

# The WPA Annual Bibliography of Writing Textbooks

Eric Martin

Two years ago I left Illinois State University for The University of Findlay. At the time, I had been at ISU both as a student and faculty member for close to ten years and when I accepted the position at Findlay, I knew I was in for a great deal of change given the significant differences between the two schools.

Of course, I knew the obvious differences before ever visiting Findlay's campus. Illinois State is public institution which enrolls approximately 20,000 students, whereas Findlay is a small, private school which enrolls perhaps 4,000. The English Department at Illinois State had some fifty full-time faculty members back then, whereas the English Department at Findlay had ten. There are hundreds of English majors at ISU, but only a handful at Findlay. I anticipated that such vast institutional differences would change my day-to-day activity as a teacher and administrator, but I couldn't imagine just how.

Since starting at Findlay, I have discovered many more institutional differences and find myself negotiating change on a daily basis. I embrace some of these changes, tolerate others, and am highly frustrated by a few. For instance, I welcome the more personalized teacher-student interaction that Findlay offers. I often find myself confused by the different kind of bureaucracy at a private school, but I am learning the system and am willing to play by its rules. However, I am troubled by the professional isolation that threatens to swallow the English faculty up if we rest even for a moment. This problem manifests itself in a variety of ways, but one I certainly didn't anticipate regards textbooks. The crux of the problem? We don't get many desk copies, and we rarely see the people who sell textbooks.

I know. After reading the last line, many of you are asking, "So what's the problem?" I understand the impetus for your question. I met with numerous sales representatives at Illinois State and very few of the meetings took place at convenient times. Moreover, the exchanges themselves were flat-out painful on more than one occasion. I remember meeting one young representative who wore a bright blue stocking cap with his suit and bounced off the walls of my office for twenty minutes as if he were in a mosh pit. He rattled off names and titles faster than any rap artist I've ever heard, and I was exhausted by the time he left.

But such occasions were rare. More often, I found myself having intelligent discussions with dynamic people who could summarize trends in the field, connect them to the goals of our writing program, and put me in touch with a

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great deal of information. In no time at all, dozens of textbooks filled a room of the Writing Program Office at Illinois State. Some were immediate candidates for adoption and others had no chance whatsoever, but all were there for future reference. I appreciated this ever-growing resource but not to the extent that I should have.

Desk copies do come to Findlay, but they arrive infrequently, almost like messages in bottles. It's easy to figure out why. Our writing program is not even a quarter the size of that at Illinois State. Textbooks are recommended but the full-time faculty who teach the introductory writing courses are not required to use any book in particular. Although we do require students to purchase a designated handbook to use as a reference tool, the same book is good for several classes and changes every few years at best. In short, there isn't a lot of money to be made off of Findlay's writing program, so most of the sales representatives keep moving. I suspect that they stay on I-75 and steam either north to Bowling Green State University, The University of Toledo, and the University of Michigan or south toward Ohio State and its various regional campuses. Sometimes the director of writing and I even get calls from representatives trying to "ascertain our needs" as they speed by Findlay at 80 m.p.h. Their car phones crackle as 18-wheelers blow passed them. Other times, we get calls from representatives who simply want to let us know that they dropped some textbooks off for us while we were in class. They invite us to call back if we have questions.

Lest I sound too forlorn, I do meet regularly with a few representatives. I have come to know one quite well. He is a "senior representative," and I enjoy listening to him as he reflects—some would call it lecturing—on changes in the field. Whenever I make a comment, he looks at me from over the top of his glasses and challenges my idea the way some of my professors used to do. I think UF has become one of his priority stops not because we buy a lot of books, but because he likes to debate with us. (That or he just hates to fight the traffic on the interstate.)

Recently, I told him about this bibliography, and he was pleased to see his company so well-represented. I explained how this annual project has grown over the last three years both in terms of the number of entries and the number of contributing publishers. I also explained how my view of the document has changed after three years of working on it. In 1996, I treated the bibliography as a sacred artifact. New to the journal and the organization itself, I looked to preserve that which had been done before. Later that year, I realized that the bibliography has scholarly as well as practical value. As a result, I started collecting and analyzing past issues, and I mentioned in last year's introduction the need for more such work. Since last year, I'll confess that I haven't accomplished that work myself; instead, I have been profoundly (re-)struck by the utility of the bibliography. In the past, I have regarded this document as helpful. However, recent "non-experiences" such as those sketched above suggest that it is a vital way for those of us at small schools to stay connected to the field. In the coming years, I hope that the bibliography of writing textbooks grows in its

breadth and depth for the benefit of us all. On this point, my publisher friend and I agree.

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On a personal note, I would like to thank Doug Hesse for giving me the opportunity to work with him on this publication for the last three years. Doug, it seems like only yesterday when you invited my help. We had just finished a meeting at your house in which we planned the fall orientation for the new teaching assistants, and I was making my way through the kitchen toward the front door when you brought it up. That was August 1995 (573 entries ago).

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## I. Freshman Writing Texts

### A. Rhetorics

Baker, Sheridan. *The Practical Stylist*, 8th ed. Longman Publishing. Based on the premise that all writing involves arguing a thesis, this guide to eloquent and persuasive writing provides a variety of organizational techniques to help students create structurally sound essays. Includes a brief handbook section.

\_\_\_\_. *The Practical Stylist with Readings and Handbook*, 8th ed. Longman Publishing. Emphasizing the thesis and the structural integrity of the essay, this text provides a variety of organizational techniques to help students create sound essays. Features over 50 readings, eighteen new to this edition.

Bauman, M. Garrett. *Ideas and Details: A Guide to College Writing*, 3rd ed. Harcourt Brace. With a focused approach to composition, this compact rhetoric provides examples and encouragement throughout the writing and learning process. Special chapter sections have been designed to make a student writer more self-reliant outside the classroom.

Cambridge, Barbara A. and Anne C. Williams. *Portfolio Learning*. Prentice Hall. This text demonstrates how portfolio classrooms foster learning as students write, revise, assess, and present themselves as thinkers and writers in their portfolios. It also includes the narrative of one student's journey to portfolio completion.

Covino, William A. *The Elements of Persuasion*. Allyn and Bacon. This brief text covers the basics of persuasive writing and provides contemporary case studies in nonacademic contexts so that students can examine the way in which persuasion is affected by class, belief, desire, etc.

