

## Bibliography of Writing Textbooks

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This second annual bibliography is offered to WPAs and writing teachers as an aid in the evaluation and selection of textbook for writing courses. Only texts that are new or revised this year-1982-1983-are included. Books are classified for simplicity's sake, but many of the texts, like many of our writing courses, overlap the categories. We welcome your ideas for revision and suggest that you skim the entire list with your courses in mind. Publishers have chosen a category for each text and provided annotations. Notes have been edited to present information objectively. Prices and projected dates of publication are tentative.

I thank Joe Trimmer for designing a process of collecting and presenting this information that simplified the task, and I thank the participating publishers, who are listed at the end of the bibliography.

### Classification Outline

#### I. Developmental Writing Texts

- A. Handbooks
- B. Rhetorics
- C. Readers
- D. Workbooks

#### II. Freshman Composition Texts

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

#### III. Advanced Writing Texts

- A. Composition and Literature Texts
- B. Special Texts

## I. Developmental Writing Texts

### A. Handbooks

*Basic Grammar and Usage*, Second Edition. by Penelope Choy and James R. McCormick (Harcourt Brace Jovanovich; 240 pages; \$10.95; February, 1983). A concise text-workbook emphasizing basic problems such as subject-verb agreement, pronoun usage, fragments, and run-on sentences. Contains brief, cumulative lessons followed by exercises. Instructor's manual.

### B. Rhetorics

*Copy, Combine, Compose: Controlling Composition* by Roseann DuenasGonzalez, MaryCarmen E. Cruz, and Ann Thomson (Wadsworth; 320 pages; \$10.95; February, 1983). A rhetoric that places emphasis on practice. Each chapter presents one grammatical, syntactic, or rhetorical topic at a time, followed by controlled practice, guided writing exercises, and open writing exercises.

*Choices: A Text for Writing and Reading* by Lila Fink. Phyllis Levy, Gwen Brewer, Charlotte Miller, and Andrea White (Little, Brown; 512 pages; \$11.95; January, 1983). Rhetorically arranged: each chapter uses brain-storming and assignments in reading and writing to simultaneously emphasize reading effectiveness, comprehension, vocabulary acquisition, and paragraph development. Appendices on mechanics and usage.

*Communication: Writing and Speaking* by Richard Katula. Celest Martin, and Robert Schweger (Little, Brown; 432 pages; \$15.95; February, 1983). Combines instruction in speech and composition. Moves from composer-centered discourse-writing-to audience-centered discourse-speaking-via a conceptual-conventional approach to rhetoric. Progresses from personal to expository communication.

*The Practicing Writer* by Arthur H. Bell and Thomas P. Klammer (Houghton Mifflin Company; 224 pages; January, 1982). A paragraph and short essay rhetoric emphasizing organizational options available to the basic writer. Includes a chapter on sentence style and a guide to grammar and mechanics.

*Write to Read/Read to Write* by Kathleen McWhorter and Candalene McCombs (Little, Brown; 480 pages; \$11.95; February, 1983). Low-level rhetoric treats reading and writing as parallel skills. More emphasis on writing, assuming that students improve reading comprehension as they become better writers. Variety of graded, controlled readings.

*Writing Clear Paragraphs*, Second Edition. Robert B. Donald, James D. Moore, Betty Richmond Morrow, Lillian Griffith Wargetz, and Kathleen Werner (Prentice-Hall; 272 pages; \$10.95; December, 1982). Builds writing skills through intensive practice in paragraph organization and methods of development. with special attention to related concepts in sentence structure and diction.

*The Writing Clinic*, Third Edition, by Ralph E. Loewe (Prentice-Hall; 384 pages; \$12.95; December, 1982). Student-oriented text with emphasis on grammar and sentence-level skills. Retains low-level, step-by-step approach. Adds coverage of reading and attention to details, updates activities, and improves format.

*Writing for a Reason* by William Barnwell (Houghton Mifflin Company; 448 pages, December, 1982). A process-oriented rhetoric that focuses on the short essay. Features numerous student essays. Grammar and mechanics thoroughly covered in Part II of the text.

*Writing to the Point: Six Basic Steps*, Third Edition; by William J. Kerrigan (Harcourt Brace Jovanovich; 224 pages; \$7.95; January, 1983). Succinct, informal text providing self-contained step-by-step information on how to write a unified, coherent theme. Emphasizes the process of writing from a simple declarative sentence through paragraphs.

### C. Readers

*Basic Skills for Effective Reading* by Selma Wilf (Prentice-Hall; 350 pages; \$9.95; February, 1983). Developmental reading text for college students reading below seventh-grade level. A step-by-step approach to learning ten reading skills. Each skill is explained and reinforced through guided practice.

*Breaking Through: Beginning College Reading* by Brenda D. Smith (Scott, Foresman; 352 pages; \$10.95; December, 1982). For students with serious deficiencies in reading. Presents combination of actual textbook selections and practice exercises. Sequential structure, from simple to complex, in each chapter. Grade levels six through ten. Instructor's manual.

*Patterns: A Short Prose Reader* by Mary Lou Conlin (Houghton Mifflin Company; 400 pages; December, 1982). A rhetorically organized reader with both paragraph and essay-length selections, some by students. Readings selected for high interest, low reading level. Concise apparatus guides reading and writing.

*Improving College Reading*, Fourth Edition, by Lee Jacobus (Harcourt Brace Jovanovich; 368 pages; \$11.95; February, 1983). Forty articles and essays, with exercises, arranged in order of difficulty. For students in reading improvement or remedial/developmental reading classes. All selections new to this edition. Answer key.

*Take Note of College Study Skills* by Anne C. Bradley (Scott, Foresman; 352 pages; \$10.95; February, 1983). Worktext presents such skills as time management, taking lecture notes, reading techniques, and preparing for tests. Actual textbook excerpts and samples provide realistic approach. Grade levels eight through thirteen. Instructor's manual.

### D. Workbooks

*At Your Command: A Basic English Workbook*, Second Edition, by Patricia Licklider (Little, Brown; 448 pages; \$11.95; January, 1983). Remedial grammar workbook with extensive in-chapter exercises (some designed to generate student writing), stylistic and mechanics instruction, and post-chapter review exercises. Especially for students with dialect problems. Perforated pages.

