

Bibliography of Writing Textbooks

Suzanne S. Webb

This year's listing of texts includes new texts or new editions of previously published texts carrying a 1992 copyright date. Books published by companies that did not send information do not appear. All texts should be available by March 1992. Annotations were provided by the publishers; some have been edited for brevity and/or objectivity.

I. Developmental and ESL Writing Texts

I. A. Handbooks

Kelly, William. *Beginnings: A Rhetoric and Handbook*. Macmillan. In a positive, supportive style, this combined rhetoric and handbook for developmental writers makes the elements of writing accessible. Treatment of modes of development as techniques to fulfill a writer's purpose gives students a realistic view of writing and provides them with methods for generating, developing, and refining ideas. Instructor's Manual, test packet.

Robey, Cora, Sarah Kreps, and Helen Maloney. *New Handbook of Basic Writing Skills*. 3rd ed. Harcourt Brace Jovanovich. The new edition of this classic brief handbook for basic writers.

I. B. Rhetorics

Bailey, Edward P., Jr., and Philip Powell. *The Practical Writer* 4th ed. Harcourt Brace Jovanovich. Easy to use text which presents traditional composition development from the topic sentence to the five-paragraph essay and research paper. Includes student work.

Choy, Penelope, and James R. McCormick. *Basic Grammar and Usage*. 3rd ed. Harcourt Brace Jovanovich. This text emphasizes grammar and usage starting with subject/verb and ending with punctuation.

Delaware Technical and Community College, English Department. *Writing Skills for Technical Students*. 3rd ed. Prentice Hall. This text/workbook offers career-minded students individualized instructional modules on grammar, paragraph writing, report writing, letter writing, and spelling. This edition presents more extensive and detailed objectives statements, an extensive glossary of terms, and new writing samples. Instructor's Manual.

Despain, LaRene. *Writing: a Workshop Approach*. Mayfield. Designed for courses that emphasize individual and collaborative activities in the classroom, this book's eight chapters present eight sequenced assignments that progress from experience-based to data-based writing. Instructor's Manual.

Emery, Donald W., John Kierzek, and Peter Lindblom. *English Fundamentals. Form B*. 9th ed. Macmillan. Clear, detailed explanations focus on five basic sentence patterns followed with exercises. This edition contains a stronger emphasis on progression from sentence-level grammar to composition of complete essays and a greater variety of exercises. Three forms, each with different exercises. Test package. Answer Key.

Ferguson, Laraine, and Marie-Louise Dickerson. *All In One: Basic Writing Text, Workbook, and Reader*. 3rd ed. Prentice Hall. This text offers, in one book, a wide range of materials that meet diverse student needs. It covers both the writing process at essay and paragraph level and basic grammar and usage, while offering a selection of readings of enduring value from literary sources. Instructor's Manual.

Fitzgerald, Sallyanne H. *Casting Light on Writing*. Harper-Collins. This text, which integrates speaking, listening, reading and writing, is organized around sequenced writing assignments and includes professional and student readings to teach essays.

Gay, Pamela. *Developing Writers: A Dialogic Approach*. Wadsworth. Gay's workshop approach engages students in a dialogue with the selections they read, with other writers, with themselves, and ultimately with their audience. Through written and spoken dialogues, student writers learn to know what they think and to express what they mean. Annotated Instructor's Edition.

Greenberg, Karen L. *Effective Writing: Choices and Conventions*. 2nd ed. St. Martin's Press. A rhetoric/worktext that guides student writers sequentially through the writing process, from discovering and developing ideas, to planning and drafting paragraphs and essays, to revising and editing their work.

Hawley, James, and Charles Tilghman. *Getting Down to Specifics*. Harper-Collins. A whole language approach is utilized in conjunction with the process approach to teach writing paragraphs and essays. Innovative discussion exercises, individual and collaborative writing assignments, and readings by professional writers included.

Jackson, Janet, and Stacy Lovin-Boyd. *Collaborations: Strategies for Readers and Writers*. Harcourt Brace Jovanovich. This rhetoric emphasizes the paragraph-to-essay approach and features brief chapter-opening readings. Journal and peer work supports the focus on reading and writing skills.

Knodt, Ellen Andrews. *Making Progress: From Paragraphs to Essays*. Harper-Collins. Process-oriented text presents a sequence of steps—generating ideas, understanding purpose and audience, writing and revising to each piece of writing. Grammar section.

McKoski, Martin M., and Lynne C. Hahn. *The Developing Writer: A Guide to Basic Skills*. 4th ed. Harper-Collins. Using sentence-combining in combination with free writing and paragraph writing, this text leads students through the writing process

with an emphasis on multiple drafting. Writing by basic writers is contained in all exercises and models.

Rich, Susanna L. *The Flexible Writer*. Allyn & Bacon. Designed for instructors who believe that students should write and revise often in complete essays, this text offers interesting and diverse writing exercises which encourage students to be flexible in their writing as purposes and audiences change. Includes a handbook. Instructor's Manual.

Roth, Audrey J. *The Elements of Basic Writing*. Allyn & Bacon. Intended for courses with numerous objectives from mastering grammatically correct sentence forms to achieving unity and coherence in paragraphs and learning the principles of essay writing, this text teaches students to understand the elements of writing correct sentences and well-developed paragraphs for success in college and career. Annotated Instructor's Edition, Test Bank, Computer Software.

Wingersky, Joy, Jan Boerner, and Diana Holguin-Balogh. *Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills*. Wadsworth. This text is a comprehensive guide to developing well-focused paragraphs and short essays. It is an all-in-one rhetoric/reader/handbook characterized by a friendly tone and complete explanations to help students understand the relationship between reading, thinking, and writing. Annotated Instructor's Edition.

I. C. Readers

Bailey, Edward P., Jr., and Philip Powell. *The Practical Writer with Readings*. 3rd ed. Harcourt Brace Jovanovich. An alternate version of *The Practical Writer* that adds readings to the step-by-step treatment of basic writing.

Caruso, Domenick, and Stephen Weidenborner. *Reading, Responding, and Writing: Short Essays and Stories for Composition*. 2nd ed. St. Martin's Press. A collection of 45 short, provocative readings and student responses organized thematically and designed to stimulate class participation and writing among students who may have difficulty expressing and focusing their ideas.

Conlin, Mary Lou. *Patterns Plus: A Short Prose Reader with Argumentation*. 4th ed. Houghton Mifflin. A rhetorically organized reader containing 109 paragraphs and short essays by students and professional writers. A chapter introduction provides writing strategies for each rhetorical mode. Instructor's Resource Manual.

