

13 A Select Bibliography

Bruce Petersen
Michigan Technological University

Language underlies learning in all disciplines. But language serves more than an informative function, important as that function is. *Using language promotes learning*. Students and teachers must see talking, writing, listening, and speaking as essential elements in the development of knowledge in all fields. Considerable evidence demonstrating this thesis now exists in psycholinguistic and cognitive research. The various authors of this volume, however, have argued more from the experience of their teaching than from the body of theoretical work which informs it.

The following bibliography includes works which inform, both practically and theoretically, the concept of writing across the curriculum. Readers interested in further study should also consult the bibliographies contained in many of the works cited here. This bibliography consists of sources for research and for practical classroom activities. It also provides background material for schools planning to develop a writing-across-the-curriculum program.

- Adams, James L. *Conceptual Blockbusting*. New York: W. H. Freeman, 1974.
A classic work on problem solving and invention across disciplines.
Argues for a process approach to problem solving—changing the actual “functioning of the mind.”
- Ausubel, David P. “The Transition from Concrete to Abstract Cognitive Functioning: Theoretical Issues and Implications for Education.” *Journal of Research in Science Teaching* 2 (1964): 261–266.
Ausubel introduced the idea of using Piagetian learning strategies into the sciences. A concise statement of Ausubel’s ideas. Important also because faculty in the sciences will have heard of his methods.
- Barnes, Douglas; James Britton; and Harold Rosen. *Language, the Learner, and the School*, rev. ed. Harmondsworth, England: Penguin Books, 1971.
Provides essays on language in the classroom, the value of talking to writing and learning, and recommendations on a language policy across the curriculum.

- Bazerman, Charles. "A Relationship between Reading and Writing: The Conversational Model." *College English* 41 (February 1980): 656-661.
Suggests ways to foster student participation in reading and writing. Bazerman draws on research in composition and reading and shows that students need to engage actively with texts.
- Bleich, David. *Readings and Feelings: An Introduction to Subjective Criticism*. Urbana, Ill.: NCTE, 1976.
A readable companion to Bleich's theoretical work, *Subjective Criticism*. Bleich here offers a number of classroom techniques to encourage thinking and writing about literature.
- Bleich, David; Eugene R. Kintgen; Bruce Smith; and Sandor J. Vargyai. "The Psychological Study of Language and Literature: A Selected and Annotated Bibliography." *Style* 12 (Spring 1978): 113-210.
An exhaustive bibliography of work in language and literature as aspects of human psychology. In two parts, the first lists "work on perception and cognition of language"; the second lists "works on the affective and philosophical considerations of language in relation to literature and aesthetics." Contains over 800 titles, indexed.
- Bransford, John D., and Nancy S. McCarrell. "A Sketch of a Cognitive Approach to Comprehension: Some Thoughts about Understanding What It Means to Comprehend." In *Cognition and the Symbolic Process*, edited by Walter B. Weimer and David S. Palermo. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1974.
Shows that comprehension is a matter of perceiving the relations between items. Suggests that observers make contributions to perceiving and thinking about sentences.
- Britton, James. *Language and Learning*. Harmondsworth, England: Penguin Books, 1970.
Presents the theoretical background to Britton's concept of language development: "We use language as a means of organizing a representation of the world."
- Britton, James. "Language and Learning across the Curriculum." *Forum* 1 (Winter 1980): 55-56, 93-94.
In this article Britton develops the concepts of *Learning I* and *Learning II*. *Learning I* is associated with transactional writing and employs language in the role of participant to get things done. *Learning II* employs language in the role of spectator to explore values.
- Britton, James; Tony Burgess; Nancy Martin; Alex McLeod; and Harold Rosen. *The Development of Writing Abilities (11-18)*. London: Macmillan Education, 1975.
Delineates Britton's model of the writing process. Emphasizes the role of writing in all disciplines. Defines a spectrum of writing functions: expressive, transactional, and poetic.
- Bronowski, Jacob. *Science and Human Values*. New York: Harper and Row, 1972.

