

results from basic research. In the past this cart-before-the-horse procedure has resulted in teaching machines, classroom behavior modification techniques, and similar irrelevancies.

The need for human science research in which practitioners become researchers is great, but practical obstacles to research by teachers is equally great. The principal one is lack of time. I marvel at the ability of conscientious high school composition teachers to survive the killing load of classes and papers in a normal school week. I am sure the task is not easier in other subjects. In the interest of our profession's need for important meaningful research, perhaps time can be found for teacher-oriented and teacher-directed research if the usual in-service programs with their complement of outside experts could be changed to programs for teacher self-service when colleagues could gather together as we did last spring in Ann Arbor to investigate problems of practice.

In fact, useful research need not take a great amount of time. During the last academic year several members of the English Composition Board staff met bimonthly for hour-and-a-half meetings to study our reading and evaluation of student essays. Initially we intended to meet only once, but the dimensions of our interests soon convinced us that we should meet again and then again. In addition, and not at all irrelevantly, we found our work together interesting, stimulating, and fun.

The problem we studied was one which has been discussed continually since the beginning of the English Composition Board's program, one which has occupied our attention as we have assessed in excess of 20,000 entrance essays and countless student papers--what we do when we read student essays. We thought if we read together informally but independently--in contrast to the times when we must read and train together formally--and then examined from close at hand our judgments of each essay, we might develop a better understanding of how our complex decisions are actually made.

Our procedures were simple. We all read the same essays chosen from among past essays written in response to the English Composition Board's entrance essay requirement. Separately, we evaluated the essays, giving them a score from "1"--exceptional, meaning exempt from introductory composition, to "4"--weak, meaning needs to take a special seven-week tutorial course in writing and then to repeat the exam. As each reader reported on his or her reasons for the score he or she gave a paper, the rest of us took note of the important statements characterizing the judgment.

After reading three or four essays, we recorded important recurring statements on the blackboard so we could consider them--what they had in common and how they differed. Initially, vocabulary posed interesting problems. As we discussed the essays we discovered that several of us were using different terms for a single concept. Also, we found that on occasion we were using a single term for different concepts. Sorting out our terminology and agreeing on definitions for the words we used to describe aspects of the essays became an important part of our research. We had assumed that "flow" meant the same thing to everyone in the group. It was intriguing--and useful--to find that it did not. By questioning, defining, and redefining recurring terms as we put them to use describing the essays we studied, we were able to bring our judgments of problematic essays into closer agreement than had been possible before.

Moreover, we recognized that there was more to our decisions than judging the essay at hand. We found that in our discussion of essays, we were often looking for the student writers behind the essays. While comments like, "I think this is a solid '2' essay," were frequent, comments like, "This student will do just fine in comp," were equally frequent or perhaps more frequent. We were not content to judge only the essay; we were trying to make decisions about the person who wrote it. Not only were we reflecting our commitment to place students in settings where they would receive appro-

priate instruction, but we were also revealing something--and I'm not sure what to name it--at the center of the process of judging essays. We were reading, mindful that these essays were written in 50 minutes by entering students in a testing situation in response to a fixed topic and for a given audience: We were reading contextually. In so doing, we found that reading is always an interpretive process, an act of re-creation of the writer's circumstance by the reader. As we read we asked ourselves, experienced teachers of composition, to consider how "forgiving" we ought to be and how to "forgive" accurately--yet consistently.

We discussed the advice that social scientists offer us: Identify clear criteria and apply only those criteria during the evaluation process in order to attain higher reliability coefficients. We asked others--some beyond our campus--who are expert in judging essays to join us and share their thoughts about these matters with us. We evaluated holistic evaluation procedures themselves. In the process--which is where one usually is in human science research--we decided once again there are no easy solutions. However, we had renewed our own interest in the hard, unresolved issues we face when we judge writing, issues which are not unique to our circumstance; issues which arise whenever interpretation of the meanings and intentions of others is called for; issues which differ in kind but not in principle from the interpretive acts of anthropologists and literary critics. By researching circumstances contextually we had come to see that context more comprehensively.

There is an irony here that should be noted. We were covering ground which others had talked about--some of them to us. But reading about or being told is always a little abstracted from the situation. Doing the analysis for oneself makes the writings of others relevant, clearer, and more useful. To do research is to engage in dialogue with others who have considered similar problems. In the

doing one becomes more aware both of the issues and of who one's colleagues are.

I don't think our experiences were at all unusual. The more we tried to understand, the more we learned about ourselves as readers, about the dimensions of the problem and about what was still unclear. And these new questions led us to continue our meetings for an entire year--to continue to look from a new perspective at an issue which has always concerned teachers of writing--and to invite other experienced teachers of writing to read with us. As we proceeded, we became much more certain both of the central criteria by which we judge essays and of the difficulty of specifying exactly how these criteria fit together in deciding about a particular essay. But the specific results of our research are not the subject of this paper. This is only an example to illustrate the power, the fascination, and the intellectual interest which comes from a reflective turn of mind toward practice. What began for us as a commitment to one meeting became a year's work.

But not really work, rather I would call it an opportunity. An opportunity to see that our practical problem was in fact an intellectually challenging puzzle of the first order which was able not only to engage us but had occupied others as well. An experience like ours could convince us teachers that our work is actually important.

It would take only the commitment of a small portion of time for a faculty group to become its own research group studying those aspects of practice which seem intractable. I doubt that difficult, long time problems can be solved in the sense of finding a solution of which others can then be informed. The "solution" rather resides in the process of study itself which can invigorate, inform and enliven practice. Our world as teachers is important. Our problems are of broad interest and significance. There is no better way to realize this than to take time to study them for ourselves.

# A Comprehensive Literacy Program: The English Composition Board

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Readers of fforum, those of us charged with translating the abstract concept of literacy into specific programs and practices, will find no prescriptions for doing so in this issue of the newsletter. One assumption that pervades all the essays collected here is that there are no ready made programs for teaching reading and writing. Each one must be designed by those who would teach for those who would learn particular subjects in a particular setting.

Does this assumption mean that educators who would develop programs and practices for teaching literacy cannot learn from one another? No. It does not. But it does mean that each academic institution must develop programs suitable to its own academic setting; just as teachers must develop practices for teaching literacy which address the needs of their students and the subjects they teach.

Because I believe that descriptions of programs and practices developed by teachers of literacy can contribute to our common sense and may serve as metaphors--if not models--that inform the programs and practices of other teachers of literacy, I wish to offer the following description of the English Composition Board at The University of Michigan--the program out of which fforum emerged--as an example of one faculty's efforts to teach its students literacy both generally and specifically.

Michigan's comprehensive literacy program was developed in the College of Literature, Science, and the Arts in response to a specific need identified in testimony given in 1973 and 1974 at hearings of the Graduation Requirements Commission. During this internal review of the College's graduation requirements--the first

such review since the 1940's--dissatisfaction was expressed by students and faculty alike with the quality of students' literacy both upon entering and leaving the College. Faculty could no longer assign the quantity of reading material to students that it once did; students who had watched television an average of 6<sup>1</sup>/<sub>2</sub> hours a day, but were unpracticed in reading, could not complete it. Faculty could no longer assign the themes and papers it once did; students who had learned to keep #2 pencils inside the lines and to reach out and touch distant grandparents by telephone were unpracticed in writing and could not compose complex, sustained discourse.

