

# Bibliography of Writing Textbooks

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This year's guide to new textbooks (and texts in new editions) should seem familiar to *WPA* readers: it maintains essentially the same format as it has had in other years; but because WPAs must deal increasingly with staffing and text selection for ESL sections, those texts have been added to the developmental group. This year's list includes texts published (or to be published) during the 1989-90 academic year and carrying a 1990 copyright date. (Earlier copyright dates are so indicated.) Books published by companies that did not send information do not appear in this list. All texts should be available by March, 1990.

As in the past, participating publishers sent information which the compiler then edited to keep annotations as brief and objective as possible. Terms such as "process" and "product" reflect the publisher's characterization. Number of pages, where provided, may be tentative. No prices are included this year; so many college bookstores price books higher than the publisher's suggested retail that any guide to price is unreliable.

Because space is at a premium, literature texts which do not address writing concerns are not included. However, computer software sold as a "text" for a writing course continues to be included under "Special Texts."

## Classification Outline

- I. Developmental and ESL 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 and Handbooks
  - B. Readers
  - C. Composition and Literature Texts
  - D. Business and Technical Writing Texts
  - E. Special Texts

**I. Developmental and ESL Writing Texts****I. A. Handbooks**

Raimes, Ann. *How English Works: A Grammar Handbook with Readings*. Bedford/St. Martin's; 416 pp. Contextual treatment of grammar points to show grammar in action in newspaper articles, nonfiction works, and textbooks. Grammatical and editing techniques linked by providing unedited student samples for revision. Instructor's Manual.

Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. *Rules of Thumb: A Guide for Writers*. McGraw-Hill; 144 pp. This brief, easy-to-use handbook covers students' most common questions in clear, concise English, guides students through the writing process, and offers advice on specific kinds of writing tasks students are likely to encounter in college.

**I. B. Rhetorics**

Carino, Peter. *The Basic College Writer*. Scott Foresman/Little Brown; 354 pp. Step-by-step instruction in the writing process and a focus on the interrelationship between reading and writing helps developing writers progress to college-level work. Instructor's Edition.

Eggers, Philip. *Process and Practice: A Guide to Basic Writing*, 2ed. Scott Foresman/Little Brown; 352pp. Integrates the process approach with traditional grammar and rhetoric. New and expanded treatment of fragments, capitalization, apostrophes, diction, and revising with a word processor. New Diagnostic Test begins Unit 5. Instructor's Edition.

Emery, Donald W., John M. Kierzek, and Peter Lindblom. *English Fundamentals, Form A*, 9ed. Macmillan; 384 pp. Clear, detailed explanations focus on five basic sentence patterns following each topic with numerous exercises. New to this edition is stronger emphasis on progression from grammar at the sentence level to composition of complete paragraphs and essays and a greater variety of exercises. Three forms available, each with different exercises; test package; Answer Key.

Esch, Robert M., and Roberta R. Walker. *The Art of Styling Paragraphs*. Macmillan; 208 pp. This process-oriented text offers complete treatment of the paragraph using extensive visual diagrams as a way to master style, content, and structure. Using paragraph writing skills to compose larger essays as well as other infrequently addressed topics are discussed in detail and illustrated through numerous examples and exercises. Instructor's Manual.

Hansen, Barbara, and Rebecca McDaniel. *Developing Sentence Skills*. Prentice Hall. Gives students a basic understanding of sentence structure by teaching a limited number of concepts strategically reinforced by numerous exercises. Provides thorough, yet simple, explanations of the basic rules of sentence structure, punctuation, grammar, and mechanics. Instructor's Manual; test package.

Langan, John. *Sentence Skills, Form B*, 4ed. McGraw-Hill; 496 pp. Lower level composition text focusing on improving students' sentence skills through drill. New to this edition are inclusion of a limited answer key, expansion of chapter on run-ons, addition of practice passages for correcting a variety of common mis-

takes. Contains twenty writing assignments. Instructor's Manual; test package; software.

Meyers, Alan. *Writing with Confidence: Form B*. Scott Foresman/Little Brown; 432 pp. Alternate version of *Writing with Confidence*, 3ed., parallels the structure of book while offering all new examples, exercises, sample paragraphs, and sample themes. Flexible, two-part organization. Instructor's Edition; test package.

Pemberton, Carol. *Practical English*. Scott Foresman/Little Brown; 325 pp. Carefully paced text focuses on grammar and mechanics skills necessary to succeed in class and at work. Students apply newly learned skills to sentence, paragraph, and multi-paragraph writing assignments. Instructor's Manual.

Rosenberg, Vivian M. *Reading, Writing, and Thinking: Critical Connections*. McGraw-Hill; 208 pp. Based on the work of William Perry and others, this three-part text introduces basic critical thinking techniques, correlates these with reading and writing strategies, and offers readings related to exercises and assignments given in the first two sections. Instructor's Manual.

Troyka, Lynn, and Jerold Nudelman. *Steps in Composition*, 5ed. Prentice Hall; 600 pp. A comprehensive text including reading selections and coverage of writing at both the paragraph/essay and sentence levels. Each chapter includes visuals, "Springboards to Thinking," a reading selection, spelling, vocabulary, a rhetoric or grammar section, and writing assignments. Instructor's Edition; resource book.

Tyner, Thomas E. *College Writing Basics: A Progressive Approach*, 2ed. Wadsworth; 364 pp. This process-oriented basic writing text is suitable for diverse student groups and can be used on an individualized basis. Focusing on paragraph and essay-level concerns, it offers abundant practice and progress quizzes and writing assignments. Instructor's Manual.

Wallace, Sally Foster. *Practically Painless English*, 2ed. Prentice Hall. Designed primarily for remedial or developmental students, especially for those whose previous experiences with English textbooks and classes were unhappy, frustrating, and boring. Presents the basics of English grammar and composition in a light-hearted, user-friendly manner. Instructor's Manual.

**I. C. Readers**

Buscemi, Santi. *A Reader for Developing Writers*. McGraw-Hill; 1780 pp. This anthology of 70 short prose pieces includes extensive apparatus and readability formulas to determine difficulty of selections. Instructor's Manual.

Conlin, Mary Lou. *Patterns Plus*, 3ed. Houghton Mifflin; 448 pp. Rhetorically organized, this edition includes 40% new selections and expanded chapter introductions as well as extensive study apparatus. Instructor's Manual.

