

Bibliography of Writing Textbooks

Suzanne S. Webb

This year's list of texts includes new texts or new editions of previously published texts carrying a 1991 copyright date. Books published by companies that did not send information do not appear. All texts should be available by March 1991. The 1991 list has essentially the same format as previous lists with the addition of "software" in the Computer Assisted Instruction category. Annotations were provided by the publishers; some have been edited for brevity and/or objectivity.

Classification Outline

I. Developmental and ESL 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 and Handbooks
- B. Readers
- C. Composition and Literature Texts
- D. Business and Technical Writing Texts
- E. Special Texts

IV. Professional Texts

V. Software and Computer Assisted Instruction

I. Developmental and ESL Writing/Reading Texts

I. A. Handbooks

Sheehan, Michael, and Nancy Sheehan. *Handbook for Basic Writers*. Prentice Hall. Designed specifically for use by developmental students, this handbook covers

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grammar, usage, diction, spelling, punctuation, and paragraph writing in an easy-to-use format. Instructor's Manual with tests.

I. B. Rhetorics

Adams, W. Royce. *Think, Read, React, Plan, Write, Rewrite*, 5/e. Holt, Rinehart, and Winston. 1990. Presents sound, step-by-step procedures for writing the expository essay using the writing process.

Barnwell, William, and Robert Dees. *The Resourceful Writer: A Basic Writing Course*, 2/e. Houghton Mifflin; 544 pp. Through a six-step approach to the writing process, students learn to create paragraphs and essays as they move from personal expressive writing to more formal academic writing. Includes a comprehensive grammar workbook and Instructor's Manual.

Carino, Peter A. *Basic Writing: A First Course*. Harper Collins. Companion to Carino's freshman writing text starts with the whole essay before moving to paragraphs and sentences to refine students' work. Sample student essays help convey the connection between reading and writing. Contains topic coverage of writing timed essays and of general and specific writing.

Donald, Robert B., James D. Moore, Betty Richmond Morrow, Lillian Griffith Wargetz, and Kathleen Werner. *Writing Clear Paragraphs*, 4/e. Prentice Hall. Emphasizing paragraph organization and development, this text features a tripartite structure which covers sentences, word choice, and paragraph writing.

Eppley, George, and Anita D. Eppley. *Discovery: Writing About Your World*. Holt, Rinehart, and Winston. 1990. A developmental rhetoric/reader/handbook that helps students discover uniqueness and their ability to write.

Fazio, Gene, Judy Pearch, Pamela Lear, and Gwen Rowley. *Practicing Paragraphs*. Holt, Rinehart, and Winston. 1990. A learn-by-doing approach to teaching sentence and paragraph structure.

Fitzgerald, Kathryn R., and Mamie McBeth Smith. *The Student Writer*. Harper Collins. Process writing text integrates topical coverage with rhetorical strategies to help students produce full-length essays. Journal writing, peer editing, and essay evaluation criteria are discussed in each chapter.

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

Langan, John. *English Skills with Readings*, 2/e. McGraw-Hill; 592 pp. Combines composition and grammar skills to show students how to write effective paragraphs using Langan's four principles of writing—unity, support, coherence, and sentence skills. Features clear explanations, friendly tone, and motivating activities with 15 readings as rhetorical models and as sources of writing assignments.

Developmental Texts

Mlynarczyk, Rebecca, and Steven B. Haber. *In Our Own Words*. St. Martin's; 304 pp. Uses the best writing of former ESL students to introduce the process of writing, both personal and academic, as a social rather than solitary activity.

Pemberton, Carol. *Writing Paragraphs*. Allyn & Bacon; 300 pp. Develops skills in critical and analytical reading and writing of paragraphs. Emphasizes audience and purpose throughout. Inductive approach provides abundant student examples and applications. Instructor's Manual.

Pickering, Deborah. *Putting Process into Practice*. Harper Collins. Distinctively organized 3-part developmental text offers a complete rhetoric, a collection of thematic writing assignments, and a reader for instructors to organize however they choose. The reader features 33 essay models, most student-written.

Platt, Geoffrey. *A Writer's Journey*. D.C. Heath; 330 pp. Contains a range of writing activities and a thorough guide to grammar and editing. Stresses ways of discovering ideas, rewriting, and collaborative learning. Instructor's edition.

Reynolds, Ed, and Marcia Mixdorf. *Confidence in Writing: A Basic Text*, 2/e. Process approach core text focuses on paragraphs, reading skills, summaries, short essays, in- and out-of-class writing assignments and concludes with a handbook. Students begin writing immediately and are asked to produce and evaluate their own writing as they work through the text. Instructor's Manual.

Robertson, William, and Stephanie Tucker. *Texts and Contexts: A Contemporary Approach to College Writing*. Wadsworth; 350 pp. A college writing text at the essay level. It gives students practice in reading academic materials and opportunities to respond in writing built around challenging high-interest assignments. Includes sentence combining and an end-of-text workbook. Instructor's Manual.

Rogers, Glenn, and Judy Rodgers. *Variations: A Rhetoric and Reader for College Writing*. Wadsworth; 350 pp. Essay-level combined rhetoric/reader presents composition strategies in the context of critical thinking. Including a section linking composing to critical reading, the authors base the writing assignments in the thematic anthology. Instructor's Manual.

Salomone, William, Stephen McDonald, and Mark Edelman. *Inside Writing: A Writer's Workbook*. Wadsworth. 1990; 482 pp. Developmental writing text at the sentence to paragraph level instructs by using a combination of sentence combining and extensive paragraph work. The primary focus is on writing. Instructor's Manual.

Sotiriou, Peter Elias. *Composing Through Reading: An Integrated Approach to Writing*. Wadsworth; 300 pp. Challenging readings grouped around various topics across the disciplines focus students' interest in this developmental reading/writing text. Students write about what they read in several different ways. Instructor's edition available.

Spangler, Mary S., and Rita R. Werner. *Paragraph Strategies: A Writing Guide*. Holt, Rinehart, and Winston. 1990. A concise presentation of writing strategies for the

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paragraph and essay level, this text includes rhetorical modes and student and professional essays.

Starr, Alvin J. *The Writer's Tools: Building Paragraphs and Essays*. Holt, Rinehart, and Winston; 400 pp. Emphasizing writing across the curriculum, this text teaches students to write paragraphs and essays that communicate to an audience.

Troiano, Edna M., and Julia A. Draus. *Write To Know: A Cross-Disciplinary Approach to Composition*. Holt, Rinehart, and Winston. 1990. Multidisciplinary examples give comprehensive instruction and practice in composition and language skills.

Tyner, Thomas. *Writing Voyage: An Integrated, Process Approach to Basic Writing*, 3/e. Wadsworth; 312 pp. This text is written so that students can see how the elements of writing fit into the process of writing. Approach integrates progressive skills building and shows the significance of sentence structure, grammar, punctuation, and spelling as they apply to developing writing. Instructor's Manual.

Vivian, Steven D. *Writing with Authority*. Holt, Rinehart, and Winston. 1990. Focusing on the writer's authority, this easy to read developmental rhetoric takes students through each phase of the writing process.

I. C. Readers

Conlin, Mary Lou. *Patterns: A Short Prose Reader*, 3/e. Houghton Mifflin; 448 pp. A rhetorically organized reader consisting of selections ranging from simple paragraphs to short essays by students and professional writers. Includes chapter introductions and full apparatus for each selection that progress from comprehension to analytical questions. Instructor's Manual.

Moseley, Ann, and Jeanette Harris. *Interactions: A Thematic Reader*. Houghton Mifflin; 448 pp. Focusing on the connections between reading and writing, this thematically organized reader guides students on an exploration of the self and its relationship to the world. Includes diverse selections that enable students to develop critical thinking, reading, and writing skills. Instructor's Manual.

