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.

  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 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.

  Provides essays on language in the classroom, the value of talking to writing and learning, and recommendations on a language policy across the curriculum.
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.

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.

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.

Shows that comprehension is a matter of perceiving the relations between items. Suggests that observers make contributions to perceiving and thinking about sentences.

Presents the theoretical background to Britton’s concept of language development: “We use language as a means of organizing a representation of the world.”

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


*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.*


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


*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.*


*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.*


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


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


*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
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,
Elbow’s book contains important discussions of the processes of
writing and of the usefulness of free writing and writing groups.

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
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.

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 commu-
nication to resolve. The text includes a glossary of rhetorical
terms.

1977.
Flavell’s book is an informative introduction to the principles of
cognitive growth, as well as a good discussion of the developmental
thories of Piaget and others.

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.

a Rhetorical Problem.” *College Composition and Communication* 31
A Select Bibliography

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.

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.

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

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

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

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

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.

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

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.

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.

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 outlines theories and methods for using groups in the composition class while also engaging students in the writing process.

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.

Sets forth Hirsch’s concept of “relative readability.” An important, if controversial, approach to composition, its features, and the psychological constraints on its processing.

Argues that writing “is a way of fashioning a network of associations and increasing our potential for learning.”

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 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’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’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 “English,” and for its definition of free writing. Provides a refreshing look at writing and writing instruction.

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.

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

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

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.

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

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.

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

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.

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.

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.

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.

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

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

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


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 Brinon’s theories.


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.


This work provides a short, useful exploration of the aims and principles of this relatively new and important field.


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


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.


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).


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'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.


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


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.


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