Bibliography of Writing Textbooks

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Once again, WPA offers a guide to new textbooks (and texts in new editions) for writing courses. This year's guide includes texts published during the 1988–89 academic year, all of which have 1989 copyright dates unless otherwise noted. All texts should be available by March, 1989.

This year, however, the bibliography has a new compiler. I have endeavored to maintain familiar procedures and categories, but where books have refused to fit comfortably in any single category, I have accepted the publisher's classification. As in the past, participating publishers submitted information which the compiler then edited to keep annotations as objective as possible. Where the terms "process" and "product" occur in those annotations, they reflect the publisher's characterization of a text's approach. Prices and number of pages—where they have been provided—may be tentative.

Although space limitations remain a consideration, I have chosen to include computer software sold as a "text" for a writing course. Computerized writing classrooms are rapidly becoming common and such software "texts" are now an important consideration for WPAs. Similarly, I have included anthologies of literature which do not specifically have a writing orientation: for whatever reasons—the WAC movement, concern over literacy, changing demographics among faculty members—many colleges and universities are once again teaching writing in a literary context, particularly in advanced courses.

Classification Outline

I. Developmental Writing Texts
   A. Handbooks
   B. Rhetorics
   C. Readers
   D. Workbooks
   E. Special Texts

II. Freshman Writing Texts
   A. Handbooks
   B. Rhetorics
   C. Readers
   D. Workbooks
   E. Special Texts
III. Advanced Writing Texts
   A. Rhetorics
   B. Readers
   C. Composition and Literature Texts
   D. Business and Technical Writing Texts
   E. Special Texts

IV. Professional Texts

I. Developmental Writing Texts

I. A. Handbooks


Review and Revise, by Marlene Martin (McGraw-Hill; 320 p.; $12.95). This concise handbook is a guide to mechanics with “fast-paced, clear explanations” and practice exercises. After a 4-chapter overview of “process” the handbook is organized alphabetically. Appropriate for use in both developmental and freshman composition, the book also uses cartoons to accent text. Instructor’s Manual.

I. B. Rhetorics

The Basic Writer’s Rhetoric by Bill Herman (Holt, Rinehart, and Winston; 384 p.). This process rhetoric covers the major rhetorical modes. Each chapter contains a reading which exemplifies the mode, exercises, and writing assignments. A handbook section covers grammar, punctuation, and mechanics.

College Writing Skills with Readings, 2nd ed., by John Langan (McGraw-Hill; 544 p.; $21.95). Designed for upper level developmental courses that emphasize essay writing, this text builds on Langan’s four “bases” of writing (unity, support, coherence, sentence skills) and contains readings and a handbook. Instructor’s Manual; Ditto Masters; Software.

The Complete Paragraph Workout Book, by Carol Fitzpatrick and Marybeth Ruscica (D. C. Heath; 400 p.; $16.00), provides an overview of invention, drafting, and revision and contains twenty-four readings with exercises and questions. Grammar section for review as needed.


Developing College Writing: From Substance to Style, by Helen Heightsman Gordon (St. Martin’s; 416 p.). This rhetoric with handbook for basic writing and freshman composition treats writing paragraphs, essays, competency tests, and essay exams; it also emphasizes critical thinking in chapters on tone, language, logic and persuasion, fallacies, and writing a persuasive paper. Exercises and assignments throughout. Instructor’s Manual. Instructor’s Edition (with Manual).


The English Notebook: A Basic Guide to Reading and Writing, Form B, by Renata Polt Schmitt (Scott, Foresman; 416 p.). Alternative version of The English Notebook offers twelve new readings, more student drafts, additional writing topics, and new sections on writing introductions and filling out employment applications. Instructor’s Manual.

English Skills, 4th ed., by John Langan (McGraw-Hill; 560 p.; $19.95). This original book in the Langan system focuses on paragraph skills in preparation for essay writing and offers a revised section on transitions, material on prewriting and tone/audience; updated activities and model paragraphs and a new research paper. Instructor’s Manual; Ditto Masters; Interactive Grammar Drill Tutorial Software.

Paragraph Practice: Writing the Paragraph and the Short Composition, 6th ed., by Kathleen Sullivan (Macmillan; 196 p.). Paragraph Practice is a basic writing text for composition courses based on the model approach.

Practical English, by Carol Pemberton (Scott, Foresman; 325 p.). “Carefully paced” text asks students to apply newly learned grammar and mechanics skills necessary to succeed in class and at work to sentence, paragraph, and multi-paragraph writing assignments. Instructor’s Manual.

The Practical Writer, 4th ed., by Edward Bailey, Jack Powell, and Jack Shuttleworth (Holt, Rinehart, and Winston; 336 p.). This highly structured rhetoric explores four patterns of development and covers the topic sentence, the one- and five-paragraph essay, and the research paper. Sections on style and mechanics focus on syntax, word choice, and punctuation.

The Practical Writer with Readings, 2nd ed., by Edward Bailey, Jack Powell, and Jack Shuttleworth (Holt, Rinehart, and Winston; 352 p.). The alternate version of The Practical Writer includes the complete text and thirty student essays, many new, all accompanied by exercises and assignments.

Practicing the Process: A Basic Text, by Marlene Martin (Scott, Foresman; 325 p.). This text presents academic ideas and models to prepare students to
Compete in college-level classes and a selective handbook to help students proofread and correct their work. Instructor's Manual.


