

STATISTICAL SUMMARY

The Little, Brown Handbook, H. Ramsey Fowler, Little, Brown and Co.
(3rd year in use at UT)

Number of Responses: 42 Numerical Average: 2.7

Well-Bound Words, John Ruszkiewicz, Scott, Foresman
(2nd year in use at UT)

Number of Responses: 21 Numerical Average: 3.2

Writing, Frank Cowan and Elizabeth Cowan, Scott, Foresman
(3rd year in use at UT)

Number of Responses: 5 Numerical Average: 3.0

Open to Language, Patrick Hartwell, Oxford University Press
(1st year in use at UT)

Number of Responses: None

The Little, Brown Reader, 2nd edition, Marcia Stubbs and Sylvan Barnet
(eds.), Little, Brown and Co.
(3rd year in use at UT)

Number of Responses: 8 Numerical Average: 3.0

The Essay, Michael Shugrue, Macmillan
(1st year in use at UT)

Number of Responses: 3 Numerical Average: 3.0

The Bedford Reader, X. J. Kennedy and Dorothy M. Kennedy, St. Martin's
(1st year in use at UT)

Number of Responses: 7 Numerical Average: 3.4

The Norton Sampler, 2nd edition, Thomas Cooley, W. W. Norton and Co.
(1st year in use at UT)

Number of Responses: 7 Numerical Average: 2.4

The Writer's Options: Combining to Composing, 2nd edition, Donald
Daiker, Harper and Row
(2nd year in use at UT)

Number of Responses: 8 Numerical Average: 3.1

Statistical Summary - Fall 1982

Practical English Handbook, Watkins and Dillingham, Houghton-Mifflin
(1st year in use at UT)

Number of Responses: 2 Numerical Average: 3.0

The Norton Reader, 5th edition, Eastman, et al., W. W. Norton and Co.
(3rd year in use at UT)

Number of Responses: 10 Numerical Average: 2.9

The Norton Anthology of Short Fiction, 2nd edition, R. V. Cassill,
W. W. Norton and Co.
(2nd year in use at UT)

Number of Responses: 7 Numerical Average: 3.4

Fiction 100, 3rd edition, James H. Pickering, Macmillan
(2nd year in use at UT)

Number of Responses: 6 Numerical Average: 3.8

The Contemporary Rhetoric, 3rd edition, Maxine Hairston, Houghton-
Mifflin
(1st year in use at UT)

Number of Responses: 2 Numerical Average: 3.5

Popular Writing in America, 2nd edition, Donald McQuade and
Robert Atway, Oxford University Press
(3rd year in use at UT)

Number of Responses: 3 Numerical Average: 2.0



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Feb. 8, 1983

COOP TEXTBOOK SALES FOR FRESHMAN ENGLISH TEXTS: FALL 82 & SP 83

E 306

1. Ruskiewicz: Well Bound Words, Scott Foresman, 1981. \$15.50/11.65
F82: DEPT EST. 1550/COOP ORD. 1000/ # RET. 130/TOTAL #SOLD 870.
S83: DEPT EST. 400/coop ord. 300/ # ret. 250/TOTAL #SOLD 50.

2. WATKINS: PRACTICAL ENGLISH HANDBOOK, H. Mifflin, 1982. \$9.50/7.15
F82 Dept. Est. 300/Coop Ord. 235/ # Ret. 68/TOTAL # SOLD 167
S83 Dept. Est. 25 Coop Ord. 20 # Ret. 0/Total # Sold 20

3. Cooley: The Norton Sampler, Norton, 1982. \$8.95/6.75
F82 Dept Est. 950/Coop Ord. 740/ # Ret. 521/Total # Sold 219
S83 Dept Est. 100/Coop Ord. 60 # Ret. 50/Total # Sold 10

4. Cowan: WRITING: Scott Foresman, 1980. \$21.95/\$16.50.
F82: Dept. Est. 775/Coop Ord. 625/ # Ret. 420/Total # Sold 205
S83 Dept. Est. 50/Coop Ord. 66/ # Ret. 50/Total # Sold 16

