

# A Select Bibliography

Barbara Conture and Patricia Stock

**Austin, J. L.**, *How to do Things with Words*, Oxford: Clarendon Clarendon Press, 1962.

*Contains lectures Austin delivered at Harvard in 1955. The book is most useful to the student of speech-act theory who wishes to become familiar with the birth and early development of the theory. Austin's lectures are at times redundant, and they are sometimes difficult to follow. Yet, by reading them, the reader is able to gain an appreciation for the concerns which led to the development of the theory as well as a sense of the issues the theory addresses.*

**Black English and the Education of Black Children and Youth**, Geneva Smitherman (Ed.), Detroit, Michigan: Wayne State University, Center for Black Studies, 1981.

*The proceedings of The National Invitational Symposium in the King Decision, sponsored by the Wayne State University Center for Black Studies. The conference was held from 21-23 February 1980.*

**Britton, James, et al.**, *The Development of Writing Abilities (11-18)*, London: MacMillan Education Ltd., 1975.

*Presents the Schools Council Research Project scheme for categorizing written discourse according to the audience for whom it is intended and according to function.*

**Booth, Wayne C.**, "The Rhetorical Stance," *College Composition and Communication*, 14, no. 3 (Oct., 1963), 141.

*Booth argues for teaching rhetoric because he believes effective writing is produced when writers assume a balanced rhetorical stance – a stance which gives weight to the subject matter of their writing, the audience for their writing, and their own voices.*

**Chafe, Wallace**, "The Development of Consciousness in the Production of a Narrative," in Wallace Chafe (ed.), *The Pear Stories: Cognitive, Cultural and Linguistic Aspects of Narrative Production*, Norwood, NJ: Ablex Publishing Corp., 1980.

*Describes narratives produced by individuals in different cultures responding to the same stimulus.*

\_\_\_\_\_, "Integration and Involvement in Speaking, Writing, and Oral Literature," in Deborah Tannen (ed.), *Spoken and Written Language*, Norwood, NJ: Ablex Publishing Corp., in press.

**Christensen, Francis**, "A Generative Rhetoric of the Sentence," *CCC*, 14 (1963), 155-61.

*Develops a theory of sentence composing based on an analysis of the structure of "cumulative" sentences.*

**Coles, P. and J. L. Morgan (eds.)**, *Syntax and Semantics III: Speech-Acts*, New York, Academic Press, 1975.

*Articles in this volume focus on (1) the status of the performative hypothesis of speech-act theory (Davidson, Ross, Stampe); (2) issues affecting the status of the hypothesis (Cole, Fraser, Green, Searle); (3) the proper treatment of conversational implicature in speech-act theory (Grice, Wright, Garner); and (4) the problem of indirect speech-acts (Cole, Fraser, Gordon and Lakoff, Green, Morgan, Sadock, Schmerling, Searle). It is an excellent source of information about speech-act theory, providing the broadest overview of the current state of work in the area available.*

**Coulthard, Malcolm**, *An Introduction to Discourse Analysis*, London: Longman, 1977.

*Defines discourse analysis, summarizes a range of research analyzing spoken and written texts and describes implications for teaching.*

**Crystal, David and Derek Davy**, *Investigating English Style*, London: Longman, 1969.

*Describes and applies a method for making descriptive comparisons of the features of spoken and written texts.*

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

*Describes a developmental process for writing and a method of learning to write without a teacher. Elbow advocates that groups of interested writers work together, critiquing each other's work.*

**Emig, Janet**, "Writing as a Mode of Learning," *CCC*, 28 (1977), 122-28.

*Suggests that writing enables interaction between thinking and language which promotes discovery of new knowledge.*

**Fish, Stanley**, "Normal Circumstances, Literal Language, Direct Speech Acts, the Ordinary, the Everyday, the Obvious, What Goes without Saying, and Other Special Cases," in Rabinow, Paul and William M. Sullivan (eds.), *Interpretative Social Sciences: A Reader*, Berkeley, University of California Press, 1979, 243-67.

*A commonsense, readable reaction to Searle's analysis of non-idiomatic indirect speech acts. Fish maintains that constraints on speech acts inhere, not in language, but in situations. For this reason, Fish believes that there are no inherent constraints on the meanings a sentence may have and that understanding among us is not only possible, but usual.*

**Foucault, Michel**, "Language to Infinity," in *Language, Countermemory Practice*, (Ed.), Donald F. Bouchard, Ithaca: Cornell University Press, 1977, pp. 53-67.

*Posits that each work of literature is a defense against the death of language, a continuous contribution to an endless "work," the Library.*

**Gerbner, G.**, and others, "TV Violence Profile Number Eight: The Highlights," *Journal of Communication*, 1977, 27, 171-80

*A study of violence in television programming.*

**Goody, Jack and Ian Watt**, "The Consequences of Literacy," in J. Goody (Ed.), *Literacy in Traditional Societies*, NY: Cambridge University Press, 1968; paperback 1975.

*Explores the effects of literacy upon peoples and cultures.*

\_\_\_\_\_, *The Domestication of the Savage Mind*, NY: Cambridge University Press, 1980.