I. D. Workbooks

Butler, Eugenia, Mary Ann Hickman, and Lalla Overby. *Correct Writing*, 5/e. D.C. Heath; 420 pp. Combination textbook, workbook, and handbook takes the basic writer through every step of essay writing. The revision includes a more synthesized view of writing as communication in discourse communities, and explores the virtues of efficient, engaging writing.

Emery, Donald, John Kierzek, and Peter Lindblow. *English Fundamentals*, 9/e, Form B. Macmillan; 416 pp. Workbook addresses the upper-level developmental composition course or may be used as a supplement in college level courses. Answer key and test packet available.

Developmental Texts

Fawcett, Susan, and Alvin Sandberg. *Grassroots: The Writer's Workbook*, 4/e. Houghton Mifflin. A developmental grammar/writing workbook that features step-by-step inductive lessons that emphasize writing. Instructor's Annotated Edition, Test Package, Transparency Masters, Student Answer Key, Computerized Diagnostic and Mastery Tests, Computerized Unit and Chapter Tests, Grassroots Exercises and Review (interactive software program).

Fitzpatrick, Carolyn H., Marybeth Ruscica, and Vince Fitzpatrick. *The Complete Sentence Workout Book*. Alternate 2/e. D.C. Heath; 446 pp. Covers the basics of sentence grammar, parts of speech, mechanics, and some paragraph applications in a workbook format. Spiral bound, the text includes proofreading and sentence combining exercises. Instructor's guide with diagnostic tests, chapter tests, and answer key.

Gallo, Joseph, and Henry Rink. *Shaping College Writing*, 5/e. Harcourt Brace Jovanovich; 170 pp. Viewing a concise paragraph as an essay in microcosm, this text uses "I-beam" diagrams to demonstrate the relationship of a paragraph's beginning, middle and end. Student and professional writing used throughout. Instructor's Manual.

Holschuh, Louis W. *The Elements of English Grammar*. St. Martin's; 308 pp. An introduction to the basic structures and forms of English grammar, specifically designed for adult academics. Each grammatical structure covered includes brief notes about uses and meanings. A wide variety of exercises guide students in using the structure correctly in both speaking and writing.

Holschuh, Louis W. *The Functions of English Grammar*. St. Martin's; 416 pp. Reviews the basic structures and forms of English grammar, expands upon them, and provides extensive explanatory notes about their uses and meaning. Text follows the same method of presentation as the lower-level book in exploring grammatical structures of increasing difficulty to the student.

Hook, J. N., William Evans, and Vivian Davis. *Portable Writing Lab*. Harcourt Brace Jovanovich; 352 pp. Self-paced workbook opens with a brief section on simple exposition providing the context for the study of grammar, punctuation, and usage. Each lesson provides opportunities for application. Instructor's Manual with tests.

Immel, Constance, and Florence Sacks. *Sentence Dynamics: An English Skills Workbook*, 3/e. Harper Collins. Begins with writing a paragraph. Expository writing assignments accompany explanations and sentence-combining exercises. Format features 8 1/2 by 11 three-hole punched perforated pages with plenty of space.

Langan, John. *Sentence Skills*, 4/e, Form C. McGraw-Hill; 496 pp. Offers comprehensive instruction and practice in grammar, mechanics, punctuation, and usage, focusing on the sentence level but including short essay writing. Provides alternative practice materials to forms A and B to make classes more interesting for students who are repeating.

Malia, Kathleen, and Sharon Warycka. *Read. Write. Relate*. Harcourt Brace Jovanovich; 220 pp. Workbook/reader begins with the simplest reading and writing skills and concludes with more complex logical issues such as making assumptions, organizing evidence, and planning an essay. Lessons feature vocabulary, comprehension questions, mechanics, and writing assignments. Instructor's Manual.

Mapp, Larry G. *Harbrace College Workbook*, Form IIB [The Natural World]. Harcourt Brace Jovanovich; 360 pp. Exercise workbook is keyed to the Harbrace College Handbook and contains varied exercises which provide drill and practice in grammar and writing. May be used without handbook. Instructor's Edition.

Moses, Carole. *Process, Purpose, Practice: A Basic Writer's Guide*. D.C. Heath; 496 pp. Contains exercises on writing paragraphs and essays as well as on grammar and word usage. Many exercises teach grammar through original composition instead of rote memorization. Both formal grammatical terminology and explanatory alternatives are provided. Workbook format. Instructor's edition.

Selby, Norwood. *Essential College English*, 3/e. Harper Collins. Sentence-level grammar and punctuation text offers a grammar review for students who need to brush up on skills and includes plenty of exercises for intensive grammar usage practice. Can be used as a supplementary text in freshman writing courses.

I. E. Special Texts

Adams, W. Royce. *Reading Beyond Words*, 4/e. Holt, Rinehart, and Winston. Comprehensive text/workbook moves from understanding sentences to reading advertisements, textbooks, newspapers, and short stories.

Avery, Lois Young. *A Basic Writer's Reference*. Holt, Rinehart, and Winston. 1990. This quick reference guide focuses on academic skills.

Barnwell, Tom, and Leah McCraney. *Introduction to Critical Reading*. Holt, Rinehart, and Winston. 1990. Critical thinking/reading is emphasized throughout this text. Selections include poetry, short stories, essays, and textbook chapters.

Bennett, J. Michael. *Four Powers of Communication: Skills for Effective Learning*. McGraw-Hill; 192 pp. Focusing on the higher order cognitive skills, this text provides a brief but thorough grounding in the most important principles of effective reading, listening, writing, speaking, study, time management, and test-taking.

Feinstein, George W. *Programmed Spelling Demons*. Prentice Hall. Designed for independent use by students, this text focuses on everyday words that account for the majority of all spelling errors. Uses humor to maintain interest. Instructor's Manual.

Gilbert, Doris W., and M. Cecile Forte. *Breaking the Reading Barrier*, 3/e. Prentice Hall. Provides instruction and practice opportunities to help students improve their reading of sentences, paragraphs, and longer selections. Each chapter provides numerous exercises in vocabulary building, sentence and paragraph reading, and rapid reading.

Glazier, Theresa Ferster. *The Least You Should Know About Vocabulary Building: Word Roots*, 3/e. Holt, Rinehart, and Winston. 1990. Supplementary text focuses on word roots to help students increase their vocabulary.

Gordon, Helen Heightsman. *Wordforms: Context, Strategies, and Practice*, Book I, 2/e. Wadsworth; 256 pp. Vocabulary text addresses the 7th to 9th grade reading level. It stresses learning vocabulary in context and teaches strategies for future learning rather than teaching simple word lists. Provides opportunities for students to write original sentences using new vocabulary.

Gordon, Helen Heightsman. *Wordforms: Context, Strategies, and Practice*, Book II, 2/e. Wadsworth; 256 pp. Vocabulary text addresses the 9th to 12th grade reading level. Organized into two major parts, it offers not only a variety of methods for vocabulary building and a range of practice reading selections from textbooks across the curriculum but also many opportunities for students to write using new vocabulary.

Hancock, Ophelia H. *Reading Skills for College Students*, 2/e. Prentice Hall. Text with practice selections covers all major reading skills: vocabulary reading for main idea and details, graphics, and more. Emphasizes developing skills for a successful career in many areas from construction technology to retail sales. Instructor's Manual with tests.

Jacobus, Lee. *Developing College Reading*, 4/e. Harcourt Brace Jovanovich; 386 pp. Beginning level reading text includes 33 readings and 5 textbook selections increasing in level of difficulty from 4th grade to college. Extensive reading skill apparatus added to part one; part two includes critical thinking; part three focuses on the SQ3R technique. Instructor's Manual.

