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


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.


fforum, pp. 90.


fforum, pp. 90.


fforum, pp. 65, 66, 71, 92, 93, 94.


fforum, pp. 65.


fforum, pp. 66.


fforum, pp. 88.


fforum, pp. 66.


fforum, pp. 80, 92, 93.


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.


fforum, pp. 71.


fforum, pp. 80.


fforum, pp. 67.


fforum, pp. 66, 72, 88.


fforum, pp. 53.


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

fforum, pp. 67, 88.


fforum, pp. 67, 88.

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

fforum, pp. 59.


fforum, pp. 58, 67.


fforum, pp. 93.


fforum, pp. 71.


fforum, pp. 88.


fforum, pp. 93.


fforum, pp. 90.


fforum, pp. 66.


fforum, pp. 82.


fforum, pp. 90.


fforum, pp. 88.


fforum, pp. 82.


fforum, pp. 67.


fforum, pp. 67.


fforum, pp. 93.


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


fforum, pp. 71.

Miller, Carolyn R., "A Humanistic Rationale for Technical Writing," CE, 40
fforum, pp. 66.

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

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

fforum, pp. 67.

fforum, pp. 67.

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.

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

fforum, pp. 55.

fforum, pp. 90.

fforum, pp. 72.

fforum, pp. 90.

_______, The Reader, the Text, the Poem, Carbondale: Southern Illinois Press, 1978.
fforum, pp. 90.

fforum, pp. 82.

fforum, pp. 82.

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.

fforum, pp. 80.

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

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 fforum, pp. 55. (cont. on p. 92)
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 Disobedience 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 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.

Stock (cont. from p. 70)
Establishes the personal nature of reading and connects to Britton's theory of expressive discourse. Also provides good summary of learning theory.

fforum, pp. 82.
fforum, pp. 93.

fforum, pp. 88.

fforum, pp. 56.

fforum, pp. 66.

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

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