Bronowski explores the role of science and the scientist in the shaping of human values.

Bronowski, Jacob. *The Origins of Knowledge and Imagination*. New Haven, Conn.: Yale University Press, 1978.

One scientist's view of language and imagining and their relation to science. Readable and interesting review of theories of language and philosophy and the "poetics" of scientific thought.

Brown, Joseph, et al. *Free Writing! A Group Approach: Toward a New and Simple Method of Learning and Teaching Writing*. Rochelle Park, N.J.: Hayden, 1977.

A collection of essays on the topic of free writing by teachers at MIT. Contains a number of exercises and classroom activities.

Bruner, Jerome S. *The Process of Education*. Cambridge, Mass.: Harvard University Press, 1965.

A description of the pedagogical implications of studies in cognitive psychology. In particular, discusses learning as a complex process developed in several ways—iconic, enactive, and symbolic or representational.

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

An introduction to Bruner's cognitive psychology and the philosophy he derives from it. Bruner argues that writing is a two way process—both directed out toward an audience and directed inward toward discovery.

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, Ill.: NCTE, 1978.

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

Davis, Frances R. A., and Robert P. Parker, Jr. eds. *Teaching for Literacy: Reflections on the Bullock Report*. New York: Agathon Press, 1978.

Anthologizes British and American reactions to the Bullock Report, a British government document highlighting the interdependency of language and learning. James Britton's "Foreword" introduces essays on primary/secondary school reading and writing, teacher-teacher and teacher-parent interaction, preschool language development, and literary assessment.

Donlan, Dan. "Teaching Writing in the Content Areas." *Research in the Teaching of English* 8 (Fall 1974): 250-262.

Advances hypotheses about responsibilities for and content of writing instruction based on social studies, science, mathematics, and business teachers' responses to a questionnaire including

queries on types of writing assigned, evaluating criteria, and locus of responsibility for content.

Ede, Lisa S. "On Audience and Composition." *College Composition and Communication* 30 (October 1979): 291-295.

A good introductory article on audience, with an extensive review of traditional and contemporary views on the subject.

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

Elbow's book contains important discussions of the processes of writing and of the usefulness of free writing and writing groups.

Emig, Janet. *The Composing Processes of Twelfth Graders*. Urbana, Ill.: NCTE, 1971.

The first major study of writers' processes as opposed to writers' products. Defines two major modes of writing, "reflexive" and "extensive," and argues for greater attention to the "reflexive" mode as students grapple with writing assignments.

Emig, Janet. "Writing as a Mode of Learning." *College Composition and Communication* 28 (May 1977): 122-128.

Emig's argument is central to the concept of writing across the curriculum. Writing is a unique way to learn, and it combines a number of cognitive skills. Emig defines the relation between product and process.

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

One of the earliest and still most readable calls that literacy be fostered in every classroom. Argues persuasively for the concept of writing and reading in all classes. Offers numerous examples for classroom use.

Field, John, and Robert Weiss. *Cases for Composition*. Boston: Little, Brown, 1979.

Describes fifty, intriguing, real-life problems in business, industry, college life, etc. Each requires some form of student *written* communication to resolve. The text includes a glossary of rhetorical terms.

Flavell, John. *Cognitive Development*. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Flavell's book is an informative introduction to the principles of cognitive growth, as well as a good discussion of the developmental theories of Piaget and others.

Flower, Linda. *Problem-Solving Strategies for Writing*. New York: Harcourt Brace Jovanovich, 1981.

Both a textbook and a description of a program for teaching writing as problem solving. A number of classroom activities and assignments which are useful even without the entire program.

Flower, Linda, and John R. Hayes. "The Cognition of Discovery: Defining a Rhetorical Problem." *College Composition and Communication* 31 (February 1980): 21-32.

An investigation into the ways writers define for themselves the kinds of problems which their writing will solve. An introduction to the concept of writing as a problem-solving activity.

Flower, Linda. "Writer-Based Prose: A Cognitive Basis for Problems in Writing." *College English* 41 (September 1979): 19-37.