King, Anne Mills. *The Engaging Reader*. Macmillan; 416 pp. Thematic reader presents 70 high-interest selections including stories, essays, poems, interviews, ads, letters, and current news articles. Paired readings help students to see different ways to address subjects. Vocabulary lists and comprehension questions accompany each selection and the Student's Guide, which is fully cross-referenced to text selections, provides help. Instructor's Manual.

Wiener, Harvey S. *Reading in the Disciplines: An Anthology for College Writers*. McGraw-Hill; 448 pp. A collection of short, high-interest, intercurricular essays especially chosen for accessibility to developmental students. Apparatus encourages students to explore issues and respond to discipline-specific and rhetorical concerns. Instructor's Manual.

#### I. D. Workbooks

Choy, Penelope, and James R. McCormick. *Basic Grammar and Usage*, 3ed. Harcourt, Brace, Jovanovich; 288 pp. A concise text-workbook which focuses on basic problems in grammar and usage such as subject-verb agreement, pronoun usage, fragments, and run-on sentences. A variety of exercise formats cover each problem and are cumulative. Many form narrative paragraphs.

Clouse, Barbara Fine. *Progressions*. Macmillan; 608 pp. This text presents well-defined procedures (or protocols) for writing effectively. Detailed support is given in the form of problem-solving guides, revision checklists, highlighted key points, and boxed summaries as well as step-by-step procedures for writing and revising. Emphasizing practical academic skills, this text offers a student essay in progress and thirteen professional selections. Instructor's Manual. Dittomasters.

Epes, Mary, Carolyn Kirkpatrick, and Michael Southwell. *Mastering Written English: The Comp-Lab Exercises, Level 1*, 3ed. Prentice Hall; 416 pp. This text and workbook on the most basic topics in grammar and mechanics focuses on those which cause the most trouble for students with non-standard or foreign language speech backgrounds. Self-teaching exercises include answers to make text self-paced. Instructor's Manual; test package; Audios.

Fawcett, Susan, and Alvin Sandberg. *Business English: Skills for Success*. Houghton Mifflin; 447 pp. This flexibly organized workbook teaches basic grammar skills with a total business focus and offers abundant examples, exercises, paragraphs, and proofreading exercises. Comprehensive print and software ancillary package.

Jarrett, Joyce M., Margaret Giles Lee, and Doreatha D. Mbalia. *Pathways: A Text for Developing Writers*. Macmillan; 432 pp. This practical text balances a process approach with emphasis on finished product by incorporating grammar into the whole process of composition. Each chapter has pre-and post-tests. Includes a handbook of Edited American English. Instructor's Manual.

Mackie, Benita, and Shirley Rompf. *Building Sentences*, 2ed. Prentice Hall. Designed for the remedial or developmental student, this text emphasizes sentence construction rather than sentence analysis. Instructor's Manual; test package.

Salomone, William, Stephen McDonald, and Mark Edelstein. *Inside Writing: A Writer's Workbook*. Wadsworth; 375 pp. This basic writing text integrates grammar and writing instruction at the sentence and paragraph level and gives students the opportunity to practice extensively with grammar, sentence, and paragraph work in each chapter. All exercises and writing suggestions are thematically linked for interest and to show the connection between small and larger writing elements.

Verspoor, Marjolyn, Linda Hart, and Mona Oliver. *Channels: A Basic Writer's Workbook*. Scott Foresman/Little Brown; 416 pp. Class-tested, step-by-step,

inductive approach shows developmental writing students how to compose grammatically complete sentences and combine their ideas into well-written compositions. Grammar explanations throughout. Instructor's Edition.

#### I. E. Special Texts

Campbell, William Giles, Stephen Vaughan Ballou, and Carole Slade. *Form and Style: Theses, Reports, Term Papers*, 8ed. Houghton Mifflin; 240 pp. Spiral bound text offers up-to-date coverage of Chicago, MLA, and APA documentation styles as well as instruction in the process of research. All examples full-size. Complete formatting instructions.

Dunn-Rankin, Patricia. *Vocabulary*, 3ed. McGraw-Hill; 224 pp. Examples, exercises, and activities suitable for developmental and adult audiences. New to this edition are open-ended sentence exercises and exercises using different forms of words. Instructor's Manual.

Flemming, Laraine. *Reading for Results*, 4ed. Houghton Mifflin; 464 pp. This text presents basic reading skills in a straightforward, step-by-step approach. New features include chapters on pre-reading and reading multi-paragraph material; 75% new reading selections and a boxed feature, "Digging Deeper," which provides thought-provoking questions. Instructor's Manual.

Gregg, Joan Young, and Joan Russell. *Past, Present, and Future: A Reading-Writing Text*, 3ed. Wadsworth; 380 pp. This low-intermediate level ESL text takes a step-by-step approach to teaching the related skills of reading and writing. Challenging reading selections of high interest from across the disciplines help students to master academic reading and writing. Instructor's Manual.

Hennings, Dorothy Grant. *Reading with Meaning: Strategies for College Reading*. Prentice Hall; 384 pp. Provides practice and instruction in a variety of active reading strategies important for success in college. Selections are drawn from college textbooks and other sources that students will typically encounter.

Hillman, Linda. *Reading at the University*. Wadsworth; 180 pp. This advanced level reading text for ESL distinguishes itself by its solid critical reading instruction, academic content, and its original (not contrived) source materials.

Huizenga, Jann, Courtenay Meade Snellings, and Gladys Berro Francis. *Basic Composition for ESL: An Expository Workbook*, 3ed. Scott Foresman/Little Brown; 288 pp. Approaches writing through illustrations and now offers greater emphasis on process writing activities, increased focus on audience and purpose, more options for student writing, and a larger, redesigned format. Instructor's Manual.

Huizenga, Jann and Maria Thomas-Ruzic. *Writing Workout: A Program for New Students of English*. Scott Foresman/Little Brown; 192 pp. Intensive, step-by-step writing instruction organized around five themes that address adult students' life experiences and interests. Abundant activities offer discussion, vocabulary, and sentence- and paragraph-level writing tasks.

James, Gary, Charles G. Whitley, and Sharon Bode. *English on Campus: A Listening Sampler*. Wadsworth; 224 pp. This high- to intermediate-level ESL text teaches students a "listening process" for lectures across the disciplines to improve listening and learning skills. Audio and video tapes.

Langan, John. *Reading and Study Skills, Form B*, 4ed. McGraw-Hill; 576 pp. New to this edition is a practice chapter from a sociology text, expansion of the chapter on word signals and a clearer focus on skills students need most to master textbook materials. Instructor's Manual; software; dittomasters.

