

Spring 2009
ENG 100 Approved Textbooks

Confidence in Writing, Fourth Edition, by Ed Reynolds and Marcia Huntington, Heinle & Heinle, 2002.

I've been using *Confidence* for a number of years now and find it, for the most part, a useful tool for teaching basic writing here at WIU. I like a combination rhetoric, reader and handbook. It might be argued that a book the size of *Confidence*, just under 300 pages of content, can't possibly do all those well, but I think it does a decent job overall, and is well suited to English 100. I like the fact that in chapter after chapter we see writers at work, and the modeling of the stages in the writing process.

That said, I don't much value chapter 1. As I recall, in earlier editions the current chapter 2, on describing people, used to be chapter one, and I lament the change. Perhaps it's my anthropocentric bias, but I don't see the value in showing students the extremes to which a student writer went to describe a lemon. Except for attention to some front matter and to pages four and five, where listing is modeled as a prewriting exercise, I start with Chapter 2.

I find Chapter 6 somewhat unfocused, and sense that part of it ought to be in Chapter 5 and parts in Chapter 7, which covers modes. Another odd thing about Chapter 6 is page 102, a list of ten considerations in judging writing. It's a useful list of criteria, but its placement puzzles me. I refer to it very early in the semester to establish some criteria, and tell my students that it ought to be on the inside front cover.

Chapter 8 does a decent job of providing guidance for writing the summary.

The Additional Readings are a good and thought-provoking mix. The Handbook section at the end is basic and serviceable. I've found that, if the students read it, as assigned, it provides a basic shared vocabulary for our discussions of grammar issues. I've never had much use for the exercises, however, in part because I've always preferred to use passages from student papers as springboards for discussion of error.

I'll continue to use *Confidence* until I see something better come along.

One last note: On a whim I checked Amazon.com to see if it carries *Confidence*, and it does. I was especially curious to see if it had been rated by readers. It wasn't. I think I'd give *Confidence* three and a half stars. I was dismayed to see that it cost \$90.95. That's even more than the, I believe, \$88 in the Union bookstore. In my thinking, those prices for this book are unconscionable. – Jim Courter

Tyner, Thomas E. *Writing Voyage: A Process Approach to Writing*. Eighth edition. United States: Thomson, 2008.

This 263-page book is divided into units, "Writing from Experience," "Writing About Relationships," "Writing About Opinions," and so forth. Each unit includes guidance on stages of the writing process—prewriting, drafting, editing, and revision—and two reading selections. The text also includes student writing samples, guidelines for peer editing, journal activities, and online activities. – Jacque Wilson-Jordan

***The Mercury Reader: A Custom Publication.* Boston, MA: Pearson Custom Publishing, 2009.**

This custom reader allows instructors to choose from a database 700 contemporary and classic essays and works of literature. The database also includes rhetorical apparatus, and instructors may include outside materials. The price of the book is \$8 base plus .09 a page with an 80 page minimum. Outside materials cost .10 per page. The minimum new order is 25 copies; reorder is 10 copies. There is a separate database called *The Mercury Reader for Developing Writers* that may help narrow the search for materials appropriate for English 100. Jacque has used versions of this book for English 180. – Jacque Wilson-Jordan

Raymond, James C. *Moves Writers Make.* Upper Saddle River, New Jersey: Prentice Hall, 1999.

This fairly brief (312-page) textbook uses a modal approach but goes beyond the traditional formulas by discussing “the seven common moves” that writers make: beginning, ending, detail, organization/plot, style, voice/attitude, economy. One instructor (Randy Smith) who has used this text often believes that the introductory material is the best of any of the recently-approved books for English 100. The book is organized by traditional modes--description, narrative, process, and so forth--but also includes an alternative, thematic table of contents, including “behavior and its consequences,” “cultural and ethnic differences,” “forces of nature,” and so forth. *Moves Writers Make*, Randy says, is “an anthology that can serve as a rhetoric.” – Jacque Wilson-Jordan

Supplemental Readers

***Patterns: A Prentice Hall Pocket Reader.* Ed. Dorothy Minor. Pearson, 2005.**

This small, inexpensive (\$15 suggested retail price) reader offers 27 readings organized by nine patterns of development, Narration, Description, Comparison/Contrast, Process Analysis, Persuasive Argumentation, Classification/Division, Definition, Exemplification, Cause and Effect. There are no questions or other apparatus, but a book like this might be helpful if paired with a textbook like *Confidence in Writing* or in a course where the teacher supplies most of the apparatus for the course but doesn't want to copy readings or ask students to use the library's electronic reserve.