5. Stubbs: LITTLE BROWN READER, 1980. NEW ED. DUE 2-15-83
F82 Dept Est. 1250/Coop Ord. 900/ # Ret. 500/Total # Sold 400
S83 Dept. Est. 200/Coop Ord. 150/ # Ret. 60/Total # Sold 90

6. Shurue: The Essay, Macmillan, 1981.
F82 Dept Est. 325/Coop Ord. 250/ # Ret. 230/Total # Sold 20!!!
S83 Dept Est. 50/Coop Ord. 40/ # Ret. 20/Total # Sold 20

7. Daiker: The Writer's Option, Harper & Row, 1982. \$10.00/9.00
F82 Dept Est. 250/Coop Ord. 175/ # Ret. 10/Total # Sold 165
S83 Dept Est. 50/Coop Ord. 40/ # Ret. 5/Total # Sold 35

8. Gehle: Little Brown Workbook, 1980. NEW EDITION DUE 5-1-83
F82 Dept Est. 200/Coop Ord. 160/ # Ret. 20/Total # Sold 140
S83 Dept Est. 50/Coop Ord. 35/ # Ret. 5/Total # Sold 30

9. Kennedy: Bedford Reader, St. Martins, 1982.
F82 Dept Est. 600/Coop Ord. 420 # Ret. 00/Total # Sold 420
S83 Dept Est. 125/Coop Ord. 100 # Ret. 20/Total # Sold 80

10. Hartwell: Open To Language, Oxford, 1982.
F82 Dept Est. 775/Coop Ord. 550 # Ret. 480/Total # Sold 70
S83 Dept Est. 75/Coop Ord. 50 # Ret. 20/Total # Sold 30

Decker



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CONT.

E 307

1. Fowler: Little Brown Handbook, 1980. NEW ED. DUE 2-1-83
F82 Dept Est. 2575 Coop Ord. 2060 # Ret. 700 Total # sold 1360.
S83 Dept Est. 400 Coop Ord. 285 # Ret. 000 Total # sold 285
2. Eastman: The Norton Reader. Norton, 1980.
F82 Dept Est. 600 Coop Ord. 550 # Ret. 400 Total # Sold 150
S83 Dept Est. 1825 Coop Ord. 900 # Ret. 30 Total # Sold 870
3. Cassill: Norton Anth. of Short Fiction, 1981.
F82 Dept Est. 750 Coop Ord. 600 # Ret. 450 Total # Sold 150
S83 Dept Est. 1825 Coop Ord. 900 # Ret. 30 Total # Sold 720
4. Pickering: Fiction 100, Macmillian, 1981.
F82 Dept Est. 275 Coop Ord. 200 # Ret. 100 Total # Sold 100
S83 Dept Est. 950 Coop Ord. 500 # Ret. 250 Total # Sold 250

E 308

1. McQuade: Popular Writing in America, Oxford, 1980.
F82 Dept Est. 425 Coop Ord. 400 # Ret. 200 Total # Sold 200
S83 Dept Est. 850 Coop Ord. 500 # Ret. 100 Total # Sold 400
2. Hairston: Contemporary Rhetoric, Houghton-Mifflin, 1982
F82 Dept Est. 150 Coop Ord. 120 # Ret. 20 Total # Sold 100
S83 Dept Est. 250 Coop Ord. 170 # Ret. 000 Total # Sold 170
3. Schechter: Patterns in Popular Culture, Harper, 1980.
F82 Dept Est. 130 Coop Ord. 100 # Ret. 30 Total # Sold 100.
S83 Dept Est. 125 Coop Ord. 75 # Ret. 5 Total # Sold 70.

Fall 1982

The Little, Brown Handbook, Fowler (Little, Brown)

Comments:

A useful little reference book.

This handbook is fairly complete: its research theme sample section especially. Most important to me, I am familiar with it!

Used it only with students with particular problems.

Students used it primarily for reference.

I have used this text for several years; it is an adequate handbook.

Very good as a reference book.

Effective more as a manual to refer to.

LOVE this Handbook--it's the first one we've had which actually shows what an actual term paper looks like. Excellent as a source to which I can refer students for exercises on their mechanical problems.

Good to excellent detailed grammar reference iwth effective exercises.