Lenier, Minette, and Janet Maker. *Keys to a Powerful Vocabulary, Level 2*, 2/e. Prentice Hall. Each of the twelve chapters on methods of acquiring vocabulary has 10 review words at approximately 10th grade level and 20 new words at approximately 12th grade level, and 10 advanced words at college level. All words are reviewed in practice exercises. Instructor's Manual.

Milan, Deanne. *Developing Reading Skills*, 3/e. McGraw-Hill; 496 pp. Using a highly structured format to teach students to improve their reading comprehension skills and accuracy, this book is directed at students testing between 9th and 12th grade reading levels. Using practice prose similar to the kind they will encounter in the classroom, students are encouraged to analyze, interpret, question, and even challenge the words of the writer.

Quinn, Shirley, and Susan Irvings. *Active Reading in the Arts and Sciences*. Allyn & Bacon; 500 pp. Designed to develop critical thinking abilities as applied to

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academic reading, this text emphasizes the art of questioning, active reading, and critical thinking skills. All readings are drawn from academic material frequently encountered by first year college students. Instructor's Manual.

Rubin, Dorothy. *Vocabulary Expansion*, 2/e. Macmillan; 352 pp. In perforated 8 1/2 X 11 format, this text teaches vocabulary through the system of combining forms emphasizing overlearning for reinforcement and retention. Instructor's Manual.

Smith, Brenda D. *Breaking Through*, 3/e. Harper Collins Reading skills worktext helps students reading on a 6th to 10th grade level prepare for college-level work. Utilizing only textbook selections, Smith concentrates on one skill per chapter and offers three readings on different levels for students to practice on. New chapters include reading narrative literature and test-taking strategies.

Spelling Improvement: A Program for Self-Instruction, 5/e. McGraw-Hill; 287 pp. This text treats spelling as a multisensory process relating sound, word origin, meaning, and spelling principles.

Twining, James E. *Strategies for Active Learning*. Allyn & Bacon; 350 pp. Presents a systematic approach to all aspects of active learning by emphasizing a meta-cognitive framework of planning, monitoring, and evaluating. Each chapter develops specific learning skills while providing students with study and thinking strategies. Instructor's Manual.

Wilf, Selma. *Reading Skill for Career Success*. Prentice Hall. Basic text for college reading courses covers all standard reading skills and content-area reading and contains many exercises. Instructor's Manual.

Wood, Nancy. *College Reading and Study Skills*, 4/e. Holt, Rinehart, and Winston. Reading and study skills text teaches basic communication skills as they are used in an academic setting.

Wood, Nancy V. *Strategies for College Reading and Thinking*. McGraw-Hill; 352 pp. Developed for students testing between the 6th and 9th grade reading levels, this text teaches students to read, analyze, criticize, and retain using holistic principles.

II. Freshman Writing Texts

II. A. Handbooks

Carter, Bonnie E., and Craig Skates. *The Rinehart Guide to Grammar and Usage*, 2/e. Holt, Rinehart, and Winston. 1990; 460 pp. Covering the conventions of grammar, common sentence errors, punctuation, and mechanics, this guide can serve as a reference or as a textbook for both basic and advanced writing courses.

Carter, Bonnie E., and Craig Skates. *The Rinehart Handbook for Writers*, 2/e. Holt, Rinehart, and Winston. 1990; 800 pp. Grammar-first handbook provides students

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with a back-to-basics approach to grammar and offers a complete guide to the writing process and research papers.

Dempsey, K. Ann, and Susan Lagunoff. *College Writing: A Survival Guide*. Holt, Rinehart, and Winston. 1990; 400 pp. Brief, spiral-bound handbook covers English essentials.

Funk, Robert, Elizabeth McMahan, and Susan Day. *Elements of Grammar for Writers*. Macmillan; 144 pp. This brief, inexpensive paperback reference handbook of grammar and usage contains no rhetoric.

Guth, Hans. *New Concise Handbook*, 2/e. Wadsworth; 544 pp. Brief and practical handbook translates the goals of the current writing movement into an easy reference with practice exercises. The second edition provides more attention to the global writing process and contains an up-to-date guide to documentation. Instructor's Manual, Workbook and Answer Key, Diagnostic Tests, Software, English Essentials Kit.

Hacker, Diana. *The Bedford Handbook for Writers*, 3/e. Bedford Books; 680 pp. Expanded revision of *Rules for Writers*, 2/e, retains the hand-edited sentences and design of its predecessor. New features include innovative troubleshooting charts, material on ESL and dialect problems, five chapters on research, wide array of ancillaries, distinctive Instructor's Edition.

Hairston, Maxine, and John J. Ruszkiewicz. *The Scott, Foresman Handbook for Writers*, 2/e. Harper Collins. Using a personable writing style, a trouble-shooting format, and design elements this handbook sets out to help students prioritize and solve writing, grammar, and mechanics problems.

Hairston, Maxine, and John J. Ruszkiewicz. *The Scott, Foresman Handbook with Writing Guide*. Harper Collins. All new text combines a more detailed version of the grammar and mechanics portion of the original handbook with seven new writing chapters for those who want more rhetorical coverage in their handbook.

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. Prentice Hall. A brief handbook covering grammar, punctuation, mechanics, and usage only. Focuses on essential questions and problems writers commonly have. Spiral bound with thumb-cut tabs. Instructor's Manual.

Kirzner, Laurie, and Stephen R. Mandell. *The Holt Handbook*, 2/c. Holt, Rinehart, and Winston. 1990; 800 pp. Writing-first handbook combines a process approach to composition with a comprehensive guide to grammar, punctuation, and mechanics.

Leggett, Glenn, C. David Mead, and Malinda Kramer. *Prentice Hall Handbook for Writers*, 11th ed. Prentice Hall. Comprehensive handbook covers the writing process and research writing as well as grammar, mechanics, and usage. Emphasizes revision.

Lester, J. D. *A Writer's Handbook: Style and Grammar*. Harcourt Brace Jovanovich; 600 pp. Comprehensive paperback handbook teaches grammar, punctuation as

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conventions used for rhetorical goals. Begins with a thorough discussion of the writing process and includes coverage of style, nonstandard English, biased language, and the research paper. Instructor's Manual, workbook, software, videos.

Levin, Gerald. *Macmillan College Handbook*, 2/e. Macmillan; 720 pp. Comprehensive handbook functions as a student's reference as well as an in-class teaching tool. Computerized test bank, correction chart, Instructor's Annotated Edition, Macmillan Electronic Handbook, Teaching Guide, test bank, transparencies.

McKernan, John. *The Writer's Handbook*, 2/e. Holt, Rinehart, and Winston; 544 pp. Concise, process-oriented handbook emphasizes the thinking required for writing.

Marius, Richard, and Harvey S. Wiener. *The McGraw-Hill College Handbook*, 3/e. McGraw-Hill; 704 pp. Streamlined for easier reference, this edition focuses on maintaining a comprehensive and student-oriented guide to the writing process, style, rules, and applications with emphasis on revision.

Schiffhorst, Gerald, and John F. Schell. *The Short Handbook for Writers*. McGraw-Hill; 480 pp. Compact, direct, and student oriented, this concise guide to the essentials of college composition encompasses the contemporary techniques of the writing cycle in the first seven chapters and clarifies stylistic principles, form, persuasive writing, grammar, mechanics, and usage.

II. B. Rhetorics

Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing*, 3/e. St. Martin's; 720 pp. A comprehensive rhetoric, reader, and handbook built around nine Guides to Writing. New to this edition are activities for discussion and inquiry; 20 new essays; a brief anthology of stories; an appendix on writing with a word processor; and a new three-color design. Instructor's Resource Manual and complete exercise software.

Baker, Sheridan. *The Practical Stylist with Readings*, 7/e. Harper Collins. Classic rhetoric with readings (40% new) emphasizes developing a personal style and the importance of structuring an effective argument in putting together any piece of writing.

