Selected Bibliography

Works cited here have been selected for two reasons. They articulate the theoretical foundations of *Writing with a Purpose*, 13th edition, and they suggest additional strategies for teaching.

Section I includes general resources on teaching theory and practice, sources on teacher research, references on the teaching of grammar in the writing classroom, and bibliographies for composition/rhetoric. Section II covers references on collaborative theory and practice (workshops, writing groups, one-to-one conferences) and references, both print and software, on computer-assisted instruction. Section III addresses planning, drafting, revising, and the notions of purpose and audience that guide the writing process. Section IV includes work on integrating the processes of reading and writing.

I. TOWARD PURPOSEFUL TEACHING

Classroom Theories and Practices


Selected Bibliography


_____. Rhetorical Traditions and the Teaching of Writing. Upper Montclair, NJ: Boynton, 1984. Discusses implications of classical and modern rhetoric for the writing classroom, including the importance of responses to student writing.


Bullock, Richard H., and John Trimbur. The Politics of Writing Instruction. Vol. 2. Portsmouth, NH: Heinemann, Boynton, 1990. This collection of essays examines the social and political climate that has given rise to current theory in writing instruction. Contributors include James A. Berlin, Susan Miller, Bruce Herzberg, Robert Schwegler, Susan Wall, Nicholas Cole, and Anne Ruggles Gere.


Chiseri-Strater, Elizabeth. Academic Literacies: The Public and Private Discourse of University Students. Portsmouth, NH: Boynton, 1990. This case study of two college students investigates how they negotiate academic writing and questions the meaning of “cultural literacy.” The book places students’ needs at the center of the controversy.

which he used a sequence of assignments and in-class workshops to push students toward honesty and rigorous thinking in their writing.


Donovan, Timothy, and Ben W. McClelland. *Eight Approaches to Teaching Composition*. Urbana, IL: NCTE, 1980. The eight approaches presented in this collection are the process approach, the prose model approach, the experiential approach, the rhetorical approach, the epistemic approach, the one-to-one approach, the writing-across-the-curriculum approach, and approaches for basic writing.


Lindemann, Erika. *A Rhetoric for Writing Teachers.* New York: Oxford UP, 1982. For the new teacher or the pro, Lindemann offers a substantive, well-documented discussion of the sources of contemporary composition theory—research on composing, linguistics, cognition, classical rhetoric, discourse theory—and a set of approaches to course design, teaching practices, and evaluation.


Murray, Donald. *A Writer Teaches Writing.* 2nd ed. Boston: Houghton, 1985. A complete revision of the original published in 1968, Murray’s book reflects his love of writing and teaching as well as his years of experience. Included are many practical suggestions—sample schedules, formats for conferences, ideas for the first day, strategies for teaching students to write multiple leads—as well as general advice, told as only Murray can.
Ponsot, Marie, and Rosemary Deen. *Beat Not the Poor Desk*. Upper Montclair, NJ: Boynton, 1985. Ponsot and Deen present both a theory and a method for teaching writing that involve using literary structures as frames for writing and peer groups.

Rose, Mike. *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*. New York: Free, 1989. Rose tells the stories of underprepared students who struggle to negotiate the world of the university against the odds of poverty and lack of basic skills. His own story of struggle from a tough Los Angeles neighborhood to university professor is also told, along with insights about how to approach the problems of the multicultural learner in America.


Smith, Frank. *Writing and the Reader*. 2nd ed. Hillsdale, NJ: Lawrence Erlbaum, 1994. Smith presents an analysis of writing as a cognitive activity, along with both theoretical and practical ways to approach the teaching of writing. This edition includes a new chapter on computers and writing.


**Teacher Research**

Goswami, Dixie, and Peter R. Stillman. *Reclaiming the Classroom: Teacher Research as an Agency for Change.* Portsmouth, NH: Boynton, 1987. This collection of theoretical essays on the issue of research in the classroom addresses what classroom inquiry is and how to approach teacher research as collaboration in the classroom.


Perl, Sondra, and Nancy Wilson. *Through Teachers’ Eyes: Portraits of Writing Teachers at Work.* Portsmouth, NH: Heinemann, 1986. Although the stories in this collection are of elementary-level classrooms, the methods for teacher research are equally relevant to teachers of college-level writing classes.

**Teaching Grammar in the Writing Classroom**


Weaver, Constance. *Grammar for Teachers: Perspectives and Definitions.* Urbana, IL: NCTE, 1979. This practical guide for approaching grammar includes a linguistic analysis of language processing, reading, and writing.

**Bibliographies for Composition/Rhetoric**


______, ed. *CCC Bibliography of Composition and Rhetoric: 1987.* Carbondale, IL: Southern Illinois UP, 1990. Subsequent volumes have been published or are in progress.

**II. APPROACHES TO TEACHING WRITING**

**Classroom Theory and Practice (Including Collaborative Learning, Writing Centers, Reader-Response Theory, and Responding to Student Texts)**


______. *A Short Course in Writing.* 3rd ed. Boston: Little, 1985. This writing textbook offers guidelines to teachers who wish to design collaborative learning activities for their classes. Bruffee suggests a number of collaborative techniques: descriptive outlines, peer interviews, group problem-solving activities.

