Reference Books Available For Faculty Use.

**Academic Writing Consulting and WAC: Methods and Models for Guiding Cross-Curricular Literacy Work**
By: Jeffrey Jablonski

* This book provides theoretical models and practical methods for helping writing teachers and writing program administrators within postsecondary institutions conduct the inter-disciplinary, collaborative consulting activities that are common with formal and information writing across the curriculum (WAC) programs. It specifically discusses how to conduct the day-to-day work of negotiating close working partnerships with faculty in other disciplines and is the first book length treatment to do so.

**Alternatives to Grading Student Writing**
Edited by: Stephen Tchudi

* Evaluating a student’s progress as a writer requires striking a delicate balance between the student’s needs and the institutional needs of universities, colleges, and school districts. This up-to-date collection of essays, assembled by NCTE’s Committee on Alternatives to Grading Student Writing, offers the writing teacher several innovative and interesting options.

**Bedford Bibliography For Teachers of Writing, The Sixth Edition**
By: Nedra Reynolds, Patricia Bizzell & Bruce Herzberg

* “It is by far and away the most useful introduction to the field of rhetoric and composition, and I don’t know what I would do without it.”
  – Diana George, Michigan Technological University

**Elements of Teaching Writing, The: A Resource for Instructors in All Disciplines**
By: Katherine Gottschalk & Keith Hjortshoj

* “The materials are presented astutely, framed as questions that faculty frequently have in mind (though sometimes do not quite know how to ask), and they address practical concerns in the context of the larger academic issues. This makes the whole orientation of the book, from beginning to end, engaging.”
  – James Slevin, Georgetown University
Engaging Ideas:
The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom
By: John C. Bean

* “Engaging Ideas surprised me. I didn’t expect to like it, but I really did. I didn’t expect to find so much in it that would cause me to pause and reflect on my own practices as a teacher, but this is exactly what happened repeatedly. I didn’t expect to find the writing so sprightly and attention-holding, but it was. And I didn’t expect that I would decide to challenge the nature of the writing assignments I give to students as a result of this book, but I have.
And excellent resource for faculty across all disciplines who long for ways of improving student writing and thinking skills.”

– Howard B. Altman, director, Linguistics Program, University of Louisville

Expectations:
Teaching Writing from the Reader’s Perspective
By: George D. Gopen

* Written for teachers and other interested writers, Expectations approaches the teaching of writing by putting to use important new insights concerning the interpretive patterns of readers. The book is based on the discovery that readers have a relatively fixed expectations of where in a sentence or paragraph to look for the arrival of certain kinds of important information.

First Step on the Longer Path, The
Becoming an ESL Teacher
By: Mary Ashworth

* Whether you are a classroom teacher, student teacher, consultant or administrator, this handy resource will provide you with plenty of practical ideas for helping children who don’t speak English. For some, it may even become the necessary first step on the longer path to achieving full expertise in teaching English as a second language.

Grammar Alive!
A Guide for Teachers
By: Brock Haussamen with Amy Benjamin, Martha Kolln & Rebecca S. Wheeler (Members of NCTE’s Assembly for the Teaching of English Grammar)

* In this informal and inviting book, Brock Haussamen and other members of the NCTE’s Assembly for the Teaching of English Grammar offer a much-needed resource for the myriad of K-12 teachers who wonder what to do about grammar – how to teach it, how to apply it, how to learn what they themselves were never taught.
Helping Students to Write Well:
A Guide for Teachers in All Disciplines
Second Edition
By: Barbara E. Fassler Walvoord
* Now revised and updated, Helping Students Write Well has become the standard manual for college and instructors seeking to integrate writing into their courses more effectively. The book suggests techniques for responding to student work, guiding student peer groups, and dealing with specific writing problems.

How to Handle the Paper Load:
Classroom Practices in Teaching English
Gene Stanford, Chair and the Committee on Classroom Practices

More Ways to Handle the Paper Load:
On Paper and On-line
Edited by Jeffrey N. Golub
* This sequel to NCTE’s bestselling How To Handle the Paper Load offers new ways to respond to student writing that take into account both the increased pressures teachers face in the digital age and recent findings on peer groups and portfolios. With a major section on the electronic resources that have added an ever-growing dimension to students’ and teachers’ writing lives, teachers will learn to manage the increasing paper load while at the same time involving students in their learning.

