The \textit{WPA} Annual Bibliography of Writing Textbooks

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Rather than introduce this year's bibliography with a perfunctory statement explaining that the textbooks listed here all have 1997 copyright dates and that the annotations have been edited for brevity and objectivity, I'd like to start with a brief story followed by a call to action.

At the 1996 CCCCs, I attended my first \textit{WPA} Editorial Board meeting. Needless to say, I was thrilled to meet many of the people whose scholarship I had come to know well during my graduate studies. Early in the meeting, Doug Hesse introduced me to the group and asked me to comment on the 1996 version of the bibliography. I was pleased to do so, having just completed the nearly year-long project for the first time. I explained that the bibliography had grown since the previous year, that I had changed its format, and that every publisher in the land had apparently discovered the value of "concise, spiral-bound" handbooks. My quip was met with some grins and chuckles but only moments later, the future of the bibliography appeared to be in question. Some board members were wondering how useful the document really is and if it shouldn't be dropped to free up space in the journal. Fearing a place in history along side Edward J. Smith, Captain of the \textit{Titanic}, I suggested that the bibliography has scholarly value in addition to its more obvious utility.

I still believe this. In fact, we can see as much simply by holding the 1997 bibliography next to last year's version. This year's list includes nearly 200 entries (up from last year's 166) and features dramatic shifts in two categories. The number of entries for the category "Software and Computer-Assisted Instruction" has nearly tripled since last year. This growth coincides with the rapid expansion of the Internet as a research tool. Most of the texts in this category are designed to help students develop their "cyberliteracy" and gain a better working knowledge of the World Wide Web. Similarly, readers will notice the influence of the Internet on the category "Research Paper Texts." This category is nearly twice as large as last year's version and includes five texts that feature "tips and strategies" for conducting Internet research in addition to familiar "how-to" discussions of writing research papers. Such developments begin to suggest, I think, the value of the bibliography beyond helping WPAs pick textbooks. Such changes mark important shifts in our field and force us to question what we value as writing teachers and why. With this in mind, I'd like to offer some ideas regarding the future of the bibliography.

The changes I've noticed between last year's bibliography and the present version suggest that the bibliography can be an impetus for scholarship in at least three ways. First, I would like to see future versions of the bibliography
comment more fully on changes and developments in the list (and in the field by extension) from one year to the next. I have begun this process in a limited fashion this year, but much more can and should be said. Second, I would like to see retrospective editions of the bibliography in which the bibliography itself is examined as an evolving artifact in our field. Such work would reveal where our priorities have rested in the past so that we can make more informed choices in the future. Finally, I'd like to explore the possibility of constructing the bibliography collaboratively as opposed to our simply delivering it each spring. This may mean launching the bibliography into cyberspace where people can share comments on textbooks as well as learn which ones will be available for the coming year.

I offer these ideas merely as starting points. Please feel free to share your own as well as any questions or concerns. After all, I'll need your help if I am to avoid icebergs in the future.

I. Freshman Writing Texts

A. Rhetorics


Ballata, Phyllis. *Writing from Life: Collecting and Connecting*. Mayfield. Part One offers one hundred writing projects; Part Two provides fifty-four thematically arranged readings; Part Three surveys major organizational patterns. The appendix shows a documented essay in progress.

Bazerman, Charles. *Involved: Writing for College, Writing for Your Self*. Houghton Mifflin. A rhetoric which presents college as a rhetorical situation. Motivates students to become involved in and responsible for their own education and to use writing as the means for doing so.


Calderonello, Alice, Donna Nelson-Beene, and Sue Carter Simmons. *Perspectives on Academic Writing*. Allyn and Bacon. This interdisciplinary rhetoric/reader focuses on academic research and writing while emphasizing collaboration. Presents over 100 class-tested assignments and three major
research projects, designed to sharpen critical thinking skills.


Eppley, George, and Anita Dixon Eppley. *Building Bridges to Academic Writing*. Mayfield. This text includes an accessible overview of the academic disciplines, an explanation of subjective and objective writing, complete coverage of the writing process, and a mini-handbook.


sources. Includes advice on using the Internet critically and exercises for computerized classrooms.


Lynn, Steven. *A Short Guide to Writing*. Allyn and Bacon. This rhetoric offers 150 pages of tips and shortcuts to better writing.


Rosenwasser, David, and Jill Stephen. *Writing Analytically*. Harcourt Brace. This text focuses on analytical thinking, presenting it as a tool which facilitates good writing in any discipline. It emphasizes process writing and critical thinking.