Carnicelli discusses the advantages of using writing conferences as one, or even the chief, method of responding to student writing. He also reports the results of a study in which students positively evaluated this methodology.

Clark, Irene L. “Portfolio Evaluation, Collaboration, and Writing Centers.” College Composition and Communication 44 (1993): 515–24. This essay discusses how the Writing Center can be used to promote evaluation of student portfolios.


Golub, Jeff, and the NCTE Committee on Classroom Practices. Focus on Collaborative Learning: Classroom Practices in Teaching English, 1988. Urbana, IL: NCTE, 1988. This theoretical and practical approach to teaching students the interactive skills they need to work effectively in collaborative groups on literature, writing, and revising includes activities involving television, music, and scriptwriting.

Lawson, Bruce, Susan Sterr Ryan, and W. Ross Winterowd. Encountering Student Texts: Interpretive Issues in Reading Student Writing. Urbana, IL: NCTE, 1989. This collection of essays on how writing teachers read student papers includes contributions by Elizabeth Flynn, Sharon Crowley, and Janice Lauer.

LeFevre, Karen Burke. Invention as a Social Act. Carbondale, IL: Southern Illinois UP, 1987. This study of invention strategies from ancient times argues that invention is a social construct and that language is one medium through which individual writers interact with others.
Lunsford, Andrea, and Lisa Ede. *Singular Texts/Plural Authors: Perspectives on Collaborative Writing*. Carbondale, IL: Southern Illinois UP, 1990. In this study of writers in the workplace and how they collaborate, Lunsford and Ede trace the history of writing to understand the myths of the lonely writer. They examine issues of power and reward for writing collaboratively and offer a feminist perspective and guidelines for adapting collaboration to the classroom.


**Computer-Assisted Writing Theory and Practice**

Blair, Kristin, and Pamela Takayoshi, eds. *Feminist Cyberscapes: Mapping Gendered Academic Spaces (New Directions in Computers and Composition Studies series)*. Greenwich, CT: Ablex Publishing, 1999. From the Computers and Composition web site: “In addition to 13 essays exploring the varying virtual, physical, cultural, and institutional contexts influencing the nature of electronic space for women, *Feminist Cyberscapes* contains individual interviews with Gail Hawisher, Cynthia Selôe, Helen Schwartz, a joint interview with Mary Lay and Elizabeth Tebeaux, and a MOO dialogue among
the contributors. This collection helps to historicize not only the development of computers and composition as a field but also the impact of technology on the professional lives of women teachers and scholars.”


Computers and Composition: An International Journal for Teachers of Writing <http://corax.cwrl.utexas.edu/cac/>. This online journal includes articles, discussion groups, bibliographies, and links to related online journals, associations, conferences, and listservs.

Coogan, David. *Electronic Writing Centers: Computing the Field of Composition (New Directions in Computers and Composition Studies series)*. Greenwich, CT: Ablex Publishing, 1999. From the Computers and Composition web site: “Against the idea of the writing center as a fix-it shop and the computers as a teaching machine, Coogan theorizes the electronic writing center as a dialogic space where students and tutors learn to value those off-stage voices and contradictory impulses that inform their writing. By connecting e-mail tutoring with similar practices in the classroom, Coogan challenges us not only to imagine new roles for computers in the writing center but to implement a new practice of dialogic literacy in the discipline of Composition.”


Howard, Tharon W. *A Rhetoric of Electronic Communities* (New Directions in Computers and Composition Studies series). Greenwich, CT: Ablex Publishing, 1997. From the Computers and Composition web site: “Howard undertakes to discover the nature of the ‘community’ established in an electronic discussion group. After setting the stage with a careful review of the literature on ‘community,’ and after locating computer-mediated communication in the context of a range of existing communication practices, Howard analyzes the discourse that was ‘Purtopoi,’ an electronic discussion group he helped manage. He argues that electronic discourse may be best seen as an extension of Burke’s parlor: an electronic ‘virtual house’ with many rooms and many conversations. Participants in this electronic discourse are free to come and go, leaving one conversation to join another.”

Johnson-Eilola, Johndan. *Nostalgic Angels: Rearticulating Hypertext Writing* (New Directions in Computers and Composition Studies series). Greenwich, CT: Ablex Publishing, 1996. From the Computers and Composition web site: This book “. . . is a treatment of hypertext writing starting from a cultural and political critique of this new technology. It examines the challenges facing writers and writing teachers who wish to free hypertext from traditional assumptions of textuality and from its implication in hegemonic writing practices and pedagogy in order to exploit the possibilities for social and political change it offers.”
KAIROS: A Journal for Teachers of Writing in Webbed Environments
<http://english.ttu.edu/kairos/>. As described on this site’s home page, “Kairos is an electronic journal designed to serve as a peer-reviewed resource for teachers, researchers, and tutors of writing at the college and university level, including Technical Writing, Business Writing, Professional Communication, Creative Writing, Composition, and Literature. Our goal at Kairos is to offer a progressive and innovative online forum for the exploration of writing, learning, and teaching in hypertextual environments like the World-Wide Web.”