Grill, Neil, and Bernard Witlieb. *A Multicultural Reader for Developmental Writers*. McGraw Hill. This reader invites developmental and non-traditional students to write about, discuss, and interpret the great ideas and events of the cultures of the Americas. Anthologizing short cultural selections spanning five centuries, the editors integrate writing, grammar, and vocabulary exercises derived from the readings. Includes grammar handbook plus artwork, photographs, and maps introducing each cultural area. Instructor's Manual.

Joy, Anna. *We Are America*. Harcourt Brace Jovanovich. This all-in-one rhetoric, reader and brief handbook offers thematically organized, multicultural readings.

Langan, John. *College Writing Skills*. 3rd ed. McGraw Hill. Worktext for high level developmental writing and freshman composition courses designed to help students master the five-paragraph essay. It provides a variety of activities and assignments, both structured and creative. Instructor's Manual, Test Bank, and Ditto Masters.

Parry, Kate. *Reading for a Purpose*. St. Martin's Press. Designed to help students increase their reading speed and comprehension and develop skills for college study, its thirty reading selections are organized according to purpose for reading, with accompanying exercises tailored to each specific purpose.

Wiener, Harvey A. *Creating Compositions*. 6th ed. McGraw Hill. This revision streamlines the worktext and reorganizes for increased manageability and flexibility in classes focusing on paragraph skills that build toward better essays. New reading and writing assignments facilitate a variety of writing topics within a new rhetorical organization. Instructor's Manual.

I. D. Workbooks

Adams, Peter Dow. *Connections: A Guide to the Basics of Writing*. 2nd ed. Harper-Collins. An incremental organization and an inductive approach characterize this worktext that focuses on paragraphs and sentences. Instructors are given the flexibility to integrate the writing chapters at the front of the book with the grammar chapters at the back.

Fawcett, Susan, and Alvin Sandberg. *Evergreen: A Guide to Writing*. 4th ed. Houghton Mifflin. A worktext for basic writing courses, including step-by-step instructions, student and professional models, and abundant exercises for writing paragraphs and short essays plus a grammar review. Also available as *Evergreen with Readings: A Guide to Writing* which includes fourteen reading selections plus questions and writing assignments. Instructor's Annotated Edition, Instructor's Resource Manual, Test Package, Computerized Diagnostic/Mastery Tests, Test Bank Data Disk, and Evergreen Editing Exercises (computerized).

Glazier, Teresa Ferster. *The Least You Should Know about English, Form A*. 5th ed. Harcourt Brace Jovanovich. This worktext teaches the essentials of spelling, sentence structure, and punctuation through writing simple papers and offers abundant exercises and grammar emphasis.

Kok, Marilyn, and Leah Schietinger. *Building College Writing*. Harcourt Brace Jovanovich. This text covers sentence to essay for classroom or workshop instruction. Skill-building exercises focus on analyzing writing and applying students, own writing.

Meyers, Alan. *Writing With Confidence*. 4th ed. Harper-Collins. This text emphasizes the production of writing rather than the completion of exercises. A flexible two-part chapter organization, high interest exercise material are found in this sentence and paragraph level text.

Peters, Mary Ann. *Write from the Start*. Harcourt Brace Jovanovich. This process-oriented workbook starts with larger elements and progresses to smaller ones.

Spangler, Mary S., and Rita R. Werner. *Sentence Strengths: The Sentence-To-Paragraph Process*. Harper-Collins. This workbook presents grammatical rules within the context of the writing process. Longer pieces of writing after a solid introduction to sentences and paragraphs that features unique exercises, journal writing, and many samples of professional and student writing.

Williams, Virginia, and Carl Blake. *Explorations: From Sentence to Paragraph*. Harper-Collins. Using the theme of exploration, this workbook helps students generate and organize their ideas, create interesting and coherent sentences and combine them into fully-developed paragraphs. Examples of student writing and a grammar review are also included.

I. E. Special Texts

Adams, W. Royce. *Prep: For Better Reading*. 4th ed. Harcourt Brace Jovanovich. This 6th to 9th grade reading-level worktext covers reading comprehension, vocabulary and usage and is appropriate for ESL courses.

Cortina, Joseph, Janet Elder, and Katherine Gonnet. *Comprehending College Textbooks: Steps to Understanding and Remembering What You Read*. McGraw Hill. Created for developmental reading and study skills courses, this text focuses on college textbook reading comprehension. Using a theoretical framework that encourages interaction and thinking, the text reinforces concepts, skills, and strategies through practice. Instructor's Manual.

Feinstein, George W. *Programmed College Vocabulary*. 4th ed. Prentice Hall. Programmed approach provides immediate feedback as students develop vocabulary skills. Emphasizing communication, this text is organized around word parts, word types, and words from different academic disciplines. Features new chapters on learning words by analysis of context, diction, and the study of useful, often overlooked short words as well as chapters on literature. Instructor's Manual.

Krantz, Harriet, and Joan Kimmelman. *Keys to Reading and Study Skills*. 4th ed. Harcourt Brace Jovanovich. This text systematically approaches vocabulary, comprehension, study techniques, writing and test-taking.

Langan, John. *Reading and Study Skills*. 5th ed. Form A. McGraw Hill. Core worktext designed to help students learn and apply the essential reading and study skills needed to succeed in college. Provides updated and revised examples, readings, exercises, and activities plus a new introduction. Instructor's Manual. Drill Tutorial Software for IBM compatibles and Macintosh. Ditto masters.

Lawry, John D. *College 101: A Freshman Reader*. McGraw Hill. This collection of writings from different genres addresses the day-to-day aspects of college life and success. High-interest readings should motivate students to write. Also useful for freshman orientation and study-skills courses. Instructor's Manual.

Milan, Deanne. *Improving Reading Skills*. 2nd ed. McGraw Hill. This worktext designed is designed to prepare students in first and intermediate level developmental reading courses to meet college demands. Chosen from books, magazines and newspapers, high interest selections of varying length and levels represent the reading students will encounter in college and their adult lives. Instructor's Manual.

Pacheco, Beth. *Academic Reading and Study Skills*. 2nd ed. Harcourt Brace Jovanovich. Using an interdisciplinary approach, this text teaches reading, thinking, and study skills.

Palumbo, Linda J., and Frank Gaik. *Vocabulary for a New World*. Macmillan. This text/workbook for developmental vocabulary implements the latest advances in the theory of learning in-context cues, affective associations, inferential reading, and critical thinking. The emphasis is on contextbased language acquisition and on enabling students to build active vocabulary. Instructor's Manual.

