

ANNOTATED WRITING CENTER BIBLIOGRAPHY BY THEME

Writing Center Theory & Scholarship:

The Allyn & Bacon Guide to Writing Center Theory and Practice. Ed. Robert W. Barnett and Jacob S. Blumner. Boston: Allyn & Bacon, 2000. Barnett and Blumner organize this guide into seven key sections, each of which includes numerous essays on the sub-topic. The seven sections include: 1) “A History of Writing Centers: Looking in the Rear-View Mirror,” 2) “‘The Idea of a Writing Center’: Building a Theoretical Foundation,” 3) “Defining the Writing Center’s Place: Administrative and Institutional Issues,” 4) “The Process of Tutoring: Connecting Theory and Practice,” 5) “Welcoming Diversity: Cultures in the Writing Center,” 6) “Writing Centers and Writing Across the Curriculum: A Symbiotic Relationship?,” and 7) “Beyond the Physical Space: Technology in the Writing Center.” Taken together, the essays provided in this guide provide an in-depth, comprehensive understanding of the discourse currently surrounding writing centers, from individual tutoring sessions and style to the centers’ administrative and curricular roles.

Boquet, Elizabeth H. *Noise from the Writing Center.* Logan, UT: Utah State UP, 2002. Boquet provides an overview of relevant writing center terminology and the politics of naming, contrasting the medicalization of student writing suggested by “writing clinic” or “lab” with the student-focused goals of the “writing center.” Boquet connects the work done at writing centers to larger theoretical voices, including Donna Haraway and Jacques Derrida, as well as exploring the role of writing centers within the organization of their home institutions. Bouquet also includes a section on staff meetings and development as serving the purpose of “performative pedagogy.”

The Center Will Hold: Critical Perspectives on Writing Center Scholarship. Ed. Michael A. Pemberton and Joyce Kinkead. Logan, UT: Utah State UP, 2003. This collection includes a comprehensive overview of relevant writing center scholarship, ranging from a genealogy of the writing center to ideas of space, technology, and community. The collection also includes a detailed plan for assessment tailored to the needs and goals of the writing center (Neal Learner, “A Framework for Research on Writing Center Effects,” pp. 64-73).

Centers for Learning: Writing Centers and Libraries in Collaboration (Publications in Librarianship No. 58) Ed. James K. Elmborg and Sheril Hook. Chicago: Assn of College and Research Libraries, 2005. This edited collection provides an overview of the theoretical background and everyday practices shaping the collaboration of writing centers and university libraries. A wide range of practices are explicated via numerous case studies, including Southwest Missouri State University, University of New Hampshire, Wesley College, and Bowling Green State University. The collection outlines the strengths and obstacles of writing center/library collaboration, and includes a section on bringing the engagement full circle by extending this work to include the classroom as well (pp. 175-203).

ESL Writers: A Guide for Writing Center Tutors. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Heinemann, 2004. This collection offers a comprehensive overview of ESL student needs in the writing center, from traditional writing assignments, creative writing projects, and longer works such as theses or dissertations. Part One, "Cultural Contexts," includes essays addressing cultural difference and perspectives on second-language learning. Part Two, "The ESL Tutoring Session," looks at one-on-one meetings with authors discussing the importance of collaborative goal setting, reading the student's text, avoiding meaning or language appropriations, editing, working with ESL students on-line, discussing plagiarism, and tailoring tutoring sessions to meet writers' diverse needs. Part Three, "A Broader View," takes a look at some higher order concerns, such as international learning/study abroad and explaining the English language; Part Three also includes feedback from ESL students on their experiences in the writing center.
(X-listed w/ESL)

Geller, Anne Ellen, et al. *Everyday Writing Center: A Community of Practice*. Logan, UT: Utah State UP, 2006. "In a landmark collaboration, five co-authors develop a theme of ordinary disruptions ("the everyday") as a source of provocative learning moments that can liberate both student writers and writing center staff. At the same time, the authors parlay Etienne Wenger's concept of "community of practice" into an ethos of a dynamic, learner-centered pedagogy that is especially well-suited to the peculiar teaching situation of the writing center. They push themselves and their field toward deeper, more significant research, more self-conscious teaching" (www.amazon.com).

