventions* (Wadsworth, 1999), now in its third edition and *The Adult Experience* (Wadsworth, 1997). Along the way she also wrote a successful trade book, *Here Tomorrow: making the most of life after 50* (Johns Hopkins, Press, 1988; Ballantine, 1990). Her capstone textbook covering the whole lifespan, *Experiencing the lifespan* (Worth Publishers, 1997) was just published about 6 months ago. And now Dr. Belsky is immersed in writing

yet another textbook – this time in child development. In addition to her textbook writing passion, Dr. Belsky's other life passion is teaching undergraduates – which she is happily doing, most recently as a Full Professor in the Psychology Department at Middle Tennessee State University.

Dr. Lawrie Brown is a senior lecturer in the School of Information Technology and Electrical Engineering at the Australian Defence Force Academy (UNSW@ADFA) in Canberra, Australia. His professional interests include cryptography, communications and computer systems security, and most recently, the design of safe mobile code environments using the functional language Erlang. He has previously worked on the design and implementation of private key block ciphers, in particular the LOKI family of encryption algorithms. He currently teaches courses in computer security, cryptography, data communications and java programming, and conducts workshops in security risk assessment and firewall design.

Charles B. "Chuck" Corbin is professor emeritus at Arizona State University where he taught for 25 years. He has authored, co-authored, or edited more than 80 books including *Concepts of Physical Fitness*, 14th ed. (previous winner of McGuffey Award) with McGraw-Hill Higher Education, *Fitness for Life*, 5th ed. (previous winner of Texty Award) with Human Kinetics and *Fitness for Life: Middle School* (2008 Texty Award) with Human Kinetics. He has published more than 200 scholarly journal articles and has made scholarly presentations worldwide including numerous named lectures (Cureton, ACSM; Hanna, Sargent, and Distinguished Scholar, NAKPEHE; Prince Phillip, British PEA; and Weiss and Alliance Scholar, AAHPERD). He is past president and Fellow of American Academy of Kinesiology and Physical Education. Among his awards are the Healthy American Fitness Leaders Award (President's Council on Physical Fitness and Sports-PCPFS, National Jaycees), AAHPERD Honor Award, Physical Fitness Council Honor Award, the COPEC Hanson Award, and the Distinguished Service Award of the PCPFS. Dr. Corbin was named the Alliance Scholar by AAHPERD and the Distinguished Scholar of NAKPEHE. He is a member of the Advisory Board of Fitnessgram, was the first chair of the Science Board of the President's Council on Physical Fitness and Sports, and was recently elected to the National Association of Sports and Physical Education Hall of Fame.

Susan V. Crosson is Professor and Coordinator of Accounting at Santa Fe Community College in Gainesville, FL. She is known for her innovative application of pedagogical strategies online and in the classroom. She likes to speak and write on the effective use of technology throughout the accounting curriculum. Susan is co-author of several accounting textbooks including *Principles of Accounting*.

Susan serves on the AICPA's Pre-certification Education Executive Committee and on the Accounting Careers and Members in Education committee for the Florida Institute of CPAs. She is active in the American Accounting Association. Susan has received the Outstanding Educator Award and Lifetime Achievement Award from the American Accounting Association's Two Year College Section, the Florida Association of Community Colleges Professor of the Year Award for Instructional Excellence and University of Oklahoma's Halliburton Education Award for Excellence. Susan earned her Master of Science in Accounting from Texas Tech University and her undergraduate degree in accounting and economics from Southern Methodist University. She is a CPA.

Brad Fahlman is Associate Professor of Chemistry at Central Michigan University, joining the faculty in 2002. He received a B.Sc. (high honors) degree in Chemistry from the University of Regina (Saskatchewan, Canada) in 1996 and a Ph.D. degree in Inorganic Chemistry from Rice University in 2000 under the supervision of Andrew Barron. Dr. Fahlman is co-author on over 30 peer-reviewed journal publications, and has filed two patents. He is married with one kitty(!), and enjoys golfing and traveling, as well as nursing his palm tree through the harsh Michigan winters.

Susan Fawcett is the author of the marketing-leading textbook series *Grassroots* and *Evergreen*, as well as *Business English: Skills for Success*. The inductive, step-by-step lessons and activities in these textbooks come from her successful teaching career as a professor of English and director of the writing lab at Bronx Community College, CUNY. Fawcett's formal education took place at Ohio University, the University of London, and Columbia University, with the support of Fulbright and Woodrow Wilson fellowships. However, her writing skills were truly honed by teaching college writers, writing textbooks, and revising her own articles and poems for submission. Through presentations in the U.S. and South Africa, she has worked to improve college writing instruction and to promote textbook authorship by minority faculty. In her spare time, she loves to kayak, sing, and travel with friends and family. In 2000, *Evergreen* won the McGuffey Prize for a language and literature text.

