

## SELECT BIBLIOGRAPHY

Robert Root

**Baker, Sheridan.**

"Are You Communicating?" AAUP Bulletin, 39 (Autumn, 1953), 432-437. In an article entitled "'Two-Campism' in Education," (AAUP Bulletin, 38, Summer, 1952, 296-303), Ken Macrorie attempted to explain the teaching of communication skills in Freshman English; Baker's answering article argues that such a course "turned away from the ethics which determine how we use our language" and explains his own course where argumentative essays on ethical bases lead students to "ponder the grand and terrifying questions."

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The Complete Stylist and Handbook, 2nd Ed., New York: Thomas Y. Crowell Co., 1979. Expands upon The Complete Stylist, which expanded The Practical Stylist; essentially these books, a supplementary reader, and a book of exercises are all organized on the same principle. See below.

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The Practical Stylist. 4th Ed., New York: Thomas Y. Crowell, 1977. A combination rhetoric and handbook, principally treating the rhetorical divisions of arrangement and style in the argumentative mode, with chapters on beginnings and endings, paragraphs, sentences, vocabulary, and research.

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"Scholarly Style, or the Lack Thereof," AAUP Bulletin, 42 (Spring, 1956), 464-470. A discussion of the stylistic problems of scientific writing with seven maxims to solve them.

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"Writing as Discovery," ADE Bulletin, No. 43 (November, 1974), 34-37. Argues that "writing is our chief means of discovering knowledge and values and what is valid" and that creative writing should not supplant expository writing in composition classes.

**Christinsen, Pauline Grabill.**

From Inside Out: Writing from Subjective to Objective. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1978.

**Corbett, Edward P. J.**

Classical Rhetoric for the Modern Student, 2nd Ed., New York: Oxford University Press, 1971. An extensive and thorough introduction to classical rhetoric and its applicability in the modern world. Includes a number of carefully analyzed examples from ancient and modern writers.

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"A Composition Course Based Upon Literature," Teaching High School Composition, ed. Gary Tate & Edward P. J. Corbett, New York: Oxford University Press, 1970, pp. 195-204. Attempts to outline ways of keeping a literature-based course still primarily a composition course by emphasizing the rhetoric, rather than the poetic, of literary texts; by choosing texts that do not require a teacher's exegesis; and by avoiding assignments which require the critical approach of literature courses. Includes references to other suggestions for a literature-based composition course.

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The Little English Handbook: Choices & Conventions, 2nd. Ed., New York: John Wiley & Sons, 1977. An attempt to provide a handbook of essentials, an alternative to comprehensive handbooks.

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The Little Rhetoric & Handbook. N.Y.: John Wiley & Sons, 1977. A combination of two earlier books, its rhetoric section devotes more attention to invention than traditional texts usually do and follows through on arrangement and style, with additional chapters on research papers and special writing assignments.

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Ed. Rhetorical Analyses of Literary Works. New York: Oxford Univ. Press,

1969. A collection of essays. The essays cover a wide range of literary works and use a variety of rhetorical approaches. Includes a long introduction by Corbett outlining the history of rhetoric and defining his view of the applicability of rhetoric to literary study. Helpful for the teacher who wants to incorporate rhetoric into the teaching of literature.

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"The Rhetoric of the Open Hand and the Rhetoric of the Closed Fist," CCC, 20 (Dec. 1969), 288-96. Analyzes the new forms of rhetoric that appeared in the 1960's and compares them to the traditions of classical rhetoric. Demonstrates Corbett's view of the relevance of classical rhetoric today.

•  
"The Theory and Practice of Imitation in Classical Rhetoric," CCC, 22 (Oct. 1971), 243-50. Reviews the history of imitation in classical rhetoric as one of the three means of acquiring rhetorical skill and briefly argues for the use of imitation exercises in teaching writing today.

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"The Usefulness of Classical Rhetoric," CCC, 14 (Oct. 1963), 162-64. Argues for the usefulness of teaching classical rhetoric and suggests specific techniques of rhetoric that could be effectively taught in composition courses.

**Daniel, Neva.**

"Journal Writing: Roling in Reverse," Media and Methods, (September, 1978), p. 50.

**D'Angelo, Frank J.**

Process and Thought in Composition. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1977.

**Fogelin, Robert J.**

Understanding Arguments: An Introduction to Informal Logic. New York: Harcourt Brace Jovanovich, Inc., 1978.

**Hairston, Maxine.**

A Contemporary Rhetoric. Boston: Houghton Mifflin Company, 1978.

**Nelson, G. Lynn.**

"Learning from Within: Ira Progoff and the Power of Personal Writing," Media and Methods, (September, 1978), pp. 48-50, 111-113.

**Shaughnessy, Mina.**

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

**Warriner, John E.**

Warriner's English Grammar and Composition. N.Y.: Harcourt, Brace, and Jovanovich. The series is designed for grades 7-12 and claims "thorough and comprehensive coverage" of grammar, usage, sentence structure, composition, mechanics, spelling, and vocabulary. Can be used with a companion series of readers.

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Composition: Models & Exercises (7-11) and Advanced Composition: A Book of Models for Writing (12), and a companion series of drills and exercises.

**Young, Richard E., Alton L. Becker, Kenneth L. Pike.**

Rhetoric: Discovery and Change. New York: Harcourt Brace & World, Inc., 1970.

**Young, Richard R.**

"Invention: A Topographical Survey." In Teaching Composition 10 Bibliographical Essays, pp. 1-43: Edited by Gary Tate. Fort Worth, Texas: Texas Christian University Press, 1976.

Robert Root directs Introductory Composition at Central Michigan University and serves on the MCTE Steering Committee.