

Annotated Bibliography: Further Readings on Style

This brief annotated bibliography describes some important works that are not directly discussed in this book for various reasons. Many of these works are collections of essays addressed separately regarding their contributions to the study of style. Because they provide convenient access to some of the most significant positions on style in rhetoric and composition, they complement this reference guide well.

This list excludes some useful resources that are commonly referred to elsewhere, such as Patricia Bizzell and Bruce Herzberg's *The Rhetorical Tradition*, Susan Miller's *Norton Book of Composition Studies*, and John Breteton's *The Origins of Composition Studies in the American College, 1875–1925*. For more information on the classical period and classical rhetorical treatises, see James J. Murphy, Richard A. Katula, and Michael Hoppmann's *A Synoptic History of Classical Rhetoric*, as well as Murphy's *A Short History of Writing Instruction*. Teachers and researchers interested in stylistics should consult the journal *Language and Literature* as well as Bloomsbury Publishing's *Advances in Stylistics* series, edited by Dan McIntyre.

An extensive list of sources on style and stylistics can be found at Rebecca Moore Howard's collection of bibliographies:

[http://www.rebeccamoorehoward.com/bibliographies/
style-and-stylistics-sentence-combining-t-units](http://www.rebeccamoorehoward.com/bibliographies/style-and-stylistics-sentence-combining-t-units)

Readers may also want to consult a separate, crowd-sourced bibliography by Nora Bacon on style models. This resource is also available on Howard's website: <http://www.rebeccamoorehoward.com/bibliographies/style-models>.

Ballif, Michelle, and Michael G. Moran. *Classical Rhetorics and Rhetoricians: Critical Studies and Sources*. Westport: Praeger, 2005. Print.

Ballif and Moran gathered an extensive collection of scholarly profiles on important figures in the history of rhetoric. Its coverage is deep and broad, including well-known rhetoricians such as Aristotle and Aspasia, but also more obscure rhetoricians, such as Apsines of Gadara and Libanius. Each profile is written by a different specialist in the histories of classical rhetoric. This guide focuses exclusively on Greco-Roman antiquity. Those interested in learning more about classical orientations to style, or mapping out historical research projects on classical style, should consult this book.

Butler, Paul. *Style in Rhetoric and Composition: A Critical Sourcebook*. Boston: Bedford/St. Martins, 2010. Print.

Butler's collection contains five sections on stylistic studies in rhetoric and composition. The first section is devoted to classical sources, including excerpts from Aristotle's *Rhetoric*, Cicero's *Orator*, and Quintilian's *The Orator's Education*. The second section considers the marginalization of style in composition studies, with essays by Robert Connors, Frank Farmer and Philip Arrington, and Mike Duncan. The third section covers debates on style in the discipline, especially those occurring during the 1970s and 1980s. This section includes essays by Francis Christensen, Virginia Tufte, Martha Kolln, and Richard Ohmann. The fourth section addresses pedagogy, with essays by Edward P. J. Corbett, Winston Weathers, and Laura Micciche. The fourth section contains alternative perspectives on style by Geneva Smitherman, Min-Zhan Lu, and Mary P. Hiatt that address issues of language difference and feminist rhetorics. The final section contains contemporary advances in stylistic studies, including work by Butler, T. R. Johnson, Kathryn Flannery, and Farmer. Many of the essays here are cited in this book, and it is a useful gathering of key pieces on the role of style in writing and rhetoric. It may serve as a valuable complement to this reference guide.

Duncan, Mike, and Star M. Vanguri. *The Centrality of Style*. Anderson and Fort Collins: Parlor Press and The WAC Clearinghouse, 2013. Online.

This book is also practical in orientation, outlining a variety of frameworks for incorporating style into first-year and advanced college writing courses. Although the book is divided into two parts—one about the conceptualizations, and one about the practical applications of style—each essay has direct or indirect pedagogical implications. Essays by Denise Stodola and Tom Pace draw specific connections between historical conceptions of style and contemporary teaching. Other essays by Moe Folk, Zak Lancaster, and Luke Redington lay out different theoretical lenses for style, but address their relevance for pedagogy. Crystal Fodrey proposes options for addressing style in creative non-fiction courses, and Jonathan Buehl offers a model of teaching style in the contexts of scientific writing. The collection also contains an essay by Chris Hoclobm and Jimmie Killingsworth, outlining their notion of performative style—also found in their book, *Performing Prose*, discussed in Chapter 8.

Fahnestock, Jeanne. *Rhetorical Style: The Uses of Language in Persuasion*. Oxford: Oxford UP, 2011. Print.