Daniel C. Harris is a Senior Scientist and Esteemed Fellow at the Naval Air Systems Command in China Lake, California, where he has worked since 1983. Born in Brooklyn, NY in 1948, Dan earned degrees in chemistry from M.I.T. and Caltech and postdoced at Albert Einstein College of Medicine in New York City. He then taught at the University of California, Davis and Franklin and Marshall College. His two analytical chemistry textbooks are used at 50 percent of the colleges in the U.S.. They have appeared in 11 U.S. editions and 15 foreign editions. Dan has also published books in optical engineering and spectroscopy. His first book was written while he was a graduate student. Dan and his wife, Sally, have two sons and three grandchildren. One son worked as a problem checker for his Dad's books while in high school and college. The other son has written six books. In his younger days, Dan was an avid hiker. His discretionary time now is spent with his grandchildren. Dan attributes much of his success to the influence of his parents, Van and Shirley, who always gave him encouragement and a very long leash to seek adventure.

D. J. Henry is a veteran teacher with over 25 years of community college classroom experience and an acclaimed textbook author. During the course of her teaching career, D.J. Henry has served on several federally funded grants designed to infuse teaching and learning with sound pedagogies and technological supports. D.J. Henry has extensive experience in the standardized testing of literacy competencies. She worked with the State of Florida from 1982 to 2002 as an item writer, rubric writer, and reader for the College Level Academic Skills Test (CLAST) and the State Developmental Reading and Writing Exit Exam. D.J. Henry also served as a reader for the Florida Teacher Certification Exam (FTCE) for over 15 years.

D.J. Henry has several esteemed publications, including a three-book college reading series with Longman Publishers (*The Skilled Reader, The Effective Reader, and The Master Reader*). Adopted at over 1,100 institutions nation wide, the series had an immediate and profound impact on the teaching of college reading, and is the most successful launch of a first edition reading series in over two decades. Another highly regarded publication is D.J. Henry's *Thinking Through the Test* (Longman Publishers), a study guide for the State Developmental Reading and Writing Exit Exam in Florida. Additionally, she has also published innovations in authentic assessments that utilize student portfolio pedagogies. A passionate educator and dedicate colleague, D.J. Henry continues to share her expertise in reading, writing, and authentic assessment through numerous presentations and workshops at national, regional, and local conferences and individual colleges.

Dolly Lambdin, EdD, is a senior lecturer in the Department of Kinesiology & Health Education at the University of Texas at Austin. She has 16 years teaching experience in public and private schools grades K-8 and 31 years in teacher preparation at the university level for many years teaching mornings in the public school and afternoons at the university. She has supervised over 100 student teachers visiting thousands of public school classes and learning from scores of fabulous "cooperating teachers". Dr. Lambdin served as President of the National Association for Sport and Physical Education (NASPE) from 2004-05 and on the writing teams for the Texas Physical Education Essential Knowledge and Skills (TEKS) in Physical Education, the National and Texas State Physical Education Beginning Teacher Standards, and National Physical Education Appropriate Practices Guidelines. In addition to *Fitness for Life: Middle School*, Dr. Lambdin is a co-author of *Putting Research to Work in Elementary Physical Education* also published by Human Kinetics.

Guy Le Masurier lives on Vancouver Island and where he engages in teaching and research at Malaspina University-College (<http://www.mala.ca/index.asp>) in the Sport, Health & Physical Education Program. Guy's research focuses on physical activity measurement and physical activity promotion among youth. Guy has conducted and published numerous studies on youth physical activity. He is the section editor for the *Research Quarterly for Exercise & Sport* and served as a co-author on the *Physical Activity Guidelines for Children* published by the National (US) Association for Sport and Physical Education (NASPE, 2004). Guy also serves, with his wife Jodi, on the Protection Island Fire Department as a volunteer.

Belverd E. Needles, Jr. is the Ernst & Young Distinguished Professor of Accounting at DePaul University. He received BBA and MBA degrees from Texas Tech University and the Ph.D. degree from the University of Illinois. He teaches financial accounting, managerial accounting, and auditing at DePaul University, where he is an internationally recognized expert in international accounting and education. He has published in leading journals and is the author or editor of more than 20 books and monographs. His *Principles of Accounting* text was translated into Russian and is now the leading textbook in Russia on Western accounting. He is active in many academic and professional organizations. He has received the Distinguished Alumni Award from Texas Tech University, the Illinois CPA Society Outstanding Educator Award, the Joseph A. Silviso Faculty Award of Merit from the Federation of Schools of Accountancy, the Ledger & Quill Award of Merit, and the Ledger & Quill Teaching Excellence Award. He was named Educator of the Year by the American Institute of CPAs, Accountant of the Year for Education by the national honorary society Beta Alpha Psi, and Outstanding International Accounting Educator by the American Accounting Association. He has received the Excellence in Teaching Award from DePaul University.