- Crusius, Timothy W. and Carolyn E. Channell. *The Aims of Argument: A Rhetoric and Reader*, 2nd ed. Mayfield. Available with or without the reader, this text focuses on argumentation's aims (to inquire, to convince, to persuade, and to negotiate), linking those aims together in a learning sequence.
- Decker, Randall E. and Robert A. Schwegler. *Decker's Patterns of Exposition*, 15th ed. Longman Publishing. This accessible essay collection aptly illustrates the rhetorical modes. Flexible writing apparatus is featured including expanded sections on critical reading and writing. New thematic clusters of readings within each chapter highlight timely topics.
- Dietsch, Betty M. *Reasoning and Writing Well: A Rhetoric and Handbook with Readings*. Mayfield. Available with or without a reader that includes 39 selections, this text covers all aspects of writing and provides numerous student models.
- Ede, Lisa. *Work in Progress: A Guide to Writing and Revising*, 4th ed. St. Martin's Press. From essays to email, this brief rhetoric presents the process of writing as a series of rhetorical choices that writers have to make. New edition includes chapters on the rhetorical situation and on collaborative writing.
- Flower, Linda. *Problem-Solving Strategies for Writing in College and Community*. Harcourt Brace. This community-based writing text focuses on the three kinds of writing most often used in outreach courses: reflection about community experience, public texts about and for use by agencies, and sustained inquiry into issues.
- Hall, Donald and Sven Birkerts. *Writing Well*, 9th ed. Longman Publishing. This concise text teaches originality and elegance in writing. Encouraging students to develop their own written voice, it covers all aspects of writing and has a signature chapter on words.
- Langan, John. *College Writing Skills With Readings*, 4th ed. McGraw-Hill. This rhetoric/reader/handbook is designed to help students master the essay. Features Langan's clear style and numerous writing activities and assignments.
- Lannon, John M. *The Writing Process: A Concise Rhetoric*, 6th ed. Longman Publishing. This accessible guide presents the writing process as a series of critical-thinking decisions about audience and purpose. Argument and research writing are discussed, and numerous readings (including fiction, poetry, and memoir) are provided.
- McCuen, Jo Ray and Anthony Winkler. *From Idea to Essay: A Rhetoric, Reader, and Handbook*, 8th ed. Allyn and Bacon. Teaches writing in nine rhetorical modes by following the same pedagogical structure in each chapter. Includes annotated student essays, poems, photo writing assignments, MLA and APA documentation styles, and a handbook with exercises and answers.

- Murray, Donald M. *The Craft of Revision*, 3rd ed. Harcourt Brace. This rhetoric takes an approach toward writing and revision which challenges students to apply what they have learned. Murray demonstrates methods used by successful writers to refine their own work.
- Nicholas, J. Karl and James R. Nicholl. *Effective Argument: A Writer's Guide with Readings*, 2nd ed. Allyn and Bacon. This rhetoric-reader offers instruction on how to read and write arguments. Fifty-two readings are organized by types of claims, pro-con debates, multiple perspectives on an issue, and classical arguments.
- Ramage, John D. and John C. Bean. *Writing Arguments: A Rhetoric with Readings*, 4th ed. Allyn and Bacon. Integrates a comprehensive study of argument with a process approach to writing. Includes a thematic anthology on contemporary issues, full chapters on reading and writing, and numerous student examples. (Also available in a brief edition.)
- Reid, Stephen. *The Prentice Hall Guide for College Writers*, 4th Ed. Prentice Hall. Emphasizes writing purpose and process and considers the impact of technology on contemporary writing. Also addresses the importance of research, critical reading skills, organizational ability, and assessment and development of rhetorical contexts. (Available in a brief edition.)
- Richardson, Peter K. *Style: A Pragmatic Approach*. Allyn and Bacon. Combines a guide to stylistic revision and a mini-anthology of seven professional prose stylists. Three stylistic guidelines—relevance, proportion, and clarity—link revision to everyday conversational practice.
- Root, Robert L. *Wordsmithery: A Guide to Working at Writing*, 2nd ed. Allyn and Bacon. This brief rhetoric offers an apprenticeship in composing based on the practices of working writers. Shows students the approaches, attitudes, and strategies the writers use to complete work-in-progress.
- Rose, Mike and Malcolm Kiniry. *Critical Strategies for Academic Thinking and Writing: A Text with Readings*, 3rd ed. Bedford Books. A cross-curricular text and reader that presents the six thinking and writing strategies at the heart of academic discourse. Features 104 readings including thematically linked selections at the end of each strategy chapter.
- Trimmer, Joseph. *Writing With a Purpose*, 12th ed. Houghton Mifflin. A comprehensive, 3-in-1 rhetoric with readings, research guide, and handbook. This new edition is completely current on using technology and the Internet.
- Wells, Randall A. *Stretch: Explore, Explain, Persuade*. Prentice Hall. With flexibility as its goal, this rhetoric-reader encourages students to try a wide-range of aims and types of writing. Each chapter focuses on a single assignment and includes one professional and two student examples.
- Wiley, R. J. and Jennifer I. Berne. *Process of Discovery: A Writer's Workshop*. McGraw-Hill. Incorporating contemporary pedagogy, this brief rhetoric addresses writing concerns related to topic, audience, and purpose within the context of the student's work.

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## B. Readers

- Ackley, Katherine Anne. *Essays From Contemporary Culture*, 3rd ed. Harcourt Brace. A thematic reader which uses timely essays and short stories to encourage students to develop informed opinions about topics that matter to them. Covers a variety of forums such as expressive writing, classroom discussion, and formal essays.
- Annas, Pamela J. and Robert C. Rosen. *Against the Current: Readings for Writers*. Prentice Hall. This thematically arranged anthology offers a diverse collection of nonfiction readings designed to introduce students to an array of social issues relevant to their lives.
- Atwan, Robert. *Best American Essays, College Edition*, 2nd ed. Houghton Mifflin. A reader with 36 (13 new) of the best contemporary essays. Now organized around three basic types of writing: personal, informative, and argumentative.
- \_\_\_\_\_. *Our Times: Readings from Recent Periodicals*, 5th ed. Bedford Books. Features fifty-four contemporary selections from fifty periodicals. Selections cover a range of interesting topics. This text also offers an apparatus to help students move from discussion to writing.
- Bachmann, Susan and Melinda Barth. *Between Worlds: A Reader, Rhetoric, and Handbook*, 2nd ed. Longman Publishing. Featuring 70 essays, poems, and short stories, this text explores feelings of “in-between-ness” when individuals find themselves alienated by issues of gender, race, age, or morality. Includes a process-oriented rhetoric.
- Bloom, Lynn Z. *The Essay Connection: Readings for Writers*, 5th ed. Houghton Mifflin. A rhetorically-arranged reader with 78 (28 new) selections. Several chapters have underlying thematic connections to encourage critical thinking, reading, and writing.
- Bridwell-Bowles, Lillian et al. *Identity Matters: Rhetorics of Difference*. Prentice Hall. Exploring the interconnections between race, class, and gender, this multicultural reader introduces basic rhetorical strategies for analyzing the complex variables which define identity in the postmodern world.
- Buscemi, Santi V. and Charlotte Smith. *75 Readings: An Anthology*, 6th ed. McGraw-Hill. Arranged rhetorically. Continues to offer a collection of 75 of the most widely anthologized essays.
- \_\_\_\_\_. *75 Readings Plus*, 4th ed. McGraw-Hill. The alternate edition of *75 Readings*, 6th ed. Provides fully integrated apparatus in the text.
- Cavitch, David. *Life Studies: An Analytic Reader*, 6th ed. Bedford Books. With 72 selections (44 new), this thematic reader gets students to think about the topics that they find most relevant, and it helps them move from personal to more analytical writing.
- Clouse, Barbara Fine. *Transitions: From Reading to Writing*, 2nd ed. McGraw-Hill. A comprehensive reader which teaches students how to read actively, structure essays logically, and employ the writing process effectively.