Bates, Patricia Teel. *Write for a Reason*. St. Martin's. This text offers five carefully focused reading/writing assignments that take the student from personal to transactional writing and cover all stages of the writing process concluding with a brief handbook. Instructor's Manual.

Booth, Wayne C., and Marshal W. Gregory. *Harper and Row Rhetoric: Thinking as Writing. Writing as Thinking*, 2/e. Harper Collins. This rhetoric de-emphasizes rules and encourages students to reason out their own writing strategy. The new edition has been rewritten for clearer presentation of the writing process and the six basic questions faced by all writers concerning audience, invention, structure and design, coherence, argumentation, and voice and tone.

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Cox, Don, and Elizabeth Giddens. *Crafting Prose*. Harcourt Brace Jovanovich; 512 pp. Rhetoric/reader organized around the aims of writing, this textbook includes 68 prose pieces that demonstrate to students how they can draft their prose to fit their communicative aim. Offers a full introduction to the writing process, critical thinking exercises, strong research coverage, and fresh readings. Instructor's Manual.

Gage, John. *The Shape of Reason: Argumentative Writing in College*, 2/e. Macmillan; 156 pp. Distinguished by its use of the enthymeme as the central link between the writer's thinking about issues and structuring a reasoned response, this text combines coverage of argumentative writing with critical reading, revision, and research. Instructor's Manual.

Gordon, Helen Heightsman. *Interplay: Sentence Skills in Context*. St. Martin's; 448 pp. Integrates the study of sentence skills with the writing process as a whole through the use of sentence-level exercises, rhetorical instruction, example paragraphs, and short essays. Spiral-bound. Instructor's Manual and exercise software.

Gorrell, Donna. *The Purposeful Writer: A Rhetoric with Readings*. Allyn & Bacon; 500 pp. With chapters arranged by the common purposes for writing, this rhetoric establishes that all writing is done for specific purposes. Rhetorical strategies are covered within discussions of reading and writing throughout the book. Instructor's Manual.

Hall, Donald, and Sven Birkerts. *Writing Well*, 7/e. Harper Collins. Introducing a new co-author (Sven Birkerts) this rhetoric aims to teach the basics of good writing with style and wit and abundant writing samples. Features narrative passages tracing a student's writing process.

Hunt, Douglas. *The Riverside Guide to Writing*. Houghton- Mifflin; 704 pp. hardcover, 544 pp. paperbound. A new rhetoric based on the premise that effective writing must combine interpretation and advocacy. Includes 43 assignments adapted from multiple disciplines and a reading program featuring the work of thirty writers through analyzed passages within chapters and full-length essays at the ends. Instructor's Manual.

Lauer, Janice M., Gene Montague, Andrea Lunsford, and Janet Emig. *Four Worlds of Writing*, 3/e. Harper Collins. Focusing on the aims of writing, this process rhetoric helps students define different purposes and strategies for writing in different worlds: the private, the public, the academic, and the professional. The new edition has been rewritten for more focus and includes new student papers.

Marius, Richard. *A Writer's Companion*, 2/e. McGraw-Hill; 256 pp. True to its title, this brief rhetoric accompanies and gently guides the reader through every step of essay writing from invention through the final draft. The revision includes a more synthesized view of writing as communication and emphasizes the virtues of efficient, engaging writing.

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Murray, Donald M. *The Craft of Revision*. Holt, Rinehart, and Winston; 150 pp. Brief writer's guide to the revision process emphasizes techniques for meaning, audience, order, evidence, and voice.

Murray, Donald M. *Write to Learn*, 3/e. Holt, Rinehart, and Winston. 1990; 272 pp. Brief, process rhetoric describes and demonstrates the writing process.

Nadell, Judith. *The Macmillan Writer: Rhetoric, Reader, and Handbook*. Macmillan; 640 pp. Comprehensive all-in-one rhetoric, reader, and handbook integrates instruction in reading and writing. The flexible, process-oriented rhetoric emphasizes the recursive nature of writing with especially helpful coverage of prewriting and revision. Instructor's Manual.

Nordquist, Richard. *Passages: A Beginning Writer's Guide*, 2/e. St. Martin's; 480 pp. Combined rhetoric and handbook provides a context in which the student can learn incremental skills through specific writing assignments. Instructor's Manual and exercise software.

O'Keefe, Jack. *Reading to Writing: Process and Form*. Harcourt Brace Jovanovich; 432 pp. Rhetoric/reader moves from an overview of the writing process to individual chapters on the rhetorical modes and provides coverage of simple strategies for improving reading comprehension. Case studies of student papers are included as well as exercises on grammar, mechanics, and collaborative learning. Instructor's Manual.

Parks, Franklin A., James A. Levernier, and Ida Masters Hollowell. *Structuring Paragraphs*, 3/e. St. Martin's; 256 pp. This comprehensive, carefully structured approach to the planning, organization, writing and revising of paragraphs offers many new models, a new chapter on argument, and a concise guide to editing sentences. Instructor's Manual.

Rackham, Jeff, and Olivia Bertagnolli. *From Sight to Insight: Stages in the Writing Process*, 4/e. Holt, Rinehart, and Winston; 700 pp. Guides students through the complete writing process for eight different types of writing.

Reinking, James, and Andrew Hart. *Strategies for Successful Writing: A Rhetoric, Reader, and Handbook*, 2/e. Prentice Hall. Comprehensive rhetoric proceeds from larger to smaller elements of writing and contains complete discussion of the writing process. Annotated Instructor's Edition. Supplementary exercises.

Reinking, James, and Andrew Hart. *Strategies for Successful Writing: A Rhetoric and Reader*, 2/e. Prentice Hall. Comprehensive rhetoric contains complete discussion of the writing process and the rhetorical modes.

Seyler, Dorothy U. *Read, Reason, Write*, 3/e. McGraw-Hill; 512 pp. The new edition of this rhetoric/reader continues to focus on developing writing skills by working with sources to create critical analyses of readings. Readings encompass literary and non-literary selections and are accompanied by clear instruction on argumentation and full coverage of research techniques.

Freshman Texts

Shultz, John. *Writing from Start to Finish: The "Story Workshop" Basic Forms Rhetoric/Reader*. Concise Edition. Boynton/Cook. 1990; 268 pp. A shortened version of the author's Basic Forms approach that bridges oral and written language, enabling student writers to tap familiar resources of speech and voice.

Strong, William. *Writing Incisively: Do-It-Yourself Prose Surgery*. McGraw-Hill; 256 pp. Supplemental text for developmental and freshman composition classes focuses solely on revision and editing. While emphasizing sentence-combining skills, it gives students practice and advice for becoming adept readers/editors of their writing.

Thaiss, Christopher. *Write to the Limit*. Holt, Rinehart, and Winston; 384 pp. Rhetoric contains step-by-step techniques to help beginning writers take charge and deal confidently with any writing task.

Tibbetts, Arnold, and Charlene Tibbetts. *Strategies of Rhetoric with Handbook*, 6/e. Harper Collins. Traditional rhetoric presents tested techniques for helping students understand and apply rhetorical strategies; a new Part V on "Special Problems" offers advice on avoiding writer's block, using a word processor, writing essay exams, and writing on the job.

Wyrick, Jean. *Steps to Writing Well: A Concise Guide to Composition*, 4/e. Holt, Rinehart, and Winston. Brief, process rhetoric describes and demonstrates the writing process.

II. C. Readers

75 Readings: An Anthology, 3/e. McGraw-Hill; 448 pp. Rhetorically arranged, this edition was developed to publish 75 of the most frequently anthologized essays at a low price. Selections vary in length and reading level and represent a variety of authors. Apparatus to accompany the readings is provided in the Instructor's Manual.

