Sources and Resources

On the Web

Here are some informative Web sites, most of them from language organizations:

www.americandialect.org: The site for the American Dialect Society.

www.ateg.org: The Web site for NCTE's Assembly for the Teaching of English Grammar; it provides a variety of resources for teaching and learning about grammar.

www.cal.org: The site for the Center for Applied Linguistics.

www.grammarlady.com: Mary Newton Bruder's well-run site.

www.linguistics-online.de: A virtual linguistics "campus" organized by three German universities (the materials are all in English).

www.lsadc.org: The Web site for the Linguistic Society of America.

www.ucl.ac.uk/internet-grammar: An Internet grammar source from the major writers on grammar in England.

The other approach to the Internet, of course, is to use a search engine. It is a good idea to try different search headings; "grammar," "teaching English grammar," and "grammar lessons" each leads to different search results.

In Print

Berk, Lynn M. *English Syntax: From Word to Discourse.* New York: Oxford University Press, 1999. A concise presentation of English syntax and its links to semantics and discourse function.

Connors, Robert J. "The Erasure of the Sentence." *College Composition and Communication* 52 (2000): 96–128. The article traces the rise of three sentence-based pedagogies—Christensen's generative rhetoric, sentence combining, and sentence imitation—that appeared in the 1960s and 1970s and their fall after 1980 at the hands of antiformalist and antiempiricist movements in English education.

Crystal, David. *The Cambridge Encyclopedia of Language.* Cambridge, UK: Cambridge UP, 1997. See next item.

Crystal, David. *The Cambridge Encyclopedia of the English Language.* Cambridge, UK: Cambridge UP, 2001. Two one-volume works with readable, illustrated information on all aspects of language, including traditional and modern grammar. Reasonably priced in their paperbound editions.

DeBeaugrande, Robert. "Forward to the Basics: Getting Down to Grammar." *College Composition and Communication* 35 (1984): 358–67. An early essay arguing for practical approaches to the grammar essentials using the student's native language ability.

English Journal 85.7 (1996) and 92.3 (2003). Two issues of the NCTE journal devoted to articles on teaching grammar.

Garner, Bryan A. *The Oxford Dictionary of American Usage and Style.* New York: Oxford UP, 2000. A well-reasoned guide on questions of current American English grammar, usage, punctuation, and spelling.

Green, Lisa. "Study of Verb Classes in African American English." *Linguistics and Education* 7 (1995): 65–81. An examination of the African American verb classes and some implications for education.

Haussamen, Brock. *Revising the Rules: Traditional Grammar and Modern Linguistics.* 2nd ed. Dubuque, IA: Kendall/Hunt, 2000. Contrasts the history of school grammar rules with recent linguistic perspectives.

Hunter, Susan, and Ray Wallace, eds. *The Place of Grammar in Writing Instruction: Past, Present, Future.* Portsmouth, NH: Boynton/Cook, 1995. Sixteen essays on the past, present, and future of grammar and writing. Includes diverse perspectives from composition teachers, writing center directors, rhetoricians, and others engaged in writing.

Killgallon, Don. *Sentence Composing.* Portsmouth, NH: Boynton/Cook-Heinemann. A series of workbooks for sentence combining, middle school through college.

Kischner, Michael, and Edith Wollin. *Writers' Choices: Grammar to Improve Style.* Fort Worth: Harcourt, 2002. A textbook on using grammatical structures for stylistic effects, with sentence-combining exercises.

Kolln, Martha. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects.* 4th ed. New York: Longman, 2003. A textbook about the effects of choices of word, structure, and punctuation on such rhetorical qualities as cohesion, emphasis, and tone.

Kolln, Martha, and Robert Funk. *Understanding English Grammar.* 6th ed. New York: Longman, 2002. A comprehensive, clear textbook on English grammar, with Reed-Kellogg sentence diagrams.

Lester, Mark. *Grammar and Usage in the Classroom.* 2nd ed. New York: Allyn and Bacon, 2001. Covers many issues surrounding pedagogical grammar, with traditional Reed-Kellogg diagrams.

Morenberg, Max. *Doing Grammar.* 3rd ed. New York: Oxford UP, 2002. A textbook describing how our internal "grammar machine" arranges sentence constituents.

Morenberg, Max, and Jeff Sommers, with Donald A. Daiker and Andrew Kerek. *The Writer's Options: Lessons in Style and Arrangement.* 6th ed. New York: Longman, 1999. A textbook applying sentence combining to all phases of the writing process, from drafting to revisions for tone and emphasis.

National Council of Teachers of English and International Reading Association. *Standards for the English Language Arts.* Urbana, IL: NCTE, and Newark, DE: IRA, 1996. The twelve standards for teaching English reached after a national study by NCTE and IRA. Includes discussion of student language learning and seventeen teaching vignettes.

Noden, Harry R. *Image Grammar: Using Grammatical Structures to Teach Writing.* Portsmouth, NH: Heinemann, 1999. Concepts and strategies for teaching writing through grammar and its images, from a veteran eighth-grade teacher.

Noguchi, Rei R. *Grammar and the Teaching of Writing: Limits and Possibilities.* Urbana, IL: National Council of Teachers of English, 1991. A guide to a minimal grammar and to student-friendly methods for using one's intuitive sentence sense to find basic sentence components and avoid errors.

Strong, William. *Writer's Toolbox: A Sentence-Combining Workshop.* New York: McGraw-Hill, 1996. A sentence-combining workshop.

Thompson, Geoff. *Introducing Functional Grammar.* London: Arnold, 1996. The approach to grammar through meaning and function rather than structure, originally developed by Michael Halliday in England.

Traugott, Elizabeth Closs, and Mary Louise Pratt. *Linguistics for Students of Literature.* New York: Harcourt Brace Jovanovich, 1980. Although somewhat dated, this textbook provides an effective introduction to the linguistic analysis of literary style.

Weaver, Constance. *Grammar for Teachers: Perspectives and Definitions.* Urbana, IL: National Council of Teachers of English, 1979. Examines how teachers can put their own knowledge of grammar to use in teaching students and introduces traditional, structural, and transformational grammar.

———, ed. *Lessons to Share on Teaching Grammar in Context.* Portsmouth, NH: Boynton/Cook, 1998. Essays by eighteen teachers on teaching grammar in grades K–12.

———. *Teaching Grammar in Context.* Portsmouth, NH: Boynton/Cook, 1996. A survey of the literature on what works and what doesn't work in teaching grammar, with many suggestions for sensible classroom approaches.

Wheeler, Rebecca S., ed. *Language Alive in the Classroom.* Westport, CT: Praeger, 1999. Linguistically based approaches to language varieties and classroom grammar.

Wheeler, Rebecca S., and Rachel Swords. "Codeswitching: Tools of Language and Culture Transform the Dialectally Diverse Classroom." *Language Arts*, in press. National Council of Teachers of English. Research-based techniques from linguistics that foster mastery of Standard English while allowing teachers to honor the students' vernacular language.

Williams, Joseph M. *Style: Ten Lessons in Clarity and Grace.* 6th ed. New York: Longman, 2000. A textbook and guide to grammatical features that improve prose style.