

# Bibliography of Writing Textbooks

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Once again, *WPA* offers a guide to new textbooks (and texts in new editions) for writing courses. This year's guide includes texts published during the 1988-89 academic year, all of which have 1989 copyright dates unless otherwise noted. All texts should be available by March, 1989.

This year, however, the bibliography has a new compiler. I have endeavored to maintain familiar procedures and categories, but where books have refused to fit comfortably in any single category, I have accepted the publisher's classification. As in the past, participating publishers submitted information which the compiler then edited to keep annotations as objective as possible. Where the terms "process" and "product" occur in those annotations, they reflect the publisher's characterization of a text's approach. Prices and number of pages—where they have been provided—may be tentative.

Although space limitations remain a consideration, I have chosen to include computer software sold as a "text" for a writing course. Computerized writing classrooms are rapidly becoming common and such software "texts" are now an important consideration for WPAs. Similarly, I have included anthologies of literature which do not specifically have a writing orientation: for whatever reasons—the WAC movement, concern over literacy, changing demographics among faculty members—many colleges and universities are once again teaching writing in a literary context, particularly in advanced courses.

## Classification Outline

### I. Developmental Writing Texts

- A. Handbooks
- B. Rhetorics
- C. Readers
- D. Workbooks
- E. Special Texts

### II. Freshman Writing Texts

- A. Handbooks
- B. Rhetorics
- C. Readers
- D. Workbooks
- E. Special Texts

### III. Advanced Writing Texts

- A. Rhetorics
- B. Readers
- C. Composition and Literature Texts
- D. Business and Technical Writing Texts
- E. Special Texts

### IV. Professional Texts

#### I. Developmental Writing Texts

##### I. A. Handbooks

*Improving the Grammar of Written English: The Handbook*, by Patricia Byrd (Wadsworth; 1988). Part of a two-volume set intended for use by high-intermediate and advanced ESL students. The handbook contextualizes the study of grammar.

*Review and Revise*, by Marlene Martin (McGraw-Hill; 320 p.; \$12.95). This concise handbook is a guide to mechanics with "fast-paced, clear explanations" and practice exercises. After a 4-chapter overview of "process" the handbook is organized alphabetically. Appropriate for use in both developmental and freshman composition, the book also uses cartoons to accent text. Instructor's Manual.

##### I. B. Rhetorics

*The Basic Writer's Rhetoric* by Bill Herman (Holt, Rinehart, and Winston; 384 p.). This process rhetoric covers the major rhetorical modes. Each chapter contains a reading which exemplifies the mode, exercises, and writing assignments. A handbook section covers grammar, punctuation, and mechanics.

*College Writing Skills with Readings*, 2nd ed., by John Langan (McGraw-Hill; 544 p.; \$21.95). Designed for upper level developmental courses that emphasize essay writing, this text builds on Langan's four "bases" of writing (unity, support, coherence, sentence skills) and contains readings and a handbook. Instructor's Manual; Ditto Masters; Software.

*The Complete Paragraph Workout Book*, by Carol Fitzpatrick and Marybeth Ruscica (D. C. Heath; 400 p.; \$16.00), provides an overview of invention, drafting, and revision and contains twenty-four readings with exercises and questions. Grammar section for review as needed.

*Composing with Confidence*, 2nd ed., by Alan Meyers (Scott, Foresman; 416 p.). Process-oriented text presents paragraph and essay writing, clustering techniques, and sentence combining as well as sentence-level grammar, mechanics, spelling, and style. New "predicting" exercises. Instructor's Manual.

*Developing College Writing: From Substance to Style*, by Helen Heightsman Gordon (St. Martin's; 416 p.). This rhetoric with handbook for basic writing and freshman composition treats writing paragraphs, essays, competency tests, and essay exams; it also emphasizes critical thinking in chapters on tone, language, logic and persuasion, fallacies, and writing a persuasive paper. Exercises and assignments throughout. Instructor's Manual. Instructor's Edition (with Manual).

*Developing Writers: Prize-winning Essays*, by Martin M. McKoski and Lynne C. Hahn (Scott, Foresman; 256 p.). Process-oriented text organized around twenty-two national prize-winning student essays includes coverage of topic generation, steps in the composing process, and collaborative writing. Instructor's Manual.

*The English Notebook: A Basic Guide to Reading and Writing*, Form B, by Renata Polt Schmitt (Scott, Foresman; 416 p.). Alternative version of *The English Notebook* offers twelve new readings, more student drafts, additional writing topics, and new sections on writing introductions and filling out employment applications. Instructor's Manual.

*English Skills*, 4th ed., by John Langan (McGraw-Hill; 560 p.; \$19.95). This original book in the Langan system focuses on paragraph skills in preparation for essay writing and offers a revised section on transitions, material on prewriting and tone/audience; updated activities and model paragraphs and a new research paper. Instructor's Manual; Ditto Masters; Interactive Grammar Drill Tutorial Software.

*Paragraph Practice: Writing the Paragraph and the Short Composition*, 6th ed., by Kathleen Sullivan (Macmillan; 196 p.). *Paragraph Practice* is a basic writing text for composition courses based on the model approach.

*Practical English*, by Carol Pemberton (Scott, Foresman; 325 p.). "Carefully paced" text asks students to apply newly learned grammar and mechanics skills necessary to succeed in class and at work to sentence, paragraph, and multi-paragraph writing assignments. Instructor's Manual.

*The Practical Writer*, 4th ed., by Edward Bailey, Jack Powell, and Jack Shuttleworth (Holt, Rinehart, and Winston; 336 p.). This highly structured rhetoric explores four patterns of development and covers the topic sentence, the one- and five-paragraph essay, and the research paper. Sections on style and mechanics focus on syntax, word choice, and punctuation.

*The Practical Writer with Readings*, 2nd ed., by Edward Bailey, Jack Powell, and Jack Shuttleworth (Holt, Rinehart, and Winston; 352 p.). The alternate version of *The Practical Writer* includes the complete text and thirty student essays, many new, all accompanied by exercises and assignments.

*Practicing the Process: A Basic Text*, by Marlene Martin (Scott, Foresman; 325 p.). This text presents academic ideas and models to prepare students to

compete in college-level classes and a selective handbook to help students proofread and correct their work. Instructor's Manual.

*Prentice Hall Guide to Basic Writing*, by Emil Roy and Sandra Roy (Prentice Hall; 448 p.; \$15.50). Basic writing text uses student-written examples to emphasize the process of writing. Treats paragraph/essay exams; includes exercises, writing assignments. Instructor's Edition, Supplementary Exercises and Tests, "Blue pencil" computerized editing exercises.

*Reading, Writing, and Thinking: Critical Connections* by Vivian Rosenberg (Random House; 224 p.; \$15.00). This three-part text introduces writing and reading within the context of critical thinking skills. It includes exercises, assignments, and readings. Instructor's manual includes sample syllabi.

*Re: Writing: Strategies for Student Writing* by Frances Kurlich and Helen Whitaker (Holt, Rinehart, and Winston; 464 p.; 1988). This rhetoric stresses integrated coverage of the writing process and strategies, especially revision and writing on a word processor.

*Strategies and Structures: A Basic Writing Guide* by Mary Spangler and Rita Werner (Holt, Rinehart, and Winston; 400 p.). This text presents structures and writing strategies for paragraphs and essays, and a sentence skills section; writing models include 33 student and 14 professional samples; two detailed chapters emphasize revision.