Grimm, Nancy Maloney. *Good Intentions: Writing Center Work for Postmodern Times*. Portsmouth, NH: Heinemann, 1999. Grimm situates writing centers as postmodern institutions because of the skills required to "simultaneously maintain multiple viewpoints" (2) such as those of the instructor and the student, "to work elbow to elbow with people differently positioned in the university hierarchy, [and] to negotiate cultural and social differences" (2), among others, defined as distinctly "postmodern." Grimm argues that through engaging this postmodern identity and embracing difference, writing centers and their staff can most effectively serve the needs of their writers.

Murphy, Christina and Steve Sherwood. *The St. Martin's Sourcebook for Writing Tutors*. New York: Bedford/St. Martin's, 2003. Murphy and Sherwood provide a comprehensive overview of both theory and practice for writing tutors. Part One, "The Tutoring Process: Exploring Paradigms and Practices," addresses information on the roles of tutor, tutoring one-and-one and on-line, and "paradigms of writing instruction." Part Two, "Readings: Entering the Professional Conversation," contains a collection of relevant essays on "Theoretical Constructs," "Interpersonal Dynamics," "Ethical Dimensions," "Responding to Texts," "Affirming Diversity," and "Online Tutoring," which serve to provide the new or veteran tutor with an overview of key disciplinary debates and discourses. Murphy and Sherwood also include an index of additional on-line and print resources, including information on the International Writing Centers Association (IWCA).

Ryan, Leigh and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*, 4th ed. New York:

Bedford/St. Martin's, 2006. This guide provides an overview of the writing process, working with a variety of types of writers, and a comprehensive overview of working with writers across the curriculum. Especially helpful are the sections on structuring a writing session to best meet the student writer's needs and an exploration of the various roles the tutor/consultant plays (including ally, coach, commentator, collaborator, expert, and counselor). Ryan and Zimmerelli also include numerous prompts for reflection throughout the text to encourage tutors to reflect on their own strengths and concerns.

Taking Flight with OWLs: Examining Electronic Writing Center Work. Ed. James A. Inman and Donna N. Sewell. Mahwah, NJ: Lawrence Erlbaum Associates, 2000. This edited collection centers on the many uses of technology and communication currently within on-line writing labs. The text is divided into five key sections, each consisting of several relevant essays: 1) "Toward a Definition and Context for Electronic Writing Center Work," 2) "Narratives of Experience," 3) "Asynchronous Electronic Tutoring," 4) "Synchronous Electronic Tutoring," and 5) "Looking to the Future." The articles and collection as a whole engage with the connections and disjunctions between theory and practice, the multiplicity of tutor-writer communication facilitated by electronic writing centers, and common concerns and how to address them.

A Tutor's Guide: Helping Writers One to One, 2nd ed. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2005. This edited collection includes essays on a wide range of tutoring session concerns, ranging from responding to varying levels and disciplines of student writing, working with ESL writers, and productively structuring each tutoring session. *A Tutor's Guide* also includes several essays on coping with difficult sessions, including Nicole Kraemer Munday's "(Non)Meeting of the Minds: A Study in Frustration" (Chapter 3) and Muriel Harris' "Talk to Me: Engaging Reluctant Writers" (Chapter 4).

Wiring the Writing Center. Ed. Eric H. Hobson. Logan, UT: Utah State UP, 1999. This collection is organized into three main sections: 1) "Models and Strategies for Wired Writing Centers," 2) "Critical Assessments of Wired Writing Centers," and 3) "Resources for Wired Writing Centers," providing theoretical frameworks as well as reflections on on-line/"wired" writing centers in practice. The contributors overview writing centers across a variety of sites (high school, community college, university) and types of tutoring (e-mail, person-to-person/"real time" response). The collection also includes a look at the current state of writing centers and technology (Eric Hobson's introduction, "Straddling the Virtual Fence") and tutor training and considerations unique to the electronic format (Rebecca Rickley's "Reflection and Responsibility in (Cyber)Tutor Training: Seeing Ourselves Clearly On and Off the Screen," Chapter 3).

Writing Across Borders (DVD). Oregon State University (yr?). The *Writing Across Borders* DVD is "a 3-year documentary project funded by Oregon State University's Center for Writing and Learning and its Writing Intensive Curriculum Program. The documentary's purpose is to help faculty, writing assistants, and other professionals work more productively with international students in writing environments" (<http://cwl.oregonstate.edu/wab>). The DVD web-site also includes additional resources for writing center tutors and faculty, including transcripts and clips of the DVD, information about the OSU

Center for Writing and Learning, and purchase information for the DVD.