Marian Powers earned her Ph.D. in accounting from the University of Illinois at Urbana. She has served on the accounting faculty of the Kellogg Graduate School of Management at Northwestern University, the University of Illinois at Chicago, and The Lake Forest Graduate School of Management. Since 1987, she has been an adjunct professor of accounting at the Allen Center for Executive Education at Northwestern University specializing in teaching financial reporting and analysis to executives. She is also co-author of several college accounting textbooks and in-depth cases on financial analysis. The Text and Academic Authors Association chose *Financial Accounting* as recipient of the 1998 Textbook Excellence Award. Her research has been published in *The Accounting Review, The International Journal of Accounting, Issues in Accounting Education, The Journal of Accountancy, The Journal of Business, Finance and Accounting*, and *Financial Management* among others. Professor Powers has co-authored three accounting and finance interactive multimedia software products. Fingraph® Financial Analyst™ is financial analysis software. Financial Analysis and Decision Making is a goal-based learning simulation focused on how to interpret financial reports. *Introduction to Financial Accounting* is also a goal-based simulation that uses the Financial Consequences® Model to introduce financial accounting and the financial statements to those unfamiliar with accounting. Dr. Powers has received recognition and awards for her teaching and is a part of a team that developed and delivers The Conference on Accounting Education, an annual conference now in its nineteenth year.

Charles H. "Chuck" Roth was born and raised in St. Paul, Minnesota. He received his B.E.E. degree in Electrical Engineering from the University of Minnesota in 1955 and his Masters and E.E. degrees from M.I.T. in 1957 and 1959, respectively. In 1961, Chuck received his PhD from Stanford University, and he joined the faculty of the University of Texas in Austin that year. After over 40 years of teaching, he is currently Professor Emeritus of Electrical and Computer Engineering at U.T. Chuck developed a large self-paced course in logic design and wrote *Fundamentals of Logic Design* as the textbook for that course. In addition to publishing four textbooks, he is author of more than 36 technical papers and reports, and several software packages. Six PhD students and 80 MS students have received their degrees under his supervision. He has received several teaching awards including the 1974 General Dynamics Award for Outstanding Engineering Teaching. Chuck and his wife Kaye will celebrate their 50th wedding anniversary this year. Chuck continues to actively pursue his hobbies, which include international folk dancing and contra dance calling.

Kevin Smith is a Professor of Political Science at the University of Nebraska-Lincoln. He has been a member of this department for 14 years, serving the last seven as director of its graduate program. He received his PhD from the University of Wisconsin-Milwaukee in 1994, and his BA from Texas Tech University in 1985. In addition to the state and local government book receiving a 2008 Texty, he has

also co-authored academic textbooks in American politics (*The Promise and Performance of American Democracy*, published by Wadsworth) and public administration (*Public Administration: Power and Politics in the Fourth Branch of Government*, published by Oxford University Press).

William Stallings has made a unique contribution to understanding the broad sweep of technical developments in computer networking and computer architecture. He has authored 17 titles, and counting revised editions, a total of 41 books on various aspects of these subjects. Currently he is an independent consultant whose clients have included computer and networking manufacturers and customers, software development firms, and leading-edge government research institutions. He has ten times received the award for the best Computer Science textbook of the year from the Text and Academic Authors Association. As evidence of his commitment to providing a broad range of support to students, Bill created and maintains the Computer Science Student Resource Site at WilliamStallings.com/StudentSupport.html. This site provides documents and links on a variety of subjects of general interest to computer science students (and professionals). He is a member of the editorial board of *Cryptologia*, a scholarly journal devoted to all aspects of cryptology. He is a frequent lecturer and author of numerous technical papers. His books include *Data and Computer Communications*, Eighth Edition (Prentice Hall, 2007), which has become the standard in the field. Dr. Stallings holds a PhD from M.I.T. in Computer Science and a B.S. from Notre Dame in electrical engineering.

Jay H. Withgott is a science and environmental writer with a background in scientific research and teaching. He holds degrees from Yale University, University of Arkansas, and University of Arizona. As a researcher, he has published scientific papers on topics in ecology, evolution, animal behavior, and conservation biology in a variety of journals including *Proceedings of the National Academy of Sciences*, *Proceedings of the Royal Society of London B*, *Evolution*, and *Animal Behaviour*. He has taught university-level laboratory courses in ecology, ornithology, vertebrate diversity, anatomy, and general biology.

As a science writer, Jay has authored articles for a variety of journals and magazines including *Science*, *New Scientist*, *BioScience*, *Current Biology*, *Conservation in Practice*, and *Natural History*. He combines his scientific expertise with his past experience as a reporter and editor for daily newspapers to make science accessible and engaging for general audiences.

