

Bibliography

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Barr, Mary, Pat D'Arcy, and Mary Healy, eds. *What's Going On? Language Learning Episodes in British and American Classrooms, Grades 4-13*. Montclair, N.J.: Boynton/Cook, 1981.

Personal accounts by thirteen teachers in Britain and the U.S. describing the ways in which language functions in their individual classrooms to help students discover as well as report their learning.

Barrel, J. "Reflections on Critical Thinking in Secondary Schools." *Educational Leadership*, March 1983, 45-49.

Gives examples of student behavior which seem merely playful but which develop imagination, invention, and critical thinking, then draws conclusions about the cognitive, affective, and moral development taking place and about implications for curriculum.

Berthoff, Ann E. *Forming-Thinking-Writing: The Composing Imagination*. Montclair, N.J.: Boynton/Cook, 1982.

A college text meant to teach students how to get started writing, how to get past writing barriers, how to control effects, how to define, limit, expand, subordinate, coordinate, recapitulate, how to know when to stop. Combines theory and practice. Lots of examples of writing and exercises which draw on both sides of the brain.

Bloom, Benjamin S., et al. *A Taxonomy of Educational Objectives: Handbook 1: Cognitive Domain*. New York: Longman, 1977.

Part I of Bloom's classification system of educational objectives. Classifies the cognitive domain into the hierarchy of knowledge, comprehension, application, analysis, synthesis, and evaluation, subdivides each class, and gives examples of each. Useful for identifying learning goals and behaviors that demonstrate higher level thinking.

Britton, James. *Language and Learning*. New York: Penguin Books, 1972.

Explores the relationship of speaking and writing to learning. Develops the concept of expressive language as the foundation of all other types of language. This idea of expressive language is central to thinking about writing as a way of learning.

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- _____, et al. *The Development of Writing Abilities (11–18)*. London: MacMillan, 1975.
- Britton's report on his investigation of student writing in the school situation. Lays out his methodology, definitions, the special demands and limits of writing in a school setting. Creates the term "transactional," "poetic," and "expressive" as descriptions of the principal functions of writing utterances and defines each. Presents results of the study, its implications, and directions for further research. A fundamental resource for considering the problems and possibilities in fostering writing development in students in the schools.
- Draper, Virginia. *Formative Writing: Writing to Assist Learning*. Berkeley: Bay Area Writing Project, 1979.
- Discusses a variety of techniques for stimulating and utilizing writing done to assist and refine the process of learning. Includes examples from student work.
- Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. New York: Oxford, 1981.
- Descriptions of many writing techniques that can be adapted to complement any subject: free writing, direct writing, open-ended and loop processes, revising methods, approaches to audience, criterion-based and reader-based feedback, development of voice. Includes annotated bibliography on self-publishing writing.
- Emig, Janet. *The Composing Processes of Twelfth Graders*. Urbana, Ill.: NCTE, 1971.
- An NCTE research report of case studies on how twelfth graders compose; includes a review of the literature on creative process and rhetoric, a detailed profile of a twelfth-grade writer, and sketches of seven other twelfth graders. Distinguishes between "reflexive" and "extensive" writing (similar to Britton's "expressive" and "transactional" writing) and analyzes components of the composing process for each. Suggests directions for further research.
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- _____. "Writing as a Mode of Learning." *College Composition and Communication* 28 (May 1977): 122–28.
- Discusses why writing is a powerful tool for learning: "If the most efficacious learning occurs when learning is reinforced, then writing through its inherent re-inforcing cycle involving hand (enactive learning), eye (iconic learning), and brain (symbolic learning) makes a uniquely powerful multirepresentational mode for learning." Points out that writing involves both sides of the brain, that it integrates past, present, and future to make meaning, that it involves both analysis and synthesis, and that it provides a record of the process of learning as well as its product.
- Executive Committee of the National Council of Teachers of English. "Essentials of English: A Document for Reflection and Dialogue." *English Journal* 72 (February 1983): 51–53.
- A position statement, approved in October 1982, by the Executive Committee of the National Council of Teachers of English, identifying the "focus, balance and purpose" of an appropriate program

in English language arts. Encourages emphasis on writing as a process in which students discover what they have to say.