The Writing Center Director's Resource Book. Ed. Christina Murphy and Byron Stay. Mahwah, NJ: Lawrence Erlbaum Associates, 2006. While this collected edition takes writing center directors as its' primary audience, much of the information could be equally productive for tutors as well. Divided into two key sections – “Writing Centers and Institutional Change” and “Writing Centers and Praxis” – the collection also includes a range of essays on the historical context of writing centers, working within the larger educational institution, management and administration, tutor training, and the role of technology, supported by four detailed case studies.

Writing Center Research: Extending the Conversation. Ed. Paula Gillespie, et al. Mahwah, NJ: Lawrence Erlbaum Associates, 2002. This collection provides a comprehensive overview of current writing center theory, research, and discourse, organized by three main perspectives: 1) “Writing Centers as Sites of Self-Reflective Inquiry,” 2) “Writing Centers as Sites of Institutional Critique and Contextual Inquiry,” and 3) “Writing Centers as Sites of Inquiry into Practice.” The contributors outline current writing center research trends as including work on creating administrative knowledge, analyzing rhetoric, and exploring assessment and computer literacies, among others. The contributors also foreground a variety of perspectives including those of writing classroom instructors and an argument for “Why Feminists Make Better Tutors,” (Jean Marie Lutes, Chapter 3).

The Writing Center Resource Manual. Ed. Bobbie Bayliss Silk. Emmitsburg, MD: National Writing Centers Assn P, 1998. *The Writing Center Resource Manual* provides an overview of necessary processes and considerations that go into starting and managing a writing center at institutions ranging from elementary, middle, and high schools through community colleges and state universities. The collection includes contributions from writing center professionals such as Muriel Harris and Paula Gillespie, and cover concerns including establishing a writing center “identity” and situating the center effectively within the home institution to “nuts and bolts” concerns such as managing record-keeping and training tutors.

Writing Centers and Writing Across the Curriculum Programs: Building Interdisciplinary Partnerships (Contributions to the Study of Education). Ed. Robert W. Barnett and Jacob S. Blumner. Westport: Greenwood, 1999. This edited collection focused on the relationships and practical interactions between writing across the curriculum (WAC) programs and writing centers. Engaging with current theory, discourse, and numerous case studies, this collection provides a productive perspective for writing centers and tutors who engage with writers from a wide range of disciplines on a daily basis. The collection includes several theoretical and practical essays, such as Muriel Harris's “A Writing Center Without a WAC Program: The De Facto WAC Center/Writing Center” (Chapter 7) and Peshe C. Kuriloff's “Writing Centers as WAC Centers: An Evolving Model” (Chapter 8).

Teaching:

Beyond Outcomes: Assessment and Instruction Within a University Writing Program (Perspectives on Writing: Theory Research, Practice). Ed. Richard H. Haswell. Westport: Ablex, 2001. This collection of essays provides an overview of university writing programs, including history, outcomes, assessment, instruction, and future directions for these programs. Of particular use to writing center tutors are the multiple ways in which writing centers supplement and work in collaboration with these general writing programs, including questions about communication, organization, and compatible assessment, connections which are engaged throughout the text.

Bullock, Richard. *The St. Martin's Manual to Writing in the Disciplines: A Guide for Faculty*. New York: Bedford/St. Martin's, 1994. This manual provides instructors with a number of useful ways for implementing writing in the classroom, from in-class writing, journal assignments, formal writing and portfolio assignments, responding to student writing, and designing effective writing assignments. Of particular interest to writing center faculty is Chapter 11, "Using Your School's Writing Center" (pp. 69-71), which can facilitate effective interaction between the writing center and classroom instructors, with suggestions such as "Send the center copies of your course assignments," "Urge your students to use the center," and "Use the center yourself" (70-1, emphasis original).

Corbett, Edward P.J., et al. *The Writing Teacher's Sourcebook*. Oxford: Oxford UP, 1999. Corbett and team provide a comprehensive range of essays centered on teaching contexts and the teaching of writing, giving numerous perspectives on experiences and tips for teaching writing effectively. Part One, "The Contexts of Teaching," includes the sections 'Perspectives,' 'Teachers,' 'Students,' 'Locations,' and 'Approaches,' taking into account all of the different elements of the teaching environment; Part Two, "The Teaching of Writing," includes sections on 'Assigning,' 'Responding and Assessing,' 'Composing and Revising,' 'Audiences,' and 'Styles,' covering ideas of writing as both product and process.