Jay lives with his wife, biologist Susan Masta, in Portland, Oregon, and takes every opportunity he can to explore the diverse landscapes of Oregon and the American West.

2008 TAA AWARDS

FRANK SILVERMAN LIFETIME ACHIEVEMENT AWARD

The **Frank Silverman Lifetime Achievement Award** recognizes a lifetime of excellence in authoring; a career of support and service to authors. Authors who receive this award have fulfilled the highest ideal of the Text and Academic Authors Association. The award is named after long time TAA member Frank Silverman, who died in 2004.

NORMA HOOD AWARD

The **Norma Hood Award** recognizes the efforts of a member whose devotion and commitment to the Text and Academic Authors Association, away from the limelight, keeps the organization strong and vibrant in the best tradition of the award's namesake, Norma L. Hood, TAA's Executive Director from 1992-1995.

MIKE KEEDY SERVICE AWARD

The **Mike Keedy Award** recognizes dedication by a member on behalf of authors. The award was named in honor of Mike Keedy, TAA's founder and Executive Director from 1987-1992, and President from 1987-1990.

TAA PRESIDENT'S AWARD

The **TAA President's Award** is presented by the current TAA president to someone who in his or her view has great potential for service in TAA.

PAUL ANDERSON MEMORIAL MEMBERSHIP AWARD

The **Paul Anderson Memorial Membership Award** honors those who have helped the association recruit new members. This award is named after TAA's first member, who died in November 2006.

TAA TEXTY AWARD WINNERS, 1997-2007

2007: Buffalo, NY

Barbara Kaiser and Judy Sklar Rasminsky, *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively*, 2nd ed. (Ally & Bacon)
Linda Null and Julia M. LoBur, *The Essentials of Computer Organization & Architecture*, 2nd ed. (Jones & Bartlett Publishers)
William Stallings, *Data and Computer Communications*, 8th ed. (Pearson/Prentice Hall)
Gregory A. Lewbart, *Invertebrate Medicine*, 1st ed. (Blackwell Publishing Professional)
Frank C. Wilson, *Finite Mathematics and Applied Calculus*, 1st ed. (Houghton Mifflin College)
Fred S. Kleiner, *A History of Roman Art* (Wadsworth/Thomson Higher Education)
Joseph F. Healey, *Race, Ethnicity, Gender and Class: The Sociology of Group Conflict & Change* (Sage Publications)

2006: Orlando, FL

Steve F. Barkan, *Criminology: A Sociological Approach*, 3rd ed. (Pearson/Prentice Hall Publishing)
John R. Fuller, *Criminal Justice: Mainstream & Crosscurrents*, 1st ed. (Pearson/Prentice Hall Publishing)
Karen Timberlake, *Basic Chemistry*, 1st ed. (Benjamin Cummings/Pearson Education)
Maureen Burton and Ray Lombra, *The Financial System and the Economy: Principles of Money and Banking*, 4th ed. (Thomson/South-Western)
William Stallings, *Computer Organization and Architecture*, 7th ed. (Prentice-Hall)
Barbara Waxer and Marsha Baum, *Internet Surf and Turf Revealed: The Essential Guide to Copyright, Fair Use, Finding Media*, 1st ed. (Thomson Course Technology)
Dr. Laura Taalman, *Integrated Calculus: Calculus With Precalculus and Algebra*, 1st ed. (Houghton Mifflin Company)

2005: Las Vegas

John Budd, *Labor Relations: Striking a Balance*, 1st ed. (McGraw-Hill)
Antony Wilbraham, Michael Matta, Dennis Staley and Edward Waterman, *Prentice Hall Chemistry*, 7th ed. (Pearson/Prentice Hall)
William R. Pasewark, Sr., Scott Pasewark, William R. Pasewark, Jr., Carolyn Pasewark Denny, Jan Pasewark Stogner, Beth Pasewark Wadsworth, *Microsoft Office 2003 Introductory Course*, 6th ed. (Thomson Course Technology)
Jean Lukesh, *The Nebraska Adventure*, 2nd ed. (Gibbs Smith)
Edward Bergman and William Renwick, *Introduction to Geography: People, Places and Environment*, 3rd ed. (Pearson/Prentice Hall)
Sallie Marston, Paul Knox and Diana Liverman, *World Regions in Global Context: People, Places and Environment*, 2nd ed. (Pearson/Prentice Hall)
Charles Williams, Manny Harageones, Dewayne Johnson and Charles Smith, *Personal Fitness: Looking Good Feeling Good*, 5th ed. (Kendall/Hunt Publishing Company)
Jennie Dusheck and Allan Tobin, *Asking About Life*, 3rd ed. (Wadsworth & Brooks/Cole)
Susanna Epp, *Discrete Mathematics with Applications*, 3rd ed. (Brooks/Cole)

