

Resources in the Teaching of Composition

Robert Root

All of these books contain material applicable or adaptable to secondary teaching; Judy and Murray specifically design their books for that level. A broader coverage of various levels occurs in recent collections.

Brady, Philip L., ed., The "Whys" of Teaching Composition (Urbana NCTE/Washington State TE, 1978).

Four essays: John Herum on transactional writing, Ann Gere on audience, Peter Elbow on the writer's sense of self, and Eugene Smith on instructional variety in the writing classroom.

Donovan, Timothy R., and Ben W. McClelland, eds., Eight Approaches to Teaching Composition (Urbana: NCTE, 1980).

Leading figures offer a variety of pedagogical approaches to the writing courses they teach: for example, Donald Murray on process, Janice Lauer on rhetoric, Stephen Judy on the experiential approach, Harvey Wiener on basic writing. Other topics include prose models, the epistemic approach, conferences, and cross-disciplinary writing.

Gebhardt, Richard C., ed., Composition and Its Teaching: Articles from College Composition and Communication During the Editorship of Edward P. J. Corbett (Urbana: NCTE, 1980).

A collection of 21 articles from 1974-1979 on a wide variety of topics related to teaching writing by a significant list of contributors.

Judy, Stephen, and Susan Judy, An Introduction to the Teaching of Writing (N.Y.: John Wiley and Sons, 1981).

Places practical suggestions about teaching writing in the context of current practices and treats the stages of the writing process--from creating an environment through revision and editing--as well as examining and

recommending designs for writing courses and interdisciplinary writing programs and assignments. Includes an appendix of "curriculum artifacts," syllabi and course descriptions from classrooms around the country.

Kasden, Lawrence N., and Daniel R. Hoerber, eds., Basic Writing: Essays for Teachers, Researchers, and Administrators (Urbana: NCTE, 1980).

Ten essays on basic writing, describing the field, summarizing current and needed research, and providing insights into the basic writer, program design and evaluation, and teacher-training in this area.

Murray, Donald M., A Writer Teaches Writing: A Practical Method of Teaching Composition (Boston: Houghton Mifflin, 1968).

Until recently, almost the only real text in teaching composition; still a reliable, humane, sensible, and very practical analysis of the relationship between student and teacher in a writing class with very down-to-earth sections on techniques.

Neman, Beth, Teaching Students to Write (Columbus, Ohio: Charles E. Merrill, 1980).

Chiefly about expository writing, takes a more traditional view, similar to Irmscher's; includes chapters on rhetoric, linguistics, non-standard dialects. Creative writing and evaluation, as well as those on "expository structure", the writing process, and the research paper.

Stanford, Gene, ed., Classroom Practices 1979-80: How to Handle the Paper Load (Urbana: NCTE, 1980).

Twenty-seven articles directed at all
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writers while helping them to learn the content of their subject area course. This union can increase interest in writing by making it useful and powerful beyond the life of the composition course. Many of the writing programs reported in this issue of *forum* are designed to meet the concerns I have cited in this article (see pp. 65, 71, 75, 78, 83).

Writing programs which can achieve the goals outlined in this article must be based on writing experiences that emphasize the writing process, not just the term paper at the end of the course; they must require extensive pre-writing, both guided and unsystematic, free from premature evaluation; they must use writing as a problem-solving procedure; and they must occasion teacher reaction or peer reaction to multiple drafts of written texts. Such a program requires energy and commitment from both students and instructors, but such a program offers substantial rewards for the investment.

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grade levels offering specific classroom strategies.

Journals

In addition to texts and anthologies on teaching writing, a number of journals focus especially on composition, some generally and some specifically.

Composition and Teaching.

Practical application of theory to high school and college classrooms. Published annually; subscriptions: individuals, \$5.00 for three years; institutions, \$8.00 for three years. Business Manager, Composition and Teaching, Dept. of English, Goucher College, Towson, MD 21204.

College Composition and Communication.

Theory and practice of composition and teaching composition on all college levels. Four issues per school year; subscription: \$8.00 per year. NCTE, 1111 Kenyon Road, Urbana, IL 61801.

Freshman English News.

Teaching of writing and related topics: rhetoric, linguistics, etc. Three issues yearly, \$2.00 per year. Gary Tate, Editor, Dept. of English, Texas Christian University, Fort Worth, TX 76129.

Journal of Basic Writing.

Thematic issues on basic writing, i.e., vocabulary, revision, correction, error. Four issues per academic year; individuals, \$5.00 per year, institutions, \$7.50. Journal of Basic Writing, Instructional Resource Center, 535 E. 80th St., NY, NY 10021

WLA Newsletter.

WLA is Writing as a Liberating Activity; the newsletter tries to "expand the range of instructional options" open to writing teachers, middle school through college. WLA Newsletter, English Dept. Findlay College, Findlay, OH 45840.

The Writing Center Journal.

New bi-annual publication, first issue on the function and scope of writing centers; will deal with aspects of individualized instruction. Subscription, \$5.00 per year, payable to Stephen North, Department of English, SUNY-ALbany, Albany, NY 12222.

The Writing Lab Newsletter.

Programs and procedures in writing labs and language skills centers. Donation of \$3.00 requested. Payable to Muriel Harris, Editor, Writing Lab Newsletter, Dept. of English, Purdue University, West Lafayette, IN 47907.

WPA: Writing Program Administration.

Three issues per academic year; all articles directed at the administration of writing programs. Individuals, \$10.00 per year, institutions, \$20.00. Joseph Comprone, Treasurer, WPA, English Dept., University of Louisville, Louisville, KY 40208.