Elbow, Peter. *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. Oxford: Oxford, 2000. Elbow provides a wide range of articles, many previously published in journals such as *College Composition and Communication* and the *Journal of Advanced Composition*, reflecting on various aspects of the process of and discourses surrounding writing. The book is organized in six main sections: "Premises and Foundations," "The Generative Dimension," "Speech, Writing, and Voice," "Discourses," "Teaching," and "Evaluation and Grading," with each section supplemented with several "fragments" which offer brief, anecdotal discussions of the subject at hand, based on Elbow's personal experience.

Harris, Muriel. *Teaching One-to-One: The Writing Conference*. Urbana, IL: National Association of Teachers of English, 1986. In this book, Harris focuses on the one-on-one writing conference as a learning tool. In addition to outlining roles of tutors and students,

Harris also outlines strengths and goals of the conference format, including “Helping Writers Become Independent,” “Motivating Writers,” and “Attending to the Writer’s Concerns” (28-35). Harris also outlines multiple conference tasks, formats, and activities.

Hedengren, Beth Finch. *A TA’s Guide to Teaching Writing in All Disciplines*. New York: Bedford/St. Martin’s, 2004. “Written specifically for teaching assistants responsible for WAC [Writing Across the Curriculum] or WID [Writing in Disciplines] courses, *A TA’s Guide to Teaching Writing in All Disciplines* provides the practical advice that teaching assistants – no matter the discipline – need in order to teach and evaluate writing effectively. This informative text is perfectly suited to a teaching assistants’ training course, or it can serve as a reference for teaching assistants to use on their own” (www.alibris.com).

Lewiecki-Wilson, Cynthia and Brenda Jo Brueggemann. *Disability and the Teaching of Writing: A Critical Sourcebook*. New York: Bedford/St. Martin’s, 2007. “*Disability and the Teaching of Writing* brings together both ground-breaking new work and important foundational texts at the intersection of disability and composition studies. With practical suggestions for applying concepts to the classroom, this sourcebook helps instructors understand the issues involved in not only teaching students with disabilities but in teaching with and about disability as well” (www.bedfordstmartins.com).

Lunsford, Andrea. *The St. Martin’s Handbook*, 6th ed. New York: Bedford/St. Martin’s, 2007. With a new edition for 2007, “[t]he only handbook informed by research into how students actually write, *The St. Martin’s Handbook* offers students clear, straightforward advice on all aspects of college writing, from arguments to research to writing for print and electronic media ... More practical than ever, the sixth edition has been designed to be more visual and even easier to use and understand. In addition, it addresses exciting changes in the field of composition identified in Andrea A. Lunsford’s new nationwide study of student writing patterns – while retaining the innovative coverage and reference features instructors have come to expect” (www.bedfordstmartins.com).

Murray, Donald. *A Writer Teaches Writing, Revised*. Boston: Houghton Mifflin, 2003. In this book, Murray breaks down the many skills of writers and teachers, as well as developing a working theory of writing as process, the necessary elements of creating an effective writing environment, and useful teaching techniques for the writing classroom. Murray also provides readers/teachers/tutors with a wealth of useful resources, including a wide range of not just pedagogical texts, but works from manuscript studies, biographies, journals, and letters, and perspectives from fiction writers, poets, biographers, and journalists.

National Writing Project and Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools (National Writing Project)*. San Francisco: Jossey-Bass, 2006. Though this book mainly addressed elementary and high school writing evaluations, there is a good deal of comprehensive writing information as well, useful in working with individual writers of varying skill levels and learning styles within the writing center

environment. NWP and Nagin include a helpful glossary of “Writing-as-Process Strategies” (26-7), numerous “classroom vignettes” and case studies, all focusing on myriad strategies for helping our writers improve necessary writing skills, and encourages educators to remain engaged in the on-going evaluation and discourse of our current writing programs.