Responding to the observations and recommendations of the Graduation Requirements Commission, the Dean of the College consulted with Jay Robinson, Chairman of The Department of English, whose essay "The Social Context of Literacy," bespeaks his concern with the teaching of reading and writing. Robinson directed the Dean to Daniel Fader, architect of a program for teaching literacy, widely used in schools throughout this country and in the United Kingdom (see Fader, Hooked on Books). The Dean asked Professor Fader to serve as the chairman of the English Composition Board (ECB) and to develop a new writing requirement for the College. Fader and Robinson together were to spend the next two years soliciting the advice and enlisting the support of faculty throughout the College who were sympathetic to the theory of a comprehensive literacy program that fostered the systematic teaching of reading and writing in all disciplines. Among those colleagues was Thomas Dunn, Chairman of the Department of Chemistry, who writes persuasively about the importance of teaching writing in the

sciences in the essay he co-authors with Rueter in this issue of forum. Dunn's conviction that teaching reading and writing in the sciences is important to the well-being of all of us reflects the conviction of scholars across the disciplines at Michigan with whom Fader and Robinson conferred during 1976 and 1977.<sup>1</sup>

In March, 1977, confident of the support of the majority of his colleagues in the College, Fader proposed an English Composition Board and a new graduation requirement in composition to the faculty. He proposed that students fulfill the requirement by completing:

one course offered for credit in writing about any subject by any unit in the College, and identified by the instruction in writing that it offers,

and two other courses offered for certification in writing by any unit in the College, and identified by the assistance in writing that they offer.

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<sup>1</sup>In the English Department Professors Fader and Robinson consulted with colleagues who shared their interest in literacy and learning—Richard Bailey, later to design and direct research for the ECB; Michael Clark, later to direct the design of the ECB's assessment instrument; and Bernard Van't Hul, later to design and direct a new Introductory Composition program for the College. In other disciplines they consulted with the following faculty members who later joined them to become the first English Composition Board—Peter Clarke, Chairman, Department of Communications; Thomas Dunn, Chairman, Department of Chemistry; Harriet Mills, Professor of Far Eastern Language and Literature; and Wilbert McKeachie, Director of the Center for Research on Teaching and Learning and Professor of Psychology.

In all courses frequent practice in writing was to be required, and the ECB was to approve each as a course in writing.

In a vote of 59 (in favor)--62 (opposed), the proposal was defeated. Following the March, 1977 defeat of what was a proposal for the teaching of writing by faculty in the context of their own subject area classes, Fader and Robinson resumed their meetings with faculty in all disciplines in the College as they turned their attention to four concerns and desires that their colleagues expressed about the new program:

That it should be based upon faculty assessment of all students' writing when they enter the College;

That it should require a composition course taught by the Department of English;

That the English Composition Board should reach out to the faculties of secondary schools and community colleges in the state for the purpose of improving pre-university instruction in writing;

That the Board should conduct or sponsor an extensive research effort to determine the success of all parts of its program.

In January, 1978, a revised proposal calling for an even more comprehensive program than the March, 1977 proposal was placed before the faculty. The following description of the proposal for the English Composition Board and its work testifies to the intention of its designers that the teaching of writing at Michigan be related to the teaching of reading in every unit in the College and that the

administration of the program be thoroughly inter-disciplinary:

#### THE BOARD

- A. The English Composition Board shall be composed of six faculty members, two from the Department of English and four from other departments or programs within the College. One member of the Board from the Department of English shall be the department chairman.
- B. The Board shall be an agent of the College faculty, responsible to every unit in the College but the responsibility of none. Its budget shall be provided by the Dean and its chairman appointed by the Dean for a three-year term. The chairman's work for the ECB shall be considered half of his or her teaching responsibility.
- C. The Board shall be responsible for offering immediate intensive instruction in English composition to all students who may present themselves or may be recommended by their instructors as needful of special help.
- D. The Board's tutorial work shall be accomplished by both faculty members and graduate student teaching assistants (GSTA's) who have special interest and competence in teaching English composition. The ECB shall pay an appropriate portion of the salaries of both its faculty members and GSTA's; the Board shall supervise and train where necessary the GSTA's who teach for it.
- E. The Board shall provide assistance and guidance in the transaction of teaching composition to faculty members or GSTA's who may request such help in planning or offering courses which carry with them potential credit or certification in English composition. The Board shall accept responsibility from the College Curriculum Committee for approving the writing component of such courses offered by any unit in the College.

The following description of the composition requirement to be administered by the Board testifies to the faculty's insistence that instruction in writing at the introductory level be the responsibility of trained composition teachers and that advanced instruction in writing be the responsibility of faculty in the disciplines:

#### THE REQUIREMENT

- A. All students entering the College for the first time must compose an essay before registering for their classes. According to competence demonstrated in this writing sample, students shall be placed in one of three categories:
  1. Tutorial: A two-to-four credit tutorial, offered by the ECB, which must be taken in the first semester after matriculation; the tutorial course precedes the Introductory Composition course taught in the Department of English.
  2. Introductory Composition: A four credit course, taught in the Department of English, which must be taken in one of the first two semesters after matriculation.
  3. Exempted: No introductory composition requirement to fulfill before the upper-level writing course or program.
- B. A writing course or program must be completed by all students, usually in their area of concentration, after their sophomore year.

As the English Composition Board began to implement the new writing requirement, it assumed responsibility for developing and administering two types of activities which were requested by the faculty but which were not part of the writing requirement. First, the Board incorporated into its program a Writing Workshop which had been initiated in the Department of English to provide the support of experienced composition teachers to all under-

graduate students in the College at any stage of a writing task. Second, the Board prepared to offer in-service seminars and conferences on theory and practice in the teaching of writing to teachers of pre-university students who might enroll in The University of Michigan.

In effect the ECB took shape as a seven-part program, with six parts of the program within the College and one part beyond its confines. The six responsibilities within the College are the administration of an entrance essay required of all incoming undergraduates; tutorial instruction required of all students who demonstrate on the entrance essay that they need such assistance; Introductory Composition required of most students to make them more proficient writers; writing workshop support available to every student; junior/senior writing courses offered and required primarily in students' areas of concentration; and research into the effectiveness of all parts of the program.

The seventh part of the program includes five types of activities relating the teaching of writing in secondary schools and community colleges to the writing program at the University: writing conferences, intended primarily to inform pre-university teachers of the ECB's program of instruction and of its willingness to engage in outreach projects; one-day and two-day seminars conducted in secondary schools, community colleges, and universities throughout the state of Michigan and beyond, designed to familiarize faculties with the College's writing program and to discuss with teachers the current state of theory and practice in the art of teaching writing at all levels; writing workshops, held at The University of Michigan, designed to provide teachers with three days of intensive work in the teaching of writing; extended curriculum and staff-development projects undertaken as models with a few school districts which requested such service; and publication of forum, to provide teachers of writing a meeting place for mutual instruction and dialogue.

A description of the English Composition Board's work in fulfillment of the seven parts of its program illustrates how the faculty of the College of Literature, Science, and the Arts has translated its concern for the quality of students' literacy into its undergraduate curriculum.