Lenier, Minnette, and Janet Maker. *Keys to College Success: Reading and Study Improvement*, 3ed. Prentice Hall. A practical guide to the most important reading and study skills, this new edition emphasizes textbook reading and critical reading.

McWhorter, Kathleen. *Academic Reading*. Scott Foresman/Little Brown; 416 pp. Provides comprehensive treatment of discipline-specific reading skills, teaching students how to apply, modify, and adapt their skills to suit the demands of six academic disciplines. Instructor's Edition.

Miller, Wanda Maureen, and Sharon Steeber de Orozco. *Reading Faster and Understanding More: Book I*, 3ed. Scott Foresman/Little Brown; 384 pp. Carefully planned sequence of reading skills begins with movement from simple to complex and proceeds through improving comprehension, speed, and perception. Readings range from 5th- to 8th-grade level. New lesson on critical reading. Instructor's Edition.

Miller, Wanda Maureen, and Sharon Steeber de Orozco. *Reading Faster and Understanding More: Book II*, 3ed. Scott Foresman/Little Brown; 384 pp. Readings range from 8th- to 11th-grade level. Includes new lesson on critical reading and new previewing exercises. Greater emphasis on the connection between reading and writing promotes critical analysis. Instructor's Edition.

Shepherd, James F. *College Study Skills*, 4ed. Houghton Mifflin; 368 pp. This work-text teaches study and test-taking skills. New features include material on making notes for books, complete textbook chapter for notetaking and over thirty boxes that summarize information. Instructor's Manual.

## II. Freshman Writing Texts

### II. A. Handbooks

Dornan, Edward A., and Charles W. Dawe. *The Brief English Handbook*. Scott Foresman/Little Brown; 465 pp. Concise, accessible coverage of the essentials of good writing. Grammar topics broken into easily identifiable units for quick reference. Research paper coverage expanded to three manageable chapters. Instructor's Edition Annotated.

Ellsworth, Blanche, and John Higgins. *English Simplified*, 6ed. Harper & Row; 40 pp. This 40-page handbook for any student answers the most frequently asked grammar, punctuation, spelling, mechanics, and usage questions. Three-hole-punched format allows insertion in notebooks.

Guth, Hans. *The New English Handbook*, 3ed. Wadsworth; 750 pp. This handbook strives to meet the needs of student writers through coverage of the writing process and focus on the thinking that goes into good writing: it helps students think about why confusion occurs and how to solve it—on all levels. It is designed and written to be practical, clear, and student-centered. Coordinated support package.

Heffernan, James A. W., and John E. Lincoln. *Writing—A College Handbook*, 3ed. Norton; 660 pp. Full-featured freshman handbook includes increased coverage of invention strategies, argumentation, new connected-discourse exercises, and a new chapter on writing and research across the disciplines. Instructor's Edition; test package; CLAST supplement.

Hodges, John, Mary E. Whitten, Winifred B. Horner, and Suzanne S. Webb. *Harbrace College Handbook*, 11ed. Harcourt, Brace, Jovanovich; 576 pp. This complete, practical guide to grammar, mechanics, usage, and the writing process includes expanded coverage of logical thinking, the whole composition, the research process (now with sample papers demonstrating both MLA and APA styles), and writing about fiction, poetry, and drama (with sample student papers for each genre). Instructor's Manual; software; test package.

Perrin, Robert. *The Beacon Handbook*, 2ed. Houghton Mifflin; 708 pp. Systematically links the details of writing to the process of writing through the "Connections" feature and systematically links word processing to the writing process through integrated computer applications; software.

Troyka, Lynn. *Simon & Schuster Handbook for Writers*, 2ed. Prentice Hall; 700 pp. A comprehensive handbook containing a wide variety of topics including the writing process, critical thinking, research writing, writing across the curriculum, and standard reference grammar topics. Available shrink-wrapped with Webster's Dictionary. Ancillaries include resource package, ideas for teaching writing across the curriculum, rough drafts and answer key, and preparing for TASP and CLAST; workbook and answer key; software; videos.

### II. B. Rhetorics

Baker, Sheridan. *The Practical Stylist*, 7ed. Harper & Row; 304 pp. A freshman composition text focusing on thesis development, style, and persuasive writing, this rhetoric stresses argument as the primary rhetorical strategy and incorporates now classic rhetorical diagrams, such as the funnel, the keyhole, and the procon model. Instructor's Manual.

Barnet, Sylvan, and Marcia Stubbs. *Practical Guide to Writing with Additional Readings*, 6ed. Scott Foresman/Little Brown; 800 pp. Practical, easy-to-read advice on writing essays. Fifty-eight readings (nineteen new) illustrate rhetorical patterns. Expanded treatment of the writing process, analytical thinking and writing, and new research techniques. Instructor's Manual.

Berke, Jacqueline. *Twenty Questions for the Writer*, 5ed. Harcourt, Brace, Jovanovich; 630 pp. A rhetoric, reader, and handbook that uses a series of questions to enable student writers to clarify their purpose and focus their writing. This edition features four opening chapters on the writing process, twenty-six new readings, and sample papers demonstrating both MLA and APA documentation. Instructor's Manual.

Daiker, Donald A., Andrew Kerek, and Max Morenberg. *The Writer's Options: Combining to Composing*, 4ed. Harper & Row; 334 pp. Proceeding from the assumption that the most direct way to improve writing is to practice writing, this popular text asks students to recognize the options open to them as writers and to choose the one most appropriate to make a point. Numerous combining and composing options vary in length, format, and focus. Instructor's Manual.

Elder, Dana C. *Writing to Write: Process, Collaboration, Communication*. Macmillan; 224 pp. Brief rhetoric stressing writing as the primary vehicle for learning to write focuses on rhetorical skills, and its "communication triangle" provides students with a model for applying issue, purpose, and audience. Exercises in journal writing, group prewriting and editing, and multiple stage drafting. Instructor's Manual.

Gunner, Jeanne. *Beyond the Conventions: Studies in Prose Writing*. Harper & Row; 384 pp. Rhetoric with readings covers invention, arrangement, and style in the dual context of conventions and authorial choices. Students are invited to work collaboratively, give and receive editorial feedback, gain stylistic self-awareness, do basic prose analyses and much more. Instructor's Manual.