*The Bare Essentials* by Sarah Norton, Brian Green, and Michele Barole (Holt, Rinehart and Winston; 304 pages; \$11.95; January, 1983). A workbook presenting very basic grammar and writing skills, from spelling and punctuation to paragraph and essay structure. Fifty to 100 graduated exercises a rule.

*Basic Communication Skills: Writing, Speaking, Listening*, by Cora L. Robey and Ethelyn H. Morgan (Harper and Row; 272 pages; February, 1983). Workbookrhetoric addresses nine key subjects that often require drill and practice. Employs a variety of writing, speaking, and listening exercises. Instructor's manual.

*Basic Usage. Vocabulary, and Composition*, Fourth Edition, by Hulon Willis and Edward Quinn (Holt, Rinehart and Winston; 384 pages; \$12.95; January, 1983). A developmental text-workbook that offers a three-part organization: grammar, readings, and rhetoric.

*College Reading and Study Skills*. Second Edition, by Kathleen McWhorter (Little, Brown; 400 pages; \$11.95; January, 1983). Skill-oriented workbook. "How to" approach includes drill exercises, sample textbook paragraphs, and exercises involving texts students use in other courses. New chapter on writing research papers, and a new sample textbook chapter.

*College Vocabulary Skills*, Second Edition, by James F. Shepherd (Houghton Mifflin Company; 224 pages; December, 1982). Presents skills for vocabulary development, including using the dictionary. New edition based on 1,000-word core vocabulary.

*College Writing Skills: A Text with Exercises* by Peder Jones and Jay Farness (Harcourt Brace Jovanovich; 339 pages; \$8.95; March, 1982). A text-workbook for poorly prepared students. Presents composition skills in paragraphs, sentences, word usage, and brief essays. Exercises and writing assignments comprise eighty percent of the book. Over 600 sets of exercises.

*Commanding Sentences*, Third Edition, by Helen Mills (Scott Foresman; 384 pages; \$10.95; January, 1983). Complete, tested basic text for individualized or classroom instruction. New open format; simplified instructions; more sentence combining exercises; increases emphasis on ESL. Instructor's manual includes unit tests and answer key.

*Efficient and Flexible Reading* by Kathleen McWhorter (Little, Brown; 352 pages; \$11.95; February, 1983). Remedial reading text that focuses, with the help of preand post-tests, on reading efficiency techniques. Advises students to vary their approach and reading speed to suit the material and the reading situation.

*The English Exercise Book* by Offers basic writers help in sentence skills, spelling, and in drafting and revising essays. Inductive approach relies on students' familiarity with language to teach grammatical principles.

*Exploring Written English: A Guide for Basic Writers* by Audrey Reynolds (Little, Brown; 160 pages; \$11.95; February, 1983). Developmental grammar workbook presents written English as a distinctive variety of the English language. Uses the embedding approach: writing workshop exercises, sentence-combining, and composition assignments. Perforated pages; answers in the back.

*The Grammar Game* by Myrtle Bates and Renee Stern (Bobbs-Merrill; 368 pages; \$9.95; January, 1983). A comprehensive grammar workbook organized by the functions of words and emphasizing the development of sentences and paragraphs. Text includes many practice and review exercises, writing samples, and writing assignments.

*Grassroots: The Writer's Workbook*, Second Edition, by Susan Fawcett and Alvin Sandberg (Houghton Mifflin Company; 288 pages; December, 1982). Presents the rudiments of grammar by practice more than precept. New edition includes spelling, and additional grammar and paragraph writing. Instructor's annotated edition and test package.

*Help Yourself: A Guide to Writing and Rewriting*, Third Edition, by Marylu Mattson, Sophia Leshing, and Elaine Levi (Charles F. Merrill, 320 pages; \$12.95; January, 1983). A self-help worktext that covers the most common writing errors in mechanics, grammar, sentence structure, and organization.

*How to Read and Write in College: A Complete Course, Second Series. Form f*, by Richard H. Dodge (Harper and Row; 264 pages; October, 1982). The new form of this workbook-anthology includes new exercises in the workbook, and new anthology sections and exercises. Rhetorical chapters have been updated. Instructor's manual. Test bank.

*Idiom Drills: For Students of English as a Second Language*, Second Edition, by George P. McCallum (Harper and Row, 160 pages; October, 1982). One-hundred-eighty idioms reflecting current standard usage are covered in thirty brief lessons. Each lesson has introduction to idioms through short dialogues: each concludes with questions for discussion. Review sections in the form of plays follow six-lesson units.

*The Least You Should Know About English, Form B*, Second Edition, by Teresa FersterGlazier (Holt, Rinehart and Winston; 304 pages; \$12.95; August, 1982). A revision of the workbook, which is part of a series, on the essentials of grammar with new practice exercises. One hundred exercises per rule.

*Sentence Combining: A Composing Book*, Second Edition, by William Strong (Random House; 256 pages; \$7.95; November, 1982). A text-workbook in sentence combining with ten chapters that move from simple to more varied patterns in sentences and paragraphs. Exercises revised fifty percent. Includes a pre-test, post-test, and glossary.

*Sentence Combining and Paragraph Construction* by Katie Davis (Macmillan; 224 pages; \$9.95; January, 1983). A text-workbook for developmental English that relies heavily on sentence combining.

*Sentence Dynamics: An English Skills Workbook* by Constance Imel and Florence Sacks (Scott, Foresman; 256 pages; \$9.95; February, 1983). Brief worktext covers key areas of grammar needed for paragraph writing. Especially useful for ESL students. Minimal terminology. Many exercises. Individualized instruction, lab, or traditional classroom use. Instructor's manual with unit tests.

*Today's English: Keys to Basic Writing* by Virginia McDavid and Thomas Creswell (Harper and Row; 400 pages; March, 1983). Teaches students to recognize and correct violations of conventions of standard written English. Discussion of grammatical terminology. Instructor's manual.

*Writing and Reading: The Vital Art* by Dorothy Rubin (Macmillan; 400 pages; \$10.95; January, 1983). Text-workbook for developmental English. Sentence structure through short themes.