Sternglass, Marilyn. *Readings, Writing, and Reasoning: Focus 2*. Macmillan. In this new volume for students at the secondary level of basic writing, a reading-writing curriculum incorporates instruction on rhetorical and grammatical structures. Reading instruction and extensive writing activities build the power of reasoning and provide the students the opportunity to practice analysis and synthesis. Instructor's Manual.

Tollefson, Stephen K. *Grammar Grams II*. Harper-Collins. This brief book offers concise, yet witty explanations and discussions that cover grammar, sentence structure, and style as well as questions of format, vocabulary usage, and editing.

II. Freshman Writing Texts

II. A. Handbooks

Beene, Lynn, and William Vande Kopple. *The Riverside Handbook*. Houghton Mifflin. This handbook is distinguished by 7-way easy reference, an emphasis on the interrelation of reading/writing/thinking, accent on options available to writers, and coverage of research and ESL issues. Instructor's Edition. Instructor's Resource Manual/T.A. Support Package. Cross-Curricular Assignment Booklet. Diagnostic Tests. Software.

Corbett, Edward P.J., and Sheryl L. Finkle. *Little English Handbook*. 6th ed. Harper-Collins. Brief guide to the essentials of grammar, style, paragraphing, punctuation and mechanics. Concentrates on the fifty most common writing problems as compiled by the authors during decades of teaching; also includes research paper skills, business and personal letters, and resumes.

Crews, Frederick. *The Random House Handbook*. 6th ed. McGraw Hill. Offers a guide to writing and style as well as to special applications. With emphasis on academic writing, the handbook now presents the research paper alongside

chapters on writing cycle and covers peer review and editing. Includes more exercises, literate examples, and critical thinking. Instructor's Manual. Online Handbook for IBM compatibles and Macintosh. Diagnostic tests.

Fowler, H. Ramsey, and Jane E. Aaron. *The Little Brown Handbook*. 5th ed. Harper-Collins. This classic handbook focuses on writing process theory and contains new research paper coverage; also features a new color palette, headings with a more positive tone, cross-curricular exercises thematically linked, and a revised chapter on "Critical Thinking and Argument."

Hacker, Diana. *A Writer's Reference*. 2nd ed. Bedford Books of St. Martin's Press. Expanded revision of handbook with unique physical format--plastic-coated tabbed section dividers let the book flip open and a combed plastic binding lets it stay open. Full treatment of grammar, usage, documentation, and the writing process. New sections on research writing and ESL trouble spots, and new material for dialect speakers.

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. Shorter edition. Prentice Hall. For writers who have not mastered grammatical terminology, this reference guide covers the essentials of grammar, punctuation, mechanics, and style, but omits the exercise sections. Important rules are explained briefly with hints to help writers avoid common errors, plus illustrations of paper formatting and guides for resumes. Prentice Hall Resources for composition.

Kirszner, Laurie G., and Stephen R. Mandell. *The Holt Handbook*. 3rd ed. Harcourt Brace Jovanovich. Process-oriented handbook continues to offer case studies and exercises focused on the student work. New sections on "Thinking Critically" and "Writing in the Disciplines," an expanded research section, new aids to revision, and a full-color design. Annotated Instructor's Edition.

Lunsford, Andrea, and Robert Connors. *The St. Martin's Handbook*. 2nd ed. St. Martin's Press. Incorporates an expanded introductory chapter covering the twenty most common errors plus larger elements, quick-reference guidelines, a chapter on audience and purpose, diction, and writing about literature. Includes guides to teaching and evaluation, TASP and CLAST preparation, and five software packages.

Rosen, Leonard J., and Laurence Behrens. *The Allyn & Bacon Handbook*. Allyn & Bacon. Classroom and reference text for instructors and programs especially concerned with academic writing. Includes chapters relating critical thinking to writing and reading, argument as a way of knowing through inquiry, and writing in the disciplines. Annotated Instructor's Edition, Instructor's resource Manual, Transparencies, On-Line handbook for Macintosh and IBMcompatibles, test banks, TASP and CLAST Study Guides, Video.

Troyka, Lynn. *Simon & Schuster Concise Handbook*. Prentice Hall. Process-oriented brief handbook for freshman composition based on the best-selling *Simon & Schuster Handbook for Writers*. Emphasizes the writing process and coverages grammar, punctuation, and mechanics in the context of writing. Instructor's

Edition; Teaching Composition with the Simon & Schuster Concise Handbook, diagnostic Tests, Workbook and Answer Key, Transparency Guide and Booklet, CLAST and TASP workbooks, ESL guide, software, Prentice Hall Resources for Composition.

Watkins, Floyd C., and William B. Dillingham. *Practical English Handbook*. 9th ed. Houghton Mifflin. Concise but comprehensive coverage of the best practices in writing. Features expanded treatment of APA documentation, new student papers, revised logic section, new tabbing system, and expanded glossaries. Instructor's Annotated Edition. Diagnostic Tests. Reference Chart. Software.

II. B. Rhetorics

Anderson, Thayne, and Kent Forrester. *Reading, Then Writing*. McGraw Hill. Combined rhetoric and thematic reader provides a pedagogically sound basis for successful research writing-oriented composition classes. The importance of developing essential skills--such as summarizing, paraphrasing, quoting, and synthesizing--is underscored from the start. Instructor's Manual.

Anson, Chris M., and Lance E. Wilcox. *Field Guide To Writing*. Harper-Collins. Supplement to writing-intensive courses in any discipline. Stressing that writing can be a tool for learning, this brief guide offers practical advice for all stages of writing. Covers everything from informal writing (academic journal) to longer and more complex assignments (essay exam; research paper).

Bauman, M. Garrett. *Ideas and Details: A Guide to College Writing*. Harcourt Brace Jovanovich. This lower-level rhetoric with 15 student essays emphasizes a process approach and uses an amusing style. Professional excerpts and a research section are included.

Bazerman, Charles. *The Informed Writer*. 4th ed. Houghton Mifflin. Emphasizing the close connection between reading and writing, the text provides instruction on how to synthesize and document sources in disciplines and how to formulate original arguments. Features thirty percent new readings, expanded argumentation, and new MLA and APA model papers. Instructor's Resource Manual.

Beidler, Peter. *Writing Matters*. Macmillan. Written in a lighthearted tone, this concise rhetoric gives common sense information about writing while serving as a model. Each chapter has a clear thesis, an introduction, a body with support for the thesis, clear transitions, and a conclusion. Includes examples of student writing, instructive commentary, and student revisions.

Bensel-Meyers, L. *Rhetoric For Academic Reasoning*. Harper-Collins. Uses the enthymeme as a critical thinking tool for understanding how academics reason. Introduces ways of reasoning: reading critically, identifying issues, testing ideas, making logical assumptions. Also provides readings in specific discipline areas to reinforce and illustrate concepts.