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- Colombo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 4th ed. Bedford Books. This thematic reader continues to challenge students to think and write critically about the myths at the heart of American culture. Includes Instructor's Edition and web site.
- Comley, Nancy R., David Hamilton, Carl H. Klaus, Robert Scholes, and Nancy Sommers. *Fields of Reading: Motives for Writing*, 5th ed. St. Martin's Press. This collection of well crafted essays exposes beginning students to minds and voices from all of academia.
- Divakaruni, Chitra B. *Multitude: Cross-Cultural Readings for Writers*, 2nd ed. McGraw-Hill. Balancing tragic readings with positive, life-affirming ones that assert a common humanity, this reader's positive approach to the experience of diversity succeeds without trivializing issues or glossing over our problems.
- \_\_\_\_\_. *We, Too, Sing America: A Reader for Writers*. McGraw-Hill. Divided into eleven thematic sections, this anthology of brief readings illuminates the ways in which lives connect in spite of differences that derive from ethnicity, community, age, class, or gender.
- Fitzgerald, Kathryn R., Heather Bruce, Anna M. Vogt, and Sharon Stasney. *Conversations in Context: Identity, Knowledge, and College Writing*. Harcourt Brace. This text's conversational arrangement allows students to critically examine the intertextual subtleties of discussions in which writers agree with, disagree with, build upon, exemplify, and explain each other's ideas.
- Ford, Jon and Elaine Hughes. *Responding Voices: A Reader for Emerging Writers*. McGraw-Hill. Thematically arranged, this innovative reader includes student essays and encourages students to write in response to a range of essays, stories, and poems. Helps students develop their own position on contemporary issues.
- Ford, Marjorie and Jon Ford. *Dreams and Inward Journeys: A Rhetoric and Reader for Writers*, 3rd ed. Longman Publishing. This collection explores the theme of dreams to highlight the relationships between self-understanding, reading, and writing. Thirty new readings and student essays are featured on topics like memory, myths, popular culture, and gender.
- \_\_\_\_\_. *Streamlines: Health Views*. Houghton Mifflin. A brief, single-theme reader with fifteen selections on health issues.
- Streamlines: Learning Dynamics*. Houghton Mifflin. A brief, single-theme reader with seventeen selections on learning issues.
- Goshgarian, Gary. *Exploring Language*, 8th ed. Longman Publishing. Presents selections on how language is used and abused. Includes a writing apparatus to promote thoughtful student papers. New readings include more poetry and fiction and a stronger focus on cultural issues.

- Gould, Eric H. *The Accommodating Reader*. McGraw-Hill. Available only on McGraw-Hill's electronic custom publishing system. Offers more than 450 essays, poems, short stories, and plays chosen specifically for freshman writing courses. A fast and flexible way to create a customized anthology.
- Hilbert, Betsy S. *Progressions: Readings for Writers*. W. W. Norton. Offers readings on topics of human interest which progress from short, accessible works to longer, more challenging selections. "In Focus" essays following readings pinpoint aspects of reading and writing. Instructor's Guide.
- Hirschberg, Stuart and Terry Hirschberg. *One World, Many Cultures*, 3rd ed. Allyn and Bacon. A truly global, multicultural, and cross-cultural reader. Contains 71 selections (essays and some short stories) by major authors from 35 countries. New edition includes an introduction on critical reading.
- Holeton, Richard. *Composing Cyberspace: Identity, Community, and Knowledge in the Electronic Age*. McGraw-Hill. This reader addresses the social, cultural, political, and educational implications of today's burgeoning information and communication technologies.
- Hoy II, Pat C. and Robert DiYanni. *Encounters: Readings and the World*. McGraw-Hill. This reader explores a spectrum of essays by both students and professional writers. Includes visual images which stimulate thought, evoke feeling, and serve as springboards for writing.
- Jacobus, Lee. *A World of Ideas: Essential Readings for College Writers*, 5th ed. Bedford Books. A "great-ideas" reader built around selections by 41 great minds (e.g. Plato, Darwin, Woolf) on eight important ideas. Offers extensive critical reading, thinking, and writing apparatus.
- Kirsznner, Laurie G. and Stephen R Mandell. *Patterns for College Writing*, 7th ed. St. Martin's Press. This text offers students engaging, accessible readings and comprehensive coverage of the writing process.
- Klein, Thomas, Bruce L. Edwards, and Thomas Wymer. *Searching for Great Ideas*, 2nd ed. Harcourt Brace. This thematic reader illustrates the development of nine ideas using an evolutionary approach through its readings. This edition has a more conscious focus on first-year composition with strengthened apparatus on thinking, reading, and writing.
- Knepler, Henry et al. *Crossing Cultures: Readings for Composition*, 5th ed. Allyn and Bacon. Features nine thematically organized chapters with readings (essays, short stories and poetry) on cultures in the U.S.A. Now includes a photo in each unit as an alternative writing assignment and a new theme on working lives.
- laGuardia, Dolores and Hans P. Guth. *American Voices: Culture and Community*, 3rd ed. Mayfield. Offering provocative readings from various genres by Americans of diverse backgrounds, this text helps students hone their writing skills through a series of thirteen extensive Writing Workshops.

- Marback, Richard, Patrick Bruch, and Jill Eicher. *Cities, Cultures, Conversations: A Reader for Writers*. Allyn and Bacon. Includes fifty-two readings focused on various urban issues and realities. Attempts to connect with the experience of many students and thus provide a springboard for more thoughtful writing.
- Marting, Janet. *The Family Tree: Classic Essays on Family and Ancestors*. NTC College Division. A thematically organized collection of thirty-four essays that explore the importance of family and ancestors. Themes include Brothers and Sisters, Mothers and Fathers, Husbands and Wives, Children, Grandparents and Ancestors, and Families.
- \_\_\_\_\_. *From the Cradle to the Grave: Classic Essays on Coming of Age and Aging*. NTC College Division. A thematically organized collection of thirty-three essays that examine the self-discovery and growth that people experience throughout their lives. Themes include Childhood, Adolescence, Early Adulthood, Middle Age, Aging and Old Age, and Death and Dying.
- McCuen, Jo Ray and Anthony C. Winkler. *Readings for Writers*, 9th ed. Harcourt Brace. This text groups readings contained in each chapter according to function such as Advice, Example, or Discussion in an attempt to increase student awareness of the principles addressed in each exercise.
- McQuade, Donald and Robert Atwan. *Thinking in Writing: Rhetorical Patterns and Critical Response*, 4th ed. McGraw-Hill. This rhetorically-arranged reader shows students, through accessible language and examples, how underlying rhetorical structures stimulate and direct all clear thinking and effective writing.
- Miller, George. *The Prentice Hall Reader*, 5th Ed. Prentice Hall. With an emphasis on revision, this modes reader offers an abundance of interesting essays, easily implemented classroom suggestions, and varied writing assignments. This edition includes new reading selections and a focus on the Internet.
- Morrow, Nancy and Marlene Clarke. *Currents of Inquiry: Readings for Academic Writing*. Mayfield. Offering challenging selections that highlight the exchange of ideas between academic and nonacademic communities, this topically-arranged reader also acknowledges the interdisciplinary nature of much academic exploration.
- Muller, Gilbert H. *Here and Now: Current Readings for Writers*. McGraw-Hill. Thematically arranged around current issues that serve to define campus life, American culture, and emerging global realities for college students today, this reader features essays from recent periodicals.
- \_\_\_\_\_. *The McGraw-Hill Reader: Issues Across the Disciplines*, 6th ed. McGraw-Hill. Addressing the continuing interest in core liberal arts issues, interdisciplinary themes, and multicultural perspectives, this anthology provides students with a full range of prose models spanning a wide variety of subjects.