#### Assessment

Led in its work by Professor Michael Clark, Department of English, the English Composition Board designed an assessment program which requires all students who newly enter the College (4700 in the summer of 1981) to write entrance essays for one hour during their orientation visit to the University.<sup>2</sup> These essays not only require students to demonstrate their mastery of writing skills which the faculty values, but they also signal the importance that the College places upon writing. The essay stimuli require students to copy two initial sentences which determine the topic, tone, style, and thesis for an argument about an issue with which they are likely to be very familiar. Students are evaluated for their ability to sustain the position they choose to argue as well as the register and type of writing dictated by the assessment stimuli.

Two experienced composition teachers--faculty members who have undergone extensive training in holistic reading--evaluate each essay based upon criteria determined both by faculty expectations of student writing and by student essays which were examined during experimental administration of the writing assessment. If two readers fail to agree upon the quality of the essay, a third reader resolves the disagreement. Based upon evaluation of their essays, students are placed into several types of tutorial classes or Introductory Composition, or exempted from taking an entrance-level writing course.

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<sup>2</sup>Michael Clark's essay "Evaluating Writing in an Academic Setting," (p.170) describes this assessment in depth.

## Introductory-Level Instruction in Composition

Those students whose writing skills will not serve them effectively in the College are required to enroll in tutorial writing classes. In these classes, whose format was designed by Frances Zorn, Tutorial and Workshop Director of the ECB, no more than 16 students receive concentrated instruction in writing from experienced, full time composition teachers. Tutorial classes meet together for four hours each week and students in those classes meet individually with their teachers for at least one half-hour a week; at the end of seven weeks, those tutorial students who demonstrate sufficient growth as writers in a post-test essay move on to an introductory composition course or exempt any further introductory-level instruction; those who continue to require tutorial instruction must enroll in another tutorial section.

Students may fulfill the introductory composition requirement by completing one of several courses. Most students elect to take Introductory Composition, taught in the English Department primarily by Graduate Student Teaching Assistants (GSTA's) and designed substantially by Bernard Van't Hul, the first Director of Introductory Composition after the new composition requirement was adopted. This course is designed to give students experience in writing for a variety of audiences, purposes, and situations in a wide range of content areas. Students may also fulfill the requirement by completing Shakespeare--also taught in the Department of English; Great Books, taught within the Honors Program; College Thinking designed by Jack Meiland, Professor in the Department of Philosophy and Director of the Honors Program, and taught as a University Course; or a Freshman Seminar taught in the Residential College by faculty in a variety of disciplines and based in any subject approved by the College.

### Research

Reporting on research into the program (sponsored by the Ford Foundation and The

University of Michigan), Richard W. Bailey, Professor of English and Director of Research for the English Composition Board, demonstrates the effectiveness of the entrance essay as an indicator of students' ability to succeed in College:

It is...possible to evaluate the content validity of the ECB writing assessment as reflected in the achievement of particular groups of students and through study of changes in writing skills as shown in pre- and post-tests. A comparison of grade point averages between the first and third semesters of study at the University reveals that:

1. Students who are judged to be better writers achieved higher GPAs in their first semester of study and retained their relative ranking when compared to others in third semester GPA.
2. For the entire group of students, the correlation between assessment scores and grade point average is at the same level as that of the aptitude tests designed by the Educational Testing Service. For the students judged by ECB raters to be skilled writers, however, the correlation between the writing test and achieved grade point is higher than that between the SAT verbal aptitude score and grade point. This statistical connection supports observations derived from study of writing samples themselves: Writing ability is more closely connected with grades than is the ability to achieve high scores on aptitude tests (Bailey, "This Teaching," p. 5).

Professor Bailey's research also demonstrates the effectiveness of the College's writing program at the introductory-level:

Analysis of...writing samples shows that those students who were regarded as skilled writers on admission to the University maintained their relative rank through the first two years of college work. Students who

received instruction through ECB tutorials, however, make the greatest absolute gains in writing skills. (Although the "best writers" did perform less well on subsequent assessments, as figures in the table indicate, differences among the three scores for them result from the statistical phenomenon of "regression toward the mean").

Summer 1978 Score	December 1978 Score	December 1979 Score
	Best Writers	
1.38	1.49	1.60
	Average Writers	
2.84	2.42	1.69
	Poorest Writers	
4.75	3.19	2.81

N = 117.

These numerical results are confirmed by examination of the writing samples themselves. Writers who were judged to be deficient on admission improved their writing in those aspects most highly valued by faculty opinion: organization, scope, amplitude, and coherence. Editorial skills, including punctuation and spelling, also improved in these impromptu essays at least in the relative number of errors, but continued mistakes on this level have the effect of depressing scores in a way that somewhat obscures the actual improvement in writing ability. With these errors removed, the "poorest writers" performed at an even more sophisticated level than is suggested by their December 1979 scores (Bailey, "This Teaching," pp. 14,19).

#### Junior/Senior Instruction in Composition

Beginning in September, 1981, members of the class of 1983, the first class re-

quired to complete the new writing program at Michigan, enrolled in junior/senior courses taught in all disciplines and approved by the ECB to fulfill the upper-division writing requirement. In anticipation of the September, 1981 date, 27 different departments in the College had developed 151 such courses during the preceding three years. Faculty at Michigan found their students need for practice in reading and writing too pressing to postpone the development of courses designed to teach the literacy required for effective learning and communication in their disciplines.

The ECB provides assistance in course development and seminars in the teaching of composition to all faculty and GSTA's who teach junior/senior level writing courses since September, 1978. This assistance and these seminars are designed to emphasize the heuristic value of writing as a tool of learning, to provide participants with information about composition theory and research, and to assist instructors in the disciplines as they create courses which address the communicative requirements for literacy in their various fields. In keeping with the assumption of the Michigan program that experts in the disciplines are those best able to teach the conventions by which the language of their disciplines operates, all junior/senior level writing courses are taught by professorial members of the departments who are usually assisted by GSTA's funded and trained by the ECB.

Because both the conventions of discourse and the demands for reading and writing differ in the various disciplines, the ECB has assisted faculty in the development of a variety of course designs. In the following excerpt from his essay "Writing in the Disciplines at The University of Michigan," (forum, Winter, 1981), John Reiff, Coordinator of Junior/Senior Writing, describes models for courses developed in different departments:

- (1) Some departments offer courses whose content is writing within the discipline. Professor Robbins



Burling of the Anthropology Department, for instance, teaches a course in which students develop principles of criticism by examining published anthropological writing, both good and bad. They then write on anthropological topics of their own choosing and critique each other's writing. In the Chemistry Department's upper-level course, Chemical Literature and Scientific Writing, students study examples of superior organization and argument in scientific writing—especially in chemical literature—and attempt to structure their own writing on those examples.

(2) Some departments satisfy the requirement with courses which focus on content but require considerable writing. The History Department, for example, offers its Senior Colloquia—small seminars required of all majors and dealing with topics such as the Indo-china War or the History of Science—as the vehicles by which it will satisfy the requirement. Students in these Colloquia read extensively and confer with faculty members and teaching assistants at several stages in the writing of each of several papers.