Anderson, Nancy G. *The Writer's Audience: A Reader for Composition*. Holt, Rinehart, and Winston; 544 pp. Rhetoric reader emphasizes the importance of knowing the audience.

Ashton-Jones, Evelyn, and Gary Olson. *The Gender Reader*. Allyn & Bacon; 600 pp. Anthology offers 61 readings all relating to issues and questions of gender. Organized into seven parts which explore sub-themes, readings represent a balanced view of gender-related topics and provide a background for class discussion and student essays. Instructor's Manual.

Atwan, Robert. *Our Times/2: Readings from Recent Periodicals*. Bedford; 672 pp. Arranges 70 very contemporary selections from 52 recent periodicals into 27 tightly-focused thematic units addressing topics of immediate personal and social concern. Designed to spark lively classroom debate and engaging student writing.

Freshman Texts

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading Across the Curriculum*, 4/e. Harper Collins. The original crosscurricular reader, this text gives detailed coverage to the three skills necessary for research-based writing in any discipline: summary, critique, and synthesis. It features eight chapters containing high-interest readings to which students may apply reading skills.

Bloom, Lynn Z. *The Essay Connection*, 3/e. D.C. Heath; 612 pp. 75 essays, arranged by rhetorical mode, include both classic and contemporary selections. Features 23 examples of student writing and a section of essays on the topic of the writing process. Instructor's edition with rhetorical analysis of each selection and teaching suggestions.

Bradbury, Nancy, and Arthur Quinn. *Audiences and Intentions: A Book of Arguments*. Macmillan; 544 pp. An argument reader which stresses critical reading and writing in response to arguments, ethical evaluation of arguments, and the participation in dialogues about issues of longstanding concern. Instructor's Manual.

Carter, Bonnie, and Craig Skates. *The Winston Reader*. Holt, Rinehart, and Winston; 700 pp. Thematically organized reader features 100 selections, 50 by women authors. Each theme is divided into two or more specific sub-themes, allowing students to compare different points of view in discussion and writing.

Clegg, Cyndia, and Michael Wheeler. *Students Writing Across the Disciplines*. Holt, Rinehart, and Winston. Thematically organized across-the-curriculum reader consists of student papers that reflect the type of interdisciplinary writing students are expected to produce in other courses.

Day, Susan, and Elizabeth McMahan. *The Writer's Resource: Readings for Composition*, 3/e. McGraw-Hill. Rhetorically organized reader features 62 essays, 14 short stories, and 27 poems selected to capture students, interest and provide a solid resource of writings. Provides generous pedagogical support in the form of extensive reading and writing apparatus and abundant short selections.

Dorman, Edward A., and Charles W. Dawe. *The Longwood Reader*. Allyn & Bacon; 700 pp. Organized by rhetorical patterns, 56 readings balance male and female authors, classic and contemporary pieces, and academic and popular subjects. Introductory unit emphasizes the connection between sound reading and effective writing. Annotated Instructor's Edition.

Dowdey, Diane. *The Researching Reader: Source-Based Writings Across the Disciplines*. Holt, Rinehart, and Winston. 1990; 608 pp. Cross-disciplinary research reader offers 32 models from different disciplines and can be used as a main text or supplement.

Dunbar, Clement, Georgia Dunbar, and Louise E. Rorabacher. *Assignments in Exposition*, 10/e. Harper Collins. Rhetorically organized reader contains 72 professional essays and 44 student models (one in multiple drafts)—22 new to this edition. Chapters also cover drafting and revising, research papers, essay exams, and resumes.

Freshman Texts

Eschholz, Paul, and Alfred Rosa. *Outlooks and Insights*, 3/e. St. Martin's; 800 pp. Composition reader offers 98 selections organized into 8 thematic chapters. The text begins with personal experience and moves to broader concerns such as campus life, pop culture, and nature and science. This edition contains 57 new selections. Instructor's Manual.

Gere, Anne Ruggles, and Jeffrey Carroll. *The Active Reader: Composing in Reading and Writing*. Holt, Rinehart, and Winston. 1990; 399 pp. Innovative anthology has essay, poem, and short story selections as well as photos, ads, and paintings and focuses on critical thinking.

Gillespie, Sheena, and Robert Singleton. *Across Cultures: A Reader for Writers*. Allyn & Bacon; 450 pp. This anthology, intended to promote an understanding of diverse cultures among students, presents a diversity of voices and explores the interrelationships, correspondences, and mutual benefits of that diversity. Instructor's Manual.

Gunner, Jeanne, and Ed Frankel. *The Course of Ideas: College Reading and Writing*, 2/e. Harper Collins. Historically organized reader introduces students to Western intellectual thought. Introductory material and marginal glossaries make the readings accessible. The new edition includes critical essays that encourage discussion of cultural and gender issues and a questioning of the canon and Western traditions.

Hall, Donald, and D. L. Emblen. *A Writer's Reader*, 6/e. Harper Collins. Alphabetically-organized reader offers essays, poems, and journal entries chosen to illustrate good writing. 30 of the 88 selections are new.

Heffernan, William, and Mark Johnson. *The Harvest Reader*, 2/e. A rhetorically-arranged reader of 66 selections, this book contains classic and contemporary works as well as short stories. Essays by the authors on the process and modes of writing begin each section and essays are paired in part six to present opposing sides of three arguments. Instructor's Manual.

Jensen, George H. *From Texts to Text*. Harper Collins. Emphasizing close, critical reading of source material to produce quality academic papers, this new cross-curricular reader is comprised of six reading chapters each organized around a central theme from a different discipline. Brief writing coverage in the appendices provides additional writing help.

Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*, 4/e. Bedford; 816 pp. Presents 69 selections (40 new) in 11 rhetorical chapters. Most selections are by well known authors and are accompanied by comments by the writer on writing. Includes chapter introductions; sample paragraphs illustrating rhetorical methods; headnotes, questions, and writing topics for each selection; a glossary of terms; and an alternate thematic listing of essays.

Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader, Shorter* 4/e. Bedford; 576 pp. Shorter edition offers 44 selections (23 new) and retains all the editorial features provided in the longer version.

Freshman Texts

Klein, Tom, Bruce Edwards, and Tom Wymer. *Great Ideas: Conversations Between Past and Present*. Holt, Rinehart, and Winston; 700 pp. Introduces students to the major ideas or intellectual revolutions that shaped Western civilization, historically organized by theme.

Knefel, Don. *Aims of the Essay: A Reader and Guide*. Allyn & Bacon; 450 pp. This reader provides an alternative to common rhetorical readers while maintaining the familiar structure. Approaches college writing in a practical way as part of the real world where all writing occurs for specific purposes. Instructor's Manual.

Knepler, Henry, and Myrna Knepler. *Crossing Cultures*, 3/e. Macmillan; 464 pp. A thematic anthology of 64 selections offering a cross-cultural approach. In later sections the focus shifts from perspectives on the diversity of American experience to a global perspective.

McCuen, Jo Ray, and Anthony Winkler. *Reading, Writing, and the Humanities*. Harcourt Brace Jovanovich; 750 pp. Thematically arranged reader is organized around eight classic, enduring themes and presents related readings grouped in each chapter. Extensive writing and reading apparatus accompanies the 76 readings and 16 works of art. Instructor's Manual.

McLeod, Susan, Stacia Bates, Alan Hunt, John Jarvis, and Shelley Spear. *Writing About the World*. Harcourt Brace Jovanovich; 600 pp. Offering many selections never before anthologized, this cross-cultural reader is arranged in four major sections: science and technology, government and politics, arts and literature, and religion and philosophy. Alternate thematic and rhetorical tables of contents included. Instructor's Manual.