Clear, concise.

Has a short section on the conditional and the subjunctive. This is rare, and valuable!

Seems adequate for handling mechanical problems.

OK--(It ain't the book that keeps them from learning to write).

Much of the information in this book duplicated the Cowan and Cowan (Writing) section on applying grammatical rules, though more drily.

For remediating technical problems, exercises aren't quite extensive enough. There's got to be something less tedious.

Found difficulty in finding time to use this book.

It's pretty good, except very poor on differences, the "Dick and Jane" style which is my 307 Sp students' most simple problem. I had to teach sentence combining and wordiness, redundancy, et al. all on my own.

I only referred students with specific problems to relevant portions of the text. (It did help me however). I'd never teach from it.

I don't like this handbook--I remember liking Harbrace (Little Red Handbook) much better--I don't even like the looks of Little, Brown Handbook.

Fall 1982

Practical English Handbook, Watkins and Dillingham (Houghton Mifflin)

Comments:

Much the same applies to this book as to Fowler--impression that it is not quite so rich/varied in content.

This has the advantage of being smaller and cheaper. Watch out for teachers vs. student editions.

Would have preferred but it was unavailable.

Fall 1982

The Writer's Options, 2nd edition, Daiker (Harper & Row)

Comments:

The students begin to yawn after a while, but I think it's effective. This supplemented with a grammar outline might be wonderful. I'd like to give it a try.

I find this book's layout irritating because students find it difficult to read/follow developmental directions.

The 1st edition is better than the 2nd. I like sentence combining, think it is very important, and USE it. I do dislike the propaganda slipped in among the sentences and essay topics. That sort of tactic takes advantage of a captive audience, makes the teacher look picky if she points it out, yet subtly--and unfairly--influences students.

While it looks O.K. for native speakers, I found it to be much too hard for many of my Q course students. The amount of combining required (for them) is excessive, as is the amount of new vocabulary, as is the number of cultural presuppositions.

Fall 1982

Well-Bound Words, Ruszkiewicz (Scott, Foresman)

Comments:

It is theoretically sound, written for students, and is easy to teach from. Some problems in it but students like it and it seems clear. Somewhat uneven in its treatment of basic materials, but my students were able to read it with understanding. All in all, I would use it again. Students appreciated its brevity and clarity.

The book needs more work on paragraphs and on grammar in general; otherwise, I found it generally useful.

Well-Bound Words' chapter on informative writing has too much jammed together. The description of exploratory writing is unclear. How does this type of writing differ from persuasion? This chapter should be divided, according to different tasks.

Section on evaluation was especially confusing for students. "Extended definition" was omitted entirely as a rhetorical strategy. Explanation of 4 modes was sketchy and tended toward overlapping. Definition of "common knowledge" was incomplete/problem of banal topics was really not addressed. Otherwise--ok. Was disappointed in this text.

Fall 1982

Writing, Cowan & Cowan (Scott-Foresman)

Comments:

Though a little facile, even air-headed at times, the book's attempt to engage the student (as an equal, whatever that might mean) and its prolific examples of professional and student essays are helpful.

I enjoyed using this one for the first time because it uses an approach different from the aims and modes technique, at which I was getting stale. Very readable and useful rhetoric.

Many of its sample themes are pretty punk. The whole text is a bit artsy at times and tends to put nervous teen-agers off a little (suggestions on writing topics etc.)

Fall 1982

The Little, Brown Reader, 2nd edition, Stubbs (Little, Brown)

Comments:

Have studied it and would probably substitute this for Shugrue's. This is a good collection of essays. I have used it twice now and like it. Don't drop it!

The thematic (rather than rhetorical) format gave me pause at first, but as the term developed the book's approach plus its use of short views and pictures, proved successful in generating student interest.

Any basic reader is satisfactory to me--I pick and choose what I use from whatever is in the text.

I think we could use a reader with more complex essays. The Little, Brown Reader is ok, but too many of the selections are too simple, too slight. The material in the text did not seem very fresh or interesting for class purposes.

Fall 1982

The Essay, Shugrue (Macmillian)

Comments:

I like the selections--I'm not sure I used it as well as I should have.