Clouse, Barbara Fine. *The Student Writer: Editor and Critic*. 3rd ed. McGraw Hill. Offering a balanced emphasis on process and product, the text is written with the

conviction that students must learn to identify their own processes. Revision is emphasized along with a range of strategies for idea generation, organizing, drafting, editing, and proofreading within the context of the rhetorical modes as patterns for thought. Instructor's Manual.

Cooley, Thomas. *The Norton Guide to Writing, Regular* (with handbook) and shorter editions. Norton. For introductory composition, this rhetoric with 30 readings emphasizes the social and cultural contexts of writing and includes abundant activities for "active" reading and writing. Illustrations. Instructor's Manual. Available packaged with Online Handbook for Macintosh and with Norton Textra (see below) for IBM PC and compatibles.

Daniel, Neil. *A Guide to Style and Mechanics*. Harcourt Brace Jovanovich. A brief guide to composing and editing for composition and advanced writing courses.

Dawe, Charles W., and Edward A. Dornan. *One To One*. 4th ed. Harper-Collins. This resource and guide designed for instructors using the conference-centered method of writing instruction offers varied, self-contained writing assignments, including nine weeks of journal-keeping assignments for students to work on their own. Assignments are illustrated with student and professional models.

Ede, Lisa. *A Guide to Writing and Revising*. 2nd ed. St. Martin's Press. This brief process rhetoric for composition courses helps the student to acquire a flexible rhetorical approach to composition, highlighting the importance of audience and context in any writing project.

Ford, Marjorie, and Jon Ford. *Writing As Revelation*. Harper-Collins. With a central vision of writing as an act of discovery this rhetoric presents current methods of teaching composition--journal keeping, collaborative writing, computers as aids to creative thinking--but also covers the more traditional staples: rhetorical modes, writing analytically, logical argument and research. Student and professional readings emphasize the themes of revelation and discovery.

Gere, Anne Ruggles. *Writing and Learning*. 3rd ed. Macmillan. Student and professional models from the arts and humanities, social sciences, and natural sciences provide form and content for exercises and writing assignments. The writing assignments are applied to a variety of aims-based exercises and assignments such as information analysis, arguing proposals, reporting, and supporting generalizations. Revision is emphasized throughout the text. Workbook. Instructor's Manual.

Gilliland, Joan F., and Joan T. Mead. *Reasons for Writing*. Prentice Hall. Straight-forward text takes students through all stages of the writing process, explaining step-by-step how to write specific types of academic and professional papers and illustrates these discussions with examples of student writing. Instructor's Manual.

Hoy, Pat C. II. *Reading and Writing Essays: The Imaginative Task*. McGraw Hill. For both advanced composition and better freshman composition programs, this rhetoric/reader explores variations in the writing process by focussing on types of essays: exploratory, analytical, and argumentative. Through examining student

and professional essays and through reading and writing exercises, students learn elements of good writing and thinking.

Lanham, Richard. *Revising Prose*. 3rd ed. Macmillan. This self-teaching text enables students to work on their own steady, detailed revisions. Focusing on the single sentence, it provides students with an easily stated and learned revision method labeled "The Paramedic Method," used to revise the "Official Style." Demonstrates how to revise stilted, dense prose into plain English. Self-teaching Exercise book, Videotape.

Lannon, John M. *The Writing Process*. 4th ed. Harper-Collins. Rhetoric/reader/handbook combination with a sustained focus on the link between reading and writing; treats writing process as a series of decisions about audience and purpose. Features many new student and professional models and revisions of the three chapters on argument and research.

McCuen, Jo Ray, and Anthony C. Winkler. *From Idea to Essay: A Rhetoric, Reader, and Handbook*. 6th ed. Macmillan. Newly designed to incorporate a second color, this freshman composition text combines readings and instructions in writing with a handbook. Include essays, short stories, and poems. An effort was made in this new edition to make sure reading selections reflect the interest of students. Instructor's Manual.

Proffitt, Edward. *The Organized Writer: A Brief Rhetoric*. Mayfield. This short rhetoric emphasizes organization in two senses: an organized approach to the inherently disorderly process of writing, and the production of well-organized, coherent papers. Includes two chapters on style, a glossary of usage, and an appendix on writing documented papers. Instructor's Manual.

Rawlins, Jack. *The Writer's Way*. 2nd ed. Houghton Mifflin. Distinguished by its informal, personal tone, this practical rhetoric is based on the whole language approach. The second edition features eight chapters on revision, an anthology of 39 student papers, 16 "writer's workshops," expanded handbook, and new material on collaborative learning, critical thinking, and word processing. Instructor's Resource Manual.

Reid, Stephen. *The Prentice Hall Guide for College Writers*. 2nd ed. and Brief 2nd ed. Prentice Hall. Provides students with contexts and purposes for writing and assists them in invention, discovery, thinking, and learning. Chapters and assignments are uniquely organized around purposes for writing. Annotated instructor's Edition, Teaching Composition with the Prentice Hall Guide for College Writers, Critical Thinking Skills Journal, Prentice Hall Resources for Composition, Software.

Stanley, Linda, David Shimkin, and Allen Lanner. *Ways to Writing: Purpose, Task, and Process*. 3rd ed. Macmillan. This edition of an integrated rhetoric includes new writing tasks on family and cultural traditions and on analyzing a short story. Chapters include audience analysis guides to help students write to their readers,

an audience response guide for class feedback, and a checklist for revision. Instructor's Manual.

Tibbetts, Charlene, and A.M. Tibbetts. *Strategies: A Rhetoric and Reader*. 4th ed. Harper-Collins. Rhetoric/reader covers the stages of writing and features chapters with both student and professional models on each of ten rhetorical strategies, including a chapter on mixed strategies. Twelve of the readings are new to this edition (many by women writers).

Trimmer, Joseph F. *Writing With a Purpose*. 10th ed. Houghton Mifflin. This comprehensive rhetoric-reader-handbook emphasizes purpose as the informing principle for decisions in the writing process. Contains 42 student and professional readings and sequences of writing assignments that move from personal narrative to analysis to argument. Instructor's Resource Manual (Teaching With A Purpose). Supplemental Exercises and Tests. Software.

Tyner, Thomas. *Deep in Thought: Thinking and Writing Well*. Wadsworth. A composition and research book centered on a single theme—the environment. *Deep in Thought* bridges academic and the real workplace by engaging students in the study of a serious, multi-faceted problem which provides a process for inquiry, thinking, and writing. Instructor's Manual.

