

English 2000: Recommended Textbooks

The following document is an annotated bibliography of textbooks recommended for English 2000 by the University Writing Program. *Rhetorics* provide strategies for invention and analysis, while *readers* provide sample texts as models. Several rhetorics listed also include supplementary readers. *Writing Across the Curriculum* includes rhetorics and readers that cover multiple disciplines, including but not limited to the humanities. *Handbooks* are reference guides for grammar and formatting (and sometimes stylistic analysis). There are also online handbooks available, as well as such helpful grammar sites as Purdue University's Online Writing Lab (OWL).

I. Rhetorics:

Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing: A Brief Guide to Argument*. 7th ed. Boston: Bedford/St. Martin's, 2010. **About:** This text moves from strategies for critical reading into methods for critical writing, emphasizing an analysis of arguments. Specific methods include the Toulmin Model, the Rogerian Argument, and civic/ethical literacy. Each section is supported by readings, including images and student samples.

Bauknight, Lee and Brooke Rollins. *Present Tense: Contemporary Themes for Writers*. Boston: Thomson Wadsworth, 2009. **About:** This text develops proficiency in argument by bridging classical rhetoric with contemporary topics. Readings focus on topics such as online literacy, body image, global warming, and modern love. Assignments are based on Aristotelian appeals (logos, ethos, pathos) and stasis theory (conjecture, definition, quality, policy).

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing*. 4th ed. New York: Longman, 2010. **About:** This text moves from close analysis of a single text to critical synthesis of numerous texts. Assignments (in sequential order) include summary, critique,

explanatory synthesis, and argumentative synthesis. Most editions do not provide extensive sample readings; *What It Takes* is a more concise version.

Booth, Wayne, Gregory Colomb, and Joseph Williams. *The Craft of Research*. 3rd ed. 1995. Chicago: U of Chicago P, 2008. **About:** Though oriented around composition, this text stresses the importance of intensive research in any field. The authors move from engaging sources and analyzing arguments to supporting a claim with evidence. The last few chapters are dedicated to drafting, clarity, and ethical representation.

Bullock, Richard. *The Norton Field Guide to Writing*. New York: W. W. Norton, 2009. **About:** This text models reflection, analysis, exposition, and persuasion by dedicating each chapter to a genre (literacy narrative, textual analysis, informative report, argument, and literary analysis). A concise handbook and readings are included.

Ede, Lisa. *The Academic Writer: A Brief Guide*. Boston: Bedford/St. Martin's, 2007. **About:** This text moves from analyzing rhetorical situations to supporting a claim through engaged and documented sources. After that, the author surveys writing from across multiple disciplines and explores strategies for reading, invention, planning, design, and revision. Minimal readings are provided in the current edition.

—. *Work in Progress*. 6th ed. Boston: Bedford/St. Martin's, 2004. **About:** After a reflection on writing and reading as a process, this text moves from analyzing rhetorical situations (including online encounters) to analyzing academic arguments. Intermediary chapters focus on strategies for invention, style, and collaboration. Supplementary readings include published models, images, and student samples.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 2006. New York: W. W. Norton, 2009. **About:** This text operates under the assumption that academic writing has its own stylistic tropes, which should be made explicit to students for

the sake of imitation and adaptation. Reading and writing are portrayed as a conversation. “They Say” focuses on explanatory prose; “I Say” focuses on argumentative prose. Expanded editions provide sample readings.

Kennedy, X. J., Dorothy Kennedy, and Marcia Muth. *The Bedford Guide for College Writers, with Reader, Research Manual, and Handbook*. 8th ed. Boston: Bedford/St. Martin’s, 2005. **About:** This text begins with a brief introduction to critical reading and writing. Then, the authors move into developing rhetorical awareness through a series of assignments: recalling an experience, observing a scene, interviewing a subject, comparing and contrasting, explaining causes and effect, taking a stand, and evaluating. Special genres include responding to literature, writing in the workplace, and writing for assessment. A small reader is included at the end, collecting readings on education, gender, and technology.