*Series of essays about the development of literacy.*

**Gregory, Michael and Susanne Carroll**, *Language and Situation*, London: Routledge and Kegan Paul, 1978.

*Presents a functional theory of language and defines, in simple terms, the situational constraints of field, tenor and mode as they mark varieties of discourse.*

**Gremmo, M. J.**, *Reading as Communication*, ERIC Ed., 149 628.

*Argues that language in scientific discourse tells what the writer is going to do or what he has just done and does not overtly disclose the writer's intent.*

**Havelock, Eric**, *Preface to Plato*, Cambridge, Mass.: Harvard University Press, 1963.

*Describes ways of knowing in oral cultures.*

**Hunt, Kellogg W.**, "A Synopsis of Clause-to-Sentence Length Factors," *English Journal*, 54 (1965) 300-09.

*Describes indexes of maturity in writing and defines and defends the T-unit as a measure of syntactic fluency.*

**Huyser, Howard, Jr.**, Susan E. Keith, Rosanne E. Loesch, Scott H. Paauw, and Azhar M. Simin, "Negation in Detroit Suburban Speech," unpublished ms.

*A study of negation patterns based at The University of Michigan.*

**Kroll, Barbara**, "Learning an Acquisition: Two Paths to Writing," *English Education*, 11 (1979), 83-90

*Demonstrates that good student writers make use of a writing "monitor" to help them assess the appropriateness of writing at "micro" and "macro" levels; proposes that teachers make the writing class a place for "monitor" building.*

**Labov, William**, *The Social Stratification of English in New York City*, Washington, D.C.: Center for Applied Linguistics, 1966.

*Describes language variety as correlated with social status of individuals.*

\_\_\_\_\_, "The Transformation of Experience in Narrative Syntax," in W. Labov, (Ed.), *Language in the Inner City*, Philadelphia: University of Pennsylvania Press, 1972.

*Describes similarities in structures of narratives told by a variety of people.*

**Lord, Albert**, *The Singer of Tales*, Cambridge Mass: Harvard University Press,

*Describes mnemonic structures by which bards recall and relate poetry.*

**Mellon, John C.**, *Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English*, Champaign: NCTE, 1969.

*Describes Mellon's first sentence-combining experiments and summarizes previous research on measuring and improving syntactic fluency.*

**Olson, David R.**, "Oral and Written Language and the Cognitive Process of Children," *Journal of Communication*, 27 (Summer 1977), 10-26.

*Claims that the ability to draw conclusions from stated premises is unique to "literate" thinking.*

**Ong, Walter J.**, *Interfaces of the Word*, Ithaca: Cornell University Press, 1977.

*A series of essays extending the thesis Father Ong posits in Presence of the Word.*

\_\_\_\_\_, "Literacy and Orality in Our Times," *Profession '79*, New York: Modern Language Association.

*An abridged version of this article is printed in this issue of forum.*

\_\_\_\_\_, *Presence of the Word*, Minneapolis: University of Minnesota Press, 1967.

*A cultural history of the west in terms of the organization of the human sensory system as it responds to the predominant media of each age.*

**Perl, Sondra and Arthur Egendorf**, "The Process of Creative Discovery: Theory, Research and Implications for Teaching," in *Linguistics, Stylistics and the Teaching of Composition*, (Ed.), Donald McQuade, Akron: University of Akron, Department of English, 1979, 118-34.

*Explains revision as a two-phase sequence in which the writer reviews a draft first, to clarify ideas and second, to adjust writing for readers.*

**Plato**, "Phaedrus," *The Collected Dialogues*, (Eds.), Edith Hamilton and Huntington Cairns, Princeton, New Jersey: Princeton University Press, 1961, 229-308.

*Plato criticizes "handbook" and "sophistic" rhetoric; he calls for the formulation of a philosophical rhetoric. As he does so, Plato worries about the effects of literacy on the fabric of society.*

**Searle, John R.**, *Expression and Meaning*, London, Cambridge University Press, 1979.

*A collection of essays which represent a continuation of the line of research explained in Searle's volume *Speech Acts* (1969). They explore particular problems for the theory: metaphor, fiction, indirect speech acts, etc.*

\_\_\_\_\_, *Speech Acts*, London, Cambridge University Press, 1969.

*If one wants to read just one work on speech-act theory, this is the volume to read. Searle explains the theory, enriches it with helpful examples, and imbeds it in a meaningful context.*

**Schor, Sandra**, "Style Through Control: The Pleasures of the Beginning Writer," in *Linguistics, Stylistics and the Teaching of Composition*, 72-80.

*Argues that "style" has no place in the composition class; teachers must emphasize "control" instead and help students overcome limited resources.*

**Stalker, James C.**, "Written Language as a Dialect of English," *CCC*, 24 (1974), 46-49.

*Categorizes and interprets syntactic differences between speech and writing.*

**Tannen, Deborah**, (Ed.), *Spoken and Written Language*, Norwood, New Jersey: Albex, forthcoming.

*A collection of essays which explore the relationships between spoken and written language.*

**Vygotsky, L. S.**, *Thought and Language*, Cambridge: The M. I. T. Press, 1962.

*Vygotsky explores the intersection of thought and language by analyzing the dynamic nature of children's understanding of word meaning.*