McQuade, Donald, and Robert Atwan. *The Winchester Reader*. Bedford; 1040 pp. A new thematic reader with 124 selections (more than half by women and minorities) and 140 epigraphs arranged in 41 brief chapters within 7 larger parts. Contains no conventional apparatus. Comprehensive Instructor's Manual.

Madden, Janet, and Sara M. Blake. *Emerging Voices: A Cross-Cultural Reader*. Holt, Rinehart, and Winston. 1990; 544 pp. Cross-cultural reader is thematically organized.

Muller, Gilbert H., ed. *Major Modern Essayists*. Blair Press of Prentice Hall; 476 pp. In-depth essay reader presents twenty modern writers—ten women and ten men—each represented by three to five essays. The range of subjects and variety of purposes, styles, and strategies illustrate how writers respond to the issues and ideas of their times. Instructor's Manual.

Muller, Gilbert H. *The McGraw-Hill Reader: Themes in the Disciplines*, 4/e. McGraw-Hill; 752 pp. Continues the tradition of providing a variety of selections offering prose spanning the great expository and ideological works, classic and contemporary. Organized thematically, the essays vary in length and difficulty, allowing composition and reading courses to be tailored.

Freshman Texts

Muller, Gilbert H., and Harvey S. Wiener. *The Short Prose Reader*, 6/e. McGraw-Hill; 512 pp. Rhetorically organized, this reader for freshman composition offers short (3-4 pages) selections in a wide range of difficulty to help address problems many students have with reading and writing prose.

Murray, Donald M. *Read to Write: A Writing Process Reader*, 2/e. Holt, Rinehart, and Winston. 1990; 608 pp. Process-oriented reader articulates the connection between reading and writing. It includes paired selections and case studies.

Nicholas, J. Karl, and James R. Nicholl. *Effective Argument: A Writers's Guide with Readings*. Allyn & Bacon; 600 pp. Combined rhetoric and reader focuses on reading arguments critically and writing them effectively. Techniques are reinforced with examples and exercises, carefully paced instruction, and 64 accessible readings. Instructor's Manual.

Profitt, Edward. *Prose in Brief: Reading and Writing Essays*. Harcourt Brace Jovanovich; 512 pp. After introductory sections on reading and writing and working with the elements of the essay, this book presents an anthology of seven student and 94 brief professional essays arranged by author accompanied by questions and suggestions for writing. Instructor's Manual.

Reid, Stephen. *Purposes and Process Reader for Writers*. Prentice Hall. Approximately 60 essays by professional writers and students are organized around purposes for writing rather than rhetorical needs. Student essays are accompanied by prewriting notes and drafts. Annotated Instructor's Edition, Instructor's Resource Book.

Rico, Barbara, and Sandra Mano. *American Mosaic: Multicultural Readings in Context*. Houghton Mifflin; 736 pp. Exploration of American cultural pluralism brings together essays, stories, and poems by members of nearly twenty ethnic and national groups. Questions encourage students to develop the critical thinking skills that will enable them to evaluate and respond to what they read within the broad context of American literary, political, and cultural writing.

Rottenberg, Annette T. *Elements of Argument*, 3/e. Bedford; 647 pp. A combined text and reader specifically designed for argument-oriented composition courses. Employs Toulmin model of argumentation as well as traditional methods. Also includes 117 reading selections (85 new), 9 Opposing Viewpoint units (half of them new topics), and 8 Classic Arguments.

Rackham, Jeff, and Beverly J. Slaughter. *The Rinehart Reader, Volume II*. Holt, Rinehart, and Winston. 1990; 708 pp. Rhetorically organized reader containing classic essays and an entire section on fiction includes introductory chapters on writing and reading.

Rosa, Alfred, and Paul Eschholz. *Controversies: Contemporary Arguments for College Writers*. Macmillan; 480 pp. An accessible, high-interest reader of 88 contemporary argumentative essays, advertisements, and cartoons on 14 issues of current concern. Instructor's Manual.

Freshman Texts

Samovar, Larry A., and Richard E. Porter. *Intercultural Communication: A Reader*, 6/e. Wadsworth. Multi-cultural reader presents sound essays chosen to provide theoretical and usable knowledge about intercultural communication processes. Students will gain insight into the sociological and psychological influences upon communication among people of different cultures.

Selzer, Jack. *Conversations*. Macmillan; 1056 pp. An extraordinarily rich and diverse reader for freshman composition with over 150 contemporary selections organized around seven major themes: education, language, gender, media, civil liberties and civil rights, crime and punishment, science and society. Instructor's Manual.

Simon, Linda. *Contexts: A Thematic Reader*. St. Martin's; 480 pp. A collection of 52 essays linked by common emphasis on contexts that shape personal identity. Includes headnotes dealing with issues raised by the selections and discussion questions regarding the context, rhetorical strategies, and the student's response to the essays. Instructor's Manual.

Skwire, David revised by Sarah Harrison. *Writing with a Thesis*, 5/e. Holt, Rinehart, and Winston. 1990; 363 pp. Organized by rhetorical mode, this rhetorical reader emphasizes the thesis statement and the persuasive principle.

Smith-Layton, Marilyn. *Intercultural Journeys through Reading and Writing*. Harper Collins. Thematically-organized essays, stories, and two one-act plays represent the work of writers in 25 countries around the world and over 40 locales in the US. The text asks students to take a look at different people and ideas to better understand their own world.

Taylor, Ann. *Shaping the Short Essay*. Harper Collins. Part I of this reader, organized according to rhetorical modes, offers model paragraph and essay selections written by students as well as by professional writers. Part II provides instruction on the writing process from invention to editing.

Taylor, Sally T. *The Critical Eye: Thematic Readings for Writers*. Holt, Rinehart, and Winston. 1990; 711 pp. Reader emphasizes critical reading and expository writing and includes student and professional examples.

Verburg, Carol J. *Ourselves Among Others: Cross-Cultural Readings for Writers*, 2/e. Bedford; 704 pp. The 68 selections (33 new) are drawn from 37 countries and are arranged in seven thematic chapters which focus upon some universal aspect of human experience. Extensive editorial apparatus includes headnotes, detailed questions, and writing assignments for each selection.

Vesterman, William. *Readings for the 21st Century: Tomorrow's Issues for Today's Students*. Allyn & Bacon; 550 pp. Anthology of readings, both popular and academic, is unified by themes relating to the future. Units open with a classic reading which establishes a context for the chapter and conclude with detailed study questions—"Making Connections"—designed to encourage critical analysis of issues stated in two or more readings.

Wyrick, Jean. *Discovering Ideas: An Anthology for Writers*, 3/e. Holt, Rinehart, and Winston; 352 pp. Thematically organized reader contains 60 thought-provoking selections—predominantly essays but also short stories and poems.

II. D. Workbooks

Hacker, Diana, and Panda Van Goor. *Bedford Basics: A Workbook for Writers*. Bedford; 416 pp. For use as a reference and a workbook, this text contains many of the distinctive features of *The Bedford Handbook for Writers*. Exercise sets specifically designed for developmental students begin with "Guided Practice" exercises whose answers appear at the back of the book. Spiralbound format; generous size.

Kramer, Malinda, John Presley, Donald C. Rigg, and Peter Burton Ross. *Prentice Hall Workbook for Writers*, 6/e. Prentice Hall. Generative and revision exercises cover the major writing problems. Substantial text portions explaining and illustrating grammar/punctuation included in each section. Keyed to Handbook sections, workbook may also be used alone.

MacDonald, Alice. *The Macmillan College Workbook*, 2/e. Macmillan; 448 pp. A grammar and composition guide for use in class, in writing labs, for individual student assignments, or for self study, this text is suitable for freshman or for developmental classes. Answer key available.

II. E. Special Texts

Chaffee, John. *Thinking Critically*, 3/e. Houghton Mifflin; 608 pp. Expanded selection of interdisciplinary readings helps develop critical thinking skills and relate them to communication skills: writing, reading, listening, and speaking.