II. C. Readers

Ackley, Katherine. *Essays from Contemporary Culture*. Harcourt Brace Jovanovich. This thematic reader with 66 primarily contemporary essays—over half by women and minority writers—begins each chapter with one classic essay.

Atwan, Robert. *Ten on Ten: Major Essayists on Recurring Themes*. Bedford Books of St. Martin's Press. The first essayists-in-depth reader that is also a thematic reader arranges 55 essays by 10 writers under 10 themes. Apparatus includes an introduction on the history of the essay, headnotes, and questions for each selection, writing assignments, and an appendix with biographical and critical information.

Batteiger, Richard P. *Issues and Perspectives: Reading and Writing in the Communities*. Allyn & Bacon. Thematically organized text assumes that writing and reading are mutually dependent and that individuals view a particular subject differently according to diverse disciplinary and personal viewpoints. Activities before reading and questions for critical reading are integrated with specific writing tasks. Instructor's Manual.

Behrens, Laurence, and Annabel Nelson. *The American Experience: A Writer's Sourcebook*. Allyn & Bacon. Focusing on 8 significant events in recent American experience, this reader explores experiences and issues that have shaped contemporary American consciousness, encouraging students to develop their writing and reading skills by reading extensively on and writing about these defining events and their corollary issues. Instructor's Manual.

Brent, Harry, and William Lutz. *The Horizon Reader*. Regular (133 readings) and Shorter (74 readings) editions. St. Martin's Press. A thematically organized reader

offering a range of readings designed to broaden students' horizons personally, culturally, and intellectually. The Short Edition is more contemporary in focus.

Buscemi, Senti, and Charlotte Smith. *75 Readings Plus*. McGraw Hill. An alternative to *75 Readings*, this text offers pedagogical support for rhetorically organized selections incorporating a variety of themes, writing styles, voices, and cultural perspectives. Text includes fully integrated apparatus. Instructor's Manual.

Carroll, Jeffery. *Dialogs: Readings and Writing in the Disciplines*. Macmillan. Realistic preparation for reading and writing in the disciplines; academic readings organized by discipline, including research clusters for focused study of contemporary issues. The readings in the text provide true models for writing valued within disciplines; all selections were written by professionals working in the fields. Instructor's Manual.

Cavitch, David. *Life Studies: A Thematic Reader*. 4th ed. Bedford Books of St. Martin's Press. The 50 essays, 9 stories, and 8 poems arranged into 8 thematic chapters spark student writing by getting them to think about personally relevant topics. One third of the selections in this streamlined revision are new, almost half are by women, and one quarter by minority writers.

Clark, Irene Lurkis. *Taking A Stand: A Guide to the Researched Paper with Readings*. Harper-Collins. Combination research paper guide and argument reader uses readings on provocative issues to help students write relatively short "researched" papers. Opening six chapters teach research skills, followed by six readings chapters that provide background information and act as source material for student papers. *The Researcher's Electronic Notebook* software available.

Colombo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 2nd ed. Bedford Books of St. Martin's Press. Includes a diversity of voices from a variety of discourses. Its 78 selections (46 new) are organized into 8 thematic chapters, each of which examines a dominant myth of American culture. Includes a general introduction on critical thinking, new chapter introductions with pre-reading writing exercises, and three kinds of provocative questions and writing assignments.

Decker, Randall E., and Robert A. Schwegler. *Patterns of Exposition*. 13th ed. Harper-Collins. Rhetorically organized reader provides an exemplary series of classic and contemporary essays that aptly illustrate each of the rhetorical patterns. Half of the selections are new, and the introduction now emphasizes the ways reading can and support writing.

Eastman, Arthur M., Caesar R. Blake, Hubert M. English, Jr., Joan E. Hartman, Alan B. Howes, Robert T. Lenaghan, Leo F. McNamara, Linda H. Peterson, and James Rosier, eds. *The Norton Reader*. 8th ed. and Shorter 8th Ed. Norton. Wide-ranging selection of classic and contemporary essays arranged by themes of a liberal-arts education. Includes rhetorical table of contents. Instructor's Manual.

Evans, Faun, Barbara Gleason, and Mark Wiley. *Cultural Tapestry: Readings for a Pluralistic Society*. Harper-Collins. Multi-cultural reader emphasizing ethnicity in

the U.S. teaches students to read and write analytically. Writing assignments cover a broad range to generate critical thinking and draw students into the issues involved. The list of readings includes contemporary essays, short stories and poetry.

Fulwiler, Toby, and Arthur W. Biddle. *A Community of Voices: Reading and Writing in the Disciplines*. Macmillan. Seventeen editors from across the disciplines have selected more than 120 readings for this unique new reader and rhetoric. In chapter introductions by specialists, students gain insight into the reasoning and writing of academic fields. Three kinds of writing assignments are included in every chapter: informal exercises, assignments tied to each reading, and in-depth research assignments. Instructor's Manual.

George, Diana, and John Trimbur. *Reading Culture: Contexts for Critical Reading and Writing*. Harper-Collins. Using the world around us as a subject for critical analysis, this thematic reader encourages students to develop cultural awareness and critical consciousness through a collection of reading and writing assignments that focus on culture: schooling, style, work, images, television, public spaces.

Goshgarian, Gary. *Exploring Language*. 6th ed. Harper-Collins. Features provocative essays that show how language is used and abused. This new edition offers 50% new material with more humorous and contemporary pieces and more selections reflecting the minority experience with language. New "Table of Paired Essays" juxtaposes essays with opposing views to foster argument papers.

Gregory, Marshall W., and Wayne C. Booth. *The Harper & Row Reader: Liberal Education Through Reading and Writing*. 3rd ed. Harper-Collins. Liberal arts reader features more than 100 selections of classic and contemporary essays and short pieces by some of history's most respected thinkers. Intellectual debates give the book an argument focus. Nearly half of the readings are new to this edition with minority and women authors represented.

Hirschberg, Stuart. *One World, Many Cultures*. Macmillan. A truly global, contemporary cross-cultural reader, encompassing issues of class, the condition of exiles, and other important topics, and representing more than forty countries. Nine thematically organized chapters explore cultural differences and displacement in relation to race, class gender, region, and nation. Instructor's manual.

Holeton, Richard. *Encountering Cultures: Reading and Writing in a Changing World*. Blair Press of Prentice Hall. A reader that explores increasing cultural diversity in the U.S. by considering it in a global context. The 63 full-length selections, together with "Brief Encounters," emphasize interactions across cultural boundaries of all types, both at home and abroad.