Freisinger, Randell. "Cross-Disciplinary Writing Workshops: Theory and Practice." *College English* 42 (October 1980): 154-66.

Distinguishes language for learning from language for informing; declares that excessive emphasis in schools on writing to inform may seriously impair cognitive development for many students. Addresses the problem of helping students move to Piaget's formal operations stage, a transaction that up to 50 percent of our adolescents fail to make before reaching college age.

Fulwiler, Toby. "Journals across the Disciplines." *English Journal* 69 (December 1980): 14-19.

Discusses the reasons and methods for incorporating journal writing into classroom activity and describes the writing-across-the-curriculum program in the Humanities division at Michigan Technological University.

Fulwiler, Toby, and Art Young, eds. *Language Connections: Writing and Reading across the Curriculum*. Urbana, Ill.: NCTE, 1982.

A collection of articles about the various functions of expressive, transactional, and poetic writing across the curriculum, about the significance of reading research for all teachers, and about ways to respond to writing. Annotated bibliography.

Hays, Janice N., et al., eds. *The Writer's Mind: Writing as a Mode of Thinking*. Urbana, Ill.: NCTE, 1983.

A collection of articles which consider new information, cognitive development, pedagogy, and brain research in relation to the composing process. Uses many ideas from classical rhetoric and attempts to integrate these with an approach that sees writing as a process rather than a product and that regards writing as a means of fostering cognitive development.

Herrington, Anne J. "Writing to Learn: Writing across the Disciplines." *College English* 43 (April 1981): 379-87.

Suggests several writing assignments useful for facilitating learning in social studies courses and methods for presenting those assignments, and presents a rationale for using writing as a means for learning in all disciplines.

Hillocks, George, Jr. "Inquiry and the Composing Process: Theory and Research." *College English* 44 (November 1982): 659-73.

Points out that writing skills alone are insufficient for producing excellent analytic writing, that the writer must understand as well as know how to analyze the data to be discussed. Identifies various strategies of inquiry usable in a variety of unrelated disciplines: observation, description, generalization, comparison, contrast, definition, hypothesis, and test. Constructs a model demonstrating the relationship of these strategies to levels of cognitive development. Shows that student writing improved when materials and activities were designed by the following process: (1) identify the strategy to

be taught, (2) identify characteristics of the written product indicating use of the strategy, (3) identify tasks for the writer which implement the strategy, (4) order the tasks from least to most difficult. Gives numerous examples from classrooms. Concludes that involving students in practice of strategies improves writing more than does imitation of models, though both methods result in improvement.

Johnson, Sabina Thorne. "The Ant and the Grasshopper: Some Reflections on Prewriting." *College English* 43 (March 1981): 232-41.

Compares recent theoretical approaches to prewriting, which Johnson calls "intuitional," and with classical rhetoric and heuristics, which she calls "intellectual." Says classical rhetoric requires the writer to move from data to thesis while more recent approaches seek to force the writer to discover questions and connections among data by unearthing these from the subconscious. Questions both approaches for their usefulness in training students to think or write with facility.

Kirby, Dan and Tom Liner. *Inside Out: Developmental Strategies for Teaching Writing*. Montclair, N.J.: Boynton/Cook, 1981.

Two classroom teachers present a compendium of their strategies for encouraging students to discover and develop their own linguistic resources. Emphasizes the writing process: "getting started, getting down, getting it right, checking it out." Stresses the importance of making the classroom a community of writers, with the teacher as colleague. Discusses the theory behind their work, the writing process, the classroom environment, the journal, evaluating and responding to writing, audience and voice, revision, publication, specific modes of writing; gives numerous exercises and examples for implementation day by day in the classroom. Includes useful list of resources on theory and methods, films, poetry, publishing.

Knoblauch, C.H. and Lil Brannon. "Writing as Learning through the Curriculum." *College English* 45 (September 1983): 465-74.