*Workbook 2000* by John A. Higgins (Harper and Row; 300 pages; August, 1982). Two-thousand exercises that concentrate on simpler nontechnical aspects of writing. Exercises teach concepts through a diminishing clues format. Diagnostic and achievement tests with test answers available to the instructor.

## I I. Freshman Composition Texts

### A. Handbooks

*Handbook for Writers: Grammar, Punctuation, Diction, Rhetoric, Research, Second Edition*, by Celia Millward (Holt, Rinehart and Winston; 560 pages; \$12.95; October, 1982). A complete, yet concise, handbook that takes a *descriptive* approach to grammar and punctuation. Features a new format designed to make this edition easier to read and more accessible to students.

*The Little, Brown Handbook*, Second Edition, by H. Ramsey Fowler with the editors of Little, Brown, (Little, Brown; 624 pages; \$10.95; January, 1983). Revision of the basic composition handbook. Complete package includes workbook, TM, Diagnostic Test; separate answer booklets for workbook and text.

*Writer's Handbook* by James Flynn and Joseph Glaser (Macmillan; 640 pages; \$12.95; 1983). A reference handbook that covers grammar and the research paper. Contains exercises, diagnostic tests, achievement tests, a glossary of grammatical terms, a correction chart, and a workbook.

*Writing Skills Handbook* by Harvey S. Wiener and Charles Bazerman (Houghton Mifflin Company; 144 pages; December, 1982). Succinct coverage of the most common writing problems with some attention to the writing process.

### B. Rhetorics

*Better Paragraphs and Short Themes*, Fifth Edition, by John Ostrom (Harper and Row; 128 pages; January, 1983). Employs the "controlling idea" to help students create unified paragraphs. This edition includes coverage on writing the short theme.

*Combining and Creating: Sentence Combining and Generative Rhetoric* by William L. Stull (Holt, Rinehart and Winston; 352 pages; \$12.95; January, 1983). A sentence-combining text-workbook with many paragraph-length, and longer, writing exercises. Uses examples from students and well-known writers (Steinbeck, Hemingway, Eric Hoffer, Walter Lippman) as basis for exercises.

*Contemporary Writing: Process and Practice, Second Edition*, by Jim W. Corder (Scott, Foresman; 320 pages; \$8.95; January, 1983). Concise combination of traditional and innovative rhetorical theory. Process emphasis; numerous practical applications. Two chapters on invention; full research chapter; and new exercises and examples. Instructor's manual.

*Contemporary Writing with Handbook* by Jim W. Corder (Scott, Foresman; 480 pages; \$13.95; January, 1983). Handbook coverage added to title above. Comprehensive and practical. Handbook consists of portions of *Handbook of Current English*, Sixth Edition. Instructor's manual.

*Discovery: An Inductive Approach to College Writing* by Bonnie Klomp Stevens (Holt, Rinehart and Winston; 420 pages; \$12.95; September, 1982). Inductive approach by which students are encouraged to discover the principles of good writing by examining samples of other writer's work. Reinforced by reading, practical advice, and applications and exercises.

*Discovery to Discourse: The Composing Process* by Becky Wendling Kirschner and Joanne Mueller Yates (Macmillan; 300 pages; \$10.95; January, 1983). A rhetoric with readings that presents writing by focusing on reader expectations. Contains handbook section on punctuation and style.

*Elements of Writing* by Peter Lindblom (Macmillan; 224 pages; \$7.95; January, 1983). A rhetoric with brief handbook. Starts with such personal writing as free-writing and journal keeping. Each unit contains three sample essays grouped around one theme.

*From Idea to Essay*, Third Edition, by JoRay McCuen and Anthony C. Winkler (Science Research Associates, 432 pages; \$9.95; December, 1982). A combination rhetoric-reader containing specific writing instruction, assignments based on readings, and model essays by professionals and students. Includes a handbook of grammar fundamentals and a section on the research paper.

*From Thought to Theme: A Rhetoric and Reader for College English*, Seventh Edition, by William F. Smith and Raymond D. Liedlich (Harcourt Brace Jovanovich; 462 pages; \$12.95; December, 1982). Two-part text beginning with a brief, informal rhetoric followed by a thematically organized collection of essays. Instructor's manual.

*Rhetoric for Today*, Fourth Edition, by William F. Smith and Raymond D. Liedlich (Harcourt Brace Jovanovich; 270 pages; \$9.95; December, 1982). Rhetoric section of the previous title. Presents unity, development, coherence in paragraphs; argumentation; steps in theme writing. More than 100 illustrative paragraphs and twenty-six tear-out exercise sections.

*How to Write Efficiently* (tentative title) by A. M. Tibbets (Scott, Foresman; 128 pages; \$5.95; January, 1983). Brief text presents principles of clear writing. Rules of thumb for writing in any discipline, for any audience. Appendices of exercises and essays. Brief handbook with problem-solving focus.

*The Little Rhetoric and Handbook with Readings* by Edward P. J. Corbett (Scott, Foresman; 752 pages; \$13.95; January, 1983). Forty readings added to the *Little Rhetoric and Handbook*, Second Edition. All-in-one text. Readings include classic and current works, with an emphasis on argumentation. Instructor's manual.

*The Practical Writer: Paragraph to Theme*, Second Edition, by Edward Bailey, Jr., Philip Powell, and Jack Shuttleworth (Holt, Rinehart and Winston; 288 pages; \$13.95; November, 1982). A highly structured rhetoric that progresses step by step from simple one-paragraph essays through five-paragraph essays to research papers. Includes self-contained units on mechanics and style.

*Practical Guide to Writing*. Fourth Edition, by Sylvan Barnet and Marcia Stubbs (Little, Brown; 448 pages; \$9.95; Spring, 1983). Emphasizes the types of writing-exposition, analysis, and persuasion-that students face in college and in job situations. Model essays by professionals and students; reference on punctuation and usage.

*Practical Guide to Writing with Additional Readings*. Fourth Edition, by Sylvan Barnet and Marcia Stubbs (Little, Brown; 672 pages; \$11.95; Spring, 1983). Longer version of above title. Includes forty additional essays.

*Reading Into Writing: A Rhetoric, Reader, and Handbook* by Eric Gould (Houghton Mifflin Company; 704 pages; December, 1982). A comprehensive, unified text comprising a full-length rhetoric; forty-five complete essays; and a concise handbook. Emphasis on the relationship of reading and writing.