*Writer, Audience, Subject: Bridging the Communication Gap*, by Mary Sue Ply and Donna H. Winchell (Scott, Foresman; 448 p.). This text asks students first to write narrative and descriptive paragraphs and essays based on personal experiences, then to move into academic and persuasive writing assignments, and finally to write short research papers and essay exams. Instructor's Manual.

*Writing All the Way*, by William J. McCleary (Wadsworth; 1988). Rhetoric intended for developmental writing courses.

*The Writing Experience*, 3rd ed., by Carol Schoen, Nila Ghandi-Schwatlo, and James Vaughn (Scott, Foresman; 272 p.). To build confidence through active involvement in the writing process, this text asks students to discuss their experiences and thoughts and then to write about them. Numerous readings and writing projects. Instructor's Manual.

*Writing, Grammar, and Usage* by Carolyn O'Hearn (Macmillan; 320 p.). Grammar and usage are presented to the student within the context of the writing process. Organized "top down," beginning with a unit on writing essays and then proceeding through units in sentence structure, word form, and writing conventions, this extensively class-tested text focuses on serious writing problems.

*The Writing Voyage: An Integrated, Process Approach to Basic Writing*, 2nd ed., by Thomas E. Tyner (Wadsworth; 1988). Intended for basic essay writing courses, this rhetoric can be used to accompany Tyner's *College Writing Basics*.

### I. C. Readers

*Academic Writing Workshop II* by Sarah Benesh and Betsy Rorschach (Wadsworth). This process-oriented ESL text is intended for high-intermediate courses in writing and grammar.

*College Reading I*, 2nd ed., by Minnette Lenier and Janet Maker (Wadsworth; 1988). This text for developmental reading courses addresses needs of college students who read at the sixth to eighth grade level.

*College Reading, Book II*, 3rd ed., by Janet Maker and Minnette Lenier (Wadsworth). This text addresses the needs of college students who read at the 7th to 10th grade level.

*College Reading and Study Skills*, 4th ed., by Kathleen T. McWhorter (Scott, Foresman; 400 p.). Worktext is based on the assumption that learning reading and study skills together best enables students to achieve success with college-level work. Includes two sample textbook chapters for practice. Instructor's Manual and Transparency Masters.

*Communication and Culture*, 3rd ed., by Joan Gregg (Wadsworth). This reading and writing text is designed for American students for whom English is problematic as well as for advanced level ESL students.

*Comprehending College Textbooks: Understanding and Remembering What You Read*, by Joseph Cortina, Katherine Gonnet, and Janet Elder (McGraw-Hill; 320 p.; \$18.95). Reading comprehension text stresses eight skills in depth rather than an abundance of skills to be mastered for better reading comprehension; incorporates readings taken from college texts in 16 disciplines.

*Essential Skills for Reading College Texts* by Diane Creel (Wadsworth). Intended for basic reading courses at the 7th to 9th level which attempt to teach essential skills to college students.

*Guide to College Reading*, 2nd ed., by Kathleen T. McWhorter (Scott, Foresman; 400 p.). Addresses the development of thinking skills that promote reading comprehension; new sections on reading complicated sentences, mapping, and types of supporting details; more vocabulary and practice exercises; and ten new readings. Instructor's Manual.

*Integrating College Study Skills*, 2nd ed., by Peter Sotiriou (Wadsworth). Provides an integrated set of reading, writing, listening, and study skills for college students at the 8th to 10th grade level.

*Laugh and Learn: A Reader* by Mira B. Felder and Anna Birks Bromberg (Harcourt Brace Jovanovich; 160 p.; \$10.00). An elementary ESL reader with complete, unadapted humorous stories and fables. Includes practice in filling out forms and other survival skills, questions, exercises, marginal glosses, alphabetical glossary.

*Opportunity for Skillful Reading*, 5th ed., by Irwin L. Joffe (Wadsworth; 1988). This text is designed to help college students with ninth to eleventh grade reading ability improve their chances for success in college.

*Patterns and Themes: A Basic English Reader*, 2nd ed., by Glenn C. Rogers and Judy B. Rogers (Wadsworth; 1988). This reader is intended for basic writing courses in English departments and for developmental writing courses in developmental studies departments.

*Short Essays*, 5th ed., by Gerald Levin (Harcourt Brace Jovanovich; 440 p.; \$14.00). A rhetorically arranged reader with 74 short, contemporary essays for freshman composition courses, especially those for below-average readers and writers; includes 28 new essays and apparatus. Instructor's manual.

*Viewpoints: Readings Worth Thinking and Writing About*, by W. Royce Adams (D. C. Heath; 400 p.; \$11.00). Overview of reading and writing processes emphasizes author's purpose, tone, and thesis. Features a thematically arranged anthology with some student essays.

### I. D. Workbooks

*Basics: A Grammar and Punctuation Workbook*, by Peter Dow Adams (Scott, Foresman; 400 p.). Coverage of and practice with grammar and punctuation fundamentals together with an inductive approach toward cumulative and review exercises encourages students to truly master material. Instructor's Manual.

*Building Sentences*, 2nd ed., by Benita Mackie and Shirley Rompf (Prentice Hall; 352 p.; \$16.50). Remedial English workbook emphasizes clear and correct sentence construction rather than sentence analysis. Includes exercises, suggestions for writing. Instructor's Manual.

*Contexts: Writing and Reading*, 2nd ed., by Jeanette Harris and Ann Moseley (Houghton Mifflin; 400 p.). This spiral-bound worktext integrates instruction on both the writing process and the reading process. Numerous and varied examples, exercises and reading selections support development of students' reading and writing skills. Instructor's Resource Guide.

*A Creative Copybook*, by Leo Rockas (D. C. Heath; 282 p.; \$12.50). Controlled composition workbook intends to motivate students to write

through a modeling or "copying" approach: confidence-building exercises involve copying, transforming, imitating, and freewriting.

*The Complete Sentence Workout Book*, 2nd ed., by Carol Fitzpatrick and Marybeth Ruscica (D. C. Heath; 404 p.; \$16). Helps students master the basics of English grammar and punctuation through skill-building exercises. Also features section on composing process.

*Foundation: Building Sentence Skills*, 3rd ed., by Thomas Neuburger (Houghton Mifflin; 432 p.). A sentence-level grammar workbook, *Foundation* sequences skills-based instruction to develop basic writing ability. Guiding students from simple sentences to more complex structures, the text includes 2 chapters on writing paragraphs. Instructor's Support Package.

*Improving the Grammar of Written English: The Editing Process* by Patricia Byrd and Beverly Benson (Wadsworth). One volume of a two-volume set including a handbook and an editing process/workbook and intended for use by high-intermediate and advanced ESL students. Contextualizes the study of grammar.

*Sentence Sense*, by Evelyn Farbman (Houghton Mifflin; 423 p.). Exercises and writing assignments help students understand sentence structure within their own writing and integrate sentence skills into their paragraphs and essays. Instructor's Resource Guide.

### I. E. Special Texts

*Becoming a Successful Student*, by Laraine Flemming and Judith Leet (Scott, Foresman; 576 p.). Explanations of study skills reflect the latest research on the relationships among reading, writing, and critical thinking and exercises provide specific guidelines, techniques, and strategies for applying study skills. Instructor's Manual.

*Bridging the Gap: College Reading*, 3rd ed., by Brenda D. Smith (Scott, Foresman; 480 p.). This text addresses essential reading skills through selections from college textbooks and features new chapters on test-taking and textbook application, easier model paragraphs from textbooks, and ten new reading selections. Instructor's Manual with Tests.