Corbett, Edward P. J. *Elements of Reasoning*. Macmillan; 90 pp. This brief introduction to the rhetoric of argument covers classical and modern theories of argument and their applications.

Mayfield, Marlys. *Thinking for Yourself: Developing Critical Thinking Skills through Writing*, 2/e. Wadsworth; 425 pp. This critical thinking text serves two purposes: to teach writing through emphasizing the thinking process and to teach critical thinking through writing applications. Instructor's Manual.

Metcalfe, Allan. *Research to the Point*. Harcourt Brace Jovanovich; 224 pp. Research paper book that begins by helping students develop a point (thesis) for a paper. Each subsequent step in the process is then discussed in relation to investigating and proving or disproving the point. MLA and APA documentation are discussed.

Smith, Elliott. *Contemporary Vocabulary*, 3/e. St. Martin's; 384 pp. A systematic, easy-to-follow approach to the study of vocabulary. Includes a new chapter on acronyms, eponyms, neologisms, and portmanteau words; new supplemental root exercises on Latin and Greek roots; words from a greater variety of languages; and an introductory chapter on word composition. Instructor's Manual.

Advanced Texts

Spatt, Brenda. *Writing from Sources*, 3/e. St. Martin's; 526 pp. A detailed introduction to the basic skills essential to sourcebased and research writing. Techniques are taught in sequential order from diversified sources with accompanying exercises. Instructor's Manual and exercise software.

Sternglass, Marilyn S. *Reading, Writing, and Reasoning*, 2/e. Macmillan; 352 pp. Focused on development and integration of reading, writing, and reasoning skills, this writing text includes readings and covers the research paper and literary analysis as well as the student essay. Instructor's Manual.

III. Advanced Writing Texts

III. A. Rhetorics and Handbooks

Covino, William. *Forms of Wondering: A Dialogue on Writing for Writers*. Boynton/Cook. 1990; 320 pp. A distinctively different writing text that invites students into an extensive dialogue with the author built around a variety of professional and student writings that invite thoughtful and detailed response.

Miles, Robert, Marc Bertonasco, and William Karns. *Prose Style: A Contemporary Guide*, 2/e. Prentice Hall. Covers style at the word and sentence level including advanced topics like voice and figures of speech. Contains numerous exercises.

Woolever, Kristin R. *About Writing: A Rhetoric for Advanced Writers*. Wadsworth; 320 pp. Bridging the gap between "English major" books and popular trade books about good writing, this comprehensive text provides abundant examples from a variety of professions—including the hard and soft sciences.

Zinsser, William. *On Writing Well: An Informal Guide*, 4/e. Harper Collins. Classic style manual gives helpful advice for writing in a variety of forms and styles—interview, travel, science, business, humor, etc. Examples of good professional writing include increased representation of women. Brief handbook section is called "A Writer's Decisions."

III. B. Readers

Fakundiny, Linda. *The Art of the Essay*. Houghton Mifflin; 768 pp. Features exemplary essays in English that collectively and individually suggest the dimensions of the essay as an art form. Introduced by an essay exploring the essence of the form and its permutations over four centuries. Three appendices expand on our understanding of the essay as a literature of personality. Instructor's Manual.

III. C. Composition and Literature Texts

Hunt, Douglas. *The Riverside Anthology of Literature*, 2/e. Houghton Mifflin. A broad-ranging collection of short fiction, poetry, and drama with instruction on writing about literature and a handbook of literary terms. Instructor's Manual.

Advanced Texts

Lawn, Beverly. *Literature: 150 Masterpieces of Fiction, Poetry, and Drama*. St. Martin's; 896 pp. Anthology of 40 stories, 100 poems, and 10 plays chosen for enduring quality, teachability, and appeal to students includes a general introduction, introductions to the three genres, an essay on writing about literature, and a glossary of literary terms. Instructor's Manual.

Roberts, Edgar V. *Writing Themes About Literature*, 7/e. Prentice Hall. Appropriate as a main text or as a supplement with an anthology, this guide discusses the various elements of literature and types of literary analysis.

Roberts, Edgar V. *Writing Themes About Literature*, Brief 7/e. Prentice Hall. Brief edition includes 11 chapters from the full edition.

Singal, Daniel Joseph. *Modernist Culture in America*. Wadsworth; 173 pp. Providing ample opportunity for thought-provoking discussion and writing assignments, this collection of readings discusses modernism in American culture from a variety of perspectives: artistic, literary, feminist, African-American, and European-versus-American modernism.

III. D. Business and Technical Writing Texts

Anderson, Paul. *Technical Writing: A Reader-Centered Approach*, 2/e. Harcourt Brace Jovanovich; 848 pp. Winner of the NCTE award for technical writing books in its first edition, this book uses the process approach to teach students to deal creatively and effectively with the variety of job-related communication situations. New chapters on persuasion, collaborative writing, library research, and sexist and discriminating language are included. Instructor's Manual.

Blicq, Ron S. *Communication at Work: Creating Messages that Get Results*. Prentice Hall. This comprehensive guide to both oral and written business communications includes the latest information on communicating in the electronic office and on interpersonal communication skills as well as solid coverage of reports, memos, and so on.

Bloomfield, Carolyn, and Irene Fairley. *Business Communication: A Process Approach*. Harcourt Brace Jovanovich; 544pp. This book emphasizes the important elements of the writing process throughout and leads the student through the writer's thinking processes in actual case studies. It includes complete discussions of collaborative writing and oral communication. Instructor's Manual, Test Bank, Computerized Test Bank, Transparencies, Study Guide.

Driskill, Linda. *Business and Managerial Communication: New Perspectives*. Harcourt Brace Jovanovich; 650 pp. Representing a wide range of managerial specialties and perspectives, this book develops a model for interpreting what effective writers and speakers do by analyzing the communication context in writing. Two chapters on international communication include coverage of resume preferences in other countries. Instructor's Manual.

Advanced Texts

Hemphill, Phyllis D. *Business Communication with Writing Improvement Exercises*, 4/e. Prentice Hall. Annotated Instructor's Edition and Teacher's Edition.

Lannon, John M. *Technical Writing*, 5/e. Harper Collins. Comprehensive technical writing text includes practical advice on all aspects of technical writing and includes many real-life examples.

Mathes, J. C., and Dwight W. Stevenson. *Designing Technical Reports: Writing for Audiences in Organizations*, 2/e. Macmillan; 576 pp. This text focuses on adaptability rather than conventional formats as it stresses the process of writing a technical document. It emphasizes the communication function of reports and the organizational needs they meet.

Olsen, Leslie A., and Thomas N. Huckin. *Technical Writing and Professional Communication*, 2/e. McGraw-Hill; 608 pp. With a special emphasis on the writing cycle, from invention to revision, and the critical factors that influence professional communication, this text provides an array of contexts (including intercultural) in which students can learn the importance of effective technical writing.

Olsen, Leslie A., and Thomas N. Huckin. *Technical Writing and Professional Communication for Nonnative Speakers of English*, 2/e. McGraw-Hill; 768 pp. Specifically designed for ESL, this text examines the principles of effective writing and business communication within a realistic array of contexts (including intercultural). May be used concurrently with *Technical Writing and Professional Communication* for students who need more language support.

Pearsall, Thomas E., and Donald H. Cunningham. *How to Write for the World of Work*, 4/e. Holt, Rinehart, and Winston. 1990. Focuses on the kind of writing required by students in the professional world after college. Includes a new chapter on computer graphics.

Ruch, William V., and Maurice L. Crawford. *Business Communication*. Macmillan; 656 pp. Comprehensive introduction to the theory and practice of oral and written communication offers treatment of traditional topics including memos, letters, informal and formal reports, and proposals. Computerized test bank/IBM, instructor's manual, software, study guide, transparencies.