2004: St. Petersburg, FL

Maurine H. Beasley, Sheila Gibbons, *Taking Their Place: Documentary History of Women and Journalism*, 2nd ed. (Strata Publishing)
Stephen Lucas, *The Art of Public Speaking*, 8th ed. (McGraw-Hill)
Phil Wagreich, *Math Trailblazers: A Mathematical Journey Using Science & Language Art*, 2nd ed. (Kendall/Hunt Publishing Co.)
Ron Larson and Robert Hostetler, *Precalculus*, 6th ed. (Houghton Mifflin)
Richard Alan McMahon, Sr., *Exploring Microsoft Windows XP Volume 1*, 1st ed. (Prentice Hall/Pearson Education, Inc.)
Daniel B. Botkin and Edward A. Keller, *Environmental Science: Earth as a Living Planet*, 4th ed. (John Wiley & Sons, Inc.)

2003: Richmond, VA

Andrew S. Tanenbaum, *Modern Operating Systems*, 2nd ed. (Prentice Hall)
William Stallings, *Operating Systems*, 4th ed. (Prentice Hall)
Michael Sullivan, *Sullivan's College Algebra*, 6th ed (Prentice Hall)
Paul Siegel, *Communication Law in America*, 1st ed. (Allyn & Bacon)
Fredric Martini, *Fundamentals of Anatomy and Physiology*, 5th ed. (Prentice Hall)
Antony C. Wilbraham, Dennis D. Staley, Michael S. Matta, and Edward L. Waterman, *Addison Wesley Chemistry 2002*, 5th ed. (Prentice Hall)

2002: San Diego

Fredric Martini and Michael Timmons: *Human Anatomy*, second edition (Prentice Hall)
Scott G. Pasewark, William R. Pasewark Jr., William R. Pasewark Sr., Carolyn Pasewark Denny, Frank M. Stogner, Jan Pasewark Stogner and Beth Pasewark Wadsworth: *Microsoft Office XP, Introductory Course*, 1st ed. (Course Technology). Paul Siegel: *Communication Law in America*, 1st ed. (Allyn & Bacon).
William Stallings: *Operating Systems*, 4th ed. (Prentice Hall).
Michael Sullivan: *Sullivan's College Algebra*, 6th ed. (Prentice Hall).
Andrew S. Tanenbaum: *Modern Operating Systems*, 2nd ed. (Prentice Hall).

Antony C. Wilbraham, Dennis D. Staley, Michael S. Matta and Edward L. Waterman: *Addison Wesley Chemistry 2002*, 5th ed. revised (Prentice Hall).

2001: San Antonio

William D. Callister Jr.: *Fundamentals of Materials Science and Engineering: An Interactive Text* (Wiley).
Ida Flynn and Ann McIver McHoes: *Understanding Operating Systems*, 3rd ed. (Brooks/Cole).
Mary Ellen Guffey: *Business Communication: Process and Product*, 3rd ed. (Thomson).
Fred S. Kleiner and Christin J. Mamiya: *Gardener's Art Through the Ages*, 11th ed. (Harcourt)
Jay Pasachoff and Alex Filippenko: *The Cosmos: Astronomy in the New Millennium* (Harcourt).
Martin Lewis, Marie Price, William Wyckoff and Les Rowntree: *Diversity Amid Globalization* (Prentice Hall).
William R. Pasewark Sr., William R. Pasewark Jr., Carolyn Pasewark Denny, Scott G. Pasewark, Jan A. Pasewark Stogner, Frank M. Stogner and Beth Pasewark Wadsworth: *Microsoft Works 2000*, Basic, 3rd ed. (South-Western/Course Technology).
Dee U. Silverthorn: *Human Physiology: An Integrated Approach*, second edition (Prentice-Hall).

2000: New Orleans

Edward Aguado and Jim Burt: *Understanding Weather and Climate* (Prentice Hall).
Courtland Boveé and John V. Thill: *Business Communication Today* (Prentice Hall).
Warren Boveé: *Discovering Journalism* (Greenwood).
William S. Klug and Michael Cummings: *Concepts of Genetics* (Prentice Hall).
William R. Pasewark Jr. and William R. Pasewark Sr.: *Microsoft 2000: Introductory Course* (South-Western).
James Rubenstein: *The Cultural Landscape: An Introduction to Human Geography* (Prentice Hall).
William Stallings: *Computer Organization and Architecture* (Prentice Hall)
Antony C. Wilbraham and Dennis D. Staley, Michael S. Matta and Edward L. Waterman: *Addison Wesley Chemistry* (Prentice Hall).