Emphasizes the importance of regarding writing as a means of "finding and conveying meanings," a heuristic for understanding any of the disciplines. Defines knowledge as a constant process of refining patterns of relationships, so that writing becomes integral to learning since its very nature forces the learner to discover those relationships in order to state them. Criticizes the work of Maimon, Berthoff, and Herrington. Gives specific examples for incorporating writing as heuristic into classroom activity.

Macrorie, Ken. *Telling Writing*. 2d ed. Rochelle Park, N.J.: Hayden, 1976.

Begins by indicting the category of transactional writing called "theme-writing," written only as a school exercise and not for real communication, and labels it "Engfish." Begins with exercises to encourage what Britton calls expressive writing—writing the truth for ourselves about our experiences—and moves on to revision, precision, irony, dialog, and a variety of other writing strategies.

Uses examples from student writing and from literature to illustrate and analyze the qualities of good writing.

Maimon, Elaine P., et al. *Writing in the Arts and Sciences*. Cambridge, Mass. Winthrop, 1981.

A textbook designed for the college English composition course, based on the assumptions that writing is a process, a way to learn as well as to communicate, and, in any discipline, "a form of social behavior in that discipline." The first section demonstrates use of writing to learn, the second, use of writing to communicate in each of several disciplines. Uses extensive examples of student writing. Supplies a variety of ways to generate and organize ideas.

Martin, Nancy, P. D'Arcy, B. Newton, and R. Parker. *Writing and Learning across the Curriculum 11-16*. London: Ward Lock, 1976.

A follow-up to Britton's *Development of Writing Abilities (11-18)*, using Britton's system of classification, and presenting numerous examples of student response. Encourages teachers to provide a variety of audiences and a range of purposes both for student writing and talking. Illustrates extensively how children can understand new material by using the information in expressive writing, by writing for other audiences than "teacher-as-examiner." Concludes that a shift to cooperative learning between students and between teachers and students, to education as a dialogue, to a view of the learner as someone in transition, to progress as "the ability to use language more widely rather than more 'correctly,'" will foster creativity and thinking and that such a shift may be necessary to change opportunities for learning writing.

Mayher, John S., Nancy Lester, and Gordon Pradl. *Learning to Write—Writing to Learn*. Montclair, N.J.: Boynton/Cook, 1983.

A very readable introduction to its subject, this book draws on the work of James Britton, Donald Graves, Janet Emig, Linda Flower, Sondra Perl, and others to make its points that one learns to write by writing and that writing provides a means of learning. Summarizes recent research findings, provides numerous extensive examples of student and teacher responses, supplies exercises to encourage the reader to experiment with the issues raised by writing. Discusses the writing process, grammar, vocabulary study, the research paper. Includes concrete suggestions for using writing to learn, K-14, and for helping colleagues in other disciplines to use student writing as a teaching tool.

Miles, Josephine. *Working Out Ideas: Predication and Other Uses of Language*. Berkeley: Bay Area Writing Project, 1979.

Analyzes problems in student writing as failures to form clear predications and build detail upon those. Suggests methods for helping students to develop their rational abilities by using such patterning. Discusses styles in composition with examples from a range of British and American writers from the sixteenth to the twentieth century. Demonstrates how creation of an initial predication affects the grammatical constructions as well as the content that will follow.

Moffett, James. *Teaching the Universe of Discourse*. Boston: Houghton Mifflin, 1968.

A companion to and rationale for Moffett's student-centered curriculum. Proposes that English, like mathematics, is a symbol system, and "when a student 'learns' one of these systems, he learns how to operate it," and therefore the student should use his time manipulating the system "in every realistic way it can be used" rather than in studying it as an object. Relates what is known about cognition development to a proposed curriculum sequence. Argues that teaching about a subject (e.g., Christensen's generative rhetoric of the sentence) is a less powerful teaching tool than providing opportunities for practice of that subject (e.g., consideration in context of the effectiveness of differently organized sentences). Argues that students should learn to write by writing.

