

Select Bibliography

Robert Root

Britton, James. "The Composing Processes and the Functions of Writing," Research on Composing: Points of Departure, ed. Charles R. Cooper & Lee Odell. Urbana, IL: NCTE, 1978.

A distillation of the discourse theory expounded in his two major works and recommendations for further research into the functions of writing, the stages of composing, and the action of putting words on paper. A useful supplement to the Cooper-Odell-Courts article which precedes it.

_____. Language and Learning. London: Penguin Books, 1970. University of Miami Press, 1970.*

The exploration of the language of children which provides the basis for theories underlying the work of the Schools Council Project. A theoretical and speculative book dealing with the participatory and speculative nature of language usage and the development of the cognitive processes. It also has chapters dealing with language development in pre-school, primary, and secondary periods of a child's education.

_____. "The Student's Writing," Explorations in Children's Writing, ed. Eldonna L. Evertts. Champaign, IL: NCTE, 1970.

Actually a series of articles: "Talking and Writing" is about speech and the function of writing as an equivalent to speech; "Progress in Writing" looks at the stages of youthful writing; "Language and Experience" talks about how children and adults "represent their worlds in language"; and "Student Writing and Evaluation" discusses the appropriate places for attention to form.

_____, **Tony Burgess, Nancy Martin, Alex Mcleod, and Harold Rosen.** The

Development of Writing Abilities (11-18). Schools Council Research Studies. London: MacMillan Education Ltd., 1975.

An explanation and report of the Schools Council Project on Written Language of 11-18 year olds, 1966-1971. Important for the sense of range it gives us in student writing and for theoretical background on discourse and the composing process.

Brunetti, Gerald J. "The Bullock Report: Some Implications for American Teachers and Parents," English Journal, 67, 8 (November 1978), 58-64.

Reviews A Language for Life (better known as the Bullock Report), a 1975 document which surveys language learning in England and recommends methods of improving it, and cites its relevance for American education. Members of the Schools Council Project prepared several chapters of the report.

Burgess, Carol, et al. Understanding Children Writing. Baltimore, MD: Penguin Books, 1973.

Collects and comments on writing of children, expanding the examples and evidence for the theoretical base of The Development of Writing Abilities. Includes various kinds of writing, writing sharing experience and handling information, and writing collected from four students at various stages of their educations.

Dow, Ronald H. "The Writer's Laboratory--One Approach to Composition," Arizona English Bulletin, 16, 2 (February 1974), 55-66.

Working from ideas in Moffett's Teaching the Universe of Discourse, Murray's A Writer Teaches Writing, and Kohl's The Open Classroom, explains his school's writing laboratory and its potential in a variety of teaching situations.

Fenner, James L. Principles of Student-Centered High School English Teaching. Ann Arbor: University Microfilms, 1972. Order No. 72-20, 629.

Reviews key works on theory and defines the teacher's role in student-centered teaching; lists principles and offers samples of procedures.

Furner, Beatrice. "An Oral Base for Teaching Letter Writing," Elementary English, 51 (April 1974), 589-594, 600.

Draws upon Moffett, Britton, and Joos' The Five Clocks to apply a range of functions and occasions to the teaching of letter writing, based in oral and expressive language.

Gere, Ann Ruggles. "writing and WRITING," English Journal, 66, 8 (November 1977), 60-64.

Drawing upon Britton and Janet Emig, argues for the distinction between high school and college students and for greater attention to reflexive and expressive writing on the secondary level; includes results of a survey of writing assignments at the University of Washington.

Jacobs, Suzanne E. "Writing Across the Curriculum: an Update," English Journal, 67, 8 (November 1978), 64-67.

Reviews and examines the Burgess book above, the Martin book below, and a third volume, Understanding Children Talking.

Knudson, Richard L. "How the English Teach Writing," English Journal, 67, 8 (November 1978), 49-50.

Compares, somewhat acerbically, the teaching of writing in England and America.

Kuykendall, Carol, ed. "Teaching Materials: Interaction in Review," English Journal, 63, 5 (May 1974), 102-105.

In a regular feature of EJ, the teaching materials editor compiles five reviews of the program designed by Moffett, listed below, giving perspectives from a school of education, from supervisors, and from classroom teachers.