(3) Some departments offer courses which have not required much writing in the past, but have been re-structured to do so now. The Mathematics Department, for example, is changing its course Topics in Mathematics to one which poses problems that students solve through a series of papers.

(4) Offering courses in which writing plays a less prominent role, one department requires students to choose any two to complete the writing program. During the second term of their sophomore year, biology students must take a course which satisfies one-half of the writing requirement; they elect another designated course to complete the requirement during their junior or senior years.

(5) And some departments ask students to fulfill the writing requirement outside specific courses. The Geology Department has established a requirement which apportions student writings among different branches of the discipline. Acceptable writings include papers prepared for courses, and reports prepared for outside employers, as well as proposals requesting outside agencies to fund research projects (Reiff, pp. 75-76).

### Writing Workshop

Use of The Writing Workshop indicates that it provides significant support to student writers throughout their undergraduate work in the College. In his research summary, Bailey reports that the workshop was staffed for more than 1600 hours in the 1980-81 academic year:

During that time, 1,157 students made 1,909 visits to the Workshop (or 1.65 times per student); if only those students making more than one visit are counted, the average number of multiple visits is 3 per student, supporting the claim that the Writing Workshop is an important center for sustained instruction in writing. Many of the students who visit the Workshop are former tutorial students who seek additional help from familiar faculty. In 1980-81, however, about one-third of the visits were made by juniors and seniors who, in virtually all cases, had no prior experience with the ECB but learned of the help available at the Workshop through faculty referrals, posters and advertising, or word-of-mouth from others who had been helped (Bailey, "This Teaching," pp. 12-13).

### Outreach

Paralleling its program in the College, the ECB faculty and members of the Department of English--funded by the Andrew W. Mellon Foundation, The University of Michigan, and private donors--have vigorously fulfilled the Board's promise to the faculty to reach

out to improve writing instruction in schools and colleges that send students to the University. In May, 1978, the Board launched this effort by inviting teachers and administrators from every high school, community college, and four-year college in Michigan and Northern Ohio to Ann Arbor to participate in discussion of the College's new writing program and to consider the Board's offer to provide seminars in the teaching of writing to the faculties of schools that might request them. About 250 schools sent 550 representatives to this conference.

The following December (1978), 350 teachers and administrators who had attended the May Conference and expressed interest in the outreach program were invited to a second conference to advise the Board not only about its proposed seminars for teachers of writing, but also about the shape its internal program should take in relation to instruction students had already received; and to hear various speakers describe the state of the teaching of English at that time.

Following these initial planning conferences, the ECB has conducted a total of 272 in-service seminars in secondary schools, community colleges, four-year colleges, and universities. When held in secondary schools (200 seminars), these meetings usually consist of the morning spent discussing writing across the curriculum with a school's entire faculty by a two-person ECB team, and the afternoon spent in an intensive writing workshop with the English teachers. In June, 1979, and June, 1980, in Ann Arbor, the Board offered two intensive three-day workshops in the teaching of writing for 300 teachers from throughout Michigan.

Because schools, colleges, and universities across the United States have asked the ECB to conduct or participate in seminars and conferences on the teaching of writing, the outreach program has been expanded beyond Michigan's boundaries. More than forty institutions including The University of Arizona, Bucknell University, Howard University, Lehigh

University, The University of Nebraska (Lincoln), Ohio University, Southern University at New Orleans, The University of Texas (Austin), The University of Utah, The University of Western Carolina, and The University of Wisconsin (Stevens Point), have participated in this aspect of the English Composition Board's program.

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ECB SPONSORED SEMINARS ON THE TEACHING OF WRITING - January 1979-May 1982

	Michigan	Outside Michigan
Secondary Schools	196	4
Community Colleges	10	13
Colleges and Universities	<u>15</u>	<u>34</u>
Total	221	+ 51 = 272

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In June, 1981, funded by a generous grant from the Andrew W. Mellon Foundation, the Board was able to strengthen and extend its outreach program by offering a three-day Conference on Literacy in the 1980's.

The Conference was preceded by one three-day Workshop and followed by another. The first was for 175 teachers invited from sixteen states and the District of Columbia; the second, for 175 Michigan teachers who had attended either Writing Workshop '79 or '80 or one of the 215 ECB Seminars on the teaching of writing held in Michigan's schools from January 1979 through May 1981. The overlapping structure of this event, Workshop I → Conference ← Workshop II, provided teachers of writing in Michigan and elsewhere with the opportunity to benefit from one another as well as from twenty representatives of the vocations, the professions, and education who delivered papers at Literacy in the 1980's.<sup>3</sup>

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<sup>3</sup>The papers delivered at this Conference will appear in 1983: Literacy for Life: The Demand for Reading and Writing. Richard W. Bailey and Robin Melanie Fosheim, Eds. (NY: The Modern Language Association of America, 1983).

Among the Conference speakers were those who commented on issues raised in this issue of fforum: the impact of television and computerized print upon literacy; the problems inherent in the proliferation of specialized languages such as those in science or government which exclude many from their messages; and the significant differences between spoken and written language and their effects upon inquiry and learning themselves.

Through conferences such as Literacy in the 1980's, workshops and seminars it has been able to conduct for teachers of writing, and the publication of fforum, The English Composition Board has asked its colleagues in elementary schools, secondary schools, colleges, and universities to think about the teaching of literacy--as the faculty at Michigan has--in terms of the issues addressed in this newsletter. Members of the Board have also encouraged their colleagues to join them in the challenging enterprise of teaching literacy today. On their behalf, Daniel Fader has argued that complex as the teaching of literacy is in our age, it is within our reach and well worth our effort if we make a commitment to teaching it in every classroom at every level of instruction.

Just as periods of time for reading can be set aside daily in one class or throughout the school to provide models of adults and children reading in front of one another so can periods of activity in every subject be devoted regularly to the practice and

discussion of writing. For the reluctant or inexperienced writer, the surrounding presence of the activity of writing in class after class is powerful persuasion to the act itself. To resist so much pressure so broadly applied is a heroic act of which few people are capable--especially young people, for whom peer pressure is least resistable of all. Furthermore, the use of writing in any curriculum as a means to the end of comprehending all subjects is persuasive of itself in the struggle to invest writing with the importance it possess.... Finally, Writing Across the Curriculum offers a means for investing a young person's voice with an importance it may no longer possess in home or classroom. Homes with familial hours dominated by television and school with all hours afflicted by large classes are unkind environments for nurturing the individual voice [emphasis mine]. The sense that one has something to say and someone to say it to, is a sense dulled by silence in the home and hordes in the classroom. That same sense, so basic to the belief that communication is worth the effort, is sharpened and expanded by the experience of writing at every opportunity. Inviting continuous, coherent participation in the process of communication...provides both student and process with an importance that nothing else in the curriculum can promise (fforum, Vol. II, No. 2 (Winter, 1981), pp. 54, 91).

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

Beach, Richard. Writing About Ourselves and Others. Urbana, IL: ERIC/NCTE, 1977.

A synthesis of theory concerning autobiography, memoir, and portrait writing, theory concerning different characteristics of self, and composing process theory, followed by a thorough practice section.

Berman, Ronald. "Stamping Out Illiteracy," The Chronicle of Higher Education. (October 2, 1978), p. 72.

Argues against remedial education and for disciplines of intellectual activity and knowledge.