1999: Park City

Edward J. Tarbuck and Frederick K. Lutgens: *Earth: An Introduction to Physical Geology*, 6th ed. (Prentice Hall).
Sallie A. Marston and Paul L. Knox: *Human Geography: Places and Regions in Global Context*, 1st ed. (McGraw-Hill).
Jennie Dusheck and Allan Tobin: *Asking About Life*, 1st ed. (Saunders).
William Stallings: *Cryptography and Network Security*, 2nd ed. (Prentice Hall)
Laura H. Chapman: *Adventures in Art*, 1st ed. (Davis)
Michael Sullivan: *College Algebra*, 5th ed. (Prentice Hall)

1997: Las Vegas

Charles Corbin and Ruth Lindsey: *Fitness for Life* (Scott Foresman/Addison Wesley)
Roland E. Larson: *Interactive College Algebra* (Houghton Mifflin)
Roland E. Larson: *Larson's Leapfrog Math* (Meridian Creative Group)
William Stallings: *Data and Computer Communications* (Prentice Hall)
Hiley Ward: *Mainstreams of American Media History* (Allyn & Bacon)
Antony Wilbraham, Michael S. Matta and Dennis D. Staley: *Addison Wesley Chemistry* (Addison Wesley)
Michael Zeilik: *Astronomy -- The Evolving Universe* (Wiley & Sons)

TAA McGUFFEY AWARD WINNERS, 1998-2007

2007: Buffalo, NY

Michael Sullivan, *College Algebra*, 8th ed. (Prentice Hall)
James W. Kalat (textbook), Elaine Hull (study guide), Jeffrey Stowell (test bank), Cynthia Crawford (instructor's resource manual) and Chris Hayashi (NOW and Multimedia Manager), *Biological Psychology* (Thomson Wadsworth)

2006: Orlando, FL

Thalia Dorwick (and inactive authors: Marty Knorre, Ana Maria Perez Girones, William Glass, Hildebrando Villarreal), *Puntos de partida: An Invitation to Spanish*, 7th ed. (McGraw-Hill Higher Education)
Ron Larson, Bob Hostetler and Bruce Edwards, *Calculus*, 8th ed. (Houghton Mifflin)
Ida M. Flynn and Ann McHoes, *Understanding Operating Systems*, 4th ed., (Thomson Course Technology)

2005: Las Vegas

John (Jack) M. Ivancevich, Robert Konopaske, James Donnelly, and James L. Gibson, *Organizations: Behavior, Structure, Processes*, 11th ed. (McGraw-Hill/Irwin)
Fred Lutgens, *The Atmosphere: An Introduction to Meteorology*, 9th ed. (Pearson Education/Prentice Hall)
William Stallings, *Business Data Communications*, 5th ed. (Prentice Hall)
Charles Williams, Manny Harageones, Dewayne Johnson and Charles Smith, *Personal Fitness: Looking Good Feeling Good*, 5th ed. (Kendall/Hunt Publishing Company)
Dr. Mary Ellen Guffey, *Essentials of Business Communication*, 6th ed. (South-Western/Thomson)
Charles F. Lytle and John R. Meyer, *General Zoology Laboratory Guide*, 14th ed. (McGraw Hill Higher Education)

2004: St. Petersburg, FL

Karen Timberlake, *An Introduction to General, Organic, and Biological Chemistry*, 8th ed. (Benjamin Cummings/Pearson Education)
Stephen Lucas, *The Art of Public Speaking*, 8th ed. (McGraw-Hill)
Ron Larson, Robert Hostetler, Bruce Edwards, *Calculus*, 7th ed. (Houghton Mifflin)
Marilyn Fordney, Linda French and Joan Follis, *Administrative Medical Assisting*, 5th ed. (Thomson Delmar Learning)

2003: Richmond, VA

William Stallings, *Computer Organization and Architecture*, 5th ed. (Prentice Hall)
Antony C. Wilbraham, Dennis D. Staley, Michael S. Matta, and Edward L. Waterman, *Addison Wesley Chemistry 2002*, 5th ed. (Prentice Hall)
C..W. Fetter, *Applied Hydrogeology*, 4th ed. (Prentice Hall)
Thomas L. Tedford and Dale A. Herbeck, *Freedom of Speech in the United States*, 4th ed. (Strata Publishing)
Marilyn "Winkie" Fordney, *Insurance Handbook for the Medical Office*, 7th ed. (W.B. Saunders)
Jean-Paul and Rebecca Valette, *Contacts: Langue et Culture Francaises*, 7th ed. (Houghton Mifflin)
Michael Mescon, Courtland Bovee and John Thill, *Business Today*, 10th ed. (Prentice Hall)

2002: San Diego

Antony C. Wilbraham, Dennis D. Staley and Michael S. Matta: *Addison Wesley Chemistry*, (Prentice Hall).
C.W. Fetter: *Applied Hydrogeology* (Prentice Hall).
Marilyn T. Fordney: *Insurance Handbook for the Medical Office* (W.B. Saunders).
Michael Mescon, Courtland Bovee and John Thill: *Business Today* (Prentice Hall).
William Stallings: *Computer Organization and Architecture* (Prentice Hall).
Thomas L. Tedford and Dale A. Herbeck: *Freedom of Speech in the United States* (Strata Publishing).
Jean-Paul and Rebecca Valette: *Langue et Culture Françaises* (Houghton Mifflin).