Martin, Nancy, et al. Writing and Learning Across the Curriculum 11-16. London: Ward Lock Educational, 1976.*

Draws upon the work of the Schools Council Project and examines writing as a means of learning not only in English classes but in all other disciplines as well.

Moffett, James. "Integrity in the Teaching of Writing," Phi Delta Kappan, 61

(December, 1979), 276-279.

A theoretical statement including a taxonomy of writing activities from handwriting through revising inner speech.

_____. "I, You, and It," College Composition and Communication, 16 (December 1965), 243-248.

A compressed version of his later theory of discourse, exploring the dual movements of the speaker outward toward his subject and toward his audience.

_____. Teaching the Universe of Discourse. Boston: Houghton-Mifflin, 1968.

A companion volume to A Student-Centered Language Arts Curriculum but an independent work highly influential in humanizing language arts teaching and keeping theory always in sight of pedagogy. It depends on an idea of the student's intellectual growth and the insistence that the student be the center of the curriculum rather than its subject. Argues against grammar instruction and for learning to write by writing; against teaching parts as parts and for teaching wholes and parts in the contexts of wholes.

_____, **Senior Editor.** Interaction: A Student-Centered Language Arts and Reading Program, K-12. Boston: Houghton-Mifflin, 1973-1974.

An ambitious program, including activity cards, booklets, cassettes, games, films, and teacher materials (see reviews under Kuykendall) designed to cover all levels of ability in students, from K-3 in Level 1 to advanced students of grades 10-12 in Level 4; it creates a truly individualized student-centered language arts curriculum for elementary through secondary students in precisely the ways that Moffett's theoretical writing advocates.

_____, and **Kenneth R. McElheny, eds.** Points of View: An Anthology of Short Stories, New York: NAL, 1966.

A paperback anthology organized on the spectrum of discourse later developed in Teaching the Universe of Discourse, moving from interior monologue to anonymous narration--no character point of view, and including a wide and standard selection of stories.

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Robert Root (cont. from p. 16)

 , and Betty J. Wagner. Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers. 2nd Edition. Boston: Houghton-Mifflin, 1976.

Although originally the Interaction program was an attempt to overcome the limitations of this book, first published in 1968, the limitations of educational resources in most school districts has compelled Moffett to continually revise his initial classroom-practice-oriented book, expanding, and where possible, freeing the text from the constraints a one-book program imposes. Still a concrete and sound source of ideas to implement in pursuit of Moffett's concept of learning.

Reeves, Ruth. "Interaction in Review-- Perspectives from Supervision," English Journal 63 (May 1974), p. 104.

Rosen, Lois. "An interview with James Britton, Tony Burgess, and Harold Rosen," English Journal, 67, 8 (November 1977), 50-58.

An arresting interview with three members of the Schools Council Project, synthesizing, expanding, and elaborating on their work, and, interestingly, corroborating the work of Moffett.

Sarke, Fred H. "Interaction in Review-- Perspectives from the Classroom," English Journal, 63 (May, 1974), 104.

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Toby Fulwiler (cont. from p. 18)

across the curriculum, we regularly conduct workshops for colleagues in disciplines other than English to explore with them how they might use writing more actively in their daily classroom instruction. Many of the ideas suggested at these workshops, such as journal writing, freewriting, and brainstorming, are grounded in Britton's notion that speculative writing plays an important part in the learning process.

Britton's work provides the theoretical base to the common-sense principle that writing is not the sole province of the English department any more than numbers are the sole province of the math depart-

ment or speaking of the speech department. Writing activities must occur "across the curriculum" as a regular part of student life if such activities are to have a strong and lasting impact. Britton's work--along with that of Americans Daniel Fader, Janet Emig, Lee Odell, and James Moffett--has given rise to a genuine interest in writing as an interdisciplinary activity, something practiced in all areas of the real world by real people.

Both Britton and Moffett have had a significant influence on how we view writing at the beginning of the 1980's. They have helped us to see the developmental potential of good writing instruction, and they have provided us with personal and programmatic guidelines to carry out that instruction. By challenging the prescriptive--and proscriptive--rhetorical modes with which most of us grew up, and by suggesting more comprehensive alternatives, Britton and Moffett demonstrate that writing can be taught humanely and realistically. They show us, along with our students, a universe inhabited by human beings as well as English teachers.

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