Schindley, Wanda B. *The Informed Citizen: Argument and Analysis*. Harcourt Brace. This rhetoric/reader explores argumentation by studying current issues in communities ranging from the classroom to cyberspace.

Siler, Jocelyn. *The Responsive Writer*. Harcourt Brace. This text defines writing as both a responsive and a persuasive activity, and it provides systematic models for the writer’s encounter with the critical reading and thinking process.

Thompson, Gary. *Rhetoric Through Media*. Allyn and Bacon. Uses critical analysis of media to teach the principles of rhetoric. Enables students to think critically about the “texts” of popular culture.


Ward, Dean. *Tradition and Adaptation: Writing in the Disciplines*. Mayfield. This text helps students master the kinds of writing required in different disciplines while encouraging them to move across traditional boundaries in order to meet each assignment’s goals.

B. Readers


Adams, W. Royce. *Risking Contact: Readings to Challenge Our Thinking*. Houghton Mifflin. Provides contemporary readings and questions that confront students with alternative viewpoints on today’s social issues and challenges them to formulate critical, reasoned responses.


Buffington, Nancy, Marvin Diogenes, and Clyde Moneyhun. *Living Languages: Contexts for Reading and Writing*. Prentice Hall. This reader provides a consistent and comprehensive view of language as an essential element of every student's interaction with his/her social, cultural, educational, and political environments.


Clark, Carol Lea. *Interconnections: Writer, Culture, and Environment*. Harcourt Brace. This reader emphasizes three interconnected themes, encouraging students to examine the multiple and interrelated connections between themselves, their cultures, and their surrounding environments.


Connelly, Mark. *The Sundance Reader*. Harcourt Brace. This rhetorically-organized reader presents 92 contemporary and classic essays on issues such as the environment, culture and community, values, history, and careers.


that assert our common humanity. Focuses on the positive nature of diversity experiences without trivializing the issues or problems.


Garnes et al. *Writing Lives: Exploring Literary and Community*. St. Martin's Press. This reader focuses exclusively on the topic of literacy and challenges students to recognize ways in which language carries values and power.

Gould, Christopher, and Ele Byington. *Critical Issues in Contemporary Culture*. Allyn and Bacon. Offers 70 contemporary and multicultural selections addressing issues of gender, race, and ethnicity. Essays examine the meaning of culture and literacy and the importance of cultural literacy.


Hawisher, Gail E., and Cynthia L. Selfe. *Literacy, Technology, and Society: Confronting the Issues*. Prentice Hall. This reader engages students in a variety of reading, writing, and thinking activities relating to technology. It uses a relatively non-technical approach to explore technology issues.
Hirschberg, Stuart, and Terry Hirschberg. *First Person Singular*. Allyn and Bacon. Introduces the major traditions of autobiography and biography through 59 essays, journals, diaries, letters, and memoirs. Guides students in developing their reading and writing skills.

—. *The Millennium Reader*. Prentice Hall. This thematic reader features some of the most important insights, discoveries, and reflections of the past millennia by noteworthy writers of fiction and nonfiction. Also available in a brief edition.

Homer, Winifred Bryan. *Life Writing*. Prentice Hall. This reader progresses from writing for oneself to writing for an audience, from writing based on personal experience to research-based writing.

Hoy, Patrick C., and Robert DiYanni. *Encounters: Readings and the World*. The McGraw-Hill Companies. Presents a spectrum of essays by both students and professional writers. Also includes visual images which stimulate thought, evoke feeling, and serve as springboards for writing.

Hult, Christine. *Readings from the Disciplines: Research Models for Writers*. Allyn and Bacon. This WAC reader features articles from professional journals in order to familiarize students with the type of writing they'll encounter in other college courses.


laGuardia, Dolores, and Hans P. Guth. *Issues across the Curriculum: Reading, Writing, Research*. Mayfield. Features 75 readings as well as chapters with strategies for reading, writing, and research. Provides students with important intellectual resources and communication skills required in the academic community.

Maasik, Sonia, and Jack Solomon. *Signs of Life in the U.S.A.: Readings on Popular Culture for Writers*, 2nd ed. Bedford Books. A pop culture reader with methodology (semiotics) that helps students become critical thinkers and writers. Includes 75 readings on topics such as consumerism, race, and virtual culture.


Muller, Gilbert H. *The McGraw-Hill Reader*, 6th ed. The McGraw-Hill Companies. Provides students with a range of prose models spanning a variety of subjects including core liberal arts issues, interdisciplinary themes, and
multicultural perspectives.