Hynd, Cynthia R., Nancy Chase, and Belita Gordon. *Developing Perspectives: Readings and Writings for College Literacy*. Harper-Collins. Cross-curricular reader provides critical reading strategies to help students comprehend difficult scholarly material and evaluate a reading's message, perspective, and effectiveness. Scenarios introduce issues on which students must develop a position to write papers.

Kirszner, Laurie G., and Stephen R. Mandell. *The Blair Reader*. Blair Press of Prentice Hall. A thematically arranged reader that offers 150 essays, short stories, and poems. Building on a general introduction of reading, thinking, and writing, the book encourages students to respond actively to the readings, to formulate critical judgments, and to develop their reactions in writing.

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 5th ed. St. Martin's Press. A rhetorically arranged reader that combines detailed discussion of the writing and rhetorical patterns with 74 readings (60 professional, 14 student-written).

Knefel, Don. *Essays from Time*. Allyn & Bacon. This reader collects 100 selections from the past 25 years of the "Essay" section of *Time* magazine and arranges them in six disciplinerelated categories--arts and humanities, domestic politics and social life, global issues, science and technology, and values and beliefs. Instructor's Manual.

Lounsberry, Barbara. *The Writer in You: A Writing Process Reader*. Harper-Collins. Writing process reader describes and illustrates the stages of writing using 63 high-interest selections. Rough drafts of several student and professional papers are featured as are "Author's Headnotes" which comment on the authors' writing processes. Apparatus includes a wealth of writing tips, warm-up exercises, and writing and revising tasks.

McCuen, Jo Ray, and Anthony C. Winkler. *Readings for Writers*. 7th ed. Harcourt Brace Jovanovich. Each chapter of this rhetoric contains readings that appear under model Advice, Discussion, and Examples headings. Seven of the 10 critical thinking topics are new in this edition. Selections offer flexibility and varied styles, topics, and voices.

Miller, George. *The Prentice Hall Reader*. 3rd ed. Prentice Hall. Emphasizing revision and the writing process, this reader's 63 selections demonstrate how writers organize and structure their essays using the four traditional modes of discourse: narration, description, exposition, and argumentation. Annotated Instructor's Edition. Prentice Hall Resources for Composition.

Miller, Robert K. *The Informed Argument: A Multidisciplinary Reader and Guide*. 3rd ed. Harcourt Brace Jovanovich. This freshman reader/rhetoric with multidisciplinary presentation stresses inductive, deductive and Toulmin argumentation. Includes major documentation styles, literary materials, apparatus, and 87 selections, including student essays. Includes information on critical reading, augments the information on writing from sources, offers several new themes, and includes a unique, new section on literary argument. Instructor's Manual.

Miller, Robert K., and Suzanne S. Webb. *Motives for Writing*. Mayfield. This reader/rhetoric is organized according to the writer's motives. Following an introduction to the rhetorical situation and the writing process, 10 sections comprising 74 readings explain the most common motives for writing and show how writers from diverse backgrounds have realized them. Instructor's Manual.

Morgan, Sarah J., and Dennis Okerstrom. *The Endangered Earth: Readings for Writers*. Wadsworth. Environmentally-focused content helps students explore complexities of issues through reading, writing, and research. Emphasizes rhetorical strategies and argument, helping students develop a critical awareness of how writers present ideas. Instructor's Manual.

Reilly, Robert, and Anne T. Salvatore. *Knowing and Writing: New Perspectives on Classical Questions*. Harper-Collins. Based on recent research in writing that suggests students need to build a knowledge base in order to produce thoughtful discourse, this reader offers seventeen or more substantial reading selections in each of 4 units--Prejudice, Love, Free Choice, and Technology--so significant issues can be explored in depth.

Roberts, William H., and Gregoire Turgeon. *About Language: A Reader for Writers*. 3rd ed. Houghton Mifflin. Exploring language issues of current and enduring interest, this anthology supports composition instruction. Features a new glossary of rhetorical and linguistic terms, a new general introduction, and new chapters on cultural diversity, censorship, and language play. Instructor's Resource Manual.

Robins, Adrienne, and Steven Robins. *A Writer's Anthology*. St. Martin's Press. A low-priced, rhetorically arranged reader that includes 56 essays, five works of short fiction, and six poems, made up of a refreshing mix of familiar works and newly anthologized pieces.

Rosa, Alfred, and Paul Escholz. *Models for Writers: Short Essays for Composition*. 4th ed. St. Martin's Press. Consists of 74 brief essays--written by professionals and students--organized according to the element of writing or rhetorical mode each exemplifies clearly. Thirty essays are new to this edition, and three student essays have been added.

Schaum, Melita, and Constance Flanagan. *Gender Images: Readings for Composition*. Houghton Mifflin. Thematically organized reader focuses on gender while emphasizing critical thinking, rhetorical strategies, and sequential writing assignments. The interdisciplinary theme introduces students to such diverse fields as linguistics, psychology, politics, and sociology. Instructor's Resource Manual.

Schilb, John, Elizabeth A. Flynn, and John Clifford. *Constellations: A Contextual Reader for Writers*. Harper-Collins. Clusters essays into thematic "constellations" in which the readings relate to each other to deepen students' appreciation of the different perspectives and rhetorical techniques employed by the authors. Minority and women writers are represented in more than half of the selections.

Seyler, Dorothy. *Pattern of Reflection: A Reader*. Macmillan. The engaging, varied selections in this reader are organized both by rhetorical strategies, or patterns, and by themes. This dual structure offers instructors a choice of emphasis. Brief selections are varied in level and type, including essays and newspaper articles with one literary piece (a short story, poem, or fable) in most chapters. Instructor's Manual.

Shrodes, Caroline, Harry Firestone, and Michael Shugrue. *The Conscious Reader*. 5th ed. Macmillan. Thematic anthology of nonfiction prose and literary selections offers 202 selections which lead students from questions about self-discovery to consideration of the rewards and conflicts inherent in relationships and to larger issues of culture, science, technology, and the goals of human freedom and dignity. Instructor's Manual.

Spurgin, Sally. *Strategies for Argument: A Reader and Sourcebook*. Blair Press of Prentice Hall. A reader that provides a complete course in argumentative writing. Offers selections that teach writing strategies essential to effective argument, selections that illustrate how to apply the strategies, and selections that provide material for students to use in developing their own arguments.

Summerfield, Judith. *Negotiations*. McGraw Hill. Thematic reader looks at the interaction between the theory of reading and responding to a text and the actual practice of individual readers. The first half of the book focuses on the different ways to read a text; the second half contains over 60 selections from different genres by writers of diverse ethnic and national background. Instructor's Manual.