Kinneavy, James L., William J. McCleary, and Neil Nakadate. *Writing in the Liberal Arts Tradition*, 2ed. Harper & Row; 672 pp. This rhetoric with readings covers both aims and strategies for writing as it guides students step-by-step through the writing process. Illustrating fundamental concepts in numerous genres, each chapter features sample readings by professional and student writers and offers numerous writing assignments, many of which are collaborative in nature. Instructor's Manual.

Kennedy, X. J., and Dorothy M. Kennedy. *The Bedford Guide for College Writers with Readings and Handbook*, 2ed. Bedford/St. Martin's; 868 pp. hard-cover; 624 pp. paperback. A process-oriented rhetoric (revised and expanded) with 48 readings and a 200-page handbook: available with Readings and Handbook (three books in one) or with Readings (two books in one).

Kiniry, Malcolm, and Mike Rose. *Critical Strategies for Academic Writing: Cases, Assignments, and Readings*. Bedford/St. Martin's; 800 pp. Emphasizes critical thinking in an academic context. Part One's 71 carefully sequenced, cross-curricular cases and assignments present six critical strategies (defining, serializing, classifying, summarizing, comparing, and analyzing) as sophisticated and dynamic processes. Part Two features 4 miniature libraries for developing longer academic arguments using these strategies.

McCuen, Jo Ray, and Anthony C. Winkler. *Rewriting Writing: A Rhetoric*, 2ed. Harcourt, Brace, Jovanovich; 600 pp. (With handbook, 700 pp.) A rhetoric/reader focused on the perspective that good writing is achieved only through revision. At least two drafts of student essays or paragraphs in each of the nine chapters on modes complement the thirty-six cross-curricular readings demonstrating the reading/writing connection; includes MLA and APA documentation.

Mann, Peter M., and Rebecca Mann. *Essay Writing: Methods and Models*. Wadsworth; 412 pp. This process-oriented rhetoric/reader has a broad range of reading selections that includes an applications section at the end of the book. This text attempts to integrate process and product considerations. Instructor's Manual.

Minkoff, Harvey, and Evelyn Melamed. *Visions and Revisions: Critical Reading and Writing*. Prentice Hall; 600 pp. This rhetoric with readings for freshman composition courses encourages students to continually reevaluate previous information and integrate new information as they think and write about specific topics. Instructor's Manual.

Neeld, Elizabeth Cowan, and Kate E. Kiefer. *Writing, Brief*, 3ed. Scott Foresman/Little Brown; 512 pp. Brief, process-oriented rhetoric is organized into sixteen focused chapters. Includes a new chapter on the relationship between reading and writing. Research-paper chapter now emphasizes writing from sources. Instructor's Edition.

Neeld, Elizabeth Cowan. *Writing*, 3ed. Scott Foresman/Little Brown; 656 pp. Popular process-oriented rhetoric offers a new overview of the writing process, fuller treatment of the fine points of writing, and a portfolio of writing assignments. Instructor's Manual.

O'Hare, Frank, and Dean Memering. *The Writers' Work: Guide to Effective Composition*, Brief 3ed. Prentice Hall. This comprehensive rhetoric presents the writing process as a series of choices and revisions achieved through multiple drafting.

Simpson, Jeanne H. *The Elements of Invention*. Macmillan; 96 pp. Concise, inexpensive aid presenting formal and informal, traditional, and modern invention techniques to help students at every stage of the writing process.

Spack, Ruth. *Guidelines: A Cross-Cultural Reading/Writing Text*. Bedford/St. Martin's; 448 pp. Innovative, logical, step-by-step progression through increasingly challenging assignments including keeping a reading/writing journal, personal experience, writing about course readings, and writing from outside sources. Includes editing guide and brief handbook with exercises. Instructor's Manual. Instructor's Edition with Instructor's Manual.

Veit, Richard, Christopher Gould, and John Clifford. *Writing, Reading, and Research*, 2ed. Macmillan; 544 pp. Comprehensive, unified treatment of writing, reading, and research emphasizing the importance of writing documented essays. New to this edition is expanded coverage of research to include five complete sample papers. Instructor's Manual.

West, Rinda. *Myself Among Others: A Sequenced Approach to Writing*. Scott Foresman/Little Brown; 272 pp. Fifteen sequential writing assignments challenge students to first develop a unique voice, then a range of voices, and finally, an academic voice. Discussion of writing and thinking promotes critical analysis. Instructor's Edition.

## II. C. Readers

Aaron, Jane. *The Compact Reader: Subjects, Styles, and Strategies*, 3ed. Bedford/St. Martin's; 416 pp. Still among the briefest and least expensive rhetorical readers, the third edition contains 36 essays (17 new) and offers a full complement of editorial features.

Axelrod, Rise, and Charles R. Cooper. *Reading Critically, Writing Well: A Reader and Guide*, 2ed. Bedford/St. Martin's; 704 pp. Sixty-six examples of classic, professional and academic writing arranged according to kinds of discourse form the basis for applying critical thinking skills to reading and writing. Apparatus includes detailed introductions, questions for analysis, suggestions for writing and a Guide to Writing closing each section. Appendix on Research and Documentation. Instructor's Manual.

Bartholomae, David, and Anthony Petrosky. *Ways of Reading: An Anthology for Writers*, 2ed. Bedford/St. Martin's; 784 pp. Features 28 challenging readings (11 of

them new) written by some of today's most important and innovative thinkers. Fourteen class-tested assignment sequences focus on different themes and readings, providing extended academic projects that give students a feel for college work.

Comley, Nancy R., David Hamilton, Carl H. Klaus, Robert Scholes, and Nancy Sommers. *Fields of Writing: Readings across the Disciplines*, 3ed. Bedford/St. Martin's; 795 pp. Available in two formats (84 selections or 57 selections), this cross-curricular reader provides topical clusters across the arts and humanities, social sciences, and sciences and technologies. Apparatus includes general introduction, headnotes, questions, and suggestions for writing. Instructor's Manual.

Decker, Randall E., and Robert A. Schwegler. *Decker's Patterns of Exposition*, 12ed. Scott Foresman/Little Brown; 528 pp. First and consistently successful rhetorically organized composition reader is renowned for its selections and pedagogy. Twenty-four new essays, an expanded discussion of critical reading, and new annotated demonstration paragraphs. Instructor's Edition.

Eschholz, Paul, and Alfred Rosa. *Language Awareness*, 5ed. Bedford/St. Martin's; 480 pp. Fifty-three (approximately half new) lively, non-technical essays focus on practical issues of current interest in language and also provide models of good writing. Apparatus includes headnotes, questions on content and rhetoric, vocabulary lists and writing topics. Instructor's Manual.