Reid, Stephen. *Purpose and Process: A Reader for Writers*, 3rd ed. Prentice Hall. This reader focuses on writers' "purposes" and "processes" for reading and writing. It includes 63 selections (23 new) by both professional and student writers.


Selzer, Jack. *Conversations*, 4th ed. Allyn and Bacon. Offers 160 student and professional selections from a variety of genres. Readings are organized around contemporary civic issues and are designed to help students "join the conversation" through their writing.

Stanford, Judith A. *Connections: A Multicultural Reader for Writers*, 2nd ed. Mayfield. Offers nine thematically arranged groups of readings, extensive coverage of the writing process, and a complete section on research-based writing.


Vesterman, William. *Reading and Writing Short Arguments*, 2nd ed. Mayfield. This reader offers more than seventy short readings on an array of controversial issues. An appendix covers the research paper.


Winterowd, W. Ross, and Geoffrey Winterowd. *The Critical Reader, Thinker, and Writer*, 2nd ed. Mayfield. A reader/rhetoric. Offers students a variety of approaches to critical reading, thinking, and writing, and includes more than 60 readings exploring connections among the three.
C. Handbooks and Workbooks


Hairston, Maxine, and John Ruszkiewicz. *The Scott, Foresman Handbook*, 4th ed. Longman Publishing of Addison Wesley Longman Educational Publishers. “Not all errors are created equal” is this text’s motto. Takes a process-
oriented, troubleshooting approach toward grammar. Includes special ESL chapter.

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage, with and without Exercises*, 3rd ed. Prentice Hall. This concise spiralbound handbook offers traditional coverage and up-to-date information on writing with computers, online research, and MLA and APA formats.


Willey, R. J., and Jennifer I. Berne. *Process of Discovery: A Writer’s Workshop*. The McGraw-Hill Companies. A workbook that helps students grow as writers by helping them find their own voices. All writing concerns are treated within the context of the students’ work.
II. Developmental Writing Texts

A. Rhetorics


Hoffman, Andrew. *Writing Choices.* Allyn and Bacon. Empowers students by depicting writing as a series of choices. Chapters include writing and grammar assignments as well as collaborative computer exercises; readings are found at the end of the text.


—. *Sentence Skills with Readings.* The McGraw-Hill Companies. An all-in-one worktext. Provides a brief guide to writing effective paragraphs and essays, a comprehensive handbook with exercises and mastery tests, and a reader with teaching apparatus.


Meyers, Alan. *Composing With Confidence,* 4th ed. Longman Publishing of Addison Wesley Longman Educational Publishers. This rhetoric takes a "workshop" approach. Provides guided practice at each step of the
writing process and includes model paragraphs and essays at each stage.


Quinn, Michael J., DeWayne Rail, and Judy Ryan. *Writing Your Way Out*. Longman Publishing of Addison Wesley Longman Educational Publishers. Built around a series of sequenced writing assignments that progress from the personal to more academic topics. Teaches writing strategies, the rhetorical modes, and how to write with confidence.


—. *The Writer's Workplace: Paragraphs to Essays*. Harcourt Brace. The second in a two-text sequence, this text moves students from the creation of cohesive paragraphs to the development of a college-level essay.

—. *The Writer's Workplace: Sentences*. Harcourt Brace. The first in a three-text sequence, this text provides expanded coverage of sentence writing, including a section on effective word usage.

—. *The Writer's Workplace: Sentences to Paragraphs*. Harcourt Brace. The first in a two-text sequence, this text moves students from the creation of effective sentences to the development of a cohesive paragraph.

—. *The Writer's Workplace with Readings: Building College Writing Skills*, 2nd ed. Harcourt Brace. This text has all the features of *The Writer's Workplace* and includes fourteen additional readings, all with introductory notes and follow-up questions.
B. Readers


Smith, Lonna H., and Robert J. Ramonda. *Read, Write, React: An Integrated Approach to Reading and Writing*. The McGraw-Hill Companies. This text involves students in their own language development, and it helps them build their language abilities through a variety of readings and integrated writing activities.

C. Workbooks


Ingalls, Anna, and Dan Moody. *Within Reach: A Guide to Successful Writing*. Allyn and Bacon. This sentence/paragraph/essay workbook includes writing and grammar instruction in each chapter and is designed to meet the needs of a wide-range of students, including those with special ESL needs.

—. *Odyssey: A Guide to Better Writing*. Allyn and Bacon. Includes all of the features of *Discovery* plus an appendix on writing with computers.