*Reading, Writing, and Thinking: Critical Connections* by Vivian Rosenberg (Random House; 224 p.; $15.00). This three-part text introduces writing and reading within the context of critical thinking skills. It includes exercises, assignments, and readings. Instructor's manual includes sample syllabi.

*Re: Writing: Strategies for Student Writing* by Frances Kurlich and Helen Whitaker (Holt, Rinehart, and Winston; 464 p.; 1988). This rhetoric stresses integrated coverage of the writing process and strategies, especially revision and writing on a word processor.

*Strategies and Structures: A Basic Writing Guide* by Mary Spangler and Rita Werner (Holt, Rinehart, and Winston; 400 p.). This text presents structures and writing strategies for paragraphs and essays, and a sentence skills section; writing models include 33 student and 14 professional samples; two detailed chapters emphasize revision.

*Writer, Audience, Subject: Bridging the Communication Gap* by Mary Sue Ply and Donna H. Winchell (Scott, Foresman; 448 p.). This text asks students first to write narrative and descriptive paragraphs and essays based on personal experiences, then to move into academic and persuasive writing assignments, and finally to write short research papers and essay exams. Instructor's Manual.


*The Writing Experience*, 3rd ed., by Carol Schoen, Nila Ghandi-Schwatlo, and James Vaughn (Scott, Foresman: 272 p.). To build confidence through active involvement in the writing process, this text asks students to discuss their experiences and thoughts and then to write about them. Numerous readings and writing projects. Instructor's Manual.

*Writing, Grammar, and Usage* by Carolyn O'Hearn (Macmillan; 320 p.). Grammar and usage are presented to the student within the context of the writing process. Organized “top down,” beginning with a unit on writing essays and then proceeding through units in sentence structure, word form, and writing conventions, this extensively class-tested text focuses on serious writing problems.

*The Writing Voyage: An Integrated, Process Approach to Basic Writing*, 2nd ed., by Thomas E. Tyner (Wadsworth; 1988). Intended for basic essay writing courses, this rhetoric can be used to accompany Tyner's *College Writing Basics*.

1. **I. C. Readers**

*Academic Writing Workshop II* by Sarah Benesh and Betsy Rorschach (Wadsworth). This process-oriented ESL text is intended for high-intermediate courses in writing and grammar.

*College Reading I*, 2nd ed., by Minnette Lenier and Janet Maker (Wadsworth; 1988). This text for developmental reading courses addresses needs of college students who read at the sixth to eighth grade level.

*College Reading, Book II*, 3rd ed., by Janet Maker and Minnette Lenier (Wadsworth). This text addresses the needs of college students who read at the 7th to 10th grade level.

*College Reading and Study Skills*, 4th ed., by Kathleen T. McWhorter (Scott, Foresman; 400 p.). Worktext is based on the assumption that learning reading and study skills together best enables students to achieve success with college-level work. Includes two sample textbook chapters for practice. Instructor's Manual and Transparency Masters.

*Communication and Culture*, 3rd ed., by Joan Gregg (Wadsworth). This reading and writing text is designed for American students for whom English is problematic as well as for advanced level ESL students.

*Comprehending College Textbooks: Understanding and Remembering What You Read*, by Joseph Cortina, Katherine Gonnet, and Janet Elder (McGraw-Hill; 320 p.; $18.95). Reading comprehension text stresses eight skills in depth rather than an abundance of skills to be mastered for better reading comprehension; incorporates readings taken from college texts in 16 disciplines.

*Essential Skills for Reading College Texts* by Diane Creel (Wadsworth). Intended for basic reading courses at the 7th to 9th level which attempt to teach essential skills to college students.

*Guide to College Reading*, 2nd ed., by Kathleen T. McWhorter (Scott, Foresman; 400 p.). Addresses the development of thinking skills that promote reading comprehension; new sections on reading complicated sentences, mapping, and types of supporting details; more vocabulary and practice exercises; and ten new readings. Instructor's Manual.

*Integrating College Study Skills*, 2nd ed., by Peter Sotiriou (Wadsworth). Provides an integrated set of reading, writing, listening, and study skills for college students at the 8th to 10th grade level.
Laughter: A Reader by Mira B. Felder and Anna Birks Bromberg (Harcourt Brace Jovanovich; 160 p.; $10.00). An elementary ESL reader with complete, unadapted humorous stories and fables. Includes practice in filling out forms and other survival skills, questions, exercises, marginal glosses, alphabetical glossary.

Opportunity for Skillful Reading, 5th ed., by Irwin L. Joffe (Wadsworth; 1988). This text is designed to help college students with ninth to eleventh grade reading ability improve their chances for success in college.

Patterns and Themes: A Basic English Reader, 2nd ed., by Glenn C. Rogers and Judy B. Rogers (Wadsworth; 1988). This reader is intended for basic writing courses in English departments and for developmental writing courses in developmental studies departments.


I. D. Workbooks


Contexts: Writing and Reading, 2nd ed., by Jeanette Harris and Ann Moseley (Houghton Mifflin; 400 p.). This spiral-bound worktext integrates instruction on both the writing process and the reading process. Numerous and varied examples, exercises and reading selections support development of students' reading and writing skills. Instructor's Resource Guide.