Not as successful as I hoped. I have to keep reminding myself that I should use a book that's easy to teach from instead of one that I like personally.

Fall 1982

The Bedford Reader, Kennedy & Kennedy (St. Martin's Press)

Comments:

Useful. The discussion by the authors of problems encountered in writing their essays are helpful.

Excellent choices, well organized. The brevity of the essays makes them particularly useful.

Best reader I've ever used.

Fall 1982

The Norton Sampler, Cooley (Norton)

Comments:

Useful for models, EXCEPT for description. Pre-example comments, before each section or group of selections, seem to be helpful. Students seem to be able to UNDERSTAND most of these selections.

Very ill-suited to the rhetoric text--discussion questions focus on literary analysis, and many of the essays are dated and/or dull--not enough selection to find a lot of good ones.
The essays seemed too elementary; there was no challenge for the students.

ADDITIONAL SURVEY MATERIAL

Fall 1982

E306--General Comments

Basically, I can deal with any texts that are $\frac{1}{2}$ way decent if I am familiar with them. The changing about is what drives me crazy. There is no perfect text.

Optional additions? Such as non-fiction essays on a certain topic or some of Plato's dialogues in paperback form.

I've found the texts quite satisfactory. Could we make available an MLA paperback on the research paper, which contains a complete listing of footnote and bibliography forms?

I use Decker and like it very much.

A combined rhetoric-handbook might save students some money. I hope the price of any books being considered will be taken into account.

Fall 1982

The Norton Reader, 5th edition, Eastman (Norton)

Comments:

This is the best expository text. It proved thought-provoking, the students were interested in questions raised and contributed to discussions. The essays were relevant and varied.

Fine with me.

A flexible and contemporary text.

I really don't use much from this text--I do mostly fiction (the class just gets more interested in short stories).

I used the first section extensively early in the semester in connection with Pip and theme #1. Very little after that.

Boring.

Fall 1982

The Norton Anthology of Short Fiction, 2nd edition, Cassill (Norton)

Comments:

Good selections of short fiction. I did not use it as often as the Norton anthology.

Fine with me.

Excellent: good range of stories, fun to use.

Excellent choices, but (for me) too many stories in translation.

Fall 1982

Fiction 100, 3rd edition, Pickering (Macmillan)

Comments:

I like their selections--a lot of them--others I think could be replaced by better pieces of literature.
I find the selections balanced, more so than other anthologies I've used.
Selections are more than adequate. Editorial apparatus I could do better than in my sleep.

ADDITIONAL SURVEY MATERIAL

Fall 1982

E307--General Comments

I believe in using fiction to teach rhetoric. I really regret that this good course will go under in the change to a new composition curriculum. Hope we can teach the arts and humanities advanced comp. from this point-of-view. I certainly would like to.

I just use Fiction 100 and the Norton Reader with my 307 courses and find them more than adequate.

At the request of my entire class, we used the Pickering anthology for about 6 weeks; then we spent roughly two weeks working from handouts on poetry. For the rest of the semester we have been occupied with Flaubert's Madame Bovary, using the Norton Critical Edition (ed. Paul DeMan), and taking various of the critical essays reprinted there as exemplifying various rhetorical procedures as well as differing intellectual and critical processes.

I think a couple of optional paperback texts would be good for 307 too. Fiction and non-fiction--Plato, a novella.

Fall 1982

The Contemporary Rhetoric, 3rd edition, Hairston (Houghton Mifflin)

Comments:

Excellent text--splendid writing suggestions.

Fall 1982

Popular Writing in America, McQuade and Atwan (Oxford)

Comments:

I still think this is the best anthology available but feel the need to supplement it with reproductions from Kinko's.

Sucks! Hopelessly out-of-date and fairly stupid. I'll never use it again.

ADDITIONAL SURVEY MATERIAL

Fall 1982

E308 Popular Culture--Additional Comments

Keep McQuade & Atwan.

I'd prefer a book that has more critical or theoretical (philosophical, psychological, social, political) on the various elements of popular culture.

I used Patterns in Popular Culture which I like very much. I am a folklorist so I like the approach of this text. However, I have requested to use Hairston's book also, A Contemporary Rhetoric; Writing with Style or Themes in Literature would do as well, but I want a writing text to accompany the other two.