Neeley, Stacia Dunn. *Academic Literacy*, 2nd ed. New York: Longman, 2004. This book focuses on academic writing conventions, with emphasis on instilling an “academic attitude” (1) in writers by helping them situate themselves within the larger academic discourse. The text includes an overview of academic research, analysis, argument, as well as the standards and frameworks of academic writing in general, and includes many sample assignments and essays, directed to help engage students with academic writing and discussions.

On Location: Theory and Practice in Classroom-Based Writing Tutoring. Ed. Candace Spigelman and Laurie Grobman. Logan, UT: Utah State UP, 2005. This edited collection includes several essays focused on the role of tutors within the college classroom, with two specific essays addressing writing center collaboration or theory (Chapter 4: “Writing and Reading Community Learning: Collaborative Learning among Writing Center Consultants, Students, and Teachers” and Chapter 6: “The Idea of a Writing Center Meets the Reality of Classroom-Based Tutoring,” which engages with Stephen North’s 1984 landmark essay “The Idea of a Writing Center”). Of particular interest to writing center scholarship is the classroom-based component of the writing and students to which writing center tutors generally respond.

Spatt, Brenda. *Writing From Sources*, 7th ed. New York: Bedford/St. Martin’s, 2007. Spatt’s work covers the process of research and writing from start to finish, with multiple essay examples and exercises every step of the way. Part 1, “Making Your Sources Your Own,” focuses on critical reading and response, and encompasses skills such as underlining, annotating, and summarizing; this section also provides an overview for proper use and formatting of quotations. Part 2, “Writing from Sources,” covers writing single source and multiple source essays, with a focus on organization and development, and section on synthesizing multiple sources. Part 3, “Writing the Research Essay,” takes students and instructors through stages of topic selection, researching, evaluating and using sources, and a writing process for the research essay. Spatt also includes numerous appendices, offering information on additional resources, common documentation styles (MLA, APA, and endnotes), conducting field research, taking essay exams, and additional research essay examples/readings.

Teaching Developmental Writing: Background Readings (Bedford/St. Martin’s Professional Resources) Ed. Susan Naomi Bernstein. New York: Bedford/St. Martin’s, 2001. This edited collection includes a wide range of resources, ranging from theoretical pieces to engaged memoir, and provides numerous resources for teaching developmental English students. The book takes a dual-approach, giving both instructor and student perspectives on basic writing (Chapters 1 & 2), the writing process (Chapter 3), grammar (Chapter 5), various learners and learning styles (Chapters 6 & 7), technology (Chapter 10), ESL

(Chapter 12), and the role of writing centers in teaching developmental English learning (Chapter 14).

Williams, Bronwyn T. *Tuned In: Television & The Teaching of Writing*. Portsmouth, NH: Heinemann, 2002. Williams reflects on the positive and negative influences of television on student writing and work within the writing classroom. Based on interviews with students, research, and personal experience, Williams explores the connections between television and student writing, including what students learn about rhetoric from their television viewing, including “rhetorical skills such as interpreting form, audience, and style” (16). Williams also focuses his discussion on the idea of multiple types and intersections of literacy, including classroom practice exercises to put his theories into practice and bring these divergent literacies into dialogue with one another.

Writing in Multicultural Settings (Research and Scholarship in Composition 5). Ed. Carol Severino, et al. New York: MLA, 1997. The editors organize this book into four key sections: 1) “Cultural and Linguistic Diversity,” 2) “The Roles of Teachers and Texts,” 3) “ESL Issues,” and 4) “Sociocultural and Pedagogical Tensions.” The essays provided by the contributors give a comprehensive overview of multicultural writing sessions and contributing factors to be aware of when working with multicultural writers, including acceptance of unique and diverse student voices, spoken and written. The collection also provides an overview of different rhetorics and means of assessment when working with multicultural writers.

ESL:

ESL Writers: A Guide for Writing Center Tutors. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Heinemann, 2004. This collection offers a comprehensive overview of ESL student needs in the writing center, from traditional writing assignments, creative writing projects, and longer works such as theses or dissertations. Part One, “Cultural Contexts,” includes essays addressing cultural difference and perspectives on second-language learning. Part Two, “The ESL Tutoring Session,” looks at one-on-one meetings with authors discussing the importance of collaborative goal setting, reading the student’s text, avoiding meaning or language appropriations, editing, working with ESL students on-line, discussing plagiarism, and tailoring tutoring sessions to meet writers’ diverse needs. Part Three, “A Broader View,” takes a look at some higher order concerns, such as international learning/study abroad and explaining the English language; Part Three also includes feedback from ESL students on their experiences in the writing center.