Berthoff, Ann E. Forming/Thinking/Writing. Montclair, NJ: Boynton/Cook, 1981.

Describes the "dialectical notebook" and other activities Berthoff uses to teach writing.

. The Making of Meaning: Metaphors, Models, and Maxims for Writing Teachers. Montclair, NJ: Boynton/Cook, 1981.

Presents the philosophical argument for the centrality of interpretation in the processes of writing.

. Reclaiming the Imagination. Montclair, NJ: Boynton/Cook, forthcoming.

Essays by artists, philosophers, and scientists concerning the processes involved in making sense of experience.

Bitzer, Lloyd F. "Functional Communication: A Situational Perspective," in Rhetoric in Transition. (Ed.) Eugene E. White. University Park, PA: Pennsylvania State University Press, 1980, pp. 21-38.

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

Collection of documents emerging from the King School, Ann Arbor (widely known as the "Black English" case), including an essay by James Baldwin on Black English and interpretations of the issues in the litigation by specialists in reading, testing, and curriculum.

Blumenthal, Arthur. Language and Psychology. NY: John Wiley, 1970.

Presents a useful historical account of theories of language and their relationship to thinking and learning.

Booth, Wayne C. Modern Dogma and the Rhetoric of Assent. Chicago: University of Chicago Press, 1974.

. "The Rhetorical Stance," College Composition and Communication. Vol. 14 (October, 1963), pp. 139-145.

Argues that effective writing is produced when writers assume a balanced rhetorical stance which gives weight to the subject matter, audience, and voice.

Bornath, John. "The Value and Volume of Literacy," Visible Language. Vol. 12 (Spring, 1978), pp. 118-161.

Britton, James. "The Composing Processes and the Functions of Writing," in Research on Composing: Points of Departure. (Eds.) Charles R. Cooper and Lee Odell. Urbana, IL: NCTE, 1978.

Distills the discourse theory expounded in Britton's two major works and recommends further research.

. Language and Learning. London: Penguin Books, 1970.

Provides the basis for theories underlying the work of the Schools Council Project. Examines the participatory and speculative nature of language usage and the development of cognitive processes as well as language in the preschool, primary, and secondary periods of a child's education.

. "Learning to Write and Writing to Learn," in The Humanity of English: NCTE Distinguished Lectures 1972. Urbana, IL: NCTE, 1972.

\_\_\_\_\_. "The Student's Writing,"  
in Explorations in Children's Writing. (Ed.)  
Eldonna L. Evertts. Urbana, IL: NCIE, 1970.

One of a series of short articles on speech  
and the function of writing as an equiva-  
lent to speech; the stages of youthful  
writing; the ways children and adults  
"represent their worlds in language."

\_\_\_\_\_, Tony Burgess, Nancy Martin,  
Alex McLeod, and Harold Rosen. The Development of  
Writing Abilities (11-18). Schools Council Re-  
search Studies. London: Macmillan Education  
Ltd., 1975.

An explanation and report of the Schools  
Council Project. Important for the sense  
it gives us of student writing and for  
theoretical background on discourse and the  
composing process.

Bruner, Jerome S. The Process of Education.  
Cambridge, MA: Harvard University Press, 1965.

Develops four themes: the role of structure  
in learning, the necessity of responding to  
learning readiness, the nature of intuition,  
and the desire to learn, all with an inter-  
est in classroom application.

\_\_\_\_\_. Toward a Theory of  
Instruction. Cambridge, MA: Harvard University  
Press, 1966.

A series of essays drawing on cognitive  
psychology which include discussions of  
patterns of growth, teaching a native  
language, and the will to learn.

\_\_\_\_\_, R. Oliver, and P.  
Greenfield. Studies in Cognitive Growth.  
NY: John Wiley, 1966.

Reports important experimental studies on  
the interrelationship of thought and lan-  
guage and the influence of formal schooling  
on their development.

Brunetti, Gerald J. "The Bullock Report: Some  
Implications for American Teachers and Parents,"

English Journal. Vol. 67, No. 8 (November, 1978),  
pp. 58-64.

\_\_\_\_\_. "A Language for Life: A  
Review," Research in the Teaching of English.  
Vol. 11 (1977), pp. 61-67.

A sympathetic review of the Bullock Report  
with particular commendation of the idea  
that "language development occurs in all  
phases of the school curriculum and that  
all teachers, however they might feel about  
it, are necessarily language teachers".

Bullock, Sir Alan. A Language for Life. London:  
H. M. Stationery Office, 1975.

A summary of a national investigation of  
the state of British education and the role  
of language in learning, presuming an "or-  
ganic relationship between the various as-  
pects of English and...the need for conti-  
nuity in their development throughout  
school life."

Burgess, Carol, et al. Understanding Children  
Writing. Baltimore, MD: Penguin Books, 1973.

Collects and comments on writing of chil-  
dren. Useful for its insights into the  
developmental aspect of writing and the  
value of expressive discourse.

Burke, Kenneth. A Grammar of Motives. NY:  
Prentice-Hall, 1952.

Explains "dramatism" and applies its  
analyses to various philosophies. An  
accessible study of semantics.

\_\_\_\_\_. A Rhetoric of Motives.  
Berkeley, CA: University of California Press,  
1969.

Posits that identification is the ultimate  
goal of rhetoric.

Children and Writing in the Elementary School:  
Theories and Techniques. (Ed.) Richard L. Larson.  
NY: Oxford University Press, 1975.

A collection of articles and excerpts which reinforces findings of Britton and Moffett and offers readings in theories of written discourse, teaching techniques, and responding to student writing.

Christensen, Francis. Notes Towards A New Rhetoric: Six Essays for Teachers. NY: Harper & Row, 1967.

Christensen's explanation of his generative rhetoric and demonstration of the use of the cumulative sentence in modern and contemporary prose.

Clark, Michael. "Contests and Contexts: Writing and Testing in School," College English. Vol. 42 (1980), pp. 217-227.

Analyzes various writing tests to demonstrate the implicit social and political contexts that surround the production and evaluation of writing, especially as that writing functions within institutional contexts and for purposes of placement and evaluation.

Coles, William. "Teaching the Teaching of Composition: Evolving a Style," College Composition and Communication. Vol. 28 (October, 1977), pp. 268-270.

A description of the way a study of compositional issues and theories in a teacher training seminar can be arranged to enable the participants as individuals to evolve their own teaching styles.

\_\_\_\_\_. The Plural I: The Teaching of Writing. NY: Holt, Rinehart, Winston, 1978.

A novelistic class-by-class account of a writing course in which one teacher performs his style with a group of students in such a way as to enable other teachers to make styles of their own.

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

Contemporary Rhetoric: A Conceptual Background With Readings. (Ed.) W. Ross Winterowd. NY: Harcourt, Brace, Jovanovich, 1975.

Provides a lengthy introduction to contemporary rhetoric and a variety of essays and excerpts by major figures on subjects equivalent to invention, arrangement, and style.

Corbett, Edward P.J. Classical Rhetoric for the Modern Student. (2nd ed.) NY: 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.

\_\_\_\_\_. "The Rhetoric of the Open Hand and the Rhetoric of the Closed Fist," College Composition and Communication. Vol. 20 (December, 1969), pp. 288-296.