*How to Study in College*, 4th ed., by Walter Pauk (Houghton Mifflin; 400 p.). This study skills text offers practical advice, numerous class-tested techniques, and guidance on available resources to help students succeed in any discipline, in any type of educational institution.

*The Language of Learning: Vocabulary for College Success*, by Jane N. Hopper and Joann Carter-Wells (Wadsworth; 1988). This text can be used as a

supplement in college writing courses, or in reading and study skills courses and in reading labs.

*Reading and Study Skills, Form A*, 4th ed., by John Langan (McGraw-Hill; 560 p.; \$20.95). Developmental text contains a broad range of exercises to help students prepare for mainstream coursework and includes a new sample textbook chapter, new exercises and mastery tests. Instructor's Manual; Ditto Master; Interactive Grammar Drill Tutorial Software.

*Sentence Skills, Form A*, 4th ed., by John Langan (McGraw-Hill; 512 p.; \$18.95). This low-level developmental text focuses on improving student's sentence skills through extensive drill; new edition contains new exercises and mastery tests. Instructor's Manual; Ditto Masters; Interactive Grammar Drill Tutorial Software.

*The World of Words: Vocabulary for College Students*, 2nd ed., by Margaret Richek (Houghton Mifflin; 352 p.). This text develops vocabulary skills through dictionary skills, context clues, and word elements. Each chapter provides twenty-four "Words to Learn" with pronunciations, definitions, and example sentences. Instructor's Resource Guide.

*Tell Me More: An ESL Conversation Text*, by Sandra Elbaum and Judi Peman (Scott, Foresman; 356 p.). For advanced-beginning or intermediate ESL, this text's nine units each represent a verb tense or pattern. Students discuss readings as a class, then with partners. Additional questions allow less structured conversation. Instructor's Manual.

## II. Freshman Writing Texts

### II. A. Handbooks

*The Borzoi Handbook for Writers*, 2nd ed., by Frederick Crews and Sandra Schor (Alfred A. Knopf; 686 p.; \$15.00). A process-oriented guide to drafting, revising, and editing college papers, this handbook includes word-processor advice and extensive cross-references and uses non-technical language in examples and headings. Practice Book, Instructor's Manual, Computerized Exercises, Diagnostic Tests.

*The Confident Writer: A Norton Handbook*, 2nd ed. by Constance J. Gefvert (Norton; 575 p.; \$14.95; 1988). A concise, audience-based guide to the writing process and researched writing combined with a thorough grammar reference. Workbook, Instructor's Manual, Diagnostic Tests, Software.

*Guide to Rapid Revision*, 4th ed., by Daniel D. Pearlman and Paula R. Pearlman (Macmillan; 88 p.). Used as a supplement to a reader or an anthology of literature, this grammar guide is designed to aid the process

of students' writing in any composition or English course that requires prose writing, whatever the level.

*Handbook of Current English*, 8th ed., by Jim W. Corder and John J. Ruskiewicz (Scott, Foresman; 800 p.). This handbook presents grammar, mechanics, and rhetoric according to the latest theories and offers new material on peer editing, APA documentation, focused freewriting and clustering, argumentation. Expanded research paper coverage. Instructor's Annotated Edition; Word Processing Software; Test Banks; *Ideas for Writing Teachers*; *Thirty Essays*; *Model Research Papers from Across the Disciplines*; "The Story of English" videotapes and activity book.

*The Holt Handbook*, 2nd ed., Laurie Kirsznner and Stephen Mandell (Holt, Rinehart, and Winston; 848 p.). This handbook begins with a six-chapter introduction to the writing process and critical thinking, illustrated by a new student-essay-in-progress, and has a four-chapter section on the research paper. New to this edition are chapters on argument and logic and a revised chapter on writing about literature. "Student Writer at Work" exercises use complete essays for practice in proofreading, error correction, and revision.

*The Little, Brown Handbook*, 4th ed., by H. Ramsey Fowler and Jane E. Aaron (Scott, Foresman; 700 p.). Features expanded treatment of prewriting and invention, audience considerations, and critical reading and writing; new material on the research paper; new chapter on writing in the disciplines. Instructor's Annotated Edition; Answer Manual; Correction Chart; Peer Evaluation Sheets. Same additional ancillaries as Corder-Ruskiewicz.

*The Modern Writer's Handbook*, 2nd ed., by Frank O'Hare (Macmillan; 456 p.). Designed as a complete and concise handbook of grammar, punctuation, and mechanics, this text is written and organized so that students can refer to it for self-instruction. Instructor's Annotated Edition.

*Practical English Handbook*, 8th ed., by Floyd C. Watkins and William B. Dillingham (Houghton Mifflin; 480 p.). This concise but comprehensive paperback features new material on the writing process, new model papers, expanded glossaries, and an extensive ancillary program, including Instructor's Annotated Edition and several computer items.

*The Rinehart Guide to Grammar and Usage* by Bonnie Carter and Craig Skates (Holt, Rinehart, and Winston; 456 p.; 1988). This reference guide to grammar and usage includes comprehensive treatment of the writing process with a separate "Composition in Progress" chapter. Predominantly academic in content, its more than 100 exercise sets range over a variety of types and levels of difficulty.

*The Rinehart Handbook for Writers* by Bonnie Carter and Craig Skates (Holt, Rinehart, and Winston; 726 p.; 1988). This handbook begins with the



conventions of grammar, punctuation, and mechanics. It covers the writing process and the research paper with three complete sample papers showing MLA, APA, and number reference formats of documentation.

*The St. Martin's Handbook*, by Andrea Lunsford and Robert Connors (St. Martin's; 768 p.). Based on nationwide research into error patterns of student writers, this handbook provides full coverage of essential handbook topics with special attention to writing, reading, and research. Instructor's Annotated Edition, Answer Key, Evaluation Manual with tests and assignments, Transparency Masters, Guide to Teaching Writing, Software.

*The Writer's Handbook*, by John McKernan (Holt, Rinehart, and Winston; 792 p.; 1988). An introduction to the writing process as well as a handbook treating grammar rules and common grammatical problems, this text contains chapters on summarizing and paraphrasing, a separate chapter on writing introductions and conclusions, and numerous student writing samples.

*A Writer's Reference*, by Diana Hacker (Bedford Books; 224 p.). A brief, comprehensive handbook with a unique format for easy reference: the combed plastic binding lets the book lie flat, and tabbed section dividers let students flip the book open quickly. Accompanying exercise book.

## II. B. Rhetorics

*The Act of Writing* by Eric Gould, Robert DiYanni, and William Smith (Random House; 336 p.; \$17.50). Concise rhetoric with readings and illustrations emphasizes interaction between writing, reading, and thinking; includes exercises and assignments. Instructor's manual.

*A Community of Writers: A Workshop Course in Writing* by Peter Elbow and Patricia Belanoff (Random House; 512 p.; \$18.75). This composition text integrates the writing workshop method with the goals of the freshman writing course. It includes guidelines for peer response, a handbook section, and readings. Instructor's manual, peer response guidebook.

*The Contemporary Writer: A Practical Approach*, 3rd ed., by W. Ross Winterowd (Harcourt Brace Jovanovich; 481 p.; \$16.00). A freshman rhetoric that presents composition as an integrated process and uses the transactional model. Newly restructured into five sections with new chapters on revision and the essay examination. Instructor's Manual.

*A Crash Course in Composition*, 4th ed., by Elizabeth McMahan (McGraw-Hill; 320 p.; \$12.95). This concise guide to writing offers strong coverage of writing the effective paper and has been updated to include latest MLA documentation style, discussion of passive voice and how to use it correctly, a glossary of usage, and revising index. Instructor's Manual.