Handouts of xeroxed material seem to be the only alternative at the moment. We should have a Pop Culture Resource Center so that various readings, clips, etc. can be maintained and shared.

ADDITIONAL SURVEY MATERIAL

Fall 1982

E308--Additional Comments

I had an engineering honors section, for which I used an excellent collection of essays called Technology and Human Affairs. I recommend it highly for anyone teaching the course in the future.

Spring 1982

The Little, Brown Handbook, Fowler (Little, Brown)

2nd year in use at UT

Number of responses:

Numerical average:

Number of sections:

Comments:

OK. I prefer the Harbrace Handbook, but the LBH is fine. My one reservation is in the term paper section, especially the 'model' term paper, which I feel is quite insubstantial. We used this text very little; most of the students (this was 307Sp) didn't need the heavy grammatical help; we used it mostly to prepare for the library papers.

Keep.

Used intensively in 306. In 307 used only in conjunction with research paper.

This is an excellent resource, but something about this book (read: format, typeset, etc.) brings about student resistance to its value.

Adequate.

Hurray for LBH--the first I've seen which coherently reproduces an entire term paper "as she should be did."

I wish glossary/index were fuller. Good on mechanics generally.

Research paper and Appendix A useful.

This handbook is as good as any other, but in 307 we use it only for reference.

OK--used it sparingly.

Easily the best of the handbooks we've tried over the past 4 or 5 years.

Good indexing.

The only section I used this semester was "Controlling Diction"; the students felt many "rules" were violated by the writers we had read in the text.

I find this handbook mediocre, especially the chapter on the research paper. I prefer the Corder Handbook to this. There's more information in it and in a more condensed format. Easy to use index, etc., etc.

Also think the Strunk/White Elements of Style is much better than this. Have 306 teachers tell their students not sell back this book. I would have used it but many students would have had to buy one (again) and they already had to get the two anthologies.

Useless for my purposes.

The handbook has a section on using transitional expressions, but has nothing on transition of ideas. Also, I think the sections on sentence variety and emphasis are particularly weak.

I am going to change texts. The Norton looks very good and should be easier for students to use. They sometimes found LBH hard to use and full of too brief and vague explanations.

Spring 1982

The Little, Brown Handbook

2.

I use it as a key for grading, but I'll bet most of the students never look anything up in it--A less dull handbook--one which might actually be used in class from time to time--would help quite a lot. The LBH unfortunately reinforces the students' preconceptions that English teachers just want them to memorize a lot of irrational rules. I'd like to see a text which spends a little time discussing the semantic significance of grammar, usage, etc.

I refer students to this or any other grammar book they may possess for mechanical problems. When the latter are severe I recommend the Lab. I advise students to purchase Turabian or the MLA guide for research papers.

Spring 1982

The Norton Reader, 5th edition, Eastman, et al. (W. W. Norton)

2nd year in use at UT)

Number of responses:

Numerical average:

Number of sections:

Comments:

We had very good results from Wm. Golding's "Thinking as a Hobby," which wasn't on the syllabus.

OK--used it for essays recommended in the syllabus.

Very well-rounded selection of essays!

Has a wide variety of readings. Why don't we get the instructor's manual?

I like it!

Dated but adequate for my purposes. Since it is so easy to purchase and sell back again, why change?

This is my fourth section with NR, and I still have not exhausted the material.

Quite OK, but I find it to be a bit of an "overkill" since we quite quickly go on to short stories.

The new McGraw-Hill is infinitely superior.

Prefer Riverside Reader and Little, Brown Reader over this one.

Have trouble finding selections for my purposes in the NR.

Book is fine, but a much thinner, cheaper book would be just as fine.

Boring essays according to students.

Used it sparingly, "Personal Report" early in the semester.

Adequate. A large enough assortment so that one can find something worth doing.

Spring 1982

The Norton Anthology of Short Fiction, 2nd edition, R. V. Cassill
(W. W. Norton)

(1st year in use at UT)

Number of responses:

Numerical average:

Number of sections:

Comments:

Couldn't be better.