(X-listed w/Writing Center Theory & Scholarship)

Exploring the Dynamics of Second Language Writing (Cambridge Applied Linguistics). Ed. Barbara Kroll. Cambridge: Cambridge UP, 2003. This collection offers a comprehensive overview of key issues within the discourse surrounding ESL writers and the teaching of writing. Section 1, “Exploring the Field of Second Language Writing,” provides historical and research overviews in the field; Section 2, “Exploring the Voices of Key Stakeholders: Teachers and Students,” allows these two critical audiences to weigh in

through the sharing of curriculum building and student success stories; Section 3, “Exploring Writers Finished Texts,” includes essays discussing response to and assessment of student writing; Section 4, “Exploring the Contextualities of Texts,” breaks ESL teaching and learning down by genre, with discussions of rhetoric, research, and literature; and Section 5, “Exploring Technology,” addresses the role of computer use and mediated communication in second language writing.

Ferris, Dana R. and John Hedgcock. *Teaching ESL Composition: Purpose, Process, and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. While much of this text focuses on working with ESL students in a classroom setting, some general chapters may be of use to writing center tutors, including “Theoretical and Practical Issues in ESL Writing” (Chapter 1), “Teacher Response to Student Writing: Issues in Oral and Written Feedback” (Chapter 5), and “Improving Accuracy in Student Writing: Error Treatment in the Composition Class” (Chapter 7).

Waldo, Mark L. *Demythologizing Language Differences in the Academy: Establishing Discipline-Based Writing Programs*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. Waldo’s work focuses mainly on discipline-based writing programs, but of particular interest to writing center administrators and tutors will be Chapter 5, “Still the Last Best Place for Writing Across the Curriculum,” where Waldo theorizes the role of the writing centers in re-imagining writing programs. Waldo makes the argument that necessary elements for a writing center efficient at working with disciplinary programs include: “(a) independence from any department; (b) a tenured or tenurable director; (c) highly skilled tutors, themselves teachers and students from various departments; and (d) an ambitious writing across the curriculum consultancy, steeped in language and cognitive development, critical thinking, postmodern theory, assignment making, and writing assessment” (82).

Grammar & Punctuation:

O’Conner, Patricia. *Woe Is I: The Grammarphobe’s Guide to Better English in Plain English*, 2nd ed. New York: Penguin, 2004. O’Conner’s accessible text has a fun and informal tone as she demystifies frequent writing problems such as pronoun usage, writing with numbers, possessive tense, punctuation, and general writing conventions. O’Conner also includes a section devoted specifically to on-line communication, “E-Mail Intuition: Does Anything Go?” (Chapter 11), reminding students that “E-mail is no excuse for lousy English” (205).

--- . *Words Fail Me: What Everyone Who Writes Should Know About Writing*. San Diego: Harcourt, 2000. O’Conner’s conversational text addresses common writing concerns such as knowing the audience, development, frequent grammar and mechanics problems, and revision. O’Conner illustrates her instruction with humorous examples and personal anecdotes to demonstrate how the language rules work both on paper and out in the “real world.”

Stilman, Anne. *Grammatically Correct: The Writer’s Essential Guide to Punctuation, Spelling,*

Style, Usage, and Grammar. Cincinnati: Writer's Digest Books, 1996. Stillman's guide provides usage rules and technical information for spelling, "problem words," punctuation, grammar, and style. Stillman uses specialized, technical language to explain proper usage, though her main points are illustrated with numerous examples.

Strunk, William Jr. and E.B. White. *The Elements of Style*, 4th ed. New York: Longman, 2000. This compact, classic handbook contains accessible and useful rules usage, composition, and form, a discussion of commonly misused words and expressions, and a helpful "Approach to Style (With a List of Reminders)." Strunk and White also provide a brief glossary of linguistic terms. The fourth edition (2000) includes "revisions, an introduction, and a chapter on writing."