*A Crash Course in Composition with Readings*, by Elizabeth McMahan (McGraw-Hill; 496 p.; \$16.95). Alternate version of McMahan's text offering a variety of sample essays. Instructor's Manual.

*Critical Thinking, Thoughtful Writing*, by Eugene Hammond (McGraw-Hill; 384 p.; \$16.95). The second edition of the rhetoric formerly titled *Informative Writing* focuses on critical thinking as a writing skill and encourages students to draw intelligent inferences from facts they have collected. New edition contains new readings from other disciplines, expanded treatment of revision, and expanded and updated research chapter. Instructor's Manual.

*Discovery: Reading, Writing and Thinking in the Academic Disciplines* by Linda Robertson (Holt, Rinehart, and Winston; 576 p.). This rhetoric contains individual chapters on modes of inquiry used in the academic disciplines, extensive coverage of argument, and revision assignments. Each chapter includes a partial analysis of at least one of the 49 selections in the reader.

*Forming/Thinking/Writing*, 2nd ed., by Ann E. Berthoff with James Stephens (Boynnton/Cook; 304 p.; \$16.00; 1988). The entire text of the first edition has been revised; seven new sections and dozens of new "assisted invitations" have been added.

*From Sight to Insight: Stages in the Writing Process*, 3rd ed., by Jeff Rackham and Olivia Bertagnolli (Holt, Rinehart, and Winston; 482 p.; 1988). This rhetoric covers the complete writing process for eight different types of papers with essays by both student and professional writers. It integrates journal theory and practice throughout the text.

*Going to the Source: A Guide to Critical Reading and Writing* by Richard Steigler and Roy Helton (Wadsworth). Freshman composition text uses a building-block approach toward expository and argumentative writing.

*The Informed Writer: Using Sources in the Disciplines*, 3rd ed., by Charles Bazerman (Houghton Mifflin; 528 p.; November 1988). Shows writers how to use their reading effectively in their writing and provides a transition from personal writing to more challenging kinds: argumentation, writing-across-the-curriculum, and researched essays. Instructor's Manual.

*Literature and the Writing Process*, 2nd ed., by Elizabeth McMahan, Susan Day, and Robert Funk (Macmillan; 1056 p.). Aimed at the second semester composition course that focuses on literature and writing about literature, this text concentrates on the process of invention and the other components of writing and rewriting as they relate to the literary process.

*The Practice of Writing*, 3rd ed., by Robert Scholes and Nancy R. Comley (St. Martin's; 350 p.). A rhetoric and reader offering instruction in all the

forms of writing addressed in freshman composition courses, 85 reading selections, and 55 practice sections. Instructor's Manual, Instructor's Edition (with Manual).

*Prentice Hall Guide for College Writers* by Stephen Reid (Prentice Hall; 700 p.; \$17.50). College writing text/handbook with chapters and writing assignments organized around cognitive strategies and rhetorical purposes for writing. Includes journal exercises, writing assignments. Brief (600 p.) Edition, Answer key for Workbook, Diagnostic Tests, "Blue Pencil" computerized editing exercises.

*Problem-Solving Strategies for Writing*, 3rd ed., by Linda S. Flower (Harcourt Brace Jovanovich; 304 p.; \$16.00). This process rhetoric presents practical strategies and a nine-step approach to the writing process. Includes new material on discourse communities and a new sequence of assignments. Instructor's Manual.

*Reading and the Writing Process* by Susan Day, Elizabeth McMahan, and Robert Funk (Macmillan; 600 p.). This rhetoric, reader, and handbook interweaves writing instruction, well-written essays, discussion ideas, and challenging writing assignments.

*The Research Paper: Process, Form, and Content*, 6th ed., by Audrey J. Roth (Wadsworth). This text introduces the process of writing a research paper, addressing the techniques of both form and process.

*The Well-Wrought Argument: A Process Approach to Writing Arguments* by John D. Ramage and John C. Bean (Macmillan; 600 p.). This new rhetoric integrates a comprehensive study of argument with a process approach to writing. It draws on formal syllogistic logic, Toulmin's rhetoric-based system, and the "stasis" approach to the classification of claims.

*Work in Progress: A Guide to Writing and Revising*, by Lisa Ede (St. Martin's; 256 p.). A practical rhetoric for freshman composition courses that helps students learn to analyze rhetorical situations and to take charge of their writing by reflecting on and sharing their work-in-progress with others. Instructor's Manual.

*The Writer's Agenda: The Wadsworth Writer's Guide and Handbook*, by Hans P. Guth (Wadsworth). Comprehensive rhetoric/handbook translates the principles of new rhetoric into productive coursework. Also available in alternate edition without handbook. Complete package of teaching aids.

*Writing: An Introduction*, by Irwin H. Weiser (Scott, Foresman; 300 p.). Students experience the composing process in context by practicing planning and drafting strategies while writing and by seeing that revision and editing are integral parts of each assignment. Student-written models. Instructor's Manual.

*Writing as Thinking*, by Lee A. Jacobus (Macmillan; 672 p.). The five sections of *Writing as Thinking* correspond to the parts of traditional rhetoric: invention, organization, style, memory, and presentation. The first two parts are interactive, and the book stresses this point by making constant use of the means of development related "to what Cicero called the *topoi*," to help develop ideas in the first place as well as to help organize segments of a piece of writing.

*Writing for College*, 2nd ed., by Robert E. Farber (Scott, Foresman; 440 p.). Blends traditional organization and terminology with a process orientation, covering expository and persuasive writing, the term paper, business letters, resumes, and essay exams. Reordered chapters present paragraph before essay writing. Instructor's Manual.

*Writing in College: Style and Substance*, by Patricia Simmons Taylor (Scott, Foresman; 600 p.). This text features a rhetoric that acquaints students with stylistic analysis, Rogerian argument, writer's roles, and grammatical choices, and includes a cross-curricular reader that focuses on writing in different disciplines. Instructor's Manual.

*Writing in Context* by Chris Anson and Lance Wilcox (Holt, Rinehart, and Winston; 386 p.; 1988). This process rhetoric has chapters on peer criticism, collaborative writing, and composing on a word processor. It provides cases that require analysis of audience and purpose. Sample student papers are included.

*Writing Is Critical Action*, by Tilly Warnock (Scott, Foresman; 368 p.). Process-oriented text encourages students to take responsibility for their writing. Includes student and professional writing samples, case studies of revision, numerous study aids, and abundant exercises. Instructor's Manual.

*The Writing Process*, 3rd ed., by John M. Lannon (Scott, Foresman; 500 p.). This text covers essential rhetorical strategies, and includes a brief handbook and detailed treatment of research and business writing. New chapter, "Writing about Reading," links reading and writing. Instructor's Manual.

*Writing: Processes and Intentions*, by Richard C. Gebhardt and Dawn Rodrigues (D. C. Heath; 279 p.; \$13.00). Guides students from critical thinking about writing to formal, academic kinds of writing. Covers generating ideas; drafting, revising, and editing; understanding audience and attitude; and writing projects. Optional exercises on group writing, peer evaluation, and computer writing.

*Writing: Resources for Conferencing and Collaboration* by Mary Sue Koeppel (Prentice Hall; 272 p.; \$13.50). Writing text designed for one-to-one conferencing and collaborative learning with an active, task-oriented approach. Includes writing activities. Instructor's Edition.

*Writing with a Computer*, by Joan P. Mitchell (Houghton Mifflin; 320 p.). Offers practical guidance for building writing skills, overcoming writer's block, and producing attractive documents while using the special features of computers. Includes many computer-oriented writing exercises. Instructor's Manual.