Vesterman, William. *Discovering Language*. Allyn & Bacon. The 69 language readings foster improvement in awareness, appreciation, and understanding of the powers of language. Includes biographical and contextual headnotes, discussion questions to provoke critical thinking, and analysis questions on the techniques of essays. Ideas for writing provide suggestions for longer student essays based on the reading. Instructor's Manual.

Williams, James D., Christine Hanks, and David Huntly. *The Interdisciplinary Reader: A Collection of Student Writing*. Harper-Collins. Cross-curricular reader contains an extensive collection of actual essay writing assignments in a variety of disciplines and the student essay responses. Commentary analyzes the instructors' assignments plus discusses the merits of student essay responses.

Winterowd, W. Ross, and Geoffrey R. Winterowd. *The Critical Reader, Thinker, and Writer*. Mayfield. The authors make accessible a variety of approaches to critical reading, thinking, and writing. Includes 51 readings diverse as to discipline, cultural background and genre plus thinking critically about Narrative, Exposition, Argument and Persuasion, and a section on researched writing. Instructor's Manual.

II. D. Workbooks

Dowling, Joseph K. *The Little, Brown ESL Workbook*. Harper-Collins. Used with *The Little, Brown Handbook* or on its own, this workbook provides ESL students with the tools necessary to tackle intermediate to advanced-level ESL writing/grammar courses and ultimately Freshman Composition.

Gorrell, Donna. *The Little, Brown Workbook*. 5th ed. Harper-Collins. Used in conjunction with *The Little, Brown Handbook* or as a stand-alone text, this grammar and mechanics workbook promotes higher-order thinking skills with

exercises that include analysis, rewriting, sentence-combining and patterning, and controlled composition.

Runciman, Lex. *The St. Martin's Workbook*. 2nd ed. St. Martin's Press. Provides full explanations of--and extensive and varied practice in--all the grammar, punctuation, mechanics, and composition skills needed by basic and freshman composition students.

Ward, Dean. *Options*. Houghton Mifflin. Designed to accompany *The Riverside Handbook*, this workbook offers intensive practice in revising papers, sentence correctness, punctuation, mechanics and sentence style, while emphasizing the options available to student writers.

Watkins, Floyd C., William B. Dillingham, and John T. Hiers. *Practical English Workbook*. 5th ed. Houghton Mifflin. This collection of exercises covering grammar, mechanics, sentence structure, and paragraphing can be used as a supplement to *Practical English Handbook*, 9th Ed.--whose organization it follows--or independently. Each unit begins with a brief review of principles. Answer Key.

II. E. Special Texts

Coyle, William. *Research Papers*. 8th ed. Macmillan. Comprehensive, self-paced guide to research-based writing. Spiral-bound text covers the entire writing process and includes MLA, APA and other styles. Notebook-sized pages allow for note cards and final papers to be reproduced full-size, clearly demonstrating appropriate formatting. Instructor's Manual.

Hirsch, Timothy J. *Working Research: Strategies for Inquiry*. Prentice Hall. Text helps students develop a systematic approach to conducting, interpreting, and recording research. Students learn to formulate research questions, identify needed information, find, process, organize and record their information, and apply the skills to other academic and non-academic questions. Instructor's Manual.

Hubbuck, Susan M. *Writing Research Papers*. 3rd ed. Harcourt Brace Jovanovich. This is a complete, cross-disciplinary guide to writing research reports, reviews of published materials, and library-based critical papers.

Johnson, Jean. *The Bedford Guide to the Research Process*. 2nd ed. Bedford Books of St. Martin's Press. Comprehensive guide to the process of researching, writing, revising, and documenting research papers, with a chapter on non-library sources and extensive coverage of computers. Includes a revised and expanded annotated bibliography covering more than 25 subject areas, MLA documentation pages, new annotated research paper, and an explanation of the Toulmin model of argument.

Zimmerman, Don, and Dawn Rodrigues. *Research Writing across the Disciplines*. Harcourt Brace Jovanovich. Cross-curricular approach to research focuses more on information gathering techniques than do other texts.

III. Advanced Writing Texts

III. A. Rhetorics

Anderson, Chris. *Free/Style: A Direct Approach to Writing*. Houghton Mifflin. This brief rhetoric takes an informal approach to teaching style, emphasizing style as a matter of self-awareness, confidence of voice, and willingness to experiment. Illustrated with analyzed examples of student and professional writing, *Free/Style* offers a thorough approach to style. Instructor's Resource Manual.

Hairston, Maxine C. *Successful Writing*. 3rd ed. Norton. This text helps advanced composition students further strengthen and polish their writing. Includes a new chapter on editing, new self-teaching Guideline Questions, new collaborative learning exercises, and two new student papers. Covers MLA/APA documentation. Instructor's Manual.

Ramage, John D., and John C. Bean. *Writing Arguments: A Rhetoric with Readings*. 2nd ed. Macmillan. This rhetoric/reader combines a comprehensive study of argument with a process approach to writing. Presents 47 readings on contemporary issues to illustrate the wide range of argumentative strategies discussed. Includes explanations of logos, pathos, and ethos and coverage of the stasis system which teaches patterns of argument by distinguishing five categories of claims. Instructor's Manual.

III. B. Readers

III. C. Composition and Literature Texts

Barnet, Sylvan, Morton Berman, William Burto, and Marcia Stubbs. *Literature For Composition*. 3rd ed. Harper-Collins. Offering combined instruction on literature and composition, this text is both a comprehensive guide to writing and an extensive thematic anthology. Introductory writing chapters feature advice on critical reading, the writing process, style, analysis and evaluation.

Barnet, Sylvan. *A Short Guide To Writing About Literature*. 6th ed. Harper-Collins. A concise introduction to the process of writing analytically about stories, plays, poems, essays and films. Emphasizes the close connection between reading and writing, offering complete chapters on annotating texts and keeping a journal.

Biddle, Arthur, and Toby Fulwiler. *Angles of Vision: An Introduction to Literature*. McGraw Hill. This literature anthology features many contemporary and multicultural selections and stresses the interplay between reading techniques and the written response. A section covering special types of writing not usually addressed in literature anthologies is included. Instructor's Manual.

Repp, John. *How We Live Now: Contemporary Multicultural Literature*. Bedford Books of St. Martin's Press. New literature-for-composition reader whose thematic

units feature stories, poems, essays, and plays by well-established and emerging writers from a variety of ethnic, racial, social, and regional backgrounds. Each unit includes a "Write Before Reading" assignment, questions for discussion and writing assignments.