Lunsford, Andrea, John Ruszkiewicz, and Keith Walters. *Everything’s an Argument*. 2000. Boston: Bedford/St. Martin’s, 2010. **About:** This text operates under the assumption that, as the title implies, “everything is an argument,” including facts and reports. Each chapter focuses on a different kind of argument: those based on emotion, character, reason, analysis, definition, etc. Genres include evaluations and proposals. The expanded edition provides extensive sample readings from contemporary culture.

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments*. 5th ed. 1997. New York: Longman, 2009. **About:** This text focuses on classic forms of argumentative discourse. Sample assignments include definitional argument, causal argument, resemblance argument, ethical argument, evaluation and proposal. Appendices provide a brief overview of argumentative fallacies and documentation.

Rosenwasser, David and Jill Stephen. *Writing Analytically*. 5th ed. Boston: Thomson Wadsworth, 2009. **About:** This text emphasizes the importance of refined analytical methods when exploring

topics of study or interest. Methods include suspending judgment, identifying assumptions, and reconfiguring binaries. The authors present these methods as contemporary strategies for invention. The last few chapters are dedicated to drafting and revising. Minimal sample readings are provided as models.

II. Readers:

Atwan, Robert. *America Now: Short Readings from Recent Periodicals*. 7th ed. Boston: Bedford/St. Martin's, 2007. **About:** This reader anthologizes articles on a wide range of topics. However, every reading (other than student samples) is reprinted from an American periodical. As such, most of the readings are relatively short. Topics include body image, gender, identity, stereotypes, race, patriotism, cloning, and capital punishment.

Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions*. 9th ed. 2002. Boston: Bedford/St. Martin's, 2011. **About:** After a brief introduction to critical reading and writing, this reader provides an overview of several approaches to argument, including literary analysis, the Toulmin Model, and Rogerian argument. The majority of this text is dedicated to current issues, including genetics, racial profiling, equal rights, immigration laws, marriage, reproductive rights, drug testing, and ideal society.

Colombo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 7th ed. Boston: Bedford/St. Martin's, 2007. **About:** This reader is organized around discussions of contemporary American ideologies, dubbed "myths" by the editors. Sections include "The Myth of the Model Family," "The Myth of Education and Empowerment," "The Myth of Individual Opportunity," "The Myth of the Melting Pot," "Myths of Gender," and "American Myths of Nature."

Comley, Nancy R., David Hamilton, Carl H. Klaus, Robert Scholes, Nancy Sommers, and Jason Tougaw. *Fields of Reading, Motives for Writing*, 9th ed. Boston: Bedford/St. Martin's 2010.

About: After a brief overview of the writing process, this reader anthologizes readings in four genres (reflecting, reporting, explaining, and arguing) under three fields (arts and humanities, social sciences, and natural sciences). A final section features “casebooks” on issues: life online, classrooms, visual learning, and brain science.

Kennedy, Mary Lynch and Hadley Smith. *Reading and Writing in the Academic Community*, 4th ed. 2001.

Upper Saddle River, NJ: Prentice Hall, 2010. **About:** After several chapters on gathering, evaluating, and synthesizing sources, this reader reprints articles on the following topics: grades, cyberhood, adolescent pregnancy, copyright, and race.

Lunsford, Andrea and John Ruskiewicz. *The Presence of Others: Voices and Images that Call for Response*,

5th ed. Boston: Bedford/St. Martin’s, 2008. **About:** After two chapters on critical reading and writing, this reader organizes readings by broad fields of interest: education, moralities, identities, cultural myths, home life, and work. Readings anthologized range from Benjamin Franklin and Alice Walker to Neil Postman and Barbara Kingsolver.

McQuade, Donald and Robert Atwan. *The Writer’s Presence: A Pool of Readings*, 6th ed. Boston:

Bedford/St. Martin’s, 2009. **About:** This reader organizes models and samples according to modes of discourse: personal writing, expository writing, argumentative writing, and even fiction writing. Many of the writers represented are more literary than popular: Thomas Jefferson, Martha Nussbaum, George Orwell, Maxine Hong Kingston, Don DeLillo, Andrew Sullivan, Amy Tan, Joan Didion, and so on.