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- Muller, Gilbert H. and Harvey S. Wiener. *The Short Prose Reader*, 8th ed. McGraw-Hill. This reader provides an excellent collection of brief, lively essays that are arranged rhetorically and offer a diversity of voices.
- Murray, Patricia Y. and Scott F. Covell. *Living in America: A Popular Culture Reader*. Mayfield. This popular culture reader contains ninety thought-provoking selections by students and professional writers from diverse backgrounds. It is organized around ten themes and issues relevant to contemporary American society.
- Petracca, Michael and Madeleine Sorapure. *Common Culture: Reading and Writing about American Popular Culture*, 2nd ed. Prentice Hall. This energized textbook on pop culture helps students develop critical thinking skills while teaching them how to write clear prose regarding subjects they find interesting.
- Raicu, Irina L. and Gregory Grewell. *Transitions: Lives in America*. Mayfield. This thematic reader offers six sections linked by transitional selections. Concise writing instruction—including coverage of argumentation and research—complements more than eighty readings.
- Roberts, William. *About Language*, 5th ed. Houghton Mifflin. A thematically-arranged reader focusing on issues of language. This new edition includes a new chapter on Language and Technology and twenty-seven new reading selections.
- Robson, Andrew E. *Thinking Globally: Writing and Reading Across the Curriculum*. McGraw-Hill. Recognizing that composition courses are a natural place for the disciplines to meet, this text offers a collection of essays selected for their academic usefulness, intrinsic interest, and demonstration of good writing techniques.
- Rosa, Alfred and Paul Eschholz. *Models for Writers: Short Essays for Composition*, 6th ed. St. Martin's Press. This text offers model essays as well as abundant support to help students master the writing skills that they need for college work.
- Shrodes, Caroline et al. *The Conscious Reader*, 7th ed. Allyn and Bacon. A thematic anthology. Offers 174 nonfiction prose and literary selections (plus four-color art) which are multidisciplinary and culturally diverse. Selections range from Plato to the present.
- Skwire, David and Sarah E. Skwire. *Writing with a Thesis*, 7th ed. Harcourt Brace. This rhetorical reader is unique in its emphasis on the “persuasive principle.” It describes the development and support of a thesis through short, accessible essays.
- Webb, Suzanne Strobeck. *The Resourceful Reader*, 4th ed. Harcourt Brace. This rhetorically-organized reader is designed to work with all three versions of the 13th edition of the *Harbrace*. The exercises after each reading are keyed to corresponding sections in all three handbooks.

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Wiener, Harvey S. and Nora Eisenberg. *Great Writing: A Reader for Writers*, 2nd ed. McGraw-Hill. This reader includes essays, fiction, poetry, and drama and emphasizes excellence in structure and argument.

Wood, Nancy V. *Perspectives on Argument*, 2nd ed. Prentice Hall. This rhetoric-reader provides comprehensive instruction in reading, writing, and critical thinking. It helps students develop their abilities to argue clearly, to analyze their audience, to find common ground, and to practice various techniques to communicate their ideas.

### C. Handbooks and Workbooks

Aaron. *The Little, Brown Compact Handbook*, 3rd ed. Longman Publishing. Designed to be student-friendly, this comb-bound, tabbed handbook features a clear writing style, "key terms" boxes, integrated ESL notes, and coverage of argument and writing about literature.

Axelrod, Rise B. and Charles R. Cooper. *A Writer's Guidebook*. St. Martin's Press. A new handbook which offers practical advice for students writing in college and beyond. Includes brief guides providing specific advice for the most common writing assignments.

Bazerman, Charles and Harvey Wiener. *Writing Skills Handbook*, 4th ed. Houghton Mifflin. A brief, spiral-bound handbook. It provides rules and advice about the matters of grammar and usage students most frequently need help with.

Buscemi, Santi V., Albert Nicolai, and Richard Strugala. *The Basics: A Rhetoric and Handbook*, 2nd ed. McGraw-Hill. More than just a grammar reference, this comb-bound handbook provides a reference for the complete writing and research processes. Now with expanded coverage on using and documenting electronic resources, especially the Internet.

Clouse, Barbara Fine. *Working It Out: A Troubleshooting Guide for Writers*, 2nd ed. McGraw-Hill. Organized around the writing process, this brief guide helps students write better by helping them discover writing and revising procedures that work well.

Corbett, Edward P.J. and Sheryl Finkle. *The Little English Handbook: Choices and Conventions*, 8th ed. Longman Publishing. This pocket-sized handbook addresses the most prevalent writing problems students face. It also provides artful prose explanations on matters of grammar, style, paragraphing, punctuation, and mechanics. Includes a guide to research writing and documentation.

DiYanni, Robert and Pat C. Hoy, II. *The Scribner Handbook for Writers*, 2nd ed. Allyn and Bacon. Emphasizes the reading, writing, and thinking connection. Includes extensive coverage of invention, separate chapters on writing different types of essays, new "Grammar and Writing" boxes, more student essays (14), and extensive Internet coverage.

- Dodds, Jack. *The Ready Reference Handbook: Writing, Revising, Editing*. Allyn and Bacon. This brief, spiral-bound handbook includes action-oriented “How-To” boxes as well as full coverage of the writing process, argumentation, and writing about literature. It also covers Internet research.
- Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook*, 7th ed. Longman Publishing. An accessible but carefully-crafted reference which covers all aspects of writing. This edition features expanded ESL notes and more on conducting electronic searches.
- Gorrell, Donna. *A Writer’s Handbook From A to Z*, 2nd ed. Allyn and Bacon. Brief and spiral-bound, this handbook is distinguished by its alphabetical organization in the grammar section. Separate chapters cover writing, research, and special types of writing. Icons for common errors and ESL notes are provided throughout.
- Hacker, Diana. *The Bedford Handbook*, 5th ed. Bedford Books. A handbook intended to work both as a full classroom text and as a reference that students can use on their own. The new edition offers more guidance for students writing in the electronic age.
- Horner, Winifred B., Suzanne S. Webb, and Robert K. Miller. *The Harbrace College Handbook*, 13th ed. Harcourt Brace. Featuring a complete reorganization of chapters, this handbook includes new examples from contemporary writers, and offers a writing style that is more descriptive than prescriptive.
- \_\_\_\_\_. *The Harbrace College Handbook, Brief Edition*. Harcourt Brace. The first Harbrace brief edition. Offers all of the features of its larger counterpart in a compact format.
- \_\_\_\_\_. *Hodges’ Harbrace Handbook*, 13th ed. Harcourt Brace. This handbook retains the traditional chapter organization that the *Harbrace* has always had, but it includes expanded information about finding, using, and citing electronic sources.
- Kirszner, Laurie G. and Stephen R. Mandell. *The Brief Holt Handbook*, 2nd ed. Harcourt Brace. This text covers critical thinking and reading, argumentation, writing about literature, writing essay exams, and writing in the workplace. It also addresses the use of computers and the Internet in every stage of writing.
- Lunsford, Andrea and Robert Connors. *Easy Writer: A Pocket Guide*. St. Martin’s Press. A guide to the essentials of writing and research with tips for online discourse and a directory of resources in fifteen academic disciplines.
- Nickerson, Marie-Louise. *The Scribner Exercise Book for Writers*, 2nd ed. Allyn and Bacon. Designed to accompany *The Scribner Handbook for Writers*, this workbook can also be used on its own. It includes exercises on the writing process, grammar and punctuation, and the research process.