A Creative Copybook, by Leo Rockas (D. C. Heath; 282 p.; $12.50). Controlled composition workbook intends to motivate students to write through a modeling or "copying" approach: confidence-building exercises involve copying, transforming, imitating, and freewriting.


Foundation: Building Sentence Skills, 3rd ed., by Thomas Neuburger (Houghton Mifflin; 432 p.). A sentence-level grammar workbook, Foundation sequences skills-based instruction to develop basic writing ability. Guiding students from simple sentences to more complex structures, the text includes 2 chapters on writing paragraphs. Instructor's Support Package.

Improving the Grammar of Written English: The Editing Process by Patricia Byrd and Beverly Benson (Wadsworth). One volume of a two-volume set including a handbook and an editing process/workbook and intended for use by high-intermediate and advanced ESL students. Contextualizes the study of grammar.

Sentence Sense, by Evelyn Farbman (Houghton Mifflin; 423 p.). Exercises and writing assignments help students understand sentence structure within their own writing and integrate sentence skills into their paragraphs and essays. Instructor's Resource Guide.

I. E. Special Texts

Becoming a Successful Student, by Laraine Flemming and Judith Leet (Scott, Foresman; 576 p.). Explanations of study skills reflect the latest research on the relationships among reading, writing, and critical thinking and exercises provide specific guidelines, techniques, and strategies for applying study skills. Instructor's Manual.

Bridging the Gap: College Reading, 3rd ed., by Brenda D. Smith (Scott, Foresman; 480 p.). This text addresses essential reading skills through selections from college textbooks and features new chapters on test-taking and textbook application, easier model paragraphs from textbooks, and ten new reading selections. Instructor's Manual with Tests.

How to Study in College, 4th ed., by Walter Pauk (Houghton Mifflin; 400 p.). This study skills text offers practical advice, numerous class-tested techniques, and guidance on available resources to help students succeed in any discipline, in any type of educational institution.

The Language of Learning: Vocabulary for College Success, by Jane N. Hopper and Joann Carter-Wells (Wadsworth; 1988). This text can be used as a
supplement in college writing courses, or in reading and study skills courses and in reading labs.


The World of Words: Vocabulary for College Students, 2nd ed., by Margaret Richek (Houghton Mifflin; 352 p.). This text develops vocabulary skills through dictionary skills, context clues, and word elements. Each chapter provides twenty-four "Words to Learn" with pronunciations, definitions, and example sentences. Instructor's Resource Guide.

Tell Me More: An ESL Conversation Text, by Sandra Elbaum and Judi Peman (Scott, Foresman; 356 p.). For advanced-beginning or intermediate ESL, this text's nine units each represent a verb tense or pattern. Students discuss readings as a class, then with partners. Additional questions allow less structured conversation. Instructor's Manual.

II. Freshman Writing Texts

II-A. Handbooks


Guide to Rapid Revision, 4th ed., by Daniel D. Pearlman and Paula R. Pearlman (Macmillan; 88 p.). Used as a supplement to a reader or an anthology of literature, this grammar guide is designed to aid the process of students' writing in any composition or English course that requires prose writing, whatever the level.

Handbook of Current English, 8th ed., by Jim W. Corder and John J. Ruszkiewicz (Scott, Foresman; 800 p.). This handbook presents grammar, mechanics, and rhetoric according to the latest theories and offers new material on peer editing, APA documentation, focused freewriting and clustering, argumentation. Expanded research paper coverage. Instructor's Annotated Edition; Word Processing Software; Test Banks; Ideas for Writing Teachers; Thirty Essays: Model Research Papers from Across the Disciplines; "The Story of English" videotapes and activity book.

The Holt Handbook, 2nd ed., Laurie Kirszenr and Stephen Mandell (Holt, Rinehart, and Winston; 848 p.). This handbook begins with a six-chapter introduction to the writing process and critical thinking, illustrated by a new student-essay-in-progress, and has a four-chapter section on the research paper. New to this edition are chapters on argument and logic and a revised chapter on writing about literature. "Student Writer at Work" exercises use complete essays for practice in proofreading, error correction, and revision.

The Little, Brown Handbook, 4th ed., by H. Ramsey Fowler and Jane E. Aaron (Scott, Foresman; 700 p.). Features expanded treatment of prewriting and invention, audience considerations, and critical reading and writing; new material on the research paper; new chapter on writing in the disciplines. Instructor's Annotated Edition; Answer Manual; Correction Chart; Peer Evaluation Sheets. Same additional ancillaries as Corder-Ruszkiewicz.

The Modern Writer's Handbook, 2nd ed., by Frank O'Hare (Macmillan; 456 p.). Designed as a complete and concise handbook of grammar, punctuation, and mechanics, this text is written and organized so that students can refer to it for self-instruction. Instructor's Annotated Edition.

Practical English Handbook, 8th ed., by Floyd C. Watkins and William B. Dillingham (Houghton Mifflin; 480 p.). This concise but comprehensive paperback features new material on the writing process, new model papers, expanded glossaries, and an extensive ancillary program, including Instructor's Annotated Edition and several computer items.

The Rinehart Guide to Grammar and Usage by Bonnie Carter and Craig Skates (Holt, Rinehart, and Winston; 456 p.; 1988). This reference guide to grammar and usage includes comprehensive treatment of the writing process with a separate "Composition in Progress" chapter. Predominantly academic in content, its more than 100 exercise sets range over a variety of types and levels of difficulty.