Eschholz, Paul, and Alfred Rosa. *Subject and Strategy: A Rhetoric Reader*, 5ed. Bedford/St. Martin's; 600 pp. Seventy rhetorically arranged readings including 12 student essays which are followed by interviews with student writers. Includes General Introduction, headnotes, exercises, writing assignments, argumentation section (gun control, censorship, and competition), and glossary. Instructor's Manual. Instructor's Edition with Instructor's Manual.

Flachmann, Kim, and Michael Flachmann. *The Prose Reader: Essays for College Writers*, 2ed. Prentice Hall; 600 pp. This rhetorically arranged collection of high-interest readings for freshman composition is supplemented by apparatus that emphasizes thinking, reading, and writing skills. Instructor's Edition; test package.

Ford, Marjorie, and Jon Ford. *Dreams and Inward Journeys: A Reader for Writers*. Harper & Row; 520 pp. Exploring the relationship between self-understanding, reading, and writing, this text engages readers in a thematic examination of dreams, myths, and visions. The 72 readings relate to the central analogy of the dream and reflect a wide range of disciplines including anthropology, political science, communications, psychology, and literature. Instructor's Manual.

Goshgarian, Gary. *The Contemporary Reader*, 3ed. Scott Foresman/Little Brown; 512 pp. Diverse collection of recently written essays about contemporary issues and experiences. Includes never-before anthologized selections by popular writers, a new section on death and dying, and new sample advertisements. Instructor's Edition.

Gould, Eric, Robert DiYanni, William E. Smith, and Judith Stanford. *The Art of Reading*, 2ed. Thematically arranged composition reader offering strategies for reading effectively and developing written responses to reading. Techniques for

actively reading texts are introduced, moving from the individual experience to written analysis and interpretation. Includes non-fiction, fiction, and poetry. Instructor's Manual.

Gregory, Marshall, and Wayne Booth. *The Harper & Row Reader*, Brief Ed. Harper & Row; 496 pp. Now available in shorter, more streamlined format, this text retains the emphasis on themes of a liberal education and features 64 thought-provoking readings including new pieces by Adrienne Rich, Joyce Carol Oates, Mary Midgely, Lorraine Hansberry, Ursula K. LeGuin, and Walter T. Stace. Instructor's Manual.

Hunt, Douglas. *The Dolphin Reader*, 2ed. Houghton Mifflin; 1002 pp. Thematically organized reader featuring four new units, new overviews and headnotes, increased attention to persuasion, 50% new selections, and expanded writing assignments. Instructor's Manual.

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*, 3ed. Bedford/St. Martin's; 756 pp. Contains 36 substantial selections (14 new) from some of the world's most important thinkers including for the first time non-Western writers. As before, the editorial apparatus includes extensive introductions to each selection.

Kennedy, William, Mary Kennedy, and Hadley Smith. *Writing in the Disciplines: A Reader for Writers*, 2ed. Prentice Hall; 600 pp. A cross-curricular reader for freshman composition containing realistic and readable examples of academic writing in the natural sciences, social sciences, and humanities, together with process-oriented instruction in both reading and writing. Instructor's Manual.

Klaus, Carl, Chris Anderson, and Rebecca Blevins Faery. *In Depth: Essayists for Our Time*. Harcourt, Brace, Jovanovich; 742 pp. Alphabetically arranged, this reader includes at least four essays varying in level and length by each of twenty-five classic, contemporary, and minority authors. Alternate topical and rhetorical tables of contents.

Levin, Gerald. *Prose Models*, 8ed. Harcourt, Brace, Jovanovich; 648 pp. This introduction to the rhetoric and logic of the essay begins with introductions to the topics, followed by sample paragraphs and one or more essays. One section offers essays on the writing process. A syllabus shows how the text might be taught with the Harbrace College Handbook.

Lutz, William, and Harry Brent. *The Critical Reader: Responding Through Writing*. Harper & Row; 416 pp. Emphasizing the reading/writing connection in a format fostering collaborative learning, this rhetorically-organized reader contains 65 familiar, classic, and newly anthologized essays, stories, and poems which are followed by questions categorized as "Reading Critically" and "Responding through Writing." Instructor's Manual.

Nadell, Judith, and John Langan. *The Macmillan Reader*, 2ed. Macmillan; 736 pp. Rhetorically arranged, this text includes 54 essays ranging from classics to current and offers two introductory chapters on reading and writing skills as well as a six-page guide to the writing process. Extensive selection of writing assignments and samples includes a sample student essay in two drafts for each rhetorical pattern. Instructor's Manual.

Otte, George, and Linda Palumbo. *Casts of Thought: Writing in and against Tradition*. This text focuses on writing and reading as a social transaction through examination of the rhetorical situation. Forty-nine readings offer many unique comparisons of diverse writings with shared rhetorical goals and strategies. Instructor's Manual.

Penfield, Elizabeth. *Short Takes: Model Essays for Composition*, 3ed. Scott Foresman/Little Brown; 368 pp. Fifty-six brief but complete essays (twenty-seven new) reinforce the connection between reading and writing. Includes an expanded chapter on argument and a new traditional "how-to" essay. Instructor's Edition.

Rigden, Diana Wyllie, and Susan S. Waugh. *The Shape of This Century: Readings from the Disciplines*. Harcourt, Brace, Jovanovich; 750 pp. This thematically arranged reader opens with an introduction on critical reading and offers apparatus involving students in writing assignments closely connected to the readings. Seventeen thematic topics are included in each of six discipline areas. Alternate rhetorical table of contents.

Shelnutt, Eve. *Writing: The Translation of Memory*. This text presents 33 essays and stories by writers early in their careers, each accompanied by a "process essay" describing the author's experiences in writing the essay, all with a view to helping students make the connection between their writing and more mature writing. Questions and exercises accompany each selection. Instructor's Manual.

Smart, William. *Eight Modern Essayists*, 5ed. Bedford/St. Martin's; 384 pp. Classic anthology of the work of eight writers each represented by three to six essays representing variety in subject and rhetorical approach. New in this edition are works by Paul Fussell and Carol Bly and one fourth of other selections as well as a sampler of eight classic essays from previous editions. Instructor's Manual.

Smoke, Trudy. *A Writer's Worlds: Exploring through Reading*. Bedford/St. Martin's; 400 pp. Textbook excerpts, academic selections, essays, and literary works drawn from widely divergent fields thematically progress from self to universal awareness. Apparatus encourages individual and group work in analyzing and discussing rhetorical strategies, writing assignments, and revision techniques. Instructor's Manual; Instructor's Edition with Instructor's Manual.