- Rosen, Leonard L. *Decisions: A Writer's Handbook*. Allyn and Bacon. A tabbed and spiral-bound handbook which covers critical thinking, Internet research, and arguing across the disciplines. Also offers "Computer Tips" and Spotlight icons that highlight common errors.
- Schiffhorst, Gerald J. and Donald Pharr. *The Short Handbook for Writers*, 2nd ed. McGraw-Hill. This streamlined edition features an easy-to-use reference format, a comprehensive Annotated Instructor's Edition, and a selection of supplements.
- Troyka, Lynn Quitman. *Simon & Schuster Quick Access Reference for Writers*, 2nd ed. Prentice Hall. Designed to allow students and teachers alike to access information more quickly, the new edition offers fuller coverage of critical thinking and grammar basics, plus instruction and tutorials on how to use the book itself.

## II. Developmental Writing Texts

### A. Rhetorics

- Agee, Anne Scrivener and Carolyn E. Phanstiel. *The Basic Writer's Book*, 3rd ed. Prentice Hall. This book's three-part organization has student writers understand basic sentence patterns and paragraph patterns as they relate to the writing process. It also covers grammar and mechanics, and their impact on effective writing.
- Anker, Susan. *Real Writing: Paragraphs and Essays for College, Work, and Everyday Life*. Bedford Books. This text connects the writing course to the worlds of college, work, and everyday life. It covers active learning and includes "Profiles of Success"—stories of former developmental writers who have made it in the "real world."
- \_\_\_\_\_. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*. Bedford Books. A second version of *Real Writing* that includes a rhetorically-arranged reader.
- Biays, John S. and Carol Wershoven. *Along These Lines: A Course for Developing Writers*. Prentice Hall. A basic, comprehensive rhetoric-reader-grammar text designed with accessibility for both students and instructors. Focusing on paragraph construction, it introduces students to the essay and takes them through the stages of the writing process.
- Choy, Penelope, Dorothy Goldbart Clark, and James R. McCormick. *Basic Grammar and Usage*, 5th ed. Harcourt Brace. This developmental writing text offers a clear, concise explanation of the grammar rules that many students find troublesome and a step-by-step approach to teach students to overcome grammar weaknesses.
- Eggers, Philip. *Process and Practice*, 4th ed. Longman Publishing. This paragraph-to-essay text balances process writing instruction with a traditional

emphasis on correctness. Units combine advice about composing strategies with writing assignments and collaborative exercises. Readings reflect the challenges of our times.

Flachmann, Kim et al. *Mosaics: Focusing on Essays*. Prentice Hall. Part of a three-level developmental writing series, this text teaches the processes and skills common to all good academic writing by focusing on the important purposes for writing and by integrating reading, writing, revising, and editing throughout.

\_\_\_\_. *Mosaics: Focusing on Paragraphs in Context*. Prentice Hall. Part of a three-level developmental writing series, this text focuses on paragraphs of essays. Grammar, syntax, and mechanics are also covered in detail in the Revising and Editing sections.

\_\_\_\_. *Mosaics: Focusing on Sentences in Context*. Prentice Hall. Part of a three-level developmental writing series, this text focuses on sentences of essays. Grammar, syntax, and mechanics are also covered in detail in the Revising and Editing sections.

Kanar, Carol. *The Confident Writer*, 2nd ed. Houghton Mifflin. A rhetoric with readings that build writing confidence by building writing skills. Progressing from the idea to the finished essay, the text combines process and skills approaches.

Langan, John. *English Brushup*, 2nd ed. McGraw-Hill. This quick and practical guide reviews the most commonly occurring student errors.

\_\_\_\_. *The Primis Langan Series*. McGraw-Hill. This series allows teachers to create their own customized texts. Information ranges from reading and study skills, to sentence skills, to paragraph and essay writing.

Meriwether, Nell. *Strategies for Writing Successful Essays*. NTC College Division. This developmental rhetoric helps basic writing students master the writing process and apply it to the most common types of academic essays. Includes both student and professional sample essays and suggested topics for writing.

Rich, Susanna L. *The Flexible Writer*, 3rd ed. Allyn and Bacon. Focuses on writing complete essays. Includes a greater number of writing assignments, numerous student examples, forty professional essays, and strategies for using a computer.

Smilkstein, Rita. *Tools for Writing*. Harcourt Brace. Centered on the "Natural Human Learning Process," this unique developmental text employs the approach of empowering students to take responsibility for their own learning by using and explaining grammar in their own writing.

## B. Readers

Adams, W. Royce. *Viewpoints*, 3rd ed. Houghton Mifflin. A thematically-arranged, short-essay reader on contemporary issues. The 70 selections (38 new) are grouped into eight units such as learning, cultural heritage, and the media.

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- Clouse, Barbara Fine. *Cornerstones: Readings for Writers*. McGraw-Hill. Found only on the Primis electronic database system. Allows teachers to create their own customized texts. Offers a vast selection of professional essays, student essays, and short stories—all with extensive accompanying apparatus.
- Conlin, Mary Lou. *Patterns*, 5th ed. Houghton Mifflin. A rhetorically-arranged reader containing 95 (30 new) paragraphs and short essays by professional and student writers. Helps students gain a basic understanding of paragraph and essay writing.
- Joy, Anna. *We Are America*, 3rd ed. Harcourt Brace. Combines a reader, rhetoric, and handbook in one manageable text. Reading selections reflect culturally and ethnically diverse points of view.
- Seyler, Dorothy U. *Patterns of Reflection: A Reader*, 3rd ed. Allyn and Bacon. Features 84 brief readings which are organized both rhetorically and thematically. Also includes four annotated student essays, short stories, poems, a cartoon, and six pages of four-color art.
- Warner, J. Sterling, Judith Hilliard, and Vincent Piro. *Visions Across the Americas*, 3rd ed. Harcourt Brace. This rhetorically-organized, multicultural reader includes eleven new essays. Appropriate for developmental writing courses, this text can also be used in first-year composition.

### C. Workbooks

- Brandon, Lee. *Paragraphs and Essays*, 7th ed. Houghton Mifflin. A worktext noted for its well-integrated opportunities for critical thinking. This text thoroughly covers the writing process from paragraphs to essays.
- Emery, Donald W., John M. Kierzek, and Peter Lindblom. *English Fundamentals, Form A*, 11th ed. Allyn and Bacon. This skill and drill workbook focuses on grammar skills. Each topic includes three exercise sets and some of the answers are provided. A test packet with additional exercises is also available.
- Fawcett, Susan and Alvin Sandberg. *Grassroots*, 6th ed. Houghton Mifflin. This revised sentence-level worktext more effectively emphasizes the connection between grammar and writing, and it offers a major software assessment program. Accompanied by a website.
- Glazier, Theresa F. *The Least You Should Know About English, Form A*, 6th ed. Harcourt Brace. This workbook for sentence-level developmental writing courses covers the essentials of sentence structure, punctuation, mechanics, and the writing of simple papers.
- Hacker, Diana and Wanda Van Goor. *Bedford Basics: A Workbook for Writers*, 3rd ed. Bedford Books. A workbook which builds off of *The Bedford Handbook*, 5th ed. Offers numerous exercises developed for basic writers.