Rude, Carolyn. *Technical Editing*. Wadsworth; 320 pp. A new concept in technical communication, this text provides a comprehensive background to the field and distinctive coverage of "substantive editing." It covers, in detail, techniques for translating and organizing complex ideas for their intended audiences. Contains abundant exercises to illustrate principles and show applications of techniques. Instructor's Manual with transparency masters.

Wilkinson, Antoinette M. *The Scientist's Handbook for Writing Papers and Dissertations*. A professional handbook for scientists and science students who need to communicate information in written form. It discusses the goals of scientific writing and develops basic principles for writing scientific documents using numerous examples to illustrate good and bad scientific writing.

III. E. Special Texts

DeMaria, Robert. *The College Handbook of Creative Writing*. Harcourt Brace Jovanovich; 384 pp. This book presents essential information in a numbered headline format common to handbooks. It presents definitions with examples and exercises for such key elements as theme, setting, dialogue, image, and tone. Full chapter on writing as a career.

Kolln, Martha. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. Macmillan; 224 pp. Stressing the practical implications of grammatical choices, this innovative text teaches students to apply a knowledge of grammar—of sentence structure and terminology—to writing; to understand all the grammatical structures and stylistic options available to them; and to understand the effects of those choices on their readers. Instructor's Manual.

Ruggiero, Vincent Ryan. *The Art of Thinking: Guide to Critical and Creative Thought*, 3/e. Harper Collins. Appropriate for use as a supplement in any course where instructors want to give students practice in how to think creatively/critically using a problem-solving approach. The material includes: free-writing, overcoming fear, stimulating the imagination, and using the library.

IV. Professional Texts

Adams, Katherine H., and John L. Adams. *Teaching Advanced Composition*. Boynton/Cook; 312 pp. Eighteen essays present historical, theoretical, and practical perspectives on helping students improve their writing and prepare for careers as writers.

Benesch, Sarah, ed. *ESL in America: Myths and Possibilities*. Boynton/Cook; 176 pp. This book offers a searching look at the social, economic, and political contexts of second language and bilingual education as well as at models of instruction that have taken these contexts into account.

Bertoff, Ann E. *The Sense of Learning*. Boynton/Cook. 1990; 160 pp. For those who claim an interest in the value of literacy or find they are being held accountable for fostering it, these essays can offer fresh perspectives and refreshing common sense.

Chiseri-Strater, Elizabeth. *Academic Literacies: The Public and Private Discourse of University Students*. Boynton/Cook; 256 pp. The author uses ethnographic field methods to uncover the multiple literacies that two college students bring to different disciplines and shows how factors such as gender, human development, and private talents are ignored in the college curriculum.

Daiker, Donald A., and Max Morenberg. *The Writing Teacher as Researcher: Essays in the Theory and Practice of Class-Based Research*. Boynton/Cook. 1990; 372 pp. Twenty-five essays by some of the most important scholars in the field range in application from kindergarten through graduate school.

Professional Texts

Elbow, Peter. *What is English?* MLA. 1990; 271 pp. In this "picture of a profession that cannot define what it is" Elbow identifies and tackles the major issues addressed by the 1987 English Coalition Conference—what "English" means, the place of theory, composition/literature conflict, canon questions, assessment.

Fulwiler, Toby, and Art Young, eds. *Programs That Work: Models and Methods for Writing Across the Curriculum*. Boynton/Cook. 1990; 336 pp. Describes in detail successful writing-across-the-curriculum programs in fourteen colleges and universities across the country.

Graves, Richard L., ed. *Rhetoric and Composition: A Sourcebook for Teachers and Writers*, 3/e. Boynton/Cook. 1990; 336 pp. Roughly 75% of the material in this edition is new, an indication of the rapid changes taking place in the discipline and of the unusual number of excellent articles currently being written.

Handa, Carolyn, ed. *Computers and Community: Teaching Composition in the Twenty-First Century*. Foreword by Richard Lanham. Boynton/Cook. 1990; 276 pp. In Lanham's words, the essays collected here "develop a common theme: the most profound changes wrought by computers in the composition classroom are social, political, and pedagogical, not technical."

Hashimoto, Irvin Y. *Thirteen Weeks: A Guide to Teaching College Writing*. Boynton/Cook; 278 pp. An irreverent but convincing guide to what shouldn't be done in the typical thirteen week first-year course and what can successfully be done to make the thirteen weeks useful and not baneful.

Holdstein, Deborah H., and Cynthia L. Selfe, eds. *Computers and Writing*. MLA. 1990; 150 pp. Discusses ethical and political considerations as well as theoretical and critical contexts regarding issues, concerns, and problems associated with the adoption of computers in college English classrooms and departments.

Lindemann, Erika, and Mary Beth Harding, eds. *CCCC Bibliography of Composition and Rhetoric, 1988*. Southern Illinois UP for CCCC; 192 pp. Annotated list of 1798 works grouped into five categories: bibliographies and checklists; theory and research; teacher education, administration, and social roles; curriculum; testing, measurements, and evaluation.

Lunsford, Andrea A., Helene Moglen, and James Slevin, eds. *The Right to Literacy*. MLA; 306 pp. Originally presented at the 1988 Right to Literacy Conference, the 29 essays collected in this book discuss what literacy is, what keeps people from attaining it, and how we can help them achieve it.

Murray, Donald M. *Shoptalk: Learning to Write with Writers*. Boynton/Cook. 1990; 208 pp. Professional writers offer copious testimony on the craft of writing organized into sixteen thematic categories with introductory essays by the author.

Nelson, Marie Wilson. *At the Point of Need: Teaching Basic and ESL Writers*. Boynton/Cook; 288 pp. A detailed analysis of an essentially successful five-year program in a university writing center that served mostly basic and ESL writers.

Robinson, Jay L. *Conversations on the Written Word: Essays on Language and Literacy*. Boynton/Cook. 1990; 352 pp. These essays treat language and literacy and their various uses, the social and ethical implications of language use, and the pragmatics and practicalities of language learning in secondary and college classrooms.

Ronald, Kate, and Hephzibah Roskelly. *Farther Along: Transforming Dichotomies in Rhetoric and Composition*. Boynton/Cook. 1990; 224 pp. Twelve essays suggest ways in which current damaging splits in composition theory and practice might be understood and made whole.

Schwartz, Mimi, ed. *Writer's Craft, Teacher's Art: Teaching What We Know*. Boynton/Cook; 192 pp. Here seventeen writer/teachers—poets, journalists, fiction writers, physicists, and English professors—describe the connections between how they write and how they teach.

Williams, James D. *Preparing to Teach Writing*. Wadsworth. 1989; 350 pp. This text surveys the major research, theories, and methodologies of teaching writing and examines their effectiveness based on empirical studies. Appropriate for graduate seminars which prepare teachers to teach composition as well as for the undergraduate teaching-methods courses.

V. Software and Computer Assisted Instruction

Thiesmeyer, Elaine C., and John E. Thiesmeyer. *Editor: A Style Checker for the Serious Writer*. MLA. 256K IBM PC and compatible systems. Editor helps writers eliminate problems such as wordiness, poor usage, punctuation errors, and inappropriately genderbased language—over 16,000 common writing problems in forty categories. Menu-driven, works with all popular word processing software.

Waldrep, Thomas, Robert Oakman, and Colin Baker. *Edit!* McGrawHill. 256K req. Program is designed specifically to be used in English writing classes, in the writing laboratory, or on home computers. Integrating a word processing system for composing papers with a style and grammar checker, *Edit!* will examine written text on the individual word, sentence, paragraph, and overall paper levels, featuring attention to audience, purpose, format, and style considerations.