2001: San Antonio

Fred S. Kleiner and Christin J. Mamiya: *Gardner's Art Through the Ages* (Harcourt).
Daniel Solow: *How to Read and Do Proofs* (Wiley).
William Stallings: *Local and Metropolitan Area Networks* (Prentice Hall).

2000: New Orleans

D. Stanley Eitzen and Maxine Baca Zinn: *Social Problems* (Allyn & Bacon).
Tom McKnight: *Physical Geography: A Lansdscape Appreciation* (Prentice Hall).
William Stallings: *Data and Computer Communications* (Prentice Hall).
Susan Fawcett and Alvin Sandberg: *Evergreen: A Guide to Writing* (Houghton Mifflin).

1999: Park City

Mary Ellen Guffey: *Business English* (South Western).
Ibe Mizrah and Michael Sullivan: *Finite Mathematics: An Applied Approach* (John Wiley).
Lee Mountain: *Uncle Sam and the Flag* (Oddo).
Dorothy V. Seyler: *Read, Reason, Write* (McGraw-Hill).
Thomas L. Wheelen and J. David Hunger: *Strategic Management and Business Policy* (Addison Wesley Longman).

1998: St. Petersburg

Louis Boone and David Kurtz: *Contemporary Marketing: Wired* (Dryden).
Chuck Corbin and Ruth Lindsay: *Physical Fitness* (Brown & Benchmark).
Ron Larson: *Leapfrog Math* (Meridian).
Thomas Lathrop and Eduardo Dias: *Portugal* (Lingua).
Thomas Mertens and R.L. Hammersmith: *Genetics* (Prentice Hall).
Paul Tippens: *Physics* (Glencoe McGraw-Hill).

PAST TAA AWARD WINNERS

Mike Keedy Award

1993 - Mike Keedy
1994 - Ronald Pynn
1995 - John Vivian
1996 - Michael Lennie
1997 - Michael Sullivan
1998 - Bill Pasewark
1999 - Frank Silverman
2000 - Kim Pawlak
2001 - Gerald Stone
2002 - No One
2003 - Jay Black
2004 - No One
2005 - Stephen Gillen
2006 - No One
2007 - Mike Keedy

Norma Hood Award

1996 - Jean Sullivan
1997 - Mary Kay Switzer
1998 - Jay Black

1999 - Paul Tippens
2000 - Chris Harris
2001 - Donna Besser
2002 - Tara Gray
2003 - Kim Pawlak
2004 - No one
2005 - Janet Tucker
2006 - Lydia T. Seidick
2007 - Kim Pawlak

President's Award

1994-95 - William Pasewark Sr.
1997 - John Vivian
1999 - Peggy Stanfield
2000 - Ronald Pynn
2001 - Paul Siegel
2002 - Michael Lennie
2003 - John Wakefield
2004 - No one
2005 - Robert Christopherson
2006 - Michael Sullivan
2007 - Michael Lennie

Frank Silverman Lifetime Achievement Award

2003 - Frank Silverman
2004 - No one
2005 - Paul Anderson
2006 - Ronald Pynn
2007 - Michael Sullivan

Paul Anderson Membership Award

2007 - Tara Gray

TAA CONFERENCE SPONSORS WHOSE BOOKS WON 2008 TEXTY OR MCGUFFEY AWARDS



Would you like your book or other instructional material to be considered for a Texty or McGuffey Award?

ASK TAA TO SEND A NOMINATION FORM TO YOUR PUBLISHER

TAA's prestigious Texty and McGuffey Awards have helped winners increase the sales of their texts and gain academic recognition at their institutions. Authors do not need to be members of TAA.

Texty and McGuffey entries must be officially nominated by publishers, but authors can make the initial inquiry and "get the ball rolling." Authors can send TAA a nomination form, asking the association to send a form to their publisher.

The publisher must submit a copy of the work and any ancillary and supplemental materials (with some exceptions for e-text entries) to the three individual judges who will be reviewing the text, and two copies to TAA headquarters. There is no limit to the number of entries a publisher can submit. A nomination fee of \$300 helps offset TAA's costs.

TAA sends press releases to appropriate journals and publications for each winner. Authors and co-authors of each winning text, as well as the book's editor or publisher, receive a plaque. TAA presents the awards to those winners attending the TAA Awards Ceremony at the association's annual conference each June. Those not present are mailed their award after the conference.