Analyzes the new forms of rhetoric that appeared in the 1960's and compares them to the traditions of classical rhetoric, arguing for the relevance of classical rhetoric today.

\_\_\_\_\_. "The Status of Writing in Our Society," in Writing: The Nature, Development, and Teaching of Written Communication. Vol. 1. Variation in Writing: Functional and Linguistic-Cultural Differences. (Ed.) Marcia Farr Whiteman. Hillsdale, NJ: Lawrence Erlbaum Associates, 1981.

Demonstrates that, in spite of a demand for writing, schools do not teach the kind of writing needed.

\_\_\_\_\_. "The Theory and Practice of Imitation in Classical Rhetoric," College Composition and Communication. Vol. 22 (October, 1971), pp. 243-250.

Reviews the history of imitation in classical rhetoric and briefly argues for the use of imitation exercises in teaching writing today.

. "The Usefulness of  
Classical Rhetoric," College Composition and Com-  
munication. Vol. 14 (October, 1963), pp. 162-164.

Argues for the usefulness of teaching clas-  
sical rhetoric and suggests specific tech-  
niques for rhetoric that could be effec-  
tively taught in composition courses.

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. Bloomington, IN: Indiana Univer-  
sity Press, 1969.

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

D'Angelo, Frank. A Conceptual Theory of Rhetoric.  
Cambridge, MA: Winthrop Publishers, 1975.

Argues for a holistic composing process,  
the importance of invention, the relation-  
ship of rhetorical parts of underlying  
thought processes, and the necessarily  
interdisciplinary nature of rhetoric.

D'Arcy, Pat. "Going Back Inside," The London Times  
Educational Supplement. (January 28, 1977), p. 19.

A former member of the Schools Council  
"Language Across the Curriculum" Project  
explains the difficulties of implementing  
such a policy in an actual school setting.

Diederich, Paul B. Measuring Growth in English.  
Urbana, IL: NCTE, 1974.

Dixon, John. Growth Through English. A Report  
Based on the Dartmouth Seminar 1966. Reading,  
ENG: National Association for the Teaching of  
English, 1967.

Influential work discussing processes in  
language learning and examining classroom  
practices.

Dowst, Kenneth. "The Epistemic Approach: Writing,  
Knowing, and Learning," in Eight Approaches to  
Teaching Composition. (Eds.) Timothy R. Donovan  
and Ben W. McClelland. Urbana, IL: NCTE, 1980.

Demonstrates the epistemic approach to  
teaching writing, viewing language as a way  
of knowing and writing as a way of composing  
reality.

Edwards, V. K. The West Indian Language Issue in  
British Schools: Challenges and Responses.  
London: Routledge & Kegan Paul, 1979.

Describes the flourishing West Indian  
culture of urban areas in Great Britain,  
the special problems of Creole speakers in  
schools, and suggests approaches that help  
non-West Indian teachers be more effective.

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

Elbow, Peter. Writing With Power: Techniques for  
Mastering the Writing Process. NY: Oxford Uni-  
versity Press, 1981.

Discusses the writing process, including  
ways of dealing with an audience, getting  
feedback, and thinking both creatively and  
critically.

. Writing Without Teachers.  
NY: Oxford University Press, 1973.

Describes a developmental process for writ-  
ing and a method of learning to write in  
groups which critique each other's work.

Emig, Janet. The Composing Processes of Twelfth  
Graders. NCTE Research Report No. 13. Urbana,  
IL: NCTE, 1971.

Emig bases her understanding of how chil-  
dren write upon an observed process rather  
than a prescribed procedure.



. "Writing as a Mode of Learning," College Composition and Communication. Vol. 28 (1977), pp. 122-128.

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

Exploring Speaking-Writing Relationships: Connections and Contrasts. (Eds.) Barry Kroll and Roberta J. Vann. Urbana, IL: NCTE, 1981.

A collection of essays exploring the relationship between speaking and writing from a variety of perspectives including business, media, EFL, hemispheric function, linguistics, reading, phenomenology, and development.

Evaluating Writing: Describing, Measuring, Judging. (Eds.) Charles R. Cooper and Lee Odell. Urbana, IL: NCTE, 1977.

An important collection of articles on evaluation of writing, including Richard Lloyd-Jones' influential explanation of primary trait scoring plus Cooper on holistic evaluation, Kellogg Hunt on syntactic structures, and Mary Beaven on "Individualized Goal Setting, Self-Evaluation, and Peer Evaluation."

Fader, Daniel. The Naked Children. NY: Macmillan, 1971.

An account of Fader's attempt to continue the "English in Every Classroom" approach described in Hooked on Books in a Washington, D.C., ghetto school; it is also a telling re-creation of the experience of education for too many students.

with James Duggins, Tom Finn, and Elton McNeil. The New Hooked on Books. NY: Berkley Books, 1976.

An expanded version of Hooked on Books, offering a context for teaching the program, expanding the section on writing, and an updated reading list.

. "On Nurturing the Individual Voice," fforum. Vol. 2, No. 1 (Winter, 1981), pp. 53-54.

Describes today's students and the importance of teaching them reading and writing at all levels of instruction.

fforum: Essays on Theory and Practice in the Teaching of Writing. (Ed.) Patricia L. Stock. Monclair, NJ: Boynton/Cook, forthcoming.

Fawcett, Robin P. Cognitive Linguistics and Social Interaction: Towards an Integrated Model of a Systemic Functional Grammar and the Other Components of a Communicating Mind. Heidelberg: Julius Groos Verlag, 1980.

A work of theoretical linguistics that provides the basis for an "applicable grammar" and an "analysis grammar" now being employed in the study of the linguistic development of children.

Flower, Linda and John R. Hayes. "The Cognition of Discovery: Defining a Rhetorical Problem," College Composition and Communication. Vol. 31 (1980), pp. 22-32.

Views writing as a means of making, rather than discovering, meaning and offers a model of the rhetorical problem which the writing is an attempt to "solve."

Foucault, Michel. "Language to Infinity," in Language, Counter-memory Practice. (Ed.) Donald F. Bouchard. Ithaca, NY: 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.

Freire, Paulo. Education for Critical Consciousness. Seabury Press, NY: 1973.

A radical conception of language in which "decoding" (construing letters) and "decodification" (interpreting meanings) are kept together from the start.

Pedagogy of the Oppressed.  
NY: Herder and Herder, 1970.

Describes Friere's theories of teaching and learning.

The Future of Literacy. (Ed.) Robert Disch. Englewood Cliffs, NJ: Prentice-Hall, 1973.

A useful collection of articles on four broad topics: the impact of literacy on non-literate peoples and nations, the relationship between literacy and politics, literature and literacy, and literacy and the media.

Gerrard, Michael S. "Literacy, Testing, and Core Curriculums in England," The College Board Review. Vol. 115 (Spring, 1980), pp. 24-27, 36.

General impressions of changes in education in England since the Bullock Report, including a report on the British approach to competency testing.

Gordon, William. Synectics: The Development of Creative Capacity. NY: Harper & Row, 1961.

Argues that "creative efficiency" can be increased by describing case studies of problem solving.

Graff, Harvey J. The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City. NY: Academic Press, 1979.