_____. *Active Voice: A Writing Program across the Curriculum*. Montclair: N.J.: Boynton/Cook, 1981.

Describes a writing curriculum which works as a spiraling "accumulating repertory" from speech to private writing to public writing, from intimate to remote audiences, from recording to theorizing. Outlines and analyzes thirty-one specific assignments.

Piaget, Jean. *The Language and Thought of the Child*. trans. M. Gabain. London: Routledge & Kegan Paul, 1959.

Piaget's classic study from 1921-22 of the stages of cognitive development in children begins by asking "What are the needs which a child tends to satisfy when he talks?" Classifies child language by purpose and structure, characterizes stages of development for ages four to eleven as revealed in language use, and cites extensive examples drawn from observation. Points out the importance in development of noncommunicating, or egocentric language.

Progoff, Ira. *At a Journal Workshop: The Basic Text and Guide for Using the Intensive Journal Process*. New York: Dialogue House Library, 1975.

Proposes that certain principles and disciplines must govern the use of journals if they are to be effective in promoting personal growth, and that various types of journals may serve in helping writers discover new meanings in their lives. Leads the reader through various kinds of journal writing.

Rainer, Tristine. *The New Diary*. New York: St. Martin's Press, 1979.

Shows how journal writing can be a tool for personal growth. Includes a wide variety of exercises to stimulate such writing. The diary is "the only form of writing that encourages total freedom of expression, . . . immune to any formal rules of content, structure, or style" and thus becomes a powerful tool for self-discovery, for writing to learn.

Rico, Gabriele L. *Writing the Natural Way: Using Right-Brain Techniques to Release Your Expressive Powers*. Los Angeles: Tarcher, 1983.

Discusses the theory of hemisphericity, argues for nonlinear approaches to generating writing, presents numerous examples for stimulating written expression, many of these being variations on clustering technique.

Rosenblatt, Louise M. *Literature as Exploration*. 3d ed. New York: Noble and Noble, 1976.

Discusses a range of possible student responses to literature and strategies for eliciting such responses. While she does not deal with writing as such, her perceptions and strategies are useful in an approach to teaching literature in which students write to learn.

Sampson, Gloria Paulik, and Nancy Carlman. "A Hierarchy of Student Responses to Literature." *English Journal* 71 (January 1982): 54-57.

Demonstrates through examples how students can be helped to move through identification, disassociation, and evaluation to develop their responses to literature. Includes bibliography of research and teaching material.

Tchudi, Stephen. *Writing in the Content Areas: The NEA Inservice Training Program*. West Haven, Conn.: National Education Association, 1984.

This package, written by a former president of NCTE, includes forty specific resources to help teachers of all subjects at all grade levels with practical techniques of teaching writing while teaching other subject matter. Filmstrips, audiotapes, monographs, and reproducible handouts accompany this program.

Vygotsky, Lev S. *Thought and Language*. Ed. Gertrude Vakar, trans. Eugenia Hanfmann. Cambridge, Mass.: MIT Press, 1962.

Important discussion of the relationship between development of speech and development of thought. Takes the point of view that thought and speech have different hereditary roots and follow independent developmental lines but that in humans the two lines of development interact, foster each other, and the connection itself continues to develop. Challenges Piaget's concept of intellectual development. Description of "inner speech" parallels Britton's ideas concerning the function of "expressive writing."

Wolfe, Denny, and Robert Reising. *Writing for Learning in the Content Areas*. Portland, Maine: J. Weston Walch, 1983.

A practical compendium of specific lessons involving writing in a variety of disciplines including math, social studies, and the sciences.

Wotring, Anne Miller, and Robert Tierney. *Two Studies of Writing in High School Science*. Berkeley: Bay Area Writing Project, 1981.

Specific, detailed description of the experience of two students and of the researcher using writing to think about chemistry. Discusses how the writing process developed, how it made the writers feel, what problems were encountered. Draws conclusions about the experience of these writers and of the other 26 writers in the chemistry class. Gives specific suggestions to teachers for encouraging writing to think. Second half of the book discusses the use of expressive writing to teach biology, describes a controlled experiment involving 136 students explaining the variety of writing used. Finds that use of expressive writing as a learning tool increases retention of what students have learned.