The Rinehart Handbook for Writers by Bonnie Carter and Craig Skates (Holt, Rinehart, and Winston; 726 p.; 1988). This handbook begins with the
conventions of grammar, punctuation, and mechanics. It covers the writing process and the research paper with three complete sample papers showing MLA, APA, and number reference formats of documentation.

*The St. Martin's Handbook,* by Andrea Lunsford and Robert Connors (St. Martin’s: 768 p.). Based on nationwide research into error patterns of student writers, this handbook provides full coverage of essential handbook topics with special attention to writing, reading, and research. Instructor’s Annotated Edition, Answer Key, Evaluation Manual with tests and assignments. Transparency Masters, Guide to Teaching Writing, Software.

*The Writer's Handbook,* by John McKernan (Holt, Rinehart, and Winston; 792 p.; 1988). An introduction to the writing process as well as a handbook treating grammar rules and common grammatical problems, this text contains chapters on summarizing and paraphrasing, a separate chapter on writing introductions and conclusions, and numerous student writing samples.


II. B. Rhetorics

*The Act of Writing* by Eric Gould, Robert DiYanni, and William Smith (Random House; 336 p.; $17.50). Concise rhetoric with readings and illustrations emphasizes interaction between writing, reading, and thinking; includes exercises and assignments. Instructor’s manual.

*A Community of Writers: A Workshop Course in Writing* by Peter Elbow and Patricia Belanoff (Random House; 512 p.; $18.75). This composition text integrates the writing workshop method with the goals of the freshman writing course. It includes guidelines for peer response, a handbook section, and readings. Instructor’s manual, peer response guidebook.


*A Crash Course in Composition,* 4th ed., by Elizabeth McMahan (McGraw-Hill; 320 p.; $12.95). This concise guide to writing offers strong coverage of writing the effective paper and has been updated to include latest MLA documentation style, discussion of passive voice and how to use it correctly, a glossary of usage, and revising index. Instructor’s Manual.


*Critical Thinking, Thoughtful Writing,* by Eugene Hammond (McGraw-Hill; 384 p.; $16.95). The second edition of the rhetoric formerly titled *Information Writing* focuses on critical thinking as a writing skill and encourages students to draw intelligent inferences from facts they have collected. New edition contains new readings from other disciplines, expanded treatment of revision, and expanded and updated research chapter. Instructor’s Manual.

*Discovery: Reading, Writing and Thinking in the Academic Disciplines* by Linda Robertson (Holt, Rinehart, and Winston; 576 p.). This rhetoric contains individual chapters on modes of inquiry used in the academic disciplines, extensive coverage of argument, and revision assignments. Each chapter includes a partial analysis of at least one of the 49 selections in the reader.

*Forming/Thinking/Writing,* 2nd ed., by Ann E. Berthoff with James Stephens (Boynton/Cook; 304 p.; $16.00; 1988). The entire text of the first edition has been revised; seven new sections and dozens of new “assisted invitations” have been added.

*From Sight to Insight: Stages in the Writing Process,* 3rd ed., by Jeff Rackham and Olivia Bertagnolli (Holt, Rinehart, and Winston; 482 p.; 1988). This rhetoric covers the complete writing process for eight different types of papers with essays by both student and professional writers. It integrates journal theory and practice throughout the text.


*Literature and the Writing Process,* 2nd ed., by Elizabeth McMahan, Susan Day, and Robert Funk (Macmillan; 1056 p.). Aimed at the second semester composition course that focuses on literature and writing about literature, this text concentrates on the process of invention and the other components of writing and rewriting as they relate to the literary process.

*The Practice of Writing,* 3rd ed., by Robert Scholes and Nancy R. Comley (St. Martin’s; 350 p.). A rhetoric and reader offering instruction in all the


Reading and the Writing Process by Susan Day, Elizabeth McMahan, and Robert Funk (Macmillan; 600 p.). This rhetoric, reader, and handbook interweaves writing instruction, well-written essays, discussion ideas, and challenging writing assignments.

The Research Paper: Process, Form, and Content, 6th ed., by Audrey J. Roth (Wadsworth). This text introduces the process of writing a research paper, addressing the techniques of both form and process.

The Well-Wrought Argument: A Process Approach to Writing Arguments by John D. Ramage and John C. Bean (Macmillan; 600 p.). This new rhetoric integrates a comprehensive study of argument with a process approach to writing. It draws on formal syllogistic logic, Toulmin’s rhetoric-based system, and the “stasis” approach to the classification of claims.

Work in Progress: A Guide to Writing and Revising, by Lisa Ede (St. Martin’s; 256 p.). A practical rhetoric for freshman composition courses that helps students learn to analyze rhetorical situations and to take charge of their writing by reflecting on and sharing their work-in-progress with others. Instructor’s Manual.


Writing: An Introduction, by Irwin H. Weiser (Scott, Foresman; 300 p.). Students experience the composing process in context by practicing planning and drafting strategies while writing and by seeing that revision and editing are integral parts of each assignment. Student-written models. Instructor’s Manual.

Writing as Thinking, by Lee A. Jacobs (Macmillan; 672 p.). The five sections of Writing as Thinking correspond to the parts of traditional rhetoric: invention, organization, style, memory, and presentation. The first two parts are interactive, and the book stresses this point by making constant use of the means of development related to “what Cicero called the topos,” to help develop ideas in the first place as well as to help organize segments of a piece of writing.