Fahnestock's book covers style from a range of angles, drawing on linguistics, sociolinguistics, literary theory, and rhetorical history and theory. The book is divided into four long parts, with several sections each. The first part covers word choice in style, with attention to the history of the English language and classical orientations to tropes as well as figures of thought and expression. The second part covers sentence structure, construction, and modification. It also includes discussion of loose and periodic sentences, sentence sequences, and prose rhythm. The third part covers the relationship of voice, dialogue, and dialogism to stylistic issues. The final part explores the contribution of micro-level stylistic decisions to overall cohesion and meaning at the level of paragraphs and passages. Fahnestock's treatment of style targets a somewhat advanced audience. Although clearly written, it assumes a basic level of knowledge in style and linguistics that this book tries to provide. It may be a valuable resource for those interested in

developing an advanced knowledge of style and as a jumping-off point into research projects.

Gaillet, Lynée L, and Winifred B. Horner. *The Present State of Scholarship in the History of Rhetoric: A Twenty-First Century Guide*. Columbia: U of Missouri P, 2010. Print.

Gaillet and Horner's collection is a set of comprehensive bibliographies on historical eras in rhetoric, moving from antiquity through the twenty-first century. It contains six contributions: a treatment of the classical period by Louis Agnew; a treatment of the Middle Ages by Denise Stodola; a treatment of the Renaissance by Don Paul Abbott; a treatment of the eighteenth century by Linda Ferreira-Buckley; a treatment of the nineteenth century by Gaillet; and a treatment of the twentieth and twenty-first centuries by Krista Ratcliffe. Each entry contains a general description of the time period, with extensive discussion of key primary and secondary sources, followed by a nearly exhaustive list of resources.

Horner, Bruce, Min-Zhan Lu, and Paul K. Matsuda. *Cross-language Relations in Composition*. Carbondale: Southern Illinois UP, 2010. Print.

This book gathers a number of key arguments published in the area of language difference over the past two decades that pertain to the discussion of linguistic diversity and style in Chapter 6 of this book. These key arguments include John Trimbur's historical consideration of English Only attitudes in the US; Min-Zhan Lu's negotiation model for "error" in writing; Paul Kei Matsuda's critique of the myth of linguistic homogeneity in US college composition; Richard Lyon's notion of rhetorical sovereignty in Native American rhetorics; LuMing Mao's articulation of Asian American rhetorics; A. Suresh Canagarajah's exploration of linguistic shuttling and code-meshing; and Anis Bawarshi's synthesis of linguistic diversity and uptake. Many of these essays and positions are addressed in this book, and reading them in conversation with this book promises a more in-depth understanding of a translingual or linguistically diverse conception of rhetorical style.

Johnson, T. R., and Tom Pace. *Refiguring Prose Style: Possibilities for Writing Pedagogy*. Logan: Utah State UP, 2005. Print.

This collection appeared as one of the early calls in rhetoric and composition for a revival of stylistic studies and pedagogy, after Robert Connors's influential "The Erasure of the Sentence," but before Paul Butler's *Out of Style*. It is divided into four parts: the first reflects on the marginalization of style in the discipline; the second offers pedagogical and theoretical considerations of literary style in writing instruction; the third focuses exclusively on pedagogical applications of rhetorical style; and the fourth proposes new definitions and frameworks for style. The primary strength of this collection lies in its arguments and strategies in favor of teaching aspects of style in college writing courses. It is targeted toward a broad audience of beginning and experienced teachers who want to explore options for attending to style.

Olinger, Andrea and Zak Lancaster. "Teaching Grammar-In Context in College Writing Instruction: An Update on the Research Literature." WPA-CompPile Research Bibliographies, No. 24.

This bibliography provides a comprehensive treatment on the question of grammar in writing instruction and its relationship to style. The authors ultimately promote the idea that grammar instruction in context enables students in both first and second-language contexts to develop a critical metalinguistic awareness that aids their literacy development, without perpetuating the correctness model associated with earlier school-based grammars. Their bibliography includes sources in rhetoric and composition as well as linguistics, sociolinguistics, systemic functional linguistics, and second-language writing. The authors also include coverage of sentence-combining, acknowledging that the original approach has pedagogical potential when adapted for more meaningful activities tied to students' actual reading and writing assignments.

Weber, Jean J. *The Stylistics Reader: From Roman Jakobson to the Present*. London: Arnold, 1996. Print.

This collection of readings provides a helpful orientation to analytical approaches in stylistics. Although it is an older collection, the reprinted essays are foundational to understanding more recent work in this discipline. It includes Roman Jakobson's address at the Style in Language Conference in 1958 that inaugurated stylistics as a mode of inquiry, as well as Stanley Fish's critique of stylistics that prompted a turn toward less formal and more interactive models of stylistic analysis. The readings are divided into eight sections: formalist stylistics; functionalist stylistics; affective stylistics; pedagogical stylistics; pragmatic stylistics; critical stylistics; feminist stylistics; and cognitive stylistics. Readers interested in the discussion of stylistics in Chapter 7 of this book will find that the book fairly represents the central projects and purposes of each approach.