An important historical study of rates and usages of literacy in three 19th century Canadian cities: Hamilton, London, and Kingston; relates literacy to political and social trends.

Graves, Donald. Balance the Basics: Let Them Write. NY: The Ford Foundation, 1978.

Argues for teaching reading and writing together in the elementary school.

Gregory, Michael and Susanne Carroll. Language and Situation. London: Routledge & 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.

Groff, Patrick. "The Effects of Talking on Writing," English in Education. Vol. 13 (1979), pp. 33-37.

Review of research on effects of oral language activities on writing improvement; concludes that writing is not improved by speech activities.

Guilford, J.P. "Creativity: Yesterday, Today, and Tomorrow," Journal of Creative Behavior. (1967), pp. 3-8.

Halliday, M.A.K. Learning How to Mean: Explorations in the Development of Language. London: Edward Arnold, 1975.

Adopts a functional view of language and explains language as "a system for making meanings" rather than for "generating structures."

Hargreaves, Davie. Adult Literacy and Broadcasting: The BBC's Experience. NY: Nichols Publishing Co., 1980.

A detailed account, partly in diary form, of the effort by the BBC to produce television programs, curricular materials, and support services to assist adult illiterates in Great Britain.

Harpin, William. The Second "R": Writing Development in the Junior School. London: George Allen and Unwin, 1976.

Explains research into the development of language abilities in children at three ages and attempts to understand differences; discusses implications of research results.

Harrington, Elbert. "A Modern Approach to Invention," Quarterly Journal of Speech. Vol. 48 (1962), pp. 373-378.

Attempts to ally invention and rhetoric to liberal education in general.

Heath, Shirley Brice. "The Function and Uses of Literacy," Journal of Communication. Vol. 30 No. 1 (Winter, 1980), pp. 123-133.

Reports on a five year study of one community's reading and writing behavior and draws conclusions about the functions of literacy in society and the ways it may be obtained.

Hendrix, Richard. "The Status and Politics of Writing Instruction," in Writing: The Nature, Development, and Teaching of Written Communication. Vol. 1. Variation in Writing: Functional and Linguistic-Cultural Differences. (Ed.) Marcia Farr Whiteman. Hillsdale, NJ: Lawrence Erlbaum Associates, 1981.

Argues that writing must be viewed in a social context before questions of improvement, testing, and quality can be answered and that educational policy as well as research and pedagogy will have to answer these questions.

Huizinga, Johanna. Homo Ludens. Boston: Beacon Press, 1955.

The Humanities in American Life. Report of the Rockefeller Commission on the Humanities. Berkeley, CA: University of California Press, 1980.

Judy, Stephen. The ABC's of Literacy: A Guide for Parents and Educators. NY: Oxford University Press, 1980.

An accessible book for both educators and members of the community. Argues that change in literacy instruction requires a change in educational aims and an alteration of teaching conditions in the schools and the communities.

Kinneavy, James. A Theory of Discourse. Englewood Cliffs, NJ: Prentice-Hall, 1971.

Draws on classical rhetoric, logic, linguistics, and literary theory to explore the aims of discourse and develops four types of discourse: expressive, literary, referential, and persuasive.

Kirby, Dan and Tom Liner. Inside Out: Developmental Strategies for Teaching Writing. Monclair, NJ: Boynton/Cook, 1981.

"A book for teachers in middle school through college" showing how they can "nurture the rich linguistic resources their students bring to class."

Kitzhaber, Albert R. "Teaching English Composition in College," in Teaching Freshman Composition. (Eds.) Gary Tate and Edward P.J. Corbett. NY: Oxford University Press, 1967, pp. 3-24.

Discusses problems in premises underlying freshman composition and cites evidence of a variety of failures.

Labov, William. "The Logic of Nonstandard English," in Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects. Monograph Series on Language and Linguistics No. 22, 1969.

A classic statement of the hidden yet crucial political forces that influence the way people speak and write.

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

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

Langer, Suzanne. Philosophy in a New Key: A Study in the Symbolism of Reason, Rite, and Art. Cambridge, MA: Harvard University Press, 1942.

Argues that the brain constantly engages in a "process of symbolic transformation"; examines the logic of signs and symbols and "the significance of language, ritual, myth and music," and mentality itself.

Language and Literacy in our Schools: Some Appraisals of the Bullock Report. (Ed.) Harold Rosen. London: University of London, Institute Studies in Education, 1975.

A collection of readings which serve as an appraisal of the Bullock report, with particular emphasis on the topic of reading.

Language and Social Context. (Ed.) Pier Giglioli.  
NY: Penguin Books, 1972.

Essays by Bernstein, Labov, and others related to sociolinguistics and cultural anthropology as it involves the function of language and speech in society.

Language as a Way of Knowing: A Book of Readings.  
(Ed.) Martin Nystrand. Ontario Institute for Studies in Education, 1977.

Collection of essays which illustrate the heuristic function of language.

The Language Connection: Writing and Reading Across the Curriculum. (Eds.) Toby Fulwiler and Art Young. Urbana, IL: NCTE, 1982.

Emphasizes writing as a means of learning and balances theory and practice of teaching writing and reading across the curriculum.

A Language for Life: N.U.T.'s Commentary on the Bullock Report. London: National Union of Teachers, 1976.

A committee of the N.U.T. discuss seventeen "principal recommendations" from the Bullock Report and their implementation.

Language Policies in Action. (Ed.) Mike Torbe.  
London: Ward Lock Educational, Ltd., 1979.

Reviews work of teachers to implement the policies formulated by the Bullock Commission.

Larson, Richard. "Discovery Through Questioning: A Plan for Teaching Rhetorical Invention," in Contemporary Rhetoric. (Ed.) W. Ross Winterowd. NY: Harcourt, Brace, Jovanovich, 1975.

Larson attempts to create an accessible list of modern "topoi" in imitation of the classical model; Winterowd's introduction to the article provides a useful context.

Lauer, Janice. Invention in Contemporary Rhetoric: Heuristic Procedures. Unpublished doctoral dissertation, University of Michigan, 1967.

Investigates and evaluates the importance, nature, and types of heuristic procedures available for contemporary rhetoric.

\_\_\_\_\_. "Heuristics and Composition," College Composition and Communication. Vol. 21 (1970), pp. 397-404.

Argues for the study of heuristics in the teaching and research of composition; provides a lengthy "psychological bibliography" on the subject.

Literacy and Social Development in the West. (Ed.) Harvey J. Graff. Cambridge, ENG: Cambridge University Press, 1981.

A collection of seminal historical research into the relationship between literacy and social development.

Literacy for Life: The Demand for Reading and Writing. (Eds.) Richard W. Bailey and Robin Melanie Fosheim. NY: The Modern Language Association of America, forthcoming.

A collection of essays treating world literacy, the relationship of literacy to politics, the uses of literacy in vocations and professions, the problems of literacy in various educational settings, and the teaching of literacy.

Lockridge, Kenneth. Literacy in Colonial New England. NY: W.W. Norton, 1974.

An important historical study of rates of the development of literacy in New England to 1800, with discussions about literacy and social development, literacy and education, and literacy and economic status.

Loneragan, Bernard J.F., S.J. Insight: A Study of Human Understanding. London: Longmans, 1957.