*Reading, Writing, Reasoning* by Marilyn S. Sternglass (Macmillan; 240 pages; \$8.95; January, 1983). Rhetoric emphasizing the link between reading and writing. Employs a problem-solving approach, involving students in analyzing writing problems. Covers the essay, traditional rhetorical modes, and the research paper.

*Responding to Prose: A Reader for Writers* by Judith Fishman (Bobbs-Merrill; 480 pages; \$9.95; December, 1982). A rhetoric reader with seventy-two selections, organized by mode. Introductory chapter, chapter introductions, and study questions and activities all emphasize the relationship between reading and writing.

*Seven Steps to Better Writing* by Lea Lane (St. Martin's Press; 200 pages; \$8.95; February, 1983). A brief rhetoric that provides step-by-step guide to the process of writing nonfiction prose. Emphasizes concepts and techniques useful in college writing and life situations.

*Sometimes You Just Have to Stand Naked: A Guide to Interesting Writing* by David Bartholomy (Prentice-Hall; 224 pages; \$8.95; September, 1982). A fresh, motivational means to more interesting and effective writing. Makes compositional problems clear and offers workable solutions.

*Strategic Writing* by Lynn Z. Bloom (Random House; 480 pages; \$13.95; October, 1982). Rhetoric offering a step-by-step approach to the composing process, also showing how to apply these steps to exposit ion, argument, and the research paper. Includes a handbook of grammar and usage.

*Strategies of Rhetoric*, Fourth Edition, by A.M. Tibbetts and Charlene Tibbetts (Scott, Foresman; 416 pages; \$11.95; December, 1982). Revised on basis of user surveys. Increased attention to writing process and product. Fresh examples; more on writing strategies, sentence strategies, and exercises; adds mixed strategies. Brief handbook. Instructor's manual.

*Strategies of Rhetoric with Handbook*, Fourth Edition, by A. M. Tibbetts and Charlene Tibbetts (Scott, Foresman; 528 pages; \$13.95; December, 1982). Rhetoric section of title above, with expanded handbook including more discussion and examples of grammatical structure and usage. Instructor's manual.

*Understanding Writing* by James Kinney, David Jones, and John Scally (Random House; 416 pages; \$11.95; January, 1983). Rhetoric moving from the process of writing to rhetorical strategies and applications in college and at work. All examples and exercises are job-related. Appendices on grammar and usage.

*When Writers Write* by Katheleen Macdonald (Prentice-Hall; 320 pages; \$10.95; December, 1982). Paperback rhetoric focusing on writing process and ways that intended audience and purpose affect that process. Covers application in academic, personal, and business situations.

*Writers Writing* by Lil Brannon, Melinda Knight, and Vara Neverow-Turk (Boynton/Cook; 192 pages; \$7.95; September, 1982). Examples of early drafts through finished pieces from students and professionals present strategies to help students reenvision their own work.

*Writing: Brief Edition* by Elizabeth Cowan (Scott, Foresman; 384 pages; \$11.95. January, 1983). A selective abridgement of the longer *Writing* text. Process orientation. Tighter presentation; informal style. Highly practical and applied. Instructor's manual.

*Writing as Process: Invention and Convention* by Helen R. Ewald (Charles E. Merrill; 320 pages; \$10.95; January, 1983). Presents process of writing emphasizing problem solving. Uses student-written examples. Moves from writer-based to readerbased prose.

*Writing Clear Essays* by Robert B. Donald, Betty Richmond Morrow, Lillian Griffith Wargetz, and Kathleen Werner (Prentice-Hall; 352 pages; \$10.95; December, 1982). A low-level rhetoric for developmental writing and some freshman composition courses. Covers standard modes with informal tone; numerous examples and illustrations.

*Tare Writing Connection* by Rebecca Burnett Carosso and Judith Dupras Stanford (Prentice-Hall; 416 pages; \$10.95; October, 1982). A paperback rhetoric presenting the classical modes through application and practice in realistic academic, professional, or personal situations. Stresses and illustrates the recursive nature of the writing process.

*Writing Effectively* by Beth S. Neman (Charles E. Merrill; 504 pages; \$13.95; January, 1983). Process-approach rhetoric that includes sentence-combining, an anthology of essay, an indexed revision guide (handbook). Presents structure through thesis-support; style, through sentence-combining.

*Writing From Start to Finish: The "Story Workshop" Basic Forms Rhetoric Reader* by John Schultz (Boynton/Cook; 408 pages; \$13.50; hardcover; September, 1982). A text based on the writing-reading program developed by the author at Columbia College, Chicago.

*Writing From the Inside* by Walter Sullivan and George Core (W. W. Norton; 256 pages; February, 1983). Covers the composing process while looking at the best of contemporary prose and analyzing what makes it arresting and successful, thus emphasizing the organizational and Stylistic strategies open to student writers.

*Writing Fundamentals* by David A. McMurrey and M. Sue Campman (Macmillan; 448 pages; \$10.95; January, 1983). A text-workbook for developmental English containing diagnostic tests, achievement tests, and emphasizing drill.

*The Writing Process: A Concise Rhetoric* by John M. Lannon (Little, Brown; 384 pages; \$11.95; January, 1983). Focuses on essential skills; treats writing as a set of recursive decisions, not as a linear series of mechanical steps. Combines elements of a rhetoric, reader, handbook, workbook, and research-paper guide.

*Writing Through Reading* by Stephen C. Lewis and M. Cecile Forte (Prentice-Hall; 256 pages; \$9.95; September, 1982). Presents basic writing skills by focusing on the language skills necessary for effective reading and writing.

*Writing Through Sequence: A Process Approach* by Charles Duke (Little, Brown; 256 pages; \$9.95; Spring, 1983). Introduction to the writing process; advises students to use personal experience writing as a means toward developing more analytical writing skills. Concentrates on pre-writing strategies, in-class critiques, and methods of self-evaluation.

*Writing to Communicate: A Rhetoric, Reader, and Handbook for College Writers* by Maureen P. Taylor (Wadsworth; 448 pages; \$12.95; October, 1982). Three texts in one. Process orientation and focus on writing with a personal style. Three chapters on prewriting, writing assignments containing grammatical objectives, and thirty-two model essays, some by students.

