

Select Bibliography

Patti Stock

Several works in this "Select Bibliography" are annotated; those without annotations are discussed in this issue of *fforum* on the pages cited.

Barnes, Douglas, James Britton, and Harold Rosen, Language, the Learner, and the School, rev. eds., Harmondsworth, England: Penguin Books, 1971.

Provides essays on language in the classroom; stresses the value of talking in students' learning and writing; and gives recommendations for a language policy across the curriculum.

Bleich, David, Readings and Feelings: An Introduction to Subjective Criticism, Urbana: NCTE, 1975.

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_____, Subjective Criticism, Baltimore: The Johns Hopkins Press, 1978.

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Britton, James, The Development of Writing Abilities 11-18, London: Macmillan Education Press, 1975.

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_____, Language and Learning, Harmondsworth, England: Penguin Press, 1970.

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_____, "Learning to Write and Writing to Learn," The Humanity of English, Urbana: NCTE, 1972.

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Bruner, Jerome S., Toward a Theory of Instruction, Cambridge, Massachusetts: Harvard University Press, 1966.

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_____, The Process of Education, Cambridge, Massachusetts: Harvard University Press, 1965.

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Bullock, Alan, A Language for Life, London: Her Majesty's Stationary Office, 1975.

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Burgess, Tony, ed., Understanding Children Writing, Harmondsworth, England: Penguin Books, 1972.

Useful for its insights into the developmental aspect of writing and the value of expressive discourse.

Cooper, Charles, and Lee Odell, Research on Composing, Urbana, IL: NCTE, 1978.

Raises major questions about composition which invite research, and sets out the central problems facing those interested in written discourse.

Corrington, David H. and Hugh F. Keedy, "A Technical Communication Course Using Peer Evaluation of Reports," Engineering Education (Feb. 1979), pp. 417-419, (Quotation from p. 418.).

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Edwards, V. K., The West Indian Language Issue in British Schools: Challenges and Responses, London: Routledge & Kegan Paul, 1979.

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Elbow, Peter, Writing Without Teachers, New York: Oxford University Press, 1973.

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Emig, Janet, "Writing as a Mode of Learning," CCC, 28 (1977), pp. 122-127.

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Fader, Daniel, Hooked on Books, New York: Berkley Medallion Books, 1966.

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Flavell, John, Cognitive Development, Englewood Cliffs: Prentice-Hall, Inc., 1977.

Informative introduction to the principles of cognitive growth, as well as a good discussion of developmental theories of Piaget and others.

Flower, Linda and John Hayes, "The Cognition of Discovery: Defining a Rhetorical Problem," CCC, 31, 1980.

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_____, "Problem-Solving Strategies and the Writing Process," College English, 39, 1977.

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Freedman, Sarah, "Why Do Teachers Give the Grades They Do?", College Composition and Communication, 30 (May 1979), pp. 161-164.

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Fulwiler, Toby, "Journal-Writing Across the Curriculum," Classroom Practices in Teaching English 1979-1980: How to Handle the Paper Load, Urbana: NCTE, 1979.

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Gerrard, Michael S., "Literacy, Testing, and Core Curriculums in England," The College Board Review, 115 (Spring 1980), pp. 24-27, 36.

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Graves, Helen M., "Political Internships: Academic Components," News for Teachers of Political Science American Political Science Association, (Fall 1979), pp. 8-10, (Quotation from p. 8).

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Hamilton, David, "Writing Science," College English, 40, 1978.

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Harpin, William, The Second 'R': Writing Development in the Junior School, London: George Allen and Unwin, 1976.

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Hawkins, Thom, Group Inquiry Techniques for Teaching Writing, Urbana. IL: ERIC/NCTE, 1976.

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Kinneavy, James, A Theory of Discourse, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

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Kitzhaber, Albert R., "Teaching English Composition in College," Teaching Freshman Composition, eds. Gary Tate and Edward P.

J. Corbett, New York: Oxford University Press, 1967.

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Kuhn, Thomas S., The Structure of Scientific Revolutions, 2nd ed., Chicago: Chicago University Press, 1970.

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Lanham, Richard A., Style: An Anti-Textbook, New Haven, Conn: Yale University Press, 1974.

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Larson, Richard, "Discovery Through Questioning: A Plan for Teaching Rhetorical Invention," Contemporary Rhetoric, ed. W. Ross Winterowd, New York: Harcourt Brace Jovanovich, 1975.

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Macrorie, Ken, Telling Writing, rev. 2nd ed., Rochelle Park, N.J.: Hayden Publishing Co., 1976.

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_____, Writing to Be Read, Rochelle Park, N.J.: Hayden, 1968.

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Marland, Michael, Language Across the Curriculum: The Implementation of the Bullock Report in the Secondary School, London: Heinemann Educational Books, 1977.

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Martin, Nancy, P. D'Arcy, B. Newton, and R. Parker, Writing and Learning Across the Curriculum 11-16, London: Ward Lock Educational, 1976.

Provides good background to the principles underlying most writing-across-the-curriculum programs.

Metcalf, James, "Teaching Writing in Physical Education," Journal of Physical Education and Recreation, (Nov./Dec. 1979), p. 38.

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Miller, Carolyn R., "A Humanistic Rationale for Technical Writing," CE, 40



(1979), pp. 610-617.

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Moffett, James, Teaching the Universe of Discourse, Boston: Houghton Mifflin, 1968.

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Murray, Donald, A Writer Teaches Writing, Boston: Houghton-Mifflin, 1968.