Writing for College, 2nd ed., by Robert E. Farber (Scott, Foresman; 440 p.). Blends traditional organization and terminology with a process orientation, covering expository and persuasive writing, the term paper, business letters, resumes, and essay exams. Reordered chapters present paragraph before essay writing. Instructor’s Manual.

Writing in College: Style and Substance, by Patricia Simmons Taylor (Scott, Foresman; 600 p.). This text features a rhetoric that acquaints students with stylistic analysis, Rogerian argument, writer’s roles, and grammatical choices, and includes a cross-curricular reader that focuses on writing in different disciplines. Instructor’s Manual.

Writing in Context by Chris Anson and Lance Wilcox (Holt, Rinehart, and Winston; 386 p.; 1988). This process rhetoric has chapters on peer criticism, collaborative writing, and composing on a word processor. It provides cases that require analysis of audience and purpose. Sample student papers are included.

Writing is Critical Action, by Tilly Warnock (Scott, Foresman; 368 p.). Process-oriented text encourages students to take responsibility for their writing. Includes student and professional writing samples, case studies of revision, numerous study aids, and abundant exercises. Instructor’s Manual.


Writing: Processes and Intentions, by Richard C. Gebhardt and Dawn Rodrigues (D. C. Heath; 279 p.; $13.00). Guides students from critical thinking about writing to formal, academic kinds of writing. Covers generating ideas; drafting, revising, and editing; understanding audience and attitude; and writing projects. Optional exercises on group writing, peer evaluation, and computer writing.

Writing: Resources for Conferencing and Collaboration by Mary Sue Koeppel (Prentice Hall; 272 p.; $13.50). Writing text designed for one-to-one conferencing and collaborative learning with an active, task-oriented approach. Includes writing activities. Instructor’s Edition.

Writing with Confidence, by James W. Kirkland, Collett B. Dilworth, Jr., and Patrick Bizzaro (D. C. Heath; 624 p.; $15.00). Familiarizes students with writer's roles as observer, reader, and thinker by guiding them through the composing process. Includes professional and student essays and a concise guide to language, style, and usage.

Writing with Style: Rhetoric, Reader, Handbook by Laraine Fergenson (Holt, Rinehart, and Winston; 608 p.). This rhetoric/reader/handbook stresses current theories of composition, revision, and editing with coverage of paragraph composition, outlining, and rhetorical modes. Selections by major writers with emphasis on George Orwell and Martin Luther King, Jr. are used to illustrate stylistic techniques.


Writing Worth Reading: A Practical Guide with Handbook, 2nd ed., by Nancy Huddleston Packer and John Timpane (Bedford Books; 624 p.). Rhetoric, with expanded handbook, emphasizes critical thinking, argument, research, and writing in the disciplines, along with full treatment of the writing process. Special chapter on critical reading.

II. C. Readers


Argument and Analysis: Reading, Thinking, Writing by Lynn Beene and Kristan Douglas (Holt, Rinehart, and Winston; 688 p.). This anthology emphasizes a writing-across-the-curriculum approach with selections from six disciplines. Sixty-seven reading selections from classic and contemporary writers, eight student essays, introductory explanations and writing assignments provide coverage of the writing process and strategies for developing argumentative essays.

Argument and Persuasion: Texts and Readings for Writers by Nancy Cavender and Howard Kahane (Wadsworth). This text is intended to prepare students to write arguments and to teach them how to think critically.


The Contemporary Essay, 2nd ed., by Donald Hall (Bedford Books; 624 p.). Alphabetically arranged by author, the collection contains 51 essays (most written since 1980) by 51 essayists, 20 of them women. Headnotes and afterwords were written by Donald Hall. Questions and writing assignments appear only in Instructor's Edition.

Exploring Language, 5th ed., by Gary Goshgarian (Scott, Foresman; 496 p.). A collection of fifty-five essays organized around ten language areas juxtaposes conflicting views inviting students to debate current issues that are inseparable from language. Instructor's Manual.

Fictions, 2nd ed., by Joseph F. Trimmer and C. Wade Jennings (Harcourt Brace Jovanovich; 1264 p.; $18.00) Preceded by a brief introduction to reading and writing about short stories, this collection of 103 contemporary and classic short stories includes in-depth study of eight authors, light apparatus, and a new Instructor's Manual by Vanessa Haley.

The Human Condition: Rhetoric with Thematic Readings by Joan Gregg (Wadsworth). A freshman composition rhetoric/reader with a strong appeal to the humanities.

The Informed Argument, 2nd ed., by Robert K. Miller (Harcourt Brace Jovanovich; 600 p.; $14.00). This freshman reader/rhetoric with multi-disciplinary presentation stresses inductive, deductive, and Toulmin argumentation as well as writing from sources. Includes major documentation styles, literary materials, apparatus, and a total of 82 selections of which 14 are student essays. Instructor's Manual.


Interactions: The Aims and Patterns of Writing, by James D. Lester (Wadsworth; 1988). This text is organized according to traditional expository modes and includes a collection of readings and writing assignments.

The Little Brown Reader, 5th ed., by Marcia Stubbs and Sylvan Barnet (Scott, Foresman; 950 p.). Anthology organized by grouping selections into twelve thematic sections is intended to encourage critical reading, stimulate class discussion, and provide subjects for papers. Rhetorical and thematic questions focus on developing students’ analytical and persuasive skills. Instructor’s Manual.