### C. Readers

*College English*, Eighth Edition, by Alton C. Morris, Biron Walker, Philip Bradshaw, John C. Hodges, and Mary E. Whitten (Harcourt Brace Jovanovich; 864 pages; \$19.95; January, 1983). Offers a complete course in freshman English: a collection of essays, a literature anthology; the *Harbrace College Handbook*; short stories; plays; and poems. Instructor's manual.

*Crossing Cultures: Reading for Composition* by Henry Knepler (Macmillan; 352 pages; \$9.95; January, 1983). Across-cultural reader organized thematically. Each of the sixty-five readings is preceded by a biographical headnote and followed by vocabulary questions.

*Elements of the Essay: A Reader for College Writers*, Third Edition, by H. Wendell Smith (Wadsworth; 512 pages; \$9.95; January, 1983). A process-oriented reader containing seventy-nine essays, organized rhetorically. Alternate, thematic table of contents, new section on style, chapter introductions. Questions, writing assignments, and revision checklist for each reading.

*Exploring Language*, Third Edition, by Gary Goshgarian (Little, Brown; 512 pages; \$10.95; January, 1983). Composition anthology organized thematically around language-related topics. More than half of the selections in this edition are new.

*The Freshman Reader: Essays and Casebook* by Kent Forrester and Jerry Herndon (Holt, Rinehart and Winston; 336 pages; \$12.95; September, 1982). A mixture of classic and contemporary essays arranged by modes of development and followed by a ten-essay mini-casebook as a basis for writing research papers.

*In Print: Critical Reading and Writing* by Martin Stevens and Jeffrey Kluewer (Longman Inc.; 448 pages; \$10.95; January, 1983). A rhetoric-reader that illustrates contemporary rhetoric with models drawn from the popular media. Focuses on the writing process, critical reading and writing, integration of reading and writing, and modes of composition.

*The Language of Argument*, Fourth Edition, by Daniel McDonald (Harper and Row; 320 pages; October, 1982). An almost completely new set of essays that introduce students to the various forms of argument. New sections on writing the business letter, giving a speech, and the argument for analysis.

*Life Studies: A Thematic Reader* by David Cavitch (Bedford Books; 600 pages; \$8.95; February, 1983). Essays, poems, and stories arranged in seven, sharply focused thematic sections. Extensive editorial apparatus, including writing assignments that prompt short personal essays and longer formal ones.

*The Little, Brown Reader*, Third Edition, by Marcia Stubbs and Sylvan Barnet (Little, Brown; 640 pages; \$10.95; Spring, 1983). Thematically organized reader with selections to stimulate student writing. Also contains poems, stories, paintings, photographs, and "short views."

*Modern American Prose: A Reader for Writers* by John Clifford and Robert DiYanni (Random House; 448 pages; \$11.95; October, 1982). Reader containing four or more essays each by twelve essayists, including McPhee, Dillard, White, and Hellman. Study questions and a general introduction emphasize critical reading. Biographical introductions discuss style and process.

*Outlooks and Insights: A Reader for Writers* by Paul A. Eschholz and Alfred F. Rosa (St. Martin's Press; 670 pages; \$10.95; February, 1983). Presents essays, short stories, and poems organized in nine thematic sections. Introductory chapter presents analytical reading, incorporates three papers written in response to one essay.

*Patterns for College Writing: A Rhetorical Reader and Guide*, Second Edition, by Laurie G. Kirszner and Stephen R. Mandell (St. Martin's Press; 420 pages; \$9.95; February, 1983). Offers forty-six high-interest essays, arranged according to rhetorical mode. Extensive introductory chapter explains the fundamentals of the writing process. Incorporates fourteen student essays used as illustrations of rhetorical patterns.

*Reading and Writing Short Essays*, Second Edition, by Morton A. Miller (Random House; 448 pages; \$10.95; November, 1982). Rhetorically-organized reader containing sixty-eight short essays, forty new to this edition, that provide greater attention to argument, classification, and division. Introductions and study questions cover elements of composition.

*Reading, Writing, and Rhetoric*, Fifth Edition, by James Burl Hogins and Robert E. Yarber (Science Research Associates; 576 pages; \$11.95; February, 1983). Rhetoric containing over eighty essays arranged by theme. Emphasizes rhetorical apparatus including an alternate rhetorical table of contents. Provides biographical headnotes, writing suggestions, and study questions focusing on rhetoric and theme.

*Reading, Writing, and Rhetoric*, Fifth Edition, by James Burl Hogins and Robert E. Yarber (Science Research Associates; 576 pages; \$11.95; February, 1983). Rhetoric containing over eighty essays arranged by theme. Emphasizes rhetorical apparatus including an alternate rhetorical table of contents. Provides biographical headnotes, writing suggestions, and study questions focusing on rhetoric and theme.

*Readings for Writers*, Fourth Edition, by Jo Ray McCuen and Anthony C. Winkler (Harcourt Brace Jovanovich; 600 pages; \$ 10 .95. October, 1982). Readings arranged by order in which writers approach their task: four chapters on prewriting; five on writing, and four on specific types of writing. Explicit editorial apparatus. Instructor's manual.

*Readings for Writing* by Elizabeth Cowan (Scott, Foresman; 384 pages; \$9.95; January, 1983). More than fifty classic and modern essays, organized by writer's purpose. Emphasizes writing as process. Comprehensive apparatus. Mini-sections of interviews with well-known contemporary writers. For use alone or with any rhetoric. Instructor's manual.

*The Riverside Reader, Volume II*. Joseph F. Trimmer and Maxine C. Hairston (Houghton Mifflin Company; 575 pages; December, 1982). A rhetorically organized collection of fifty-one essays, which did not appear in Volume I. Apparatus emphasizes the rhetorical concerns of audience, purpose, and strategy.

*Science Fiction: The Future*, Second Edition, by Dick Allen (Harcourt Brace Jovanovich; 450 pages; \$12.95; January, 1983). An anthology of science fiction stories, critical essays on science fiction literature and films, and nonfiction articles and poems on science. For science fiction literature courses or thematic composition courses.