Practice of Response, The:
Strategies for Commenting on Student Writing
By: Richard Straub
* This book sets out to help teachers gain a practical understanding of response to student writing – essentially, by examining sample comments by knowledgeable teachers. It displays and analyzes over 30 sets of comments from a variety of settings, by a variety of teachers, all of them informed by composition studies. It defines the strategies these teachers put into practice. And it situates teacher response in the larger context of writing instruction.
Preparing Educators for Online Writing Instruction: Principles and Processes
By: Beth L. Hewett and Christa Ehmann

* Educators need new skills for teaching in the ever-evolving online environment, and departments need approaches to such technology that empowers instructors and students both. Drawing on current thinking in rhetoric and composition, adult education, and e-learning, and incorporating their own experiences with a variety of online instructional contexts, including the online learning provider Smarthinking Inc., the authors demonstrate how five important pedagogical principles – investigation, immersion, individualization, association, and reflection – can inform effective online instructor training, independent of the platform being used.

Reading Sites:
Social Difference and Reader Response
Edited by: Patrocinio P. Schweikart & Elizabeth A. Flynn

* Reading Sites explores how social differences condition and shape reader response. Bringing to the fore a key but long-unexplored issue, this volume extends reader-response theory and unites it with more recent discussions on the ethics of reading to consider how readers from different class, gender, racial, and ethnic positions respond to texts, authors, and other real or imagined readers.

Rhetoric for Writing Teachers, A
Fourth Edition
Erika Lindemann

* From answering the question “Why teach writing?” to offering guidance in managing group work and responding to assignments, A Rhetoric for Writing Teachers provides a comprehensive introduction to the teaching of writing. Now in a fourth edition, this remarkably successful book features a new chapter by Daniel Anderson on teaching with computers and adds updated material on invention, intellectual development, and responding to student’s writing.

Second – Language Writing in the Composition Classroom: A Critical Source Book
By: Paul Kei Matsuda, Michelle Cox, Jay Jordan & Christina Ortmeier-Hooper

* Second-Language Writing in the Composition Classroom addresses key issues for instructors working with multilingual writers in first-year composition. Featuring 21 scholarly articles framed with insightful introductory material, this sourcebook provides both theoretical context and practical resources in five parts: Historical Perspectives, Definitions and Complexities, Shifting Theoretical Frameworks, Rethinking Curriculum Design and Responding to and and Assessing Second-Language Writing.
Sourcebook for Responding to Student Writing, A
By: Richard Straub

* A Sourcebook for Responding to Student Writing is a resource for writing teachers. It provides a range of teacher comments on a sampling of college students papers and an anthology of key statements on the theory and practice on responding to student writing.

Standards for the Assessment of Reading and Writing
By: International Reading Association and National Council of Teachers of English (Prepared by IRA/NCTE Joint Task Force on Assessment).

* This document provides a set of standards to guide decisions about assessing the teaching and learning of reading and writing. In the past thirty years, research has produced revolutionary changes in our understanding of language, learning, and the complex literacy demands of our rapidly changing democratic and technological society. The standards proposed in this document are intended to reflect these advances in our understanding.

St. Martin’s Guide to Teaching Writing, The Fifth Edition
By: Cheryl Glenn, Melissa A. Goldthwaite & Robert Connors

* The St. Martin’s Guide to Teaching Writing brings together in one resource classroom tested practical advice, the best new thinking in composition theory, and an up-to-date anthology of scholarly essays. The fifth edition incorporates new ideas for using technology and contains original sections on using rubrics for evaluation and teaching language variety.