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- Hansen, Barbara and Rebecca McDaniel. *Simplified Sentence Skills*. NTC College Division. By focusing on sentence-level concerns, this perforated worktext simplifies the learning of basic grammar and writing skills.
- Kelly, William J. and Deborah L. Lawton. *Odyssey: A Guide to Better Writing*. Allyn and Bacon. This worktext on sentences, paragraphs, and essays features incrementally challenging exercises, more on the connection between grammar and writing, more help with common problems, and professional as well as student essays.
- Langan, John. *Sentence Skills*, 6th ed. McGraw-Hill. This worktext continues to help students master the essential grammar, mechanics, punctuation, and usage rules needed for clear, thoughtful writing. It now features a brief guide to writing effective paragraphs and essays.
- Page. *Checkpoints*, 3rd ed. Longman Publishing. Integrating reading, writing, and grammar, this worktext covers paragraph and essay writing skills. Readings serve as springboards for discussion and models of the rhetorical patterns. Writing process coverage leads students through each stage of writing.
- Silva, Marilyn. *Basic Grammar in Many Voices*. NTC College Division. The goal of this book is to demystify grammar and help students develop an understanding of the fundamental rules underlying English grammar. An accompanying workbook with 150 additional exercises is also available.

### III. Advanced Writing Texts

#### A. Rhetorics

- Clark, Irene. *The Genre of Argument*. Harcourt Brace. This brief rhetoric defines argument as a separate genre, thus helping students understand the purpose and context of successful college argumentation.
- Hairston, Maxine C. *Successful Writing*, 4th ed. W. W. Norton. Offers practical advice for advanced writers. Includes a new chapter on document design; new professional and student examples; quick-reference boxes; and coverage of searching, evaluating, and documenting electronic sources.
- Jacobus, Lee A. *Substance, Style, and Strategy*. Oxford University Press. Incorporating the author's belief that advanced writing courses should offer refinement of the mind and make vague thoughts explicit and examinable, this rhetoric focuses on style and strategy in the writing of five common essay types. Includes thirty professional essays.
- Wood, Nancy V. *Writing Argumentative Essays*. Prentice Hall. A brief, rhetoric-only version of *Perspectives on Argument*.

## B. Readers

Miller, Robert K. *The Informed Argument*, 5th ed. Harcourt Brace. Contemporary issues are addressed through paired arguments from a variety of sources. Introduces students to several approaches to argument as a means of conflict resolution.

## C. Advanced Grammars

Barry, Anita. *English Grammar: Language as Human Behavior*. Prentice Hall. Designed primarily for native speakers, the book encourages students to view English as an evolving system of grammar rules.

Kolln, Martha and Robert Funk. *Understanding English Grammar*, 5th ed. Allyn and Bacon. Provides students a systematic way to understand grammar principles. Includes a new chapter on the history of grammar pedagogy, and "Classroom Applications" are provided throughout. (Also available: *Exercises for Understanding English Grammar*—a workbook which offers students additional, self-instructed grammar practice.)

## IV. Composition and Literature Texts

Abcarian, Richard, Marvin Klotz and Peter Richardson. *Literature: Reading and Writing the Human Experience*, 7th ed. St. Martin's Press. Combines new instruction on reading and writing about literature with engaging selections and a thematic focus to provide a practical and flexible text for literature courses and composition courses.

Ford, Margorie and John Ford. *A Web of Stories: An Introduction to Short Fiction*. Prentice Hall. This text explores the human condition through short story. It begins with students' own responses to a story and then helps them refine their responses to develop a clearer understanding of the story and themselves.

Griffith, Kelley. *Writing Essays About Literature: A Guide and Style Sheet*, 5th ed. Harcourt Brace. This introductory text provides guidelines for reading and writing about literature. This edition contains updated information on searching the World Wide Web, citing and evaluating computer sources, and writing with computers.

Lynn, Steven. *Texts and Contexts: Writing About Literature with Critical Theory*, 2nd ed. Longman Publishing. This text presents accessible explanations of the various critical theories (new criticism, reader-response, deconstructive, biographical, historical, etc.), and explores their underlying assumptions to help students write about literature.

Roberts, Edgar V. and Henry E. Jacobs. *Literature: An Introduction to Reading and Writing*, 5th ed. Prentice Hall. This anthology of fiction, poetry, and

drama treats reading and writing as interdependent processes. Sample essays are included in every chapter, and a comprehensive supplements package is available. (Also available in a compact edition.)

## V. Creative Writing Texts

DeMaria, Robert. *The College Handbook of Creative Writing*, 3rd ed. Harcourt Brace.

This text provides many of the tools of a traditional English handbook with special instruction for the creative writing student. Coverage spans fiction, poetry and drama, following the basic elements of theme, setting, character, and plot.

Diamond, Rick and Candace H. Schaefer. *The Creative Writing Guide: Poetry, Literary Nonfiction, Fiction, Drama*. Longman Publishing. Covering four genres, this accessible text opens with creativity and the writing process followed by discussions of the elements of literature and techniques for writing. Integral to the presentation are the text's four different types of exercises.

Minot, Stephen. *Three Genres: The Writing of Poetry, Fiction, and Drama*, 6th Ed. Prentice Hall. This introductory text addresses the dynamics of the creative process while analyzing each genre. It also encourages writers to find their own voice, and it offers advice on how to write creatively and get published.

## VI. Business and Technical Writing Texts

Allen, Jo. *Writing in the Workplace*. Allyn and Bacon. For courses in technical and business writing. Offers a practical, real world approach to writing with lots of application exercises. Emphasizes the workplace context and the social/political realities that affect the creation of documents.

Andrews, Deborah C. *Technical Communication in the Global Community*. Prentice Hall. Prepares students to become resourceful, authoritative, and effective technical writers in a rapidly changing global community. Three major themes (internationalism, collaboration, and technological innovation) provide a helpful framework for students.

Barker, Thomas T. *Writing Software Documentation: A Task-Oriented Approach*. Allyn and Bacon. Takes a task-oriented approach that focuses on the needs of the user. Apparatus includes checklists in each chapter, exercises, complete programs to work on, project tracking forms, and a range of examples.

Greene, Michael T. and Johnathan G. Ripley. *Communicating: For Future Business Professionals*. Prentice Hall. This comprehensive, practical guide provides useful tools for career planning, while presenting a variety of writing and speaking tasks that students can expect to encounter in the workplace.

