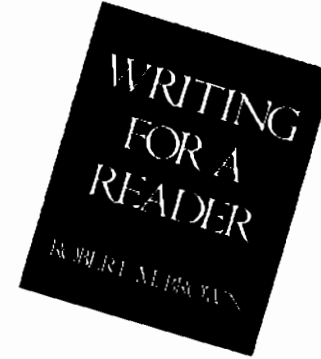




2 GOOD REASONS TO ADOPT A NEW RHETORICAL STRATEGY



A SPECTRUM OF RHETORIC Dorothy M. Guinn and Daniel Marder

Based on the principle that writing and speaking derive from a desire to bring others into agreement with ourselves, this rhetoric teaches composition by focusing on the purposes and strategies of writing for different audiences. The book's organization first emphasizes understanding the writer's motivation and strategies, then moves on to structure and mechanics as a means of achieving that goal. Using diverse examples from across the curriculum—from letters and essays to technical reports and summaries—the authors emphasize understanding *when* and *why* to choose a particular rhetorical form when writing for the humanities or the social or physical sciences.

paper/512 pages/#331325/Instructor's Manual

WRITING FOR A READER

Robert M. Brown

Emphasizing the importance of audience, this text combines the essential elements of traditional rhetorical modes with the best of the new process approach. Students learn not only how to write an assignment, but also what rhetorical options are available, when a particular option is appropriate, and why one structure may be preferable to another.

An entire unit on argument presents structural strategies for arguing and psychological strategies for persuading. Throughout, the author acquaints students with examples of excellent prose from a wide variety of subjects in all disciplines, using over 60 full essays and many shorter readings by both professional and student writers. The supportive pedagogy includes Chapter Summaries, a Punctuation Usage Guide, Chapter Questions, and a complete Index.

cloth/678 pages/#109940

*Celebrating 150 years of
publishing excellence*

**LITTLE,
BROWN
AND
COMPANY**



COLLEGE DIVISION
34 BEACON ST.
BOSTON, MA 02108-1493

New in 1987 from St. Martin's Press

Reading Critically, Writing Well

A READER AND GUIDE

Rise B. Axelrod
Charles R. Cooper

RISE B. AXELROD, California State University, San Bernardino
CHARLES R. COOPER, University of California, San Diego

A composition reader and text that teaches critical thinking skills and then provides strategies to help students apply these skills to their reading and writing. This book offers 69 examples of classic, professional, and academic writing suitable for the college-level student. The readings are arranged around kind of discourse, and each chapter features step-by-step guidance for reading and writing that kind of discourse, including one sample selection annotated to show the concerns a good critical reader might have.

Paperbound 640 pages (probable) Publication: January 1987
Instructor's Manual available

*Reading
Critically,
Writing Well*
A READER AND GUIDE

Fields of Writing

READINGS ACROSS THE DISCIPLINES Second Edition

Edited by NANCY R. COMLEY, Queens College, CUNY
DAVID HAMILTON, University of Iowa
CARL H. KLAUS, University of Iowa
ROBERT SCHOLLES, Brown University
NANCY SOMMERS, Rutgers University

A cross-curricular composition reader containing 90 selections drawn equally from the arts and humanities, the social sciences and public affairs, and the sciences and technologies. The readings provide clear and effective models of important writing techniques, and topical clusters of readings enable students to read a variety of essays on the same topic written in different disciplines. This new edition features 50 new readings, with a greater emphasis on explanatory and argumentative writing.

Paperbound 800 pages (probable) Publication: January 1987
Instructor's Manual available



Outlooks and Insights

A READER FOR COLLEGE WRITERS Second Edition

Edited by PAUL ESCHHOLZ and ALFRED ROSA,
both of the University of Vermont

A thematically arranged reader containing 85 essays, 6 short stories, and 11 poems. The text first considers themes relating to personal experience and relationships and then moves on to examine such broader concerns as education, work, society, and technology, with each thematic section containing focused subsections that highlight contemporary issues. A detailed introduction explains how to read sensitively and analytically and shows students how to make use of their reading in their writing. Seventy-two selections are new to this edition, and two or more writing suggestions now accompany each selection.