Reviews Vygotsky's "inner speech" and Piaget's "egocentric" speech and proposes an integrating model based on student papers and recent research. A useful piece for interdisciplinary faculty.

Freisinger, Randall. "Cross-Disciplinary Writing Workshops: Theory and Practice." *College English* 42 (October 1980): 154-166.

A detailed rationale for writing-across-the-curriculum programs and a description, in particular, of the program at Michigan Technological University.

Freisinger, Randall, and Bruce Petersen. "Writing across the Curriculum: A Theoretical Background." *Fforum* 2 (Winter 1981): 65-67, 92.

Surveys the essential literature on writing across the curriculum and sets forth the basic theoretical premises for developing a program.

Fulwiler, Toby. "Journal-Writing across the Curriculum." In *Classroom Practices in Teaching English 1979-1980: How to Handle the Paper Load*. Urbana, Ill.: NCTE, 1979, pp. 15-22.

A thorough introduction to the use of journals and short writing assignments in the classroom. Offers a number of concrete examples.

Fulwiler, Toby. "Showing, Not Telling, at a Faculty Workshop." *College English* 43 (January 1981) 55-63.

Describes the faculty workshops which form the basis for Michigan Technological University's writing-across-the-curriculum program. Offers good, practical examples.

Gadamer, Hans-Georg. *Philosophical Hermeneutics*, trans. and ed. David E. Linge. Berkeley: University of California Press, 1976.

This collection of essays introduces the reader to Gadamer's conception of hermeneutics in a more accessible way than *Truth and Method*. Gadamer argues that all knowledge rests on linguistic foundations.

Gibson, Walker, ed. *The Limits of Language*. New York: Hill and Wang, 1962.

A collection of essays by artists and scientists on the power, possibilities, and limitations of language.

Halliday, M. A. K. *Explorations in the Functions of Language*. New York: Elsevier, 1973.

A study that attempts to explain the nature of language in functional terms and the different purposes for which people use language. Halliday also explores the implications of these processes for use in learning.

Hanson, Mark. *Sources*. Lakeside, Calif.: Interact, 1978.

A detailed description of journal use in a writing class. Numerous suggestions for making personal writing assignments which result

in a comprehensive journal by the end of the term; suitable for all writing-intensive classes at all grade levels.

- Hamilton, David. "Interdisciplinary Writing." *College English* 41 (March 1980): 780-796.
A suggestion for integrating process into the curriculum of technical writing. Several useful assignments.
- Harris, Muriel, ed. *The Writing Lab Newsletter*. Lafayette, Ind.: Purdue University, Department of English.
An indispensable newsletter for anyone directing a writing lab or planning one. Provides a forum for the exchange of ideas from writing labs across the country.
- Hawkins, Thom. *Group Inquiry Techniques for Teaching Writing*. Urbana, Ill.: ERIC/NCTE, 1976.
Hawkins outlines theories and methods for using groups in the composition class while also engaging students in the writing process.
- Hawley, Robert; Sidney Simon; and D. D. Britton. *Composition for Personal Growth*. New York: Hart, 1973.
Exploration of the relationship between cognitive and emotional growth and writing. Text includes numerous practical suggestions for classroom writing activities useful to teachers at all grade levels.
- Hirsch, E. D., Jr. *The Philosophy of Composition*. Chicago: University of Chicago Press, 1977.
Sets forth Hirsch's concept of "relative readability." An important, if controversial, approach to composition, its features, and the psychological constraints on its processing.
- Irmscher, William F. "Writing as a Way of Learning and Developing." *College Composition and Communication* 30 (October 1979): 240-241.
Argues that writing "is a way of fashioning a network of associations and increasing our potential for learning."
- Kinneavy, James L. *A Theory of Discourse*. Englewood Cliffs, N.J.: Prentice-Hall, 1971.
An important examination of the purposes for which we use language. Contains wide-ranging discussions of the history of discourse and posits a modern theory based on the aims of a particular discourse.
- Kroll, Barry. "Cognitive Egocentrism and the Problem of Audience Awareness in Written Discourse." *Research in the Teaching of English* 12 (October 1978): 269-281.
Kroll describes an empirical study (based on the work of Piaget) which suggests that beginning writers (fourth graders in this study) communicate better orally. Kroll argues that these writers do not realize their audience's communication needs.
- Kuhn, Thomas. *The Structure of Scientific Revolutions*. 2nd ed. Chicago: Chicago University Press, 1970.
Kuhn's epistemological explanation of the scientific process suggests that scientific knowledge develops from a social structure.