Norgaard, Rolf. *Composing Knowledge: Readings for College Writers*. Boston: Bedford/St. Martin’s, 2007.

About: After a brief introduction to reading and writing as conversation, this reader focuses on language and education as it pertains to multiple disciplines: literacy and language acquisition, standards of education, politics of science and persuasion, community engagement, gender studies, media studies, and visual learning.

III. Writing Across the Curriculum:

Behrens, Laurence and Leonard J. Rosen. *Writing and Reading Across the Curriculum*, 11th ed. New York:

Longman, 2011. **About:** After an introductory rhetoric (near identical to *A Sequence for Academic Writing*), this reader anthologizes samples from economics (work in the 21st century), public policy (green power), sociology (marriage and family), biology (sleep), business (advertising), folklore (fairy tales), and psychology (obedience).

Hirschberg, Stuart. *Arguing Across the Disciplines*. New York: Longman, 2007. **About:** This text is a

combination rhetoric and reader. The first half of the book surveys varieties of arguments, including discipline-specific styles, visual arguments, and evidence. The second half is an anthology divided by discipline: liberal arts, social sciences, and natural sciences. Each discipline is subdivided into majors, and each major is represented by a model text.

Hult, Christine. *Researching and Writing Across the Curriculum*. 3rd ed. New York: Longman, 2006.

About: This rhetoric begins with extensive discussions of research methods, including critical strategies and library methods. Then, after a general process analysis of writing research papers, the authors focus on writing research in specific disciplines: humanities, science and technology, social science, and business. Some readings are provided as models, but the text is more rhetoric than reader.

Kress, Anne and Suellen Winkle. *Next Text: Making Connections Across and Beyond the Disciplines*.

Boston: Bedford/St. Martin's, 2008. **About:** This reader organizes topics by linking disciplines. Topics include academic integrity (education and ethics), family (sociology and public policy), online identity (psychology and technology), branding (business and marketing), revisionist history (history and media), and mapping genomes (biology and art). Each section begins with an opening image and ends with a sample genre (website, memoir, blog, marketing site, graphic novels, and genomic art).

IV. Handbooks:

Anson, Chris, Robert Schwegler, and Marcia Muth. *The Longman Writer's Companion*. 4th ed. New York: Longman, 2009. **About:** This handbook covers the writing process, critical reading, research methods, paragraphing, grammar, and document design. It also focuses on rules for specific disciplines: general education, humanities and literature, social and natural sciences, public writing, and workplace writing. Formats are MLA, APA, CMS, and CSE.

Hacker, Diana. *A Writer's Reference*. 6th ed. Boston: Bedford/St. Martin's, 2007. **About:** This handbook covers sentence-structure, diction, grammar, punctuation, ESL, and basic research strategies (including source-evaluation). Formats are MLA, APA, and CMS.

Lunsford, Andrea. *The St. Martin's Handbook*. 6th ed. Boston: Bedford/St. Martin's, 2007. **About:** This handbook covers critical reading, argument-analysis, research methods, and sentences (grammar, clarity, style, punctuation, and mechanics). Special sections are included for multilingual and professional writers.

Morenberg, Max and Jeff Sommers. *The Writer's Options: Lessons in Style and Arrangement*. 8th ed. New York: Longman, 2008. **About:** This text is not a typical handbook, insofar as it does not focus simply on technical concerns or formatting. Rather, the authors approach grammar as a field of options (guided by convention) that successful writers must be aware of. Exercises include sentence-combining and wordplay.

Ruszkiewicz, John, Christy Friend, Daniel Seward, and Maxine Hairston. *The Scott, Foresman Handbook for Writers*. 9th ed. New York: Longman, 2010. **About:** This handbook covers the writing process, editing, academic writing, public writing, arguments, visual arguments, responses to literature and film, paragraphing, transitions, sentence-structure, and document design. Grammar sections address the most common errors in student writing. Formats are MLA, APA, and CMS.