***Themes: A Prentice Hall Pocket Reader.* Ed. Clyde Moneyhun. Pearson, 2005.**

This small, inexpensive (\$15 suggested retail price) reader offers 18 readings under six themes, People, Places, Animals, Technology, Language, and Advertisements. There are no questions or other apparatus, but a book like this might be helpful if paired with a textbook like *Confidence in Writing* or in a course where the teacher supplies most of the apparatus for the course but doesn't want to copy readings or ask students to use the library's electronic reserve. —Jacque Wilson-Jordan

***Western Voices.* Western Writing Program. ISBN: xxxxxxxxxx.**

Our own *Western Voices* makes a good supplemental reader for English 100 students. The text offer models of "real" student writing, and the students can see the results of the Writing Contest in print. An English 100 student, in addition, might benefit from a quick view of the types of writing that will follow in English 180 and 280.

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ENG 180 Approved Textbooks

Graff, Gerald and Cathy Birkenstein. *"They Say/I Say": The Moves that Matter in Academic Writing.* Norton, 2006. ISBN: 978-0393924091.

This is a great introduction to academic writing. The premise of the book is entering the discussion, and I think this is a great way to get started. The book offers templates which provide for the students models of what academic writing looks like. The book offers a way for students to keep their writing voice while writing academically. There are two versions of this text: one with readings and one without readings.

Murray, Donald M. *Write to Learn.* Boston: Thompson Wadsworth, 2005. ISBN: 978-1413001730.

This text, currently in its 8th edition, is used and recommended by Jennie C. Trias. Jennie states that "unlike other composition texts, this one neither arrogantly talks far above the students' level nor does it talk down to them." In conjunction with Murray's voice is the basic functionality of this text. It is short (three hundred and twenty-six pages) and concise, offering thorough discussions regarding the various writings we require students to produce in both Eng 180 and 280 composition courses, a fact that demonstrates how truly adaptable this text is. Additionally, there would be no need to require a supplemental reader as Murray includes various essays.

Robertson, Alice B. *From Private Places to Public Spaces.* Kendall Hunt, 2008. ISBN: 978-0757546204.

This books follows the assignments of English 180 and provides writing samples. The text focuses on writing as a process while considering that writing is personal. This text is an excellent introduction to college writing.

***Reading Critically, Writing Well* - Axelrod and Cooper. 7th Ed. 2005. Bedford/St. Martin's.**

This book includes a usable mixture of instruction in various modes, professional and student models, and an MLA reference section. I particularly like ML King's "Letter from a Birmingham Jail," Annie Dillard's "A Chase," and an essay arguing against children's competitive sports, which provokes strong reactions from students. - Janna Haworth.

Axelrod and Cooper. *St. Martin's Guide to Writing.* 5th ed.

Miller. *Motives for Writing.* McGraw-Hill, 2006. 5th edition.

VanderMey, Myer, Van Rys, and Sebranek. *College Writer: A Guide to Thinking, Writing, and Researching.* 3rd ed.

Bullock, Richard. *Norton Field Guide to Writing.* Norton, 2005.

Now available in three versions—a brief rhetoric; a rhetoric and reader; and a rhetoric, reader, and handbook

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***Western Voices*. Western Writing Program. ISBN: xxxxxxxxxx.**

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***The Mercury Reader*. Ed. Kathleen Shine Cain, et al. 2005. Pearson.**

This custom reader includes over 600 classic and contemporary readings from several genres and pedagogical apparatus. The instructor chooses selections from an on-line database. Free evaluation copies are available, and the required order is 25 copies. www.mercuryreader.com - Jaque Wilson-Jordan.

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ENG 280 Approved Textbooks

Lunsford, Andrea, John Ruskiewicz, and Keith Walters. *Everything's an Argument (with readings)* . 4th ed. Bedford/St. Martin's, 2006. ISBN: 978-0312447502.

Comes with or without readings. As the title suggests, everything is an argument for Andrea Lunsford and John Ruskiewicz. The textbook offers a standard rhetoric for argumentation. Students will be introduced to different lines of argumentation (arguments based on emotion, values, character, and facts and reason) and different ways of structuring arguments (definition, evaluation, cause and effect, proposals, humor). Where this text differs from most argument rhetorics is the inclusion of visual images (photos, logos, webpages, etc.) and electronic forms of communication as "readings." This text is great for instructors wanting to incorporate visual argument into their courses but do not want a textbook that focuses primarily on visual rhetoric such as Donald and Christine McQuade's *Seeing and Writing* or Robert Atwan's *Convergences*. *Everything's an Argument* with readings is about \$60.00. – Neil Baird

The Informed Argument: Special Edition for WIU.

The Informed Argument: Special Edition worked quite well for my students in 280 this semester as it allowed them access to pertinent material in two different textbooks. There are three chapters within this text that were selected from Writing Analytically and The Informed Argument. Making the decision to have this "special edition" allows my students to get the chapters I liked from the two separate texts for a total of \$17.00. Since they are also purchasing a novel and A Pocket Style Manual, those who didn't save it anyway, this cuts down on their costs for the classroom materials. - Penny Rigg

The Informed Argument – Standard 7th Edition – Miller. Wadsworth. 2007.