Making Meaning: Reading and Writing Texts by Eric Gould (Wadsworth). This text broadly defines the term “text” as it focuses on reading and writing.


Models for Writers: Short Essays for Composition, 3rd ed., by Alfred Rosa and Paul Eschholz (St. Martin’s; 416 p.). An anthology for beginning writers that brings together 66 complete short essays by both professional and student writers to provide clear-cut models of 18 different rhetorical patterns. Instructor’s Manual, Instructor’s Edition (with Manual).

Model Voices: Finding a Writing Voice, by Jeffrey Sommers (McGraw-Hill; 608 p.; $15.95). Readings taken from newspapers, magazines, and reviews as well as from professional and student writers are organized by voices—voice of authority, personal voice, humorous voice and so on. Instructor’s Manual.


Our Times: Readings from Recent Periodicals, by Robert Atwan (Bedford Books; 672 p.). Most of the 61 very contemporary selections have been published in American periodicals since 1985. They are arranged in 27 thematic units of 2-3 selections. Apparatus connects class discussion and writing. Instructor’s Edition.


Purpose and Process by Jeffrey D. Hooper and James A. Pickering (Macmillan; 580 p.). This rhetorically arranged reader allows the writer to understand rhetorical structures and to select and combine them appropriately. The text emphasizes the process approach focusing on prewriting, writing, and revision.

Readings(s) by Geoffrey Summerfield and Judith Summerfield (Random House; 496 p.; $17.50). Composition reader is organized around the skills and process of reading anything that can be construed as a “text.” Extensively illustrated; includes assignments and discussion questions. Instructor’s Manual.

Rereading America: Cultural Contexts for Critical Thinking and Writing, by Gary Colombo, Robert Cullen, and Bonnie Lisle (Bedford Books; 656 p.). Thematic reader with 76 cross-curricular selections, many by women and minority writers, explores personal and cultural identity in the United States. Apparatus is designed to develop critical thinking skills.

Roles for Writers and Readers: A Rhetorical Anthology by Jack Dodds (Macmillan; 500 p.). The writer’s role—what a writer does to a subject for an audience—governs the apparatus for the 53 predominantly contemporary essays in this rhetorical anthology. The roles discussed are those of the participant, the reporter, the teacher, the critic, the persuader, and the poet.

The Rinehart Reader by Jean Wyrick and Beverly Slaughter (Holt, Rinehart, and Winston; 609 p.). A classic rhetorical reader, this text begins with an introduction to reading and writing which is supplemented by 17 essays on reading and writing by well-known writers. Section II presents 60 additional readings in nine rhetorical categories with related pedagogical apparatus.

Science and the Human Spirit: Contexts for Writers and Learners by Fred White (Wadsworth). This reader focuses on literature and science.
integrates mastery of language skills with becoming a practiced and confident writer. Instructor's Manual, Software.

Workbook of Current English, 4th ed., by William E. Mahaney (Scott, Foresman; 416 p.). As a companion to the Handbook of Current English, or as an independent text, this workbook emphasizes student writing. Revised exercises parallel the reorganization of the eighth edition of the handbook.

II. E. Special Texts

Academic Writing: Techniques and Tasks, by Ilona Leki (St. Martin's; 384 p.). This ESL rhetoric is designed for students learning to write for academic contexts, with attention to process, form and format, accuracy and correctness. Instructor's Manual, Instructor's Edition (with Manual).

Arguing From Sources: Exploring Issues Through Reading and Writing, by David S. Kaufer, Cheryl Geisler, and Christine M. Neuwirth (Harcourt Brace Jovanovich; 250 p.; $10.00). This freshman composition text is a concise guide to developing well-reasoned arguments through summarizing, analyzing, and synthesizing case readings. Stresses interaction of structure and content. Linked assignments, glossary, documentation style appendix.

A College Grammar of English, by Greenbaum (Longman).

Clear and Coherent Prose: A Functional Approach, by William J. Vande Kopple (Scott, Foresman; 96 p.; 1988). Brief style manual uses numerous examples drawn from both student and professional writing to show students how to write coherent sentences, paragraphs, and essays.

College Reading Skills and Strategies, by Audrey J. Roth and Sue Kahn (St. Martin's; 400 p.). Basic text covers traditional reading skills and emphasizes the reading-writing connection, critical reading techniques, and cross-curricular reading strategies. Integrates exercises, examples, and activities.

The Elements of Audience Analysis, by Jan Youga (Macmillan; 163 p.). This short, easy-to-understand text aids in teaching students the rhetorical nature of writing and the concept of audience.

Focus: An ESL Grammar, by Barbara Robinson (St. Martin's; 384 p.). This "contextualized grammar" for intermediate students offers "thoroughly spiraled" examples, written exercises, and oral practices to illustrate and reinforce explanations of each grammatical structure. Workbook with answer key, Instructor's Manual.

A Guide to MLA Documentation, revised ed., by Joseph F. Trimmer (Houghton Mifflin; 48 p.). Concise explanation with models of MLA documentation offers instruction on note-taking, paraphrasing,
Freshman Texts

Incorporating quotations, and avoiding plagiarism. Sample model research paper on women in science. Appendix on APA documentation.