Good illustration of a process approach to the teaching of writing by a professional writer and composition teacher.

Nystrand, Martin, ed., Language as a Way of Knowing: A Book of Readings, Ontario Institute for Studies in Education, 1977.

Excellent collection of essays which illustrate the heuristic function of language.

Odell, Lee, "Piaget, Problem-Solving and Composition," CCC, 24 (1973), pp. 36-42.

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_____, "The Process of Writing and the Process of Learning," CCC, 31 (1980), pp. 42-50.

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Piaget, Jean, Language and Thought of the Child, trans. M. Gabain, London: Routledge and Kegan Paul, 1959.

Analysis of research into the cognitive processes underlying the acquisition of language. Introduces the substance of Piaget's theory of learning and his research method.

_____, Psychology and Epistemology: Towards a Theory of Knowledge, New York: Viking Press, 1971.

Attempts to link theories of cognition with psychoanalytic thought, and argues for a recognition of the personal psychological bases of thought.

Polanyi, Michael, Knowing and Being, London: Routledge and Kegan Paul, 1969.

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_____, Personal Knowledge: Towards a Post-Critical Philosophy, Chicago: University of Chicago Press, 1958.

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Postman, Neil, Teaching as a Conserving Activity, New York: 1979.

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Rosenbatt, Louise, Literature as Exploration, New York: Noble and Noble, 1965.

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_____, The Reader, the Text, the Poem, Carbondale: Southern Illinois Press, 1978.

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Sawyer, Thomas, "First Things Last: Composition for Seniors, Not Freshmen," The Teaching of Technical Writing, eds. Donald H. Cunningham and Herman A. Estrin, Urbana, IL: NCTE, 1975.

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Scheffler, Judith A., "Composition with Content: An Interdisciplinary Approach," CCC, 31 (1980).

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Schools Council Project: Writing Across the Curriculum 11-16, 2nd ed., London: Ward Lock Educational, 1976.

A series of six pamphlets dealing with a variety of topics integral to establishing a writing-across-the-curriculum project. These pamphlets provide practical applications of Britton's theories.

Scottish Central Committee on English, Scottish Literature in the Secondary School, Edinburgh: Her Majesty's Stationary Office, 1976.

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Shaughnessy, Mina P., Errors and Expectations: A Guide for the Teacher of Basic Writing, New York: Oxford University Press, 1977.

Treats the process of writing and provides important perspectives on inter-disciplinary learning and basic writing students.

Slobin, Dan, Psycholinguistics, Glenview, Illinois: Scott Foresman, 1974.

Short, useful exploration of the aims and principles of this relatively new and important field.

Smith, Frank, Comprehension and Learning, New York: Holt, Rinehart, and

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which students must respond personally to an historical concept, character, or situation. He may ask, "If you were a citizen in 1800 and this were election day, who would receive your Presidential vote?" His students also read Civil Disobediance and write an essay on the dilemma of following conscience or authority.

Steve VerSluis and Dave Reeves, another social studies teacher, require student journals as an important part of the work in their courses. The students transform daily notes, by filtering the notes through their own perceptions, into thoughtful, well-written, and well-organized essays. On Dave Reeves' desk one can find books on grammar and style in addition to historical reference books.

The ultimate proof of the serious approach these teachers take to composition is that like English teachers, they lug briefcases full of student writing out of school each night. Steve VerSluis sums it up when he says; "Writing is learning. In writing an idea, a person begins to understand it more fully." Dave Reeves follows through with his idea by offering two versions of his tests. On the multiple choice and short answer test the maximum grade is a B; if a student chooses the essay test, he may earn an A.

Though our plan to involve more teachers from other departments in our effort to spread **Writing Across the Curriculum** has developed slowly, students now realize that good writing skills mean better grades in all classes. They are aware of the attitude toward composition standards that is growing within the staff. Instructors often use composition not only to evaluate students' knowledge, but also to stimulate students' involvement and critical thinking about the subject matter. Indeed, at faculty meetings these days, when they hear a howl of protest about fragments, members of our department no longer look for cover; instead, we just figure we'll soon add another to our family of new writing teachers.

Max Slisher teaches English at **Jenison High School**, Jenison, Michigan.

Stock (cont. from p. 70)
Winston, 1975.

Establishes the personal nature of reading and connects to Britton's theory of expressive discourse. Also provides good summary of learning theory.

Stubbs, Michael, Language and Literacy: The Sociolinguistics of Reading and Writing, London: Routledge and Kegan Paul, 1980.

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"The Teaching of Writing in Great Britain," English Journal, 67.8 (November 1978), pp. 49-67.

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Weiss, Robert, "The New Writing Program at West Chester: Overview and Design," M.O. Moving Out (February 1979), pp. 1-3.

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Vygotsky, Lev, Mind in Society, eds. **Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman**, Cambridge, Massachusetts: Harvard University Press, 1978.

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_____, Thought and Language, Cambridge: Massachusetts Institute of Technology Press, 1962.

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Bailey (cont. from p. 80)

has made considerable progress toward implementing them.

To allow informed decisions as teachers develop a "policy for language," the Schools Council has supported studies of reading and writing. James Britton's Development of Writing Abilities (11-18), now generally known in America thanks to its distribution by NCTE, explores the functions of language as children develop in and out of school. (Britton was a member of the Bullock Committee.) Nancy Martin, Britton's colleague, subsequently completed a study of the effect of **Writing Across the Curriculum**, cautioning that a simplistic "language policy" would have little effect without a thorough evaluation of the role of language in learning. She identified the primary goal of schools as extending the