- Houp, Kenneth W., Thomas E. Pearsall, and Elizabeth Tebeaux. *Reporting Technical Information*, 9th ed. Allyn and Bacon. This edition offers new coverage of electronic communication and international communication, it condenses the arrangement strategies into one chapter, and it features a new web site with information and tools for students and instructors.
- Jones, Dan. *Technical Writing Style*. Allyn and Bacon. Designed for courses in technical editing or writing style, this text combines theory and practice in a simple 12-point approach. Case studies illustrate appropriate writing styles.
- Kolin, Philip. *Successful Writing at Work*, 5th ed. Houghton Mifflin. A comprehensive textbook for business writing, this edition offers an abundance of realistic situations and problems; a wide-range of examples; and guidelines for drafting, editing, and producing professional documents and graphics.
- Kostelnick, Charles and David D. Roberts. *Designing Visual Language: Strategies for Professional Writing*. Allyn and Bacon. Focusing on document design and visual communication, this text enables students to extend to visual design the rhetorical approach that they assimilate in writing and editing courses.
- Markel, Mike. *Technical Communication: Situations and Strategies*, 5th ed. St. Martin's Press. Covers every aspect of technical communication including the stages of the writing process, writing strategies unique to technical writing, and other applications including oral reports and job application materials.
- Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing that Works: How to Write Effectively on the Job*, 6th ed. St. Martin's Press. This text is designed for students from varied academic backgrounds whose jobs will, or already do, require writing skills. It offers abundant examples and realistic exercises.
- Pattow, Donald and William Wresh. *Communicating Technical Information: A Guide for the Electronic Age*, 2nd ed. Prentice Hall. Centered on the premise that writing is a step-by-step process, this text considers the changing roles and needs of today's technical writer and places a heavy emphasis on writing with computers.
- Pfieffer, William S. *Pocket Guide to Technical Writing*. Prentice Hall. An alphabetized handbook with brief chapters on organization and efficiency, this reference for on-the-job writing helps solve problems encountered by various technical and professional writers.
- Roebuck, Deborah Britt. *Improving Business Communication Skills*, 2nd ed. Prentice Hall. Clear and concise, this text delivers vital communication skills that future professionals need for success. It does so by helping the reader become a self-directed learner.
- Rude, Carolyn D. *Technical Editing*, 2nd ed. Allyn and Bacon. This text moves beyond mere sentence-level revision. It assumes that an editor's responsi-

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bility includes the overall effectiveness and usability of a document. Includes new information on technology, globalization, and an accompanying website.

Sims, Brenda. *Technical Writing for Readers and Writers*. Houghton Mifflin. This complete guide to technical writing emphasizes that technical writing involves a series of deliberate problem-solving activities and that understanding audience is essential to creating successful documents.

Treece, Marla and Betty Kleen. *Successful Communication for Business and Management*, 7th ed. Prentice Hall. This text offers a comprehensive treatment of the communication principles applied to letters, memos, reports, and resumes. It also covers oral, nonverbal, and intercultural communication to help solve communication problems in business and personal life.

## VII. Software, Computer-Assisted Instruction, and Internet Guides

Allyn and Bacon Interactive. *The Writer's Toolkit*. Allyn and Bacon. This CD-ROM is designed to help improve writing by offering a complete writing environment. Includes a wealth of tools to use in assisting students in each stage of the writing process.

Anderson, Daniel, Bret Benjamin, and Bill Paredes-Holt. *Connections: A Guide to On Line Writing*. Allyn and Bacon. Offers both instruction in rhetoric and practical advice for composing with on-line media. Four major parts include argumentation, research, collaboration and design. An interactive website is also available.

Branscomb, Eric H. *Casting Your Net: A Student's Guide to Research on the Internet*. Allyn and Bacon. A comprehensive guide to conducting Internet research. All of the major search modes and search engines are covered. Includes exercises and explanations of APA and MLA styles.

Buscemi, Santi V. and Publishing Innovations, Inc. *Allwrite!* McGraw-Hill. This interactive software program combines three learning modes: Help Mode (includes on-line handbook), Practice Mode (provides numerous exercises) and Test Mode (diagnostic pre-tests and post-tests). (IBM and Macintosh formats available.)

Campbell, Jennifer and Michael Keene. *Mayfield's Quick View Guide to the Internet for Students of English*. Mayfield. This brief but comprehensive introduction to the Internet and World Wide Web includes coverage of finding, using, and documenting sources; assessing source reliability; job searches; virtual communities; and more.

Clark-Powell, Carol Lee. *A Student's Guide to the Internet, 1997-1998*, 2nd ed. Prentice Hall. This small, easy-to-read guide helps students navigate their journey through cyberspace. It demonstrates how to connect to the Internet and then explore the information superhighway.

- Crump, Eric and Nick Carbone. *Writing Online*, 2nd ed. Houghton Mifflin. This text was formerly titled *English Online*. It is a concise, spiral-bound reference which provides resources, instruction, and projects to help integrate the Internet into the classroom. (Accompanied by a website.)
- DiYanni, Robert and Pat C. Hoy, II. *The Scribner Online Handbook for Writers, Version 2.0*. Allyn and Bacon. The Windows online version of *The Scribner Handbook for Writers*. Available on disk and CD-ROM. Extensive hyperlinks allow users to find information quickly and easily. Also includes on-line resources and web addresses.
- Dodds, Jack. *The Ready Reference Handbook: Writing, Revising, Editing, Revised Edition with Expanded Internet Coverage*. Allyn and Bacon. The Windows online version of *The Ready Reference Handbook*. Available on disk and CD-ROM. Extensive hyperlinks allow students to find easily the information that they need. Also provides connections to on-line resources and web addresses.
- Hacker, Diana. *The Electronic Bedford Handbook*. Bedford Books. Presents all of the topics in *The Bedford Handbook*, 5th ed. in an easy-to-navigate software program. Over 600 interactive exercises are linked to the text.
- Harnack, Andrew and Eugene Kleppinger. *Online! A Reference Guide to Using Internet Sources, 1998 edition*. St. Martin's Press. A pocket reference guide to using Internet sources with guidelines on choosing, evaluating, citing, and documenting Internet sources in MLA, APA, CBE, and Chicago styles.
- Rosen, Leonard. *Decisions: A Writer's Online Handbook, Version 1.0*. Allyn and Bacon. The Windows online version of *Decisions*. Available on disk and CD-ROM. Extensive hyperlinks allow users to easily and quickly find the information they need. Provides a connection to on-line resources and web addresses.
- Tuman, Myron C. and Ann Arbor Software. *Norton Connect.Net*. W. W. Norton. Combines a simple menu of options for sharing work over the Internet with Word for Windows. Ideal for distance learning.
- Vitanza, Victor J. *Writing for the World Wide Web*. Allyn and Bacon. Applicable for any course in any discipline where students are creating web pages, this text helps students make the transition from writing for a print to an electronic media. An accompanying web site is available.
- Wresch, William. *Writer's Helper, version 4.0*. Prentice Hall. Offers a unique collection of prewriting activities and revising tools to help students work through all stages of the writing process. Available for single copy purchase, classroom adoption, and site license. (IBM and Macintosh formats available.)

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## VIII. Research Paper Texts

- Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*, 2nd ed. Allyn and Bacon. This text is organized into a five-week structure designed to overcome procrastination with weekly assignments. It includes more on choosing a topic, writing a thesis, and using the Internet.
- Hacker, Diana. *Research and Documentation in the Electronic Age*. Bedford Books. This handy, spiral-bound booklet covers everything students need for college research assignments at the library and on the Internet. (An online version is also available.)
- Veit, Richard. *Research: The Student's Guide to Writing Research Papers*, 2nd ed. Allyn and Bacon. A combination research paper textbook and handbook. It includes sample papers to show the final goal of the process, and it covers other modes of research such as interviewing.