The book is an important introduction to understanding modern scientific thought.

Macrorie, Ken. *Telling Writing*. Rochelle Park, N.J.: Hayden, 1970.

Macrorie's text is a standard for teachers who want their students to explore themselves and their relation to their world. The book is especially valuable for its description of "Engfish," and for its definition of free writing. Provides a refreshing look at writing and writing instruction.

Maimon, Elaine. "Talking with Strangers." *College Composition and Communication* 30 (December 1979): 364-369.

Maimon discusses the problems of writing to an unknown audience and analyzes the writer's anxieties inherent in such a situation. She offers a number of explicit solutions for use in the classroom.

Maimon, Elaine; Gerald Belcher; Gail Hearn; Barbara Nodine; and Finburn O'Connor. *Writing in the Arts and Sciences*. Cambridge, Mass.: Winthrop, 1981.

An introduction to language and thinking processes across the curriculum. Especially useful for its specific interdisciplinary applications. The book takes a thoroughgoing process approach to writing.

Martin, Nancy; P. D'Arcy; B. Newton; and R. Parker. *Writing and Learning across the Curriculum 11-16*. London: Ward Lock Educational, 1975.

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

Miller, Carolyn R. "A Humanistic Rationale for Technical Writing." *College English* 40 (1979): 610-617.

Miller argues that objectivity in science is not an innate property of scientific method. Rather, objectivity is rhetorical and relies on social agreement and internal consistency.

Moffett, James. *Teaching the Universe of Discourse*. New York: Houghton Mifflin, 1968.

Moffett argues that writers naturally (psychologically) move outward from audiences they know toward impersonal, unknown audiences. He suggests a logical sequence of writing and learning tasks which follow the underlying thinking processes of students.

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

Murray's book is a good illustration of a process approach to the teaching of writing by a professional writer and composition teacher.

Neisser, Ulric. *Cognition and Reality: Principles and Implications of Cognitive Psychology*. San Francisco: W. H. Freeman, 1976.

Neisser's book deals with a number of the questions and implications associated with cognitive research. In particular, Neisser suggests a model of consciousness based on cognitive theory.

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

This collection provides an excellent introduction to the idea that language can serve a heuristic function in learning.

- Odell, Lee. "Piaget, Problem-Solving, and Freshman Composition." *College Composition and Communication* 24 (February 1973): 36-42.

A description of one teacher's method of integrating cognitive theory and pedagogical practice. An early definition of writing as problem solving which sets out many questions only now being researched.

- Odell, Lee. "The Process of Writing and the Process of Learning." *College Composition and Communication* 31 (February 1980): 42-50.

A call for collaboration with colleagues in other disciplines and a brief analysis of present work on the composing process.

- Petersen, Bruce. "Words for Feelings: An Emotional Lexicon." *Arizona English Bulletin* 23 (February 1981): 7-11.

Argues that vocabulary development should take place in an interpersonal atmosphere. Offers a method for using students' response journals to test their private language systems.

- Pfister, Fred R., and Joanne F. Petrick. "A Heuristic Model for Creating a Writer's Audience." *College Composition and Communication* 31 (May 1980): 213-220.

Describes a sequential method for introducing students to audience. As the writers begin each progressive assignment they answer questions (the heuristic) which assist them in understanding the needs of their audience.

- 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.

- Piaget, Jean. *Psychology and Epistemology: Towards a Theory of Knowledge*. New York: Viking Press, 1971.