Paperbound 784 pages (probable) Publication: January 1987
Instructor's Manual available



The Writer's Circle

READING, THINKING, WRITING

SARAH MORGAN, Rockhurst College
MICHAEL VIVION, University of Missouri, Kansas City

Solidly based on the most current theory and practice of teaching composition, this book takes students through all the important and recursive stages of the writing process and also includes a substantial chapter on usage and grammar. To encourage students in self-evaluation and self-criticism, the authors provide many samples of actual student writing with annotations. In addition to chapters on argumentative and persuasive essay writing, this book includes a unique process-oriented presentation of writing about literature. Paperbound 384 pages Publication: January 1987
Instructor's Manual available



Writing Essays

A PROCESS APPROACH

QUENTIN L. GEHLE and DUNCAN J. ROLLO

A clear and concise guide to writing essays, organized according to the stages of the writing process. Providing thorough coverage of all the stages of writing, the text teaches students how to plan, draft, and revise their college essays and discusses in detail how to construct effective paragraphs. Separate chapters are devoted to narrative, descriptive, expository, and argumentative essays, each with numerous examples of professional and student writing. Paperbound 352 pages Publication: January 1987

Instructor's Manual available



Passages

A WRITER'S GUIDE

RICHARD NORDQUIST, Armstrong State College

A rhetoric for basic writers that combines an emphasis on prewriting, drafting, revising, and proofreading with the kind of step-by-step structured progression basic writers need. The text consists of two parts: Part I is a detailed guide to writing the paragraph and the essay, and Part II is a complete grammar section that includes two outstanding chapters on sentence combining. Useful appendices cover such practical topics as essay examinations, the research paper, the résumé, and diagnostic tests.

Paperbound 457 pages Publication: December 1986
Instructor's Manual available



To request an examination copy of any of these books, please write us on your college letterhead specifying your course title, present text, and approximate enrollment. Send your request to:

ST. MARTIN'S PRESS

Department JR, 175 Fifth Avenue, New York, NY 10010 **SMP**

New for 1987

THE CONCISE PROCESS HANDBOOK
THE CONCISE PROCESS WORKBOOK
Dennis Clausen, University of San Diego

EFFECTIVE WRITING FOR THE COLLEGE CURRICULUM:
Discourse and the Disciplines
Robert Atwan, Seton Hall University
William Vesterman, Rutgers University

SENTENCE SKILLS 3/e (Form B)
John Langan, Atlantic Community College

READING AND STUDY SKILLS, 3/e (Form B)
John Langan, Atlantic Community College

CREATING COMPOSITIONS, 5/e
Harvey S. Wiener, LaGuardia Community College, City University
of New York

GREAT WRITING: A Reader for Writers
Harvey S. Wiener and **Nora Elsenberg**, both of LaGuardia Community
College, City University of New York

75 READINGS: A Freshman Anthology
McGraw-Hill

THE SHORT PROSE READER, 4/e
Harvey S. Wiener and **Gilbert H. Muller**, both of LaGuardia Community
College, City University of New York

WRITING IN ORGANIZATIONS: Purposes, Strategies, and Processes
Peggy Maki, Beaver College
Carol Schilling, University of Pennsylvania

Try a Software Approach

WORDPERFECT: The McGraw-Hill College Version
WordPerfect Corporation
1987, \$19.95 (0-07-831502-6)

A time saving tool for writing, this software disk comes with all the features needed to produce term papers, letters, and business documents. The McGraw-Hill version, unlike other WORDPERFECT packages, is based on the newest 4 Series that now makes it possible to perform many more functions, including saving documents with WORDPERFECT retail versions. (Disk stores up to 30 pages of documents.)



COLLEGE DIVISION **McGraw-Hill Book Company**
1221 Avenue of the Americas New York, New York 10020



**Writing
Program
Administration**

Journal of the Council of Writing Program Administrators
Volume 10, Number 3, Spring 1987

Editor
William E. Smith, Utah State University

Managing Editor
Barbara T. Weaver, Ball State University

Editorial Board
Ben McClelland, University of Mississippi, (1986-88)
John Trimbur, Boston University, (1986-88)
William F. Woods, Wichita State University, (1985-87)
Tori Haring-Smith, Brown University, (1985-87)
Judith Lambert, Richland College, (1986-88)

WPA: Writing Program Administration is published twice a year—fall-winter and spring—by the Council of Writing Program Administrators and the Department of English and College of Humanities and Sciences of Virginia Commonwealth University.

The Council of Writing Program Administrators

The Council of Writing Program Administrators is a national association of college and university faculty who serve or have served as directors of freshman composition, coordinators of writing labs and workshops, chairpersons and members of writing program-related committees, or in similar administrative capacities. The Council of Writing Program Administrators is an affiliate of the Association of American Colleges.

President

Winifred Horner, Texas Christian University

Vice-President

Linda Peterson, Yale University

Treasurer/Secretary

Arthur Dixon, J. Sargeant Reynolds Community College

Board of Directors

Harvey Wiener, Past President CUNY La Guardia (1987)

Lynn Z. Bloom, Virginia Commonwealth University (1986)

Lil Brannon, New York University (1988)

Lester Faigley, University of Texas at Austin (1988)

Tori Haring-Smith, Brown University (1987)

Joseph Trimmer, Ball State University (1987)

Art Young, Michigan Technological University (1986)

The Editors of WPA invited contributions that are appropriate to the interests and concerns of those who administer writing programs in American and Canadian colleges and universities. Articles on teaching writing or research in composition are acceptable only if they deal with the relationship of these activities to program administration.