Pemberton, Carol. *Writing Paragraphs*, 3rd ed. Allyn and Bacon. Designed to help students master paragraph-length discourse. Presents reading and writing as interrelated activities and includes an abundance of student examples, collaborative assignments, and varied exercises.


### III. Advanced Writing Texts

#### A. Rhetorics

Brown, Stuart C., Robert K. Mittan, and Duane H. Roen. *The Writer's Toolbox*. Allyn and Bacon. Aimed at writing-intensive courses, this text covers writing, reading, listening, and speaking skills common to all disciplines, with an emphasis on writing and learning strategies.


#### B. Readers


IV. Composition and Literature Texts


Kirszen, Laurie C., and Stephen R. Mandell. *Literature: Reading, Reacting, Writing*, 3rd ed. Harcourt Brace. This introductory text combines three genres of classic and contemporary works with an emphasis on reading and writing about literature. (Also available in a compact edition.)


Warner, Sterling. *Thresholds: Literature-Based Composition*. Harcourt Brace. A thematic, three-genre reader which contains a rhetoric and a research writing component. The readings (poetry, fiction, essays) are by authors of diverse cultural viewpoints.

V. Creative Writing Text


VI. ESL Texts


Kay and Gelshenen. *America Writes: Learning English through American Short Stories*. St. Martin's Press. Introduces ESL students to American culture by reinforcing the reading, writing, discussion, and grammar skills relevant to each story.


Spaventa and Spaventa. *Writing to Learn: From Paragraph to Essay*. St. Martin's Press. Written with community college students in mind. Makes the process approach to writing accessible to students who may not have experience with academic writing in their native language.

Strauch. *Bridges to Academic Writing*. St. Martin's Press. Blends an in-depth process approach to writing short compositions with common organizational patterns. Includes both student models and a variety of readings.
VII. Business and Technical Writing Texts


—. *Handbook of Technical Writing,* 5th ed. St. Martin’s Press. An alphabetically-arranged handbook. Provides complete information for all types of technical writing. Includes models of lab reports and instructions plus coverage of online research and technical graphics.


Lannon, John M. *Technical Writing,* 7th ed. Longman Publishing of Addison Wesley Longman Educational Publishers. The only text to include coverage of the ACW documentation style. Also includes a version of *Writer’s Workshop.* Instructor’s Manual.

Pearsall, Thomas E. *The Elements of Technical Writing.* Allyn and Bacon. A concise introduction to technical writing. Covers seven principles of technical writing, the importance of format, and presents four sample reports.


VIII. Software and Computer-Assisted Instruction

Internet. Analyzes the Internet as a source of information, contains a
complete guide to constructing word searches, compares search engines,
and includes documentation guidelines.

Windows-based tutorial software. Includes an on-line handbook, pro­
vides numerous exercises ranging in difficulty, and evaluates strengths
and weaknesses with diagnostic pre-tests and post-tests.

Clark, Carol Lea. Working the Web: A Student’s Guide. Harcourt Brace. This guide
explains the basics of the World Wide Web, its relationship to the
Internet, how to navigate during research, and how to create personal
web pages.

Condon, William, and Wayne Butler. Writing the Information Superhighway. Allyn
and Bacon. Teaches cyberliteracy and the writing process. Writing projects
focus on activities that predominate in cyberspace such as using on-line
resources, communicating on-line, etc.

Dodds, Jack. The Ready Reference Handbook: Writing, Revising, Editing On-line
version of Dodds’ The Ready Reference Handbook. (See I.C.: Freshman
Writing Texts—Handbooks for a description of the print version.)

Drott, Carl, and Eva Thury. GrammarCoach. Computer Software. Allyn and
Bacon. An interactive tutorial featuring 10 modules designed to assist
basic writers. Each module contains three practice sets with explanations
and examples, exercises with answers, and a sample paragraph to be
corrected.

Ebest, Sally Barr, Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu. Writing
from A to Z: The Easy-to-Use Reference Handbook, 2nd ed. Mayfield. A
hypertext handbook which is organized alphabetically and offers a “fail-
safe” index. Windows and Macintosh versions available. (See I.C.: Freshman
Writing Texts—Handbooks for a description of the print
version.)

Hairston, Maxine, John Ruszkiewicz, and Dan Seward. CoreText OnLine.
Longman Publishing of Addison Wesley Longman Educational Publish­
ers. A handbook that works in conjunction with CoreText. (See I.C.: Freshman
Writing Texts—Handbooks.) Offers a sophisticated, interactive
writing environment. Available in PC and Mac versions.