Good selection of short stories and a few short novels. Diverse selection includes writers from other countries besides England and the U.S., AND plenty of women writers to choose from. There are, however, few (any?) Mexican-American writers in this collection, which is odd considering that other minorities are included.

I like it!

Choice of stories is quite good; the editorial apparatus is minimal.

Cassill's contributions are not first-rate.

A good selection of stories--plenty here the students like.

Questions at end of chapter not particularly helpful, but who cares. Handbook borders on the ludicrous at times.

The generally high quality of the selections makes up for the book's bulk and high cost. (No book with three stories from Dubliners can be all bad.)

Again, enough decent stories to get through a semester. But aren't there any fiction anthologies less biased toward modern American stuff? Maybe something with more translations of foreign, non-English fiction and a broader representation of periods--especially more older prose--e.g., a Norse saga or two, some Oriental works, etc.

I like this collection of fiction for the flexibility of selections although I'm finding that more and more of the students have read much of the material in high school--I also find that previous reading means very little!

We found that some of the syllabus-suggested stories were identical to those the students had read in high school.

Spring 1982

Fiction 100, 3rd edition, James Pickering (Macmillan)

(1st year in use at UT)

Number of responses:

Numerical average:

Number of sections:

Comments:

Just fine--the selections are first rate. I think the questions from Editor at end of each story are unanswerable for the most part--students were as bemused as I was.

Although the anthology has added a number of good selections this edition, the one I most enjoyed teaching was removed: Lionel Trilling's "Of This Time of That Place." I hope it returns in future editions.

Great text--please keep it around.

Could use more of an international representation of literary works.

I would have used this if I'd had an instructor's manual.

Excellent selections and very good discussion questions!

Very good anthology--successful. Only problem was the switch to the 3rd edition--many students had the 2nd edition (bought second hand/from friends?) but I made sure that all selections were in both editions.

Spring 1982

Popular Writing in America, 2nd edition, McQuade and Atway (Oxford University Press)

2nd year in use at UT

Number of responses:

Numerical average:

Number of sections:

Comments:

Since we're provided with only the remnants of a syllabus for 308, it's especially important to have an anthology that guarantees some rhetorical structure. Aside from being outdated and hard to work with, PWA provides no rhetorical basis for the semester. Every instructor I know is in constant search for course material. Actually, that could be a pleasant task, but not when one has a 4-4 course load and no release time for syllabus development.

I'd like a text that has essays analyzing the social, psychological, and political significance of art, music, literature, technology, architecture, sports, fashion, etc.

My students enjoyed this text tremendously, reading and discussing with little force from me.

My complaint with the text is organization. Once I prepared a thematic syllabus, though, things went well.

The instructor's handbook is not nearly as helpful as it could be. Selections, especially in latter sections of the text seemed arbitrary.

The ad section still works well, but students are often bored by other sections which seem to them dated and, therefore, boring.

ADDITIONAL SURVEY MATERIAL

Spring 1982

E307 - General Comments

The 307 texts as they stand seem quite adequate to me.

I understand that E307 is being dropped from the list of classes offered, but I'd just like to say that it's very difficult to cover the writing process adequately in a literature course.

None. A nice course to teach since its objectives are attainable.

Could we use a general anthology--I have in mind Scholes, Elements of Literature? One text might save some money for students--since we can cover only a small percentage of either essay or fiction anthologies in one term anyway. And while fiction and essay may be more immediately accessible to freshmen than poetry and drama, the critical problems that we're trying to get them to address in their writing might even seem clearer to them if a wider variety of literary types could be examined.

Correlations between reader and anthology (authors, topics considered etc.) help.

I fervently believe in the rationale of this course: to teach "the rhetoric of fiction" as a means of consciousness-raising about "the rhetoric of other forms of discourse".

Although the syllabus is old and out-dated (and occasionally pretentious), I still find it useful in planning my own reading/writing units.

I am feeling reasonably good about the content of my 307 as it now stands, so of course I have a vested interest in maintaining the present set of texts. If you changed, I would have to think through a whole new set of assignments and write up new supplementary material. Selfishly, then, I hope you stick with the books you've got.