Li, Xia, and Nancy Crane. Electronic Style: A Guide to Citing Electronic Sources. Westport, CT: Meckler, 1993. Li and Crane show how to cite electronic sources such as LexisNexis and e-mail.

Monroe, Rick. Writing and Thinking with Computers: A Practical and Progressive Approach. Urbana, IL: NCTE, 1993. Monroe argues that although computers have a role to play in the composition classroom, teachers, not technology, must guide the curriculum.


captures the richness of teaching and learning in these classroom settings by considering qualitative data (classroom observations, teacher interviews, teacher logs, e-mail archives) as well as quantitative data (teacher-student contacts, student-student contacts, demographic information). Drawing on their expertise as teachers, teacher-trainers, and administrators of computer classrooms, the authors translate their research findings into practical suggestions for teachers in both traditional and computer writing classrooms.”

Porter, James. *Rhetorical Ethics and Internetworked Writing* (New Directions in Computers and Composition Studies series). Greenwich, CT: Ablex Publishing, 1998. From the Computers and Composition web site: This book “develops rhetoric theory as a heuristic tool for addressing the new ethical and legal complexities cyberwriters and writing teachers face on the Internet and World Wide Web. Porter conceptualizes rhetoric as an ethical operation (first by examining the rhetoric-ethics relationship in classical and modern rhetoric, then by turning to postmodern ethics, which revives a casuistic approach to ethics). In the second half of the book, Porter considers special cases involving the discourse on the networks that challenge or undermine conventional, print-based law and ethics.”

Sullivan, Patricia and James E. Porter. *Opening Spaces: Writing Technologies and Critical Research Practices* (New Directions in Computers and Composition Studies series). Greenwich, CT: Ablex Publishing, 1997. From the Computers and Composition web site: This book “argues for a ‘postcritical research methodology’ (a theoretical frame merging two often opposed inquiry paradigms) and applies this frame to the study of computers and writing: the book opens a space where theoretical scholarship and empirical research can interact. The authors view research as a set of critical and reflective practices that should be sensitive to the rhetorical situated-ness of participants and technologies and that should operate as a form of political and ethical action. The authors revisit the issue of the ethics and politics of research, but do so from the frame of postmodern rhetorical theory and feminist methodology.”


**III. THE WRITING PROCESS**
Britton, James. *Language and Learning*. New York: Penguin, 1970. Britton’s analysis of the role of language in learning and experiencing the world is based on observations as a teacher and parent as well as theories and experiments. This work offers insight into the complexities of language acquisition.

Britton, James, et al. *The Development of Writing Abilities, 11–18*. Schools Council Research Series. London: Macmillan, 1975. This landmark study of the writing of schoolchildren reveals a great deal about the nature and limitations of school-sponsored writing. In addition, these researchers suggest a model of the writing process based on discourse theory.


Flower, Linda. “Writer-Based Prose: A Cognitive Basis for Problems in Writing.” *College English* 41 (1979): 19–37. Flower suggests that early drafts are “writer based,” still partly in the mind of the writer. Experienced writers understand that they must revise their writing to make it “reader based.” Not only does this idea explain some problems of inexperienced


*Journal of Basic Writing* (Fall/Winter 1981). This issue presents essays on the theory and practice of revision, defined as the way in which writers discover what they think, experiment with form and style, and construct a meaningful piece of writing. Authors include Ann Berthoff, Donald Murray, Nancy Sommers, and Linda Flower. This issue also contains an interview with Calvin Trillin.

Perl, Sondra. “Understanding Composing.” *College Composition and Communication* 31 (1980): 363–69. According to Perl, the composing process comprises two reciprocal processes that she calls “retrospective and projective structuring.” Both, she claims, are guided by the writer’s “felt sense.”


Sommers, Nancy. “Responding to Student Writing.” College Composition and Communication 32 (1982): 148–56. Analyzing teachers’ comments on student papers, Sommers argues that two kinds of comments are inappropriate: those that confuse teachers’ purposes with students’ purposes and those that are not specific to the text at hand. She suggests that teachers learn to write comments that offer students reasons to revise.


IV. READING AND WRITING

Bleich, David. Readings and Feelings: An Introduction to Subjective Criticism. Urbana, IL: NCTE, 1975. Bleich examines emotional responses to literature and their effects on how students think about what they have read.


Brent, Doug. Reading as Rhetorical Invention: Knowledge, Persuasion, and the Teaching of Research-Based Writing. Urbana, IL: NCTE, 1992. Brent discusses how meaning is made during the act of reading.


cognitive research on gender and comprehension. Contributors include Mary Crawford and Roger Chaffin, Judith Fetterley, Norman Holland and Leona F. Sherman, and David Bleich.


Morgan, Dan. “Connecting Literature to Students’ Lives.” *College English* 55 (1993): 491–500. This essay is a reexamination of current methodologies for teaching literature that emphasize a student-centered approach.

Petersen, Bruce T. *Convergences: Transactions in Reading and Writing.* Urbana, IL: NCTE, 1986. This collection of essays explores the processes of reading and writing and how they interconnect.


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