Trimmer, Joseph F., and Maxine Hairston. *The Riverside Reader*, 3ed. Houghton Mifflin; 661 pp. Rhetorically organized reader including new features emphasizing the reading/writing connection, 50% fresh selections, short fiction, expanded persuasion unit, final thematic unit entitled "Resources for Writing," and completely rewritten questions and assignments. Instructor's Manual.

Webb, Suzanne S. *The Resourceful Writer*, 2ed. Harcourt, Brace, Jovanovich; 514 pp. Keyed to the Harbrace College Handbook, this rhetorically arranged reader begins every unit with a student essay and interrelates rhetorical and grammatical elements as well as offers writing suggestions for each selection. Essay test responses across the disciplines and a mini-casebook on argument accompany classic and contemporary essays. Instructor's Manual.

## II. D. Workbooks

Barth, Melissa E. *Harbrace College Workbook, Form 11C*, (The World of Work theme). Harcourt, Brace, Jovanovich; 392 pp. An exercise workbook which provides drill

and practice exercises on grammar and writing, this text is keyed not only to the grammar and rhetoric sections of Harbrace but also to the business writing section—and is thus especially attractive to non-traditional students. Instructor's Edition.

Frazer, Cynthia L. *The Beacon Workbook*. Houghton Mifflin; 512 pp. A collection of contextual exercises covering the writing process, sentence structure, grammar, mechanics, punctuation, and diction to be used independently or as a supplement to *The Beacon Handbook*. Instructor's Manual.

Gordon, Emily, and Lynn Troyka. *Simon and Schuster Workbook for Writers*, 2ed. Prentice Hall; 384 pp. Workbook to accompany the *Handbook for Writers*. Answer Key.

Heffernan, James A. W., and John E. Lincoln. *Writing—A College Workbook*, 3ed. Norton; 320 pp. A basic text on the sentence with concise explanations of grammar, punctuation, and mechanics reinforced with more than 100 sets of exercises; the text can be used alone. Answer key.

Hook, J. N., William H. Evans, and Sally B. Reagan. *Harbrace Tutor*. Harcourt, Brace, Jovanovich; 600 pp. A programmed workbook keyed to sections 1-30 of the *Harbrace College Handbook*, this text provides self-correcting lessons beginning with the applicable *Harbrace* rule, progressing to frames demonstrating how the rule is applied, and then asking questions related to the rule. Diagnostic tests and mastery tests conclude each section.

Keller, Andrew. *Exercises to Accompany English Simplified*, 6ed. Harper & Row; 152 pp. This workbook includes hundreds of exercises corresponding to topics covered in *English Simplified*. Answer Key.

Mapp, Larry G. *Harbrace College Workbook, Form 11A*, (Exploring the Cosmos theme). Harcourt, Brace, Jovanovich; 362 pp. Exercise workbook keyed to the *Harbrace College Handbook*, sections 1-33. Varied exercises provide drill and practice in grammar and writing. Flexible and independent enough to be used without the handbook.

## II. E. Special Texts

Browne, Neil, and Stuart Keeley. *Asking the Right Questions: A Guide to Critical Thinking*, 3ed. Prentice Hall; 421 pp. A brief text emphasizing question-asking skills that help develop critical thinking in a wide range of disciplines. Instructor's Manual.

Coyle, William. *The Macmillan Guide to Writing Research Papers*. Macmillan; 256 pp. Comprehensive, yet streamlined self-paced guide to research-based writing covers the entire writing process including coverage of MLA and APA style as well as other styles. This text offers unusually large representation of sample bibliographic forms and current treatment of computer reference sources. Instructor's Manual.

Hult, Christine A. *Researching and Writing across the Curriculum*, 2ed. Wadsworth; 320 pp. This text/reference for freshman composition and beyond introduces students to research processes, tools, and methods used in the sciences, technology, social sciences, humanities, and business. Four model searches and papers are

shown from across the disciplines. Shows ways to adapt writing process techniques to research work. Instructor's Manual.

Koon, William H., and Peter L. Royston. *Fine Lines: Planning, Drafting, and Revising on the Computer*. Houghton Mifflin; 2 disks, 160 pp. user's guide; for IBM PCs and compatibles. Seven flexible modules assist students at every stage of the writing process: freewriting, topic narrowing, idea processing, list processing, outlining, drafting and revising, and journal writing. On-line handbook with MLA and APA documentation forms. Instructor's Manual with Check Disk.

Lester, James D. *Writing Research Papers: A Complete Guide*, 6ed. Scott Foresman/Little Brown; 320 pp. Well-established manual offers increased coverage of computer searches and data bases, updated list of reference sources for over thirty disciplines, and new sample papers in MLA and APA style. Instructor's Edition. Tabbed Instructor's Manual.

Ruhl, Janet. *The Writer's Toolbox*. Prentice Hall; 400 pp. Designed to show what computer tools are available to writers, this book shows how to use such tools as word processing and graphics to increase writing productivity.

Tuman, Myron C. *Textra Writer with Online Handbook, 2.0*. Norton; one 3 1/2" or two 5 1/4" disks plus 160 pp spiralbound manual, 1989. For IBM PC and compatibles, a full-functioned word-processor with spellchecker and online handbook of grammatical and rhetorical help. Available in a stand-alone version or crossreferenced to Norton freshman handbooks.

Veit, Richard. *Research: The Student's Guide to Writing Research Papers*. Macmillan; 288 pp. Flexible, goal-oriented text offers two sample papers and covers all basic research conventions. Major emphasis is the purpose behind the methods so students can use skills in a variety of disciplines and research situations. Instructor's Manual.

Weidenborner, Stephen and Domenick Caruso. *Writing Research Papers*, 3ed. Bedford/St. Martin's. Complete, concise guide to planning and doing library research, developing a thesis, organizing and drafting, and documenting gives step-by-step guidance through the process. Includes exercises, timetable/checklist, revised list of sources, and new sample student paper. Instructor's Manual.

Winkler, Anthony C. and Jo Ray McCuen. *Writing the Research Paper: A Handbook*, 3ed. Harcourt, Brace, Jovanovich; 304 pp. A handbook/reference guide to writing term papers takes students through the entire research process. This edition includes increased coverage of researching with computers, an updated and expanded reference to sources, student papers in MLA and APA style, and a section titled "Aiming for a Readable Style."