*Writing with Confidence*, by James W. Kirkland, Collett B. Dilworth, Jr., and Patrick Bizzaro (D. C. Heath; 624 p.; \$15.00). Familiarizes students with writer's roles as observer, reader, and thinker by guiding them through the composing process. Includes professional and student essays and a concise guide to language, style, and usage.

*Writing with Style: Rhetoric, Reader, Handbook* by Laraine Fergenson (Holt, Rinehart, and Winston; 608 p.). This rhetoric/reader/handbook stresses current theories of composition, revision, and editing with coverage of paragraph composition, outlining, and rhetorical modes. Selections by major writers with emphasis on George Orwell and Martin Luther King, Jr. are used to illustrate stylistic techniques.

*Writing with a Voice: A Rhetoric and Handbook*, 2nd ed., by Diana Hacker and Betty Renshaw (Scott, Foresman; 450 p.). Rhetoric/handbook/research paper guide illustrates prewriting and revision with over thirty student essays, many in multiple drafts. Includes fuller treatment of the research paper and new peer review exercises. Instructor's Manual.

*Writing Worth Reading: A Practical Guide with Handbook*, 2nd ed., by Nancy Huddleston Packer and John Timpane (Bedford Books; 624 p.). Rhetoric, with expanded handbook, emphasizes critical thinking, argument, research, and writing in the disciplines, along with full treatment of the writing process. Special chapter on critical reading.

## II. C. Readers

*About Language: A Reader for Writers*, 2nd ed., by William H. Roberts and Gregoire Turgeon (Houghton Mifflin; 576 p.). Sixty-one selections, many from the eighties, treat ten significant language issues including the writing process, language development, and language and technology. Extensive study apparatus. Instructor's Manual.

*Argument and Analysis: Reading, Thinking, Writing* by Lynn Beene and Kristan Douglas (Holt, Rinehart, and Winston; 688 p.). This anthology emphasizes a writing-across-the-curriculum approach with selections from six disciplines. Sixty-seven reading selections from classic and contemporary writers, eight student essays, introductory explanations and writing assignments provide coverage of the writing process and strategies for developing argumentative essays.

*Argument and Persuasion: Texts and Readings for Writers* by Nancy Cavender and Howard Kahane (Wadsworth). This text is intended to prepare students to write arguments and to teach them how to think critically.

*The College Writer's Reader: Essays on Student Issues*, 1989 edition, by William Vesterman (McGraw-Hill; \$16.95). Rhetorically organized second annual edition of approximately 96 essays covers topics of interest and concern to college freshmen. Each section begins with a classic essay and ends with a contemporary essay and includes a "How To" essay by such popular figures as Bill Cosby, Walter Cronkite. Instructor's Manual.

*The Contemporary Essay*, 2nd ed., by Donald Hall (Bedford Books; 624 p.). Alphabetically arranged by author, the collection contains 51 essays (most written since 1980) by 51 essayists, 20 of them women. Headnotes and afterwords were written by Donald Hall. Questions and writing assignments appear only in Instructor's Edition.

*Exploring Language*, 5th ed., by Gary Goshgarian (Scott, Foresman; 496 p.). A collection of fifty-five essays organized around ten language areas juxtaposes conflicting views inviting students to debate current issues that are inseparable from language. Instructor's Manual.

*Fictions*, 2nd ed., by Joseph F. Trimmer and C. Wade Jennings (Harcourt Brace Jovanovich; 1264 p.; \$18.00) Preceded by a brief introduction to reading and writing about short stories, this collection of 103 contemporary and classic short stories includes in-depth study of eight authors, light apparatus, and a new Instructor's Manual by Vanessa Haley.

*The Human Condition: Rhetoric with Thematic Readings* by Joan Gregg (Wadsworth). A freshman composition rhetoric/reader with a strong appeal to the humanities.

*The Informed Argument*, 2nd ed., by Robert K. Miller (Harcourt Brace Jovanovich; 600 p.; \$14.00). This freshman reader/rhetoric with multidisciplinary presentation stresses inductive, deductive, and Toulmin argumentation as well as writing from sources. Includes major documentation styles, literary materials, apparatus, and a total of 82 selections of which 14 are student essays. Instructor's Manual.

*The Informed Reader: Contemporary Issues in the Disciplines*, by Charles Bazerman (Houghton Mifflin; 624 p.). This writing-across-the-curriculum reader demonstrates how scholarly conversations and debate evolve among professionals in a discipline; uses actual discourse from different disciplines and explores seven vital issues. Extensive study apparatus. Instructor's Manual.

*Interactions: The Aims and Patterns of Writing*, by James D. Lester (Wadsworth; 1988). This text is organized according to traditional expository modes and includes a collection of readings and writing assignments.



*Life Studies: A Thematic Reader*, 3rd ed., by David Cavitch (Bedford Books; 640 p.). The 77 selections (55 essays, 12 stories, 9 poems) are arranged in eight sharply focused thematic units treating aspects of universal human experience. Instructor's Edition.

*The Little, Brown Reader*, 5th ed., by Marcia Stubbs and Sylvan Barnet (Scott, Foresman; 950 p.). Anthology organized by grouping selections into twelve thematic sections is intended to encourage critical reading, stimulate class discussion, and provide subjects for papers. Rhetorical and thematic questions focus on developing students' analytical and persuasive skills. Instructor's Manual.

*Making Meaning: Reading and Writing Texts* by Eric Gould (Wadsworth). This text broadly defines the term "text" as it focuses on reading and writing.

*Models for Clear Writing*, 2nd ed., by Robert Donald, Betty Morrow, Lillian Wargetz, and Kathleen Werner (Prentice Hall; 368 p.; \$12.50). This text offers traditional instruction in all modes of composition through an integration of reading and writing skills, analytical questions, exercises. Instructor's Edition.

*Models for Writers: Short Essays for Composition*, 3rd ed., by Alfred Rosa and Paul Eschholz (St. Martin's; 416 p.). An anthology for beginning writers that brings together 66 complete short essays by both professional and student writers to provide clear-cut models of 18 different rhetorical patterns. Instructor's Manual, Instructor's Edition (with Manual).

*Model Voices: Finding a Writing Voice*, by Jeffrey Sommers (McGraw-Hill; 608 p.; \$15.95). Readings taken from newspapers, magazines, and reviews as well as from professional and student writers are organized by voices—voice of authority, personal voice, humorous voice and so on. Instructor's Manual.

*The Norton Reader*, 7th ed., by Arthur Eastman, Caesar Blake, Hubert English, Jr., Joan Hartman, Alan Howes, Robert Lenaghan, Leo McNamara, and James Rosier (Norton; 1242 pages; \$16.95; 1988). Wide-ranging selection of 207 classic and contemporary essays, arranged by the themes of liberal-arts education. Includes rhetorical table of contents. Shorter edition (752 pages; \$14.95) contains 122 selections. Instructor's Guide.

*Our Times: Readings from Recent Periodicals*, by Robert Atwan (Bedford Books; 672 p.). Most of the 61 very contemporary selections have been published in American periodicals since 1985. They are arranged in 27 thematic units of 2-3 selections. Apparatus connects class discussion and writing. Instructor's Edition.

*Patterns for College Writing: A Rhetorical Reader and Guide*, 4th ed., by Laurie G. Kirszner and Stephen R. Mandell (St. Martin's; 600 p.). Rhetorically

arranged reader combines a diverse selection of 51 professional and 15 annotated student essays with detailed discussion of the writing process and the rhetorical patterns. Instructor's Manual, Instructor's Edition.