TA’s Guide to Teaching Writing in all Disciplines, A
By: Beth Finch Hedengren

* A TA’s Guide to Teaching Writing in all Disciplines provides the practical advice that teaching assistants – no matter what their discipline – need to teach and evaluate writing effectively. Written specifically for TA’s responsible for writing-across-the curriculum or writing-in-the disciplines courses, this informative text is perfectly suited to a TA training course. In addition, the book can serve as a reference for TAs to use on their own.
Teaching Composition:  
Background Readings  
Second Edition  
By: T.R. Johnson  
* Chosen to provide a balance of classic and contemporary scholarship, the thirty readings in *Teaching Composition: Background Readings*, Second Edition, provide an ideal introduction to composition theory and practice. Written by leading scholars in the field – including Robert J. Connors, Ann E. Berthoff, Peter Elbow, and Nancy Sommers – the readings are accompanied by helpful chapter introductions, informative headnotes, suggested classroom applications, and questions to prompt reflection on your practice as a writing instructor.

Teaching Developmental Reading:  
Historical, Theoretical, and Practical Background Readings  
By: Norman A. Stahl & Hunter Boylan  
* Compiled by Norman A. Stahl of Northern Illinois University and Hunter Boylan of the National Center for Developmental Education at Appalachian State University, *Teaching Developmental Reading* contains a selection of thirty-five historical, theoretical, and practical essays. The anthology provides an ideal introduction to the field of developmental reading for new teachers as well as useful readings for more experienced instructors.

Teaching and Learning Creatively:  
Inspirations and Reflections  
Edited by: Patricia A. Connor-Greene, Catherine Mobley, Catherine E. Paul, Jerry A. Waldvogel, Liz Wright, and Art Young  
* *Teaching and Learning Creatively: Inspirations and Reflections* offers a glimpse into a Clemson University project that fostered poetry writing in courses across the curriculum and grew to include visual and other kinds of creative responses. *Teaching and Learning Creatively* offers poetry and images composed by students in a variety of disciplines, together with teachers’ reflections on their students’ achievements.

Teaching Writing Across the Curriculum  
Fourth Edition  
By: Art Young  
* This book is written for college teachers in all disciplines. It provides a brief introduction to writing across the curriculum (WAC), its theory and its practice, with the emphasis on practice – on teaching, on using writing as a tool for learning the subject being studied, and as a strategy for improving the confidence and the ability of students to communicate effectively.
What is “College Level” Writing?
Edited by: Patrick Sullivan & Howard Tinberg

* Just what defines “college level” writing is a question that has confounded, eluded, and divided teachers of English at almost every level of our profession for many years. This book seeks to engage this essential question with care, patience, and pragmatism. Special features include perspectives from high school teachers, student contributors, the administrative perspective and interactive discussion between contributors.

Writers at the Threshold:
 Featuring 56 Ways to Prepare High School and College Students to Think and Write at the College Level.
By: Larry Weinstein

* Writing at the Threshold is a rarity among books about teaching writing – it offers high school and college teachers both an eloquent philosophy of composition instruction and an immediately useful set of classroom-tested teaching ideas (56 of them) distilled from the author’s 28 years teaching writing.

Writing on the Margins:
 Essays on Composition and Teaching
By: David Bartholomae

* A collection of essays by David Bartholomae – one of the composition community’s most prominent members - Writing on the Margins: Essays on Composition and Teaching includes 21 selections that have helped shape the discipline of composition studies.

Writing on Demand”
 Best Practices and Strategies for Success
By: Anne Ruggles Gere, Leila Christenbury and Kelly Sassi

* In Writing on Demand, you’ll discover how to help your students gain the valuable skills they need to succeed on the essay portions on the SAT, ACT, Advanced Placement , and other exams and to help them develop as writers.
Virtual Peer Review
Teaching and Learning about Writing in Online Environments
By: Lee-Ann Kastman Breuch

* In a reassessment of peer review practices, Lee-Ann Kastman Breuch explores how computer technology changes our understanding of this activity. She defines “virtual peer review” as the use of computer technology to exchange and respond to one another’s writing in order to improve it. Arguing that peer review goes through a remediation when conducted in virtual environments, the author suggests that virtual peer review highlights a unique intersection of social theories of language and technological literacy.