### III. Advanced Writing Texts

#### III. A. Rhetorics and Handbooks

Barnet, Sylvan, and Hugo Bedau. *Current Issues and Enduring Questions: Methods and Models of Argument*, 2ed. Bedford/St. Martin's; 704 pp. This reader/rhetoric offers instruction on critical reading and effective writing of arguments and provides 85 models of argument (36 new) on contemporary and classic questions arranged into short debates or longer units treating such topics as abortion, drug legalization, and free speech.

Bell, Kathleen. *Developing Arguments: Strategies for Reaching Audiences*. Wadsworth; 720 pp. This process-oriented argumentation rhetoric/reader for freshman or advanced composition integrates critical thinking, critical reading, and writing skills. Bell examines "contexts" (people, occasions, subjects, purposes) to derive assumptions and reasons for the choices writers make. Instructor's Manual.

Coe, Richard. *Process, Form, and Substance*, 2ed. Prentice Hall; 600 pp. Comprehensive process-oriented text for advanced composition courses. Instructor's Manual.

Fahnestock, Jeanne, and Marie Secor. *A Rhetoric of Argument*, 2ed. McGraw-Hill; 400 pp. Composition text focusing on argument and persuasion guides students through developing a thesis, finding and organizing evidence, and writing and revising several different types of argumentative papers. Completely revised and updated, this edition deemphasizes the language of formal logic, gives additional coverage to refutation. Instructor's Manual.

Hirshberg, Stuart. *Strategies of Argument*. Macmillan; 700 pp. Reader/rhetoric providing a range of arguments on issues for students to evaluate, this text begins with critical reading, note taking, and summarizing skills and then covers the elements of argument according to the Toulmin model. A process-based guide to writing includes coverage of research papers. Instructor's Manual.

Jason, Philip, and Allan Lefcowitz. *Creative Writer's Handbook*. Prentice Hall; 432 pp. A practical creative writing text that covers the three genres of fiction, poetry, and drama at a level appropriate for beginning writers. Instructor's Manual.

Kubis, Pat, and Robert Howland. *The Complete Guide to Writing Fiction and Non-Fiction: And Getting It Published*. Prentice Hall; 350 pp. A practical guide to the craft of writing and publishing both fiction and non-fiction.

Mayberry, Katherine J., and Robert E. Golden. *For Argument's Sake: A Guide to Writing Effective Arguments*. Scott Foresman/Little Brown; 200 pp. Stresses a positive, flexible approach to writing convincing arguments. Based upon the premise that argument informs most expository writing, it gives detailed consideration to audience, motivation, style, and revision. Instructor's Manual.

#### III. B. Readers

Hoy, Pat C., II, Esther Schor, and Robert DiYanni. *Women's Voices: Visions and Perspectives*. McGraw-Hill; 500 pp. This anthology of non-fiction, suitable for freshman composition, advanced composition, and women's studies, includes three to four pieces by fifteen major women writers and thirty-four classic essays from the feminist tradition.

#### III. C. Composition and Literature Texts

Abcarian, Richard, and Marvin Klotz. *Literature: The Human Experience*, 5ed. Bedford/St. Martin's; 1440 pp. Thematically arranged according to human experience, this introduction to literature anthology offers 37 stories, 186 poems, and 14 plays ranging from classical to modern works. Suggested writing topics throughout, appendix on writing about literature, student essays, coverage of MLA documentation style, and further writing topics. Instructor's Manual.

Baumgaertner, Jill P. *Poetry*. Harcourt, Brace, Jovanovich; 1000 pp. Alphabetically arranged by author, this collection of over 500 classic and modern poems opens

with an 11-chapter introduction on how to read and write about a poem. It offers examples of students' first reactions to poems, prewriting, and finished papers.

Cassill, R. V. ed. *Norton Anthology of Short Fiction*, 4ed. Norton; 1700 pp. Anthology of short stories and novellas including 110 stories (shorter edition—800 pp., 56 stories), includes sections on talking about fiction, writing about fiction, and writing fiction. Instructor's Manual.

Charters, Ann. *The Story and Its Writer: An Introduction to Short Fiction, Shorter Second Edition*. Bedford/St. Martin's; 846 pp. Includes 55 stories by 49 major writers, 28 critical commentaries, and all the popular editorial features from the longer version: extensive headnotes, a history of the genre, an introduction to the elements of fiction, a chapter on writing about short stories, and a glossary of literary terms. Instructor's Edition including Instructor's Manual.

Cole, SuzAnne C., and Jeff W. Lindemann. *Reading and Responding to Literature*. Harcourt, Brace, Jovanovich; 304 pp. Step-by-step advice on transforming initial responses to literature into well-developed arguments and research papers about literature makes extensive use of student papers throughout. Tabbing along margins makes for easy reference.

Griffith, Kelly, Jr., *Writing Essays about Literature*, 3ed. Harcourt, Brace, Jovanovich; 270 pp. Introduces the mechanics and process of writing papers about literature. Organized by the steps of the research and writing process, it covers documentation and provides student samples—with annotation and marginal notes—on fiction, poetry, and drama.

Kennedy, X. J. *An Introduction to Poetry*, 7th ed. Scott Foresman/Little Brown; 576 pp. Anthology of over 400 poems includes 76 new selections, a revised chapter on "Reading a Poem," new "Lives of the Poets" section, updated "Supplement: Writing" section, and suggested writing topics. Instructor's Edition.

Meyer, Michael. *The Bedford Introduction to Literature*, 2ed. Bedford/St. Martin's; 1920 pp. Three-genre literature anthology contains 45 stories, 390 poems, and 17 plays, features an expanded section on writing about literature and writing assignments to accompany virtually every selection.

Pickering, James H., and Jeffrey D. Hoepfer. *Literature*, 3ed. Macmillan; 1760 pp. The third edition of this introduction to literature text contains wide selections and extensive introductions to each literary element. This edition also includes an expanded section on writing about literature and a new in-text "Handbook for Literary Study." Instructor's Manual; Study Guide.

Pickering, James H., and Jeffrey D. Hoepfer. *Poetry: An Introduction*. Macmillan. Separate, single-volume text presenting over 400 poems with a discussion of how to read and study literature with detailed comments on writing a literary analysis or explication. Instructor's Manual.

Proffitt, Edward. *Reading and Writing about Literature: Fiction, Poetry, Drama, and the Essay*. Harcourt, Brace, Jovanovich; 1000 pp. Arranged by genre, this anthology progresses from reading literature, to reading with the goal of writing, to the writing process. Introductions are brief and questions and writing suggestions follow all selections discussed. MLA documentation provided.