*Prentice Hall Guide to Research Writing: A Complete Guide to Research Papers*, 2nd ed., by Dean Memering (Prentice Hall; 224 p.; \$8.75). Comprehensive text on the research process offers strategies on how to propose projects, conduct research, and write effective reports. Includes exercises, activities, study suggestions. Instructor's Manual.

*Prentice Hall Reader*, 2nd ed., by George Miller (Prentice Hall; 576 p.; \$12.50). Demonstrating how writers organize and structure essays using the four traditional modes, this reader emphasizes the writing process by providing prewriting and rewriting samples. Annotated Instructor's Edition, Instructor's Quiz Book.

*Purpose and Process* by Jeffrey D. Hoepfer and James A. Pickering (Macmillan; 580 p.). This rhetorically arranged reader allows the writer to understand rhetorical structures and to select and combine them appropriately. The text emphasizes the process approach focusing on prewriting, writing, and revision.

*Reading(s)* by Geoffrey Summerfield and Judith Summerfield (Random House; 496 p.; \$17.50). Composition reader is organized around the skills and process of reading anything that can be construed as a "text." Extensively illustrated; includes assignments and discussion questions. Instructor's Manual.

*Rereading America: Cultural Contexts for Critical Thinking and Writing*, by Gary Colombo, Robert Cullen, and Bonnie Lisle (Bedford Books; 656 p.). Thematic reader with 76 cross-curricular selections, many by women and minority writers, explores personal and cultural identity in the United States. Apparatus is designed to develop critical thinking skills.

*Roles for Writers and Readers: A Rhetorical Anthology* by Jack Dodds (Macmillan; 500 p.). The writer's role—what a writer does to a subject for an audience—governs the apparatus for the 53 predominantly contemporary essays in this rhetorical anthology. The roles discussed are those of the participant, the reporter, the teacher, the critic, the persuader, and the poet.

*The Rinehart Reader* by Jean Wyrick and Beverly Slaughter (Holt, Rinehart, and Winston; 609 p.). A classic rhetorical reader, this text begins with an introduction to reading and writing which is supplemented by 17 essays on reading and writing by well-known writers. Section II presents 60 additional readings in nine rhetorical categories with related pedagogical apparatus.

*Science and the Human Spirit: Contexts for Writers and Learners* by Fred White (Wadsworth). This reader focuses on literature and science.

*75 Readings: An Anthology*, 2nd ed., by the editors of McGraw-Hill (McGraw-Hill; 320 p.; \$7.95). Second edition contains 26 new essays, many by minority authors and women who now represent a larger percentage of the whole. All apparatus for the text are contained in the Instructor's Manual and on ditto masters.

*The Short Prose Reader*, 5th ed., by Gilbert Muller and Harvey Wiener (McGraw-Hill; 448 p.; \$15.95). Rhetorically organized collection of short essays (1/3 new) offers an alternate thematic table of contents and includes a section "On Reading" to parallel the section "On Writing" in the previous edition. Instructor's Manual.

*Student Writers at Work and in the Company of Other Writers: The Bedford Prizes*, 3rd ed., by Nancy Sommers and Donald McQuade in collaboration with Michael Tratner (Bedford Books; 768 p.). This process-oriented reader prints 32 prize-winning student essays and pairs each with a professional selection to highlight a specific writing technique in both essays. Includes five chapters on the writing and revising process.

*The Writer's Craft: A Process Reader*, 2nd ed., by Sheena Gillespie, Robert Singleton, and Robert Becker (Scott, Foresman; 432 p.). Professional writers' drafts illustrate revision. New edition expands coverage of drafting and revising, especially of the relationship of diction and sentence variety to editing and proofreading. Includes twenty-six new essays. Instructor's Manual.

## II. D. Workbooks

*Guide to Rapid Revision Workbook*, 2nd ed., by Daniel D. Pearlman, Raymond H. Clines, and Faun Bernbach Evans (Macmillan; 128 p.). Providing practice in the most common writing problems, this workbook can be used in conjunction with or independently of additional texts in Freshman Composition. Answer key.

*The Little, Brown Workbook*, 4th ed., by Donna Gorrell (Scott, Foresman; 544 p.). For developmental or freshman composition courses, this workbook can be used independently or in combination with *The Little, Brown Handbook*. Includes many new and revised exercises. Answer key.

*Practical English Workbook*, 4th ed., by Floyd C. Watkins, William B. Dillingham, and John T. Hiers (Houghton Mifflin; 380 p.). Contains exercises on grammar, mechanics, sentence structure, style, and paragraphs that can be used independently or as a supplement to *Practical English Handbook*. Instructor's Manual.

*St. Martin's Workbook*, by Lex Runciman (St. Martin's; 512 p.). Writing skills workbook written to accompany *The St. Martin's Handbook* and to provide exercises in the grammar, punctuation, mechanics, and composition skills needed by basic and freshman composition students. Seeks to

integrate mastery of language skills with becoming a practiced and confident writer. Instructor's Manual, Software.

*Workbook of Current English*, 4th ed., by William E. Mahaney (Scott, Foresman; 416 p.). As a companion to the *Handbook of Current English*, or as an independent text, this workbook emphasizes student writing. Revised exercises parallel the reorganization of the eighth edition of the handbook.

## II. E. Special Texts

*Academic Writing: Techniques and Tasks*, by Ilona Leki (St. Martin's; 384 p.). This ESL rhetoric is designed for students learning to write for academic contexts, with attention to process, form and format, accuracy and correctness. Instructor's Manual, Instructor's Edition (with Manual).

*Arguing From Sources: Exploring Issues Through Reading and Writing*, by David S. Kaufer, Cheryl Geisler, and Christine M. Neuwirth (Harcourt Brace Jovanovich; 250 p.; \$10.00). This freshman composition text is a concise guide to developing well-reasoned arguments through summarizing, analyzing, and synthesizing case readings. Stresses interaction of structure and content. Linked assignments, glossary, documentation style appendix.

*A College Grammar of English*, by Greenbaum (Longman).

*Clear and Coherent Prose: A Functional Approach*, by William J. Vande Kopple (Scott, Foresman; 96 p.; 1988). Brief style manual uses numerous examples drawn from both student and professional writing to show students how to write coherent sentences, paragraphs, and essays.

*College Reading Skills and Strategies*, by Audrey J. Roth and Sue Kahn (St. Martin's; 400 p.). Basic text covers traditional reading skills and emphasizes the reading-writing connection, critical reading techniques, and cross-curricular reading strategies. Integrates examples, exercises, and activities.

*The Elements of Audience Analysis* by Jan Youga (Macmillan; 163 p.). This short, easy-to-understand text aids in teaching students the rhetorical nature of writing and the concept of audience.

*Focus: An ESL Grammar*, by Barbara Robinson (St. Martin's; 384 p.). This "contextualized grammar" for intermediate students offers "thoroughly spiraled" examples, written exercises, and oral practices to illustrate and reinforce explanations of each grammatical structure. Workbook with answer key, Instructor's Manual.

*A Guide to MLA Documentation*, revised ed., by Joseph F. Trimmer (Houghton Mifflin; 48 p.). Concise explanation with models of MLA documentation offers instruction on note-taking, paraphrasing,

incorporating quotations, and avoiding plagiarism. Sample model research paper on women in science. Appendix on APA documentation.