In this work Piaget attempts to link theories of cognitive, field, and psychoanalytic psychology into a coherent whole. He argues for a recognition of the personal psychological bases of thought.

- Polanyi, Michael. *Personal Knowledge: Towards a Post-Critical Philosophy*. Chicago: University of Chicago Press, 1962.

An eloquent discussion of the role of the subject in knowing. Of particular interest is Polanyi's concept of "tacit knowledge."

- Raimes, Ann. "Writing and Learning across the Curriculum: The Experience of a Faculty Seminar." *College English* 41 (March 1980): 797-801.

Describes the writing-across-the-curriculum program at Hunter College. Especially useful as an alternative to the method developed at Michigan Technological University.

- Rose, Mike. "When Faculty Talk about Writing." *College English* 41 (November 1979): 272-279.

Discusses some of the administrative problems encountered in creating an interdisciplinary writing program. Offers solutions to many of these problems.

Rosenblatt, Louise. *Literature as Exploration*, rev. ed. New York: Noble and Noble, 1965.

An introduction to Rosenblatt's theory of reading and interpretation. A useful source of information about teaching literature as a transaction between real readers and texts. Contains suggestions for classroom assignments.

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.

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

Shaughnessy examines the process of writing and provides important perspectives on interdisciplinary learning and basic writing students. She provides ways of first diagnosing patterns of problems and, then, of setting up a program to deal with those problems.

Slobin, Dan. *Psycholinguistics*. Glenview, Ill.: Scott Foresman, 1974.

This work provides a 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 Winston, 1975.

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

Stafford, William. *Writing the Australian Crawl*. Ann Arbor: University of Michigan Press, 1978.

A prominent poet articulates his views on what it means to write poetry and to be a poet.

Stelmahoske, I. "Correlation of Writing with Other Subjects: A Selected Bibliography." (mimeographed) Department of English, University of Wisconsin-Stevens Point.

Bibliography of sources for writing across disciplines.

Tate, Gary, ed. *Teaching Composition: 10 Bibliographical Essays*. Fort Worth: Texas Christian University Press, 1976.

An invaluable set of essays on composition written by authors such as Richard Young (on invention), Joseph Comprone (on media), Edward P. J. Corbett (on style), and Mina Shaughnessy (on basic writers).

Tedlock, David, and Paul Jarvie. *Casebook Rhetoric: A Problem Solving Approach to Composition*. New York: Holt, Rinehart and Winston, 1981.

Contains short, realistic narratives to be resolved through various forms of writing. Contains extensive apparatus on traditional rhetorical modes as well as some exercise on more recent methods, e.g., sentence combining. (See also Field and Weiss, above.)

Vygotsky, Lev Semenovich. *Thought and Language*. trans. Eugenia Hanfmann and Gertrude Vakar. Cambridge, Mass.: The MIT Press, 1962.

Vygotsky's study of the roots of language and thought and of the relationships between speech and thought has become essential reading in composition. Vygotsky's concept of "inner speech" applies to Britton's idea of "expressive" language.

Weiss, Robert, and Michael Peich. "Faculty Attitude Change in a Cross-Disciplinary Writing Workshop." *College Composition and Communication* 31 (February 1980): 33-41.

Describes the experience of faculty workshops based on a model developed at West Chester State College. Outlines activities day by day.

Wolf, Maryanne; Mark K. McQuillan; and Eugene Radwin, eds. *Thought and Language/Language and Reading*. Cambridge, Mass.: Harvard Educational Review, Reprint Series No. 14, 1980.

A wide collection of essays on topics of language by authors such as Noam Chomsky, Yetta Goodman, John B. Carroll, Paulo Freire, Frank Smith, and Carol Chomsky. Rapidly surveys research and theory in psycholinguistics, cognition, current pedagogy, and reading.

Zukav, Gary. *The Dancing Wu Li Masters: An Overview of the New Physics*. New York: William Morrow and Company, 1979.

A popular review of the conceptual basis of contemporary theories in physics and their connections to religious and cultural values.