Describes insight as the "supervening act of understanding" and deals with it as a heuristic activity and as knowledge.

Luria, A. "Speech Development and the Formation of Mental Processes," in A Handbook of Contemporary Soviet Psychology. (Eds.) M. Cole and I. Maltzman. NY: Basic Books, 1969.

Describes research that suggests the influence of language upon intellectual development.

Marland, Michael. Language Across the Curriculum: The Implementation of the Bullock Report in the Secondary School. London: Heinemann Educational Books, 1977.

A book with chapters by various authors designed to be "a practical help to those in secondary schools developing their own 'language policy across the curriculum.'"

Martin, Nancy. The Martin Report: Case Studies from Government High Schools in Western Australia. Education Dept., W.A., 1980.

\_\_\_\_\_, Pat D'Arcy, Brian Newton, and Robert Parker. Writing and Learning Across the Curriculum. London: Ward Lock Educational, Ltd., 1976, pp. 11-16.

Examines writing as a means of learning not only in English classes but in all other disciplines as well.

McKeon, Richard. "The Uses of Rhetoric in a Technological Age: Architectonic Productive Arts," in The Prospect of Rhetoric. (Eds.) Lloyd Bitzer and Edwin Black. Englewood Cliffs, NJ: Prentice-Hall, 1971. pp. 44-63.

Provides an overview of classical and modern rhetoric with an emphasis on rhetoric as an art of doing.

Moffett, James. Active Voice: A Writing Program Across the Curriculum. Montclair, NJ: Boynton/Cook, 1981.

A program extending from elementary through college levels, emphasizing use of primary sources and the projects of subject areas. Rich in ideas for writing assignments and

flexible for adaptation to different levels of student ability and maturity.

\_\_\_\_\_. Coming on Center: English Education in Evolution. Montclair, NJ: Boynton/Cook, 1981.

A collection of Moffett's writing, with connecting headnotes, analyzing forces at work on education and offering recommendations for teaching reading and writing after an assessment of current theories.

\_\_\_\_\_. Teaching the Universe of Discourse. Boston: Houghton Mifflin, 1968.

Suggests an outline of the student's intellectual growth, insists that the student be the center of the curriculum, and argues against teaching parts as parts and for a holistic approach.

\_\_\_\_\_, and Betty J. Wagner. Student-Centered Language Arts and Reading, K-13. (2nd ed.), Boston: Houghton Mifflin, 1976.

A comprehensive account of Moffett's theories and curricular activities organized according to his hierarchy of discourse and levels of abstraction.

Morris, W.W. Signs, Language, and Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1946.

An early study of the significance of signs, applying semiotics to discourse, language, and behavior.

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

A sensible, humane, and very practical analysis of the relationship between student and teacher in a writing class, with down-to-earth sections on techniques.

\_\_\_\_\_, and Donald Graves. "Revision: In the Writer's Workshop and in the

Classroom," in Journal of Education. Boston: Boston University School of Education, Vol. 162 (1980), pp. 38-56.

An on-going view of the writing process in the journal of a working writer, with an on-going commentary by a writing researcher on applications to the classroom.

The Nature and Measurement of Competency in English. (Ed.) Charles R. Cooper. Urbana, IL: NCTE, 1981.

A collection of essays ranging broadly over the issues of measurement and assessment in English, including articles on competence in reading, media competency, and the politics of minimum competency as well as an overview of the issues and articles on language competence and competence in writing.

New Essays in the Teaching of Literature. Proceedings of the Literature Commission Third International Conference on the Teaching of English, Sydney, Australia: 1980. (Eds.) David Mallick, Peter Moss, Ian Hausen.

Odell, Lee. "Piaget, Problem-Solving, and Composition," College Composition and Communication. Vol. 24 (1973), pp. 36-42.

Drawing on Piaget, Odell devised a problem solving approach to a Freshman English class, the techniques and rationale of which he describes here.

\_\_\_\_\_. "The Process of Writing and the Process of Learning," College Composition and Communication. Vol. 31 (1980), pp. 42-50.

Argues that the conceptual activities students must go through vary with assignments across the curriculum and that teachers need to understand the process of learning as it relates to the process of writing.

Chamm, Richard. "The Decline in Literacy is a Fiction, If Not a Hoax," The Chronicle of Higher Education. (October 25, 1976), p. 32.

Analyzes the evidence used to indicate a "literacy crisis" and suggests that the

real literacy crisis is being ignored by the media while misleading data generate a false crisis.

\_\_\_\_\_. English in America: A Radical View of the Profession. NY: Oxford University Press, 1976.

A broad description and condemnation of the complicity between academic institutions, particularly English departments in colleges and universities, and repressive mechanisms of capitalist society. It analyzes the general paradigms that govern the organization and content of composition texts that are frequently used in college courses.

\_\_\_\_\_. "Reflections on Class and Language," College English. Vol. 44, No. 1 (January, 1982).

Ong, Walter J., S.J. The Barbarian Within and Other Fugitive Essays and Studies. NY: Macmillan, 1962.

A collection of essays on words, teaching and communication, and culture.

\_\_\_\_\_. "Beyond Objectivity: The Reader-Writer Transaction as an Altered State of Consciousness," The CEA Critic. Vol. 40 (November, 1977), pp. 6-13.

Claims that there is no one-way human communication. Text is merely an object until a human mind interacts with it.

\_\_\_\_\_. "Interfaces of the Word." Ithaca, NY: Cornell University Press, 1977.

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

\_\_\_\_\_. "Literacy and Orality in Our Times," in Profession '79. NY: Modern Language Association, 1979.

Provides an overview of the relationship between literacy and orality in contemporary times.

\_\_\_\_\_. Rhetoric, Romance, and Technology: Studies in the Interaction of Expression and Culture. Ithaca, NY: Cornell University Press, 1971.

A history of rhetoric through the romantic period and into the age of technology.

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

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Crosscut: Writing Across the Disciplines is a newsletter devoted to theory and practice, research and methods, programs and approaches for writing in all disciplines, published three times a year. Helen Koon, Editor, Crosscut, California State College, 5500 State College Parkway, San Bernadino, CA 92407.

Praxis: A Journal and Review about Writing invites mss. concerning teaching/learning/experiencing of the writing act in all its educational functions. Levels: senior high school, college, vocational, adult, personal. Write for Suggestions for Contributors and/or send mss. to Editor, Praxis, Department of English, University of Wisconsin, Whitewater, WI 53190.

The Writing Centers Association announces its Fifth Annual WCA Conference, to be

held May 6, 1983, at Purdue University, in West Lafayette, Indiana. Requests for further information and registration materials should be sent to Muriel Harris, Department of English, Purdue University, West Lafayette, IN 47907.

Conference on College Composition and Communication will hold its 34th Annual Convention March 16-19, 1983, at the Westin Hotel in the Renaissance Center, Detroit, Michigan. For more information write: 1983 CCCC Convention Information, 1111 Kenyon Road, Urbana, IL 61801.

Teaching English is a Bright Idea: MSU/MCTE Spring Conference on the English Language Arts will be held April 30, 1983, at Michigan State University. Proposals accepted up until February 10 and information available from Marilyn Wilson, MSU English Department, Morrill Hall, East Lansing, MI 48824.