*Guide to the Use of Libraries and Information Sources*, 6th ed., by Jean Kay Gates (McGraw-Hill; 352 p.; \$16.95). Complete introduction to the use of libraries designed for use in library science courses and school-wide freshman introduction-to-library courses as well as in freshman English courses incorporating library research methods.

*Introduction to Folklore* by David C. Laubach (Boynton/Cook; 192 p.; \$12.50). Suitable for advanced developmental classes as well as for freshman English classes, this text describes with great care the work of the folklorist, folktales and legends, songs and dances, the uses of folklore in literature, and oral history. Each chapter concludes with a variety of projects which ask students either to write or to collect information about which they might write.

*Literature: Experience and Meaning* by Martha McGowan (Harcourt Brace Jovanovich; 1200 p.; \$20.00). Thematic three-genre introduction to literature with a non-technical, reader-response approach. Contains questions, glossary of terms, appendix on writing about literature. Instructor's Manual.

*Literature: The Power of Language* by Thomas McLaughlin (Harcourt Brace Jovanovich; 1400 p.; \$20). A three-genre introduction to literature for freshmen that follows a reader-response approach and incorporates recent theory. Includes a rich variety of works, writing about literature section, glossary, extensive Instructor's Manual.

*Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*, 5th ed., by Howard Kahane. This text focuses on critical thinking in analyzing written and verbal communication. Treats formal logic and critical reasoning.

*Norton TEXTRA Writer with Online Handbook* by Myron C. Tuman (Norton; 1 disk plus 120 p. user's manual; \$19.95; 1988). For IBM PC and compatibles, a full-functioned word-processor and concise online handbook of grammatical and rhetorical help. Available in a stand-alone version and in versions cross-referenced to Norton freshman handbooks, *The Confident Writer* and *Writing—A College Handbook*. Also available, *Norton TEXTRA Speller* (\$12.95; 1988).

*Organize* by Helen J. Schwartz and Louis J. Nachman (Wadsworth; 1988). This software to help students write better essays is intended for courses in composition, as well as in writing labs. IBM and Apple versions. User's Manual.

*Processwriter Composition Software* (Holt, Rinehart, and Winston; 1988). This word processor combines data base, outlining, editing and printing

functions with on-line access to a handbook of grammar and usage. IBM and Macintosh versions.

*PROSE (Prompted Revision of Student Essays)* by Stuart Davis, Nancy Kaplan, and Joseph Martin (McGraw-Hill; \$15.95). This computer software for writing instruction provides an electronic medium for the exchange of papers, comments, and revisions between students and teachers. PROSE was developed to handle those aspects of writing best adapted for the computer: editing text, sequencing writers' options, clarifying choices, and supplying necessary help for revision. Available in IBM and Mac Versions, both with Instructor's versions. Demo for IBM version.

*A Short Guide to Writing about Art* 3rd ed., by Sylvan Barnet (Scott, Foresman; 150 p.). Helps students understand, examine, and write effectively about art. Examples are drawn from essays by students and by art historians and from numerous paragraphs by art authorities.

*A Short Guide to Writing about Film* by Timothy Corrigan (Scott, Foresman; 150 p.; 1988). Explains how to write good essays about the movies and contains a full chapter on writing a film essay. Two sample student essays and film criticism by students and professionals provide examples.

*A Short Guide to Writing about History* by Richard Marius (Scott, Foresman; 225 p.). Brief text examines general problems underlying historical study along with issues that confront all writers. Includes full chapters on modes, documentation, and book reviews, and an annotated sample research paper.

*Style: Ten Lessons in Clarity and Grace*, 3rd ed., by Joseph M. Williams (Scott, Foresman; 272 p.). Helps writers reach beyond clarity to grace and elegance. Reordered chapters focus first on the principles of style, then on ways to achieve them. Includes expanded material on coherence. Answer key.

*Writing Research Papers Across the Curriculum*, 2nd ed., Susan Hubbuch (Holt, Rinehart, and Winston; 416 p.). This text includes procedures for writing and documenting papers in the humanities, social sciences, and natural sciences and contains four sample research papers.

### III. Advanced Writing Texts

#### III. A. Rhetorics

*Critical Thinking: Reading and Writing Across the Curriculum* by Anne Bradstreet Grinols (Wadsworth; 1988). This text stresses critical thinking, cognition, reading and writing techniques and is intended for advanced courses in college reading and writing. Contains 43 challenging readings.

*The Power to Persuade: A Rhetoric and Reader for Argumentative Writing*, 2nd ed., by Sally DeWitt Spurgin (Prentice Hall; 431 p.; \$14.50). Integrates the

study of reasoning with the study of argumentative writing using essays and poetry. Includes exercises, readings, writing suggestions. Instructor's Edition.

*Rethinking Writing* by Peshe C. Kuriloff (St. Martin's; 200 p.). Builds on skills students acquired during freshman composition and provides principles and perspectives students need to respond effectively to various academic and professional writing situations. Writing examples throughout represent a broad range of academic fields. Instructor's Manual.

*Writing and Thinking in the Social Sciences* by Sharon Friedman and Stephen Steinberg (Prentice Hall; 240 p.; \$11.25). Provides an interdisciplinary approach to the teaching of writing organized around the research tools common to all of the social sciences. Includes exercises. Instructor's Manual.

### III. B. Readers

*Essays 100* by William Vesterman (Macmillan; 789 p.). Arranged into four broad rhetorical categories, this reader offers selections in varying lengths, styles, and subjects. Within these rhetorical categories selections are presented topically; e.g., persuading is divided into three topics: "Deciding a Course of Action," "Judging Right and Wrong," and "Assigning Praise or Blame."

*Representing Reality: Readings in Literary Nonfiction* by John Warnock (St. Martin's; 640 p.). Anthology presents nonfiction prose as part of a long-standing literary tradition. The 57 selections—classic through contemporary—illustrate the genres of autobiography, biography, documentary, journalism, travel writing, nature writing, and writing about history and about culture. Instructor's Manual.

### III. C. Composition and Literature Texts

*The Bedford Introduction to Drama* by Lee Jacobus (Bedford Books; 1280 p.). Collection of 31 plays, chronologically arranged including two plays each by Sophocles, Shakespeare, Ibsen, Chekhov, and Beckett and including excellent representation of women and minority playwrights; 42 commentaries; historical introductions; glossary; bibliography; filmography.

*Forms of Literature: A Writer's Collection* by Jacqueline Costello and Amy Tucker (Random House; 832 p.; \$22.50; 1988). International literature anthology supplements traditional genres with screenplay, autobiography, essays, journals and notebooks. Illustrated. Reading questions, writing suggestions and assignments, sample student writing. Instructor's manual.

*The Houghton Mifflin Anthology of Short Fiction* by Patricia Hampl with the Editors of Houghton Mifflin Company (Houghton Mifflin; 1300 p.). This

core collection of acknowledged touchstones of short fiction is accompanied by stories from international and contemporary writers and contains 98 stories. Introductory essays by Patricia Hampl. Biographical headnotes. Instructor's Manual.

*An Introduction to Literature: Fiction, Poetry, Drama*, 9th ed., by Sylvan Barnet, Morton Berman, and William Berto (Scott, Foresman; 1248 p.). Anthology offers twelve new short stories, thirty-seven new poems, and four new plays, including Clare Boothe Luce's *Slam the Door Softly*. New chapter on "Reading and Responding to Literature." Instructor's Manual.

*Joseph Conrad, Heart of Darkness: A Case Study in Contemporary Criticism*, edited by Ross C. Murfin (Bedford Books; 304 p.). Text includes authoritative text of the novel with interpretations from 5 contemporary critical perspectives: psychoanalytic, reader-response, feminist, deconstructive, new historicist. Includes general introduction to the novel, critical history, introductions to approaches, bibliographies, and glossary.