Introduction to Folklore by David C. Laubach (Boyston/Cook; 192 p.; $12.50). Suitable for advanced developmental classes as well as for freshman English classes, this text describes with great care the work of the folklorist, folktales and legends, songs and dances, the uses of folklore in literature, and oral history. Each chapter concludes with a variety of projects which ask students either to write or to collect information about which they might write.

Introduction to Folklore by David C. Laubach (Boynton/Cook; 192 p.; $12.50) and Speller by Helen J. Schwartz and Louis J. Nachman (Wadsworth; 1988). Integrates the power of persuasion, and avoiding plagiarism. Sample model research paper on women in science. Appendix on APA documentation.

PROSE (Prompted Revision of Student Essays) by Stuart Davis, Nancy Kaplan, and Joseph Martin (McGraw-Hill; $15.95). This computer software for writing instruction provides an electronic medium for the exchange of comments, papers, and revisions between students and teachers. PROSE was developed to handle those aspects of writing best adapted for the computer: editing text, sequencing writers' options, clarifying choices, and supplying necessary help for revision. Available in IBM and Mac Versions, both with Instructor's versions. Demo for IBM version.

A Short Guide to Writing about Art 3rd ed., by Sylvan Barnet (Scott, Foresman; 150 p.). Helps students understand, examine, and write effectively about art. Examples are drawn from essays by students and by art historians and from numerous paragraphs by art authorities.

A Short Guide to Writing about Film by Timothy Corrigan (Scott, Foresman; 150 p.; 1988). Explains how to write good essays about the movies and contains a full chapter on writing a film essay. Two sample student essays and film criticism by students and professionals provide examples.

A Short Guide to Writing about History by Richard Marius (Scott, Foresman; 225 p.). Brief text examines general problems underlying historical study along with issues that confront all writers. Includes full chapters on modes, documentation, and book reviews, and an annotated sample research paper.

Style: Ten Lessons in Clarity and Grace, 3rd ed., by Joseph M. Williams (Scott, Foresman; 272 p.; 1988). Helps writers reach beyond clarity to grace and elegance. Reordered chapters focus first on the principles of style, then on ways to achieve them. Includes expanded material on coherence. Answer key.

Writing Research Papers Across the Curriculum, 2nd ed., Susan Hubbuch (Holt, Rinehart, and Winston; 416 p.). This text includes procedures for writing and documenting papers in the humanities, social sciences, and natural sciences and contains four sample research papers.

III. Advanced Writing Texts

III. A. Rhetorics

Critical Thinking: Reading and Writing Across the Curriculum by Anne Bradstreet Grinols (Wadsworth; 1988). This text stresses critical thinking, cognition, reading and writing techniques and is intended for advanced courses in college reading and writing. Contains 43 challenging readings.

The Power to Persuade: A Rhetoric and Reader for Argumentative Writing, 2nd ed., by Sally DeWitt Spurgin (Prentice Hall; 431 p.; $14.50). Integrates the
study of reasoning with the study of argumentative writing using essays and poetry. Includes exercises, readings, writing suggestions. Instructor's Edition.

Rethinking Writing by Peshe C. Kuriloff (St. Martin's; 200 p.). Builds on skills students acquired during freshman composition and provides principles and perspectives students need to respond effectively to various academic and professional writing situations. Writing examples throughout represent a broad range of academic fields. Instructor's Manual.

Writing and Thinking in the Social Sciences by Sharon Friedman and Stephen Steinberg (Prentice Hall; 240 p.; $11.25). Provides an interdisciplinary approach to the teaching of writing organized around the research tools common to all of the social sciences. Includes exercises. Instructor's Manual.

III. B. Readers

Essays 100 by William Vesterman (Macmillan; 789 p.). Arranged into four broad rhetorical categories, this reader offers selections in varying lengths, styles, and subjects. Within these rhetorical categories selections are presented topically; e.g., persuading is divided into three topics: "Deciding a Course of Action," "Judging Right and Wrong," and "Assigning Praise or Blame."

Representing Reality: Readings in Literary Nonfiction by John Warnock (St. Martin's; 640 p.). Anthology presents nonfiction prose as part of a long-standing literary tradition. The 57 selections—classic through contemporary—illustrate the genres of autobiography, biography, documentary, journalism, travel writing, nature writing, and writing about history and about culture. Instructor's Manual.

III. C. Composition and Literature Texts

The Bedford Introduction to Drama by Lee Jacobus (Bedford Books; 1280 p.). Collection of 31 plays, chronologically arranged including two plays each by Sophocles, Shakespeare, Ibsen, Chekhov, and Beckett and including excellent representation of women and minority playwrights; 42 commentaries; historical introductions; glossary; bibliography; filmography.


Reading, Writing, and the Study of Literature by Arthur W. Biddle and Toby Fulwiler (Random House; 192 p.; $12.50). Concise guide to the practical skills basic to the study of literature includes guidelines for writing about literature, an overview of critical theory, and samples of student writing.


III. D. Business and Technical Writing Texts


Business Communication: Principles and Processes by Mary Cullinan (Holt, Rinehart, and Winston; 688 p.). A process-oriented presentation of written and oral forms of business communication, this text includes a complete discussion of intercultural communication, case studies involving actual business situations, and interviews with business people. A handbook section covers grammar, punctuation, and mechanics.
Components of Technical Writing by Susan Feinberg (Holt, Rinehart, and Winston; 528 p.). This text covers the essential components of technical writing in 14 modules, each consisting of reader's tasks, instructions, illustrations and models, a summary, a checklist, and exercises.