Author or publishers can purchase gold Texty and McGuffey seals to place on their textbooks or promotional materials for a nominal fee.

Deadline for sending the nomination form and fee for the 2009 awards is October 15, 2008. Deadline to receive books for judging is November 15, 2008. (These deadlines can be somewhat flexible according to publication dates.) See forms on the next two pages.



TEXT AND ACADEMIC AUTHORS ASSOCIATION

2009 WILLIAM HOLMES MCGUFFEY "McGuffey" LONGEVITY AWARDS

Publisher's Nomination Form (Publisher must nominate book, but fee can be paid by publisher or author)

PLEASE TYPE OR PRINT

Title of nominated work (initial copyright must be 1994 or earlier and work must still be selling):

Current edition: _____

Authors (Attach separate page to list additional authors):

Name _____ Email: _____

Address _____

Name _____ Email: _____

Address _____

Publisher : _____

Division El-Hi College

Category Accounting/Business/Economics/Management Physical Sciences Humanities/Social Sciences
 Communication/Education/Performing Arts/Visual Arts Computer Science/Engineering
 Language/Literature Life Sciences Mathematics/Statistics

Your Name and Title: _____

Address: _____

Phone: _____ Fax: _____ E-mail: _____

Comp Copies will be mailed by (what date) _____

Nomination Instructions:

- Attach a list of the trade journals, academic journals, house organs, etc., we should send news releases to.
- Complete this form and mail with the \$300 nomination fee to: TAA, P.O. Box 76477, St. Petersburg, FL 33734. Include name of book and lead author on check.
- Send one comp copy to the three individual judges (names and addresses will follow later). Include ancillary materials, teachers' guides or supplements comp copies sent to judges. (Some exceptions can be made for el-hi entries.)

NOMINATION DEADLINE: November 15th, 2008. COMP COPY DEADLINE: December 15th, 2008.

Questions? Call Janet Tucker, TAA Managing Director, National Headquarters at (727) 563-0020.



TEXT AND ACADEMIC AUTHORS ASSOCIATION

2009 "TEXTY" TEXTBOOK EXCELLENCE AWARDS

Publisher's Nomination Form (Publisher must nominate book, but fee can be paid by publisher or author)

PLEASE TYPE OR PRINT

Title of nominated work (initial copyright must be 2008-2009 or earlier and work must still be selling):

Current edition: _____

Authors (*Attach separate page to list additional authors*):

Name _____ Email: _____

Address _____

Name _____ Email: _____

Address _____

Publisher : _____

In which division should the work be judged? [] El-Hi [] College

In which category should the work be judged?

[] Accounting/Business/Economics/Management [] Physical Sciences [] Humanities/Social Sciences

[] Communication/Education/Performing Arts/Visual Arts [] Computer Science/Engineering

[] Language/Literature [] Life Sciences [] Mathematics/Statistics

Your Name and Title: _____

Address: _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Comp Copies will be mailed by (what date) _____

Nomination Instructions:

- Attach a list of the trade journals, academic journals, house organs, etc., we should send news releases to.
- Mail this form with the \$300 nomination fee to: **TAA, P.O. Box 76477, St. Petersburg, FL 33734**. Include name of book and lead author on check.
- Send one comp copy to each judge (names and addresses will follow). Include ancillary materials, teachers' guides or supplements with comp copies sent to judges. (Some exceptions can be made for el-hi entries.)

NOMINATIONS DEADLINE: November 15th, 2008. **COMP COPY DEADLINE:** December 15th, 2008.

Questions? Call Janet Tucker, TAA Managing Director, National Headquarters at (727) 563-0020.

INTERESTED IN SERVING AS A TEXTY AND MCGUFFEY AWARD JUDGE?

Contact TAA headquarters at (727) 563-0020 or TextandAcademicAuthors@taaonline.net or fill out the form below.

Rules:

Judges must be published authors in the genre they judge in.
Judges cannot be direct competitors of the work(s) they are judging.
Judges names' remain anonymous.



TEXT AND ACADEMIC AUTHORS ASSOCIATION

BECOME A TEXTY AND MCGUFFEY AWARDS JUDGE

Yes! I am a published author and would like to be a 2009 Texty and McGuffey Awards judge!

I can evaluate in the category of (please place a check next to all that apply):

_____ Mathematics/Statistics

_____ Communication/Education/Performing Arts/Visual Arts

_____ Language/Literature

_____ Computer Science/Engineering

_____ Physical Sciences

_____ Life Sciences

_____ Humanities/Social Sciences

_____ Accounting/Business/Economics/Management

Name: _____

Address: _____

Phone: _____ E-mail _____

Thank you!

Please mail to TAA, P.O. Box 76477, St. Petersburg, FL 33734-6477