Seyler, Dorothy, and Richard Wilan. *Introduction to Literature: Reading, Analyzing and Writing*, 2ed. Prentice Hall; 650 pp. A concise introductory literature anthology with apparatus covering major literary concepts as well as writing about literature. Instructor's Manual.

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

Burnett, Rebecca. *Technical Communication*, 2ed. Wadsworth; 675 pp. This junior-level technical writing text focuses on the writing process as a means toward creating a better written product. Special emphasis on collaboration teaches problem solving and consideration of audience, subject, purpose, and information design in a group setting. Instructor's Manual; transparency masters.

Dumont, Raymond A., and John M. Lannon. *Business Communications*, 3ed. Scott Foresman/Little Brown. Covers essential business communication skills with a real-world emphasis. New treatment of business ethics and intercultural communication as well as new chapter-opening interviews. Increased focus on the writing process. Instructor's Manual, test package, transparency masters.

Forman, Janis. *The Random House Guide to Business Writing*. McGraw-Hill; 864 pp. Featuring a process orientation, this comprehensive text in business communication includes topics such as the impact of computers on business communication, problem-solving strategies, writing responses to business cases, and "communicating in controversy." Examples, cases, and methods are drawn from interviews with real people in real business environments. Instructor's Manual.

Flaherty, Stephen. *Technical and Business Writing: A Reader-Friendly Approach*. Prentice Hall; 300 pp. This technical level introduction to writing survival skills covers the processes and documents most commonly used in business and technical communication situations and focuses on how situation, audience, and document type fit together to foster effective communication. Includes oral communication and research report writing. Instructor's Manual.

Hart, Andrew W., and James A. Reinking. *Writing for College and Career*, 4ed, (Previous title: *Writing for Career-Education Students*). Bedford/St. Martin's; 560 pp. Thorough treatment of writing fundamentals covers the kinds of writing vocational-technical students will encounter in classes and on the job. Examples of student and professional writing have career-related topics. Handbook (120 pages) with exercises. Instructor's Edition with Instructor's Manual.

Howard, C. Jenel, and Richard Tracz. *Contact: A Textbook in Applied Communication*, 5ed. Prentice Hall; 550 pp. Written specifically for the vocational/technical student, this business writing text focuses on job-related communication and is highly practical and applied. Instructor's Manual.

Huckin, Thomas N., and Lesley A. Olsen. *Technical Writing and Professional Communication: A Handbook for Non-Native Speakers*, 2ed. McGraw-Hill; 704 pp. Designed for intermediate and advanced students, this text focuses on problems common to non-native speakers of English. This edition emphasizes the communication process and includes discussion of international concerns, ethical dimensions, multiple authorship, group activities, computer-based writing, and oral communication. Instructor's Manual.

Lee, Mary, Gloria Stephenson, Lynn A. Lee, and Max Anderson. *Components of Technical Writing*. Harcourt, Brace, Jovanovich; 512 pp. A handbook of grammar and rules of technical writing which uses student and professional examples, a numbered format, key points to introduce each chapter, and hundreds of application exercises.

Miles, Thomas M. *Critical Thinking and Writing for Science and Technology*. Harcourt, Brace, Jovanovich; 544 pp. This complete guide to academic and professional writing discusses stages in the thinking/writing process (summarize, synthesize, describe and analyze, contribute), provides a case study of the Hyatt Regency walkway collapse, incorporates 55 readings in scientific rhetorical form, covers library research and documentation, and provides a brief guide to grammar.

Pauley, Steven, and Daniel Riordan. *Technical Report Writing Today*, 4ed. Houghton Mifflin; 448 pp. This comprehensive, concise technical writing text features a new, streamlined look, integrated coverage of process approach, clear style, and accessible tone. Completely redesigned text features coverage of contemporary technical writing topics. Instructor's Manual.

Ray, Blair. *Introduction to Professional Communication*. Prentice Hall; 1989; 750 pp. Emphasizing the writing process and revision, this text offers a clear and comprehensive introduction to professional writing for students taking business or technical communications courses. Instructor's Manual.

Sherman, Theodore, and Simon Johnson. *Modern Technical Writing*, 5ed. Prentice Hall; 700 pp. Written for the sophomore- to senior-level student, especially for those at four-year schools with engineering programs, this comprehensive text covers general concepts, reports, proposals, and correspondence and includes a brief usage/mechanics handbook. Instructor's Manual.

Van Alstyne, Judith. *Professional and Technical Writing Strategies*, 2ed. Prentice Hall; 600 pp. Especially appropriate for two-year schools, this comprehensive survey of professional and technical strategies includes pre-writing, correspondence, reports, manual preparation, research and documentation techniques, and new communication skills. Instructor's Manual; software.

Wilkinson, Antoinette. *Writing Scientific Papers and Dissertations*. Prentice Hall; 336 pp. This is a professional handbook for scientists and science students who need to communicate information in written form. It discusses the goals of scientific writing and develops basic principles for writing scientific documents using numerous examples to illustrate good and bad scientific writing.

### III. E. Special Texts

Bizzell, Patricia, and Bruce Herzberg. *The Rhetorical Tradition: Readings from Classical Times to the Present*. Bedford/St. Martin's; 1328 pp. The first comprehensive anthology of primary texts on the history of rhetorical theory. Its 54 selections and its thorough introductions, headnotes, and bibliographies make it an important addition to the professional library of any writing instructor or graduate student.

Hart, Roderick P. *Modern Rhetorical Criticism*. Scott Foresman/Little Brown; 480 pp. Teaches critical skills needed to examine and interpret rhetorical situations, ideas, arguments, structure, and style. Covers modern critical approaches including cultural, feminist, dramatic, and Marxist analysis. Instructor's Manual.

Hayakawa, S. I., and Alan R. Hayakawa. *Language in Thought and Action*, 5ed. Harcourt, Brace, Jovanovich; 350 pp. This introduction to the study of semantics examines human interaction through communication, the complex functions of language, and how language shapes thinking. All exercises (most changed or replaced) now appear at the end of the book. A new chapter discusses the ramifications of television, and a new preface discusses the importance of seminal works.

Matalene, Carolyn. *Worlds of Writing*. McGraw-Hill; 288 pp. This lively collection of essays by academicians who are also professional writing consultants explores discourse communities outside the academy.