Introduction to Technical Writing: Process and Practice by Lois Johnson Rew (St. Martin's; 576 p.). Provides comprehensive step-by-step coverage of the process of technical writing and of the tools, techniques, and forms of technical writing. Includes some 125 exercises, 38 of them collaborative in nature and 15 of them large-scale writing assignments. Instructor's Manual.

The Technical Writer by Ann Stuart (Holt, Rinehart, and Winston; 339 p.; 1988). This text provides explanations of methods for creating manuals, video presentations, questionnaires, reports, and evaluations. Also included are strategies for time management, listening, research, and information on job applications and resumes.

Working with Words: A Concise Handbook for Media Writers and Editors by Brian S. Brooks and James L. Pinson (St. Martin's; 256 p.). This practical guide to grammar, punctuation, spelling, and usage designed especially for journalism and mass communication students includes time-saving lists of common problems, a full chapter on avoiding unintentional racism and sexism, and a handy summary of wire-service style.

III. E. Special Texts

Before the Story: Interviewing and Communication Skills for Journalists by George M. Killenberg and Rob Anderson (St. Martin's; 232 p.). Develops proficiency in interviewing techniques by outlining strategies for effective reporter-source communication. Includes chapter-length treatments of special interview challenges and the ethics of journalistic interviewing. Emphasis throughout is on the responsibilities of reporters as communicators.

Contemporary Critical Theory by Dan Latimer (Harcourt Brace Jovanovich; 696 p.; $20.00). This accessible anthology of 34 selections covers all major movements in contemporary literary theory and directs attention to the cultural "text" in some of these movements. May be used as a core text or supplement.

Contemporary Linguistics: An Introduction by William O'Grady, Michael Dobrovolsky, and Mark Aronoff (St. Martin's; 480 p.). A comprehensive introduction to linguistics that covers how language is structured and how it functions, both socially and culturally. "Modular" arrangement of material facilitates use in courses at various levels and with differing emphases. Instructor's Manual.

When Words Collide: A Journalist's Guide to Grammar and Style, 2nd ed., by Lauren Kessler and Duncan McDonald (Wadsworth; 1988). This text addresses basic journalistic skills and those needed in newswriting, reporting, editing, feature writing, and public relations writing.

IV. Professional Texts

Developing Successful College Writing Programs by Edward M. White (Jossey-Bass; $22.95). This book is a comprehensive guide for administrators of writing programs.

Dimensions of Thinking: A Framework for Curriculum and Instruction by Robert J. Marzano, Ronald S. Brandt, Carolyn Sue Hughes, Beau Fly Jones, Barbara Z. Presseisen, Stuart C. Ranking, and Charles Suhor (NCTE; 162 p.; $12.50; 1988). "The authors have clarified and organized research and theory from several sources, including philosophy and cognitive psychology" to help instructors "incorporate the teaching of thinking into all levels of the curriculum."

Expecting the Unexpected: Teaching Myself—and Others—to Read and Write by Donald M. Murray (Boynton/Cook; 264 p.). Murray collects published and unpublished articles written since 1981.

Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage by Francine Wattman Frank and Paula A. Treichler, with others (MLA; 300 p.; $12.50). This book offers "guidelines for nondiscriminatory usage" as well as a "scholarly analysis of sexism in language."

Longman Bibliography of Composition and Rhetoric: Volume II: 1986 by Erika Lindemann (Longman; 1988). This second annual volume continues the classification and annotation of items of scholarship on written English and its teaching begun in the first volume. An essential resource for the personal, professional library of every writing instructor and for libraries of every institution of higher education in the nation, this important service to the profession cannot be continued without support.


Teaching Prose: A Guide for Writing Instructors by Fredric Bogel, Patricia Carden, Gerald Cox, Stuart David, Diane Freedman, Katherine Gottschalk, Keith Hjortshoj, Harry Shaw; edited by Fredric Bogel and Katherine Gottschalk (Norton; 423 pages; $13.95; 1988). Developed by teachers in the Freshman Seminar program at Cornell, this guidebook
Professional Texts offers practical discussions on composition theory and curriculum, designing a writing course, developing activities and assignments, responding to student writing, improving sentences, choosing textbooks, using computers for writing.

The Word for Teaching Is Learning: Essays for James Britton, edited by Martin Lightfoot and Nancy Martin (Boynton/Cook; 328 p.; $17.50; 1988). A collection of essays by many of the most influential and perceptive researchers and practitioners in the UK and the USA in the area of language and learning.

Worlds of Writing by Carolyn B. Matalene (Random House; 400 p.; $28.60). This collection of essays by scholars who are also professional writing consultants explores the teaching and learning of the writing process outside the academic discourse community.

The Writing Across the Curriculum Book, edited by Toby Fulwiler and Art Young (Boynton/Cook; 316 p.; August 1989). Detailed descriptions are given of writing-across-the-curriculum programs in place in a variety of two-year colleges and four-year colleges and universities.

Writing as Social Action by Marilyn M. Cooper and Michael Holzman (Boynton/Cook; 272 p.). A collection of essays demonstrating that writing is a social activity that occurs in social contexts and should be understood and taught with that in mind.