Very comprehensive. 7 chapters on researching, writing and documenting arguments. 6 chapters of readings: ownership (words, music, media); body image; relationships; education; American national identity; environment. Readings are longer and have documentation. Good examples for 280 papers. Costs around \$80.

Read, Reason, Write: An Argument, Text, and Reader. Seyler. 8th Ed. 2006. McGraw-Hill.

This is a 280 text that focuses on the interrelationships between reading, audience, analysis, argumentative strategies, and research. The book's organization is practical, building a foundation of critical reading skills, analysis, as well as various methods of responding to writing, including summary writing and critical analysis before moving on to detailing argumentative strategies and methods of building different types of arguments. The research component that follows the argumentative section is thorough and well illustrated.

Throughout the text, Seyler uses both professional and student writing samples to illustrate methods she is describing, annotating the student writings to further illustrate her points. The book also has a collection of professional essays which are categorized by general topic areas. For the new instructor, she has several exercises that can also be used to clarify important concepts or assess students' understanding. The newer editions have a website companion for both the instructor and the student which work with WebCT and Blackboard. If you like clarity and order, you will like this text. - Dee J. Hutinger

***A Rhetoric of Argument.* Fahnestock and Secor. 3rd Ed. 2004. McGraw-Hill.**

Jeanne Fahnestock and Marie Secor include a chapter each on four types of arguments: definition, causal, evaluation, and proposal. Before those four chapters, the authors introduce the students to basic rhetorical material such as logical fallacies, logos, ethos, and pathos, while also discussing basic concerns such as audience and critical reading skills. After the chapters on the four types of arguments come two chapters on research; one is focused on finding sources, and the other is primarily about how to use those sources properly.

Throughout the first nine chapters, representative essays are included for discussion and for writing assignments. The book also contains six chapters at the end that have thematically related readings. The topics are globalization, biotechnology, juvenile crime, sports, public taste, and the First Amendment. - Rick Clemons.

Ballenger, Bruce. *The Curious Researcher*. 6th Edition. Longman, 2009. ISBN: 978-0205666119.

Bruce Ballenger's introduction begins by redefining the "research paper." It addresses the differences between a research paper and a research report, levels of formality, essaying vs. arguing, and the need to gain authority over outside voices. It also introduces students to the need for curiosity when developing approaches to research papers. Ballenger suggests a five week plan for writing research papers, and each of the subsequent chapters focuses on benchmarks for each week. Chapter One called "The First Week," introduces students to library and internet services. Chapter Two encourages students to narrow their topics and develop research strategies. Chapter three stresses the need to write as you research (notecards, etc.). Chapters Four and Five focus on drafting and revising respectively. An MLA guide, APA guide, and introduction to writing about literary topics are offered as appendices. *The Curious Researcher* is about \$45.00. (Kemper and Rahman). – Neil Baird

***Writing Research Papers*. - Lester. 12th Ed. 2009. Longman.**

First, it's user friendly with color coded information tabs that divide the sections. The format is easy to read and makes the important points easy to find. It covers the research topic effectively, including how-to and source discussions. It has a good section on MLA. The book offers what students should learn in 280. – Carol Bollin and Kathy Balderson

***Shadow Boxing: Art and Craft in Creative Nonfiction*. Iversen. 2004. Longman.**

“I like Shadow Boxing for its stories. I would certainly recommend it as a reader for anyone who is interested in having their class read, analyze, research, and write about creative nonfiction pieces.” – Barbara Ashwood-Gegas.

***From Critical Thinking to Argument* – Barnett and Bedau. 2nd Ed. 2008. Bedford/St. Martin's.**

This is a “bare-bones” book for 280. I use it and then supplement with a reader or readings pertaining to a topic. It has good chapters on analysis and critical reading. The chapters on argument are okay. There isn't as much documentation help as there could be but that can be remedied by the use of Hacker or the Purdue OWL site. The book sells for under \$20, which makes the students happy. Kathleen O'Donnell-Brown (I may not use this after spring semester and, if not, we can just leave it off.)

***Good Arguments: An Intro to Critical Thinking*. Missimer. 4th Ed. 2005. Prentice Hall.**

No description available. (Parkinson).

***Inventing Arguments* – Mauk and Metz. 2nd Edition, 2009. Wadsworth.**

12 chapters on reading, researching and writing arguments. 11 chapters of readings: politics; men and women; family; race; environment; education; consumption; popular culture; technology; philosophy and humanity; religion. Variety of readings – poems, essayists, etc. Not as many student or researched examples as *The Informed Argument*. Costs around \$85.