*Short Essays: Models for Composition*. Third Edition, by Gerald Levin (Harcourt Brace Jovanovich; 368 pages; \$9.95; January, 1983). Combines short, contemporary essays of low reading level with basic instruction in the rhetoric of the sentence, paragraph, and short essay. Instructor's manual.

*Short Takes: Essays for Composition* by Elizabeth Penfield (Scott, Foresman; 336 pages; \$8.95; December, 1982). Fifty-four brief essays of less than 1,000 words each. All but six essays are complete. Extensive learning aids. Instructor's manual.

*Strategies in Prose*, Fifth Edition, Wilfred A. Ferrell and Nicholas Salerno (Holt, Rinehart and Winston; 516 pages; \$11.95; January, 1983). Ninety-six thematically organized essays and short stories of varying lengths and levels of difficulty. An alternate rhetorical table of contents is provided.

*Themes for Writers: A College Reader* by Joyce S. Steward (Scott, Foresman; 480 pages; \$8.95; December, 1982). Sixty essays organized by four general themes. Photos illustrate themes and serve as springboards for writing. Opening section focuses on the writing process. Many learning aids. Instructor's manual.

*Thinking in Writing*, Second Edition, by Donald McQuade and Robert Atwan (Random House; 544 pages; \$10.95; October, 1982). Rhetorically organized reader with eighty-nine essays-thirty-two are new to this edition-of varying length and difficulty, drawn from across the curriculum. Introductions, questions, and assignments emphasize rhetorical connections between thinking and writing.

*Words and the Writer: A Language Reader* by Michael J. Hogan (Scott, Foresman; 384 pages; \$9.95; January, 1983). Classic and modern essays on language. Chapters organized both rhetorically and topically; each focuses on a particular topic. Abundant study aids. Instructor's manual.

*A World of Ideas: Essential Readings for College Writers* by Lee Jacobus (Bedford Books; 500 pages; \$10.95; February, 1983). Offers thirty-two substantial selections, averaging fifteen pages in length, by some of Western civilization's major thinkers. Extensive editorial apparatus to make selections accessible to freshman students.

#### D. Workbooks

*The Little, Brown Workbook*, Second Edition, by Quentin Gehle (Little, Brown; 384 pages; \$6.95; February, 1983). Revision includes additional and improved exercises focusing on most commonly found student errors.

*Practical English Workbook, Form B*, by Floyd C. Watkins, William B. Dillingham, and John T. Hiers (Houghton Mifflin Company; 224 pages; December, 1982). Exercises with practical or business flavor; some grammar review that may be used independently or as a supplement to *The Practical English Handbook* or other handbooks.

*Prentice-Hall Workbook for Writers, Alternate Edition* by Melinda Kramer, John Presley, and Donald Rigg (Prentice-Hall; 352 pages; \$8.95; March, 1983). Instructional material and exercises covering grammar, mechanics, spelling, sentences, and paragraphs. Thematic focus on careers and career preparation. Use independently or with *Prentice-Hall Handbook for Writers*, Eighth Edition.

*Sentence Combining and Flexibility* by John Clifford and Robert Waterhouse (Bobbs-Merrill; 224 pages; \$6.95; January, 1983). A sentence combining book that uses multiple model and open exercises. Parallels the stages of theme writing. Includes extended-context and decombining exercises, with multidisciplinary examples.

*Workbook for Writers*, Second Edition, by Celia Millward (Holt, Rinehart and Winston; 320 pages; \$9.95; January, 1983). Thoroughly revised with all new exercises. Approximately 100 sets of exercises emphasizing grammar and punctuation; diction and rhetoric also included. Parallels organization of Millward's *Handbook for Writers* but may be used independently.

*Universal Supplementary Exercisebook, Form B*, by Kathleen Ruhl (Scott, Foresman; 288 pages; \$9.95; January, 1983). Thirty-two-hundred exercises for use alone or with any handbook. Adds explanatory material for self-instruction. Focuses on most troublesome writing problems. Answers to most exercises at end of text. Answer key.

#### E. Special Texts

*College Textbook Reading and Writing Skills* by Richard Pirozzi (Holt, Rinehart and Winston; 320 pages; \$12.95; November, 1982). A comprehensive handbook of essential college survival skills for developmental students. Ranges from making a study schedule to note and test taking and reading textbooks. Numerous, varied exercises including textbook chapters.

*Getting From Here to There: Writing and Reading Poetry* by Florence Grossman (Boynton/Cook; 184 pages; \$7.25; May, 1982). Approaches reading poetry through writing poetry. Using the poems of others as a springboard, students create their own poems. More than 100 poems by contemporary poets and an equal number by students.

*Gored Reason for Writing: A Text with Readings* by Vincent Barry (Wadsworth; 384 pages; \$10.95; December, 1982). Relates critical thinking directly to the process of argumentative writing. Includes principles of argument, pitfalls of faulty reasoning, basic principles of research, and readings with critical apparatus.

*Merrill Guide to the Research Paper* by John P. Ferre (Charles E. Merrill; 128 pages; \$ 6.95; January, 1983). Discusses the entire research process. Emphasizes guiding research by questioning. Adaptable to all natural and social science research

*The Norton Introduction to Literature*, Shorter Third Edition, edited by Carl E. Bain, Jerome Beaty, and J. Paul Hunter (W. W. Norton; 960 pages; \$9.95; October, 1982). A new section, "Writing About Literature," enables the instructor to use literature as a basis for teaching composition-from the practical side to the varieties of a reader's written response.

*Reading Beyond Words*, Second Edition, by W. Royce Adams and Jane Brody (Holt, Rinehart and Winston; 384 pages; \$12.95; October, 1982). A comprehensive developmental reading text-workbook for students who read between sixth- and tenthgrade levels, covering vocabulary and comprehension development.

*Research Writing: A Complete Guide to Research Papers* by Dean Memering (Prentice-Hall; 192 pages; \$5.95; October, 1982). Practical guide to the process of writing research papers-covering both content and form considerations-from analysis of data to complete footnote and bibliography models.

*Writing From Sources* by Brenda Span (St. Martin's Press; 350 pages; \$8.95; January, 1983). A guide that stresses how to read for information: how to quote, paraphrase, and summarize; how to work with different, even contradictory, sources; how to write papers based on wide reading.