## IX. Reading and Study Skills Texts

- Alexander, Jan and Jan Lombardi. *Joining a Community of Readers*. Longman Publishing. This thematic approach to reading instruction engages students' interest while covering essential reading and study skills. The text features critical thinking and vocabulary sections and provides ample skills practice through numerous activities.
- Allen, Sheila. *Reading and Understanding College Textbooks*. Harcourt Brace. This upper-level developmental reading text teaches the basic skills necessary to read and assimilate effectively information from college-level textbooks.
- Carter, Carol, Sarah Kravitz, and Joyce Bishop. *Keys to Effective Learning*. Prentice Hall. Focuses on developing effective learning techniques which will help students excel in school, in their careers, and as lifelong learners. Involves students in the active learning process and helps them develop confidence.
- Cortina, Joe and Janet Elder. *Opening Doors: Understanding College Reading*, 2nd ed. McGraw-Hill. Building strong comprehension skills applicable to all college disciplines, this new edition helps students "open doors" to academic success.
- Fjeldstad, Mary C. *The Thoughtful Reader*, 2nd ed. Harcourt Brace. This book is based on a psycholinguistic approach to reading which argues that students read poorly because they have not read, rather than they cannot read.
- Hancock, Ophelia H. *Reading Skills for College Students*, 4th ed. Prentice Hall. Designed to give students hands-on help to improve their vocabulary, comprehension, reading rate, and test-taking techniques, this text offers a variety of interesting, relevant readings from various sources.

- Johnson, Ben E. *The Reading Edge: Thirteen Ways To Build Reading Comprehension*, 3rd ed. Houghton Mifflin. A worktext aimed at developing and refining reading comprehension skills. This text is especially suited to students preparing for state proficiency exams.
- \_\_\_\_\_. *Stirring Up Thinking*. Houghton Mifflin. A practical and entertaining worktext which provides an introduction to twenty-one important critical thinking skills. It encourages students to learn by doing.
- Kanar, Carol. *Reading and Writing with Confidence*. Houghton Mifflin. A text designed for the integrated reading and writing course. It teaches skills, provides ample opportunities for application, and builds students' confidence.
- Langan, John. *Reading and Study Skills, Form A*, 6th ed. McGraw-Hill. This comprehensive worktext provides students with the essential reading and study skills that they need to become independent learners in college.
- Lenier, Minnette and Janet Maker. *Keys to College Success*, 4th ed. Prentice Hall. This text addresses important reading and study skills that students need for college success. It covers how to take effective notes, read more efficiently, memorize material, identify concepts, and ultimately do well on tests.
- McGrath, Jane. *Building Strategies for College Reading: A Text with Thematic Reader*, 2nd ed. Prentice Hall. This text approaches reading as a holistic, complex process rather than as a series of discrete tasks. It covers reading strategies and offers authentic college reading materials to provide student examples.
- McWhorter, Kathleen. *Academic Reading*, 3rd ed. Longman Publishing. Emphasizing metacognition, this text teaches students to adapt and modify reading comprehension techniques to suit different disciplines. It covers interpreting, organizing, and processing information from textbooks, notes, and sources.
- \_\_\_\_\_. *College Reading and Study Skills*, 4th ed. Longman Publishing. Emphasizing critical thinking, this text covers fundamental reading, vocabulary, and study skills. It encourages students to interact with textbooks by anticipating, predicting, reorganizing, and evaluating information.
- Nist, Sherrie and William Diehl. *Developing Textbook Thinking*, 4th ed. Houghton Mifflin. A content-based reading text. Features actual college textbook chapters to teach students practical strategies to use before, during, and after reading textbooks. Also covers strategies for studying and taking notes.
- Reynolds, Marianne C. *Vocabulary Connections, Book 1*. McGraw-Hill. The first book in a three-volume series devoted to building vocabulary. Designed to serve as a supplement to any developmental text or as a main text for vocabulary enrichment courses. Includes exercises and self-tests.

- \_\_\_\_. *Vocabulary Connections, Book 2*. McGraw-Hill. The second book in a three-volume series devoted to building vocabulary. Covers prefixes, suffixes, and roots and emphasizes learning vocabulary in context. Designed to serve as a supplement to any developmental text or as a main text for vocabulary enrichment courses.
- Ruggiero, Vincent. *The Art of Thinking: A Guide to Critical and Creative Thought*, 5th ed. Longman Publishing. This unique text presents a process for problem solving that involves searching for issues, expressing the problem, investigating the area, questioning bias, producing ideas, refining the solution, and presenting final thoughts.
- Smith, Lonna H. and Robert J. Ramonda. *Read, Write, React: An Integrated Approach to Reading and Writing*. McGraw-Hill. Designed for developmental reading courses and courses that integrate the teaching of reading and writing. Actively involves students in their own language development through a variety of readings and integrated writing activities.
- Smith, R. Kent. *Building Vocabulary for College*, 4th ed. Houghton Mifflin. A vocabulary worktext that provides students with successful strategies for learning words and practical activities for mastering their use.

## X. Professional Texts

- Ryan, Leigh. *The Bedford Guide for Writing Tutors*, 2nd ed. Bedford Books. This guide offers writing center tutors suggestions and strategies to build their confidence and skill as they work with other students. Includes a new chapter on computers.

## XI. Additional Texts

- Benjamin, Jules. *A Student's Guide to History*, 7th ed. Bedford Books. This guide to the discipline covers study skills, researching (including Internet research), and writing.
- Clark, Virginia P., Paul A. Eschholz, and Alfred F. Rosa. *Language: Readings in Language and Culture*, 6th ed. St. Martin's Press. Provides a foundation in linguistic theory with readings that give personal, cultural, and political contexts for examining how language functions in our lives.
- Corrigan, Timothy. *A Short Guide to Writing About Film*, 3rd ed. Longman Publishing. This brief writing guide covers six approaches to writing about film and discusses the terms used in film criticism to help students write thoughtful and well-formulated papers.
- Faulkner, Ann and Dana Stahl. *Reading Strategies for Nursing and Allied Health*. Houghton Mifflin. A reading text for students pursuing nursing and

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related health professions. This unique text allows students to develop and practice their reading skills in the context of their anticipated profession.

Fromkin, Victoria A. and Robert D. Rodman. *An Introduction to Language*, 6th ed. Harcourt Brace. This text provides a comprehensive introduction to all major topics including morphology, syntax, phonetics, phonology, pragmatics, writing, and historical change.

Hansen, Kristine. *A Rhetoric for the Social Sciences: A Guide to Academic and Professional Communication*. Prentice Hall. This text provides social science majors a systematic way to write in their fields, and it shows them how to use the language of their fields to propose, report, and criticize research.

Oaks, Dallin D. *Linguistics at Work: A Reader of Applications*. Harcourt Brace. This reader takes a new approach to the study of linguistics by illustrating how linguistic theory affects change in the "real world." Readings focus on law, medicine, business, education, social policy, translation, and literary analysis.

Penrose, Ann M. and Steven B. Katz. *Writing in the Sciences: Exploring Conventions of Scientific Discourse*. St. Martin's Press. An innovative text for technical writing courses with large numbers of science majors, scientific writing courses, or for instructors seeking to integrate more writing into their science courses.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 2nd ed. Bedford Books. This supplement for history courses continues its thorough coverage of documenting sources to include new information about the Internet. Also offers abundant models for footnotes and bibliographic entries.

## Note

1. Descriptions were provided by the respective publishers of the books and have been lightly edited for length and objectivity.