Article length (flexible), 2,-4,000 words. Authors should submit two copies and retain a copy for their own files. Materials should be suitably documented using the *MLA Handbook, 2nd Edition* although as much reference as possible should be included within the text. Annotated bibliographies accompanying articles are encouraged, as well as any other apparatus which might make material more conceptually and practically valuable to working writing program administrators. The editors reserve the right to edit manuscripts accepted for publication to conform with the style of the journal. Article deadlines: fall-winter issue, January 15; spring issue, September 15. Relevant announcements are also acceptable. Announcement deadlines: fall-winter issue, October 1; spring issue, January 5. Address contributions and editorial correspondence to William E. Smith, Editor, WPA, Department of English, Virginia Commonwealth University, Richmond, VA 23284-0001.

Subscription with membership in the Council of Writing Program Administrators: \$15/year (\$16.50 outside U.S.). Institutional subscription: \$20 (\$21.50 outside U.S.). Single copies, \$5 (\$5.50 outside U.S.). Make check or money order payable to Council of Writing Program Administrators. Address subscription and membership correspondence to Arthur Dixon, J. Sargeant Reynolds Community College, Richmond, Virginia 23241.

Address advertising inquiries to Barbara T. Weaver, Managing Editor, WPA, English Department, Ball State University, Muncie, IN 47306.



Writing Program Administration

Journal of the Council of Writing Program Administrators
Volume 10, Number 3, Spring, 1987

Contents

Editorial	9
The WPAs Progress: A Survey, Story, and Commentary On the Career Patterns of Writing Program Administrators	11
<i>Linda Peterson</i>	
Assessment Topics: The Importance of the Rhetorical Frame	19
<i>Christine A. Hult</i>	
Another Look: Standardized Tests for Placement in College Composition Courses	29
<i>Barbara L. Gordon</i>	
Writing Assessment: Purposes, Problems, and Possibilities—A Review Essay	39
<i>Barbara Weaver</i>	
Linkage Grant for the Improvement of Composition Teaching	45
<i>William Buckley</i>	
Coming of Age: The WPA Summer Workshop and Conference	53
<i>Lynn Z. Bloom and Richard C. Gebhardt</i>	
Annual Bibliography of Writing Textbooks	59
<i>Barbara Weaver</i>	
Contributors	79
Announcements	80
Past Members	Inside Back Cover

Copyright 1987 Council of Writing Program Administrators



THE MACMILLAN COLLEGE HANDBOOK

GERALD LEVIN (Univ. of Akron)

736 pages HB

WITH: Instructor's Manual, Tests

THE MACMILLAN COLLEGE WORKBOOK

ALICE MacDONALD (Univ. of Akron)

WITH: Answer Key

PROCESS AND STRUCTURE IN COMPOSITION

BARBARA CLOUSE (Youngstown State Univ.)

430 pages PB

WITH: Instructor's Manual

KEEPING IN TOUCH

Writing Clearly

SUSAN DAY, ELIZABETH McMAHAN (both of Illinois State Univ.) and ROBERT FUNK (Eastern Illinois Univ.)

160 pages PB

WITH: Instructor's Manual and Computer Program

THE SHAPE OF REASON

Argumentative Writing in College

JOHN T. GAGE (Univ. of Oregon)

240 pages PB

WITH: Instructor's Manual

WRITING FOR BUSINESS AND INDUSTRY

Process and Product

KEVIN J. HARTY and JOHN KEENAN (both of LaSalle University)

368 pages PB

WITH: Instructor's Manual

THE MACMILLAN READER

JUDITH NADELL (Glassboro State College) and JOHN LANGAN (Atlantic Community College)

736 pages PB

WITH: Instructor's Manual

CROSSING CULTURES

Readings for Composition,
Second Edition

HENRY KNEPLER (Illinois Institute of Tech.) and MYRNA KNEPLER (Northeastern Illinois Univ.)

411 pages PB

WITH: Instructor's Manual

REVISING PROSE Second Edition

RICHARD A. LANHAM (Univ. of Calif.—Los Angeles)

95 pages

WITH: Workbook

GENERATING PROSE

Relations, Patterns, Structures

WILLIS L. PITKIN, Jr. (Utah State Univ.)

224 pages PB

WITH: Instructor's Manual

WRITE AND WRITE AGAIN

A Worktext with Readings

JANE PAZNIK BONDARIN and MILTON BAXTER (both of Borough of Manhattan Community College, CUNY)

384 pages PB

WITH: Instructor's Manual

ESSENTIALS OF TECHNICAL WRITING

WILLIAM CONWAY (Ricks College)

288 pages PB

WITH: Instructor's Manual

Look to Macmillan for all your textbook needs. CALL TOLL-FREE 1-800-428-3750, or write:

MACMILLAN PUBLISHING COMPANY

College Division/866 Third Avenue/New York, N.Y. 10022