Select Bibliography*

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Describes a study of the writing secondary school students are asked to do in six major subject areas and includes a good annotated bibliography of sources which provide strategies for incorporating writing into content area instruction.


Proposes the contents of a rhetoric textbook for the modern college English class.

Bailey, Richard W. "This Teaching Works," Report to the Faculty of the College of Literature, Science, and the Arts of The University of Michigan, 1981.


One of ten study guides prepared for the Open University course, "Language and Learning."


Provides essays on language in the classroom; stresses the value of talking for students' learning and writing; and gives recommendations for a language policy across the curriculum.


Argues for a phenomenological perspective in research on speech and writing which would allow researchers to more accurately study the significance of both linguistic and paralinguistic behavior.


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.


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.

*Where the titles of the entries in this bibliography are not self-explanatory brief annotations have been provided.

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


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


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


... "The Rhetorical Stance,

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


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


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.


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.

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


An explanatory report 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.


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 interest in classroom application.


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


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


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."


A summary of a national investigation of the state of British education and the role of language in learning, presuming an "organic relationship between the various aspects of English and...the need for continuity in their development throughout school life."


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


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


Posits that identification is the ultimate goal of rhetoric.

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


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.


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.


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.


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.


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.


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


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

Argues for the usefulness of teaching classical rhetoric and suggests specific techniques for rhetoric that could be effectively taught in composition courses.


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


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


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


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.


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


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


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.


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


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


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

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


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


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."


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.


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


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


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.


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."


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


A radical conception of language in which "decoding" (construing letters) and "decodification" (interpreting meanings) are kept together from the start.
Describes Piere's theories of teaching and learning.


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.


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


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


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.


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


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.


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


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


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.


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


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

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.


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.


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.


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.


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


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


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


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


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.

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


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


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


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


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.


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


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, ENGL: Cambridge University Press, 1981.

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


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.


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.


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

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


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.'"


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


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


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.

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.

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


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

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.


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.


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


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.


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.


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 tests that are frequently used in college courses.


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


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


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


Provides an overview of the relationship between literacy and orality in contemporary times.
A history of rhetoric through the romantic period and into the age of technology.


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.


Discusses the differences between the concept of audience in speaking and that in writing and the kinds of masks or identities that speakers and writers wear.


Concisely discusses contemporary problems of literacy in the world, the future of literacy, and its relationship to social and technological change.


An attempt to revive the art of rhetoric with a thorough discussion of the framework, starting point, and techniques of argumentation.


Explains recursive features of composing, including retrospective structuring and argues against a linear model of the uniting process.


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.


A collection of essays intended to argue that philosophy, rhetoric, and argumentation are interdependent.


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.


A collection of essays explaining and applying Piaget's theories of development, including a section on implications for open classrooms.

A technical, updated elaboration of Pike's
tagmatic theory.

Polanyi, Michael. Knowing and Being. (Ed.)
Marjorie Grene. London: Routledge & Kegan Paul,
1969.

This collection of Polanyi's essays
includes four chapters on tacit knowing;
the introduction by the editor ties the
essays to Polanyi's other works.

Personal Knowledge: 
Towards a Post-Critical Philosophy. Chicago:

An inquiry "into the nature and justifica-
tion of scientific knowledge" ranging into
larger questions of knowing and arguing for
"personal participation" of the knower in
all acts of understanding. Describes "per-
sonal knowledge" as a fusion of the personal
and the objective.

Postman, Neil. Teaching as a Conserving Activity.

Argues that education must conserve tradi-
tion in an age of innovation and innovate
in an age of tradition, and argues against
the changes in schools in the last decade.

Reinventing the Rhetorical Tradition. (Eds.) Aviva
Freedman and Tan Pringle. Canadian Council of
Teachers of English. Conway, AR: L & S Books,
1980.

Evolving from the 1979 CCTE Conference on
"Learning to Write," this collection
gathers together papers by nineteen
participants, including articles by Brig,
Britton, Kinneavy, Murray, Berthoff,
Corbett, Winterowd, Butturf, Sommers, and
others.

Research on Composing: Points of Departure.
(Eds.) Charles R. Cooper and Lee Odell. Urbana,

An anthology updating developments in
composition theory and pedagogy and related
fields with essays on discourse theory, the
functions of writing, revision, the writing
of young children, "Hand, Eye, and Brain,"
cognitive-developmental psychology, and
invention.

Richards, I. A. Interpretation in Teaching.

Describes the nature of rhetoric, gram-
mar, and logic, and argues that the aim of
education and learning is "an increasing
organic interanimation of meanings" and
"the biologic growth of the mind."

Practical Criticism: A
Study of Literary Judgment. NY: Harcourt, Brace,
1929.

Extended criticism of thirteen poems and a
lengthy discussion of its implications.

The Philosophy of
Rhetoric. London: Oxford University Press,
1936.

An analysis of the interaction of words in
context and the ways in which a "continual
synthesis of meaning" produces misunder-
standing as well as complexity of meaning
in discussion and texts.

Rogers, Carl R. On Becoming A Person: A
Therapist's View of Psychotherapy. Boston:

A collection of Rogers' articles arranged
around a theme moving "from the highly
personal to the larger social significance."

Schools Council Project: Writing Across the
Curriculum. (2nd ed.) London: Ward Lock
Educational, Ltd., 1976.

A series of six pamphlets dealing with a
variety of topics integral to establishing
writing-across-the-curriculum projects.

Scott, Robert L. "On Vielding Rhetoric as
Argues that rhetoric is a way of knowing, not merely argumentation of prior knowledge.


Reports on an empirical study of literacy conducted by the authors.


An indispensable book for the teacher of basic writing and a valuable resource for all writing teachers.


Categorizes and interprets syntactic differences between speech and writing.


Discusses the principles of assessing language and evaluates the testing and examining now being practiced in England with case histories of children's language-use.


A theoretical introduction to verbal interaction.


An indispensable research tool, including essays by top scholars on research.


Sixteen essays by British and American educators on the recommendations of the Bullock report.


A collection of four articles explaining some of the ideas of the British Writing Across the Curriculum Project and their implications for American teachers.


Describes need of creative children for guidance and explains assessment of their talent and growth.


This brief pamphlet suggests ways in which schools may choose to implement the recommendation of the Bullock Report that "every secondary school should develop a policy for language across the curriculum."


Essays by a number of teachers who describe how they use language as a means of learning in the English classroom.


A collection of Vygotsky's writings on the development of perception, attention,
memory, language, and play, and some implications for education.

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


A sharply worded attack on the Bullock Report and on the recommendations of the Schools Council for a program of writing across the curriculum.


Draws on tagnomic theory to interpret rhetoric as a process of discovery and of choosing options to effect audience change, emphasizes a heuristic to promote discovery as well as a series of chapters on the relationship between writer and reader.