*New Worlds of Literature* by Jerome Beaty and J. Paul Hunter (Norton; 1200 pages; \$18.95; 1988). Works by contemporary American writers of diverse cultural and ethnic backgrounds, arranged by experiential theme: 84 poems, 37 short stories, 22 pieces of nonfiction, and 8 plays. Instructor's Guide.

*Reading, Writing, and the Study of Literature* by Arthur W. Biddle and Toby Fulwiler (Random House; 192 p.; \$12.50). Concise guide to the practical skills basic to the study of literature includes guidelines for writing about literature, an overview of critical theory, and samples of student writing.

*Types of Drama*, 5th ed., by Sylvan Barnet, Morton Berman, and William Berto (Scott, Foresman; 800 p.). Anthology contains twenty-five plays ranging from Sophocles' *Antigone* to Wilson's 1987 Pulitzer Prize-winner, *Fences*. A new "Writing Drama" section accompanies the addition of eight new plays and two new critical essays.

### III. D. Business and Technical Writing Texts

*Business Communication: An Audience-Centered Approach* by Paul V. Anderson (Harcourt Brace Jovanovich; 768 p.; \$25.00). This business writing text takes a process oriented approach emphasizing audience and persuasive communication. Includes guidelines for writing, learning aids, and chapter on participating in meetings. Instructor's Manual.

*Business Communication: Principles and Processes* by Mary Cullinan (Holt, Rinehart, and Winston; 688 p.). A process-oriented presentation of written and oral forms of business communication, this text includes a complete discussion of intercultural communication, case studies involving actual business situations, and interviews with business people. A handbook section covers grammar, punctuation, and mechanics.

*Components of Technical Writing* by Susan Feinberg (Holt, Rinehart, and Winston; 528 p.). This text covers the essential components of technical writing in 14 modules, each consisting of reader's tasks, instructions, illustrations and models, a summary, a checklist, and exercises.

*Introduction to Technical Writing: Process and Practice* by Lois Johnson Rew (St. Martin's; 576 p.). Provides comprehensive step-by-step coverage of the process of technical writing and of the tools, techniques, and forms of technical writing. Includes some 125 exercises, 38 of them collaborative in nature and 15 of them large-scale writing assignments. Instructor's Manual.

*The Technical Writer* by Ann Stuart (Holt, Rinehart, and Winston; 339 p.; 1988). This text provides explanations of methods for creating manuals, video presentations, questionnaires, reports, and evaluations. Also included are strategies for time management, listening, research, and information on job applications and resumes.

*Working with Words: A Concise Handbook for Media Writers and Editors* by Brian S. Brooks and James L. Pinson (St. Martin's; 256 p.). This practical guide to grammar, punctuation, spelling, and usage designed especially for journalism and mass communication students includes time-saving lists of common problems, a full chapter on avoiding unintentional racism and sexism, and a handy summary of wire-service style.

### III. E. Special Texts

*Before the Story: Interviewing and Communication Skills for Journalists* by George M. Killenberg and Rob Anderson (St. Martin's; 232 p.). Develops proficiency in interviewing techniques by outlining strategies for effective reporter-source communication. Includes chapter-length treatments of special interview challenges and the ethics of journalistic interviewing. Emphasis throughout is on the responsibilities of reporters as communicators.

*Contemporary Critical Theory* by Dan Latimer (Harcourt Brace Jovanovich; 696 p.; \$20.00). This accessible anthology of 34 selections covers all major movements in contemporary literary theory and directs attention to the cultural "text" in some of these movements. May be used as a core text or supplement.

*Contemporary Linguistics: An Introduction* by William O'Grady, Michael Dobrovolsky, and Mark Aronoff (St. Martin's; 480 p.). A comprehensive introduction to linguistics that covers how language is structured and how it functions, both socially and culturally. "Modular" arrangement of material facilitates use in courses at various levels and with differing emphases. Instructor's Manual.

*When Words Collide: A Journalist's Guide to Grammar and Style*, 2nd ed., by Lauren Kessler and Duncan McDonald (Wadsworth; 1988). This text addresses basic journalistic skills and those needed in newswriting, reporting, editing, feature writing, and public relations writing.

### IV. Professional Texts

*Developing Successful College Writing Programs* by Edward M. White (Jossey-Bass; \$22.95). This book is a comprehensive guide for administrators of writing programs.

*Dimensions of Thinking: A Framework for Curriculum and Instruction* by Robert J. Marzano, Ronald S. Brandt, Carolyn Sue Hughes, Beau Fly Jones, Barbara Z. Presseisen, Stuart C. Ranking, and Charles Suhor (NCTE; 162 p.; \$12.50; 1988). "The authors have clarified and organized research and theory from several sources, including philosophy and cognitive psychology" to help instructors "incorporate the teaching of thinking into all levels of the curriculum."

*Expecting the Unexpected: Teaching Myself—and Others—to Read and Write* by Donald M. Murray (Boynton/Cook; 264 p.). Murray collects published and unpublished articles written since 1981.

*Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage* by Francine Wattman Frank and Paula A. Treichler, with others (MLA; 300 p.; \$12.50). This book offers "guidelines for nondiscriminatory usage" as well as a "scholarly analysis of sexism in language."

*Longman Bibliography of Composition and Rhetoric: Volume II: 1986* by Erika Lindemann (Longman; 1988). This second annual volume continues the classification and annotation of items of scholarship on written English and its teaching begun in the first volume. An essential resource for the personal, professional library of every writing instructor and for libraries of every institution of higher education in the nation, this important service to the profession cannot be continued without support.

*Reporting for the Print Media*, 4th ed., by Fred Fedler (Harcourt Brace Jovanovich; 672 p.; \$18). This introductory newswriting worktext covers both the theory and practice of writing news stories. Specific examples, pedagogical apparatus, condensed version of *The Associated Press Stylebook*. Two new chapters. Paperbound perforated.

*Teaching Prose: A Guide for Writing Instructors* by Fredric Bogel, Patricia Carden, Gerald Cox, Stuart David, Diane Freedman, Katherine Gottschalk, Keith Hjortshoj, Harry Shaw; edited by Fredric Bogel and Katherine Gottschalk (Norton; 423 pages; \$13.95; 1988). Developed by teachers in the Freshman Seminar program at Cornell, this guidebook



offers practical discussions on composition theory and curriculum, designing a writing course, developing activities and assignments, responding to student writing, improving sentences, choosing textbooks, using computers for writing.

*The Word for Teaching Is Learning: Essays for James Britton*, edited by Martin Lightfoot and Nancy Martin (Boynton/Cook; 328 p.; \$17.50; 1988). A collection of essays by many of the most influential and perceptive researchers and practitioners in the UK and the USA in the area of language and learning.

*Worlds of Writing* by Carolyn B. Matalene (Random House; 400 p.; \$28.60). This collection of essays by scholars who are also professional writing consultants explores the teaching and learning of the writing process outside the academic discourse community.

*The Writing Across the Curriculum Book*, edited by Toby Fulwiler and Art Young (Boynton/Cook; 316 p.; August 1989). Detailed descriptions are given of writing-across-the-curriculum programs in place in a variety of two-year colleges and four-year colleges and universities.

*Writing as Social Action* by Marilyn M. Cooper and Michael Holzman (Boynton/Cook; 272 p.). A collection of essays demonstrating that writing is a social activity that occurs in social contexts and should be understood and taught with that in mind.