*Writing Term Papers: The Research Paper/The Critical Paper*, Second Edition, by Hulon Willis'. revised by Alan Heineman (Harcourt Brace Jovanovich; 160 pages; \$6.95; January, 1983). A brief, comprehensive guide to writing term papers: both the straightforward research paper and the critical paper. Conforms to guidelines of *MLA Handbook*. Appendix on preparing and documenting the scientific term paper.

### III. Advanced Writing Texts

#### A. Composition and Literature Texts

*The Art of Fiction*, Fourth Edition, by Richard F. Dietrich and Roger H. Sundell (Holt, Rinehart and Winston; 468 pages; \$13.95; October, 1982). A comprehensive anthology of forty-nine short stories that explores the nature and elements of prose fiction.

*Contemporary Sources: Readings From the Writer's Workshop* by William Price Fox (Holt, Rinehart and Winston; 320 pages; \$9.95; August, 1982). An introductory text intended for creative writing and advanced exposition. Can be used independently or in conjunction with *The Writer's Workshop*.

*Discoveries: 50 Stories of the Quest* edited by Harold Schecter and Jonna G. Semeiks (Bobbs-Merrill; 608 pages; \$10.95; December, 1982). Stories are organized according to stages of the hero's quest. Includes an essay on technicalities, glossary, introductory essays for each chapter, and study questions and writing assignments for each story.

*Imaginative Literature*, Fourth Edition, by Alton C. Morris, Biron Walker, and Philip Bradshaw (Harcourt Brace Jovanovich; 544 pages; \$10.95; January, 1983). Introduction to literature with minimal apparatus, covers twenty-seven short stories ranging from classic to contemporary modes. More than 100 poems arranged by function: narration, lyricism, satire. Seven plays. Instructor's manual.

*Introduction to Fiction*, Third Edition, by X. J. Kennedy (Little, Brown; 448 pages; \$ 10.95; January, 1983). Selections arranged by elements of fiction. Guide to writing includes sections on writing a story, writing about literature, and writing about a story. Includes examples of student prose

*Literature: An Introduction to Fiction, Poetry, and Drama*, Third Edition, by X.1. Kennedy (Little, Brown; 1,472 pages; \$16.95; Spring, 1983). Seventy-one page supplement to this extensive anthology includes a full guide to expository and creative writing plus many pages of writing topics.

*Literature: Structure, Sound, and Sense*, Fourth Edition, by Laurence Perrine with assistance from Thomas R. Arp (Harcourt Brace Jovanovich; 1,550 pages; \$16.95; December, 1982). Three-part text-anthology presenting the elements of the short story, poetry, and drama through discussions and illustrations. Short stories, one short novel, poems, and plays. instructor's manual.

*The Practical Imagination: An Introduction to Poetry*, edited by Northrop Frye, Sheridan Baker, and George Perkins (Harper and Row; 528 pages; October, 1982). Self-contained volume provides the poetry segment of *The Practical Imagination: Stories, Poems, and Plays*. Includes an introduction, poem explanations and questions, and a concluding section on "Writing About Poetry."

*The Poem in Question* by Robert E. Bourdette, Jr. and Michael Cohen (Harcourt Brace Jovanovich; 512 pages; \$11.95; February, 1983). Comprehensive anthology that uses a synthetic-a blend of analytical, formal, and contextual-approach to poetry. Emphasizes twentieth-century poets but maintains a generous selection from older poets. Instructor's manual.

*The Short Story: 50 Masterpieces* by Ellen C. Wynn (St. Martin's Press; 650 pages; \$ 7.95; January, 1983). A collection of works of short fiction, acknowledged as masterpieces of the genre, considered to be accessible and exciting in the classroom. Biographical notes on authors.

*The Short Story and Its Writer: An Introduction to Short Fiction* by Ann Charters (Bedford Books; 1,200 pages; \$1 1.95; March, 1983). Presents eighty stories by sixty writers, plus comments by half of the writers on specific stories or on the genre. Apparatus includes biographical /critical headnotes, glossary of terms, and "Writing About Fiction" appendix.

*Sound and Sense: An Introduction to Poetry*, Sixth Edition, by Laurence Perrine with assistance from Thomas R. Arp (Harcourt Brace Jovanovich; 345 pages; \$10.95, January, 1983). A text-anthology containing 276 poems, ranging from traditional to contemporary. Concrete approach advises students to experience poems directly. Dickinson, Houseman, and Frost presented in depth. Instructor's manual.

*Story and Structure*. Sixth Edition, by Laurence Perrine with assistance from Thomas R. Arp (Harcourt Brace Jovanovich; 560 pages; \$10.95; November, 1982). A text-anthology containing thirty-nine short stories and one short novel. Carefully structured discussions of the elements of fiction. Wide selection of authors; William Faulkner presented in depth. Instructor's manual.

*Structure and Meaning: An Introduction to Literature*, Second Edition, by Anthony Dube, J. Karl Franson, Russell E. Murphy, and James W. Parins (Houghton Mifflin Company; 1,296 pages; December, 1982). An anthology of stories (with novella), poems, and plays organized by genre and literary element. Extensive coverage of writing about literature with sample student papers.

*Writing Poetry* by Barbara Drake (Harcourt Brace Jovanovich; 256 pages; \$10.95; February, 1983). Basic text for creative writing and poetry writing courses. Combines discussion, illustrative poems, and end-of-chapter suggestions for writing. For reference, a self-teaching text, or the basis for a course.

*Writing Themes About Literature*, Fifth Edition, by Edgar V. Roberts (Prentice-Hall; 352 pages; \$9.95; March, 1983). Guide for beginning literature students. Covers a variety of types of literary analysis and offers guidance--explanations and models--on writing about each. *Appendix* of literary works. Covers the research paper.

## B. Special Texts

*American English Rhetoric: A Two-Track Writing Program for Intermediate and Advanced Students of English as a Second Language*, Third Edition, by Robert G. Bander (Holt, Rinehart and Winston; 420 pages; \$11.95; September, 1982). A comprehensive writing text that simultaneously presents basic rhetorical principles and grammar, vocabulary, and reading skills. Includes two-track writing assignments with topics for both intermediate and advanced students.