Thurman, Susan. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. Ed. Larry Shea. Avon: MA: Adams Media, 2003. Thurman's book offers a comprehensive overview of the most common grammatical trouble areas, and includes chapters outlining the parts of speech, sentence structure, verbs, pronouns, and punctuation, all with numerous examples. Thurman also provides tips for "Writing Better Sentences" (Chapter 7) and "Avoiding Common Errors" (Chapter 8), and presents information on different genres and stages of writing. Thurman also includes three helpful appendices on frequently misspelled words, eliminating wordy phrases, and useful web sites.

Truss, Lynne. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham, 2003. Truss's book provides a humorous and accessible overview of proper punctuation usage, with fun and functional examples illustrating how improper punctuation can drastically change the meanings of sentences and writing. Truss includes chapters on the oft-misused apostrophes, commas, dashes, and hyphens, as well as offering reflection on "punctuation as an art" (105).

Quick References:

Anson, Chris M., et al. *The Longman Pocket Writer's Companion*, 2nd ed. New York: Longman, 2006. This compact volume provides a brief overview of writing conventions, research methods, documentation (MLA, APA, CMS, and CSE), grammar, and syntax.

Faigley, Lester. *The Brief Penguin Handbook*. New York: Longman, 2003. This handbook includes substantial sections on writing and technology ("Composing in the Digital Era," "Writing for the Web"), provides a section of conducting research, an overview of various documentation styles (MLA, APA, CMS, and CSE), style, grammar, and ESL concerns.

Hacker, Diana. *A Writer's Reference*, 5th ed. New York: Bedford/St. Martin's, 2003. Hacker's reference guide is organized into three key sections: 1) "Composition/Style," which includes notes on drafting, revising, design, sentence structure, and word choice; 2) "Correctness," which includes grammatical correctness, troubleshooting, punctuation, and mechanics; and 3) "Research/Basic Grammar," which includes research methods,

MLA, APA, and CMS, as well as an overview of basic grammar, such as parts of speech and sentence structure.

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*, 6th ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006. Harris's handbook is divided into three key sections: 1) sentence level concerns, 2) grammar and mechanics, and 3) academic research and documentation. The handbook also includes brief sections on the writing process and ESL concerns, and is organized by Harris's "Question and Correct" principle, which presents frequently encountered questions and concerns, as well as how to address common issues on writing, syntax, grammar, research, and documentation.

--- . *The Writer's FAQs: A Pocket Handbook*, 3rd ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006. Harris's handbook is organized by sections, including sentence structure, grammar, punctuation, mechanics, ESL concerns, research, and documentation. Each section includes multiple examples. In addition, Harris includes an alternate table of contents, organized by her "Question and Correct" principle, presenting frequently asked questions ranging from the general ("What are some reminders and writing tips to keep in mind as I write?", "What is MLA?") to the specific ("What's wrong with writing 'She is so happy'?").

Lunsford, Andrea A. *The Everyday Writer*, 2nd ed. New York: Bedford/St. Martin's, 2001. This is a comprehensive handbook organized in three key sections: 1) "Analyzing and Composing," which covers writing, revision, research, and technical concerns for on-line writing; 2) "Usage and Style," which provides an accessible general resource on style, grammar, language, punctuation, and mechanics; and 3) "Resources," which provides a brief overview of major citation styles, including MLA, APA, CBE, and Chicago Style.

Bibliographies:

Adler-Kassner, Linda, et al. *The Bedford Bibliography for Teachers of Basic Writing*, 2nd ed. New York: Bedford/St. Martin's, 2005. This bibliography provides a wide range of background resources from the basic/developmental composition discourse, including history and theory, pedagogy, curriculum development, and administration. The text also includes a comprehensive list of books on developmental writing from Bedford/St. Martin's, including textbooks, handbooks, readers, and instructor resources.

Reynolds, Nedra, et al. *The Bedford Bibliography for Teachers of Writing*, 6th ed. New York: Bedford/St. Martin's, 2004. This bibliography includes background resources for teaching composition, including "A Brief History of Rhetoric and Composition," history and theory, rhetoric, curriculum development, and writing programs. This text includes a bibliography of writing center resources (pp. 230-40).

Miscellaneous:

Freedom Writers and Zlata Filipovic. *The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them* (1999). This

inspirational book shows the power of writing in practice, focusing on the reflections of a teacher and her students responding to *The Diary of Anne Frank* and *Zlata's Diary: A Child's Life in Sarajevo* with their own journaling and writing to fight racism and intolerance.

Compiled by Alissa Burger for BGSU Writing Center

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