Roberts, Edgar V., and Henry E. Jacobs. *Literature: An Introduction to Reading and Writing*. 3rd ed. Prentice Hall. Anthology of fiction, poetry, and drama which also emphasizes the close connection between good reading and effective writing. Provides tools necessary for students to read literature with care, understanding, and enjoyment, and to write about it with skill and conviction. Instructor's Manual. Annenberg Videos.

Roberts, Edgar V., and Henry E. Jacobs. *Fiction: An Introduction to Reading and Writing*. 3rd ed. Prentice Hall. Appropriate for introductory-level courses in short fiction, particularly those which emphasize writing about literature, this anthology contains 75 stories by a diverse group of contemporary and classic writers. Strongly emphasizes the writing process. Instructor's Manual. Annenberg Videos.

Stanford, Judith A. *Responding to Literature*. Mayfield. Text/anthology encourages the reader's response to a diverse selection of literature. Three process-oriented introductory chapters include student papers to illustrate various ways of responding to and writing about literature. Consists of seven thematically arranged sections and a final section arranged by genre. Instructor's Manual.

III. D. Business and Technical Writing Texts

Alred, Gerald J., Walter E. Oliu, and Charles T. Brusaw. *The Professional Writer: A Guide For Advanced Technical Writing*. St. Martin's Press. Advanced technical writing/editing text presents a sophisticated approach to writing for business, industry, and government. The authors effectively balance theory and practice in their focus on the general principles of technical writing.

Andrews, Deborah C., and William D. Andrews. *Business Communication*. 2nd ed. Macmillan. Offering a realistic picture of the contexts of written and oral business communication and strategies for solving communication problems in those contexts, this edition includes examples of real business documents and situations and emphasizes two major forces in the business environment: new technologies and an increasingly international and multicultural economy and workplace. Computerized test banks; Instructor's Resource Manual and Casebook; Study Guide; *Teaching Business Communication: the International Convention*; Test Bank, Transparencies.

Eisenberg, Anne. *Technical Editing*. Oxford. Shows students how to edit technical writing for accuracy, clarity, and grammar. The workbook provides exercises and drills, and the technical editor's glossary includes stylebook entries as well as common terms.

Gerson, Sharon J., and Steven M. Gerson. *Technical Writing: Process and Product*. Prentice Hall. Offers an integrated introduction to the process, techniques, and

products of technical writing. It reveals the process by which different types of technical documents are researched and written, and it illustrates fully each stage and type of writing with numerous examples of students, professional writings. Instructor's Manual with Transparency Masters.

Hager, Peter J., and Howard J. Scheiber. *Report Writing for Management Decisions*. Macmillan. This text presents an in-depth examination of the function of managerial reports in contemporary business, industrial, and government organizations. The text puts managerial communication in perspective, explaining where the report writing process stands in relation to the manager/writer, his or her audience, and the management decision-making process. Instructor's Manual.

Houp, Kenneth W., Thomas E. Pearsall, and Janice C. Redish. *Reporting Technical Information*. 7th ed. Macmillan. The new edition of this mainstream technical writing text features a completely new design and an important new chapter on document design. Instructor's Manual; Software; transparencies.

Lanham, Richard. *Revising Business Prose*. 3rd ed. Macmillan. A self-teaching, hands-on text for courses in business writing or anyone who writes in a business context. This concise text has a step-by-step method for turning bureaucratic prose into plain English. Self-teaching Exercise Book. Videotape.

Mancuso, Joseph C. *Technical Editing*. Prentice Hall. This practical book takes students through every phase of technical editing, discussing copy marks and editors' marks as well as all the necessary reference books, and systematically helps technical editors enhance the effectiveness and readability of any technical document entrusted to them.

Markel, Michael H. *Technical Writing: Situations and Strategies*. 3rd ed. St. Martin's Press. Provides a comprehensive, detailed, and practical introduction to the processes, techniques, and forms of technical writing. An abundance of real-world examples, exercises, and checklists give students the guidance and practice they need. Computer software available--*The St. Martin's Technical Writing Hotline and Revision Exercise Disk*.

Neman, Beth S., and Sandra H. Smythe. *Writing Effectively in Business*. Harper-Collins. Develops business writing judgment and technique to help students operate effectively in today's business world. Case studies, exercises and assignments reflect the psychological and political reality of the American business environment. Usage Guide.

Ober, Scot. *Contemporary Business Communication*. Houghton Mifflin. Emphasizing real-world concepts, this text offers guidance for analyzing problems and shaping communications to meet business needs. Covers communication theory, basic writing skills, letters and memos, long and short reports, oral communications, and job interviewing and application. Instructor's Resource Manual, Study Guide, Test Bank, Transparency Package, Computerized Test Bank, Peer-Writing Skills Software.

Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing That Works: Effective Communication in Business*. 4th ed. St. Martin's Press. Gives students an overview of document creation from initial planning through final revisions. Students are presented with realistic examples of effective business documents and are given opportunities to practice such writing themselves. The St. Martin's Tutor: Exercises for Writing that Works computer software available.

III. E. Special Texts

Bishop, Wendy. *Working Words: The Process of Creative Writing*. Mayfield. An introduction to creative writing in all genres that focuses on the processes of writing before turning to genre distinctions and end products. Instructor's Manual.

IV. Professional Texts

Aristotle. *On Rhetoric: A Theory of Civic Discourse*. Ed. and trans. George A. Kennedy. Oxford. This first scholarly edition in fifty years makes the *Rhetoric* accessible as a textbook. It offers comprehensive introductory discussions, a detailed outline, extensive notes, a glossary of Aristotle's rhetorical terms, an appendix containing translations of relevant ancient texts, and evaluative essays on the composition and history of the treatise.

Kline, Nancy. *How Writers Teach Writing*. Prentice Hall. A collection of thirteen essays by professional writers on the teaching of expository writing. These essayists, novelists, poets, historians, translators, anthropologists, journalists, and playwrights all teach, or have taught, in the Expository Writing Program at Harvard. Kline's premise is that writers who teach expository writing have an inside-out approach to the subject that will prove useful to other writing teachers.

Porter, James. *Audience and Rhetoric*. Prentice Hall. Examines two significant questions for composition and rhetoric teachers and researchers: What is an audience and what does it mean to *consider* one? Porter invokes Foucault's archaeological methodology to critique selected treatments of audience in rhetoric and composition and to reconstruct a post-modern rhetorical notion of audience.

V. Software and Computer Assisted Instruction

Norton Textra Writer 2.5 with Online Handbook. Norton. Full-functioned word processor and online handbook for grammatical and rhetorical help offers mouse support and pull-down menus. Available in a stand-alone version and in versions cross referenced to Norton writing texts and handbooks.