*Beat Not the Poor Desk: Writing--What to Teach, How to Teach It, and Why* (Boynton/Cook; 224 pages; \$8.50; April, 1982). Detailed account of an inductive approach that presents elemental skills by the incremental repetition of integrated writing assignments utilizing the teacher's literary skills and the student's familiarity with the oral tradition.

*Between the Lanes: Reading Skills for Intermediate-Advanced Students of English as a Second Language* by Jean Zukowski/Faust, Susan S. Johnston, and Clark Atkinson (Holt, Rinehart and Winston; 320 pages; \$11.95; August, 1982). A high intermediate-level reader focusing on skills development with thematically related readings in academic subject areas and a wide variety of exercises.

*Communication in Business and Industry* by William M. Schutte and Edwin R. Steinberg (Holt, Rinehart and Winston; 448 pages; \$16.95; January, 1983). Business communications text for use in English departments, based on communication theory and social psychology, that presents oral and written skills appropriate to business situations.

*Effective Writing for Business: An Analytical Approach* by Alice Rutkoskie and Carolyn Murphree (Charles E. Merrill; 350 pages; \$15.95; March, 1983). Presents skills for writing memos, letters, reports, oral presentations, and working with committees. Focuses on writing grammatically to an identified audience.

*Forum: Essays on Theory and Practice in the Teaching of Writing* edited by Patricia Stock (Boynton/Cook; 304 pages; \$10.95; March, 1983). Key articles from the *Newsletter of the English Composition Board of the University of Michigan* on literacy, teaching writing, writing and speaking, writing and reading, writing as learning, and writing with a purpose.

*An Introduction to Language*, Third Edition, by Victoria A. Fromkin and Robert D. Rodman (Holt, Rinehart and Winston; 396 pages; \$14.95; January, 1983). A comprehensive introductory text for language and linguistics. Discusses all major language topics. Introductory to graduate levels.

*Learning by Teaching: Selected Articles on Writing and Teaching* by Donald M. Murray (Boynton/Cook; 192 pages; \$8.25; October, 1982). Twenty-nine articles about writing and teaching written by Murray over the last fifteen years.

*Let's Talk Business: Improving Your Communication Skills* by Carl Kell and Paul Corts (Little, Brown; 288 pages; \$11.95; January, 1983). Basic, low-level business speech communications text; includes coverage of writing skills. Offers ways and means to learn the basic spoken and written skills required for business and industry.

*Making the Most of English: An Intermediate Reading, Writing Text for ESL Students* by Nancy Duke S. Lay (Holt, Rinehart and Winston; 320 pages; \$10.95; January, 1983). Presenting vocabulary and structure through fairly long and high-level readings accompanied by a wide variety of written and oral exercises.

*Modern Technical Writing*. Fourth Edition, by Theodore Sherman and Simon S. Johnson (Prentice-Hall; 512 pages; \$16.95; January, 1983). Especially for junior and senior-level courses. Retains comprehensive coverage of style, mechanics, reportwriting. Expanded coverage of the writing process, feasibility reports, letters, and resumes.

*A Primer for Writing Teachers: Theories, Theorists, Issues, Problems* by David Foster (Boynton/Cook; 192 pages; \$8.75; March, 1983). A book for teachers, especially those new to teaching writing, that discusses critics of the theorists and theories, approaches, issues, course planning, classroom procedures, and more.

*Prospect and Retrospect: Selected Essays of James Britton* edited by Gordon M. Pradl (Boynton/Cook; 224 pages; \$9.00; October, 1982). Twenty essays written over the last thirty years by one of England's leading teachers and writers about language and learning.

*Readings in Technical Writing* by David C. Leonard and Peter J. McGuire (Macmillan; 304 pages; \$9.95; January, 1983). A reader for technical writing courses containing end-of-chapter questions.

*Reclaiming the Imagination: Sources for a Philosophy of Rhetoric* by Ann Berthoff (Boynton/Cook; 288 pages; \$10.50; March, 1983). Fifty essays and passages from notebooks, letters, and talks by artists, philosophers, scientists, and psychologists who are concerned with the processes by which our experience of the world is given form.

*The Web of Meaning: Essays on Writing, Teaching, Learning, and Thinking* by Janet Emig, edited by Maureen Butler and Dixie Goswami (Boynnton/Cook; 192 pages; \$8.50; January, 1983). Twelve essays written over the last twenty years. Tying the essays together is a running interview with the author by the two editors.

*Rhetoric and Composition. A Source book for Teachers and Writers*, Revised Second Edition, by Richard L. Graves (Boynnton/Cook; 384 pages; \$11.95- January, 1983). Drastic revision reflecting changes in the teaching of writing during the last decade. Contains many major journal articles of recent years.

*Teaching Writing: Essays from the Bay Area Writing Project* edited by Gerald Camp (Boynnton/Cook; 336 pages; \$9.75; January, 1983). Collects most of the "Curriculum Publications" and "Classroom Research Studies" published by BAWP during the last four years. Preface by James Gray; prologue by Josephine Miles.

*Technical Writing: A Guide with Models* by Bonnie Carter Brincgar and Craig Barnwell Skates (Scott, Foresman; 368 pages; \$10.95; August, 1982). Models from a wide variety of fields, organized by purpose of writing. Appendices on library research, proofing and editing, and preparation of reports, letters, and memos. Instructor's manual.

*Technical Writing: Process and Product* by Charles R. Stratton (Holt, Rinehart and Winston; 608 pages; \$13.95; January, 1983). A practical text for science, engineering, and technology majors that *presents* communication skills needed for on-the-job writing.

*To Read Literature : Fiction, Poetry, Drama, Revised Printing*, by Donald Hall (Holt, Rinehart and Winston; 1,280 pages; \$15.95; October, 1982). Comprehensive anthology of fiction, poetry, and drama emphasizes each work as a whole and the process of its creation. Forty-three short stories, two novellas, 321 poems, and eleven plays.

*Writing that Gets the Job Done* by Ken Davis (Charles E. Merrill; 256 pages; \$10.95; January, 1983). Focuses on the writing process applicable to all writing in a business setting. Uses case studies for analyzing audience. Includes paragraphing, sentences, and grammar.

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