Martin’s Press. Provides up-to-date lists of Internet sources in the major
disciplines. Includes guidelines for evaluating and citing them.

and use the WWW. Includes tips for using online libraries and saving
valuable information. Spiral-bound.

with Computers. Prentice Hall/Blair Press. This brief, spiralbound reference helps both computer expert and novice craft better writing. Fosters awareness of choices (from content to punctuation) in various writing situations at the computer.


Thury, Eva, and Carl Drott. GrammarTeacher 2.0. Computer Software. Allyn and Bacon. An interactive tutorial program that helps students learn and practice grammar. Offers ten modules that cover different grammatical principles. Includes explanations, examples, and exercises with answers.


Vitanza, Victor. Writing for the World Wide Web. Allyn and Bacon. A text for college students who are developing websites in conjunction with their course of study.

IX. Research Paper Texts

Chiseri-Strater, Elizabeth, and Bonnie S. Sunstein. Fieldworking: Reading and Writing Research. Prentice Hall/Blair Press. Designed to fill the gap between reading about fieldwork and “writing up” the results. Presents specific methods, models, and hands-on practice in all phases of field-
based research.


Coyle, William. *Research Papers*, 10th ed. Allyn and Bacon. The first college text on research, this spiral-bound guide features the newest information on documenting sources in MLA, APA, and other styles.

Dees, Robert. *Writing the Modern Research Paper*, 2nd ed. Allyn and Bacon. The contemporary guide to researching and writing the research paper with extensive coverage of on-line research, collaborative activities, and a unique emphasis on critical thinking.


Siade, Carol. *Form and Style: Research Papers, Reports. Theses*. Houghton Mifflin. Combines a review of the basic research process with a rigorous investigation of issues such as evidence, quotation, and citation of sources.


Wilhoit, Stephen. *A Brief Guide to Writing From Readings*. Allyn and Bacon. Teaches students how to read critically, summarize, critique, and synthesize readings. Also explains how to quote and paraphrase, document essays, and keep a writing journal.

X. Reading and Study Skills Texts


Laskey, Marcia L., and Paula W. Gibson. College Study Strategies: Thinking and Learning. Allyn and Bacon. Emphasizing critical thinking and metacognition, this text teaches practical study skills such as time management and note- and test-taking strategies. Includes exercises and a unique Learning Styles Inventory.


Quinn, Shirley, and Susan Irvings. Active Reading in the Arts and Sciences, 3rd ed. Allyn and Bacon. Aimed at students with reading abilities ranging from 8th to 10th grade proficiency, this text develops students' critical thinking skills and prepares them for college-level work.


Seyler, Dorothy. The Reading Context: Developing College Reading Skills. Allyn and Bacon. Explains reading as a three-step process (prepare—read—respond) and focuses on the reading context. Longer selections in each chapter include extensive pre- and post-reading apparatus.

XI. Professional Texts


Harris, Joseph. A Teaching Subject: Composition Since 1966. Prentice Hall. This highly regarded monograph discusses the growth of composition studies as an academic field. For new teachers and experienced theorists and historians of composition studies.
XII. Additional Texts


Penrose and Katz. *Writing in the Sciences*. St. Martin’s Press. Covers the major genres of scientific communication including research proposals, literature reviews, reports, and conference papers.

**WPA Consultant-Evaluator Service for Writing Programs**

The WPA consultant-evaluator service helps colleges and universities develop and assess their writing programs. Operating on a method similar to regional accreditation agencies, WPA evaluations have several stages. WPA requests a written program self-study, sends a team of two trained consultant-evaluators to campus for interviews and on-site evaluation, and then compiles a final report. A six-month follow-up report from the campus completes the process.

WPA's consultant-evaluators are leaders in the field of composition. They come from four-year colleges, community colleges, and universities. All are experienced writing program administrators with a national perspective on composition teaching and program administering. As evaluators, their primary goal is to determine a program's unique strengths and weaknesses, not to transform all writing programs into clones of their own. They recognize that every program must retain its individual character, serve a particular community, and solve special problems.

Institutions pay the travel and accommodations cost for the consultant-evaluator team, plus an honorarium. While WPA suggest a $1,500 honorarium to each consultant-evaluator, client institutions agree on a honorarium with the consultant-evaluator.

Applications for the service should be initiated 3 months before consultant-evaluators visit a campus. WPAs, department chairs, or college administrators may apply to:

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